

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES

September 23, 2014
District Office Board Room
3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

- *The Board welcomes public discussion. The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are recorded; recordings are kept for one month.*

Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.

6:00 p.m. ROLL CALL

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

14-9-2 [Minutes of the Study Session of September 10, 2014](#)

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES

14-9-3C [Imaging Supernovas at College of San Mateo](#)

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

14-9-2A [Approval of Personnel Actions: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)

14-9-3A [Approval of Revision to Miscellaneous Pay Rates Salary Schedule](#)

Approval of Consent Agenda

All items on the consent agenda may, by unanimous vote of the Board members present, be approved by one motion after allowing for Board member questions about a particular item. Prior to a motion for approval of the consent agenda, any Board member, interested student or citizen or member of the staff may request that an item be removed to be discussed in the order listed, after approval of remaining items on the consent agenda.

- 14-9-1CA [Ratification of May and June 2014 District Warrants](#)
- 14-9-2CA [Request for Approval of Internal Borrowing](#)
- 14-9-3CA [Approval of Curricular Additions, Skyline College](#)

Other Recommendations

- 14-9-1B [Approval of Substantive Change Proposal for Cañada College to be Submitted to the Accrediting Commission for Community and Junior Colleges \(ACCJC\)](#)
- 14-9-102B [Approval of Subcontract with Monterey Peninsula College and Marin Community College District for National Science Foundation Grant to Cañada College](#)
- 14-9-103B [Acceptance of HIS Title V Grant Award from the Department of Education for Cañada College: Developing Hispanic-Serving Institutions Program - ¡ESO! Expanding Student Opportunity](#)
- 14-9-104B [Approval of Contract Award for the District Office Restroom Renovation Project](#)
- 14-9-105B [Adoption of Resolution No. 14-13 Regarding Board Absence](#)

INFORMATION REPORTS

- 14-9-4C [Discussion of Board of Trustees Self-Evaluation](#)

COMMUNICATIONS

STATEMENTS FROM BOARD MEMBERS

RECESS TO CLOSED SESSION

1. Closed Session Personnel Items
 - A. Public Employee Discipline, Dismissal, Release
 - B. Public Employee Performance Evaluation
 - 1) President, Cañada College
 - 2) President, College of San Mateo
 - 3) President, Skyline College
2. Conference with Labor Negotiator
Agency Negotiator: Eugene Whitlock
Employee Organizations: AFSCME, AFT and CSEA

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
September 10, 2014, San Mateo, CA**

The meeting was called to order at 6:04 p.m.

Board Members Present: President Karen Schwarz, Vice President Patricia Miljanich, Trustees Richard Holober, Dave Mandelkern and Thomas Mohr, Student Trustee Rupinder Bajwa

Others Present: Chancellor Ron Galatolo, Deputy Chancellor Jim Keller, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Larry Buckley, District Academic Senate President Diana Bennett

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

President Schwarz said that, in order to accommodate a scheduling conflict, there was a request to hear item 14-1-1C, Report on Faculty/Staff Housing Occupancy Limits, after Statements from the Public on Non-Agenda Items. There were no objections from the Board.

Chancellor Galatolo said Executive Vice Chancellor Blackwood is active in the Mentor Program of the Association of California Community College Administrators (ACCCA). He introduced mentee Lyndsay Maas, Controller at Santa Barbara City College, who was present at the meeting.

MINUTES

It was moved by Trustee Holober and seconded by Trustee Mandelkern to approve the minutes of the meeting of August 13, 2014. The motion carried, with President Schwarz abstaining and all other members voting "Aye."

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

REPORT ON FACULTY/STAFF HOUSING OCCUPANCY LIMITS (14-9-1C)

Barbara Christensen, Director of Community/Government Relations, distributed a payoff schedule for the College Vista and Cañada Vista housing projects. She invited Board comments and questions on this and on any information contained in the written report that was included in the board packet.

Trustee Holober said he understands the changing conditions leading to leniency in terms of the number of years residents may stay in the rental units. However, he said it is important that faculty and staff know clearly that the housing is a limited time opportunity and there will be a move-out date. Ms. Christensen said residents are being informed of the limits. She said the Housing Endowment and Regional Trust (HEART) of San Mateo County will be conducting home buying workshops for the District. She said that out of the original 44 residents, 26 have purchased a home and others have committed and/or are looking with real estate agents.

Vice President Miljanich, who serves on the Board of Directors of the Educational Housing Corporation, said there have been discussions at meetings about many issues, including the overall state of the economy, whether different employment positions require different amounts of time to save for a down payment on a home, and whether residents are demonstrating obvious efforts to purchase a home.

Trustee Mandelkern asked if terms and conditions will continue to change over time based on market conditions and demand. Ms. Christensen said market conditions and demand are monitored and changes may be made accordingly.

Trustee Mandelkern asked if current residents, along with the 90 people on the waitlist, represent a mix of individuals from the three Colleges and asked if there is sufficient interest to develop a project at Skyline College. Ms. Christensen said she has not examined the waitlist or the list of residents by College. She said the waitlist is based on location and on the number of bedrooms desired. She said she believes there is enough demand for another

housing project but perhaps one that is not as large as the two current projects. Ms. Christensen said a survey of faculty and staff would be conducted before pursuing a third housing project.

Trustee Mohr asked under what circumstances people are charged rent at market rates. Ms. Christensen said that employees who own a home outside of the Bay Area and move here are given 18 months at below market rate rents to sell their home and acquire a new one. If they do not sell the home, they will be charged market rate rents after the 18 month period expires.

NEW BUSINESS

APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (14-9-1A)

It was moved by Vice President Miljanich and seconded by Trustee Holoher to approve the actions in Board Report No. 14-9-1A. The motion carried, all members voting "Aye."

Other Recommendations

PUBLIC HEARING OF THE 2014-15 FINAL BUDGET (14-9-100B)

It was moved by Trustee Mandelkern and seconded by Vice President Miljanich to conduct the public hearing. The motion carried, all members voting "Aye." President Schwarz declared the public hearing open at 6:17 p.m.

Executive Vice Chancellor Blackwood expressed appreciation to the following individuals who participated in preparation of the budget report: Rachele Minong, District Budget Officer; Raymond Chow, Chief Financial Officer; Jim Butterfield, Grants Analyst; and Anita Leong, Controller. Executive Vice Chancellor Blackwood presented an overview of the budget, including information on budget assumptions; Fund 1 revenues and expenses; community-supported vs. state revenue limit status; increased categorical funds; resource allocation; PERS and STRS increases; the Retirement Trust Fund; and other issues such as accreditation, the Measure G parcel tax, Redevelopment Agencies, reserves, and the 50% Law.

Following Executive Vice Chancellor Blackwood's report, President Schwarz asked for public input. Hearing no public questions or comments, President Schwarz declared the public hearing closed at 6:40 p.m.

ADOPTION OF THE 2014-15 FINAL BUDGET (14-9-101B)

It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to adopt the final budget as detailed in the report.

Vice President Miljanich asked if the retirement fund investment is well-protected and also asked how the District compares with other community college districts with regard to covering retirement costs. Executive Vice Chancellor Blackwood said the funds are invested in the stock market. She said a Retirement Board of Authority, which meets on a regular basis, oversees the funds and advises on risk assessment. She said there are specific rules that the District follows and an actuarial study is completed every other year. Executive Vice Chancellor Blackwood said funding of retirement expenses varies widely around the state. She said she believes that, in general, the District is doing well in comparison with other community college districts.

Trustee Mohr said he appreciates the clear and concise budget and said the narrative reads well. He said he respects the balance brought to bear on the allocation model as it considers goals and needs by campus rather than simply by FTES. Executive Vice Chancellor Blackwood said District staff have had extensive discussions with the Presidents' Cabinets at the Colleges regarding the allocation model. Chancellor Galatolo commended the supportive nature of the Presidents and how well they work together.

Trustee Mandelkern asked for an update on the issue of losing Corporation for Public Broadcasting (CPB) funding for KCSM-TV. Executive Vice Chancellor Blackwood said grants from the CPB have decreased because the federal government determined that the LocusPoint transfer-in does not qualify as a District contribution. However, no

additional funds are being provided by the District and it is hoped that the station will be sold before this issue becomes a budgetary problem.

Trustee Holober asked for verification that KCSM-FM no longer receives funding from the District, as stated in a current fundraising drive. Executive Vice Chancellor Blackwood said the District no longer subsidizes KCSM-FM but the station receives some indirect support, such as payment for utilities.

Trustee Holober noted the excess income over expenses for the San Mateo Athletic Club (SMAC) and said it seems to be building reserves of more than \$2 million. He asked if any of the excess income is going back to the unrestricted general fund and, if so, where it is shown in the budget report. Executive Vice Chancellor Blackwood said the SMAC Income Statement on page 81 shows that approximately \$300,000 is provided by SMAC to the general fund and is used to pay expenses that College of San Mateo would otherwise have to carry. Trustee Holober asked if a reasonable level of reserves has been determined for SMAC. Executive Vice Chancellor Blackwood said Vice Chancellor Tom Bauer has been instructed to make sure the reserve levels are appropriate given that they will be used to replace instructional equipment at SMAC. Trustee Holober said it would be helpful for the Board to be informed about the dollar amount considered appropriate; Vice Chancellor Blackwood said this will be provided at a future meeting. Vice Chancellor Bauer said the cost of the instructional equipment was \$1.5 million when purchased five years ago. He said there are additional costs associated with maintenance/repair of the pool. In response to a question from Trustee Mohr, President Claire discussed how the funds will be used by the College, including overhead expenses incurred because this enterprise operation is centered at the College. President Claire noted that this is one-time money and, therefore, cannot be used for ongoing operations.

Trustee Holober said dollar amounts for "Classified Salaries" and "Employee Benefits" for SMAC are shown on pages 38 and 39 of the report. He said the expenses are actually management fees paid to a vendor and he believes it is misleading to readers who would assume that the expenses are for District employees. He asked if this method of showing expenses would comply with generally accepted accounting principles. Executive Vice Chancellor Blackwood said the vendor hires employees and incurs the expenses on behalf of the District. She said this is a budget rather than a financial statement and the intent is to give the best picture of how much money is going to salaries and benefits, whether the payments go through MediFit or the District. Vice President Miljanich said it could be misleading to the reader if salaries and benefits were listed as management fees. Board members participated in an extensive discussion about ways in which the issue might be addressed. Chancellor Galatolo suggested that a footnote be added to the SMAC Income Statement clarifying the management fee and what it includes. All Board members agreed and also requested that the payment arrangement be explained more fully in the narrative. Executive Vice Chancellor Blackwood said the Board will be sent copies of amended pages and the amended budget will be posted online.

After this discussion, the motion to adopt the 2014-15 Final Budget as amended carried, all members voting "Aye."

MIDDLE COLLEGE UPDATE AND EARLY COLLEGE OVERVIEW (14-9-2C)

Chancellor Galatolo said this report on the Middle Colleges and Early College is a follow-up to a discussion at the Board Retreat in February of this year. He said staff is seeking dialog with and direction from the Board on whether and how to proceed with pursuing the concept of Early College.

Middle College Update

Cañada College President Buckley discussed the values of a Middle College experience, including introduction to the resources of the College; support services; an academic experience with no diversions; developing family understanding; a coordinated education experience provided by high school and college faculty; and a "Total Learning Environment." President Buckley provided a list of essential facts about the Cañada College Middle College High School:

- program has grown to 110 students in 2014-15, up from 63 students in 2013-14
- 61% female / 39% male
- student success rate is eighty percent; the college-wide rate is seventy percent
- 63% of students continue at Cañada College in the summer or fall terms after high school graduation

- average student taking nine units; the college-wide average is 6.7 units (Education Code provides a waiver of enrollment fees up to 11.5 units per semester)
- 80% of all classes taken were UC/CSU transferable
- 70% of incoming students state that their goal is “only” to complete their high school diploma
- from the class of 2014, 10 graduates went to UCs; 9 to CSUs; 3 to private California universities; 6 to out-of-state universities; and 6 to California community colleges

Noting the growth in program enrollment, Trustee Holober asked what the demand would be if there were unlimited seats available. President Buckley said unlimited growth is not possible because federally recognized middle colleges are not allowed to exceed 150 students.

Trustee Holober asked if the fee waiver is automatic or income-based. President Buckley said it is automatic according to the Education Code.

Trustee Mohr asked if the funding process has changed for the Middle College at Cañada College. President Buckley said the Sequoia Union High School District opted not to accredit the Middle College High School as a separate high school within the district and, therefore, they received reduced funding from the State. Consequently, there was a reduction in the amount provided by the Sequoia Union High School District beginning last year. Cañada College provides approximately \$38,000 more than it did previously, largely for books and staff expenses.

Trustee Mohr asked if parents are clear about the criteria for admission to the program, e.g. level of responsibility of the student, etc. President Buckley said the criteria are clear and the high school district conducts targeted recruitment and orientation.

Vice President Miljanich asked if Middle College students remain engaged in activities at their high schools. President Buckley said some students do but many become involved in student activities at the College as well. Trustee Mandelkern asked if students are permitted to participate in College sports. President Buckley said students are not eligible to play on College teams; however, they may continue to participate in high school sports as long as they remain in good academic standing.

President Schwarz said she is a proponent of the Middle College High School program. She said she has heard from peers that high school counselors often do not recommend the program to their students. President Buckley said information is reaching students as there were 300 applications for the 110 available spots. Trustee Mandelkern said he believes it is beneficial to give students options and this program is a viable option for some students.

College of San Mateo President Claire said the San Mateo Middle College High School (MCHS) is in its 17th year. It has won numerous awards and has served as a model site for other middle college programs. The goals of MCHS include: helping students prepare for college and/or a career; exposing students to career opportunities and courses; providing support services needed to be academically successful; giving students a solid foundation for life as a college student; emphasizing that college can serve all students; and giving underrepresented students an opportunity to pursue higher education. Because the San Mateo Union High School District opted not to accredit MCHS as a separate high school within the district, MCHS is no longer grant funded. The San Mateo Union High School District funds all of its employees and College of San Mateo funds one part-time classified staff position. President Claire provided the following facts about MCHS:

- 425 students have graduated from the program
- approximately two-thirds of graduates continue their education at one of the District colleges
- 57 students are currently in the program, representing all high schools in the San Mateo Union High School District and Half Moon Bay High School.
- students may participate in sports and other activities sponsored by their home high school
- in addition to taking the required high school classes, students are enrolled in at least seven college units each semester
- overall MCHS student success rate is higher than College of San Mateo students in the same demographic
- overall GPA for MCHS students is 3.1 and the course completion rate was 81%
- MCHS sponsors extracurricular activities and service learning opportunities that are tied to the curriculum

President Schwarz said she has attended middle college high school graduations and the stories told by the graduates are very touching. She said she believes it is a worthwhile program.

Skyline College President Stanback Stroud said there has been a demand for some time for a middle college high school at Skyline College. She said development and implementation were delayed because of budgetary constraints during the economic downturn. She said she is pleased that the Board has given support for the program and has included it in its goals and values. She said she is confident that there will be an entering class in fall 2015. President Stanback Stroud introduced Mary Gutierrez, Dean of Language Arts/Learning Resources, and Ray Jones, Director of Middle College who have visited other schools and studied various models while working on the development of a program for Skyline College.

President Stanback Stroud said that one of the distinctions between the middle college program at Skyline College and the programs described by Presidents Buckley and Claire is that the high schools partnering with Skyline College are not community-supported and cannot simply fund a middle college high school. She said a creative model has been developed that will allow the high schools to receive Average Daily Attendance (ADA) funding and will require the College to make more of an investment, especially initially.

President Stanback Stroud said the students whom the Skyline College program would attract are those who are academically talented but are disconnected from their high schools and need some intervention, similar to students in the successful Jump Start summer bridge program. The goal is for students to graduate with a high school diploma and also to have earned some units toward an associate degree, career/technical certificate and/or transfer.

Vice President Miljanich asked if there is a high interest level at the high schools. Dr. Jones said the response has been overwhelmingly positive. He said a meeting with the high school districts' superintendents is scheduled for the end of this month.

Vice President Miljanich asked if transportation is expected to be an issue. President Stanback Stroud said transportation is always an issue and was identified as such at the Success Summit. She said work on this issue is ongoing and one possibility is creation of a shuttle from BART. She said the College also communicates with SamTrans regarding scheduling.

Trustee Mohr asked President Buckley what geographical area students in the program come from. President Buckley said the single largest group are students who are eligible to attend Menlo-Atherton High School.

Trustee Mandelkern said he is pleased that a middle college high school program will begin at Skyline College. He noted that the target is to enroll 100 students and asked about the thought process that led to this number. President Stanback Stroud said the College anticipates having two sections of high school students with 25 to 30 students in each section for both eleventh and twelfth grades, resulting in 100 to 160 total enrollment.

Student Trustee Bajwa said he is excited about the program. He said the College ambassadors will bring information about the middle college high school programs when they visit the local high schools. Student Trustee Bajwa asked if the program will target students in alternative high schools, such as Thornton High School in Daly City. President Stanback Stroud said the program will target a mixture of high school students and may include those at alternative high schools.

Trustee Holober, noting that the Skyline College program will be different than the programs at the other Colleges, asked if the curriculum will be different. President Stanback Stroud said the difference will be mostly in terms of the students who are targeted and, therefore, services might need to be different. She said the funding also will be different because the partnering high schools are not community-supported. Teachers who are credentialed in high school areas will be hired as District employees.

President Schwarz asked how students will be made aware of the program and how they will be selected to participate. President Stanback Stroud said that both the college and high school typically play a critical role in selecting students for middle college programs. She said staff have been working with the high schools and will meet with the superintendents to discuss the program, including the funding model. She said the next steps are

making agreements, forming a steering committee and task forces for specific areas, and conducting community forums and parent education workshops. President Schwarz asked where the program will be housed. President Stanback Stroud said Vice President Sarah Perkins is working on assigning space for classrooms, faculty offices and an office for the director of the program.

Early College Overview

Chancellor Galatolo said he believes strongly in providing a seamless vertical integration of education. In 2001, the District successfully produced the first University Center at Cañada College, providing a seamless transition from community college to a four-year degree. This was followed by enactment of Assembly 1440, which enabled community colleges and the California State University to collaborate on the creation of baccalaureate degree transfer programs. If Governor Brown signs Senate Bill 850, baccalaureate degrees will be offered on community college campuses for the first time.

Chancellor Galatolo said Early College can be another method to provide a seamless vertical integration of education. It typically targets underserved populations and often is based on a theme such as allied health or STEM. It requires a partnership with a high school and students simultaneously earn a high school diploma and college units. It blends the curriculum and integrates the high school and college experience. The support structure of an early college leads to student achievement. Chancellor Galatolo said Early College can provide an opportunity for higher education to many young learners who never believed they would have that opportunity. He said Early College is not a new concept and many community colleges in California are currently partnering with high schools to offer some form of Early College.

Trustee Mandelkern asked what the distinction is between Middle College and Early College, e.g. would courses be delivered at the high schools rather than having students come to the community college campus. Chancellor Galatolo said an Early College might be housed at the high school but also could be at a new location which is in close proximity to an underserved population. He said the main distinction is with the students who are targeted. Although there can be overlap, Middle College students are typically disconnected from their high school for various reasons, while Early College students are largely those whose objective is simply to earn a high school diploma. President Stanback Stroud added that Early College tends to connect with students earlier, typically in middle school or ninth grade rather than eleventh grade. Chancellor Galatolo said he eventually would like to expand vertical integration to any student who thinks he/she can benefit; however, successful Early College models initially address the broader needs of underserved populations who typically do not go to college. Chancellor Galatolo said it is five times more likely that middle or upper class students will go to college than students in underserved populations.

Trustee Mohr said there are approximately 240 Early College programs in the United States and approximately 20 in California. He suggested that the Board be provided readings so that they can study various models and students served. He also suggested that some Board members might be interested in visiting schools in the Bay Area that are offering Early College programs. Chancellor Galatolo said California community college districts participating in programs are: Mission College, Contra Costa College, College of the Canyons, College of the Redwoods, Los Angeles Trade Technical College, Berkeley City College, Evergreen Valley College, Fresno City College, Gavilan College, City College of San Francisco, and Laney College. Trustees Mandelkern and Holober said they would be interested in receiving reading materials and in visiting other schools.

Trustee Holober asked if Early Colleges fall under Education Code provisions as do Middle Colleges. Chancellor Galatolo said he believes there is more flexibility and latitude for Early Colleges.

President Schwarz asked where the Superintendent of the Sequoia Union High School District stands on the concept of an Early College. Chancellor Galatolo said Superintendent Lianides realizes that the student population in his district is growing and that there are significant unmet needs in certain areas. He is exploring the possibility of a new high school which might be an Early College High School. Trustee Mandelkern asked if the new school might be a charter school. Chancellor Galatolo said Superintendent Lianides indicated that he would like it to be another high school in his district and not a charter school.

Trustee Mandelkern asked if there is interest among districts other than the Sequoia Union High School District. Chancellor Galatolo said he has had some conversations over the years with superintendents of the San Mateo Union High School District, including Tom Mohr, Sam Johnson and Scott Laurence. He said the growth in the South County is precipitating Superintendent Lianides' interest at this time. He said he is hoping to develop strong relationships in the North County with the new Middle College at Skyline College and build from there.

President Schwarz asked if there is interest in looking at the entire County. Chancellor Galatolo said the motivation is different for community-supported vs. state revenue limit districts because of the way the schools would need to be funded. He said it will be years before a County-wide program could become a reality.

Vice President Miljanich said she is wholeheartedly supportive of exploring the concept of Early College but believes the Board needs input from others regarding various models. She agreed that it would be helpful to read about existing models. Chancellor Galatolo suggested that the Board also consider meeting jointly with the Sequoia Union High School District Board of Trustees. President Schwarz said it is important to ascertain the goal of the Sequoia District, i.e. whether it is to help students earn a high school diploma or to further their education as well. Vice President Miljanich said the Sequoia District has a problem with students dropping out and she hopes a goal is to catch those students by offering something different. Trustee Mandelkern said there is a large segment of underserved students in the Sequoia District who do not even have a reference point for college. Vice President Miljanich said it is important to address these students early rather than waiting to see what happens when they arrive on campus.

Trustee Holober said it appears that the Board is interested in learning more about Early College. He said early decision points should include whether an Early College would be a charter or non-charter school and what the funding would be. Chancellor Galatolo agreed that the framework would need to be set early with the Sequoia District and the College District would need to make its expectations clear. He said he will ask Superintendent Lianides to explore a joint meeting with the two Boards of Trustees.

STATEMENTS FROM BOARD MEMBERS

Trustee Mohr said it is a pleasure to see the District budget laid out clearly and responsibly. He said he is pleased that the 2014-15 budget provides extraordinary opportunities for the District. He said he appreciated President Claire's comments about how the College will use the money from the Enterprise Fund.

Trustee Mandelkern said it was a pleasure to attend the District Opening Day event; he said he was pleased that leaders from each of the bargaining units were represented.

President Schwarz said she was a volunteer worker at the Foundation's golf tournament and it was very successful. She said she was sorry that she was unable to attend the Opening Day event.

RECESS TO CLOSED SESSION

President Schwarz said that during Closed Session, the Board will consider the personnel items listed as 1B on the printed agenda. The Board will also hold a conference with Chancellor Galatolo regarding labor negotiations; the employee organizations are AFT, AFSCME and CSEA.

President Schwarz said the next meeting of the Board will be a regular meeting on Tuesday, September 23 at 6:00 p.m. in the District Board Room.

The Board recessed to Closed Session at 9:10 p.m.
The Board reconvened to Open Session at 11:01 p.m.

CLOSED SESSION ACTIONS TAKEN

President Schwarz announced that at the Closed Session just concluded, the Board voted 5-0 to approve the personnel items listed as 1B on the printed agenda.

ADJOURNMENT

It was moved by Trustee Mohr and seconded by Trustee Holober to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 11:02 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the September 23, 2014 meeting.

Patricia Miljanich, Vice President-Clerk



President's Report to the Board of Trustees

Dr. Regina Stanback Stroud



Skyline College Students Latasha Washington and Nicole Harris with Dr. Cornel West
Photo Credit: Raul Guerra

SKYLINE COLLEGE BOARD REPORT

SEPTEMBER 23, 2014

AN EVENING WITH DR. CORNEL WEST

Skyline College was honored to host Dr. Cornel West at an exceptional event on the evening of September 11, 2014. Dr. West, a prominent and provocative democratic intellectual, Professor of Philosophy at the Union Theological Seminary and Professor Emeritus at Princeton, is known, in the words of Dr. Stanback Stroud,



for his “passion to communicate to a vast variety of publics in order to keep alive the legacy...of telling the truth and bearing witness to love and to justice.” He did just that at Skyline College.

Dr. West’s remarks were broad and emphatic – full of his characteristic enthusiasm and passion that spilled over into the audience and offered up inspiration along with contemplation. Speaking on issues of race and class, he referenced the great sociologist and civil rights activist W.E.B. Du Bois, stating that the basic questions Du Bois raised about inequality and race were “not fundamentally ideological, not fundamentally religious, they were about integrity, and honesty, and virtue.”

Dr. West also touched on current events like the fatal shooting of Michael Brown in Ferguson, Missouri and the Trayvon Martin case. He tied both of these incidents in to the broader, ongoing struggle for equality under the law no matter one’s race, religion, disability or sexual orientation.

Dr. West ended his remarks by focusing on the road ahead, and the constant vigilance required of all of us to stand up to injustice, confront our fears, and never lose hope. Hope, Dr. West concluded, is “the enactment of integrity, honesty, decency, and virtue individually and collectively, embodied in such a



way that it becomes contagious enough to other folk that they want to become a part of it from generation to generation.”

Those in attendance were clearly moved by his speech, and during an engaging question and answer session immediately afterwards, they raised questions about gentrification, self-image, and being a young person in today’s world of commoditization and instantaneous communication. Dr. West’s answers were heartfelt and sincere – providing more food for thought as the evening drew to a close.

The faculty, staff and students of Skyline College are immensely grateful to Dr. West for so generously taking the time to visit the campus and speak with us. The dialogue he sparked, and his challenging words, help to bolster Skyline College’s commitment to academic excellence and will linger in our hearts and minds for years to come.

Article by Connor Fitzpatrick. Photos by Raul Guerra.

BECALOS STUDENTS SPEND LABOR DAY IN THE MISSION



On Monday, September 1, 2014, Labor Day, several faculty and staff members took a group of the visiting international students from Mexico in the

Becalos program for a fun and informative outing to the Mission District in San Francisco. Professor Gary Fleener, from the Study Abroad program, walked the students to the Daly City BART Station and showed them how to navigate BART to San Francisco. John Saenz, who works with the Center for Student Life and Leadership Development, and his wife Alicia also came along to guide, as did Raul Guerra from the Global Learning Program and English Professor Lucia Lachmayr.

SKYLINE COLLEGE BOARD REPORT

SEPTEMBER 23, 2014



Students were shown the murals of Balmy Alley, the Mission Cultural Center, and several unique bookstores, as well as the murals of the Women's Building, known as the "Maestrapeace" by many in the area. Students were even treated to watching an artist in the middle of creating a mural, who kindly stopped to answer questions from students. Four Skyline College Puente student volunteers, Antonio Quintana, Andressa Dos Santos, Daniel Del Castillo, and Yare Ozuna, helped guide the Becalos students on their tour throughout the Mission.

Article by Lucia Lachmayr. Photos by Raul Guerra.

SKYLINE COLLEGE DREAMER SHARES HIS UNACCOMPANIED JOURNEY

Darwin Valesquez, a student at Skyline College, gave a powerful speech this week for the Latino Community Foundation, describing his emigration experience as an unaccompanied child. Valesquez emigrated at age 12 from El Salvador, where he grew up in an impoverished community. He was born with cataracts, leaving him with limited vision. At his school in El Salvador, he learned only through listening and talking. However, after coming to the United States, he eventually learned to read and write through hard work and determination. He was a leader both in and out of the classroom.



Excited to continue his education after graduating from Washington High School, Darwin applied and was accepted to one of his dream schools. Unfortunately, upon finding out about his undocumented status, the college rescinded his acceptance. To Darwin, this felt like the end of his academic journey. However, he used this moment as motivation and decided to enroll at Skyline College, where he is now pursuing a degree in International Relations. Through programs like

DACA and the SMCCCD Office of Education Abroad, Darwin will become one of the first DREAMERS to study abroad in France this Fall.

The City of San Francisco's Youth Commission named Darwin as one of their eight "Youth of Year," an award given to those who display exceptional leadership and service to the community. Darwin also serves as an Outreach Ambassador for Educators for Fair Consideration (E4FC), a role through which he provides hope, inspiration, and valuable information to the undocumented community. Eventually, Darwin plans to go to law school to study International Law.

Article and photo submitted by Lezra Chenportillo.

SKYLINE COLLEGE WAREHOUSING CERTIFICATES PRESENTED AT GOODWILL GRADUATION CEREMONY



Goodwill Industries celebrated their graduation on September 25, 2014 and presented Skyline College Warehousing Certificates at their San Francisco headquarters. Alpha Lewis, Warehousing Instructor, Soledad McCarthy, Program Services Coordinator, Lorraine Giordano, Executive Director of the Bay Area Workforce Funding Collaborative and Jeremy Evangelista, Office Assistant

II presented the certificates to our fall 2014 cohort. Skyline College's Business Division and Workforce Development partnership with Goodwill Industries awards certificates in Warehousing to students wishing to reenter the workforce. For many of the Goodwill students, this is their first time entering a college environment.

As a result of the class, Kenneth Aguilar has enrolled at Skyline College in the CIPHER (Center for Innovative Practices through Hip Hop Education and Research) Learning Community.

Past Goodwill Warehousing students have enrolled full time into the Career Advancement Academy in both Automotive Entry Level Technician and Allied Health.

Career Advancement Academy (CAA) provides stackable certificates in Automotive Entry Level Technician, Early Childhood Education Foundations, Paralegal and Allied Health (EMT, Medical Office Administration, and Sterile Processing).

Article by Soledad McCarthy.

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GENECONNECTION RETURNS TO SKYLINE COLLEGE TO START ITS 25TH YEAR OF SERVICE TO SAN MATEO COUNTY HIGH SCHOOL STUDENTS

On Saturday, September 6, Skyline College helped GeneConnection celebrate its 25th year of existence by hosting a faculty kickoff at the Skyline College meeting rooms in Building 6. The kickoff was



doubly fitting because GeneConnection first started at Skyline College, and by hosting this event the Skyline College Biotechnology program is continuing to connect with local high school faculty and biotechnology companies that

employ our students and graduates.

The 25th year celebration for GeneConnection was sponsored by Bay Area Biotechnology Education Consortium (BABEC), California Community Colleges Doing What Matters and North Valley Biotechnology center. In the picture, Johanna Anton (left) and Kim Hansen (right) are next to a plaque depicting an Assembly resolution of recognition for GeneConnection from our assembly member Kevin Mullin who is chair of the Assembly Select Committee on Biotechnology.

The GeneConnection provides logistics, materials and support for an innovative biotechnology laboratory program for high school students in San Mateo County. This program engages over 11,000 students annually. Over 50 faculty from Bay Area high schools attended the event, which included a talk from Genentech Senior Scientist Dr. Ingrid Wertz as well as talks and discussions about Next Generation Science Standards and how to introduce the concept of cell signaling to students in a fun and educational manner.

With the implementation of the Next Generation Science Standards (NGSS), Gene Connection has worked to correlate all of their mobile labs with NGSS. Aligning to the standards, GeneConnection lets the faculty do what they do best: introducing students to rigorous biotechnology labs, without having faculty worry about the logistics of setup, procurement of consumables and if the materials that the students are using are going to cover and match the standards.

The Science, Math and Technology Division and the Biotechnology Department hope to continue to support Biotechnology Laboratory

education throughout the County and to continue to offer professional development to local teachers and to collaborate with local high schools.

Article and photo submitted by Nick Kapp.

SPARKPOINT AT SKYLINE COLLEGE RECOGNIZED THREE TIMES FOR EXCEPTIONAL LEADERSHIP IN CALIFORNIA



In ceremonies held at the United Way of the Bay Area's Annual Regional SparkPoint Retreat, SparkPoint at Skyline College received a Certificate of Recognition from the State of California Senate stating, "SparkPoint at Skyline College has allowed many low-income families to be able to move from poverty to financial stability allowing for positive outcomes such as a livable income, good credit scores, the building of one's savings,

and reducing debt to below 40% of monthly income; therefore, be it resolved by Senator Ellen Corbett, that SparkPoint at Skyline College is commended on their long and distinguished record of community assistance and positive influence in the State of California." Senator Ellen Corbett, District 10.

More great news from the retreat is that SparkPoint at Skyline College won a \$5000 prize in the 2014 SparkPoint Challenge (among the eleven regional SparkPoint Centers located throughout the Bay Area) for serving the highest percentage of clients to achieve at least one long-term goal leading to financial self-sufficiency.

Finally, to expand the model upon which SparkPoint services are based, the Lumina Foundation's Achieving the Dream (ATD) has been tasked with coordinating the expansion of the model (Working Families Success Network – formerly Centers for Working Families) in additional states across the nation. SparkPoint at Skyline College was selected by ATD and the California Community Colleges Chancellor's Office as the coordinating college in California which includes Cabrillo College, Cañada College and Porterville College. This three-year grant award (\$300,000) begins July 2014 and ends June 2017.

Article and photo submitted by Dr. William Watson.

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SKYLINE COLLEGE WINS ENERGY EFFICIENCY AND SUSTAINABILITY AWARD



Skyline College is the winner of The California Community Colleges Board of Governors Energy Efficiency and Sustainability Award in the Faculty/Student Initiatives category. The Award was presented for “The Green Gorillas: Student-led Waste Diversion Project,” created under the leadership of Dr. Carina

Anttila-Suarez, Professor of Biology. The students won \$2500 in funding to implement the Green Gorillas project at the Be the Light of Change Sustainability contest last year, where their team presented the project.

The Skyline View reported that, “...The aim of this project was to enhance the efficiency in garbage disposal at Skyline College. An eight-week study would be conducted to see how Skyline College disposes of its waste and how we could make the process better. Also teams of students, aptly named Green Gorillas, would be trained to help others properly dispose of their waste.”

In another category, Proposition 39 – Self-Generation, Cañada College was named winner for their Solar PV Installation.

Congratulations to Skyline College – faculty, staff, students and especially the Green Gorillas – but great kudos and thanks go to Vice Chancellor José Nuñez and his Facilities, Operations, Maintenance team who work so hard to support and often lead our efforts in sustainability.

Article by Dr. Regina Stanback Stroud.

SKYLINE COLLEGE PRESENT ON THE GREEN AT SMCCD FOUNDATION GOLF TOURNAMENT

On August 25, 2014, Skyline College was present at the San Mateo Community College Foundation Golf Tournament. In collaboration with Outreach, the Cosmetology Department, and the Marketing Communications and Public Relations office, Skyline College was able to host a relaxing, kick-back themed hole for the donors that participated in the Golf Tournament. The main attraction was our Skyline College Prize Wheel, where everyone was a winner. The prizes consisted of five-minute massages, Skyline College golf balls, Skyline College Tees, and Skyline College wine glasses and a bottle of wine.



The event was a great success with over one hundred donors participating at our table. This was a way to say thank you for all the donations given to the San Mateo Community College School District.

Article by Florentino Ubungen. Photo by Darrel Lee.

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ADMINISTRATION OF JUSTICE STUDENTS AWARDED \$1,000 SCHOLARSHIPS



The San Bruno Chamber of Commerce held its 1st Annual Excellence in Business and Community Awards Dinner on Wednesday, August 20, 2014 at the San Bruno Senior Center. The event was attended by approximately 200 Chamber of Commerce members representing

businesses from throughout San Bruno, including a table full of Skyline College attendees.

Skyline College was voted by the membership of the San Bruno Chamber of Commerce as a finalist in the non-profit category along with the San Bruno Lions Club and the Rotary Club of San Bruno. Each finalist was then asked to encourage their constituents to vote and the night of the awards, the winner would be announced. The College rocked the vote and won the honor of Nonprofit of the Year! Dr. Regina Stanback Stroud, President of the College, accepted the award on behalf of the college.

The following winners were announced during the dinner in their respective categories:

- Rookie of the Year: Carroll's Meats & Deli
- Children's Services: Happy Hall School
- Best Restaurant: Don Pico's Restaurant
- Individual and Home Based Business: Karin Cunningham, Josie McHale, Robert Riechel (these 3 tied with equal votes)
- Small Business: Chapel of the Highlands
- Medium Size Business: Mollie Stone's Market
- Large Size Business: Recology San Bruno
- Non-Profit: Skyline College
- San Bruno Volunteer of the Year: Pam Riechel

Thank you to the faculty, staff and community members who voted for the college to win this exciting award!

Article and photo by Cherie Colin.

STUDENT LIFE AND SALSA (SKYLINE ADVOCATES FOR LATINO STUDENTS IN ACADEMIA) LATINO HERITAGE MONTH EVENTS



Left to right: Daly City PAL President Julian Agustin, Award Recipient Alazan Flores, Skyline College Administration of Justice Professor Steve Aurilio, Award Recipient Erik Risslen.

Skyline College Administration of Justice students Alazan Flores and Erik Risslen were awarded \$1,000 scholarships at the 2014 PAL fundraiser banquet held at the South San Francisco Elks Club on Monday, July 28. These exemplary students were recognized by the Daly City Police Department's Police Athletic League (P.A.L.) Organization for their educational and community achievements while pursuing their vocational aspirations in the fields of Law Enforcement and Criminal Justice.

The Daly City PAL, a partnership involving community leaders and the Daly City Police Department, is an all-volunteer organization dedicated to supporting, inspiring, and helping young people to become healthy, social, and caring individuals through athletics since 1957. Professor Steve Aurilio of the Skyline College Administration of Justice Program, and member of the Daly City PAL board, founded the Daly City PAL Educational Foundation (PAL-Ed) in 2007 as an auxiliary component of the PAL organization to help provide financial assistance to career-minded students who are interested in the justice field. To date, the Daly City PAL-Ed Foundation has awarded scholarships to nine Skyline College Administration of Justice students.

To be considered for the scholarship award, students must be interested in a Law Enforcement or Criminal Justice career and enrolled in the Skyline College Administration of Justice

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Program or a Police Academy; have a qualifying GPA; have a personal history consistent with a career in law enforcement or criminal justice; and have performed some type of voluntary community service.

After undergoing interviews with DC PAL-Ed board members, the two awardees were selected on the basis of their achievements which met or exceeded the requirements. Both recipients have career aspirations of becoming police officers in our local area. Skyline College joins DC-PAL in congratulating Alazan Flores and Erik Risslen for being the DC PAL-Ed awardees for 2014!

Article by Steve Aurilio. Photo submitted by Chris Parker, DC PAL.

STUDENTS ORGANIZE SUCCESSFUL CHARITY EVENT: TOGETHER WE THRIVE



On August 2, 2014, Skyline College hosted Together We Thrive (TWT). Families in the community came to campus for an exchange of needed goods. Skyline College students Nicole Garza and Irene Yim conceived the idea because Skyline College is in one of the richest counties in the country but approximately 18% of the population is living below the poverty line and an additional unknown percentage is below the housing wage. Nicole and Irene raised over \$1,500 to purchase school supplies and backpacks for kids in the local community. About 80 children showed up in the Student and Community Center to receive their backpacks filled with school supplies. The accompanying clothes drive was successful and everyone is looking forward to next year's TWT event.

The ECE/EDU students that participated really enjoyed coming together to participate in an event that benefited young children and spoke about organizing a club in order to network and be a part of more events benefiting children and families.

At the event, activity tables were hosted by Gaylord Garcia (Respiratory Therapy Program), Kristina Brower (Early Childhood Education), Mary DeAngles (Karate Club), Sherri Bookstaff (Biology Department), and John Carpio (Photography Club).

Nicole and Irene reached out to the community and received cash donations to purchase school supplies from the following:

- San Francisco Plumbing
- Ideal Carpentry
- Lakewood Apartments
- Nicks Seafood Restaurant
- SF Department of Building Inspections
- Target
- Outback
- Home Depot
- Skyline College Cosmetology
- Genentech

Article by Christine Case and Kristina Brower. Photo by John Carpio.

CALIFORNIA SCIENCE TEACHER ASSOCIATION AWARD WINNER CREDITS BIOLOGY PROFESSOR WITH RECENT SUCCESS



Carina Anttila-Suarez in a biology classroom

All professors wonder if they are making a difference in the lives of their students. Dr. Carina Anttila-Suarez loves being a Biology Professor at Skyline College but wonders if her teaching impacts the future of the students in her classroom. Carina was recently rewarded with the answer to this question when her former student Laurie Gillis won the Future Science Teacher Award for 2014 from the California Science Teacher Association (CSTA).

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Laurie contacted her former professor to let her know that her award application essay was based on the effect Carina's teaching had in her life.

"I wrote about my experience in your classes in my application essay. It turns out I received the award and they quoted my essay on the website(!). They didn't include your name (unfortunately), but this little excerpt is about the significant impact you made on me and I just wanted to tell you what an amazing and inspiring professor you were for me. There were a lot of little moments in your classes that have stayed with me and made such a positive impact on my life/career. I can't thank you enough for those experiences."

Carina celebrates Laurie's accomplishment and works hard as a Skyline College faculty member to give her students a similar experience!

Article and photo submitted by Carina Anttila-Suarez.

EVENTS

NEW ART EXHIBIT OPENING AT SKYLINE COLLEGE ART GALLERY

BILL SCULL

DOUBLE VISION: Photographic Portraits from Cuba and Ghana



Bay Area photographer Bill Scull presents a look into the lives of the people of Cuba and Ghana in this exhibition of photographs.

September 2 - October 3
Skyline College Art Gallery

Admission is free.



President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ September 23, 2014

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Two CSM Students Showcased in Statewide Student Success Campaign



Photo source: stepforward.cccco.edu

The California Community Colleges Chancellor's Office and the Foundation for California Community Colleges recently unveiled Step: Forward, a campaign to improve student success throughout the community college system. The marketing campaign's website highlights four highly successful community college students, each featured in a short video, and, two of the four students are CSM students: **Luis Carlos Alvarez** and **Peter Pitetta**. Luis, who studied physics at CSM, transferred to Stanford University; and Peter, a chemistry major, is currently attending CSM and serving as a student ambassador. In addition, **Mike Mitchell**, program supervisor in Transfer Services, appears in one of the videos.

Step: Forward is part of system's Student Success Initiative, designed to transform how the colleges support students throughout the system by providing more structure and guidance to encourage better choices and increase the likelihood that students will reach their educational goals. The campaign focuses on three steps—orientation, assessment and an



Photo source: stepforward.cccco.edu

educational plan and, as Luis says, “These steps are about completing your goals.” Funding for the project was funded through an \$845,000 grant from the Kresge Foundation. The student videos can be viewed on the Step: Forward website: www.stepforward.cccco.edu ■

Former Student Now U.S. Ambassador Returns to CSM

U. S. Ambassador to Estonia **Jeffrey Levine** returned to CSM on September 10, his first visit to the campus since he attended the college in the mid-1970s. Ambassador Levine met with President Mike Claire and Chancellor Ron Galatolo and toured the campus. Having been in the Foreign Service for nearly 30 years, Levine is a



Photo by Sarah Lowe

member of the Senior Foreign Service and holds the rank of minister counselor. He was nominated for ambassadorship by President Obama and confirmed by the Senate in 2012. At the time of his nomination, he had been the State Department’s director of recruitment, examination and employment. Levine grew up in Foster City and is a graduate of Burlingame High School. From CSM, he transferred to Humboldt State University where he earned his bachelor’s degree; he also holds a master’s degree from the National Defense University in Washington, D.C. ■

College Offers “Park and Ride” to Employees & Students

To alleviate traffic and parking congestions at the beginning of the semester, the college offered a “park and ride” service that was extended to all college employees and students during the first seven days of school. The service shuttled employees and students from the San Mateo Events Center to the college and back every half hour between 7–9:30 am and again from 3–6:30 pm. Those who opted for “park and ride” received a lunch voucher at CSM’s cafeteria for each day they participated. Approximately 35 individuals took advantage of the service. ■

College Rolls Out Operation Welcome Mat

During the first week of classes, students were welcomed to campus by student ambassadors, staff and faculty. Over the course of four days, more than 400 students were helped at information stations in College Center near counseling, admissions, and at the welcome desk in the Bayview Dining Room. Additional stations included the second floor of the Science Building and the courtyard between Building 1 and the Health and Wellness Building. Operation Welcome Mat team members assisted students in registering for courses, navigating campus, and responding to a myriad of questions. Operation Welcome Mat was coordinated by the Community Relations and Marketing Department. *(Article contributed by Alex Guiriba)* ■



Photo by Community Relations and Marketing

Bulldog Football Team Goes for 10th Consecutive Home Win

On September 6, when the Bulldogs opened the football season at CSM with a victory over College of the Siskiyous, 31-3, the team extended its home win streak to nine games—currently the longest in the greater Bay Area by any two- or four-year college. The Bulldogs return to College Heights Stadium on September 27 to take on the Mustangs of San Joaquin Delta College; kickoff time is at 1 pm. For those who can’t make it out to the stadium, they can enjoy all of this season’s home games from the comfort of home on a computer by web streaming all the action in high definition. The link to the web stream is <http://baosn.tv>. Come out and support the Bulldogs, or alternatively, enjoy the games on the computer. ■



Photo source: CSM Football Facebook page

Student Ambassadors Host Meet & Greet



Photo by Community Relations and Marketing

On September 17, CSM's Community Relations and Marketing Department hosted Meet the Ambassadors Breakfast, an opportunity for the campus community to meet and welcome the team of students serving as ambassadors in 2014-15. Currently in its seventh year, the Student Ambassador Program provides a student-to-student link in the College's outreach efforts. Ambassadors visit local high schools, participate in community events and take an active role in a wide range of on-campus activities. This year's ambassadors are: **Rupinder Bajwa, Ayah Hamdan, Patrick Fisher, Divi Kumar, Shawn Lal, Taniela Mapa, Peter Pitetta, Sean Pounder** and **Elliot Tam**. Bajwa and Kumar have been selected to serve as co-leaders. ■

Transfer Day Provides One-Stop Shop of Resources



Photo by Sarah Lowe

Transfer Day is always one of the college's most popular events and this year was no different. According to **Mike Mitchell**, program supervisor in Transfer Services, more than 1000 students attended to have the opportunity to speak with representatives from 55 institutions from the CSU, UC and private and out of state colleges and

universities. Many university representatives remained on campus long after the event to personally answer the large number of student questions. A UC Admissions/Application/Personal Statement Workshop and a CSU Admissions/Application Workshop were held with approximately 100 students in attendance. University representatives were impressed by the turnout overall and for the workshops.

In addition to bringing university reps to campus, the event includes the presence of CSM's resources so that students have access to comprehensive transfer information. Members of the Student Senate were on hand to speak with students about getting involved in student government and clubs and how these activities can make students more competitive when applying to impacted majors and highly selective institutions. The Associated Students also provided complimentary pizza. Staff from Financial Aid and the Scholarship Office was present to provide information about financial aid and scholarship opportunities for transfer students. And finally, members of the Transfer Club participated by sharing information about upcoming transfer events and the benefits of getting involved in the club. ■



Photo by Community Relations and Marketing

Kudos

~ Former CSM baseball standout **O'Koyea Dickson** is a driving force for the Chattanooga



Photo source: Mark Meeks and Ted Norris | Chattanooga Lookouts

ga Lookouts, a Double A affiliate of the Los Angeles Dodgers in the Southern League. Dickson, a first baseman, was named the Southern League's Player of the Week for July 21-27, capping off his best week of the season. Dickson was 13-for-28 and he hit .464 with three doubles, two home runs, nine runs batted in and nine runs scored in seven games. The 24-year old who transferred from CSM to Sonoma State University was drafted by the Dodgers in the 12th round in 2011.

~ College of San Mateo linebacker **Randy Allen** was named Northern California Football Conference Defensive Player of the Week for September 8 after setting a school record with his four-and-a-half sacks in CSM's season-opening 31-3 victory over College of the Siskiyous. Allen broke CSM's individual game record of four sacks set in 2001 by Ryan Boschetti and equaled last season by Pio Valuvei.

Additional Bulldogs to be honored were **Tevita Fehoko** for Gray Shirt Player of the Week and **Steven Stewart** who was named Special Teams Player of the Week. Congratulations to all! ■



Photo source: CSM Football Facebook page

UPCOMING EVENTS

Family Science & Astronomy Festival

Featuring CSM Library Makerspace Workshops
 Saturday, October 4 • 2-11 pm
 CSM Science Building 36, Planetarium and Theatre

Autumn Job Fair

Tuesday, October 7 • 9:30 am – 1 pm
 College Center, Bayview Dining Room

New Employee Reception

Wednesday, October 8 • 2:15-3:30 pm
 Office of Student Life, 17-112

CSM Football vs. Santa Rosa Junior College

Saturday, October 18 • 1 pm
 College Heights Stadium

17th Annual John Noce Golf Classic

A Golf Tournament Benefitting CSM Baseball
 Friday, October 24 • noon
 Poplar Creek Golf Course

Faculty Service Awards & Ice Cream Social

Wednesday, November 5 • 2:15-4 pm
 Location TBA

Student Success Story: Brad Martens

San Francisco State University, BA, Radio and TV Broadcasting



(Photo provided by Brad Martens. Martens is second from right)

For **Brad Martens**, work is just another day at the park—AT& T Park, that is.

Brad, a CSM alumnus, made a successful transition from production intern to full-time digital media coordinator with SFG Productions, the San Francisco Giants' production company. Within a short time, he has accumulated some highly impressive hardware to go along with his success, namely, two Emmy Awards and two World Series rings!

Brad is part of the production team that received 2013 Emmy Awards for Sports, Daily or Weekly Program/Series for “Inside the Clubhouse—Orange October: World Series,” a documentary about the 2012 playoffs, World Series and parade; and for “Inside the Clubhouse – All Stars,” a segment titled “Ztallica,” that featured former Giants' pitcher Barry Zito jamming with the band Metallica.

As the Giants' digital media coordinator, Brad's is involved in producing commercials, documentaries and promotional and corporate videos for the organization. His work allows him to blend his musical background, college education and intern experience into a rewarding and exciting broadcast career.

Brad's career journey began with an internship at KCSM while he was a student at Aragon High School. “I interned at KCSM because I wanted to translate my love of music into a career in audio engineering and recording. I worked with Producer **Chris Cortez** and Music Director **Jesse “Chuy” Varela**; they assigned me to their digitizing project. I took all their old records and recorded them into a computer, and then I re-mastered them for use on the air at KCSM-FM. It was a great way for me to combine my interests in jazz and technology.”

Following high school graduation, Brad enrolled at CSM to study digital media. “CSM’s program provided valuable hand’s-on production experience—I never had the opportunity to do anything like it before. CSM had recently revamped the program, acquired new equipment and had an enthusiastic group of teachers—**Michelle Brown, Chris Cortez, Dante Betteo** and **Rick Zanardi**. It was obvious that they love what they do and they make it a fun learning environment. They also encouraged me to transfer to San Francisco State University (SFSU) which has a highly regarded Radio and Television Department.”

“When I transferred to SFSU, I studied with Professor **John Barsotti**; he really taught me all I know about audio production, recording, and mixing. However, as I was approaching graduation, I realized there were not many opportunities to work for music studios in the Bay Area so I decided I needed to learn about video production.”

To gain video experience, Brad was offered an internship with the San Francisco Giants as part of the scoreboard production crew. Then he gravitated towards post-production and served another internship with SFG Productions to work on the “Inside the Clubhouse” series and produce video content for the scoreboard. This provided another great learning environment. By 2009, Brad’s internship evolved into a part-time salaried position, and by 2013, he was promoted to a full-time position as digital media coordinator.

Today, Brad oversees all video technology for the editing staff and manages all of the digital media and assets from ingest through distribution. He does the mixing and mastering of all audio for “Inside the Clubhouse,” short features, radio and television commercials, and he also serves as post-production audio engineer for SFG Productions.

Looking back on the path Brad followed to reach his career goal, he says, “I’m glad I decided to go to CSM to finish all my GE requirements so when I transferred, I was able to focus on my major courses. I am really happy with the decisions I made and was able to graduate in 4 years—2 years at CSM and 2 years at SF State.”

The value of Brad’s internship with the Giants was pivotal in that it provided on-the-job training and technical experience. He explains, “My manager, **Paul Hodges**, discovered that I had a strong background in computers, which I credit to my father, **Bryce Martens** a computer science faculty member at CSM. My personal background, college education, and internship experience was the ‘perfect storm’ for me to realize my career path in digital media and asset management. It was a career that I did not know existed. Every day brings new and exciting challenges, but I love what I do and of course, I’m a huge baseball fan! ■

Cañada College Report *to the* SMCCCD Board of Trustees



CAÑADA AWARDED \$2.5 MILLION GRANT

The United States Department of Education has announced a major grant for Cañada College. Through the Hispanic Serving Institutions Title V program, the College has been awarded \$2.5 million over the next five years. Tentatively named ¡ESO!, our project will focus on improving services to incoming students, encouraging increased use of academic support services, and providing increased transfer programming for all Cañada students who seek to transfer.



The grant will assist our college as we strive to improve transfer and retention rates by improving, integrating, and enhancing all of our Learning Resources. The entire Cañada College community should feel proud of this prestigious accomplishment.

Many thanks to Diva Ward for all of her work in preparing our grant proposal. Her work made all the difference.

MIDDLE COLLEGE HIGH SCHOOL



Middle College is starting its 16th year on our campus with a new location and a new teacher. The program has moved from Building 13 to Building 5, with the teachers in room 112. Longtime teachers, Jen Petroelje, who has been with the program since its creation at Cañada, and Jen Buchanan, who has worked in MC for the past 9 years, are joined by Halo Smart, who returned this year from maternity leave, and Alison Liberatore, who is new to the program. Chris Brandin continues on as the staff assistant for the program, working only Monday-

Thursday 8:30-1:00 in Building 5, room 227. The program is under the new leadership of SUHSD Assistant Superintendent Bonnie Hansen. This year the program is serving close to 110 students, all juniors and seniors in the SUHSD.

This summer, the MC teachers read *How Children Succeed* by Paul Tough, *Mindset* by Carol Dweck, and *College Knowledge* by David Conley as they developed curriculum for the College and Career Readiness class and planned the orientation that all MC students take part in the week before the college classes begin. Students started on Aug 12 with a presentation from Professors Valenzuela and Lacefield, who welcomed the students to the college, shared strategies for succeeding in college classes, and challenged them to make the most of the experience. Other activities during orientation week designed to help students transition to the college environment included learning about resources and support services on campus, reading reflections from MC graduates, touring campus, and learning how to use their my.smccd google drive accounts.

All the students in the program take three required high school classes taught on campus by the MC teachers: English, social studies, and an elective called College and Career Readiness. These classes are taught daily from 12:30-3:10 so as to conflict with the least number of college classes, though there are still some classes that MC students cannot take due to scheduling conflicts. Students also take a minimum of three college courses each semester; some take more, enabling them to earn an Associates Degree at the same time they earn their high school diplomas. All students who enter the program in their junior year complete the developmental courses by the time they graduate from high school. Most students who are in the program for their junior and senior years graduate from high school having earned 45 college units. This gives them a solid head start when preparing to transfer to a four-year institution. They also have the knowledge of how college works. Maria Ayala, ASCC member and class of 2014 graduate, recently completed her orientation week at UCLA. She reported that she was one of the few students who knew how to read a college catalog and schedule, and knew how to register for classes, due her experience in Middle College.

In addition to teaching the high school classes, the MC teachers each advise a quarter of the students. They meet weekly with their counseling group and individually as needed throughout the semester, determined in part on feedback from college faculty. Chris will be sending out progress reports in October and November to college faculty who have MC students in their courses. The feedback received from college faculty is extremely valuable in helping the students successfully complete college classes.

Middle College students are active all over campus. Many not only use the Learning Center, but become tutors themselves. New ASCC President Javier Santos is a MC senior; several other MC students are also active in ASCC. They are members in student clubs on campus and participate in many activities, in part because they are on campus more than most other students. The students enjoy getting involved and becoming part of the college community.

The MC teachers are thrilled to be part of such a supportive collaboration between the college and the SUHSD. Cañada College has become a wonderful home to them and they value the relationships they've built around campus. Stop by their new offices and say hi!



i CAN CAÑADA!

On Tuesday, September 9, Cañada College will kick off its iCAN Campaign in a big way. With events scheduled from 10:30am to 12:30pm, and again from 5:00pm to 7:00pm, students, faculty, and staff will have the opportunity to share what they CAN DO this year to promote student success.

Each member of the college community is invited to visit a photo booth on the Quad where they can get their image included on an iCAN poster. The posters will include a personal pledge to promote student success and your own success ... such as "iCan Persevere," "iCAN Overcome," "iCAN Support Your Dream." Everyone will have the chance to share his or her own unique commitment phrase. The posters will also include your name and role at the college. We will be displaying these posters throughout the year in hallways across campus as a way of promoting community and commitment.

There will also be an art installation piece on the Quad where community members can write their iCAN pledge on a strip of ribbon, which they can then tie to a temporary fence. The multi-colored ribbons and commitments will be displayed at various sites around campus throughout the year and everyone on campus will be invited to share, re-share, and add new commitments. Food and drinks will be served to students on Tuesday. Join the fun because "Cañada Can!"

ACCEL REGIONAL CONVENING

Cañada College hosted the Adult-Education College and Career Educational Leadership (ACCEL) consortium's *Policy Briefing* meeting on September 12th. ACCEL is the planning body for 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. It is a coalition of adult schools, community colleges, and community partners throughout the region. Their mission is to support adult education students' transition to college, workplace success, and community contributions. Friday's meeting included faculty, staff, administrators, agency representatives, members of the public, School Board Members, and Community College Trustees, examining regional adult education needs. The featured speaker was 22nd District State Assemblyman, Kevin Mullen.



ARTISTRY IN FASHION 2014



The Fashion Department hosts its 25th annual “Artistry in Fashion” event on Saturday, Sept. 27, from 10 a.m. to 4 p.m. This shopping extravaganza features dozens of local designers selling clothing, jewelry, and other fashions. Pattern designer and educator from Portland, Pati Palmer, will present a fashion show in the theater at 1:30 p.m. The open house showcasing student work will be held from 12:00 to 3:00 in the classroom. A \$10 donation benefits student scholarships and supplies. Last year we were able to fund six \$1,000 scholarships. Additionally, several thousand dollars went to book rentals in the bookstore. A variety of food trucks will provide great foods.

www.ArtistryInFashion.com

SARAHÍ SALAMANCA IN D.C.

Cañada student Sarahí Salamanca was chosen as one of ten students in the nation to be honored with the *Champions of Change* award. The honor included the White House sending Sarahí to Washington D.C. to represent Cañada College on a student panel. This panel met with the granddaughter of Cesar Chavez and the Director of Customer Service and Public Engagement of the Department of U.S. Citizenship and Immigration Services to speak and learn more about DREAMers and Deferred Action for Childhood Arrivals.



CAÑADA COLLEGE GOES TO MEXICO

In an effort to recruit more international students, Cañada’s College Recruiter, Noel Chavez will participate in the U.S.-Mexico Bilateral Mobility Fair. The Mobility Fair is organized by the U.S. State Department’s local Education USA offices in Mexico and is sponsored by the Bilateral Forum on Higher Education. The fair will feature English language programs, short-term programs, undergraduate programs, and graduate programs in the United States.

Noel will participate in the Mobility Fair in Guadalajara, Mexico City, Oaxaca, Merida, and Monterrey, as well as visit local high schools in Guadalajara and Mexico City. The Fair is expected to attract between 200-500 prospective students in each city. After attending the Mobility Fair, International Student Ambassadors from the International Student Center will follow up with prospective students to encourage students to apply for admission and choose to attend Cañada College.



4TH ANNUAL SMCCC FOUNDATION GOLF TOURNEY



On Monday, August 25 four of our Student Life team members donned their green and gold and represented our College at the 4th Annual San Mateo County Community College Foundation's Golf Tournament held at Stanford University. The students created a "Cody the Colt Western Themed Hole" where they were able to get 4 time Superbowl Champion Keena Turner and Mayor Jeff Gee to lasso our mascot at the event. Cañada students were there representing the District, and with their participation, helped raise funds for student scholarships.

COLTS MEN'S SOCCER 2014

This time of the year is always an exciting one, as we prep the men mentally and physically to deal with the rigors of a long college soccer campaign. This TEAM has been hard at work, beginning practices well before the semester started on the 18th. For our nine returning sophomores, this journey began last spring, while our twenty freshmen recruits started their collegiate journey in mid-July.



Two games into the current season, with 18 left to go, we find ourselves 1-1 with a win versus Cabrillo College and a loss against Foothill College. Even with the disappointing result, the message remains the same: **commit to the process and be a part of a winning culture wherever and whenever you're given a chance.** This applies to the field, as well as the college community as a whole. The athletic experience should develop integrity, discipline and communication skills. These skills are not only important on the field, but are crucial to the academic process; a process we hope to strongly encourage and facilitate as students, coaches, and the Cañada College Men's Soccer Program. It is a firm belief that success is a bi-product of the preparation for, participation in, and time away from the contest. The proper mindset will be crucial to our TEAM as we compete in the Coast Conference - one of the top conferences in the country with 5 of the top 15 NSCAA nationally ranked community college programs (at the end of the 2013 season.)

This 2014 Colts TEAM continues to set high standards with a TEAM goal of a NOR-CAL Top 10 finish, which would most definitely send this years' TEAM to the Norcal Playoffs. The Colts face two very challenging opponents next week, as we host Evergreen Valley College on Tuesday, (4pm Kick Off) and travel to Consumnes River College on Friday.

LIBRARY GRANT

The Cañada College Library is one of the recipients of the *Sparks! Ignition Grants for Libraries* from the Institute of Museum and Library Services (IMLS). The Library has been awarded \$24,983. This one-year pilot grant will allow the Library to implement the STEM 4 ECE program, which will help Cañada early childhood education (ECE) students to increase STEM (science, technology, engineering, and math) knowledge and confidence so that they can then teach STEM concepts in their profession.



Through partnerships with the San Mateo County Office of Education's STEM center, the Redwood City Public Library, and with Cañada ECE and STEM faculty, the program will allow Cañada College librarians to offer support in the form of workshops, online guides, video tutorials, and student mentoring, so that students may integrate STEM concepts into their coursework. This program will expand its role by serving as a place for faculty collaboration across disciplines through cross-department faculty trainings and will also bring new library resources to a community college student population that has underutilized library resources in the past, specifically minority communities.

MATT LEE JOINS A.L.L.



We are pleased to announce that effective September 15th, alumnus Matt Lee will be joining Cañada as the Division Assistant under Dr. Anniqua Rana, Dean of Athletics, Kinesiology and Dance, Library and Learning Resources. Matt comes to us from the Madison Square Garden Company where he worked in Partnerships Strategy, overseeing sponsorship client relationships. Prior to work at MSG, Matt worked in Basketball Operations for the NBA's Brooklyn Nets while also working for Iona College in New Rochelle, NY as a Marketing, Ticketing, and Sponsorships Sales Representative. Matt has worked in education before, serving as the Athletic Director at Raoul Wallenberg High School in San Francisco. We are looking forward to Matt's support for our office and departments here at Cañada.

ROXANNE BREWER FILLS IN AT THE PRESIDENT'S OFFICE

Please welcome Roxanne Brewer who recently joined Cañada College as the Executive Assistant to the President. She is temporarily in this position until a permanent assistant is selected.

Roxanne has over 25 years of experience working within the K-12 & community college arenas. From 1989 through 2004, she was employed by the Fairbanks North Star Borough School District as an Administrative Secretary, 21st Century Grant Coordinator/Before & After School Programs, Student Council Advisor, and a Transportation Scheduler. In October 2004, she accepted a position at Skyline College where she worked for the Office of College Development, Marketing, & Public Relations and the Financial Aid Department. In 2008, Roxanne transferred to the San Mateo County Community College Foundation (SMCCCF) as the Development Associate/Administrative Assistant. You can reach Roxanne at brewer@smccd.edu.



San Mateo County Community College District

September 23, 2014

BOARD REPORT NO. 14-9-3C

IMAGING SUPERNOVAS AT COLLEGE OF SAN MATEO

There is no printed board report for this agenda item.

BOARD REPORT 14-9-2A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and Employee Relations
(650) 358-6883

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT

None

B. PUBLIC EMPLOYMENT

Cañada College

Matthew Lee	Division Assistant	Athletics, Kinesiology, & Dance/Library/ Learning Resources
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New full-time, 12-month classified employment, effective September 15, 2014.

College of San Mateo

Jacqueline Swan	Instructional Aide II	Language Arts
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New part-time (48%), 11-month classified employment, effective September 24, 2014.

Lai Yan (Vivyan) Lam	Office Assistant II	Admissions & Records
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New part-time (48%), 12-month classified employment, effective October 13, 2014.

District Office

James McCoy	Public Safety Officer	Facilities/Public Safety
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New part-time (40%), 12-month classified employment, effective August 25, 2014.

Analisa Pineda	Office Assistant II	Chancellor's Office
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New part-time (48%), 12-month classified employment, effective September 12, 2014.

Edgar Nelmida

Custodian (Swing Shift)

Facilities/Public Safety

New full-time, 12-month classified employment, effective September 15, 2014.

C. REASSIGNMENT**Cañada College****Anna Camacho**

Project Director (HSI STEM Program)

Science & Technology

Promoted through the hiring process from a full-time, 12-month Assistant Project Director position (Grade 26 of Salary Schedule 60) into this full-time, 12-month position at Grade 175S of the Classified Professional Salary Schedule 40, effective September 18, 2014.

D. TRANSFER

None

E. CHANGE IN STAFF ALLOCATION**Cañada College**

Recommend a reclassification for the Theatre Design/Technical Director classification from Grade 180S of Schedule 40 to Grade 190S of the same schedule, effective July 1, 2014. Accordingly, recommend an increase in placement for the incumbent, Michael Walsh, effective July 1, 2014.

College of San Mateo

Recommend an increase in staff allocation to add one full-time, 12-month Division Assistant position (Grade 24 of Salary Schedule 60) in the Academic Support & Learning Technologies Division, effective September 25, 2014.

District Office

Recommend an increase in staff allocation to add one full-time, 12-month Groundskeeper position (Grade BA of Salary Schedule 70) in Facilities/Public Safety Division, effective September 25, 2014.

F. LEAVE OF ABSENCE

None

G. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION**1. Retirement**

None

2. Resignation

District Office

Jai Kumar

Custodian

Facilities/Public Safety

Resigned effective September 4, 2014.

H. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

I. SHORT-TERM, NON-CONTINUING POSITIONS

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

<i>Location</i>	<i>Division/Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada	Operations	1	9/24/2014	12/19/2014	Accounting Technician: Assist with coverage of the office, process payments, and issue parking permits.
Skyline	Global Learning Division	5	9/14/2014	12/19/2014	Shuttle Driver: Operates shuttle vehicle to transport students to and from campus; remains alert to prevent accidents; maintains order in the vehicle; refuels vehicle as needed.

BOARD REPORT NO. 14-9-3A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice-Chancellor, Human Resources and Employee Relations,
(650) 358-6767

APPROVAL OF REVISION TO MISCELLANEOUS PAY RATES SALARY SCHEDULE

The Miscellaneous Pay Rates Salary Schedule was originally established by the Board of Trustees in 1989 (Board Report No. 89-7-3A) for selected services not covered by other District salary schedules. The classifications are designed to supplement current staff services on a short-term, non-continuing basis, and constitute temporary, at-will employment for special District services and projects. A new position of Shuttle Driver is requested for Skyline College.

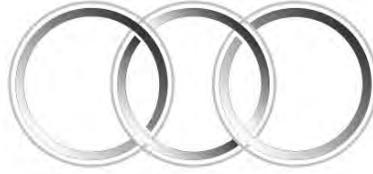
RECOMMENDATION

It is recommended that the Miscellaneous Pay Rates Salary Schedule be revised effective September 23, 2014 to include one rate of \$16.50 per hour for the Shuttle Driver position as indicated on the attached pay schedule.



MISCELLANEOUS PAY RATES SALARY SCHEDULE
(Revised September 23, 2014)

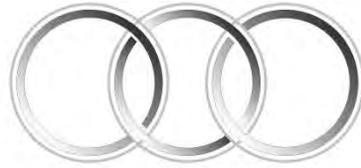
CLASSIFICATION	HOURLY PAY RATES
<p>KCSM Projects Leader Under direction of General Manager or other management staff, directs and coordinates contracts, technical requirements, compliance with Federal Communications Commission regulations, studio scheduling and other strategic planning and logistics for special station projects and productions.</p>	\$60.00 Flat Rate
<p>KCSM Production Operator Operates cameras; adjusts camera angles and apertures; makes minor repairs to equipment and supplies; serves as studio mixer; operates teleprompters.</p>	\$35.00 – \$40.00 - \$45.00
<p>KCSM Floor Director Works with producer and other directors to set up, monitor and adjust camera angles, cues, lighting and sound performance quality; supervises scripts, placement and performance of on-air talent.</p>	\$30.00 – \$35.00 – \$40.00
<p>KCSM Video Shader Operates cameras to monitor color and level of consistency throughout various programs.</p>	\$30.00 – \$35.00 – \$40.00
<p>KCSM Video Mixer Sets up production video consoles pursuant to producer/director requests. Serves as interface between producer/directors and crews.</p>	\$35.00 – \$40.00 – \$45.00
<p>Lifeguard Monitors swimming pool and guest safety; performs watch and rescue procedures; administers CPR and other First-Aid as required; trains guests in swimming pool safety. American Red Cross Lifeguard Training Certificate and ARC CPR/First Aid for the Professional Rescuer.</p>	\$8.50 – \$9.00 – \$9.50
<p>Senior Lifeguard Trains and directs the work of Lifeguards; monitors swimming pool and guest safety; performs watch and rescue procedures; administers CPR and other First-Aid as required; trains guests in swimming pool safety. American Red Cross Lifeguard Training Certificate and ARC CPR/First Aid for the Professional Rescuer.</p>	\$10.50 – \$11.00 – \$11.50



**SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT**

MISCELLANEOUS PAY RATES SALARY SCHEDULE (continued)
(Revised September 23, 2014)

CLASSIFICATION	HOURLY PAY RATES
<p>College Physician Plans, implements and leads professional College health care services in conjunction with public health nursing staff; provides medical advice and treatment in the College Health Center; writes prescriptions as needed; confers with medical plan providers and emergency medical personnel regarding follow-up care; sets up and maintains confidential documentation of treatment and services provided; completes required medical provider and emergency forms; makes presentations to students, organizations and other groups as assigned.</p>	\$110 – \$125
<p>Assistant Coach Provide support for coaching in a specific sport; supervise practices, assist at games.</p>	Up to \$20,000 per season.
<p>EMT I Proctor Assists instructors in the various classes and schedules assignments to part-time instructors, which can result in work assignments varying from one to several class sessions per semester.</p>	\$25.00 Flat Rate
<p>Health Educator Assist in organizing and delivering health education programs and services to students. Provide proactive health information on an as-needed basis.</p>	\$27.00 Flat Rate
<p>Accompanist Play piano to assist in voice classes and for choral groups.</p>	\$50.00 – \$75.00
<p>Fashion Design Program Assistant Makes minor repairs to sewing machines, provides department tours, designs program websites, creates brochures and flyers to advertise classes and events, speaks at career days, plans for events, and manages supplies and equipment for the Fashion Design program.</p>	\$16.19 – \$16.98 – \$17.80
<p>Shuttle Driver Operates shuttle vehicle to transport students to and from campus; remains alert to prevent accidents; maintains order in the vehicle; refuels vehicle as needed.</p>	\$16.50 per hour



**SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT**

MISCELLANEOUS PAY RATES SALARY SCHEDULE
(Revised September 23, 2014)

EMPLOYMENT REGULATIONS

Individuals who are employed in classifications listed on the Miscellaneous Pay Rates Salary Schedule are not a part of the classified service, are at-will employees, subject to unemployment insurance regulations, and are employed pursuant to California Education Code Section 88003.

The “Miscellaneous Pay Rates” classifications are designed to supplement current staff services on a short-term, non-continuing basis, and constitute temporary, at-will employment for special District services and projects.

SALARY STEP PLACEMENT

The initial placement of individuals at one of three steps within a pay range, as well as their subsequent movement to a higher step within the range dependent upon relevant training and previous applicable work experience, and is at the discretion of hiring manager.

Individuals who are employed in any of the listed classifications are paid via timesheet, and are subject to payment at time and a half of the hourly rate for hours in excess of the regular District work day or work week.

EQUAL EMPLOYMENT OPPORTUNITY

The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who present the rich diversity of cultures, language groups and abilities in its surrounding communities.

San Mateo County Community College District

September 23, 2014

BOARD REPORT NO. 14-9-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathryn Blackwood, Executive Vice Chancellor, 358-6869

RATIFICATION OF MAY AND JUNE 2014 DISTRICT WARRANTS

Attached as Exhibits A and B are the warrants in excess of \$10,000 that were issued in the months of May and June 2014 respectively. The schedules include total warrants issued for the subject period in addition to the warrant sequences. The District now seeks Board approval of the warrants listed in the attached Exhibits.

RECOMMENDATION

It is recommended that the Board of Trustees approve the warrants issued during the period May 1, 2014 through June 30, 2014 and ratify the contracts entered into leading to such payments.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
MAY 1-31, 2014
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
045847	05/01/14	U.S. Bank National Association ND, .	309,659.03	Districtwide Procurement Card Payment
045848	05/01/14	Associated Std-CSM	75,000.00	Interbank Transfer
045856	05/01/14	School Project for Utility Rate Reduction (SPURR)	17,553.07	Utilities
045859	05/01/14	SMC College Ed Housing Corp - Canada Vista	77,057.00	Cañada Vista Monthly Rent Payment
045860	05/01/14	SMC College Ed Housing Corp - College Vista	48,435.00	College Vista Monthly Rent Payment
045864	05/01/14	Sutro Tower Inc.	18,846.00	KCSM TV Broadcast Site Lease at Sutro Tower
045865	05/01/14	VALIC Retirement Services Company	249,996.16	Tax Shelter Annuities
045953	05/08/14	Casey Printing, Inc.	17,058.58	CSM Schedules Printing Services
045958	05/08/14	Intermountain Electric Company	21,248.78	Cañada & Skyline Construction Projects
045960	05/08/14	Noll & Tam	34,736.26	CSM Architectural Services
045964	05/08/14	SM County Community College District	32,435.69	Replenish Flex Spending Account
045967	05/08/14	SMCCCD Bookstore	47,677.19	Students Special Program Books & Supplies
046024	05/15/14	Advance Soil Technology Inc.	12,485.00	CSM Geotechnical Inspections
046027	05/15/14	Bunton Clifford Associates, Inc.	13,511.90	Cañada Architectural Services
046028	05/15/14	CIS, Inc	10,200.00	CSM & Cañada DSA Inspection Services
046029	05/15/14	Computerland	83,070.53	Districtwide Computer Purchases
046030	05/15/14	Constellation NewEnergy, Inc.	42,972.06	Utilities
046032	05/15/14	Coulter Construction Inc.	18,285.00	CSM & Cañada Construction Projects
046040	05/15/14	Schneider Electric Buildings Americas, Inc.	11,202.58	Districtwide Maintenance of Building Management Systems
046041	05/15/14	School Project for Utility Rate Reduction (SPURR)	56,184.60	Utilities
046043	05/15/14	SMCCCD Bookstore	75,667.98	Students Special Program Books & Supplies
046048	05/15/14	Young Electric Company, Co.	23,624.50	Districtwide Electrical Projects
046132	05/22/14	Computerland	67,776.75	Districtwide Computer Purchases
046133	05/22/14	Constellation NewEnergy, Inc.	26,689.32	Utilities
046139	05/22/14	Krueger International	11,266.57	Cañada Furniture Purchase
046143	05/22/14	San Mateo County Schools Insurance Group	182,246.90	Dental & Vision Premium Payment
046144	05/22/14	Siemens Industry, Inc.	11,197.00	Cañada Campuswide Sprinkler Inspection Services
046149	05/22/14	Sutro Tower Inc.	18,846.00	KCSM TV Broadcast Site Lease at Sutro Tower
046280	05/29/14	School Project for Utility Rate Reduction (SPURR)	18,241.85	Utilities
467330	05/01/14	Lo, Evan	10,609.00	Student District Refund
467337	05/01/14	Strata Information Group	52,000.00	Districtwide Professional & Management Services
467347	05/01/14	American Federation of Teachers	56,396.79	Union Dues
467348	05/01/14	C S E A	12,869.49	Union Dues
467349	05/01/14	CalPERS	543,409.15	Monthly PERS Classic Members Contribution Advance Payment
467350	05/01/14	CalPERS	35,947.92	Monthly PERS New Members Contribution Advance Payment
467378	05/01/14	MassMutual Retirement Service	51,814.43	Tax Shelter Annuities
467380	05/01/14	Public Empl Ret Sys	1,370,307.22	Monthly Health Insurance Premium

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
MAY 1-31, 2014
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
467397	05/08/14	Allana Buick & Bers, Inc.	714,911.63	Cañada Construction Projects
467400	05/08/14	Apple Computer, Inc	17,488.11	Districtwide Computer Purchases
467420	05/08/14	City of San Bruno	10,245.88	Utilities
467435	05/08/14	Idaho Instrument, Inc.	21,900.00	Skyline Automotive Equipment Purchase
467436	05/08/14	Interstate Grading and Paving Inc.	82,072.70	CSM Construction Project
467468	05/08/14	Study in the USA, Inc.	10,637.00	International Studies Annual Advertising Services
467495	05/08/14	Employment Development Department	16,909.65	Quarterly Unemployment Tax
467499	05/08/14	Hartford Life & Accident Insurance Co.	37,540.82	Monthly Life Insurance
467512	05/08/14	Allana Buick & Bers, Inc.	37,626.93	Cañada Construction Project Retention Payment to Holding Account
467521	05/13/14	Allana Buick & Bers, Inc.	37,626.93	Cañada Construction Project March 14 Additional Payment
467543	05/13/14	San Francisco State University	24,628.53	Cañada CalSTEP Grant Related Services
467551	05/15/14	Alfa Tech Consulting Engineers, Inc.	19,750.47	Districtwide Utility Consumption Measurement & Verification Services
467554	05/15/14	Apple Computer, Inc	42,357.64	Districtwide Computer Purchases
467561	05/15/14	Atlas Pellizzari Electric, Inc.	26,587.00	Skyline & Cañada Electrical Services
467563	05/15/14	Bill Gould Architectural Corporation	23,900.00	Cañada Architectural Services
467570	05/15/14	Condensed Curriculum International, Inc.	13,785.70	Community Education Lecture Services
467571	05/15/14	CSW-Stuber-Stroeh Engineering Group, Inc.	23,156.93	Districtwide Civil Engineering Services
467579	05/15/14	Hellas Construction, Inc.	29,450.00	Cañada Construction Project
467584	05/15/14	Loving Campos Associates, Architects, Inc.	16,007.00	Cañada Architectural Services
467590	05/15/14	OMG Center for Collaborative Learning	20,100.00	Skyline Grant related Services
467592	05/15/14	Partners in Communication LLC	17,005.55	CSM DSPS Interpreter Services
467593	05/15/14	Peninsulators, Inc.	19,900.00	CSM Construction Project
467603	05/15/14	STV Incorporated	55,150.00	Districtwide Facilities Database Services
467723	05/22/14	Alta Cascade Inc	25,985.50	CSM Expert Consulting Services
467735	05/22/14	Interstate Grading and Paving Inc.	17,708.85	CSM Construction Project
467736	05/22/14	Barnes, Susan L.	19,000.00	Skyline BAEC Program Consulting Services
467738	05/22/14	Bill Gould Architectural Corporation	22,400.00	Cañada Architectural Services
467742	05/22/14	CDW LLC	15,794.12	Districtwide Computer Purchases
467746	05/22/14	Colored Metal Products	13,918.00	Skyline Construction Project
467756	05/22/14	Interstate Grading and Paving Inc.	336,468.23	CSM Construction Project
467757	05/22/14	JLA Consulting	35,366.00	Skyline Theatre Signage & Mural Installation Services
467759	05/22/14	Knorr Systems, Inc.	16,698.31	CSM Pool Equipment Purchase
467769	05/22/14	Pac Gas & Elec Co	23,916.33	Utilities
467771	05/22/14	Pac Gas & Elec Co	34,318.27	Utilities
467778	05/22/14	Reliable Concepts Corporation	12,719.00	Skyline Construction Project
467794	05/22/14	Western Roofing Service	32,727.83	CSM Roofing Services
467798	05/22/14	Calif Water Service Co	21,172.13	Utilities
467813	05/22/14	Gordon Kenny Realty, Inc.	16,200.00	CSM Housing Maintenance Services
467852	05/29/14	Allana Buick & Bers, Inc.	488,970.76	Cañada Construction Project

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
MAY 1-31, 2014
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
467864	05/29/14	CDW LLC	91,688.80	Districtwide Computer Purchases
467879	05/29/14	Hellas Construction, Inc.	259,754.69	Cañada Construction Project
467909	05/29/14	Strata Information Group	52,000.00	Districtwide Professional & Management Services
467925	05/29/14	CDW LLC	42,295.08	Districtwide Computer Purchases
467949	05/29/14	Hellas Construction, Inc.	13,671.30	Cañada Construction Project
467950	05/29/14	Allana Buick & Bers, Inc.	25,735.30	Cañada Construction Project
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
J1404851	05/01/14	US Treasury - Union Bank	1,585,271.43	Federal Tax
J1404851	05/01/14	EDD - Union Bank	299,386.15	State Tax
J1404851	05/01/14	EDD - Union Bank	17,529.52	State Tax - Disability Insurance
J1404854	05/02/14	State Teacher Retirement - Defined Benefit	624,330.42	STRS Retirement - Defined Benefit 95%
J1405032	05/09/14	State Teacher Retirement - Defined Benefit	32,859.50	STRS Retirement - Defined Benefit Balance
J1405031	05/09/14	State Teacher Retirement - Cash Balance	60,843.98	STRS Retirement - Cash Balance
J1405213	05/13/14	US Treasury - Union Bank	28,592.16	Federal Tax
J1405514	05/21/14	US Treasury - Union Bank	69,537.33	Federal Tax
<u>SMCCCD Bookstores</u>				
112984	05/15/14	MPS	39,301.08	Purchase of Inventory
113037	05/29/14	MBS Textbook Exchange	10,240.64	Purchase of Inventory
113046	05/29/14	SMCC College District	177,963.52	Salaries & Benefits April 2014
Subtotal			9,649,628.00	88%
Warrants Issued ≤ \$10,000			1,255,860.60	12%
Total Non-Salary Warrants Issued			10,905,488.60	100%
District Account Payable	Ck#467317-467963, #934877-934977, DD45841-46285)		7,806,710.81	
District Payroll	Ck#98002-98713, DD50071990-50073689		8,380,071.74	
SMCCCD Bookstores	Ck#112963-113054, EFT#58658		362,041.42	
Total Warrants Including Salaries - May 2014			16,548,823.97	

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
JUNE 1-30, 2014
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
046331	06/03/14	U.S. Bank National Association ND, .	359,631.80	Districtwide Procurement Card Payment
046356	06/05/14	Constellation NewEnergy, Inc.	38,614.79	Utilities
046364	06/05/14	School Project for Utility Rate Reduction (SPURR)	47,585.86	Utilities
046366	06/05/14	SMC College Ed Housing Corp - Canada Vista	76,507.00	Cañada Vista Monthly Rent Payment
046367	06/05/14	SMC College Ed Housing Corp - College Vista	47,235.00	College Vista Monthly Rent Payment
046371	06/05/14	VALIC Retirement Services Company	241,895.16	Tax Shelter Annuities
046437	06/12/14	Advance Soil Technology Inc.	24,665.00	Districtwide Geotechnical Inspections
046439	06/12/14	CIS, Inc	11,135.00	CSM DSA Inspection Services
046440	06/12/14	Computerland	20,449.74	Districtwide Computer Purchases
046441	06/12/14	Coulter Construction Inc.	35,518.00	Cañada Construction Project
046445	06/12/14	Intermountain Electric Company	70,080.00	CSM Electrical Projects
046446	06/12/14	Kimbria Inc	10,988.85	KCSM Credit Card Processing Services
046448	06/12/14	Noll & Tam	11,042.10	CSM Architectural Services
046450	06/12/14	SM County Community College District	27,231.10	Replenish Flex Spending Account
046452	06/12/14	SMCCCD Bookstore	13,027.40	Skyline Central Duplicating Services
047325	06/19/14	Constellation NewEnergy, Inc.	72,547.91	Utilities
047330	06/19/14	Humanscale Corporation	21,092.97	Districtwide Furniture Purchase
047333	06/19/14	Intermountain Electric Company	15,600.00	Cañada Construction Project
047337	06/19/14	Schneider Electric Buildings Americas, Inc.	11,202.58	Districtwide Maintenance of Building Management Systems
047381	06/24/14	Computerland	16,994.63	Districtwide Computer Purchases
047387	06/24/14	San Mateo County Schools Insurance Group	180,837.25	Dental & Vision Premium Payment
047388	06/24/14	School Project for Utility Rate Reduction (SPURR)	15,563.67	Utilities
047392	06/24/14	SMCCCD Bookstore	36,501.00	Cañada Special Programs Books Purchase
047846	06/27/14	Advance Soil Technology Inc.	33,039.50	Cañada Geotechnical Inspections
047849	06/27/14	Constellation NewEnergy, Inc.	21,611.10	Utilities
047853	06/27/14	GRD Energy Inc.	13,479.60	Districtwide Construction Projects
047858	06/27/14	Krueger International	14,579.76	CSM Furniture Purchase
047860	06/27/14	Noll & Tam	11,042.10	CSM Architectural Services
047863	06/27/14	School Project for Utility Rate Reduction (SPURR)	40,617.17	Utilities
047867	06/27/14	Swinerton Management & Consulting	78,923.63	Program Management Services
467972	06/03/14	CalPERS	542,924.53	Monthly PERS Classic Members Contribution Advance Payment
467973	06/03/14	CalPERS	38,628.62	Monthly PERS New Members Contribution Advance Payment
467982	06/03/14	NetApp, Inc.	91,785.38	ITS Equipment Purchase
467984	06/03/14	Pac Gas & Elec Co	21,953.65	Utilities
467985	06/03/14	Pac Gas & Elec Co	12,231.63	Utilities
467988	06/03/14	Public Empl Ret Sys	1,376,268.42	Monthly Health Insurance Premium

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 JUNE 1-30, 2014
 WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
468010	06/05/14	City of San Bruno	17,220.00	Utilities
468017	06/05/14	Foundation for California Community College	48,000.00	Skyline CLP Consulting Services
468044	06/05/14	American Federation of Teachers	53,446.79	Monthly Union Dues
468046	06/05/14	C S E A	12,771.99	Monthly Union Dues
468050	06/05/14	Comm College League/Calif	44,007.87	CSM Library Subscription Services
468070	06/05/14	Hartford Life & Accident Insurance Co.	37,565.01	Monthly Life Insurance
468074	06/05/14	MassMutual Retirement Service	47,714.43	Tax Shelter Annuities
468130	06/10/14	One World Communications, Inc.	28,760.35	International Studies Internet Marketing Media Services
468143	06/12/14	All American Sports Corp	12,462.99	CSM PE Equipment Purchase
468157	06/12/14	City of Redwood City	13,439.11	Utilities
468165	06/12/14	Foundation for California Community College	10,080.00	Cañada ACT Compass Testing Units
468184	06/12/14	Musson Theatrical	17,984.95	Cañada Theatre Equipment Purchase
468206	06/12/14	Thermo Electron North America, LLC	26,946.48	Skyline Equipment Purchase
468207	06/12/14	U.S. Postal Services	10,000.00	Replenish Skyline Bulk Mail Postage
468237	06/12/14	U.S. Postal Services	10,000.00	Replenish Skyline Meter Postage
468654	06/16/14	Bill Gould Architectural Corporation	33,250.00	Cañada Architectural Services
468664	06/16/14	Dan's Drilling & Fencing	11,575.00	CSM Construction Project
468685	06/16/14	NetApp, Inc.	14,625.00	ITS Equipment Purchase
468687	06/16/14	Pac Gas & Elec Co	28,674.16	Utilities
468689	06/16/14	Pacific Coast Sales & Service, Inc.	14,807.00	Skyline Construction Project
468699	06/16/14	Steinberg Architects	18,238.75	Districtwide Architectural Services
468705	06/16/14	Wulfsberg Reese & Colvig Professional Corporation	22,535.63	Districtwide CIP Legal Services
468733	06/19/14	Covidien LP (f/k/a Tyco Healthcare Group LP)	30,612.00	Skyline SMT Equipment Purchase
468828	06/19/14	Calif Water Service Co	34,001.99	Utilities
468891	06/24/14	Godbe Corporation	44,810.00	District Bond Measure Survey Services
468902	06/24/14	LI-COR Inc.	32,699.68	Skyline Equipment Purchase
468908	06/24/14	Pac Gas & Elec Co	41,060.15	Utilities
468921	06/24/14	Strata Information Group	52,000.00	Districtwide Professional & Management Services
468963	06/27/14	Alfa Tech Consulting Engineers, Inc.	29,063.18	Districtwide Construction Projects
468964	06/27/14	Allana Buick & Bers, Inc.	63,702.43	Cañada Construction Project
468965	06/27/14	Alta Cascade Inc	11,107.50	CSM Expert Consulting Services
468981	06/27/14	Interstate Grading and Paving Inc.	26,683.34	CSM Construction Project
468992	06/27/14	Clear Channel Communications, Inc.	10,050.00	Skyline Advertising Services
469004	06/27/14	Goodwill Industries of San Francisco, San Mateo & Mar	30,224.00	Skyline Grant related Services
469008	06/27/14	Interstate Grading and Paving Inc.	506,983.42	CSM Construction Project
469024	06/27/14	Pac Gas & Elec Co	25,724.20	Utilities
469029	06/27/14	Pitney-Bowes Inc.	10,000.00	Cañada Postage
469034	06/27/14	Remy Moose Manley, LLP	11,251.84	Districtwide CIP Legal Services

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 JUNE 1-30, 2014
 WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
469036	06/27/14	Robert A. Bothman	157,091.00	Districtwide Construction Projects
469046	06/27/14	STV Incorporated	26,468.00	Districtwide Facilities Database Services
469049	06/27/14	Thermo Electron North America, LLC	10,833.63	Skyline SMT Equipment Purchase
469073	06/27/14	Hartford Life & Accident Insurance Co.	37,565.83	Monthly Life Insurance
469102	06/27/14	Vavrinek, Trine, Day & Co.	30,000.00	Districtwide Audit Services
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
J1405557	06/02/14	US Treasury - Union Bank	1,522,094.39	Federal Tax
J1405557	06/02/14	EDD - Union Bank	283,039.25	State Tax
J1405557	06/02/14	EDD - Union Bank	14,933.14	State Tax - Disability Insurance
J1405561	06/03/14	State Teacher Retirement - Defined Benefit	593,855.72	STRS Retirement - Defined Benefit 95%
J1405959	06/10/14	State Teacher Retirement - Defined Benefit	31,255.56	STRS Retirement - Defined Benefit Balance
J1405957	06/11/14	State Teacher Retirement - Cash Balance	52,632.88	STRS Retirement - Cash Balance
J1406159	06/18/14	US Treasury - Union Bank	89,861.87	Federal Tax
J1406687	06/30/14	State Teacher Retirement - Defined Benefit	223,531.19	STRS Retirement - Defined Benefit 95%
<u>SMCCCD Bookstores</u>				
113068	06/06/24	MBS Textbook Exchange	37,155.05	Purchase of Inventory
113082	06/24/14	SMCC College District	185,399.90	Salaries & Benefits May 2014
113083	06/24/14	SMCCD	14,846.75	Purchase of Inventory
113201	06/25/14	MTC Distributing	11,799.91	Purchase of Inventory
113205	06/25/14	Nebraska Book Company	16,769.05	Purchase of Inventory
113214	06/25/14	Pearson Education Inc.	23,234.40	Purchase of Inventory
113218	06/25/14	Pepsi-Cola	10,422.66	Purchase of Inventory
EFT#36178	06/25/14	Board of Equalization	20,136.96	Purchase of Inventory
			319,764.68	Sales Tax
Subtotal			8,590,038.28	77%
Warrants Issued ≤ \$10,000			2,518,998.58	23%
Total Non-Salary Warrants Issued			<u>11,109,036.86</u>	100%
District Accounts Payable	Ck#467964-469107, #934978-935662, DD46313-47873		7,786,354.47	
District Payroll	CK#98714-99525, DD50073690-50074763		6,259,432.53	
SMCCCD Bookstores	Ck#113055-113246, EFT#36178		492,600.77	
Total Warrants Including Salaries - June 2014			<u>14,538,387.77</u>	

BOARD REPORT NO. 14-9-2CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6869

REQUEST FOR APPROVAL OF INTERNAL BORROWING

Now that the District has achieved community supported status, it is not receiving apportionment payments from the State. While the District planned for a certain amount of cash flow interruption with the issuance of a TRAN, \$18 million will not quite cover three months. Fortunately, the District has sufficient cash in its Capital Outlay Fund to meet the District's needs for the near future. This request is for the Board to authorize up to \$20 million of internal borrowing for no longer than a six-month period as allowed by law.

RECOMMENDATION

It is recommended that the Board of Trustees approved internal borrowing of up to \$20 million for up to six months as needed for cash flow purposes.

BOARD REPORT NO. 14-9-3CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Jing Luan, Ph.D., Vice Chancellor, Educational Services and Planning, 358-6880

CURRICULAR ADDITIONS, SKYLINE COLLEGE

The addition of three courses to the Skyline College catalog is proposed by Skyline College at this time. Additionally, six courses have been modified.

Each of the proposed courses has been reviewed by the appropriate Division Dean and approved by the College Curriculum Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate President provides oversight with respect to the necessary role of the local Senate in the review and approval process. The rigor of the approval process assures that each new course has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing program offerings.

RECOMMENDATION

It is recommended that the Board approve the attached curricular changes for Skyline College.

San Mateo County Community College District

September 23, 2014

PREPARED BY: Sarah F. Perkins, Vice President, Instruction
Skyline College

APPROVED BY: Dennis Wolbers, Curriculum Committee Chair
Skyline College

Kathryn Browne, Academic Senate President
Skyline College

Regina Stanback Stroud, President
Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

ENERGY SYSTEMS TECHNOLOGY MANAGEMENT

680SN CLIMATE PROTECTION PROFESSIONAL I (3.0) (day or evening)

Justification: Faculty looked at the course content and determined that the course is relevant to both the ENVS and ESTM departments; therefore it is being cross-listed in the ESTM department. The course addresses climate change science, as well as technical aspects of energy efficiency and renewable energy for the built environment.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and completion of MATH 110, or MATH 111 and MATH 112, or equivalent; and ENVS 100 or ESTM 400, or equivalent.

Description: Foundation for emerging leaders working in climate change mitigation and adaptation fields. Overview of climate change science (the greenhouse effect, emissions factors, and sources); current climate protection policies in California, including emerging regulations, and analytic tools, including mitigation and adaptation inventories and action plans. Includes professional training in project management, workplace effectiveness, communication, and fundraising.

Classification: AA/AS Degree; CSU transferable.

680SO CLIMATE PROTECTION PROFESSIONAL II (3.0) (day or evening)

Justification: Faculty looked at the course content and determined that the course is relevant to both the ENVS and ESTM departments; therefore it is being cross-listed in the ESTM department. The course addresses climate change science, as well as technical aspects of energy efficiency and renewable energy for the built environment.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and completion of MATH 110, or MATH 111 and MATH 112, or equivalent; and ENVS 680SN or ESTM 680SN, or equivalent.

Description: Expansion on fundamentals of climate change concepts: science and expected impacts, mitigation and adaptation strategies, metrics for analyzing current impacts, and forecasts and results from solution scenarios. Expansion of project management practices, career pathways, leadership, and career development skills, within the context of client site projects in preparation for final report and/or presentation.

Classification: AA/AS Degree; CSU transferable.

RESPIRATORY THERAPY

695 INDEPENDENT STUDY IN RESPIRATORY THERAPY (1.0) (day or evening)

Justification: This course is designed to improve clinical skills, critical thinking, job interview skills, and professional development of future young Respiratory Care practitioners for positive job placement. Positive job placement is one of the requirements of our accrediting agency (CoARC). This course is crucial to the Respiratory Therapy program as well as graduate success.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Students will reinforce their current knowledge of respiratory care practices in selected areas of basic therapeutics, diagnostic procedures and critical care. Varying modes of instruction will be used: laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week through the semester. Students may only take on an Independent Study course within a given discipline.

Classification: AA/AS Degree; CSU transferable.

PROPOSED CURRICULAR MODIFICATIONS – SKYLINE COLLEGE

ENVIRONMENTAL SCIENCE AND TECHNOLOGY

680SN Climate Protection Professional I
680SO Climate Protection Professional II

KINESIOLOGY – TEAM SPORTS

112 Basketball: Advanced Competition Strategies
116 Basketball: Individual Skill Development

RESPIRATORY THERAPY

420 Application of Cardiopulmonary Anatomy and Physiology
445 Respiratory Diseases I

BOARD REPORT NO. 14-9-1B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor- Superintendent

PREPARED BY: Janet L. Stringer, Dean, Science and Technology Division, Cañada College, 306-3322

**APPROVAL OF SUBSTANTIVE CHANGE PROPOSAL FOR CAÑADA COLLEGE TO BE
SUBMITTED TO THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR
COLLEGES (ACCJC)**

The Substantive Change Proposal is to request formal approval by ACCJC to offer nine programs 100% in the on-line or hybrid format. A review of the courses that have been approved by Cañada College's Curriculum Committee and Academic Senate revealed that 100% of the coursework for a degree or certificate could potentially be completed through hybrid or online courses. This means that Cañada College meets the ACCJC requirements to submit a substantive change report – 3.7.1 Addition of a Program or Courses that Represents a Significant Departure from an Institution's Current Programs or Curriculum: Offering a program 100% online. More details of the specific degrees are available in the report itself.

All courses which comprise the degrees, certificates, and transfer curriculum addressed in the Substantive Change Proposal have been reviewed and approved by Cañada College's Committee on Instruction. In addition, all courses have been approved by the Board of Trustees as part of its annual curriculum review.

RECOMMENDATION

It is recommended that the Board of Trustees approve the substantive change proposal for Cañada College.



Substantive Change Proposal:

3.7.1 Addition of a Program or Courses that Represents a Significant Departure
from an Institution's Current Programs or Curriculum

Offering a program 100% online

Cañada College
4200 Farm Hill Blvd
Redwood City, CA

Approved by Board of Trustees of the San Mateo County Community College District
on Sept. 23, 2014

Submitted to ACCJC for the November 6, 2014 meeting

Prepared by

Dr. Janet Stringer, Dean of Science and Technology

Placeholder page for Board signatures

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A: AA/AS Degree requirements

B: Cañada College Distance Education Handbook

C: Organization Chart

A. OVERVIEW OF SUBSTANTIVE CHANGE

Description of Proposed Change

This Substantive Change Proposal is to request formal approval by ACCJC to offer degrees in which all of the courses could be completed through distance education. In spring 2013, the College submitted a substantive change report to ACCJC to get approval to offer 10 degrees and eight certificates 50% or more via distance education. The Substantive Change was approved March 22, 2013. Since that time, we have added a few more online classes to our offerings, such that a review of the degrees and certificates in our catalog indicated that it is possible for a student to now complete a degree taking only online courses.

AA Degrees where 100% of the courses could be taken in the online format

Anthropology
Economics
History
Political Science
Psychology, including AA-T
Interdisciplinary Studies: Social and Behavioral Sciences
Interdisciplinary Studies with Transfer: Social & Behavioral Sciences
Interdisciplinary Studies: Natural Science and Mathematics
Interdisciplinary Studies with Transfer: Natural Science and Mathematics

Relationship to Mission

Cañada strives to *ensure opportunity* for all students to achieve their goals, and the College offers courses and programs in a variety of formats, including distance education, to meet the needs of a diverse student body. Through distance education courses and programs, Cañada offers flexible and innovative instruction. This responds to community requests for distance education options. Thus Cañada College is addressing the changing needs of our students. New technologies and instructional methodologies are part of our distance education courses.

Mission: “Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason

quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.”

Vision: “Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.”

The vision, mission and values of Cañada College can be found on the website:

<http://canadacollege.edu/about/mission.php>

Rationale for Change

The growth in online learning at Cañada College has been proceeding at a modest rate. However, the College planning processes show an ever increasing demand from students to have programming that is more flexible in terms of scheduling. Hybrid and online courses reduce time on campus and provide students with work and family obligations expanded opportunities to complete their educational goals. As the demands grow, the College continues to expand non-traditional delivery modes and scheduling so that programs and services can more effectively serve our local community. A large part of this expansion is in the area of distance education. To date our main focus has been on developing and offering hybrid courses that reduce the time on campus, but maintain face-to-face contact with the students.

As part of the San Mateo County Community College District (SMCCCD) Distance Education Advisory Committee, Cañada College representatives reviewed statewide distance education participation and performance data in relationship to the SMCCCD data. The College is behind most of the community colleges in the state in terms of enrollment in distance learning courses. While developing the most recent Education Master Plan, the College reviewed emerging trends in higher education. Specifically for distance learning, growth in online enrollments is predicted to accelerate and colleges need to offer more digital options in addition to face-to-face options. This information has led us to re-evaluate our distance learning options for our students.

Evidence:

Cañada College Educational Master Plan 2012-2017

<http://www.canadacollege.edu/inside/ed-master-plan/2011/EMP-2012-web.pdf>

SMCCCD Strategic Plan

http://www.smccd.edu/strategicplanning/documents/sp-SMCCCD_Strategic_full_web_09.pdf

B. DESCRIPTION OF EDUCATIONAL PROGRAMS TO BE OFFERED

In fall 2010, the College studied its course offerings approved through the curriculum committee. This study showed an increase in the number of courses approved to be offered through the distance education modality – either hybrid or online. As a follow up to this study, a review was completed of degree and certificate programs to see if any could be completed with 50 percent or more courses approved to be offered through distance education instruction. The results of this analysis were submitted in the Substantive Change Report in 2013. At that time 10 degrees existed in the catalog for which 100% of the courses in the major could be taken through distance education. Since then, addition of a few more courses in the general education area now allow for completion of general education requirements completely online. Therefore, we went back to the degrees we had identified where 100% of the major courses were available online. Four of these degrees can now be completed

entirely through distance education. In addition, the psychology and political science departments added additional online offerings, which might allow students in these disciplines to take all of the required courses in the major through distance education.

Degrees identified in 2012 with 100% of major courses available through distance education	Degrees identified in 2014 with distance education courses available to satisfy <u>all</u> requirements
Anthropology with 4 areas of emphasis	<u>Anthropology</u> removed areas of emphasis.
Economics	<u>Economics</u> – all courses could be completed online
History	<u>History</u> – all courses could be completed online
Political Science – not on the list in 2012	<u>Political Science</u> – all courses can be completed online
Psychology (AA and AA-T) – not on the list in 2012	<u>Psychology</u> – beginning spring 2015 the last required course in the major will be added to the online options
Interdisciplinary Studies (and with transfer): Natural Science and Mathematics	<u>Interdisciplinary Studies (and with transfer): Natural Science and Mathematics</u> – only lab class available online is ASTR 101
Interdisciplinary Studies (and with transfer): Social and Behavioral Sciences	<u>Interdisciplinary Studies (and with transfer): Social and Behavioral Sciences</u> – all courses could be completed online

Eligibility Requirements, Accreditation Standards, Commission Policies Met

Cañada College is submitting this substantive change proposal to address changes in delivery modes for courses that are part of degrees or certificates. The courses addressed in the proposal are already part of existing programs that have been approved by the College and the Office of Academic Affairs of the California Community College Chancellor's Office. The courses are already offered in a face-to-face format.

The College Curriculum Committee ensures that the rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards as those offered in the traditional face-to-face mode by having each distance education course outline reviewed by a faculty member with expertise in distance education. The curriculum

committee separately approves each course proposed for distance learning to ensure that the following criteria are met:

- Regular and effective contact is maintained between the instructor and students through group or individual meetings, orientation, review sessions, study sessions, field trips, library workshops, discussion forums online, telephone contact, email, or other activities.
- Effective pedagogical techniques appropriate to the distance education mode are utilized to ensure that quality and rigor of instruction is equivalent to that of the on-campus version of the course.
- Appropriate technology is used to achieve course objectives
- Multiple measures are used to achieve and assess student learning.
- Student authentication: The course utilizes a log-in and password protected course management system in order to verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. Alternatively, the instructor may choose to require a proctored examination for the course in order to meet the Higher Education Opportunity Act (HEOA) regulations. To date, all of the proctored examinations have taken place in the Learning Center on-campus where students must show identification in order to begin an exam.

A Performance Evaluation Task Force was been constituted by the district to review all evaluation processes for faculty. The new faculty evaluation procedures have components specifically addressing distance education courses and will be effective beginning spring 2015. Pilots of the evaluation for online instruction are planned for Fall 2014.

C. PLANNING PROCESS LEADING TO THE CHANGE

Relationship to Planning, Evaluation, and Mission

This substantive change request directly ties to the mission of Cañada College and to the overall planning within the institution. Cañada College strives to *ensure opportunity* for all students to achieve their goals. Through distance education courses and programs, Cañada offers flexible and innovative instruction to achieve the College mission.

Through bi-annual program planning, each department within the instructional and student service areas review on-going programs and plans for the following two-year period. These program plans evaluate the success of the current programs and address any identified need for development of alternative and innovative instruction and student services. For example, a department might see a growing demand for online offerings in their area and propose a plan to develop specific courses for distance learning. The program planning cycle also addresses assessment of student learning outcomes at the course and program level. The learning outcomes are evaluated for both face-to-face and distance learning.

Under the direction of the Vice President of Instruction, a Distance Education Advisory Council was constituted in 2010 to provide oversight of the distance education offerings and student services. The council helps provide data and feedback to departments and divisions to help balance the growth in distance education offerings and to ensure that the student services meet the needs of the online student. For example, an evaluation of the enrollment patterns in the distance learning options has

shown faster growth in enrollment in online classes during the summer session. Therefore, each instructional division was asked to review their online plans for summer with a view towards increasing the number of options for our summer students. A full program review of distance education was completed in spring 2013.

Evidence:

Comprehensive Program Review and Analysis for Distance Education Program 2013

http://canadacollege.edu/programreview/1213/DE_APP_2013.pdf

Needs and Resource Assessment

In order to grow the distance education program, the College identified the need for faculty and staff development around distance education. To help meet these needs, an instructional designer was hired by the College to focus on professional development with an emphasis on distance education. The College also regularly sends faculty to a District-sponsored training in distance education. To date, these resources are adequate to meet the needs of our faculty and staff in the area of distance education. College assessment of technology resources determined that we have the needed support for a robust distance education program.

The College Distance Education Advisory Committee each year updates a strategic plan, which focuses on program needs and resource assessment specifically for distance education. The group has chosen to focus on student success in online classes for the 14-15 academic year.

Anticipated Effect of the Proposed Change

Cañada College anticipates increased enrollment in online education. However, we expect that students will behave in a way that is well documented in the district and they will take both online and onsite courses. We routinely monitor for out-of-state student enrollment and have only had 1 student NOT from California, in spring semester 2013.

In order to increase flexibility in scheduling for our students and to grow our distance education offerings, general education courses were specifically targeted to ensure that at least one course in a particular content area or department is available online. The result is that, although we offer comparatively little online instruction when compared to most colleges in the system, our targeted and strategic development of online instruction in the general education area has resulted in students being able to take more than 50% of most of our degrees in the online or hybrid format and now a few AA degrees. As a result of increasing the availability of online courses, we intend greater access to, and completion of, courses, degrees and certificates.

Benefits Resulting from Change

Expanding the distance education program by officially recognizing and offering these programs will increase access to education by offering more flexible scheduling options for our students.

Preparation and Planning Process

District-wide planning: In 2006, faculty, administration and staff representatives from throughout the college participated in a district-wide steering committee to develop an overall vision and strategic plan for distance education. Three Task Groups were formed to address various aspects of the planning process:

- Course Offerings – Faculty and staff considered the existing offerings and what was necessary to increase access to degrees and certificates online. The group established the definitions for online versus hybrid instruction. They reviewed curriculum approval processes to ensure

online instruction met the same high standards for curriculum approval as onsite instruction. The group also made recommendations regarding the issues of intellectual property rights on matters that are outside of the bargaining processes.

- Resources—Faculty and staff addressed issues related to the availability of online resources for student support. Such resources include: admissions, registration, faculty and staff development, tutorials, library resources, and learning center resources.
- Technology—Faculty and staff considered various platforms and service level agreements for district-wide support. The district currently supports Moodle and each semester generates Moodle shells for every section of every course offered by the College. The Moodle shells are maintained by Moodlerooms, a Moodle hosting site.

Evidence:

District Distance Education Vision 2006

http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/deac_VisionPlanningFinal.pdf

Minutes from District DEAC meeting 2008

<http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/DEAC%20Minutes%2020080222.pdf>

Cañada College Planning: In 2011, through a series of campus-wide dialogues the 2008 Educational Master Plan was updated. The new 2012-2015 Master Plan includes 4 strategic directions to guide the school for the next three years. Under the Teaching and Learning strategic direction there are goals and activities related to distance education. These include:

Objective 1.2: Assess, evaluate and implement flexible course scheduling options and pathways to accommodate students' needs. (Offering more hybrid and online courses fits into this objective.)

Objective 1.2, Activity 4: Develop and implement a distance education plan. (The initial plan has been completed and this substantive change request is a consequence of this plan.)

Objective 2.3, Activity 1: Develop plan and content for improving new student orientation program, to include an online orientation. (Online orientation has been developed and implemented.)

Evidence:

Cañada College Educational Master Plan

<http://www.canadacollege.edu/inside/ed-master-plan/2011/EMP-2012-web.pdf>

D. INSTITUTIONAL RESOURCES

Student support services are readily available to our online students through a variety of means. We have revised our distance education website and separated resources for faculty and students. The Overview of Distance Education links to getting started with Distance Education and Steps for Success.

Evidence:

Getting Started with Distance Education: <http://canadacollege.edu/distanceducation/index.php>

Student Services: <http://canadacollege.edu/distanceducation/studentservices.php>

Academic Resources: <http://canadacollege.edu/distanceducation/academicresources.php>

Admissions and Registration

Students can apply for admission online (<http://canadacollege.edu/admissions/apply.php>). Online registration is available to all students through WebSmart (<https://websmart.smccd.edu/>), a student,

faculty and staff Web resource. Students may perform all aspects of registration online – registration for classes, drop or add classes, withdrawal from classes, select variable unit levels of enrollment, and select a grade option for a class. Students can check their class schedule, class location, time and instructor information, at any time.

Students may check their registration status, display their class schedule, purchase their parking permit and display or pay their student fees online. Students can view holds on their records, display their grades for a term and request or check on the status of an official transcript or view an unofficial transcript.

Financial Aid

During the registration process, students can access both the Free Application for Federal Student Aid (FAFSA) and the Board of Governors' Fee Waiver applications online. At any time, students may check the status of their financial aid application, ascertain if further documentation is needed, or learn of any awards they may receive through WebSmart.

<http://canadacollege.edu/financialaid/index.php>

If a student is new and desires an onsite appointment, s/he may make an appointment online for certain student services using by logging on to their WebSmart account.

Bookstore

Students are able to access the Cañada College Bookstore online (<http://bookstore.canadacollege.edu/home.aspx>). They can purchase their books, supplies and other college merchandise online. Students may shop twenty-four hours a day, seven days a week online at the Cañada College Bookstore.

Self Assessment for Online Learning

Students may take a self assessment to determine if online learning is the type of learning in which they would be able to engage and be successful

(http://www.smccd.edu/degateway/self_assessment.php). After answering questions, students are given a numerical score. Depending upon the range in which they score, they are advised as to whether they would be good candidates for online learning. However, no student is prevented from enrolling in an online course based on the self assessment.

Counseling

Electronic Counseling Services is an internet based service that allows continuing students to receive general counseling services via e-mail (<http://canadacollege.edu/counselingcenter/ecounseling.php>).

This service is particularly helpful for students who find it difficult to schedule counseling appointments at convenient times. Examples of the services available:

- Schedule planning
- Progress reviews
- Transfer information
- Educational plan preparation
- General education status checks
- Certificate completion checks
- Education problem solving
- General career planning

Orientation

An online orientation for Canada College is currently available and information on signing up for the online orientation can be found on the Getting Started in Distance Education Web Page.

Cañada Library Services

An array of online resources and services that support the distance education student are offered.

<http://www.canadacollege.net/library/>

These include:

- Remote access to an extensive collection of periodical and reference subscription databases covering the social sciences, humanities, natural sciences, law and business.
- Remote access to the full range of book and periodical holdings, audio-visual materials, and online database subscriptions of the Peninsula Library System (PLS), a consortium of thirty-four public and community college libraries in San Mateo County.
- Remote access to several full-text digital book collections, including the PLS Digital Book Library, NetLibrary, and the American Council of Learned Societies Humanities eBook collection.
- Online tutorials written by Cañada librarians on finding, evaluating and citing sources.
- More than 75 online research guides (“pathfinders”) offering research tips for courses and subjects taught at Cañada College, as well as a pathfinder for distance education.
<http://guides.canadacollege.edu/DISTANCEeducation>
- Online “Ask a Librarian” Reference Service (“E-Reference”).

Disability Resource Center

The Alternate Media Center is part of the Disability Resource Center at Cañada College. It produces instructional materials (textbooks, course materials, exams, class schedules) in alternate format for students with disabilities and teaches students with documented needs to use assistive technology resources such as:

- Kurzweill 3000 – scanning/reading software
- Dragon Naturally Speaking – voice recognition system
- ZoomText Xtra 9 – screen magnification for DSO and Windows
- JAWS – screen reader for windows

In order to access and use the Alternate Media Center, students with disabilities must have basic computer skills and meet eligibility requirements of the Disability Resource Center.

Online Tutoring

The Learning Center works to provide support for all classes, no matter their mode of delivery. Since the Learning Center is open Monday through Thursday from 8am to 9pm, Fridays from 8am to 3pm and Sat 10am to 2pm, the students in distance learning classes, like other students, take advantage of the tutoring support. Drop-in math support is available every hour we are open, and for all other subjects, appointments are available. Currently, the Learning Center offers online tutoring for math and biology via CCC Confer. Students, using their student ID can log onto WebAccess, and during select times, chat, talk, and draw their problems. For writing, students can upload documents via Google docs when the tutor is on duty and the tutor will provide feedback on the document.

Because most of our online students are “local” and by tracking the usage of the Learning Center, we have learned that most online students come to the Center rather than choosing online support. Additionally, faculty increasingly are utilizing textbooks that have built-in online support provided by

the publisher. For example, our pre-algebra, elementary and intermediate algebra, statistic and calculus students do their homework on MyMathLab or MySTATLAB, from Pearson Education, which accompanies their textbook. Built into the programs are tutorials that provide immediate feedback online.

Faculty, Management, and Support Staffing

Management

The Vice President of Instruction is responsible for the distance education program. One Dean has been assigned to oversee the distance education mission of the College and one faculty member has been assigned as faculty coordinator. Their jobs include providing oversight of the distance education program, developing the strategic vision and plan for distance education, planning for professional development and monitoring of the quality of course offerings by working with the curriculum committee and with faculty evaluation committees.

To provide oversight from the District perspective, the San Mateo County Community College District has implemented its own version of Distance Education Advisory Committee (DEAC). Various members from Cañada College's DEAC serve on the District DEAC to ensure that the interests and needs of the college are represented at district level discussions and decisions.

Support Staffing

The distance education program is supported by an instructional designer who is an adjunct faculty member. The instructional designer works directly with faculty on curriculum design for both distance education and for face-to-face courses and on technical aspects of Moodle (the course management system). She also organizes and presents workshops open to all faculty.

Faculty

There is a central core of both full time (18) and part time (26) faculty teaching distance education, and most also teach on campus. Faculty have been trained for distance learning through three main routes – informal “training” with or without a mentor, STOT (Structured Training for Online Teaching) offered through the district and @ONE training supported by the State Chancellor's Office. More recently, our instructional designer has worked with faculty through workshops and one-on-one to train them in distance learning pedagogy and Moodle features.

Professional Development

The District and the College are committed to providing extensive professional development opportunities to assure high quality distance education offerings and support.

The District DEAC was formed for the purpose of establishing a vision and strategies for our district's distance education program, identifying best practices, and encouraging faculty interested in distance education by connecting them to professional development opportunities. Through this committee, the District offers professional development in the form of seminars, online short courses such as STOT (Structured Training for Online Teachers), and hands-on mini-STOT workshops focused on a variety of topics such as adult learning, e-pedagogy, best practices, Moodle tools and features, as well as media production software and media design and delivery strategies. Participation in STOT requires recommendation by a faculty member's dean or Vice-President.

In spring 2011, Cañada College hired an instructional designer to assist with training faculty on course design and development using the Moodle course management system, to provide best practices and pedagogy training, and to aid in solving instructional needs and problems. In order to

meet the needs of the largest number of faculty possible, the instructional designer offers a variety of training opportunities in coordination with the Center for Innovation in Teaching and Learning (CIETL). Faculty can attend workshops which address distance education and instructional technology topics of general interest, or they can meet on-on-one with the instructional designer to focus on their specific instructional needs.

The Center for Innovation and Excellence in Teaching and Learning (CIETL) (<http://www.canadacollege.edu/inside/CIETL/index.html>) was initiated by the Vice President of Instruction and various faculty leaders, to serve as an institutionalized place for directed focus on issues of teaching and learning. CIETL is committed to the college's core mission of helping all our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students. CIETL promotes sharing of this scholarship of teaching and learning among faculty here and elsewhere. The college has purchased 5 iPads, 5 Flip Cameras, 3 Snow Microphones, 1 Chroma key screen, 30 HP laptops, 5 McIntosh laptops, and HP desktops for faculty training. All these computers and equipment, are located in the CIETL center and are used for training faculty as well as for short-term check out for media development to support curriculum

Faculty interested in professional development in the area of distance education are also encouraged to enroll in @ONE training classes and to consider certification by @ONE. To date, certification is not required to teach distance education courses at Cañada College.

Equipment, Facilities, and Off-Site Campuses

Equipment

The District provides extensive support to the Colleges to assure that the distance education program operates smoothly. Through the Information Technology Services (ITS) department, a centralized District-level service organization, a variety of support and training is provided for information technology leadership, support staff training, monitoring and updating policies and procedures related to technology, effectively deploying and utilizing information technology, and assisting with local technology initiatives, projects, and planning. All ITS personnel, including those providing desktop support to the Colleges, are centrally managed and supervised. This allows ITS to allocate its resources to each College based on need or based on requirements for specialized knowledge or skills. This also helps the Colleges to seamlessly share technology solutions and best practices to leverage savings and efficiency.

ITS and the Colleges collaborate district-wide, and one-on-one, on decision-making processes and set priorities related to technology. ITS staff participates regularly in various College committees to discuss operational issues and developing project plans for a variety of topics which include technology needs in support of teaching and learning, district-wide communications, research, and other operational systems. To best meet the college's needs, the district's IT Strategic Plan outlines specific information on planning, policies and equipment. <http://www.smccd.edu/itstrategicplan/>

Facilities

In terms of facilities specifically geared towards students in distance education classes, our Learning Center and Library both have computers available for student use. These computers are maintained by the IT department. Students have access to these computers whenever the Library or Learning Center is open.

Off-Site Campuses

Students enrolled in courses offered at an off campus sites have the same access to online courses, to computing and to support resources as students at the main campus.

Fiscal Resources and Sustainability: Initial and Long-Term Sources of Funding

Cañada College is one of three colleges in the San Mateo County Community College District, and both the District and the College are fiscally strong due to the leadership, vision, strong community and voter support of general obligation bonds, parcel tax measure, and the college obtaining numerous state and federal grants. The institution has been very resourceful and successful in providing fiscal stability which allowed for both short-term and long-term planning. The District and college have a long-range technology plan where funds have been earmarked for improvements to infrastructure and equipment which will support distance education.

The college is fiscally well-positioned to maintain the equipment and professional development necessary to offer excellent distance education options for our students. The fiscal resources are overseen by the College's Cabinet, working through the participatory governance process. Cañada College's Cabinet consists of the President, Vice Presidents, Instructional and Student Services Deans, Business Officer, Director of Marketing and Public Relations, Dean of Planning, Research and Institutional Effectiveness. In March of each year, current year expenses are reviewed, analyzed, and compared with current year's budget by Cabinet to determine if there is sufficient financial support for instructional and student service programs, which includes distance education. Any substantive changes to the budget are then reviewed and discussed at the Planning and Budgeting Council – the top level advisory committee in the participatory governance structure. Any recommendations from the Council are then forwarded to the College President who makes final decisions on the budget.

The College general fund has and will continue to support Distance Education expenditures, including salaries, office hours, benefits and professional development for faculty teaching distance education courses. Providing administrative oversight are the Vice President of Instruction (.05 FTE) and the Dean of Science and Technology (.025) who co-chairs, with a faculty member, the Distance Education Advisory Committee. The general fund supports instruction in distance education courses and for the faculty who manage the Center for Innovative and Excellence in Teaching and Learning (CIETL), which supports professional development for distance education. The general fund supports the Distance Education website, supplies, software, and equipment needed for the Distance Education platform. In order to grow the Distance Education program, we allocated additional funding from a recent parcel tax to fund an instructional designer's salary and benefits (.67 FTE) who works directly with faculty and staff in layout, pedagogy and design of website for students' use and the faculty coordinator for distance education (.50 FTE). The position of Distance Ed Coordinator has recently been combined with the Instructional Designer at 100%.

The SMCCCD/Cañada College uses the Banner financial accounting system for journal entries, accounts payable, account receivables, revenues, payroll, student administration and purchase requisitions as well as budget information. The VPI and Business Officer track all budgets and expenditures for distance education in Banner.

Moving forward, the Distance Education committee will include the budget required for the Distance Education program as part of the strategic plan. The Distance Education committee will submit their bi-annual plan to the Instructional Planning Council in March. The Instructional Planning Council

reviews all bi-annual plans in April and budget recommendations are forwarded to the PBC for discussion and review and then to the President of the College who makes the final decisions.

Evidence: Technology plan <http://www.smccd.edu/itstrategicplan/>

Plan for Monitoring Outcomes

Outcomes from distance education offerings are overseen by the College Distance Education Advisory Council (DEAC) and individual Departments. Program reviews and plans are compiled in March each year and reviewed by the Instruction or Student Services Planning Council in May. The bi-annual plan for distance education is reviewed by the Instructional Planning Council. Program reviews include review and discussion of student learning outcomes for all courses and programs, including distance education. The Office of Planning, Research and Student Success monitors student success and retention in both face-to-face classes and online classes. This information is updated annually and reviewed by DEAC.

Annual Program Plan and Comprehensive Program Review

<http://www.canadacollege.edu/inside/research/programreview/programreview.html>

Student learning outcomes and assessment results for all courses are located in TracDat, but distance education courses are not separated out for assessment purposes within the departments. For example, the learning outcomes in Psychology are assessed in both face-to-face and online sections in the same way and the data is reviewed as a whole. Variations in outcomes between online and face-to-face sections would be discussed within the psychology department.

Evaluation of Student Success, Retention, and Completion

Cañada College analyzes the following:

- Online enrollment
- Retention in online courses
- Success rates in online courses
- Attainment of student goals such as certificate completion and degree completion

Cañada College's Office of Planning, Research & Institutional Effectiveness conducts annual analyses of online courses compared to face-to-face courses. The data packet put out by the Office of Planning, Research & Institutional Effectiveness includes data on the number of students taking 1) only face-to-face classes, 2) only online classes and 3) both types of classes. The percentage of students enrolled in only online classes is between 4-8% of total enrollment. Interestingly, students taking only online classes largely take only 1 class at a time. The data packet also includes information about success and retention in these groups of students. Students taking both face-to-face and online classes (66% success and 82% retention) have nearly the same success and retention as students taking only face-to-face classes (71% success and 84% retention), while students only enrolled in online classes are less successful (56% success and 74% retention). This data packet is updated each academic year and reviewed by departments, the Instructional Planning Council and the Curriculum Committee. Improving success and retention in online classes has been a major focus of the distance education program and will continue to be a focus.

Program Review Information Packets

<http://canadacollege.edu/programreview/datapackets.php>

E. EVIDENCE OF APPROVALS

Approval Requirements

All courses, certificates and degrees offered by Cañada College have been approved by the Cañada College curriculum committee, the San Mateo County Community College District Board of Trustees and the California Chancellor's Office. The approval process at the College for courses delivered via distance education (hybrid or online) is the same as it is for face-to-face courses but includes an addendum for distance education delivery approval, which receives separate approval. A member of the College Distance Education Advisory Council serves as a technical expert for the curriculum committee and reviews each course outline for compliance with distance education requirements, particularly regular and effective contact between faculty and students and method of student authentication.

To ensure consistent communication with potential distance education students, faculty members teaching online courses are advised to use their smccd.edu email accounts as their primary email contact. In addition, the faculty member should use the district provided Moodle (WebAccess) shell to ensure authentication compliance. All Moodle shells require login with password. If a faculty member wishes to utilize another course management system, they have to assure the curriculum committee that they can authenticate students who attend and complete their courses. The curriculum committee thus confirms that distance education courses have clear policies for regular effective contact and student authentication.

Evidence: Distance Education Handbook (see appendix)

F. ELIGIBILITY REQUIREMENTS

1. Authority

Cañada College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The accreditation reports and approval are available for review in the Office of the President. These accrediting bodies oversee all programs offered at Cañada College, including distance education.

2. Mission

Cañada College's educational mission is clearly defined and is reviewed periodically by the College Planning Council (advisory body to the President) and the San Mateo County Community College District Board of Trustees, according to Board policy. The mission is published in the current catalog and on the Cañada College website. By offering courses and degree options in distance education format, the College provides more opportunities for its diverse students to access coursework and attain their educational goals.

3. Governing Board

Cañada College is part of the San Mateo County Community College District (SMCCCD), which also operates the College of San Mateo in San Mateo and Skyline College in San Bruno. The District and its Colleges are governed by a five-member Board of Trustees with all elected at large for four-year terms by county voters. There is also a student trustee elected by students for a one-year term. The board's organization including authority, membership, election, and terms of office are found in [Board policy 1.02](#). The duties and responsibilities of the Board are detailed in [Board policy 1.10](#).

4. Chief Executive Officer

The SMCCCD Board of Governors appoints a Chancellor to act as CEO. [Policy 2.02](#) spells out the chancellor's responsibilities. The Chancellor oversees a president at each of the three district colleges, and the President administers the college. [Policy 2.03](#) discusses the President's duties and responsibilities. From that policy: "The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations."

5. Administrative Capacity

Cañada College has sufficient academic and support services administrative staff with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose. In addition to the President, Cañada College has Vice Presidents of Instruction and Student Services, Deans of Humanities and Social Sciences, Business, Design and Workforce, Science and Technology, Library, Learning Center and Athletics and Counseling, Directors of Financial Aid, Student Support Services and TRiO, Disability Resource Center and the Center for International and University Studies.

6. Operational Status

Cañada College has been in continuous operation since 1968. In Fall 2013, the College had a unique headcount of 6,758 (1,898 FTES) enrolled in 654 sections. Nearly equal percentages of the students list transfer, career development or educational development as their educational goals. None of the online students were out of state. Online and hybrid enrollment was 13.4% of the total enrollment in spring of 2014. The most growth in distance education has been in the summer session with the summer of 2013 having 32.8% of the total enrollment in online and hybrid classes. Most of the growth in distance education offerings over the past two years has been in the Humanities and Social Sciences Division.

7. Degrees

Cañada College offers Associate of Arts and Associate of Science degrees and a variety of certificates. The degrees and majors offered by Cañada are listed in the catalog and online <http://canadacollege.edu/degrees/>.

8. Educational Programs

The degree programs offered at Cañada College are aligned with its mission and meet the California Education Code of Regulations, Title V curriculum requirements and, when combined with the general education component, represent two years of full-time academic work. Certificate programs may be shorter than 2 years.

All course outlines of record and degrees have student learning outcomes, which are achieved through class content, assignments, and activities. All course outlines have been carefully reviewed. All curriculum is approved by the Board of Trustees, including courses offered through distance learning. Training for faculty is designed to ensure that pedagogical techniques are appropriate to distance education and that the quality of education mirrors that in the face-to-face sections of the same courses. Student learning outcomes are used in all courses to assess effectiveness of the instruction and to improve the learning experience.

Program and course descriptions are found in the catalog and on the web (<http://canadacollege.edu/catalog/index.php>).

9. Academic Credit

Cañada College awards academic credit based on accepted practices of California community colleges under California Code of Regulations and Title V. Credit is awarded for courses using the Carnegie standard unit. This follows the California Community Colleges Chancellor's Office requirement for awarding academic credit. Sections of courses offered through distance education earn the same credits as other sections of the same courses.

10. Student Learning and Achievement

Every course and every program offered at Cañada College has defined Learning Outcomes. These student learning outcomes are regularly assessed by a variety of methods. Coordinated by department and discipline faculty, every course, regardless of mode of delivery or location, follows the course outline of record and the defined student learning outcomes. The College has also defined learning outcomes for general education and for the institution. All degree programs have program level learning outcomes.

Program Learning Outcomes example:

<http://canadacollege.edu/physicalsciences/index.php>

Institutional Learning Outcomes:

<http://canadacollege.edu/academics/learningoutcomes.php>

11. General Education

All degree programs offered by Cañada College require a minimum of 23 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading and mathematical skills to receive an associate degree. The institution's general education requirements (listed in catalog) were carefully reviewed in the 11/12 academic year and aligned with the CSU general education requirements where possible. The College has defined learning outcomes for general education.

General Education Learning Outcomes:

<http://canadacollege.edu/academics/learningoutcomes.php>

12. Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom, encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth. The District's faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. Protecting academic freedom is the responsibility of the college community.

Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate.

Academic freedom applies to all courses, including distance education.

<http://canadacollege.edu/catalog/pdfs/1415catalog.pdf> - p. 9

13. Faculty

Cañada College has 69 full-time faculty and 185 part-time faculty. All faculty meet the minimum requirements for their disciplines based on regulations for the minimum qualifications for California community college faculty. Clear statements of faculty roles and responsibilities can be found in the faculty handbook and the AFT contract. Faculty carry out program review, annual program plans, curriculum review and update, and develop and assess student learning outcomes.

Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections. In 2008, the district and the AFT adopted a *Memorandum of Understanding* with provisions for evaluation of faculty teaching distance education classes (<http://www.aft1493.org/DistanceEdMOU-9-08.htm>). More recently the faculty and district administration have completed an update to the faculty evaluation procedures, which are active as of Sept. 9, 2014.

14. Student Services

Cañada College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Unless exempted, each new student is required to participate in the matriculation process, which involves assessment for admissions, appropriate course placement, college orientation, academic career and personal counseling. All student support services programs promote the objective of serving the whole student and supporting student success.

15. Admissions

Cañada College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title V. Information about admissions requirements is available in the catalog, in the schedule of classes and on district and college websites. <http://canadacollege.edu/admissions/apply.php>

16. Information and Learning Resources

Cañada College provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of its students. The library is staffed to assist students in the use of college resources. Wireless internet is available throughout the campus and through computers in the library and learning center without charge to students. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

17. Financial Resources

Cañada College is one of three colleges in the San Mateo County Community College District and has an annual budget including benefits of \$18,571,203 in unrestricted general funds and \$7,298,327 in restricted funds as of July 1, 2013. The funding base is reviewed and revised on an annual basis. The distance education courses are integrated into the annual budget that is approved by the Board of Trustees.

18. Financial Accountability

The San Mateo Community College District is a fiscally healthy district and maintains a healthy reserve. The 2013-14 beginning balance is \$19,703,765, which includes the District's 5% contingency reserve of \$6,519,951 and the General Unrestricted Fund 1 2012-13 site ending balances of \$3,763,743. The contingency reserve is not budgeted as a line item as there is no intention to expend these funds.

The San Mateo County Community College District undergoes an annual external financial audit for the district and the three colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The District's last 8+ years of audits show no financial audit adjustments and no major findings.

19. Institutional Planning and Evaluation

Cañada College is in a constant state of review and improvement by systematically evaluating how well the college is meeting its goals and outcomes. The College completely supports integrated strategic planning, and through assessment and improvement, endeavors to ensure quality and excellence to all students served. The institution has an Educational Master Plan, which is available to the public on the college website, and a Participatory Governance Handbook. Each year the planning processes are reviewed and suggestions made, if deemed necessary, for improvement of institutional structures or planning processes – always with a focus on student achievement of their educational goals and student learning.

Each department completes a bi-annual plan that is available on the college website. Included in these reviews and plans are the assessments and reflections of student learning outcomes.

Educational Master Plan: <http://www.canadacollege.edu/inside/ed-master-plan/2011/EMP-2012-web.pdf>

20. Public Information

Information is published in the catalog, on the website, and in course schedules. These documents, along with other appropriate publications, publicize accurate and current information about the institution, including the mission, vision and goals, academic calendar, degrees and certificates offered, admissions, student fees, graduation requirements, costs and refund policies, available learning resources, grievance procedures, sexual harassment policies, academic regulation, including academic honesty, nondiscrimination policy, academic freedom statement, names and credentials of faculty and administrators, names of Board of Trustees, and all other items relative to attending the institution.

21. Relations with Accrediting Commission

The San Mateo County Community College District Board of Trustees provides assurance that Cañada College complies with all ACCJC/WASC requirements and accreditation standards and policies. The College maintains contact with the Commission through its Accreditation Liaison Officer.

G. ACCREDITATION STANDARDS MET

Cañada College meets all accreditation standards of ACCJC/WASC. The College received renewal of its accreditation in Feb 2014.

The growth in distance education does not change Cañada College's ability to continue to meet the standards. Online instruction must meet the same curriculum processes, Carnegie unit requirement, faculty assignment qualifications, support resources, student services support, and assignment/content requirements as onsite instruction. All online courses are held to the same academic rigor, review and student learning outcomes assessment as face-to-face courses. Additionally, the curriculum process treats online instruction as another modality of instruction. Therefore, the student learning outcomes, assessment plans, program review processes and academic revision and renewal processes are applied to online instruction and services in the same way as onsite instruction and services.

Standard I: Institutional Mission and Effectiveness -

On April 11, 2007 the San Mateo County Community College District Board approved the Cañada College mission statement. In 2012, the College Planning Council reaffirmed the mission statement. In March 2013, the Cañada College Educational Master Plan, which includes the most recent mission statement, was reviewed and approved by the Board of Trustees.

Institutional effectiveness is assured by the use of outcomes-based assessment. The entire college is involved in the strategic planning process and in self-reflective dialogue about student learning and institutional processes. All strategic planning is linked to data-driven program review. The program review process includes all areas of the college (instruction, student services and administration). The overarching goals of the institutional planning and assessment processes are to meet the needs of our students, respond to the ever-changing educational needs of the community at large and to ensure that resources are aligned to achieve these goals. The Cañada College Distance Education Advisory Council (DEAC) has oversight of the distance education program. This group monitors student success and retention, student services and enrollment trends in distance education courses and also provides guidance to the Deans about needs in distance education.

Standard II: Student Learning Programs and Services

Cañada College offers a complete range of courses for transfer, selected career technical education areas and basic skills. All disciplines participate in the program review process, which includes course offerings, curriculum development and updating, student characteristics and success, student learning outcomes, facilities and equipment needs, and personnel needs. New course proposals are initiated by faculty and require review by their discipline and the curriculum committee. Course modifications, for example offering a section through distance learning, are also initiated by faculty and reviewed by the curriculum committee. A faculty member from the Distance Education Advisory Committee serves as a distance education advisor to the curriculum committee for technical review of courses being proposed for distance learning. All actions on new, revised, banked or deleted courses are approved by the Board of Trustees.

Every course offered at Cañada College has student learning outcomes. If the course is offered through distance education, the learning outcomes are the same. Cañada College maintains the same standards, quality, and breadth in its distance learning offerings as it does in its traditional-mode courses and the institutional review mechanisms ensure their integrity. All distance-mode courses are reviewed to ensure rigor and compliance with Title 5 and they must meet the same requirements as traditional-mode courses. In addition, the review also includes the course's proposed instructional

media, types of student participation, methods of student evaluation, representative courseware and/or materials, assignments, and types of proficiency demonstrations (e.g. testing arrangements).

Cañada College offers a broad array of services to assist students in establishing appropriate educational goals and to help them achieve these goals. The college provides comprehensive services to all students whether on-campus or online.

Students can apply for admission online and may perform all aspects of registration online – registration for classes, drop or add classes, withdrawal from classes, select variable unit levels of enrollment, and select a grade option for a class. Students can check their class schedule, class location, time and instructor information, online. Students may display their class schedule, purchase their parking permit and display or pay their student fees online. Students can view holds on their records, display their grades for a term and request or check on the status of an official transcript or view an unofficial transcript.

During the registration process students can access both the Free Application for Federal Student Aid (FAFSA) and the Board of Governors' Fee Waiver applications online. At any time, students may check the status of their financial aid application, ascertain if further documentation is needed, or learn of any awards they may receive through WebSmart. Students are able to access the Cañada College Bookstore online. They can purchase their books, supplies and other college merchandise online.

Electronic Counseling Services allows continuing students to receive general counseling services via e-mail. This service is particularly helpful for students who find it difficult to schedule counseling appointments at convenient times. An online orientation for Cañada College is also available. An array of online resources and services that support the distance education student are offered through the library, disability resource center and learning center, including online tutoring. Because most of our online students are "local" and by tracking the usage of the Learning Center, we have learned that most online students come to the Learning Center rather than choosing online support.

Standard III: Resources

Cañada College integrates institutional planning with human resource planning, physical resources planning, technology planning and financial planning. The College strategic plan is tied into data-driven planning and annual program review. Adequate facilities support education and student services. Technology is continually reviewed for upgrading and financial resources are carefully allocated through program review and strategic planning. The district determines the allocation to each of the colleges and then the colleges each develop a budget for that academic year.

The district offices also contribute significantly to resource planning and support. The District Office of Human Resources supports all hiring, including orientation for hiring committees, working with CSEA for approval of hiring committees, advertizing of open positions, development of job descriptions, new hire paperwork, negotiation of benefits, etc. The District Facilities manages all of the facilities and housekeeping at each of the three colleges in the district. Facilities planning has been guided by the SMCCCD Facilities Master Plan completed in 2011. Budgeting also occurs at both the district and college level.

SMCCCD Facilities Master Plan

<http://www.smccd.edu/accounts/smccd/departments/facilities/masterplan.shtml>

As previously mentioned, the IT services at Cañada College are overseen by the district IT department. Planning for IT services occurs at both the district and college level. The district manages the contract with MoodleRooms for hosting all of the Moodle shells. Since these shells are used by all courses (both online and face-to-face) support for Moodle is independent of the distance education program and courses. Use of online support for courses is fully integrated into the college budget regardless of the number of online courses offered. Help desk support for Moodle and other IT issues are also fully integrated into the college and district budget because Moodle is used for all courses offered by the College. In the same way, computer access and support, including free wireless internet access, is offered to all students and is integrated into the College budget and planning processes. In other words, these services and support would continue even if no distance education courses were offered at the College.

Professional development is managed almost entirely at the local college level. Faculty, staff and administration have access to professional development opportunities funded through a variety of sources. At Cañada College, much of the professional development is organized through the Center for Innovation and Excellence in Teaching and Learning – a faculty-led center. Funding for professional development is stable and fully integrated into the budget and planning processes. To date, the available resources have been sufficient to support professional development in the area of online pedagogy. Each year, up to three faculty members begin teaching online or hybrid classes. This rate of growth in distance education is easily supported by the professional development funds available.

Courses offered through distance learning are part of the planning for each department and program and, thus, are fully integrated into the course offerings of the College. This means that distance education courses are funded through stable sources (general fund) and are not considered “special” projects or programs that are short-term.

Standard IV: *Leadership and Governance*

The decision-making, planning and implementation processes at Cañada College involve faculty, staff, administrators and students through a participatory governance model. The Instructional Planning Council and Student Services Planning Council report to the College Planning Council, which makes recommendations to the President. The President reports to the Chancellor of the District.

Each department and service area completes a bi-annual program review and plan. These plans feed into master plans for facilities, technology, human resources and curriculum. The College is committed to continuous improvement and all faculty, staff, administrators and students regularly participate in discussions on improving practices, programs and services.

The San Mateo County Community College District is home to three accredited colleges and is overseen by one governing board. The Board of Trustees is responsible for considering approval on all curriculum forwarded by the District Curriculum Committee after local approval at each college. The Cañada College Curriculum Committee is a standing committee of the Academic Senate. The Board has approved all courses available online or hybrid which constitute the 50% or more of the graduation requirements. A full list of courses approved for distance learning is included in the appendix.

Appendix A
Associate in Arts/Science Degree Requirements
Analysis of General Education and other Requirements

Graduation from Cañada College with the Associate in Arts (AA) Degree or the Associate in Science (AS) Degree is based on completion of 60 units including the requirements “A” through “F” listed below:

A. Residence

Requirement: A minimum of 12 units must be completed at Cañada College. Also note information under MAJOR.

DL Options: More than 12 units are available; see also list of majors.

B. Scholarship

Requirement: A minimum overall GPA of 2.0 in the 60 units submitted for the AA Degree 2.0 GPA in course work taken in the San Mateo County Community College District (SMCCCD) and a minimum GPA 2.0 in units applied to the major.

DL Options: Independent of mode.

C. Basic Competency Requirements

1. Reading

Requirement: Eligibility for ENGL 100 as determined by the English Placement Exam or satisfactory completion of Read 836

DL Options: Met via completion of writing requirement (see below).

2. Writing

Requirement: Satisfactory completion of English 100

DL Options: English 100

3. Math

Requirement: Placement into transfer-level math course on SMCCCD Math Placement Test or completion of Intermediate Algebra (Math 120 or Math 122 and 123) with a grade of “C” or better or successful completion of any course with a Math 120 prerequisite

DL Options: Math 120/122/123 (and their prerequisites, Math 110/111/112)

4. Ethnic Studies

Requirement: 3 units

DL Options: COMM 150, HIST 242, 245, 246, 247, 422, 452; PLSC 310

5. Physical Education

Requirement: 2 units required of any Physical Education activity course.

DL Options: FITN 304.1 and 304.2

Continued on next page...

D. Major

See separate information on majors; fifty percent of the units required for the major must be completed at Cañada College

E. General Education**1. GE Area A: English Language Communication and Critical Thinking****Oral Communication Requirement:**

DL Option: COMM 110

Written Communication Requirement: ENGL 100

DL Option: ENGL 100

Critical Thinking Requirement:

DL Options: MATH 200; ENGL 110

2. GE Area B: Scientific Inquiry and Quantitative Reasoning**Physical Science:**

DL Options: ASTR 100, CHEM 410 /201 (hybrid only); METE 100; OCEN 100, GEOG 100

Life Science:

DL Options: ANTH 125; BIOL 110 (hybrid only), 130, 260 (hybrid only)

Lab Courses:

DL Options: ANTH 126, ASTR 101

3. GE Area C: Arts and Humanities**C1 Arts:**

DL Options: DRAM 140

C2 Humanities:

DL Options: ENGL 110, HIST 100, 101, 104, 106, 243, 245, 246, 247, 455, PHIL 100

4. GE Area D: Social Sciences**US 1:**

DL Options: HIST 201, 202

US 2:

DL Options: HIST 201, 202

US 3:

DL Options: PLSC 210, 310

Social Institutions:

DL Options: ANTH 110, 200; COMM 150; ECE. 201; ECON 100, 102; HIST 104, 106, 201, 202, 242, 243, 245, 246, 247, 422, 455; PLSC 130, 170, 210, 310; PSYC 100, 200

5. GE Area E: Lifelong learning and Self Development

DL options: BIOL 310, PSYC 200 or additional courses from GE areas A-D

F. General Electives

Requirement: Additional degree applicable courses to meet the minimum 60 units degree requirement. A number of online courses are available.



Cañada College
Distance Education Faculty Handbook
Distance Education Advisory Committee



2014

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Cañada College Distance Education Advisory Committee

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Peter Bruni, Liaison to District DEAC

Gloria Darafshi, Counselor

Chialin Hsieh, Dean of Planning, Research and Institutional Effectiveness

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Janet Stringer, Lead Administrator for DE

SMCCCD DEAC Mission/Goals

Through the distance education program, the District will create innovative educational opportunities, provide responsive support services and strive for the high success and retention rates relative to (statewide or national) data. The District envisions the expansion of distance education offerings to increase distance education-based degrees and certificates.

Cañada's DEAC Goals

The distance education program is committed to the college's core mission of ensuring student success by building and supporting a distance education program that meets the varied academic plans of Cañada's students while supporting training, professional development, collegiality, and community building among faculty members.

Preparing to Teach an Online Course

Requirements for teaching online:

- The faculty member seeking to teach online has approval from division Dean.
- Distance Education addendum to the Course Outline of Record has been approved by the Curriculum Committee through CurricUNET.

Successful online teaching involves a fruitful marriage between technology and content, and a firm understanding of the teaching theories currently embraced by the online teaching community. The following sections outline technology recommendations, faculty training and certification, and course development guidelines.

Technology

Faculty members should have access to technology sufficient for managing their online courses. The technology recommendations, for both Windows and Macintosh users are:

- Fairly recent Mac or PC (not more than three years old) with a current operating system
- Current web browser (either Firefox or Chrome)
- Internet connection, preferably broadband (DSL speeds)

Training and Certification

Faculty electing to teach online classes should have training in both Moodle/WebAccess, and online pedagogy/andragogy. To teach a course in the Distance Education program or design a new course, the faculty member should receive training/certification in online teaching, either through the District (STOT), or through another approved or accredited program, or be able to demonstrate equivalent experience such as prior success at teaching online courses, then seek approval from the division Dean to teach an online course.

DE Course Approval (for existing face-to-face courses)

New distance education courses must also go through a course approval process before they are offered in an online or hybrid format. Since moving from the traditional classroom to a virtual classroom is not as simple as merely putting existing course notes and readings online, faculty should critically evaluate their course for online delivery.

Faculty wishing to adapt an existing class (a course with a current Course Outline of Record) to an online class must have approval from their department chair and dean. SMCCCD suggests the following guidelines for approving the development of an online course:

- Students will benefit from having access to the course via a distance offering;
- The Course Outline of Record is current and has been approved with a DE addendum request for approval;
- A DE addendum has been submitted to the Curriculum Committee adequately designating the

following:

1. Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure regular and effective contact as required in Title 5 and the proposed SMCCCD Regular Effective Contact Policy (See Appendix 1: Regular Effective Contact Policy).
 2. Necessary technical requirements are satisfied.
 3. Accessibility is ensured as required by Section 508 guidelines.
- All Title 5 mandates have been met and followed.
 - Courses have incorporated discipline SLO's.
 - Confirm that articulation with CSU/UC is not affected by offering the course through distance learning.

Teaching Online

Faculty members teaching an online course should follow these guidelines for instructional design, course management, communication with students, regular and effective contact, and providing accessibility.

Instructional Design and Development

Developing a successful online course involves understanding the particular strengths and weaknesses of this mode of delivery, the specific student population being served, and the technology—both hardware and software—that will aid faculty members in developing innovative online courses.

Faculty who are planning to teach a distance education course should be aware that online teaching requires much more planning and development time before the class begins than a traditional face-to-face class. Throughout the development process, faculty collaboration should be used to ensure best practices and to share insights into both the technology and the andragogy.

Several checklists or rubrics exist for assisting faculty in this critical endeavor. It is strongly suggested that faculty members developing a new course use the **Rubric for Online Instruction** developed by CSU, Chico and Butte College. This rubric is available here: <http://www.csuchico.edu/celt/roi/>. The instructional designer (Jane Rice) is available to advise and assist faculty with online course design and development.

Course Management

Faculty teaching online courses are responsible for the same course administrative functions as those teaching in a traditional classroom, including choosing books and curriculum, verifying course rosters, adding and dropping students, and entering grades at the prescribed times. For online courses, it is particularly important to communicate to students that they must log in to the course and participate on a regular (generally, weekly) basis, and to drop students who do not participate. In addition, online faculty are responsible for assuring that all features of the site are up-to-date and currently working and for facilitating interaction among their students.

Communication

To ensure consistent communication with distance education students, faculty members teaching online courses should use their smccd.edu email accounts as their primary email contact. In addition, the faculty member should use the district provided Moodle (WebAccess) shell to ensure authentication compliance. A textbook publisher's site may be used by linking from WebAccess.

Communication with distance learners often begins before the first class meeting. Faculty members are encouraged to develop a Student Prep Plan to send to enrolled students the week prior to the course start date. The Student Prep Plan should include:

- welcome letter
- syllabus
- course guidelines for communication

The syllabus is a critical channel for communicating expectations to distance learners. Faculty members should consider modifying their syllabus to clearly address course policies, assignment submission, testing and proctoring, and support services that may be affected by the distance learning modality. Syllabi for Distance Education courses should include a specific section that outlines how the course will be managed, how communication will be managed, and how special needs will be met. Appendix A contains examples of Distance Education syllabi and welcome letters that address the needs of online students.

Regular and Effective Contact

Faculty presence is an important factor in the success of online courses. Online instructors must meet the requirements for regular effective contact, using both synchronous and asynchronous channels, where appropriate, to connect with the students in their online courses. Moreover, student retention and success rates are improved when there is active participation in the class that fosters a sense of community. Faculty should be prepared to encourage student interaction, build opportunities for learner-learner contact and instructor-learner contact, and give response and feedback in a timely manner, as specified in the course syllabus.

In 2008, the California Community Colleges Chancellor's Office published updated guidelines for distance education courses as outlined in Title V. Section 55204 (formerly section 55211) was amended to clarify guidelines for regular effective contact in online, hybrid, and web-assisted courses, including subsection (a), the responsibility of the instructor for initiating and maintaining contact, and subsection (b), a discussion of acceptable modes for maintaining contact. The entire document, titled Distance Education Guidelines, may be found at

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

Studies have shown that student success in distance courses, including retention and persistence, is enhanced by contact between the instructor and the student. Accordingly, all distance education courses should include frequent and ample opportunities for students to ask questions and receive comments and feedback from instructors. Moreover, feedback should be timely and interactive, and use a variety of channels. Best practices include:

- Early, continuing, and consistent communication from the instructor of record, including instructions for accessing the course material and opportunities for assessing whether students are accessing and understanding the course material.
- Regular contact hours established through published office hours (whether virtual or face-to-face) and availability for answering questions and giving feedback that includes both synchronous and asynchronous modes.
- Timely feedback that replicates the contact of face-to-face courses, with contact between faculty and students occurring no less frequently than in a comparable face-to-face course. Cañada's best practice guidelines suggest that, during the work week, instructors should answer student questions as soon as possible or within 24 hours. In their syllabus or welcome letter, instructors should clearly indicate when they will be available to students, how often they will respond to student work, and when they are not available (i.e., over vacations, holidays, or weekends, if appropriate).
- Interaction between faculty and students using multiple channels, including but not limited to forum discussions, email, and weekly announcements. Faculty are strongly encouraged to use a variety of communications modes in their classes including synchronous channels, such as chat, Skype, CCC Confer, or other collaborative tools, such as Google docs, wikis, and Twitter, to name a few.

Accessibility

To ensure that students with disabilities have the same opportunity, Distance Education courses should be designed to provide “built-in” accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology commonly used by students with disabilities. Specific guidelines are provided in the California Community Colleges document titled Distance Education Accessibility Guidelines for Students with Disabilities, which can be found at:

<http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines FINAL.pdf>

In addition, the SMCCCD website for the Center for Teaching and Learning (a now defunct group) is still maintained and available. To access tutorials on designing ADA compliant instructional websites, visit <http://ctlonline.net/websavvy/access.html>

Evaluation and Assessment

District policy for evaluating faculty performance for distance education is under review by a district-wide committee. Any new or revised evaluation processes will be instituted in 2014. Hopefully, these new processes will take into account the specific needs of distance education.

The Distance Education Advisory Committee should approve all new DE courses, before they are taught. Towards this goal, the curriculum committee has agreed that new distance education courses or modifications will be required to be reviewed by a distance education expert. Jane Rice, when possible, will serve as this review expert. If she is not available, then another member of the Cañada Distance Education Advisory Committee will review the curriculum. Courses will be specifically reviewed for student authentication, regular and effective contact, and course management system and support.

Support Services

Student Support Services

Library

Our library supports remote access for both faculty and students, including remote access to search tools, library catalogs, online articles, ebooks, and a remote helpline via email. Additionally, library faculty are available for designing custom library resource pages for distance courses. For more on the library's services, visit <http://canadacollege.net/library/>

A Library Guide for Distance Education, to which you can provide a link from WebAccess, is available at

<http://guides.canadacollege.edu/DISTANCEeducation>

Counseling and Student Services

In addition to our regular on-campus advising and counseling, distance learners can use Cañada's Electronic Counseling Service to receive limited counseling on schedule planning, transferring, and GE and Certificate questions, or contact the counseling center atesto make a phone appointment.

District Support

Technical Support

San Mateo Community College District supports WebAccess. Information Technology Services (ITS) contracts with Moodlerooms to maintain WebAccess, which includes a suite of integrated online tools such as assignment posting, grade book, quizzes, forums, chat rooms, white boards and much more.

All technical questions about WebAccess will be handled by the WebAccess support center:

<https://smccd.mrooms.net/mod/page/view.php?id=3828>

In the event the call center cannot answer your question, the call center will escalate your issue to the appropriate ITS personnel for further follow-up.

DEAC

SMCCCD has identified distance education as an area for development. Accordingly, the Distance Education Advisory Committee (DEAC) was formed, and is currently working on developing district-wide training via Structured Training for Online Teaching (STOT), identifying district-wide needs and technology support, and sponsoring guest speakers. Information about DEAC, committee members and contact information, and resources available through DEAC are available on the SMCCCD website at <http://www.smccd.edu/edservplan/deac/default.shtml>

STOT

SMCCCD instructors may apply to take the two-part distance education training through the district, Structured Training for Online Teaching (STOT). Announcements about how to apply for training are made early in the fall semester.

Online Resources

State Guidelines

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

Moodle resources

<http://www.moodle.org>

Bloom's taxonomy for the digital age

<http://www.google.com/search?client=safari&rls=en&q=Bloom's+taxonomy+digital&ie=UTF-8&oe=UTF-8>

A deeper look at this revised taxonomy

<http://www.scribd.com/doc/8000050/Blooms-Digital-Taxonomy-v212>

Faculty resources on the California Virtual Campus

<http://www.cvc.edu/faculty/>

A portal to DE resources

<http://www.web-miner.com/deindex.htm>

The American Distance Education Consortium (ADEC)

<http://www.adec.edu/online-resources.html>

Instructor Links

<http://www.distance-educator.com/>

Glossary

Asynchronous Learning—teaching and learning that is delivered in a manner that allows the student (within the framework of the course) to work at his/her own pace, and at hours appropriate to his/her schedule.

Distance Education—Instruction in which the instructor and students are separated by distance and interact through the assistance of communication technology.

Hybrid Course—A course that substitutes 51% to 99% of face-to-face instructional hours with online work, and has some regularly scheduled on-campus meetings without alternative distance education means of student participation

Moodle—(Modular Object-Oriented Dynamic Learning Environment) open-source course management software used by SMCCCD to host our distance learning courses. Our installation of Moodle is branded as WebAccess.

Online Course—a course in which the instructor and the student are separated by distance for the entire course and can interact exclusively through the assistance of communication technology. Testing may be done online, via proctoring arrangements, or other means. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.

Synchronous Learning—teaching and learning in which instructor and student or student and student communication is occurring in ‘real-time’ with simultaneous participation.

Telecourse—a course that provides explanatory and illustrative subject material through a series of programs broadcast by TV or through DVDs or videotapes. On campus meetings are held for introduction, review, and testing.

Web-Assisted Course—A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

Appendix A

Regular and Effective Contact

Title 5 and the Distance Education Guidelines for the California Community Colleges state:

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

55211 (just changed to 55224). Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include *regular effective contact* between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. (b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. *Regular effective contact* is an academic and professional matter pursuant to title 5, section 53200. **Note:** Authority cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55211

This section defines what contact must be maintained between instructor and student:

Subsection (a) stresses **the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status.** The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define “effective contact, “**including how often, and in what manner instructor-student interaction is achieved.** It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the *Guideline to Section 55219*, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor’s Office.

Appendix B

Sample Welcome Letter for a Hybrid Class

COMM 120

Welcome to Speech 120! I will be your instructor for the course, and couldn't wait to send you an official welcome to Cañada's first hybrid speech course. In the coming weeks, we'll be studying the relationship between communication and our identities, our relationships, and our approaches to conflict--we have a lot of interesting things to study!

This section of Interpersonal Communication is a *hybrid* class--we'll be doing some of our work in class, and some online via WebAccess. Our first meeting is Thursday, August 18th, but for those of you eager to get started, here's a brief overview of the class!

What's a Hybrid Class?

While we'll meet several times over the semester, most of our work will be done online. We'll use our face-2-face meeting times to present projects, introduce new units, and answer questions; however, the majority of our class discussions and homework will be completed on our course website. Hybrid classes offer us the best of both worlds--we get face-2-face interaction, and all the wonderful resources technology has to offer.

Still not sure what a hybrid class looks like? Want to take a peek? Though class doesn't officially begin until our first face-2-face meeting on the 18th, you can access our virtual classroom starting on the 15th. Feel free to poke around, look at the resources available, and get a feel for our virtual classroom! To check out the course site:

- Be sure you are officially registered in the class
- Go to the WebAccess Login and enter your G-number and password
- Choose Speech 120 - 42721 from the list of courses in the left-hand column

How much work is a hybrid class?

Students take online and hybrid courses for a variety of important and compelling reasons. If you are interested in a hybrid class, though, because you think it will be less work than a face-2-face class, this is probably not the right class for you. Like any other class, you should expect to spend between 8-10 hours *per week* on this one. We'll spend our time reading, engaging in forum discussions, building a glossary of important communication key terms, journaling, and working on special projects.

Some students also expect all online courses to be self-paced. While this is true for some, our success in this class relies on collaboration--we have to work together, so we have to follow some semblance of a schedule. Each week, we'll do assigned reading and 'discuss' the reading with one another online. Though this is more restrictive than a self-paced class--you have to stay current with the chapter we're reading/discussing!--you have the freedom to choose the best time for working for you.

In addition to the 'weekly' rhythm of the class, we have projects, too. The class is divided into 5 units--each is 3-4 weeks in length. A project is due at the end of each unit. To be successful in the class, be

sure you set aside time each week to engage our virtual classroom, do reading and homework, and work on your projects.

Did you say online? Do I need my own computer?

While owning a computer would certainly give the you the greatest flexibility, if you don't have a home computer, there are many resources on campus that you can use. You can find out more about these resources at Cañada's [Learning Center/Computer Lab](#).

Still not sure a hybrid class is right for you? Take the survey on the following link to see if you have the recommended technology and skills:

[Online Readiness Self-Assessment](#)

How do I use WebAccess?

We'll use San Mateo Community College District's course management system, WebAccess, for all our online interaction. If you are new to WebAccess, a great place to start is the [student tutorial](#). If you are having trouble logging on to WebAccess, you can get help from [WebAccess Support](#).

At our orientation on August 18th, we'll review the features of WebAccess we'll be using for our class, including forum discussions, the glossary, journals, and uploading assignments. WebAccess is easy to use, but feel free to ask for help if you need it!

When do we meet?

We'll have 6 face-2-face class meetings in our on-campus classroom, Building 5, Room 100. Here's our calendar: We'll have asynchronous weekly 'meetings' in our virtual classroom, so be sure to look at your own calendar, and the best time for you to work!

DATE	ACTIVITY
8/18	Orientation
9/1	Intro: Unit 2
9/22	Intro: Unit 3
10/13	Media Project Presentations
12/8	Research Presentations
12/15	Final Projects

find

If I need your help, how can I find you?

Only seeing your instructor 6 times over the semester might sound exciting for some, but disconcerting for others. Don't worry! There are many ways to contact me. First, make sure your @smccd.edu email account is up and running, and check it on a regular basis. Our campus email is an essential avenue of communication.

Here are the 3 best ways to contact me:

1. Email! If you have a critical and burning question that needs prompt attention, email is the best channel. I check my email several times a day, and will respond to your email within 24 hours, except on Sundays. I use my campus email, whitleyputzl@smccd.edu
2. Office hours. I have weekly office hours. If you would like to meet me in my virtual office (located in my virtual classroom 😊), join the weekly chat at 9 a.m. every Monday. If you would prefer a face-2-face meeting, come to my office (Bldg 13, Room 243) Thursdays from 5-6 p.m.
3. Send me quickmail. Our virtual class has a quickmail feature that allows you to send me email without leaving the course site--just click on "compose", choose my name, and send me a message.

Appendix C

Sample Syllabus for an Online Class

English 110 Syllabus

Instructor: <instructor name>

Email: <instructor email address>

Phone: <instructor phone number>

Online Office Hours: MWF 11a.m. – 12 noon

Campus Office Hours: TTh from 1-2 p.m. in <instructor office number>

Welcome

Are you ready for a stimulating and challenging semester of online reading, writing, and analyzing literature? This may be the best way to practice composition skills because it requires you to read and write more than most any other course. In this course we will discuss various ways of 'opening up a text,' that is, finding something interesting and insightful to say about a literary work. Our big question will be the attempt to understand what makes great literature great.

Welcome to our online community. I'm looking forward to getting to know you.

Learning Outcomes

At the end of this course you will:

- Know how critics read, and be able to apply some of their strategies
- Understand what makes an essay effective
- Be able to write compelling essays about literature
- Be able to use MLA style for writing assignments
- Have gained confidence in your reading, interpreting, and writing abilities

Hours Required

This is a 17-week course. Course completion will take at least 10 hours per week. Throughout the semester you will be required to post at least two, and usually more, assignments per week in addition to essay drafts. These assignments (discussion postings, essay drafts, responses to peers, etc.) will be based on the required readings (3 books) and other readings and/or videos. The assignments and due dates will be posted each Monday; you "attend" the class by participating in the online forums.

Since this is an online course, we will not be meeting in person. HOWEVER, this course is not self-paced. Instead, you must progress regularly by completing weekly assignments in order to pass the course. These assignments build upon one another and must be completed by the due date/time. Although you cannot do the whole course at once, you can read ahead, knowing what we will be discussing in future weeks by following the course overview.

Contrary to common mythology, online courses are not easier or less time-consuming than regular courses. These courses place more responsibility on you, and you must expect to spend at least as much time on the course as you would a regular class. Successful online students are highly motivated, disciplined, and independent learners.

Grading

Essay 1: 10%	Midterm: 10%
Essay 2: 15%	Final Exam: 15%
Essay 3: 15%	Activities: 15%
Essay 4: 20%	Extra Credit: 5%

Required Texts

Fitzgerald, F. Scott. *The Great Gatsby* (Scribner; Reissue Edition)

Hurston, Zora Neale. *Their Eyes Were Watching God* (Perennial Library; Trade Paperback Edition edition, 2006)

Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*, 2nd ed. (Routledge, 2006)

Short stories and other online resources, TBA

Recommended Skills

- Basic computer skills (use of word processor, email, organize files)
- Basic internet skills (use of browser, searches, uploading and downloading files)
- Familiarity with discussion boards and posting images a plus

Technical Requirements

- Modern (not over 5 years old) Mac or PC, with a current operating system and current browser (Firefox or Chrome, **not** Internet Explorer). Mac users: Use Firefox, **not** Safari.
- Internet connection, preferably broadband (DSL or cable speeds).

How to Login to and Use WebAccess

Go to: <http://smccd.mrooms.net>

Note the login area at left. At G-number, type in your G number

At Password, type in your six-digit birth date – mmddyy (no hyphens or spaces). Click Login.

The page that follows lists the course(s) you are enrolled in. Click the link for this course. If you don't see your course listed at left, search for it by course name (ie., PSCI 200) or CRN. You're now taken to the main course site.

Main Course Site

At left you will see the subheads People, Activities, and Administration. Basically, the links within these areas provide access to resources you'll use in this class. In the main window at right, you'll see course and instructor information, as well as links to helpful tutorials and support sites.

Weekly Outline

Below the course and instructor information you'll find the course lessons, organized by week. Each week's instructional material appears in blocks within this main section.

People

Clicking on the Participants link under the People subhead takes you to the class list, where you can see your classmates. Clicking on your name here allows you to edit your class profile.

Activities

This area builds to show the various activities being assigned/used in your course over the semester. You can click on an activity and be taken to it from this menu.

News Forum

Announcements to the class may be posted in the **News Forum**. For each post to the **News Forum**, you and others enrolled in the course will receive an email of the message.

Assignments

The requirements and details of your assignments will be posted by week. Most writing assignments will be submitted to the corresponding drop box on turnitin.com whereas discussion assignments will be posted in the 'forums' area on WebAccess. A course overview schedule charts the due dates for all reading and writing assignments. I suggest that you print out the schedule and post it near your workspace, so you can check off assignments as you complete them. Due to articulation agreements, English 110 students must write 8,000-10,000 words. Therefore, **all essays and exams are requirements. If you fail to turn in the final draft of an essay or to take an exam, you will fail the course.**

Late Submissions

You may turn in the final draft of one of your first three essays up to one week late, without penalty. Simply write "NQA" (no questions asked) atop the essay and notify me, via email, that you have submitted your essay late.

Extra Credit

You may turn in up to three short analyses of texts we have not studied this semester, using the lenses that we have studied. Your analysis should indicate the title and author of the text you're discussing and make clear the critical approach that you are using. Such texts may be anything—TV commercials, pop songs, political speeches, etc. The goal is to practice thinking analytically about what you see and hear. Please collate your short analyses into one document and submit them to the extra credit box on turnitin by Friday, December 6th. (one analysis=C; two analyses=B; three analyses=A for extra credit grade)

Discussions

This class makes use of various online tools to facilitate learning. You are required to participate in each assigned online discussion topic. Click on a discussion forum to read the discussion prompt and posts from others. Sometimes you will be prompted to "Add a new discussion topic" to post your own contribution to the discussion forum; more often you will click on a student's post to participate.

How to Succeed in this Online Course

Use your my.smccd.edu email for this class. All instructor and administrative emails will be sent there.

Block out time in your schedule to do the work, and follow the schedule.

Check in on class discussions daily.

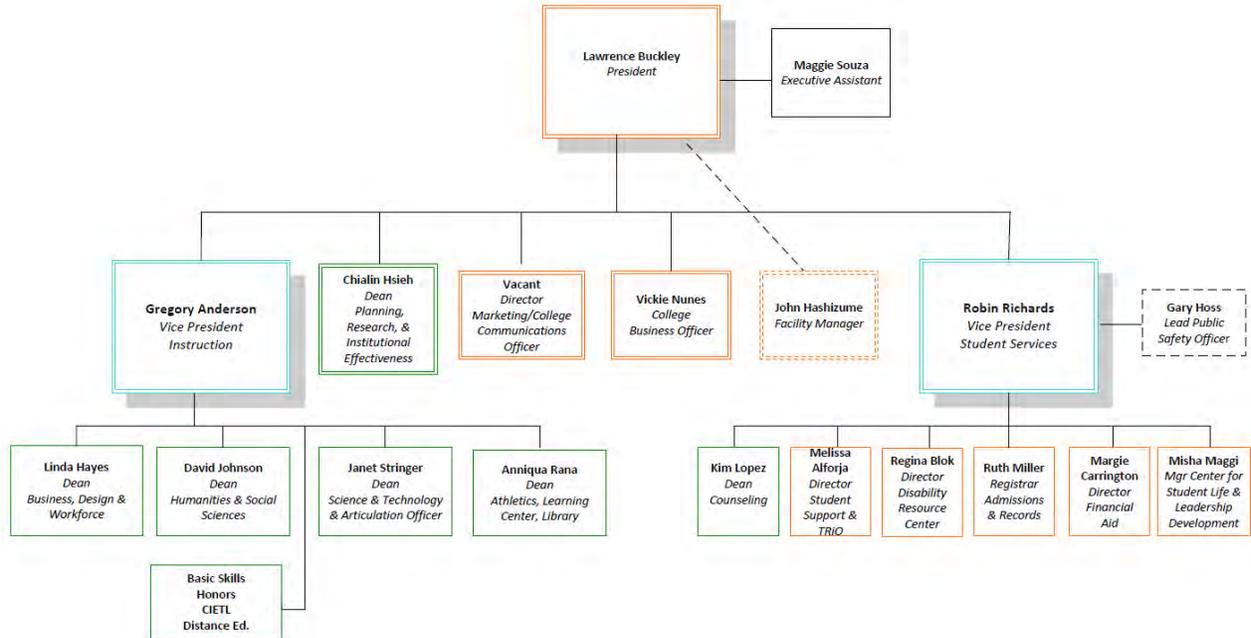
Contribute to discussions early in the week to allow others the opportunity to respond. For most discussion forums, you are required to respond to at least one classmate's post each week, with comments to expand the discussion.

Treat your fellow course participants' learning efforts with respect; have patience and a sense of humor with technology.

Ask for help when you need it, and assist others when you can help. The 'open forum' box near the top of our WebAccess page is for clearing up confusion. Please post general questions about the course or assignments there. I will check it regularly, and posting publicly will allow your classmates (some of whom are guaranteed to have the same question) to see my responses. Also, if you know the answer to a classmate's question, please chime in. Extra credit goes to those who help others in this course.

If you have suggestions for me, please share. I've taught online for several years and improve my courses every semester, primarily by incorporating the excellent suggestions of my students. For general help with online learning, check out <http://www.smccd.edu/degateway/>

Cañada College Organizational Chart



Revised June 2014

BOARD REPORT NO. 14-9-102B

To: Members of the Board of Trustees

From: Ron Galatolo, Chancellor- Superintendent

Prepared by: Janet Stringer, Cañada College Dean of Science and Technology, 306-3322

**APPROVAL OF SUBCONTRACT WITH MONTEREY PENINSULA COLLEGE AND MARIN
COMMUNITY COLLEGE DISTRICT FOR NATIONAL SCIENCE FOUNDATION GRANT TO
CAÑADA COLLEGE**

Cañada College has been awarded a three-year grant in the amount of \$710,877 from October 1, 2014 to September 30, 2017 by the National Science Foundation through the Improving Undergraduate Education in STEM (IUES) Program. The project (already Board approved) will develop an engineering curriculum based on alternative delivery methods. For this project we have developed partnerships with Monterey Peninsula College and College of Marin. Monterey Peninsula College will take the lead in developing online curriculum for Circuits Analysis, and College of Marin will lead the development of online curriculum for Materials Science. Both colleges will be involved in developing lower-division engineering curriculum based on alternative course delivery strategies, and piloting and evaluating the effectiveness of the curriculum. The two colleges will be subcontractors of the San Mateo Community College District for the entire three-year period of the project as summarized below.

Project Budget Year	Maximum Amounts	
	College of Marin	Monterey Peninsula College
Year 1	\$32,497	\$35,860
Year 2	\$42,442	\$45,923
Year 3	\$43,420	\$47,022
Total	\$118,359	\$128,804

The term of the contracts beyond the first year is contingent upon the availability of funds to the District from the National Science Foundation.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the subcontract with Marin Community College District in the amount of \$118,359, and the subcontract with Monterey Peninsula College for \$128,802 for the three-year period from October 1, 2014 to September 30, 2014, contingent upon the availability of funds to the District from the National Science Foundation.

BOARD REPORT NO. 14-9-103B

To: Members of the Board of Trustees
From: Ron Galatolo, Chancellor- Superintendent
Prepared by: Janet Stringer, Cañada College Dean of Science and Technology, 306-3322

**ACCEPTANCE OF HSI TITLE V GRANT AWARD FROM THE DEPARTMENT OF
EDUCATION FOR CAÑADA COLLEGE: DEVELOPING HISPANIC-SERVING
INSTITUTIONS PROGRAM – ¡ESO! EXPANDING STUDENT OPPORTUNITIES**

The ¡ESO! program will address the low transfer rates for Hispanic and high-need students. This will be accomplished through extensive and comprehensive use of peer mentors to 1) engage students after application and at entrance, 2) encourage entering students to participate in academic preparation programs and 3) encourage students to effectively utilize academic support services and then guide them through the transfer process. The full award is for \$2,604,631 over a five-year period from October 1, 2014 to September 30, 2019. The Year 1 amount is \$518,924.

RECOMMENDATION

It is recommended that the Board of Trustees accept the grant to Cañada College from the Department of Education in the amounts specified above.

BOARD REPORT NO. 14-9-104B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Josè D. Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, 358-6836

APPROVAL OF CONTRACT AWARD FOR THE DISTRICT OFFICE RESTROOM RENOVATION PROJECT

This restroom renovation project includes the replacement and upgrade of fixtures and finishes for seven bathrooms on three floors of the District Office at 3401 CSM Drive.

The District sought competitive bids for this project through a formal bid advertised on July 15, 2014 and July 21, 2014. Five pre-qualified general contractors attended the mandatory pre-bid conference held on July 23, 2014. On August 5, 2014, the District received three bids from these contractors as follows:

B LICENSE CONTRACTOR	Total Bid
Eternal Construction, Inc.	\$361,599
Coulter Construction, Inc.	\$397,650
Rodan Builders Inc.	\$517,000

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Executive Vice Chancellor to execute a contract with Eternal Construction, Inc. for the District Office Restroom Renovation Project in an amount not-to-exceed \$361,599.

BOARD REPORT NO. 14-9-105B

RESOLUTION NO. 14-13

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

RESOLUTION REGARDING BOARD ABSENCE

WHEREAS, California Education Code states that a Governing Board member of a community college district may receive compensation for any meeting when absent if the Board, by resolution duly adopted, finds that at the time of the meeting, he or she is performing services outside the meeting for the community college district; he or she was ill or on jury duty; or the absence was due to a hardship deemed acceptable by the Board; and

WHEREAS, at the time of the August 13, 2014 meeting of the Board, Trustee Karen Schwarz was absent due to hardship deemed acceptable by the Board;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the San Mateo County Community College District finds that under current law, Trustee Schwarz is entitled to receive the regular compensation for the meeting at which she was absent.

REGULARLY PASSED AND ADOPTED this 23rd day of September, 2014.

Ayes:

Noes:

Abstentions:

Attest: _____
Patricia Miljanich, Vice President
Board of Trustees

BOARD REPORT NO. 14-9-4C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations,
574-6510

DISCUSSION OF BOARD OF TRUSTEES SELF-EVALUATION

Board Policy 1.35 states, "Board members, including the Student Trustee, shall participate in an annual Board evaluation process which will be conducted each calendar year. The purpose of this evaluation of the Board as a whole is to identify those areas of Board functioning which are working well and those which need improvement and to improve communication and understanding among Board members." Each member of the Board of Trustees has completed a self-evaluation dealing with the performance of the full Board. The areas covered in the self-evaluation are:

- Institutional Mission and Educational Policy
- Institutional Planning
- Instructional/Student Services Programs
- Facilities
- Financial Resources
- Board Operations
- Board-Chancellor Relations
- Faculty/Student/Classified Relationships
- Community Relations
- Governmental Relationships

The results have been compiled by staff and the Board will engage in a dialogue regarding the results of the self-evaluations.