

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

November 29, 2017

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

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

Additional Location: Washington Plaza Hotel, 10 Thomas Circle NW, Washington, DC 20005

**NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS**

*The Board welcomes public discussion.*

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

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

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**5:00 p.m.      Call to Order**

**ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION**

1. Conference with Legal Counsel Regarding Three Cases of Existing Litigation:
  - a. San Mateo County Community College District v LocusPoint Networks, LLC, et al, Case No. 17CIV01534
  - b. LocusPoint Networks, LLC, et al v San Mateo County Community College District, Case No. 17CIV01550
  - c. LocusPoint Networks, LLC, et al. v San Mateo County Community College District, Case No. 17CIV04899
2. Conference with Legal Counsel Regarding One Case of Potential Litigation
3. Public Employee Discipline, Dismissal, Release

**PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY**

**ADJOURN TO CLOSED SESSION**

**RECONVENE TO OPEN SESSION**

**6:00 p.m.      Call to Order/Roll Call**  
**Pledge of Allegiance**

**ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION**

## **DISCUSSION OF THE ORDER OF THE AGENDA**

### **PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS**

17-11-3C [California Community Colleges Strong Workforce Initiative Recognition for College of San Mateo and Skyline College](#)

### **MINUTES**

17-11-2 [Approval of the Minutes of the Study Session of November 8, 2017](#)

### **STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

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

17-11-4C [College of San Mateo Athletics Program Overview and Academic Achievement Data](#)

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

### **NEW BUSINESS**

17-11-2A [Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)

17-11-3A [Adoption of Resolution Nos. 17-15, 17-16 and 17-17 Fixing the Employer Contribution under Section 22895 of the Public Employees' Medical and Hospital Care Act](#)

17-11-4A [Approval of Revisions to Student Assistant Salary Schedule and Employment Policy](#)

### **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.*

17-11-1CA [Acceptance of MESA Grant Funds from the Board of Governors, California Community College Chancellor's Office](#)

17-11-2CA [Acceptance of the Faculty Entrepreneurship Champion Mini-grant from Solano Community College District](#)

17-11-3CA [Approval of Curricular Additions, Deletions and Modifications – Cañada College, College of San Mateo and Skyline College](#)

17-11-4CA [Adoption of District Academic Calendar for 2018-2019](#)

17-11-5CA [Acceptance of Funds for Self-Employment Pathways in the Gig Economy Sub-Agreement from Solano Community College District](#)

17-11-6CA [Acceptance of Gifts by the District](#)

17-11-7CA [Ratification of September and October 2017 District Warrants](#)

## **Other Recommendations**

- 17-11-1B      Approval of 2017-19 Integrated Plan: Basic Skills Initiative (BSI), Student Equity (SE), and Student Success and Support Program (SSSP)
- 17-11-2B      Approval of Guided Pathways Self-Assessments
- 17-11-100B    Approval of Sole Source Contract Award with JobTrain for the Career Education Pathway Development Initiative

## **INFORMATION REPORTS**

- 17-11-5C      Capital Improvement Program-Phase 3 (CIP3) Budget Update
- 17-11-6C      District Employee Housing Program Update
- 17-11-7C      Report on the Skyline College Academic Senate's Resolution on Equity

## **COMMUNICATIONS**

### **STATEMENTS FROM BOARD MEMBERS**

**RECONVENE TO CLOSED SESSION** (if necessary)

**RECONVENE TO OPEN SESSION** (if necessary)

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

### **ADJOURNMENT**

**BOARD REPORT NO. 17-11-3C**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Mitchell Bailey, Chief of Staff , 574-6510

**CALIFORNIA COMMUNITY COLLEGES STRONG WORKFORCE INITIATIVE  
RECOGNITION FOR COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

Earlier this year, the California Community Colleges Chancellor's Office issued special recognition of outstanding Career Technical Education (CTE) programs with workforce outcomes. College of San Mateo and Skyline College were recognized with "Star" status by the California Strong Workforce Initiative.

- College of San Mateo was recognized for Advanced Manufacturing and Advanced Technology, Advanced Transportation and Renewable Energy, and Energy (Efficiency) and Utilities, Retail/Hospitality/Tourism, and Small Business.
- Skyline College was recognized for Advanced Transportation and Renewable Energy.

Strong Workforce Stars is a new, annual commendation for career education programs, also known as career technical education (CTE), within California's 114 community colleges. The new ranking recognizes colleges where students show significant gains in factors important for advancing social mobility – a substantial increase in earnings, attainment of a living wage, and/or employment in a job closely matched with the student's field of study.

State Senator Jerry Hill and Assembly Speaker Pro-tempore have initiated special recognitions from their respective chambers to further recognize College of San Mateo and Skyline College for their achievements. Representatives from Senator Hill's and Assemblymember Mullin's offices will be on hand at the Board meeting to present these special recognitions.

**Minutes of the Study Session of the Board of Trustees  
San Mateo County Community College District  
November 8, 2017, San Mateo, CA**

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

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

**ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION**

President Mohr said that during closed session, the Board will hold a conference with legal counsel regarding four cases of existing litigation and two cases of potential litigation as listed on the printed agenda. The Board will also consider one case of student discipline and public employee discipline, dismissal, release.

**STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY**

None

**RECESS TO CLOSED SESSION**

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

**RECONVENE TO OPEN SESSION**

The Board reconvened to open session at 6:15 p.m.

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

**Others Present:** Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore, District Academic Senate President Leigh Anne Shaw

**PLEDGE OF ALLEGIANCE**

**DISCUSSION OF THE ORDER OF THE AGENDA**

None

President Mohr said it was with great sadness that the Board learned that CSM students Ricardo Torres and Matthew Cruz were involved in a fatal car accident, which occurred on Highway 35 on Halloween night. Both Ricardo and Matthew started at CSM this fall semester. President Mohr said the Board offers sincere condolences to their families and asked that this meeting be adjourned in their memory. The Board agreed to do so.

**MINUTES**

It was moved by Trustee Holober and seconded by Trustee Goodman to approve the minutes of the regular meeting of October 25, 2017. The motion carried, with Trustee Mandelkern abstaining and all other members voting Aye.

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

José Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, announced that Joe Fullerton, Energy and Sustainability Manager, was nominated for a Board of Governors Leadership in Sustainability award.

**NEW BUSINESS**

**APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (17-11-1A)**

President Mohr said staff has requested that the item under Section E, Changes in Staff Allocation, recommending a change in title at Cañada College, be removed from consideration. It was moved by Trustee Schwarz and seconded by Trustee Holober to approve all other items in the report. The motion carried, all members voting Aye.

## **STUDY SESSION**

### **AMICUS BRIEF IN SUPPORT OF LITIGATION OPPOSING THE RESCISSION OF DACA (17-11-1C)**

Eugene Whitlock, Vice Chancellor of Human Resources and General Counsel, said California and several other states have joined together to sue the U.S. Department of Homeland Security in connection with the September decision to rescind DACA. He said the brief asserts that this action violates the federal Administrative Procedure Act because it did not undergo judicial review and did not allow for a public comment period. The brief also argues that the action violates due process because it breaks the promise that information acquired about DACA students would not be used for purposes of immigration enforcement. Vice Chancellor Whitlock said the brief describes the impact of the loss of DACA students' contributions and talents on colleges and universities. He said the District will have the opportunity to join additional amicus briefs in the future.

### **PUBLIC SAFETY STUDY OVERVIEW AND PRELIMINARY RECOMMENDATIONS (17-11-2C)**

Vice Chancellor Nuñez discussed the Public Safety report prepared by Margolis Healy, the consultant that was hired to conduct a public safety services study. He said the study was undertaken within the context of:

- The District's campuses are safe learning environments where minimal criminal activity occurs
- The Department of Public Safety is not a police department and has limited authority
- The Department utilizes an Observe and Report model and works in partnership with local law enforcement
- There is a nationwide decline in trust and confidence of law enforcement in many underrepresented communities

Vice Chancellor Nuñez said a Public Safety Study Committee was formed to coordinate broad engagement with various stakeholders to discuss all aspects of public safety districtwide. The committee is comprised of faculty, staff and student representatives. All stakeholders had multiple opportunities to participate in discussions through open forums, interviews, visioning workshops, District and student questionnaires, and an anonymous feedback survey.

Vice Chancellor Nuñez said Margolis Healy made 71 recommendations over the following areas: clarify the District's role, mission and strategy; develop a written directive system; develop a strategy for engaging with the campus community; develop a comprehensive physical security program; and enhance emergency management planning. The overarching recommendation was to transition the Department of Public Safety to a sworn and armed police department. Two options were provided:

1. Transition of a hybrid campus safety model, with arming decision after transition
2. Transition to a hybrid campus safety model, with concurrent arming decision

Vice Chancellor Nuñez said that staff does not agree with this recommendation. He said there is a portfolio of factors that led staff to the decision not to accept Margolis Healy's recommendation:

1. Our campuses are safe places to learn, work and visit. The criminal activity on the three college campuses is – and has been – extremely low. There are very few felony crimes on our campuses.
2. The relationship we have and want to maintain with local law enforcement is very important. Past response rates from these agencies has been fast (generally within 4 – 5 minutes). The three policing agencies who serve our colleges had expressed concerns about creating a new police department within their jurisdictions and do not support the District transitioning to its own police department.
3. The cost of establishing a new police department is very cost prohibitive. With new staff, equipment, vehicles, facilities, insurance, professional development, etc. this would have a significant initial investment, as well as ongoing costs of several millions of dollars each year.
4. The environment in which we operate has shifted, as there has been a nationwide decline in trust and confidence of law enforcement in many underrepresented communities. Having uniformed and armed officers on our campuses only reinforces this lack of confidence and mistrust.
5. There are other opportunities to work with local law enforcement to get to a more feasible solution to enhancing safety that were not addressed in the Margolis Healy Report. Staff wants to further explore those possibilities, such as a School Resources Officer (SRO) model.
6. Having a sworn and armed police department at this point is not congruent with the approach staff recommends on having a public safety department that is more integrated in the campus community and sheds the formal posture and appearance of an intimidating law enforcement presence.

Vice Chancellor Nuñez outlined the preliminary staff recommendations: clarify the mission and role of the Public Safety Department; reject the recommendation to create a sworn and armed police department; implement, as directed by the Board of Trustees, the remaining recommendations of the Margolis Healy study; and explore alternatives to enhance local law enforcement services on or near the campuses. Based on Board feedback, staff will share these recommendations with the various participatory governance groups in the coming months. After the Public Safety Study Committee reviews all feedback, staff will develop final recommendations for Board consideration. It is anticipated that feedback will be solicited during the remainder of this semester and into the next semester and the revised recommendations will be brought to the Board in the spring.

Board discussion included the following points:

- It would be helpful to hear from Margolis Healy on why they made recommendations that are different from staff's and if there are other differences in addition to transitioning to a sworn and armed police department.
- Everyone bears responsibility for safety. There is a need for enhanced training, including POST training for Public Safety officers, training in cultural sensitivity and de-escalation tactics for anyone who comes into contact with students, training on mandatory reporting requirements for faculty and staff, and domestic violence and sexual assault training for students.
- Need for extensive conversations with local law enforcement agencies, including shared training and communication regarding best practices.
- Recruitment and hiring – there is a need for increased staffing; recruitment is currently difficult for all local law enforcement agencies and interviews are being conducted for dispatchers and an Emergency Preparedness Manager. The Board would like more information on the hiring plan and budget.
- Need to explore the option of having School Resources Officers on campus, including the cost and examples of where it has worked or not worked.
- The District is the only district in the Bay 10 without sworn officers and seven are armed. It would be helpful to know the experience, pro and con, of the other nine community colleges. It also would be helpful to know how the District compares to other districts across the state.
- Need for an analysis of whether having an armed force on campus made a difference when there have been shooters and other attacks. It was noted that in most cases of attacks, there were sworn and armed police on campus.
- The change in Public Safety Officers' uniforms, from ones that look like police officers' uniforms to a more casual uniform, may promote more positive interaction with students. Some students have had unfortunate interactions with police in the community and want to have a different environment on the campuses.
- The response times from all local law enforcement agencies have been generally positive.

President Mohr thanked staff for the report and said the Board looks forward to the next presentation.

### **CONTINUED EXPLORATION OF COMMUNITY, CONTINUING AND CORPORATE EDUCATION PROGRAMS (17-11-3C)**

Tom Bauer, Vice Chancellor of Auxiliary Services and Enterprise Operations, said that at previous Board meetings, information was provided on signature programs such as SVIEP which now has matriculated 24 students to the District's colleges, the successful summer program for youth, and CCCE's alignment with the District strategic plan. At this meeting, the discussion will continue and the team will seek input from the Board on the direction they believe CCCE should take. A white paper has been prepared which includes a statement of the mission of CCCE: "Community, Continuing and Corporate Education (CCCE) seeks to educate and enhance the lives of San Mateo County residents, families, businesses, nonprofits, government agencies, and internationals through self-supporting innovative educational programs and partnerships, renowned signature programs, and global impact initiatives."

Vice Chancellor Bauer said that letters from SAMCEDA, the Center for Excellence in Nonprofits, and NOVA Workforce Development expressing support for CCCE programs are attached to the written report. He said that NOVA previously approached Jonathan Bissell, Executive Director of Community, Continuing and Corporate Education, about a digital advertising program to serve displaced people in the workforce. The program ran as a not-for-credit pilot program, was offered as a credit program the following semester, and continues today.

Vice Chancellor Bauer said that the vast majority of CCCE programs are the result of ideas brought to them. A recent concept that was brought directly by industry is the DevJobs Academy which seeks to provide coding training for diverse individuals currently underrepresented in the tech industry. He introduced Aditi Goel who has conducted external research with companies in relation to the DevJobs Academy. He said letters from Omidyar Network and Lex Machina

expressing support for the DevJobs Academy are attached to the report. Vice Chancellor Bauer said this initiative is in the early stages. He said he is sharing information on the initiative earlier than he would normally do so that the Board can see the process of how CCCE staff responds to the needs of the community when they are approached.

District Academic Senate President Shaw said she was asked by faculty at College of San Mateo and Cañada College to clarify similarities between the DevJobs Academy and existing coding programs at the colleges. In response to a question about who designs the coding programs at the colleges, whether they have worked with industry to determine demand, how many students are in the program, and whether they are successful after completing the program, President Shaw said she does not have specific details about the coding programs, but was contacted by faculty who said there seemed to be similarities between their programs and the DevJobs Academy. She said faculty would like to discuss opportunities to respond better to the needs of the community through existing programs. She said there might be opportunities to work with CCCE to better meet those needs.

Fred See, a member of the public who works with technology companies in the Bay Area, expressed his support for CCCE programs.

The Board discussed CCCE programs at length. Comments and ideas expressed included:

- Under the leadership of Vice Chancellor Bauer and Mr. Bissell, CCCE has made great strides and they deserve credit for saving lifelong learning programs during the economic downturn as well as for developing innovative programs and gateway programs, such as SVIEP which fill a gap.
- CCCE programs are designed to meet needs that are not otherwise being met, e.g. for students who need night and weekend classes and the opportunity to move into jobs quickly. Without this opportunity, many students choose to enroll in private, for-profit institutions.
- There is concern on the part of some Board members about potential conflicts/overlaps with academic programs. If current academic programs are not meeting the needs of the community, consideration may be given to improving those programs rather than having competing programs.
- There is sensitivity to outsourcing instruction rather than using District faculty. However, there may be a need for night and weekend classes for some members of the community and faculty have limitations and preferences.
- The same questions are asked during every discussion about CCCE programs and comprehensive answers have been given which do not seem to resonate. This does not happen elsewhere in the state. The CCCE programs are based on the State Chancellor's Office Recommendations for Community Services Programs and workforce trends. The concern should be about meeting different needs in different ways so that members of the community are able to stay in the community.
- A reason for having the same conversation is to address the need for collaboration between CCCE and faculty. Faculty should be engaged in the conversation along with CCCE and administration.
- While CCCE programs stand alongside for-credit programs, there is ongoing tension because for-credit programs typically move more slowly and are subject to a long list of regulations put into place in the public interest. An important question is whether a CCCE program will offer added value that would not otherwise be there, or whether it would be appropriate as a for-credit program. Faculty and administration at the colleges should also recognize the need for intensive programs to respond to the real world need for employable skills.
- Coordination should take place to make sure CCCE programs are not inadvertently harming other programs but should make sure the conversation is about serving the needs of the community rather than about one constituency's interests. Coordination and cooperation can produce positive results, such as the biotechnology program that was previously instituted at Skyline College, and should occur more often. CCCE should let the colleges know of potential programs so that opportunities to work hand in hand can be explored.
- The "deep dive" into industry, in partnership with industry experts, is laudable and can prevent industry from having to go outside the community to hire employees.
- The cost to participants in CCCE programs should be considered; for example, the cost for the prospective DevJobs Academy is \$14,000 for the equivalent of three full-time semesters.

Vice Chancellor Bauer said proposed revisions to Board Policy 6.90, Community Education Classes, are included in the report for the Board's initial review. He said the proposed revisions have been presented to the District Participatory Governance Council for its initial review as well. Concerns were expressed about removal of the phrase "are not appropriate for college credit" when outlining the subject matter of CCCE classes. The removal of collaboration with stakeholders in favor of coordination with the college presidents was also expressed as a concern because wider collaboration allows the concerns of faculty to be expressed and addressed. A third area of concern is addressing terms

and conditions of employment of CCCE instructors. In response to these concerns, it was noted that collaboration does not occur solely at the presidential level because the presidents triage the collaboration throughout their institutions.

President Mohr thanked Vice Chancellor Bauer and Mr. Bissell for their report and for the excellence of the CCCE program.

#### **STATEMENTS FROM BOARD MEMBERS**

Student Trustee Olguin recognized Native American Heritage Month and suggested that people look at other holidays such as Columbus Day and Thanksgiving in the context of what they mean historically. He said some cities have shifted away from Columbus Day to Indigenous Peoples Day and from Thanksgiving Break to Fall Break. He said it might be wise to explore these issues as a way of educating people.

Trustee Mandelkern requested that an information report on the District's housing efforts for faculty and staff be placed on an upcoming agenda. He said he would also like to have a discussion on possible additional ways to alleviate the housing crisis that would be faster and lower cost than building apartments; these could include providing places for people to park recreational vehicles, providing running water and shower facilities, etc.

Trustee Holober said he is the Governing Board's representative for the election of members to the County Committee on School District Organization. He said the only contested seat on the Committee is for the at-large member and he named the four candidates. Board members expressed support for Dennis McBride who is a member of the governing board of the Redwood City School District and is the President of the District's Educational Housing Board. Trustee Holober said he will cast the District's ballot for Mr. McBride.

Trustee Schwarz said she attended the San Mateo County School Boards Association's legislative session and discussed the effort to expand the state's pilot program for community colleges that offer baccalaureate degrees in certain professional fields, which is supported by Senator Jerry Hill. Chancellor Galatolo said he met with Senator Hill and Assemblymembers Kevin Mullin and Marc Berman who agreed to bring in CSU Chancellor Tim White to discuss this issue in a meaningful way. Chancellor Galatolo said that having no four-year educational institution to serve the 800,000 residents in San Mateo County is a disservice to the community.

Trustee Goodman said he also attended the San Mateo County School Boards Association's legislative session and talked about food insecurity and the continuing conversation about expanding the K-12 food program to include up to two years of community college. He said the conversation with Senator Scott Wiener, who represents San Francisco and the North County went very well and he is considering presenting legislation that would allow the District to be a pilot district for such a program. Trustee Goodman said there was also discussion regarding teacher training and exploring the possibility of a bachelor's degree in education program being offered at the community colleges.

#### **ADJOURNMENT**

The meeting was adjourned by consensus at 8:59 p.m. in memory of Ricardo Torres and Matthew Cruz.

Submitted by

Ron Galatolo  
Secretary

Approved and entered into the proceedings of the November 29, 2017 meeting.

Thomas Mohr  
President

# President's Report to the Board of Trustees

**Dr. Regina Stanback Stroud**



Skyline College art department faculty members and guests at the reception for the *Breaching Walls: Real and Imaginary* art exhibition (showing Nov 6 – Dec 1)

## SKYLINE COLLEGE BOARD REPORT

### NOVEMBER 29, 2017

#### ART EXHIBITION PROFILES 1,000 YEARS OF LATIN AMERICAN ART



The Skyline College Art Gallery is proud to present an unprecedented exhibition highlighting 1,000 years of Latin American art.

“Breaching Walls: Real and Imaginary” (showing Nov 6 – Dec 1) brings together artwork from major private and public collections of “Arte Hispano-Americano.” The artists whose work is exhibited in “Breaching Walls” are primarily 20th century Mexican and Mexican-American painters, printmakers, photographers and sculptors. The exhibition focuses on the artists’ use of symbols that have retained relevance over centuries; symbols which have roots in pre-Columbian Mesoamerica.

This is one of the most extensive exhibitions to have ever showed at the Skyline College Art Gallery, and represents a labor of love for the individuals who have helped to bring it to bear. We hope you will stop by to enjoy these amazing works.

Article by Connor Fitzpatrick

#### COMPOSTING STARTING AT SKYLINE COLLEGE!

When you put something in the garbage it doesn’t just go away. The waste we generate as a campus has adverse impacts not only on the environment but on the community as well. That’s why Skyline College is instituting a food waste diversion program to keep the planet and people healthier.



Waste services at Skyline College currently include landfill and recycling, but composting services will begin in the Sky Café and in all campus restrooms starting in October.

The Sky Café in Building 6 will introduce a new compost bin right next to the recycle and landfill bins. By composting items such as banana peels, coffee grounds, coffee stir sticks and compostable utensils, we will send less waste to landfills.

Restrooms will also be a part of the initial launch as paper towels can be composted. Paper towel dispensers and bins will have new signage to educate users about the disposal of paper towels in restroom bins and all other waste in designated landfill bins.

SMCCCD will now be compliant with CA Assembly Bill 1826: Mandatory Commercial Organics Recycling, and is also one of the first community college districts to implement a comprehensive composting program.

Composting will be deployed throughout the campus in a series of phases throughout the next year, beginning with the Sky Café and campus restrooms.

For more information about SMCCCD’s Zero Waste

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Program check out the Sustainability at SMCCCD Facebook Page for updates.

Article by John Doctor

### TRANSFER/ALMA MATER DAY ANOTHER SUCCESS!



Skyline College's annual Transfer Day was held on Thursday, Oct. 19.

The Transfer Center welcomed over 32 universities to our annual fall event. The representation of universities was excellent as many UC and CSU campuses, along with multiple private and out-of-state universities, attended the event. Additionally, our Transfer Day also welcomed coordinators for California Community Colleges' Transfer Guarantee to HBCUs.

The event was well-attended by our Skyline College community of students, faculty, and staff. While more than 250 students officially signed in for the event, it is estimated that more than 350 students attended. Many faculty stopped by in support of Alma Mater Day.

It was an incredible experience for students, as they met with university representatives, and gained insight into admission requirements and opportunities available. It was also exciting to see hundreds of students carry materials, brochures, and gift items provided by our university partners.

Through evaluations, the Transfer Center collected from students, it was apparent students enjoyed the event and gained an understanding of university and program options that are available for transfer. One student commented, "This is very awesome to have school representatives here." Many other students expressed that they were able to learn more about the colleges and universities they are interested in transferring to and what majors they offer so that they can make well-informed decisions when it comes time to submitting applications. The Transfer Center staff and volunteers that participated in this event also did an excellent job engaging students as they walked into Building 6. As a student shared, "I wasn't going to attend; however, the staff made me feel comfortable to go check it out!"

Transfer Day would not have been a success without the support of university partners. Feedback from the event was positive as many of the representatives were impressed with student and faculty participation. One wrote, "I thoroughly enjoyed conversations with both staff and students." University partners also shared that they were impressed by student's level of understanding around transfer and about the transfer culture, a representative wrote, "I'm very impressed with the student engagement."

The Transfer Center is grateful to all the faculty that encouraged their students to attend this event, with many instructors bringing their students directly into Building 6. We also appreciate the excellent participation in our Alma Mater Day by staff and faculty. We are thankful that our community continues to foster a transfer culture. We are also grateful to the learning communities, and student service departments that

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tabled for Transfer Day. Lastly, the Transfer Center is extremely grateful to all the fantastic individuals in our Facility Planning, Maintenance, and Operations Teams, who helped organize and set up our Transfer Day.

With that said, we are now in the month of November, and we encourage all staff and faculty to constantly remind their students of the UC and CSU application deadline of Nov. 30. We also want all of our community to continue to recommend Transfer Center services to all of our students, as we get closer to the November 30th deadline!

Article by Ernesto Hernandez & Lucy Jovel

### STRENGTHENING PARTNERSHIPS FOR STUDENT VETERAN SUCCESS



November is a special month for student veteran activities. It is a month to honor veterans for their service and sacrifices. It is also the perfect time to recognize the tremendous support our veterans and military affiliated students receive from campus and community partners. On November 9, Skyline College Student Veterans of America Chapter partnered with the Veterans Resource Center (VRC) to host a Veterans Day Ceremony in the Fireside Dining Hall and an Open House at the Veterans Resource Center.

The event began with a warm welcome message from

Skyline College President, Dr. Regina Stanback Stroud.

Jose Nuñez, Vice Chancellor, Facilities Planning, Maintenance, Operations & Public Safety for the San Mateo County Community College District, shared his story and words of support.

Joan Dentler, Field Representative for the Office of Senator Jerry Hill, shared remarks and sentiments on behalf of Senator Hill.

Jim Vangele, Skyline College Chief of Public Safety, shared his story along with many Skyline College student veterans.

Partners from the Peninsula Vet Center and Skyline College Psychological Services shared important community and campus resources for veterans.

Skyline College has developed and sustained a long-standing partnership with the SF VA Health Care System's Student Veteran Health Program. This partnership has resulted in the presence of a VA counselor on the Skyline College campus once a week to provide services and resources to qualifying veterans and dependents. The collaboration with this community partner has provided the opportunity to bridge gaps and connect veterans to VA Health Care services directly on campus. It also provided Skyline College the opportunity to serve as a model for other colleges working with the SF VA Medical Center. In addition, the contracting process created out of the partnership was part of an initial pilot process for the Department of Veterans Affairs that will be used nationwide.

On November 14, a welcome reception was held in the VRC to honor and thank the partners from the SF VA Student Veteran Health Program for the tremendous support they provide student veterans. It began with an opening message from Dr. Stanback Stroud and concluded with the presentation of Skyline College Veterans Achievement Coins to the partners.

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The partnerships, both on and off campus, that have been created and continue to flourish, allow Skyline College and the team who supports veterans' services to provide high quality resources and support services to veterans, service men and women and their families. We are very fortunate to have such a strong network to support student veteran success. Thank you to all who contribute to this network!

Article by Gina Ciardella | Photo by Kevin Perez

### SKYLINE COLLEGE HOSTS BAY AREA STUDY ABROAD RETURNEE CONFERENCE



The 9th San Francisco Bay Area Lessons from Abroad Conference for Study Abroad Returnees was hosted at Skyline College on Saturday, November 11.

The Lessons from Abroad Conference offered approximately 35 students and faculty the opportunity to reflect on their international experiences, connect with other study abroad alumni, network and gather resources from internationally-focused organizations, as well as gain important skills and information on future career and academic paths.

The conference attracted volunteers from Middlebury Institute of International Studies at Monterey (MIIS) graduate students interested in getting more involved, giving back to the field of international education and networking with like-minded professionals. The SMCCCD Study Abroad Program generously sponsored the conference registration fee for 12 district study abroad program alumni, applicants and interns from

Skyline College's Bay Area Entrepreneur Center. We were honored to host the Department of State Northwest Region Diplomat in Residence, Dorothy Ngutter, as Keynote Speaker who shared her perspective on cultural and international experiences, and information about starting a career in the foreign service. Diplomat Ngutter was impressed with the students' level of engagement and took the time to speak more in depth with interested students after the conclusion of her keynote address.

The Global Conference session, Rock Your LinkedIn Profile, presented by Heather Frank, Global LinkedIn Recruiting Coordinator, gave students a chance to learn more about LinkedIn and its career exploration and networking features. Student attendees thoroughly appreciated the session with comments like "the session really taught me how to update my profile to connect with potential employers" and "I learned that the LinkedIn profile is essentially (if not more) important than a resume."

The Lessons from Abroad Opportunities Fair offered student attendees a chance to connect with internationally related programs and organizations offering post study abroad opportunities such as teach, work, intern and graduate schools abroad. Four various presentations were offered during two sessions and students were invited to select from: Professional Skills and Interviewing Secrets: Showcasing Your Experience Abroad; Finding and Funding an International Graduate Program or Research Opportunity; Teach Abroad: It's Not Just for Future Teachers!; and Starting an International Career and Strategies for Finding Jobs Abroad.

Lessons from Abroad Inc. is a volunteer managed and staffed 501c3 non-profit organization. To learn more about the history and background of the Lessons from Abroad Conferences, please visit online, Lessons from Abroad. To learn more about the San Francisco Bay Area Lessons from Abroad Conference, please visit <https://>

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[www.facebook.com/SFLessonsfromAbroad/](http://www.facebook.com/SFLessonsfromAbroad/). To get more information about opportunities to get involved, please email [sfbayarea@lessonsfromabroad.org](mailto:sfbayarea@lessonsfromabroad.org).

Article written by Marisa Thigpen | Photo by Roger Marcelo

### FALL BREAKFAST ENGAGES HIGH SCHOOL PARTNERS IN CAMPUS INITIATIVES



On Friday, October 6, 2017 the Outreach Office at Skyline College held its fall High School Partners Breakfast.

The 35 attendees were comprised of high school principals, vice principals, counselors, transition specialists, social workers, district representatives, and parent liaisons. Additionally, 16 schools, four school districts, and three community organizations were represented.

The goal of this semester’s breakfast was to inform our high school partners of the campus redesign and how it might impact most of our students.

After a warm welcome by Will Minnich, Dean of Enrollment Services, the audience was greeted with a short video created by Jessica Hurless to explain the college redesign and the purpose behind Meta-Majors and guided pathways.

After the presentation, attendees were asked to voice their opinions regarding potential Meta-Major names through participating in a similar activity that faculty and staff were asked to participate in during a recent forum. Large post-its were posted around the Building 6 conference rooms for the high school partners to contribute to the list of potential Meta-Major names.

After the activity, attendees heard from a variety of campus partners as they provided insight on programs and services available to incoming students. The Skyline College speakers who presented included: Michael Stokes, Summer Scholars Institute; Kim Davalos, Promise Scholars Program; Suzanne Poma, Counselor Liaison Program; Andrea Vizenor, Career Education; Martin Marquez, Concurrent Enrollment; Melissa Matthews, Disability Resource Center; and Wissem Bennani, International Student Programs.

Attendees were provided annual reports in order to review the amazing work that Skyline College has accomplished thus far, as well as posters with upcoming events geared towards high school students. With a 75% response rate, the final evaluation showed that 96% of respondents rated the overall event as Excellent or Good, with 85% ranking the event as “Excellent”. One respondent event made a note on the evaluation that they were “glad I could come I will be sending kids your way.”

Thank you to everyone who helped to make the event a success including: Eric Imahara, Angelica Alvarez, Rex Chow, Sarina O’Gilvie, Jessica Hurless, and Lauren Ford. Additionally, many thanks are given to Vinesh “Vinny” Samujh and Christian Heredia from Facilities, Planning, and Operations, and Paul Johnson from Pacific Dining for your tremendous help and assistance.

The next High School Partner Breakfast will be held on Friday, February 9, 2018.

Article by Lauren Ford | Photo by Kevin Perez

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#### MAJOR EXPLORATION, MAJOR CONNECTIONS!



Tuesday, October 10, 2017 was a day for exploration and Skyline College students certainly took advantage of it!

The Career Services Center hosted its now annual Meet Your Majors fair to assist students in major and career exploration to assist students with major declaration. Students had the opportunity to directly engage with instructional faculty and staff members about the many opportunities within majors that lead to careers.

With over 25 majors represented by our colleagues, students had the unique opportunity to explore the myriad majors such as Accounting, Anthropology, Allied Health Science, Art, Business, Biology, Dance, Fashion Merchandising, Geology, History, Journalism, Mathematics, Physics, Psychology, and many more. The event gave students a first-hand look at majors within careers such as Bio Tech, Network Engineering, Respiratory Care and Surgical Tech, International Trade Development, Digital Media, Cosmetology, Construction Management and Kinesiology.

Additionally, as part of the event's goals, representatives from various learning communities and student service programs—the Bay Area Entrepreneurs Center (BAEC), Career Advancement Academy (CAA), Study Abroad, CIPHER, Global Learning Programs and Services, the Transfer Center, and Career and Workforce Programs,

which provided information in Career Technical Education, Hospitality and Tourism Management and Career Pathways—attended to highlight the resources and support services available to students as they continue to work toward their academic and professional goals.

Truly, the event led to major exploration as some students shared that, “I found a career to major in. it was awesome!” and that “there are more majors in my field than I thought!”

Others discovered that “...connections are important” and that “...Skyline College offers many opportunities to help with your education”.

For some students, the event gave them the chance to engage with faculty and peers who attended the fair as representatives of their programs. One student shared that they learned the “...foundation needed for...” their career, and that “there are a lot of classes that overlap within in careers.”

The event also served as a tool to confirm what some students had an idea of in terms of their career choice. For example, one student shared that the event helped confirm “the path I am on is so far correct and that I should meet with a counselor.”

Student participants in the event were also provided an opportunity to participate in a drawing for three backpacks full of school supplies generously donated by SparkPoint and Career Services and gift certificates and USBs donated by the Bookstore.

Overall, the event was well attended and a success!

Special thanks to Pacific Dining, SparkPoint, Marketing, Career Services staff, faculty, and student assistants for supporting every part of the event.

Article by Michele Haggar | Photo by Kevin Perez

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#### SPARKPOINT AND CAREER SERVICES LAUNCHING THE NOVA JOB CENTER NOVEMBER 6, 2017!



Earlier this year, Skyline College was awarded a grant to replicate the NOVA Job Center model, which has been successfully implemented in Sunnyvale and San Mateo. This new program will be offered as a part of SparkPoint and Career Services, complementing the current service offering by providing additional career counseling, workshops, resume assistance, interview preparation, job search support, and other resources for individuals seeking immediate employment. NOVA will be fully integrated into the SparkPoint program, thus all services are free of charge and open to both students and community members.

We are excited to announce that NOVA launched services on Monday, November 6, 2017 at the SparkPoint and Career Services Center (building 1, floor 2). Program registration, appointment booking and workshop schedules will be made available on launch day.

Article by Chad Thompson

#### TECH PATHWAY DESIGN RETREAT ADVANCES STUDENT OFFERINGS IN EMERGING TECH



Industry leaders in the technology field and Skyline College’s Computer Science and Digital Art faculty joined efforts to work together to chart, capture and discuss critical knowledge, skills, abilities and technical training that students need to be best prepared for middle skilled careers in UX Design, App Development and DevOps. On Friday, October 13, 2017, as part of the Strong Workforce Program, the Director of Career and Workforce Programs, Andrea Vizenor facilitated a Technology Pathway Design Retreat at Cañada Vista to advance the college’s plan to expand emerging technology offerings for students. Expertise of leading companies such as Adobe, Apple, SAP, Facebook and Meta Company shared thoughtful insights on the high impact skills our students will need to have as they complete a certificate or degree in new educational programs while giving them a competitive edge as they enter the workforce. Additionally, key faculty members, Nick Langhoff, Norm Del Prado, Walter Hanley, Amir Esfahani and Dean Ray Hernandez provided insight regarding the innovative content and practices they deliver in their current programs and across the SMT division.

Throughout the day industry leaders and faculty members worked together in groups and actively engaged in conversations to discuss the development of new technology pathway programs that will be created by faculty at Skyline College.

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Senior Design Manager at Adobe Design, Matt Aune shared, “Students need to know key technology infrastructure, software as a service (SAAS) knowledge, programing/coding, user experience (UX) components, design concepts and display a strong business awareness”. Developing robust and relevant curricula will assist students to be best prepared to transfer to 4-year institutions in Computer Science or directly enter the workforce in high wage careers.

The day culminated with an Augmented Reality hand’s-on learning experience provided by Meta Company, a technology company specialized in AR. Industry leaders and faculty members were thrilled to engage in the experience this innovative technology provides and left with insightful knowledge of how this technology will help students and community members to be best prepared to enter into the workforce. The Augmented Reality goggles have been purchased for faculty at Skyline College as an effort to support the integration of high quality technology experiences into the classroom for students as part of the new program development.

Many thanks to key faculty, Nick Langhoff, Norm Del Prado, Walter Hanley and Amir Esfahani for all of their time and efforts. Along with Elizabeth Tablan, CWP Office Assistant II, Alexys Burns, CWP Office assistant II, and Claudia Paz, CWP Office Assistant II, and Andrea Vizenor, Director of Career and Workforce Programs, for all of their efforts in organizing this event; and a great big thank you for the valuable contributions of Maggi Elkin, Director of Human Resources at Meta Company, Ben Hsieh, Sr. Experience Researcher-Lead at Adobe Design, Dane Riley, Senior System Engineer at Apple, Matt Aune, Senior Design Manager at Adobe, Danny Allen, SAP and Rodney Tabares, with Facebook for providing Skyline College faculty with great insight and an engaging and informative learning opportunity.

Article by Andrea Vizenor

### THE GROVE SCHOLARSHIP PROGRAM CELEBRATES ITS THIRTEENTH SUCCESSFUL SEMESTER



The Grove Scholarship program awarded 25 new and continuing Career and Technical Education (CTE) scholars for the Fall 2017 semester. Recipients were selected on a competitive basis among approximately 70 applications from diverse academic programs.

On October 6, 2017 the selected students met in the Career Services Center to complete the Grove Scholarship orientation. The orientation gave participants an overview of the expectations for the Grove Scholars Program which include: the maintenance of a 75% completion rate, 2.0 GPA, enrollment in at least 1 CTE course, financial workshop attendance and participation in the student Awards Ceremony. The orientation additionally, highlighted SparkPoint Center services such as: benefits access, personal financial appointments available for budgeting, savings, credit, food pantry, and Career Center services. A celebratory lunch was served to congratulate recipients.

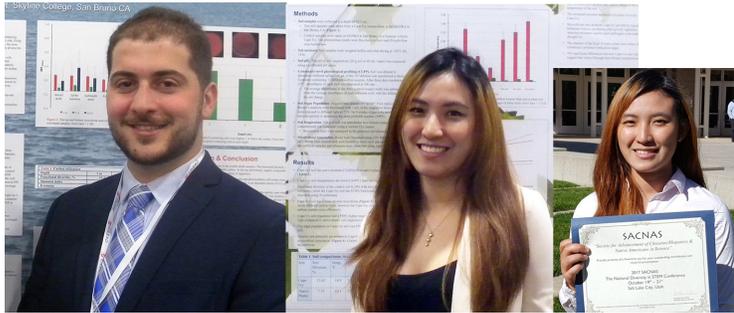
Grove scholarships are funded by a generous \$125,000 grant from the Grove Foundation eponymously named after Andy Grove, a founder of Intel Group Corporation. Each scholarship is worth up to \$2,000 per semester and \$4,000 of funding per school year per eligible participant.

Article by Andrea Doffoney Anyanwu | Photos by Brynn Harlow

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### SKYLINE COLLEGE STUDENTS SHINE AT SACNAS AGAIN



At the SACNAS (Advancing Hispanics/Chicanos and Native Americans in Science) Conference on October 19-21, three Skyline College students presented their original scientific research alongside students from University of California, University of Texas, Rutgers University, Yale University, Brown University, Stanford University, several CSUs, and many other universities. The conference was held in Salt Lake City and sponsored by the USDA and University of Utah. Over 4,000 graduate and undergraduate students from across the country attended the conference.

Papers were selected for the conference in a competitive judging from abstracts submitted in July. Skyline College students started their research last spring with Dr. Christine Case in BIOL 230 or BIOL 695. The students spent time in the summer in the lab to continue and complete their research.

Stephen Fredricks worked with the students to register and prepare them for presenting at a national conference. At the conference, students were knowledgeable and professional, and represented Skyline College well.

Janah May Oclaman's presentation of her research won the Undergraduate Microbiology Award.

Janah May Oclaman now has her first publication: Comparison and Characterization of the Soil Microbiomes of *Delairea odorata* and California Native Plants.

Robert Erickson and Anthony Petraki also was able to submit his first publication: Microbial Metabolic Diversity in the North Pacific Ocean on the Central California Coast.

Robert and Janah transferred for the Fall 2017 semester. Robert is now at UC, Santa Cruz and Janah is at UC, Davis.

Article By Christine Case

### WELCOME FALL 2017 JOB SHADOW PROGRAM STUDENT INTERNS!



The Internship Job Shadow Program is excited to welcome its newest class of eight motivated student interns. Through this program, student interns are provided the opportunity to shadow under college programs of their interest and experience a variety of work-based learning outcomes.

Along with learning 21st century job skills, student interns have the opportunity to experience a number of innovative events on campus and throughout the community. Student interns have access to a variety professional development opportunities, on and off campus, as well. This program also provides students with the tools needed to build their professional network and build their resume.

The Internship Job Shadow Program focuses on the development of essential workforce skills such as customer service, critical thinking, time management, marketing, professionalism and basic organization skills.

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The Internship Job Shadow Program is supported by the President's Innovation Fund.

Article by Terri Wade | Photo by Linda Truong

### SKYLINE COLLEGE PARTNERS WITH AMERICORPS!



SparkPoint at Skyline College and the Career Services Center were awarded a grant to participate in the AmeriCorps California Community College Student Ambassador Program. This program will give four Skyline College students the opportunity to build strong leadership skills, to participate in service-learning, and to make connections that lead to getting things done for the betterment of our community. These four Skyline College AmeriCorps volunteers will become part of the more than 80,000 Americans currently working as volunteers to help support American families in a number of ways.

On our campus, the Skyline College AmeriCorps Volunteers will be working specifically with SparkPoint, Career Services, and Health Services to help increase awareness of the resources available both on and off campus to support their peers. Via a peer-based approach, “ambassadors will provide... awareness of the availability of public benefits and the value of healthy behavioral choices. They will increase students’ access to resources and support systems by networking with on-campus support programs and off-campus agencies and organizations to raise awareness of the availability of

public benefits.” This is a student leadership position and it will experience in personal and professional development through work-based learning that will contribute to the college’s mission. More specifically, the students selected to serve as AmeriCorps Student Ambassadors for the program will be committing to complete 900 hours, about 20 hours per week for 12 months. Once they have completed these hours, they will receive a \$2,907 scholarship.

Ultimately, this grant serves as a great way for students who are selected as AmeriCorps student ambassadors to support the community, to spotlight their leadership experience and community services, all of which will also contribute to building their resumes and to information they could include in scholarship applications.

With that we are in the process of still recruiting students for this program! If you know students who might be interested in participating in this program and want more information, please contact Valerie Higgins, SparkPoint Coordinator at [higginsv@smccd.edu](mailto:higginsv@smccd.edu) and Michele Haggar, Program Services Coordinator for Career Services at [haggarm@smccd.edu](mailto:haggarm@smccd.edu).

Article by Valerie Higgins and Michele Haggar

### MUSIC STUDENTS, FACULTY, AND GUESTS PERFORM TOGETHER



On Friday, October 20, students in the Skyline College Concert Band (MUS. 430) shared the Skyline College Theater stage with the San Francisco State University

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Wind Ensemble and professional guest artists, wowing an audience of more than 300 music-lovers.

Skyline College Music Department faculty members Meghan Dibble (voice), Margaret Fondbertasse (piano), and Elizabeth Ingber (viola) performed duets and trios by Brahms, Schumann, and Heggie prior to the SF State Band's beautiful set of music with Professor Brad Hogarth conducting and Professor Jeannie Psomas featured on clarinet.

The 34-member Skyline College Concert Band, led by Professor Zack Bruno, continued the program with lively selections by Bach and Saint-Saëns as well as the West Coast premiere of the three-movement Frackenpohl Bassoon Concerto with German guest artist Friedrich Edelmann. The night's final piece featured both bands joining together for John Philip Sousa's rousing march, "The Washington Post."

Article by Dr. Zachary E. Bruno

### **ACADEMIC SENATE RESOLUTION ON EQUITY**

The Academic Senate of Skyline College has been in intense discussion about events and circumstances of racism on our campus, Skyline College faculty recommendations to the District Board of Trustees, and our responsibilities to support anti-racism. With multiple authorship and a first reading, a Resolution on Equity was passed unanimously. The Senate will now work with the college community, present it to the Board of Trustees, and begin the process of putting into action the "resolves" below. The Resolution below can be accessed on the Academic Senate web page <http://www.skylinecollege.edu/academicsenate/minutesagendas.php>

Article by Kate Williams Browne

## SKYLINE COLLEGE BOARD REPORT

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### UPCOMING EVENTS

#### **PACE LEARNING COMMUNITY FAMILY NIGHT**

Thursday, November 30  
4:00 p.m. – 9:00 p.m.  
Skyline College,  
Building 4, Room 4-240  
3300 College Drive  
San Bruno, CA 94066

#### **PLAY IT FORWARD-BENEFITS CONCERT**

Saturday, December 9, 2017  
7:30 p.m.- 9:00 p.m.  
Skyline College,  
Building 1, Theater  
3300 College Drive  
San Bruno, CA 94066

#### **WINTER PASTORALE: SKYLINE COLLEGE CONCERT CHOIR FALL 2017 CONCERT**

Saturday, December 2  
7:30 p.m.  
Skyline College Theatre  
Building 1, 3300 College Drive  
San Bruno, CA 94066

Sunday, December 3  
4:00 p.m.  
Pacifica Concert Series  
Mildred Owen Concert Hall  
1220 Linda Mar Blvd.  
Pacifica, CA 94044

#### **DANCER THINGS: SKYLINE COLLEGE FALL DANCE CONCERT**

Friday, December 15, 2017  
7:00 p.m.  
Skyline College,  
Building 1, Theater  
3300 College Drive  
San Bruno, CA 94066

#### **HIGHLANDS SCHOOL CHRISTMAS CONCERT**

Sunday, December 3  
5:00 p.m. – 7:30 p.m.  
Skyline College,  
Building 1, Theater  
3300 College Drive  
San Bruno, CA 94066

#### **BAEC ACTION SUMMIT 4**

Thursday, December 7, 2017  
5:30 p.m.- 8:30 p.m.  
Bay Area Entrepreneur Center  
458 San Mateo Ave.  
San Bruno, CA 94066



# President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ November 27, 2017

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## CSM Awarded MESA Grant

CSM has secured a \$74,500 MESA grant (Math, Engineering, Science, Achievement) to expand services and academic support to educationally and economically disadvantaged students. The goal of the MESA program is to support student success and transfer to four-year universities for STEM majors.



In Fall 2016, of the 9,616 students enrolled, 6,337 (65.9%) were classified as economically or educationally disadvantaged. CSM was designated a Hispanic Serving Institution in 2014. Last year, the College was awarded a \$5 million grant from the U.S. Department of Education to increase the number of Hispanic and low-income students articulating to university in STEM majors (HSI-STEM grant). Much of this funding is going to facilities and curriculum enhancement, and professional development, with some directed to increasing tutoring and counseling support for students.

College of San Mateo

The decision to pursue the MESA grant opportunity represents a logical progression in CSM's continued growth as a Hispanic-serving Institution. The timing is critical for CSM to implement solid interventions that are anticipated to make a meaningful difference in the lives of current and future Hispanic/Latino, low-income, and other disadvantaged students. We see MESA as the perfect next step to enhancing and maximizing student success for an even larger group of students. The MESA components provide a proven mechanism for identifying the MESA population and a network of services to allow students to excel.

CSM has strong partnerships and well-established relationships with local industry, local high schools, and science programs at area universities and throughout the state. The science and math faculty have a history of success with innovative partnerships, having successfully participated in several externally funded projects designed to promote student success among underrepresented groups in STEM disciplines. The College has committed significant human and financial resources to transfer and articulation and, when combined with MESA program funding, will help to ensure successful achievement of the project's realistic goals, outcomes, and activities.

*(Submitted by Charlene Frontiera) ■*

## Nursing Students Achieve 97% NCLEX Pass Rate

The registered nursing program at CSM instituted a merit-based application process beginning with the 2015 application period. Once an applicant has fulfilled the basic requirements, he or she may also earn points based upon a number of criteria which are set by the State Chancellor's Office. The highest weighted numbers are attached to the overall GPA, followed by the subset GPA in the three biological sciences. The program had been awaiting the outcome of the class of 2017's first time passing rate.

For the first quarter of the reporting period from July 1 through the end of October, 2017, the NCLEX pass rate was 97%. The Board of Registered Nursing uses the annual pass rate as a critical outcome and benchmark for the program. *(Submitted by Jane McAteer) ■*

## CSM Football Head Coach Larry Owens Retires

After more than a quarter of a century coaching football at CSM, Larry Owens has announced that this will be his last season. He retires after 21 seasons as head coach with a record of 129 wins and 90 losses, with 10 postseason bowl/playoff appearances. He has been named 2017 Bay 6 Conference Coach of the Year.

The Bulldogs have won 15 of their last 17 games and are scheduled to play American River College on Saturday, November 25 for the Northern California championship. The winner of that contest will play for the state championship.

Owens coached his last regular season home football game on Nov. 4 against Santa Rosa JC (CSM won 66-21). After the game, he was honored in a gathering of gridiron alumni in the CSM College Center.

Owens took a break from the top job from 2009-2015 but remained on the CSM staff, and retook the reins in 2016.

Before coming to CSM in the late 1980s, Owens coached at Woodside High School. He was an assistant coach at Humboldt State University for a



year, 1989-90, before returning to San Mateo as head coach in 1990. He also served springtime stints working for the NFL in Europe.

Owens is a graduate of Redwood City's Sequoia High School. He has a bachelor's degree in physical education from Cal State Fullerton and holds a master's degree in administration/physical education from St. Mary's College.

He was honored earlier this year by the City of East Palo Alto with a Lifetime Achievement award and proclamation for his years of service to the community. ■

## Project Change Nick Jasso Addresses Governor Brown

On October 18, Project Change faculty, staff, and students presented at the Correctional Education Association conference in Sacramento. Project Change student leader

and CSM ambassador, Nick Jasso, had the great privilege of addressing Governor Jerry Brown and spoke regarding the need by our state and community colleges to recognize youth in the justice system as young people in need of pathways to higher education. Our team presented to representatives from around the state.



Governor Brown replied about the importance education holds for changing the lives of young people at such a critical juncture in their development.

Nick emphasized the important work our District is doing to make education accessible to youth in the justice system and encouraging a call to action to make this effort more wide-spread in the state. (Submitted by Katie Bliss) ■

## *Labyrinth* Newsletter Wins NCHC Top Prize

In 2014, the *Labyrinth* newsletter, produced and published by CSM Honors Project students, won first place at the National Collegiate Honors Council (NCHC) conference — a national contest that includes four-year university honors programs. Since then, the newsletter has transformed into a slicker, more sophisticated academic journal, featuring student writings and artwork from the CSM community at large. *Labyrinth* is published each semester by the Writers Project, the student club of the Honors Project.



Photo by David Laderman

This year, *Labyrinth* again won a top prize at the NCHC contest — second place. Honors Project faculty coordinator David Laderman, along with chief student editors Mondana Bathai and Gabriela Topete Eng Goon, flew to Atlanta in November to attend the conference, participate in a panel on “winning honors newsletters,” and receive the award at a ceremony. According to Laderman, “Even though *Labyrinth* is not a newsletter per se, it probably won because it’s so impressive as a student journal, and does serve, like a newsletter, to promote the creative and academic works of students. We in the Honors Project are extremely proud of the publication and this recognition—especially because the journal really is 100% produced by the students in the club and learning community. They are simply amazing.” (Submitted by David Laderman) ■

## Stanford’s Global Studies Division Recognizes CSM Librarian’s Fellowship Project

CSM’s Stephanie Roach has been honored on Stanford’s Global Studies Division’s Facebook page for her fellowship research course project.

Stanford posted: “Stephanie Roach, Assistant Professor and Digital Resources Librarian at the College of San Mateo, redesigned her research course to explore how global

forces impact access to information & knowledge. Here's how she did it: <http://stanford.io/2zHj5AE> #IEW2017.”

Roach completed a fellowship at Stanford Global Studies in June 2016. The fellowship allowed her the opportunity to reenvision her introduction to research course so that it reflects the global nature of the information ecosystem and acknowledges the inequity within it.



In order to successfully navigate a complex information environment, students must interact with data, information, and technology despite rapidly changing conditions. In

so doing, they must come to recognize the issues that complicate discovery, use, and creation of information, including economic, social, legal, and ethical aspects. Global and local forces such as natural disaster or war that interrupt or prevent access to information, and techno-forces such as algorithmic editing of the web, the digital divide, and the spread of misinformation and disinformation online are explored by students in the course as they learn research strategy. Students are asked to challenge their own cognitive biases as they seek out diverse voices representing multiple points of view and a variety of stakeholders.

Roach's work on this project was presented at the 2016 Education Partnership for Internationalizing Curriculum Symposium at Stanford University, is featured on the Stanford Global Studies website, and in the August 2016 issue of the International and Foreign Language Education Newsletter from the U.S. Department of Education. Roach presented on topics developed for the project at CSM's World Village celebration in November 2016. ■

## Housing Leadership Day Held on October 20

Housing Leadership Day is San Mateo County's premier housing policy conference, bringing together elected officials, business leaders, community activists, and the nonprofit housing community to design, refine, and build the public support needed for the policies that will address the root cause of the affordable housing crisis. Since affordable housing is a public health issue, housing instability has negative impacts on workers' and community members' health and quality of life, which is why the theme this year focused on the link between housing and health.

President Claire welcomed the attendees and stated that housing is major concern for students, faculty and staff. Don Horsley, San Mateo County Board President, opened

the program, and an introduction was done by Michael Lane, HLC Board President, followed by a keynote address by Steven Sust, Child Psychiatry Co-Chief Fellow at Stanford.

Morning workshops included:

- What is the advantage of “stand alone” affordable homes?
- How rent stabilization impacts homeowners
- Creative and effective community engagement for housing
- Practical steps to developing teacher housing: How to plan and develop teacher housing on a budget

The afternoon session included a keynote address by Melissa Jones, Executive Director at the Bay Area Regional Health Inequities Initiative (BARHII), a Faith Perspective by Pastor Paul Bains, and Project WeHOPE HLA Award Recipient, Speaker pro Tem Kevin Mullin and featuring workshops on:

- Inside the tech world: How and why big employers are building housing
- Unlocking the potential of single-family lots through big data and modular construction
- Health at a larger scale: Walkable Communities ■

# UPCOMING EVENTS

## **CSM Fall Dance Concert - Perspectives**

**Friday, December 1 • 1:30 pm**

CSM Theatre Building 03

CSM Dance presents an entertaining production featuring performances from CSM's dance classes, Mills College, Mills High School Makers, Skyline College, Kirkpatrick's School of Dance and more!

## **CSM Jazz Ensembles Concert**

**Monday, December 4 • 7:30 – 9:30 pm**

CSM Theatre Building 03

The award-winning College of San Mateo Jazz Ensemble will be performing traditional and contemporary jazz compositions and arrangements by Count Basie, Herbie Hancock, Wayne Wallace, Ray Brown and many others!

## **Winter Electronic Music Concert**

*Student Showcase Event*

**Wednesday, December 6 • 7 pm**

CSM Theatre Building 03

A showcase of new music by CSM students in the Electronic Music Program. Performances cover a wide variety of musical styles: pop, classical, experimental, hip-hop, jazz, house, techno and electronica.

## **CSM Symphonic Band Concert**

**Thursday, December 7 • 7:30 pm - 9:30 pm**

CSM Theatre Building 03

The College of San Mateo Symphonic Band under the direction of Michael Galisatus will be performing works by Ralph Vaughn Williams, Frank Ticheli, Julie Giroux, Franco Cesarini and others.

## **Fall 2017 Honors Project Showcase**

**Friday, December 8 • 2 pm - 4 pm**

CSM North Hall Building 18, Room 206

Students in CSM's Honors Project present their final projects in an inspiring display of academic pursuit and creative collaboration. Please join us for lively discussion and refreshments.

## **The Sky Tonight Planetarium Show**

*Secret Lives of Stars*

**Friday, December 8 • 7:30–9:30 pm**

CSM Science Building 36, Planetarium

Come for a live presentation about what's visible in the night sky tonight, followed by a full-dome immersive movie about fascinating topics in astronomy!

## **Tom Martinez Invitational**

**Friday, December 15 • TBA**

CSM Gymnasium Building 08

Women's basketball tournament. Come out and cheer on the Bulldogs!

## **CSM Basketball vs. Monterey Peninsula**

**Thursday, December 21 • 5 pm**

Monterey Peninsula College

Come out and cheer on the Bulldogs!



# Cañada College

## Report to the SMCCCD Board of Trustees

November 29, 2017

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## Donations Needed for the College Jacket & Toy Drive



Cañada College has launched its third annual Jacket & Toy Drive! The donations for this year's drive will benefit families in East Palo Alto. Last year's Jacket & Toy Drive generated more than 300 donation items for hundreds of families and we are looking to grow the number of donations this year!

### What we need

New, unused, unwrapped:

- Toys, preferably gender neutral (science sets, sport equipment, board games, etc.)
- Jackets in all children's sizes

### How you can help

Drop off donations at any of the following locations by Friday, December 15:

#### On Campus:

- Building 8 (first floor)
- Office of Student Life & Leadership Development – Building 5, Room 354
- Library – Building 9, Third floor

#### Off Campus:

- Menlo Park- Starbucks- 1401 Willow Rd, Menlo Park, CA 94025
- Cyclismo Café- 871 Middlefield Rd, Redwood City, CA 94063
- Avanti Pizza- 2040 Ralston Ave, Belmont, CA 94002

For questions, please contact Mayra Arellano at [arellanom@smccd.edu](mailto:arellanom@smccd.edu) or x3166. Thank you, in advance, for your support in this year's Jacket & Toy Drive!



\*Last Year's Toy Drive

## Campus Announcement: Toy Drive 2017

# Jacket and Toy Drive for the Children of East Palo Alto

Cañada College has organized a Jacket & Toy Drive to assist hundreds of children in the community of East Palo Alto.

## Families need your support

Please help by donating new, unused, unwrapped toys or jackets by

**Friday, December 15th**

## Donation Bins

- Building 8 (*first floor*)
- Office of Student Life & Leadership Development (*Building 5, Room 354*)
- Cañada College Library

## Questions?

Contact Mayra Arellano  
(650) 306-3166  
arellanom@smccd.edu

## Cañada Students Compete in National Movie Festival

Last month, Student Senate put together Campus Movie Fest--a week long film competition where students create and share their stories. With more than 200 students participating, Cañada College was proudly the only California Community College to compete nationally.

Working with outside organizations, the Student Senate was able to sponsor cameras, computers, editing software, and equipment so that any student who wanted to participate could create a film. At the red carpet finale, many incredible films were shown. The winner of the night for both Audience's Choice, Silver Tripod, Editing, and Jury Award, was the movie [Heroism](#). This beautiful animation was put together by two of our very own Cañada Animation students, Ivy Wooldridge and Elizabeth Bridwell. Their inspiring film about love, hope, community, and supporting others is incredible! We wish you all the best in the international competition!

## ACES Hosts Equity Workshop



More than 30 faculty, staff, and administrators gathered for the October 17 Academic Committee for Equity and Success (ACES) workshop led by 3CSN equity experts Arnita Porter and Paula Brown: Introduction to Designing a Cohesive, Equity-embedding Framework for Student Success. Participants engaged in passionate dialogue and were honored to have Board President Tom Mohr join the event. Some additional highlights included naming deficit language in our policies, plans, and practices and challenging that language by focusing on what students bring to the College: [Our list of student qualities covered flip charts across the entire wall.](#)

This event positions the College for a future sustained community of practice on equity at Cañada College and the development of an equity embedding framework. Faculty, staff, and administrators are invited to follow up discussions in the next ACES Committee meeting as well as to our ACES Inquiry Group which works to address barriers to student success. Next Meeting: Inquiry Group: Fri. Dec. 1, 2:30-4:30 p.m. in 9-257A.

## College Hosts Fall Internship Fair



The Career Center held its fall Internship Fair on November 8, and it was the best attended internship event to date with 40 employers and 200 students in attendance. This event was for all students to help them facilitate learning opportunities outside the classroom. These experiences provide opportunities for them to apply classroom theory to “real world” situations thus enhancing academic and career goals. The event also allows students to “try on” positions and help them decide on a major.

## Career Center Announces New College Job Board

Cañada College Career Center is excited to announce that they have entered into partnership with a new career management/online job board service from College Central Network. Moving to this new system provides students and employers with a more modern, simple user interface, easier creation and control of job postings, and much easier searching and applying to open positions. In addition, the site is fully mobile ready with downloadable apps for iOS and Android.

The new board went live November 2 and, already, there are more than 2,000 Bay Area employers and more than 250 students that have activated their accounts. The new site is available [here](#). In addition, there will be new features in the future such as an Experiential Learning Manager that can help organize administering such programs as cooperative education, workforce, service learning, or similar such programs with full admin management by those departments. Finally, a special shout out to Workforce Development for providing the seed money to move to this new system!

## Cañada Students Attend Statewide Leadership Conference



This past month, the Student Senate elected five delegates to represent the student body at the annual California Community Colleges Student Affairs Association Student Leadership Conference. Side by side, with 550 student leaders from across the state, the delegates learned about team building, communication, and leadership from six conference speakers and attended five conference workshops.



Cañada College was chosen out of many to present to the association, and presented the workshop “Breaking Boards and Breaking Barriers.” Their workshop was rated a whopping 5 out of 5 by all 50 who participated in their session. The delegation also formed a close relationship with the Sierra College delegation, and they hope to work together with Sierra College to bring Intercultural Development Theory workshops and trainings to both campuses to support students, faculty, and staff.



## Students Come to Fire Aid



Cañada students from the Office of Student Life & Leadership Development, Student Senate, Puente Club, DREAMers Club, GSA Club, and the BEC Club came together to make 400 sandwiches for the victims of the Santa Rosa fires. Puente Club President Gabriela Ramirez organized a fundraiser donation for the food supplies and personally delivered the sandwiches to families in Santa Rosa affected by the fire. Studying to be a social worker, Gabriela's compassion and call to action inspires us all!

## College Continues Conversation on Diversity & Equity



Cañada held two town hall/college wide conversations on the San Mateo County Community College District's Board statement on values of diversity and equity. During both working sessions, members of the campus community identified (and are in the process of) finalizing recommendations on the resolution. From there, the recommendations will be shared with the Board of Trustees at their December meeting. A special thank you to Dr. Sims who lead both wonderful discussions as well as Trustees Mohr, Schwarz and Goodman who attended the discussions.

## Student Senate Celebrates LatinX



This November, 250 people came out to celebrate Student Senate's LatinX Celebration. The all day and night celebration featured: Aztec dancing workshops, cultural face painting, sugar skull and chocolate calaveras decorating, a free Salvadoran meal, a card writing station for DACA students, educational altares workshops and displays, free flu shots to fight the winter season provided by the Wellness Center, a "X in LatinX" booth by the GSA Club, Selena loteria with the Cañada LatinX Club, and special community booths by Community First, Phi Theta Kappa, College for Working Adults, and the Spanish Services of Redwood City.



## SparkPoint Delivers Financial Literacy Workshop to KASP Scholars



On October 21, Adolfo Leiva, Director of SparkPoint at Cañada College, led an informative, interactive and fun 90-minute Financial Literacy Workshop titled, “The Role of Financial Well-Being in Student Success” to 16 Kruttschnitt Aspire Scholarship Program (KASP) scholars from across the three SMCCCD colleges. Focused on increasing awareness around financial literacy and connecting students to valuable resources, SparkPoint’s financial literacy workshop included:

- an icebreaker focusing on financial equality vs. financial equity
- a discussion about savings, budgeting, credit scores and credit reports
- an overview of SparkPoint services including one-on-one financial coaching, Cañada Cash, the Food Pantry & the free Legal Clinic
- a fun and interactive Kahoot It! game where KASP students tested their financial literacy knowledge.

The [Kruttschnitt Aspire Scholarship Program \(“KASP Program”\)](#) identifies and selects transfer orientated academically promising students with the highest financial need and provides them with the opportunity to expedite their studies, minimize their student loans and successfully transfer to four-year institutions. The KASP Program focuses on traditionally undeserved and underrepresented students, including students who have access to state financial aid through the California Dream Act (“Dreamers”) but who are not eligible for federal financial aid. Additionally, KASP Scholars receive financial support and wrap-around services including connection with on-campus programs and services. A special thanks to Kelsey Harrison, KASP Program Services Coordinator, for coordinating the event.

## SparkPoint at Cañada College Food Pantry Adds Evening Hours



In an effort to expand services for evening students, the SparkPoint Food Pantry at Cañada College is excited to announce that it is now open on Thursday evenings from 5 to 6:30 p.m.! The Food Pantry provides FREE healthy and nutritious food for low-income individuals and their families. Located in Building. 5, Room 202, it is open to all students and community members including staff and faculty.

The extended hours are made possible due to the strong partnership between SparkPoint and the Financial Aid Office at Cañada College.

The SparkPoint Food Pantry also recognizes its long-standing partnership with Second Harvest Food Bank of Santa Clara and San Mateo Counties who supplies the food for the pantry and who has also donated insulated bags for evening food pantry clients who may need be bringing home refrigerated items like milk, eggs, chicken, and cheese. SparkPoint daytime pantry hours will continue to be held on Tuesdays, Wednesdays and Thursdays, from 1 to 3 p.m.

# PHOTOCOLLAGE: Halloween 2017

Winter has come! Student Senate brought the campus together for a full Game of Thrones themed Halloween party this October. Complete with a homemade throne, house banners, do it yourself costume station, photo booth, and all the clubs out in attendance, the Senate brought the community together for a fun time to self-care during midterms.



# PHOTOCOLLAGE: Reading Circle 2017

Cañada College hosted its second Reading Circle on Saturday, November 4. The event was a wonderful collaboration made up of the Cañada Marketing & Outreach Department, Cañada College Library and Redwood City Public Library. More than 60 members of the community (many who had never visited campus before) enjoyed storytelling, craft making and snacks while learning about the educational opportunities available to them at Cañada College. A special thank you to Upward Bound, ESO Adelante and Early Childhood Development programs for their support by participating in the event. Lastly, special thank you to Candice Nance, Business Professor who read the English version of the Spanish books read at story time.



## *Student Success Story:* **Xiomara Hernandez**



Xiomara M. Hernandez was born in El Salvador, Central America. She moved to the United States when she was 12 years old, and learned English shortly after. She currently works as a Finance Associate for the Stanford Woods Institute for the Environment. Previously she has worked as an Administrative Assistant in the Stanford's School of Medicine Pathology Department, and was an Account Manager at the Stanford Blood Center. Xiomara attended Cañada College and received an A.S. in Accounting and Business Administration. After graduating from Cañada College, she attended Palo Alto University and graduated with a B.S. degree in Business Psychology. She is currently a graduate student at San Francisco State, and will graduate with an Executive MBA, class of 2019.

### **1. What do you love about the Cañada College campus?**

Cañada College has a beautiful view, you feel like you are sitting on top of the world. The staff was always helpful and teachers were always so pleasant.

### **2. What made you decide to attend Cañada College?**

I decided to attend Cañada College because the College offered a great Accounting program as well as certificates in various fields.

### **3. What did you love most about the Accounting and Business Departments at Cañada College?**

What I loved the most was my favorite teacher in the whole world, Professor Leonor Cabrera. She taught me so much and had so much patience. The classes were a lot of work and even though I failed Managerial Accounting a few times, I was determined to pass it, and I did.

### **4. What is next in your career?**

I plan to continue to grow and go into management at Stanford University!

### **5. What advice would you give to current Accounting students at Cañada College?**

Invest in yourself! Education is so important and there are so many opportunities with an Accounting degree. Accounting is a great field and there is always jobs in the Bay Area. Students should take advantage of the Learning Center when they need help. I would also say, keep going and never give up, it will all be worth it at the end!



**BOARD REPORT NO. 17-11-4C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Andreas Wolf, Dean, Kinesiology, Athletics and Dance, College of San Mateo,  
574-6462

**COLLEGE OF SAN MATEO ATHLETICS PROGRAM OVERVIEW AND ACADEMIC  
ACHIEVEMENT DATA**

The Athletics programs at College of San Mateo are transfer focused and include many other components of student support and life building. Not only are our student/athletes engaged in athletic and academic success strategies, but they are also engaged in life skill development and community engagement.

The presentation at the November 29<sup>th</sup> Board of Trustees meeting will elaborate further on the Athletics programs and academic achievement.

**BOARD REPORT NO. 17-11-2A**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel, 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  
(NP = New position, \* = New Employee)**

**College of San Mateo**

|                         |   |   |
|-------------------------|---|---|
| <b>Hilary Goodkind*</b> | Interim Dean of Planning, Research<br>& Institutional Effectiveness | Planning, Research<br>& Institutional Effectiveness |
|-------------------------|---|---|

New interim administrative employment, effective December 4, 2017, replacing John Sewart who will be administratively transferred to the Director of Districtwide Research and Institutional Effectiveness position at the District Office, effective December 1, 2017.

**Skyline College**

|                           |                                 |   |
|---------------------------|---------------------------------|---|
| <b>Chelssee De Barra*</b> | Interim Learning Center Manager | Academic Support &<br>Learning Technologies |
|---------------------------|---------------------------------|---|

New interim classified supervisory (exempt) employment, effective November 13, 2017, replacing David Reed who is interim Dean of Academic Support and Learning Technologies at Cañada College.

**B. PUBLIC EMPLOYMENT**

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

**Cañada College**

|                                 |                                      |                     |
|---------------------------------|--------------------------------------|---------------------|
| <b>Liliana Garcia-Arteaga *</b> | Admissions and Records Assistant III | Enrollment Services |
|---------------------------------|--------------------------------------|---------------------|

At its meeting on November 8, 2017, the Board approved a new full-time, 12-month classified employment, effective November 6, 2017, replacing Chantal Sosa who was reassigned through the hiring process. A correction is being made to this item. The effective date of the new classified employment is November 1, 2017.

**Ritu Malhotra\*** Medical Assisting Instructor Business, Design, & Workforce

New Contract I status academic employment, effective January 11, 2018. This position is vacant.

**College of San Mateo**

**Jaqueline Pigozzi\*** Division Assistant Kinesiology/ Athletics/Dance

New full-time, 12-month classified employment, effective November 13, 2017, replacing Brooke McKinney who resigned.

**District Office**

**Angelica Fregoso\*** Bookstore Operations Assistant Auxiliary Services

New full-time, 12-month classified employment, effective November 13, 2017, replacing Charles Cianos who resigned.

**2. Re-Employment**

None

**C. REASSIGNMENT THROUGH THE HIRING PROCESS**

None

**D. TRANSFER/ADMINISTRATIVE REASSIGNMENT**

None

**E. CHANGES IN STAFF ALLOCATION**

**Cañada College**

1. Recommend a change in staff allocation to add one temporary Program Supervisor position (Grade 180S of the Classified Professional/ Supervisory Salary Schedule 40) for the Promise Program in Student Services, effective November 30, 2017 through June 30, 2018.

**College of San Mateo**

1. At its meeting on March 16, 2016, the Board approved a change in staff allocation to increase an Administrative Assistant position at Grade 27 of the Classified Salary Schedule (60) in the Business/Technology Division, from a part-time (48%), 12-month position to a part-time (75%), 12-month position, effective March 17, 2016. In addition, the Board approved a title change to Program Services Coordinator at the same grade and salary schedule. Recently, the Division received additional funding through the Strong Workforce Grant and recommends increasing the position from a part-time (75%), 12-month position to a full-time, 12-month position, effective November 6, 2017. This position remains a temporary position funded by the Small Business Development Center Grant and the Strong Workforce Grant. In addition, it is recommended that the assignment of the incumbent Samantha Vargas be adjusted accordingly, effective November 6, 2017.



**Yin Mei Lawrence** Professor Math/Science

Resigning effective December 16, 2017.

**Randy Wright** Professor Kinesiology/Athletics/Dance

Resigned effective November 15, 2017.

**Skyline College**

**Troy Barros** Storekeeper Business, Education & Professional Programs

Resigned effective November 7, 2017.

**I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS**

None

**J. PROFESSIONAL EXPERT/CONTRACT POSITIONS**

| <i>Location</i>      | <i>Division/ Department</i> | <i>No. of Pos.</i> | <i>Start and End Date</i> |            | <i>Services to be performed</i>   |
|----------------------|-----------------------------|--------------------|---------------------------|------------|---|
| College of San Mateo | Business/Technology         | 2                  | 12/1/2017                 | 06/30/2018 | <b>Professional Expert:<br/>EMT Skills Proctoring</b><br>Provide proctoring services to the Business College. |

**K. 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>  |
|----------------------|------------------------------|--------------------|---------------------------|-----------|--|
| College of San Mateo | Counseling                   | 1                  | 11/07/2017                | 3/15/2018 | <b>Office Assistant II:</b><br>Provide part time administrative support to the Transcript Evaluation Service by answering phones, guiding student's questions, and operating the transcript evaluation queue.                  |
| District Office      | Information Technology       | 1                  | 12/1/2017                 | 5/30/2018 | <b>IT Support Technician II:</b><br>Assist and support staff addressing any and all incoming work order requests along with computer lab upgrades and installs primarily at CSM and if necessary at Skyline and Cañada campus. |

|                 |   |   |           |           |  |
|-----------------|---|---|-----------|-----------|--|
| District Office | Grants/ General Accounting/Payroll  | 1 | 12/1/2017 | 6/30/2018 | <b>Accounting Technician:</b><br>The Accounting Technician will assist with accounting tasks when general accounting, payroll, and grants staff are on leave. In addition, assist when departments are short staffed. Duties include journal entries for Banner and County, cash reconciliation, labor redistribution, EDD benefit audit, bank reconciliation, retirement reporting, stale dated checks, payroll processing and any miscellaneous assignments.   |
| Skyline College | Vice President Student Services   | 1 | 1/2/2018  | 6/30/2018 | <b>Staff Assistant:</b><br>Provide temporary administrative support to the VPSS office with a 3-4 day work schedule.   |
| Skyline College | Academic Support and Learning Technologies/Center of Transformative Teaching and Learning | 1 | 3/1/2018  | 6/30/2018 | <b>Program Services Coordinator:</b><br>In the past, the Center for Transformative Teaching and Learning relied on a .3 PSC to assist with their distance education program. Over the last year, the number of programs offered by CTTL has significantly increased. These new programs are service learning, communities of practice, live formative feedback system, OER, lecture capture, intermediate and advanced Canvas training, professional development management system training, and antiplagiarism tools. In order to support all of these new programs, a 1.0 PSC is needed. |

**BOARD REPORT 17-11-3A**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**ADOPTION OF RESOLUTION NOS. 17-15, 17-16 AND 17-17 FIXING THE EMPLOYER  
CONTRIBUTION UNDER SECTION 22895  
OF THE PUBLIC EMPLOYEES' MEDICAL AND HOSPITAL CARE ACT**

Background

In June 2015, the Board adopted resolutions to inform CalPERS of the retiree health benefits that are to be provided to the District's employees pursuant to the District's collective bargaining agreements. CalPERS generally refers to the amount of benefits provided by the District as the "Employer Contribution." The Non-Represented employees are eligible for the same retiree health benefits as CSEA. As a result of the adoption of these resolutions, the District now must inform CalPERS, on an annual basis, about any changes to the retiree benefits offered by the District that are calculated based on the District's medical cap for a single active employee or the lowest cost plan available. The adoption of a resolution is not required for employees who are eligible at time of retirement for medical benefits that are either the choice of any medical plan available or the equivalent to the current cost of the Kaiser plan, also known as "Kaiser Cap". As described below, some of the District's retirees, enrolled in a non-Medicare (basic enrollment) plan, are entitled to be paid an amount equivalent to the District's medical cap for a single active employee. Some of the District's retirees, whom are Medicare eligible and are currently enrolled in a Medicare plan, are to be paid an amount equivalent to the lowest cost available plan offered by the District. These resolutions inform CalPERS about what the District's medical cap for a single active employee amount is and which lowest cost plan is available.

The following is a brief description of the resolutions for the employee groups eligible to receive a contribution equivalent to either the District's medical cap for single active employees or the lowest cost plan available depending on whether or not the retiree is Medicare eligible:

- Resolution 17-15: Non-Represented/Classified Group (this includes CSEA) - "fixes" the employer contribution for retirees with at least 20 years of service, who were hired on or after July 1, 1992, to the District's medical cap for a single active (CSEA) employee amount of \$800.00 per month. Once Medicare eligible, the District will pay for the lowest cost Medicare (supplemental) plan available which currently is Kaiser. Effective January 1, 2018, Kaiser will remain the lowest cost plan available. The first whereas clause in this resolution refers to "Vesting C" which is how CalPERS defines this retiree group in their system.

- Resolution 17-16: AFSCME Group – “fixes” the employer contribution for retirees with at least 20 years of service, who were hired on or after February 1, 1988, to the lowest cost basic (non Medicare) plan available which is currently HealthNet SmartCare. Effective January 1, 2018, PERS Select (PPO) will be the lowest cost plan available. Once Medicare eligible, the District will pay for the lowest cost Medicare (supplemental) plan available which currently is Kaiser. Effective January 1, 2018, Kaiser will remain the lowest cost plan available. The first whereas clause in this resolution refers to “Vesting B” which is how CalPERS defines this retiree group in their system.
- Resolution 17-17: AFSCME Group – “fixes” the employer contribution for retirees with twenty years of service, who were hired on or after July 1, 1992, to the District’s medical cap for a single active (AFSCME) employee amount of \$764.00 per month. Once Medicare eligible, the District will pay for the lowest cost Medicare (supplemental) plan available which currently is Kaiser. Effective January 1, 2018, Kaiser will remain the lowest cost plan available. The first whereas clause in this resolution refers to “Vesting C” which is how CalPERS defines this retiree group in their system.

The changes to the employer contributions will be activated by CalPERS effective January 1, 2018, pursuant to receipt of these resolutions and CalPERS implementation procedures.

## **RECOMMENDATION**

It is recommended that the Board adopt Resolution Nos. 17-15 through 17-17 to fix the employer contributions.

**RESOLUTION NO. 17-15**  
**BY THE GOVERNING BOARD OF THE**  
**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**  
**STATE OF CALIFORNIA**

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**RESOLUTION FIXING THE EMPLOYER CONTRIBUTION UNDER SECTION 22895**  
**OF THE PUBLIC EMPLOYEES' MEDICAL AND HOSPITAL CARE ACT**  
**WITH RESPECT TO A RECOGNIZED EMPLOYEE ORGANIZATION**

WHEREAS, (1) San Mateo County Community College District is a contracting agency under Government Code Section 22920 and subject to the Public Employees' Medical and Hospital Care Act (the "Act") for participation by members of Non Represented/Classified (Vesting C) and

WHEREAS, (2) San Mateo County Community College District is a contracting agency has filed a resolution with the Board of the California Public Employees' Retirement System to provide a postretirement health benefits vesting requirement to employees who retire for service in accordance with Government Code Section 22895; and

RESOLVED, (a) That the employer contribution for each annuitant subject to vesting shall be the amount necessary to pay the full cost of his/her enrollment, including the enrollment of family members, in a health benefits plan or plans up to a maximum of

|                      |          |
|----------------------|----------|
| Basic Enrollments    | \$800.00 |
| Medicare Enrollments | \$316.34 |

per month, but not less than the amount prescribed by Section 22892(b), plus administrative fees and Contingency Reserve Fund assessments; and be it further

RESOLVED, (b) San Mateo County Community College District has fully complied with any and all applicable provisions of Government Code Section 7507 in electing the benefits set forth above; and be it further

RESOLVED, (c) That the participation of the employees and annuitants of San Mateo County Community College District shall be subject to determination of its status as an "agency or instrumentality of the state or political subdivision of a State" that is eligible to participate in a governmental plan within the meaning of Section 414(d) of the Internal Revenue Code, upon publication of final Regulations pursuant to such Section. If it is determined that San Mateo County Community College District would not qualify as an agency or instrumentality of the state or political subdivision of a State under such final Regulations, the California Public Employees' Retirement System may be obligated, and reserves the right to terminate the health coverage of all participants of the employer; and be it further

RESOLVED, (d) That the executive body appoint and direct, and it does hereby appoint and direct, Vice Chancellor, Human Resources and General Counsel to file with the Board a verified copy of this resolution, and to perform on behalf of San Mateo County Community College District all functions required of it under the Act.

**REGULARLY PASSED AND ADOPTED** this 29<sup>th</sup> day of November 2017.

Ayes:

Noes:

Abstentions:

Attest: \_\_\_\_\_  
Thomas Mohr, President  
Board of Trustees

**RESOLUTION NO. 17-16  
BY THE GOVERNING BOARD OF THE  
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
STATE OF CALIFORNIA**

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**RESOLUTION FIXING THE EMPLOYER CONTRIBUTION UNDER SECTION 22895  
OF THE PUBLIC EMPLOYEES’ MEDICAL AND HOSPITAL CARE ACT  
WITH RESPECT TO A RECOGNIZED EMPLOYEE ORGANIZATION**

WHEREAS, (1) San Mateo County Community College District is a contracting agency under Government Code Section 22920 and subject to the Public Employees’ Medical and Hospital Care Act (the “Act”) for participation by members of AFSCME (Vesting B) and

WHEREAS, (2) San Mateo County Community College District is a contracting agency has filed a resolution with the Board of the California Public Employees’ Retirement System to provide a postretirement health benefits vesting requirement to employees who retire for service in accordance with Government Code Section 22895; and

RESOLVED, (a) That the employer contribution for each annuitant subject to this provision shall be the amount necessary to pay the cost of his/her enrollment, including the enrollment of family members, in a health benefits plan up to a maximum of

|                         |   |
|-------------------------|---|
| Basic Enrollments       | 2 party PERS Select PPO Bay Area Region |
| Medicare Enrollments    | 2 party Kaiser Bay Area Region          |
| Combination Enrollments | 2 party PERS Select PPO Area Region     |

per month, plus administrative fees and Contingency Reserve Fund assessments; and be it further

RESOLVED, (b) San Mateo County Community College District has fully complied with any and all applicable provisions of Government Code Section 7507 in electing the benefits set forth above; and be it further

RESOLVED, (c) That the participation of the employees and annuitants of San Mateo County Community College District shall be subject to determination of its status as an “agency or instrumentality of the state or political subdivision of a State” that is eligible to participate in a governmental plan within the meaning of Section 414(d) of the Internal Revenue Code, upon publication of final Regulations pursuant to such Section. If it is determined that San Mateo County Community College District would not qualify as an agency or instrumentality of the state or political subdivision of a State under such final Regulations, the California Public Employees’ Retirement System may be obligated, and reserves the right to terminate the health coverage of all participants of the employer; and be it further

RESOLVED, (d) That the executive body appoint and direct, and it does hereby appoint and direct, Vice Chancellor, Human Resources and General Counsel to file with the Board a verified copy of this resolution, and to perform on behalf of San Mateo County Community College District all functions required of it under the Act.

**REGULARLY PASSED AND ADOPTED** this 29<sup>th</sup> day of November 2017.

Ayes:

Noes:

Abstentions:

Attest: \_\_\_\_\_  
Thomas Mohr, President  
Board of Trustees

**RESOLUTION NO. 17-17  
BY THE GOVERNING BOARD OF THE  
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
STATE OF CALIFORNIA**

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**RESOLUTION FIXING THE EMPLOYER CONTRIBUTION UNDER SECTION 22895  
OF THE PUBLIC EMPLOYEES’ MEDICAL AND HOSPITAL CARE ACT  
WITH RESPECT TO A RECOGNIZED EMPLOYEE ORGANIZATION**

WHEREAS, (1) San Mateo County Community College District is a contracting agency under Government Code Section 22920 and subject to the Public Employees’ Medical and Hospital Care Act (the “Act”) for participation by members of AFSCME (Vesting C) and

WHEREAS, (2) San Mateo County Community College District is a contracting agency has filed a resolution with the Board of the California Public Employees’ Retirement System to provide a postretirement health benefits vesting requirement to employees who retire for service in accordance with Government Code Section 22895; and

RESOLVED, (a) That the employer contribution for each annuitant subject to vesting shall be the amount necessary to pay the full cost of his/her enrollment, including the enrollment of family members, in a health benefits plan or plans up to a maximum of

|                      |          |
|----------------------|----------|
| Basic Enrollments    | \$764.00 |
| Medicare Enrollments | \$316.34 |

per month, but not less than the amount prescribed by Section 22892(b), plus administrative fees and Contingency Reserve Fund assessments; and be it further

RESOLVED, (b) San Mateo County Community College District has fully complied with any and all applicable provisions of Government Code Section 7507 in electing the benefits set forth above; and be it further

RESOLVED, (c) That the participation of the employees and annuitants of San Mateo County Community College District shall be subject to determination of its status as an “agency or instrumentality of the state or political subdivision of a State” that is eligible to participate in a governmental plan within the meaning of Section 414(d) of the Internal Revenue Code, upon publication of final Regulations pursuant to such Section. If it is determined that San Mateo County Community College District would not qualify as an agency or instrumentality of the state or political subdivision of a State under such final Regulations, the California Public Employees’ Retirement System may be obligated, and reserves the right to terminate the health coverage of all participants of the employer; and be it further

RESOLVED, (d) That the executive body appoint and direct, and it does hereby appoint and direct, Vice Chancellor, Human Resources and General Counsel to file with the Board a verified copy of this resolution, and to perform on behalf of San Mateo County Community College District all functions required of it under the Act.

**REGULARLY PASSED AND ADOPTED** this 29<sup>th</sup> day of November 2017.

Ayes:

Noes:

Abstentions:

Attest: \_\_\_\_\_  
Thomas Mohr, President  
Board of Trustees

**BOARD REPORT NO. 17-11-4A**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel,  
358-6883

**APPROVAL OF REVISIONS TO STUDENT ASSISTANT SALARY SCHEDULE  
AND EMPLOYMENT POLICY**

The SMCCCD Student Assistant Salary Schedule was last adjusted in January of 2017 to include salaries ranging from a minimum of \$10.50 per hour (Level A) to a maximum of \$16.25 per hour (Level D). The State minimum wage will increase to \$12.00 per hour, effective January 1, 2018. Accordingly, the student assistant rates are proposed to be increased by \$1.50 per hour for each category.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the revised Student Assistant Salary Schedule and Employment Policy, effective January 1, 2018.



### Student Assistant Salary Schedule

Effective January 1, 2018

| Category   | Hourly Rate    |                |
|--|----------------|----------------|
| <p><b>Level A (Entry level)</b><br/>Under direct supervision, tasks assigned are entry-level, typically routine, and have limited responsibility. Students in Level A positions are assigned duties which primarily consist of such tasks as the following:</p> <ul style="list-style-type: none"> <li>• duplicating</li> <li>• alphabetizing/sorting</li> <li>• stocking (store clerk)</li> <li>• filing</li> <li>• receptionist duties</li> <li>• taking messages</li> <li>• bulk mailings</li> <li>• making deliveries</li> <li>• routine data entry</li> <li>• facilities maintenance</li> </ul>   | <b>\$12.00</b> | <b>\$13.00</b> |
| <p><b>Level B (Intermediate level)</b><br/>Under direct supervision, tasks performed require some specialized knowledge, skills, training, and/or experience. Students in Level B positions are assigned duties which primarily consist of such tasks as the following:</p> <ul style="list-style-type: none"> <li>• tutoring</li> <li>• cashiering</li> <li>• scanning to WebExtender</li> <li>• routine correspondence</li> <li>• preparation of spreadsheets</li> <li>• data analysis for reports</li> <li>• laboratory assistant</li> <li>• complex data entry/retrieval</li> <li>• customer service</li> <li>• perform detailed calculations</li> </ul>   | <b>\$13.50</b> | <b>\$14.50</b> |
| <p><b>Level C (Specialist level)</b><br/>Under general supervision, tasks assigned are complex within the scope of student assignments, with specialized skills or abilities. This level may include responsibility for coordinating the work of lower-level student employees. Students in Level C positions are assigned duties which primarily consist of such tasks as the following:</p> <ul style="list-style-type: none"> <li>• operate complex equipment</li> <li>• preparation of presentations</li> <li>• student services support</li> <li>• database setup &amp; maintenance</li> <li>• language translations</li> <li>• accounting assistant</li> <li>• program coordinator</li> <li>• laboratory instructional aide</li> <li>• high school outreach</li> <li>• classroom/community presentations</li> </ul>  | <b>\$15.50</b> | <b>\$16.50</b> |
| <p><b>Level D (Technical level)</b><br/>Under limited supervision, tasks assigned require proficiency necessary to perform highly complex tasks, which require specialized technical knowledge, previous experience, a high degree of independence, responsibility and creativity within the scope of student assignments. This level may include responsibility for coordinating the work of lower-level student employees. Students in Level D positions are assigned duties which primarily consist of such tasks as the following:</p> <ul style="list-style-type: none"> <li>• creation of interactive forms</li> <li>• web page preparation</li> <li>• directed technical services</li> <li>• programming</li> <li>• equipment maintenance/repair</li> <li>• accounting specialist</li> <li>• technical writing</li> <li>• use of complex software</li> <li>• audio/video services</li> <li>• troubleshooting</li> </ul> | <b>\$16.75</b> | <b>\$17.75</b> |



Office of Human Resources

### Student Assistant Employment Rules

**Enrollment Requirements:** All persons who are employed in the Student Assistant pay category must be students of the San Mateo County Community College District. While employed in this category, **students must be enrolled, at the District, and maintain a minimum of six (6) units during the fall and spring semesters, and a minimum of three (3) units during summer session.** For students receiving Federal Work Study, the six (6) unit enrollment requirements do not apply. Federal Work Study students may be enrolled less than half time in accordance with the U. S. Department of Education Financial Aid regulations.

If an individual is not enrolled in classes at one of the campuses of the District, the individual cannot be classified as a Student Assistant – *even if* the person took classes during the previous semester and is enrolled to take classes in the District in a subsequent semester. These individuals, however, can be employed as **“Bridge Student Assistants”** between Spring and Fall semesters, so long as they were enrolled in the Spring and will be enrolled in the Fall. Supervisors must verify Fall enrollment. In addition, recent graduates from the District can be employed as Bridge Student Assistants at any time throughout the year to serve as tutors for upper division courses.

**Classification of Positions:** The classification of specific positions into one of four levels is the responsibility of hiring managers. The levels are defined in the Student Assistant Salary Schedule.

**Salary Step Placement and Advancement:** Initially students will be placed at Step 1 of the designated level and then advanced to Step 2 after two semesters of satisfactory service. The Vice President of Student Services may approve exceptions to a student’s step placement.

**Maximum Work Hours:** Student assistants may work up to a maximum of twenty (20) hours per week while classes or finals are in session. The Vice President of Student Services may approve exceptions to the maximum work hours assigned to student assistants. Once approved, the exception must be noted on the student’s timesheet.

During breaks between instructional periods when no classes or finals are scheduled, and during declared recess periods within a semester, student assistants may work up to thirty-seven and one-half (37.5) hours a week.

Bridge Student Assistants may work up to thirty-seven and one-half hours.

### **Unemployment Insurance**

Student Assistants are not eligible for unemployment insurance benefits through the California Employment Development Department. Bridge student assistants are required to contribute to social security, Medicare, and unemployment insurance through the California Employment Development Department.

### **Retirement Benefits**

Student Assistants are not eligible for retirement benefits through the Public Employees or State Teacher’s retirement systems.

**Equal Employment Opportunity:** The SMCCCD implements the spirit, principles, and laws related to Equal Employment Opportunity, the Americans with Disabilities Act, and related laws and regulations governing the employment of persons without regard to race, gender, disability, marital status, age, religion, or national origin.

**BOARD REPORT NO. 17-11-1CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Charlene Frontiera, Dean of Math and Science, College of San Mateo 574-6268

**ACCEPTANCE OF MESA GRANT FUNDS FROM THE BOARD OF GOVERNORS,  
CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE**

College of San Mateo has been awarded a \$74,515 Mathematics, Engineering and Science Achievement (MESA) grant. The funding period extends from October 4, 2017 to June 30, 2018.

The purpose of the MESA grant is to launch a MESA program at the College of San Mateo (CSM). The funding focuses on expanding student services and academic support to educationally and economically disadvantaged students majoring in science, technology, engineering or math (STEM). The 13 MESA components required for the California Community Colleges provide the perfect guidelines to organize some of the components we have in place and fund additional support to strengthen and expand services to the target student population. The CSM MESA program will be the center of focus to support student success and transfer to four-year universities and STEM majors.

**RECOMMENDATION**

It is recommended that the Board of Trustees authorize acceptance of the grant funds in the amount of \$74,515 from Board of Governors, California community College Chancellor's Office for the CSM MESA program.

**BOARD REPORT NO. 17-11-2CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Dr. Regina Stanback Stroud, President, Skyline College, 738-4111

**ACCEPTANCE OF THE FACULTY ENTREPRENEURSHIP CHAMPION MINI-GRANT  
FROM SOLANO COMMUNITY COLLEGE DISTRICT**

Skyline College has been awarded a \$7,500 Faculty Entrepreneurship Mini-Grant for a collaboration with the Bay Area Entrepreneurship Center's Action Summit IV. The funding period is from October 22, 2017 to June 30, 2018.

The California Community Colleges Chancellor's Office selected Solano Community College to host the Small Business Sector Navigator grant which is a statewide leadership position that will be working with the small business programs of all 114 community colleges across the state. Working with ten Small Business Deputy Sector Navigators (DSNs) across the state, the Small Business Sector Navigator provides technical assistance to colleges developing credit, non-credit, and not-for-credit programs in the area of small business and entrepreneurship.

The Bay Area Center for International Trade Development (CITD) works in partnership with the Bay Area Entrepreneur Center to host Action Summits with the goal of promoting Small Businesses. The Bay Area Entrepreneur Center (BAEC) hosts a series of events every quarter called the Action Summit to bring together seasoned entrepreneurs and those looking to start their own business in a space to network, promote their products and services and receive valuable expertise and advice from leaders in various industries. The Summits are forum-style with panelists and guest speakers who share motivational stories and industry best practices.

Action Summit IV is a unique opportunity for entrepreneurs to network, share ideas, grow partnerships, and gain insights for their company's growth. This capstone event serves as a marketing engine for the Bay Area Entrepreneur Center, Skyline College and other program and institutional partners to highlight resources and services designed to accelerate growth for startup businesses and the local economy. Action Summit events are a way to encourage students and the local community to utilize technology and the resources around them to create a better life for themselves, their family and their local community.

**RECOMMENDATION**

It is recommended that the Board of Trustees authorize acceptance of the Faculty Entrepreneurship Champion mini-grant from Solano Community College District in the amount of \$7,500 to support the Bay Area Entrepreneur Center and Center for International Trade Development Action Summit IV.

**BOARD REPORT NO. 17-11-3CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kimberlee Messina, Interim Vice Chancellor, Educational Services and Planning,  
358-6887

**APPROVAL OF CURRICULAR ADDITIONS, DELETIONS AND MODIFICATIONS  
CAÑADA COLLEGE, COLLEGE OF SAN MATEO, AND SKYLINE COLLEGE**

The addition of fourteen courses to, and the deletion of one course and one certificate from, the College catalogs are proposed by Cañada College, College of San Mateo and Skyline College at this time. Additionally, six courses are proposed to be offered in the distance education mode. The addition of five degrees and certificates are also proposed.

In addition to the course and certificate deleted, six courses and one certificate were assigned inactive status, which removes them from the catalog and schedule. Since they have not been deleted, they can be more easily reinstated later. If reinstatement is unlikely, these courses and certificate will be deleted in the coming years.

One hundred fifty-four courses and seven programs were modified, and one course was reactivated.

Each of the proposed courses and programs has been reviewed by the appropriate Division Dean and approved by the College Curriculum or Instruction Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates 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 course offerings.

**RECOMMENDATION**

It is recommended that the Board approve the attached curricular changes for the Cañada College, College of San Mateo, and Skyline College catalogs.

San Mateo County Community College District

November 29, 2017

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: David M. Johnson, Interim Vice President, Instruction  
Cañada College

APPROVED BY: Candice Nance, Curriculum Committee Co-Chair  
Cañada College

Katherine Schertle, Curriculum Committee Co-Chair  
Cañada College

Hyla Lacefield, Academic Senate President  
Cañada College

Jamillah Moore, President  
Cañada College

## **PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE**

### **COURSE DESCRIPTIONS AND JUSTIFICATIONS**

#### **BUSINESS**

158 STARTUP AND FREELANCE FUNDAMENTALS (3.0) (day or evening)

Justification: This course has been offered successfully in the fall of 2016 as an experimental course. Due to demand across disciplines, it is being converted to a permanent course. BUS. 158 is part of the core or selective requirements of three AS Degrees and three Certificates of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Designed for students of various disciplines who wish to start their business or work as freelancers or independent contractors. It provides practical knowledge on how to start a business - from getting a business license to getting your first customer. Topics include: opportunity recognition, marketing, social media strategy, customer service, financing with limited resources, planning and managing a business, legal aspects, and special issues for independent contractors and freelancers.

Classification: AA/AS Degree; Certificate; CSU transferable.

## **PROPOSED CURRICULAR MODIFICATIONS – CAÑADA COLLEGE**

### **EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT**

211 Early Childhood Education Curriculum

**FASHION DESIGN AND MERCHANDISING**

|     |                                      |
|-----|--------------------------------------|
| 100 | Principles of Design                 |
| 110 | Beginning Clothing Construction      |
| 111 | Techniques of Fit                    |
| 113 | Textiles                             |
| 115 | Intermediate Clothing Construction   |
| 116 | Tailoring                            |
| 118 | Flat Pattern                         |
| 122 | Advanced Tailoring                   |
| 123 | Introduction to the Fashion Industry |
| 132 | Trouser Construction                 |
| 133 | Copying Ready-to-Wear                |
| 140 | Basic Serging                        |
| 146 | Designer Techniques in Sewing        |
| 150 | History of Fashion                   |
| 151 | Fashion Merchandising                |
| 163 | Pattern Grading                      |
| 164 | Fashion Illustration                 |
| 167 | The Custom Dress Form                |
| 168 | Fashion Draping                      |
| 170 | French Pattern Drafting              |
| 171 | Pants Drafting                       |
| 172 | Bustier                              |
| 173 | Lingerie Design and Construction     |
| 175 | Advanced Illustration                |
| 178 | Computerized Pattern Grading         |
| 180 | Computerized Pattern Design          |
| 195 | Portfolio Development                |
| 196 | Introduction to the Costume Industry |
| 197 | Pattern Design for Historic Costume  |
| 199 | Costuming for Theatrical Production  |
| 225 | Apparel Analysis                     |
| 226 | Visual Merchandising and Display     |
| 228 | Fashion Show Production              |

**PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE****EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT**

|     |                                      |
|-----|--------------------------------------|
| 211 | Early Childhood Education Curriculum |
|-----|--------------------------------------|

**PROPOSED PROGRAM ADDITIONS – CAÑADA COLLEGE**

Cañada College proposes to offer an Associate Degree for Transfer in the following programs:

**ENVIRONMENTAL SCIENCE**

**Environmental Science - Associate in Science Degree for Transfer** - 42 units in the major area  
+ Certified completion of the California State University General Education - Breadth pattern

(CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for Transfer.

### **POLITICAL SCIENCE**

**Law, Public Policy, and Society - Associate in Arts Degree for Transfer** - 31 units in the major area + Certified completion of the California State University General Education - Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for Transfer.

### **PROPOSED PROGRAM DELETIONS – CAÑADA COLLEGE**

#### **EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT**

**Transitional Kindergarten Teacher** – Certificate of Achievement

Justification: This program is no longer needed for the community. Since individuals who would like to teach Transitional Kindergarten must receive a teaching credential, graduate colleges of education and other alternative educational groups are meeting this need. Also, individuals with a credential who are interested in teaching Transitional Kindergarten can take any of our Early Childhood Education/Child Development units to fulfill the requirement; a separate certificate is not needed.

### **PROPOSED PROGRAM INACTIVATIONS – CAÑADA COLLEGE**

#### **EARLY CHILDHOOD EDUCATION/CHILD DEVELOPMENT**

**Early Childhood Education/Associate Teacher** – Certificate of Achievement

### **PROPOSED PROGRAM MODIFICATIONS – CAÑADA COLLEGE**

#### **BUSINESS**

**Entrepreneurship and Small Business Management** – Associate in Science Degree  
**Entrepreneurship and Small Business Management** – Certificate of Achievement

#### **FASHION DESIGN AND MERCHANDISING**

**Fashion Design Merchandising** – Associate in Science Degree  
**Fashion Design Merchandising** – Certificate of Achievement

San Mateo County Community College District

November 29, 2017

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Sandra Stefani Comerford, Vice President, Instruction  
College of San Mateo

APPROVED BY: Teresa Morris, Chair, Curriculum Committee  
College of San Mateo

Jeremy Wallace, President, Academic Senate  
College of San Mateo

Michael Claire, President  
College of San Mateo

## **PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO**

### COURSE DESCRIPTIONS AND JUSTIFICATIONS

#### **ART**

##### 253 PLEIN AIR PAINTING II (3) (day or evening)

Justification: The CSM 2D Art program has been consistently asked by various transfer colleges and industry experts that they are looking for three areas of strength in students' portfolios: skills in observational drawing and painting, figure drawing and aesthetic personality. Even our students who attain an AA-T are accepted based upon portfolio merit at highly impacted CSU's. Plein Air Painting II will be offered so that students can fully develop a highly professional and personal portfolio for transfer and gallery submissions.

Prerequisite: ART 203

Recommended Preparation: Eligibility for ENGL 838 or ENGL 848 or ESL 400.

Description: A continuation of Plein Air Painting I with increased emphasis on a variety of painting techniques and development of personal style.

Classification: AA/AS Degree; CSU transferable

##### 254 PLEIN AIR PAINTING III (3) (day or evening)

Justification: The CSM 2D Art program has been consistently asked by various transfer colleges and industry experts that they are looking for three areas of strength in students' portfolios: skills in observational drawing and painting, figure drawing and aesthetic personality. Even our students who attain an AA-T are accepted based upon portfolio merit at highly impacted CSU's. Plein Air Painting III will be offered so that students can fully develop a highly professional and personal portfolio for transfer and gallery submissions.

Prerequisite: ART 253

Recommended Preparation: Eligibility for ENGL 838 or ENGL 848 or ESL 400.

Description: The third semester of Plein Air Painting introduces students to advanced landscape painting techniques, with an increasing emphasis on personal style and meaning.

Classification: AA/AS Degree; CSU transferable

255 PLEIN AIR PAINTING IV (3) (day or evening)

Justification: The CSM 2D Art program has been consistently asked by various transfer colleges and industry experts that they are looking for three areas of strength in students' portfolios: skills in observational drawing and painting, figure drawing and aesthetic personality. Even our students who attain an AA-T are accepted based upon portfolio merit at highly impacted CSU's. Plein Air Painting IV will be offered so that students can fully develop a highly professional and personal portfolio for transfer and gallery submissions.

Prerequisite: ART 254

Recommended Preparation: Eligibility for ENGL 838 or ENGL 848 or ESL 400.

Description: The fourth semester of Plein Air Painting introduces students to expert landscape painting techniques, with an increasing emphasis on personal style and context.

Classification: AA/AS Degree; CSU transferable

807 EXTENDED FINE ARTS STUDIO WORKSHOP (1) (day or evening)

Justification: Many art students need additional instruction and the use of specialized art studios in order to complete assignments and develop the body of work needed for transfer or career success.

Prerequisite: None.

Recommended Preparation: None.

Description: Designed for current fine art students at all levels who need extra time and guidance from an instructor and the use of the 2D arts studio in order to build a body of artwork for successful transfer and/or career opportunities.

Classification: Not degree-applicable; not transferable

## **COMPUTER AND INFORMATION SCIENCE**

138 INTERNET OF THINGS (3) (day or evening; distance education)

Justification: The Internet of Things (IoT) is one of the hottest topics in the technology sector. IoT influences the interaction of technological, economic, social, societal, and individual changes. Analysts and market researchers estimate that by 2020, at least 20 billion devices will be connected. Over half of major new business processes and systems will incorporate IoT elements by 2020. The impact on consumers' lives and corporate business models is rapidly increasing, as the cost of instrumenting physical things with sensors and connecting them to other devices, systems and people continues to drop. Recommended by the CIS Advisory Committee. The Internet of Things course will be a required course for the new Internet of Things certificate of specialization. This course will also become part of a regional DevOps curriculum currently under development by Merritt College, CCSF and CSM.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or ENGL 848 or ESL 400. CIS 111, CIS 254.

Description: Introduction to the emerging platform called the “Internet of Things” wherein billions of devices communicate with each other and “the cloud”. Exploration of the convergence of multiple disciplines leading to modern Smartphones. Learn how information from physical devices in the real world gets communicated to Smartphone processors. Make informed design decisions about sampling frequencies and bit-width requirements for various kinds of sensors. Gain expertise to affect the real world with actuators such as stepper motors and LEDs, and generate notifications. Learn to interface common sensors and actuators to hardware. Develop software to acquire sensory data, process the data and actuate stepper motors, LEDs, etc. for use in mobile-enabled products. Apply analog-to-digital and digital-to-analog conversion concepts.

Classification: AA/AS Degree; CSU transferable

## **PROPOSED CURRICULAR INACTIVATIONS – COLLEGE OF SAN MATEO**

### **ART**

- 315 Mixed Media Art
- 316 Mixed Media Art 2
- 317 Mixed Media Art 3

### **ESL**

- 825 Writing for Non-Native Speakers

## **PROPOSED CURRICULAR MODIFICATIONS – COLLEGE OF SAN MATEO**

### **ACCOUNTING**

- 100 Accounting Procedures
- 103 Ten-Key Skills
- 106 Accounting Cycle Survey
- 107 Time Value of Money Survey
- 119 Personal Financial Planning
- 121 Financial Accounting
- 131 Managerial Accounting
- 144 Quickbooks: Set-up and Service Business
- 145 Quickbooks: Payroll and Merchandising Business
- 161 Intermediate Accounting I
- 162 Intermediate Accounting II
- 163 Auditing
- 165 Cost Accounting
- 167 Advanced Accounting
- 168 Financial Management for Accountants
- 175 Volunteer Income Tax Preparation
- 176 Enrolled Agent Exam Preparation
- 181 Taxation of Individuals Using Tax Software
- 182 Taxation of Business Entities Using Tax Software
- 183 Taxation of Trusts, Gifts, and Estates Using Tax Software

- 665MB Taxation and Employee Stock Options
- 665MC The Retired Taxpayer
- 665MD Lacerte Tax Software Basics
- 665ME Electronic Tax Research
- 665MF Depreciation Basics
- 665MH Foreclosures & Debt Cancellation
- 665MI Taxation of Rental Real Estate
- 665MJ Employee Business Expenses
- 665MK Taxation of Investments
- 665ML Taxation of Net Operating Losses
- 665MM IRS Reporting for Nonprofits
- 665MN Sole Proprietorships
- 665MO Tax Update & Ethics
- 665MQ Estate Taxation Update
- 665MR Tax Practice and Procedure
- 665MS Tax Controversies and Client Representation
- 665MT Preparing Form 706 Estate Tax Return
- 665MU Foreign Tax Credit
- 665MV Foreign Account & Asset Tax Reporting
- 665MW IRS Representation & Ethics

**ADMINISTRATION OF JUSTICE**

- 185 Introduction to Forensic Science

**ADMINISTRATION OF JUSTICE – PUBLIC SAFETY TRAINING**

- 100 Law Enforcement Field
- 107 Basic Police Academy
- 112 Dispatch Academy
- 705 Advanced Officer Training
- 707 Basic Public Safety Dispatch Update
- 708 Street Gangs
- 714 Citizen's Academy
- 718 Communication Training Officer

**ART**

- 104 Modern Art

**COMPUTER AND INFORMATION SCIENCE**

- 128 Mobile Web App Development
- 137 iOS/Swift Programming

**COUNSELING**

- 111 College Planning

**MANAGEMENT**

100 Introduction to Business Management

**MUSIC**

275 History of Jazz

**PROPOSED CURRICULAR REACTIVATION – COLLEGE OF SAN MATEO**

**ART**

124 Old Masters' Aesthetics and Techniques

**PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – COLLEGE OF SAN MATEO**

**COMPUTER AND INFORMATION SCIENCE**

138 Internet of Things

**MANAGEMENT**

100 Introduction to Business Management

San Mateo County Community College District

November 29, 2017

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Jennifer Taylor-Mendoza, Interim Vice President, Instruction  
Skyline College

APPROVED BY: Adam Windham, Curriculum Committee Co-Chair  
Skyline College

Jessica Hurless, Curriculum Committee Co-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**

#### **AUTOMOTIVE TECHNOLOGY**

665S8 2019 SMOG CHECK UPDATE (1.0) (day or evening)

Justification: California Smog Check Repair Technicians are required to complete a BAR-approved course every two years in order to renew their license. Skyline College has offered an update course every two years since 2003. The advisory board is aware of the need and agrees that the college should continue to offer an update course.

Prerequisite: None.

Recommended Preparation: None.

Description: Designed for automotive professionals who need to meet the 2019/2020 Smog Check Technician Repair licensing renewal requirements.

Classification: AA/AS Degree; not transferable.

#### **ENVIRONMENTAL SCIENCE & TECHNOLOGY**

880SB ENVIRONMENTAL LEADERSHIP SEMINAR II (2.0) (day or evening)

Justification: This course is a continuation of Environmental Leadership Seminar I intended to expand on environmental leadership skills for high school students who are undertaking special projects and concurrently to provide college credit.

Prerequisite: ENV5 880SA or equivalent.

Recommended Preparation: None.

Description: An interdisciplinary, project-based class that aims to connect students' work with their lives outside of school, communities, and the world at large. Centers on challenging, action-based projects based on both global and local environmental issues, requiring students to think critically and creatively in order to tackle large, systemic, and ongoing problems and achieve measurable results in their chosen project. Continuation and completion of projects started in Environmental Leadership Seminar I, by focusing on connecting with community leaders to invoke policy change to address the environmental issues tackled in their projects.

Classification: Not degree applicable; not transferable.

## MUSIC

205 HISTORY, THEORY AND PRACTICE: PIANO AND THE KEYBOARD (3.0) (day or evening)

Justification: This introductory course is intended to meet CSU GE area C1 and is also intended for UC transfer. The need for a three-unit Piano course with a general education focus arose from work done with Counseling faculty in Spring 2017 to map core courses in the Music major for the Meta Majors/Guided Pathway redesign. The college's current Piano I course is only two units, which is problematic for students attempting to fulfill the nine units required for CSU General Education area C, where most other courses are three units. This study of the Keyboard and Piano Music will combine music theory, history, and appreciation with music performance instruction, creating a bridge course between music history and music performance courses in the Music curriculum.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100 or ENGL 105, or equivalent.

Description: An introductory exploration of piano and keyboard music in Western classical and popular music cultures, with a focus on historical context, music theory, and beginning piano literature. Students will develop critical thinking skills through exploration of cultural and historical contexts that influenced the creation of specific genres and/or pieces of keyboard music. In addition, students will learn beginning piano performance skills for a "hands on" experience of the traditions they explore, with an emphasis on creative problem solving skills. Concert attendance may be required.

Classification: AA/AS Degree; CSU transferable.

277 AFRICAN AMERICAN MUSIC (3.0) (day or evening)

Justification: African American Music, will enhance the Music department and serve students' needs by providing: a comprehensive, historical survey of musical styles created by African Americans from the 17th Century to the present, including, Spirituals, Jazz, Blues, R&B, Gospel, Soul, Funk and Hip-Hop; a Music department course that fulfills both the C1 and C2 CSU General Education requirements; and a Music department course that will be included in the new Social Justice Studies AA-T with an Ethnic Studies emphasis.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100 or ENGL 105, or equivalent.

Description: Explores the history, stylistic richness, and variety of African American music in the United States from the 17th century to the present. Examines the character and influence of traditional West African music on the development of American musical genres including: Spirituals, Blues, Jazz, R&B, Soul, Funk and Hip-Hop. Includes discussion and analyses of the critical issues, creative ideas and social events, which informed and shaped its development and its impact and influence on contemporary American culture, race relations, and politics. Works of major black composers and performers will be studied, including their influence on composers of other cultures.

Classification: AA/AS Degree; CSU transferable.

#### 420.2 ORCHESTRA FOR THE MUSICAL THEATER PRODUCTION II (2.0) (day or evening)

Justification: Skyline College currently offers MUS. 420.1, a performing ensemble course. This second-level course will provide students with the opportunity to learn additional concepts at the intermediate level.

Prerequisite: None.

Recommended Preparation: Proficiency with a musical instrument.

Description: Music theory and practice at the intermediate level in orchestral performance and theatrical production, designed to prepare students to perform in a musical theater production. Activities include learning instrumental technique and song repertoire that will be utilized in performance.

Classification: AA/AS Degree; CSU transferable.

#### 420.3 ORCHESTRA FOR THE MUSICAL THEATER PRODUCTION II (2.0) (day or evening)

Justification: Skyline College currently offers MUS. 420.1, a performing ensemble course. This third-level course will provide students with the opportunity to learn additional concepts at the advanced intermediate level.

Prerequisite: None.

Recommended Preparation: Proficiency with a musical instrument.

Description: Music theory and practice at the advanced intermediate level in orchestral performance and theatrical production, designed to prepare students to perform in a musical theater production. Activities include learning instrumental technique and song repertoire that will be utilized in performance.

Classification: AA/AS Degree; CSU transferable.

#### 420.4 ORCHESTRA FOR THE MUSICAL THEATER PRODUCTION IV (2.0) (day or evening)

Justification: Skyline College currently offers MUS. 420.1, a performing ensemble course. This fourth-level course will provide students with the opportunity to learn additional concepts at the advanced level.

Prerequisite: None.

Recommended Preparation: Proficiency with a musical instrument.

Description: Music theory and practice at the advanced level in orchestral performance and theatrical production, designed to prepare students to perform in a musical theater production. Activities include learning instrumental technique and song repertoire that will be utilized in performance.

Classification: AA/AS Degree; CSU transferable.

## **WELLNESS**

718 STRESS MANAGEMENT TECHNIQUES FOR HEALTH AND WELLNESS (3.0) (day or evening)

Justification: This CSU transferable course will be an elective for the Massage Therapy certificate of achievement. This content has been offered successfully as an experimental course and is now being added to the permanent curriculum.

Prerequisite: None.

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

Description: Exploring stress management techniques providing support when dealing with challenging situations associated with everyday stress. Learning the sources of stress, physiological implications, prevention and various stress reducing techniques. Meditation, breathing, and guided visualization techniques, among other stress reduction modalities.

Classification: AA/AS Degree; Certificate; CSU transferable.

## **PROPOSED CURRICULAR DELETIONS – SKYLINE COLLEGE**

### **PARALEGAL STUDIES**

671 PARALEGAL INTERNSHIP I

Justification: This course has been replaced in the Paralegal Studies offerings by LEGL 670 – Paralegal Internship.

## **PROPOSED CURRICULAR INACTIVATIONS – SKYLINE COLLEGE**

### **ART**

- 425.1 Studio Practices in Photography I
- 425.2 Studio Practices in Photography II

## **PROPOSED CURRICULAR MODIFICATIONS – SKYLINE COLLEGE**

### **COMPUTER SCIENCE**

- 262 Discrete Mathematics for Computer Science

### **ENGLISH FOR SPEAKERS OF OTHER LANUAGES**

- 400 English Composition for Nonnative Speakers
- 830 English for Speakers of Other Languages III

- 840 English for Speakers of Other Languages IV
- 872 Pre-Intermediate ESL Grammar
- 873 Intermediate ESL Grammar
- 874 High-Intermediate ESL Grammar
- 875 Advanced ESL Grammar and Editing

### **KINESIOLOGY – DANCE**

- 100 Dance Appreciation
- 121.1 Contemporary Modern Dance I
- 121.2 Contemporary Modern Dance II
- 121.3 Contemporary Modern Dance III
- 121.4 Contemporary Modern Dance IV
- 140.1 Ballet I
- 140.2 Ballet II
- 140.3 Ballet III
- 140.4 Ballet IV
- 151.1 Social Dance I
- 151.2 Social Dance II
- 151.3 Social Dance III
- 151.4 Social Dance IV
- 152.1 Cuban Salsa I
- 152.2 Cuban Salsa II
- 152.3 Cuban Salsa III
- 152.4 Cuban Salsa IV
- 161 Tango Argentino
- 162 Tango Milonga
- 163 Tango Buenos Aires
- 164 Tango De La Confiteria
- 330.1 Creative Dance I
- 330.2 Creative Dance II
- 330.3 Creative Dance III
- 330.4 Creative Dance IV
- 350.1 Cardio Dance I
- 350.2 Cardio Dance II
- 350.3 Cardio Dance III
- 350.4 Cardio Dance IV
- 395.1 Dance Workshop I
- 395.2 Dance Workshop II
- 395.3 Dance Workshop III
- 395.4 Dance Workshop IV
- 400.1 Dance Performance and Production I
- 400.2 Dance Performance and Production II
- 400.3 Dance Performance and Production III
- 400.4 Dance Performance and Production IV
- 410.1 Dance for the Musical Theater Production I
- 410.2 Dance for the Musical Theater Production II
- 410.3 Dance for the Musical Theater Production III
- 410.4 Dance for the Musical Theater Production IV

**MUSIC**

|       |  |
|-------|--|
| 301   | Piano I  |
| 302   | Piano II                                       |
| 303   | Piano III                                      |
| 304   | Piano IV                                       |
| 355   | Violin/Viola I                                 |
| 356   | Violin/Viola II                                |
| 357   | Violin/Viola III                               |
| 358   | Violin/Viola IV                                |
| 401   | Voice I  |
| 402   | Voice II                                       |
| 403   | Voice III                                      |
| 404   | Voice IV                                       |
| 420.1 | Orchestra for the Musical Theater Production I |

**POLITICAL SCIENCE**

|     |                                      |
|-----|--------------------------------------|
| 130 | International Relations              |
| 280 | Introduction to Political Philosophy |

**SOCIOLOGY**

|     |                    |
|-----|--------------------|
| 141 | Race and Ethnicity |
|-----|--------------------|

**PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE****MUSIC**

|     |  |
|-----|--|
| 205 | History, Theory and Practice: Piano and the Keyboard |
| 277 | African American Music                               |

**WELLNESS**

|     |  |
|-----|--|
| 718 | Stress Management Techniques for Health and Wellness |
|-----|--|

**PROPOSED PROGRAM ADDITIONS– SKYLINE COLLEGE**

Skyline College proposes to offer an Associate Degree, Associate Degree for Transfer, Certificate of Achievement, and/or Certificate of Specialization (12-17 units, not state approved) in the following programs:

**ART**

**Ceramics – Certificate of Achievement – (18 units)**

**AUTOMOTIVE TECHNOLOGY**

**Automotive Body and Climate Control Technology – Certificate of Achievement  
(19-23 units)**

## **PHILOSOPHY**

**Philosophy for Transfer – Associate in Arts Degree for Transfer** – 18 units in the major area + Certified completion of the California State University General Education Breadth (CSU GE Breadth) pattern OR the Intersegmental General Education Transfer Curriculum (IGETC/CSU) pattern, and other requirements for the Associate Degree for Transfer.

## **PROPOSED PROGRAM MODIFICATIONS – SKYLINE COLLEGE**

### **ART**

**Art** – Associate in Arts Degree

**Art History for Transfer** – Associate in Arts Degree for Transfer

### **RESPIRATORY CARE**

**Respiratory Care** – Associate in Science Degree

**BOARD REPORT NO. 17-11-4CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel  
358-6883

**ADOPTION OF DISTRICT ACADEMIC CALENDAR FOR 2018-2019**

The District Academic Calendar addresses days of work for San Mateo County Community College District employees represented by AFT, CSEA, and AFSCME. The proposed calendar has been negotiated with AFT and provided to CSEA and AFSCME.

The proposed calendar (attached) is designed to begin the 2018-2019 academic year in late August with a completion of the Fall 2018 semester prior to the winter holidays. Notably, 2019 will be the first year that Cesar Chavez Day is an official holiday of the District. The following highlights the features of the calendar, which is attached in full to this report.

Fall 2018: Classes begin August 15, 2018  
Eighty-seven (87) instructional days including five (5) days of final examinations  
Three (3) professional growth flex days  
Semester ends December 17, 2018

Spring 2019: Classes begin January 14, 2019  
Eighty-eight (88) instructional days including five (5) days of final examinations  
Three (3) professional growth flex days  
Semester ends May 24, 2019

Summer 2019: All Summer Sessions are tentatively set to begin on June 10, 2019

Commencement: Cañada College – May 25, 2019  
College of San Mateo – May 24, 2019  
Skyline College – May 24, 2019

**RECOMMENDATION**

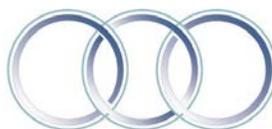
It is recommended that the Board adopt the 2018-2019 District Academic Calendar as detailed in this report.

2018-2019 ACADEMIC CALENDAR

| FALL 2018      |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| July 2018      |    |    |    |    |    |    |
| S              | M  | T  | W  | Th | F  | S  |
| 1              | 2  | 3  | 4  | 5  | 6  | 7  |
| 8              | 9  | 10 | 11 | 12 | 13 | 14 |
| 15             | 16 | 17 | 18 | 19 | 20 | 21 |
| 22             | 23 | 24 | 25 | 26 | 27 | 28 |
| 29             | 30 | 31 |    |    |    |    |
| August 2018    |    |    |    |    |    |    |
| S              | M  | T  | W  | Th | F  | S  |
|                |    |    | 1  | 2  | 3  | 4  |
| 5              | 6  | 7  | 8  | 9  | 10 | 11 |
| 12             | 13 | 14 | 15 | 16 | 17 | 18 |
| 19             | 20 | 21 | 22 | 23 | 24 | 25 |
| 26             | 27 | 28 | 29 | 30 | 31 |    |
| September 2018 |    |    |    |    |    |    |
| S              | M  | T  | W  | Th | F  | S  |
|                |    |    |    |    |    | 1  |
| 2              | 3  | 4  | 5  | 6  | 7  | 8  |
| 9              | 10 | 11 | 12 | 13 | 14 | 15 |
| 16             | 17 | 18 | 19 | 20 | 21 | 22 |
| 23             | 24 | 25 | 26 | 27 | 28 | 29 |
| 30             |    |    |    |    |    |    |
| October 2018   |    |    |    |    |    |    |
| S              | M  | T  | W  | Th | F  | S  |
|                | 1  | 2  | 3  | 4  | 5  | 6  |
| 7              | 8  | 9  | 10 | 11 | 12 | 13 |
| 14             | 15 | 16 | 17 | 18 | 19 | 20 |
| 21             | 22 | 23 | 24 | 25 | 26 | 27 |
| 28             | 29 | 30 | 31 |    |    |    |
| November 2018  |    |    |    |    |    |    |
| S              | M  | T  | W  | Th | F  | S  |
|                |    |    |    | 1  | 2  | 3  |
| 4              | 5  | 6  | 7  | 8  | 9  | 10 |
| 11             | 12 | 13 | 14 | 15 | 16 | 17 |
| 18             | 19 | 20 | 21 | 22 | 23 | 24 |
| 25             | 26 | 27 | 28 | 29 | 30 |    |
| December 2018  |    |    |    |    |    |    |
| S              | M  | T  | W  | Th | F  | S  |
|                |    |    |    |    |    | 1  |
| 2              | 3  | 4  | 5  | 6  | 7  | 8  |
| 9              | 10 | 11 | 12 | 13 | 14 | 15 |
| 16             | 17 | 18 | 19 | 20 | 21 | 22 |
| 23             | 24 | 25 | 26 | 27 | 28 | 29 |
| 30             | 31 |    |    |    |    |    |
| January 2019   |    |    |    |    |    |    |
| S              | M  | T  | W  | Th | F  | S  |
|                |    | 1  | 2  | 3  | 4  | 5  |
| 6              | 7  | 8  | 9  | 10 | 11 | 12 |
| 13             | 14 | 15 | 16 | 17 | 18 | 19 |
| 20             | 21 | 22 | 23 | 24 | 25 | 26 |
| 27             | 28 | 29 | 30 | 31 |    |    |

| SPRING 2019   |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| February 2019 |    |    |    |    |    |    |
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 |    |    |
| March 2019    |    |    |    |    |    |    |
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 |
| 31            |    |    |    |    |    |    |
| April 2019    |    |    |    |    |    |    |
| S             | M  | T  | W  | Th | F  | S  |
|               | 1  | 2  | 3  | 4  | 5  | 6  |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            | 29 | 30 |    |    |    |    |
| May 2019      |    |    |    |    |    |    |
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    | 1  | 2  | 3  | 4  |
| 5             | 6  | 7  | 8  | 9  | 10 | 11 |
| 12            | 13 | 14 | 15 | 16 | 17 | 18 |
| 19            | 20 | 21 | 22 | 23 | 24 | 25 |
| 26            | 27 | 28 | 29 | 30 | 31 |    |
| SUMMER 2019   |    |    |    |    |    |    |
| June 2019     |    |    |    |    |    |    |
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            |    |    |    |    |    |    |
| July 2019     |    |    |    |    |    |    |
| S             | M  | T  | W  | Th | F  | S  |
|               | 1  | 2  | 3  | 4  | 5  | 6  |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            | 29 | 30 | 31 |    |    |    |
| August 2019   |    |    |    |    |    |    |
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    | 1  | 2  | 3  |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 |
| 18            | 19 | 20 | 21 | 22 | 23 | 24 |
| 25            | 26 | 27 | 28 | 29 | 30 | 31 |

|   |   |   |
|---|---|---|
|  HOLIDAY       |  FLEX DAY        |  FINAL EXAMS DAY/EVENING |
|  CLASSES BEGIN |  DECLARED RECESS |   |



SAN MATEO COUNTY  
COMMUNITY COLLEGE DISTRICT

CAÑADA COLLEGE, Redwood City / COLLEGE OF SAN MATEO, San Mateo / SKYLINE COLLEGE, San Bruno

**Academic Calendar 2018–2019**

**FALL SEMESTER 2018** (87 Instructional Days including 5 Final Days, plus 3 Flex Days)

|                         |           |   |
|-------------------------|-----------|---|
| August                  | 13, 14    | ..... Flex Days (No Classes)  |
| <b>August</b>           | <b>15</b> | ..... <b>Day and Evening Classes Begin</b>  |
| August                  | 28        | .... Last Day to Drop Semester Length Classes With Eligibility for Partial Refund |
| August                  | 28        | ..... Last Day to <b>Add</b> Semester Length Classes                              |
| September               | 1, 2      | ..... Declared Recess   |
| September               | 3         | ..... Labor Day (Holiday)   |
| September               | 3         | ..... Last Day to Drop Semester Length Classes Without Appearing on Record        |
| September               | 4         | ..... Census Day  |
| October                 | 5         | ..... Last Day to Apply for Degree – Certificate                                  |
| October                 | 10        | ..... Flex Day  |
| November                | 10, 11    | ..... Declared Recess   |
| November                | 12        | ..... Veterans’ Day (Holiday)   |
| November                | 14        | ..... Last Day to <b>Withdraw</b> from Semester Length Classes                    |
| November                | 22        | ..... Thanksgiving Day (Holiday)  |
| November                | 23 – 25   | ..... Declared Recess   |
| December                | 11 – 17   | ..... Final Examinations (Day and Evening Classes)                                |
| December                | 17        | ..... Day and Evening Classes End   |
| December 22 – January 1 |           | ..... Winter Recess (Total of Seven District Work Days)                           |

**SPRING SEMESTER 2019** (88 Instructional Days including 5 Final Days, plus 3 Flex Days)

|                    |           |   |
|--------------------|-----------|---|
| January            | 11        | ..... Flex Day (No Classes)   |
| <b>January</b>     | <b>14</b> | ..... <b>Day and Evening Classes Begin</b>  |
| January            | 19, 20    | ..... Declared Recess   |
| January            | 21        | ..... Martin Luther King Jr. Day (Holiday)  |
| January            | 28        | .... Last Day to Drop Semester Length Classes With Eligibility for Partial Refund |
| January            | 28        | ..... Last Day to <b>Add</b> Semester Length Classes                              |
| February           | 3         | ..... Last Day to Drop Semester Length Classes Without Appearing on Record        |
| February           | 4         | ..... Census Day  |
| February           | 15        | ..... Lincoln’s Birthday (Holiday)  |
| February           | 16, 17    | ..... Declared Recess   |
| February           | 18        | ..... Presidents’ Day (Holiday)   |
| March              | 1         | ..... Last Day to Apply for Degree – Certificate                                  |
| March              | 6         | ..... Flex Day (No Classes)   |
| March              | 29        | ..... Flex Day (No Classes)   |
| March 31 – April 6 |           | ..... Spring Recess   |
| April              | 1         | ..... Cesar Chavez Day Observed (Holiday)   |
| April              | 25        | ..... Last Day to <b>Withdraw</b> From Semester Length Classes                    |
| May                | 18 - 24   | ..... Final Examinations (Day and Evening Classes)                                |
| May                | 24        | ..... Day and Evening Classes End   |
| May                | 25, 26    | ..... Declared Recess   |
| May                | 27        | ..... Memorial Day (Holiday)  |

**TENTATIVE SUMMER SESSION 2019**

|                    |                                  |
|--------------------|----------------------------------|
| June 10 – July 20  | ..... Six Week Session           |
| June 10 – July 27  | ..... Seven Week Session         |
| June 10 – August 3 | ..... Eight Week Session         |
| July 4             | ..... Independence Day (Holiday) |

**BOARD REPORT NO. 17-11-5CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Regina Stanback Stroud, President, Skyline College, 738-4111

**ACCEPTANCE OF FUNDS FOR SELF-EMPLOYMENT PATHWAYS IN THE GIG ECONOMY SUB-AGREEMENT FROM SOLANO COMMUNITY COLLEGE DISTRICT**

Solano Community College District has authorized a grant to San Mateo County Community College District in the amount of \$15,000 to be used to support the implementation of the Self-Employment Pathways in the Gig Economy project. This will advance the development of Skyline College's Entrepreneurship Educational Pathway while creating increased opportunities and resources for students. Additionally, it will create an established network for students where they are able to thoughtfully engage with likeminded individuals and professionals from various industries.

This Self-Employment Pathways in the Gig Economy project will allow Skyline College to develop and deliver programming that will prepare students to thoughtfully participate in the emerging Gig Economy. Funds from this sub-grant will go toward faculty as they develop ways to implement components of this program into pre-existing courses as part of the Entrepreneurship Pathway. Students participating in this program will receive one-on-one business coaching, special workshops and other support services to allow them opportunities to self-actualize and expand their potential for employment.

**RECOMMENDATION**

It is recommended that the Board of Trustees authorize the acceptance of these funds in the amount of \$15,000 as described, and authorize the Chancellor and the Executive Vice Chancellor, or their designees, to execute the Self-Employment Pathways in the Gig Economy sub-agreement with Solano Community College.

**BOARD REPORT NO. 17-11-6CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Ginny Brooks, Executive Assistant to the Board of Trustees, 358-6753

**ACCEPTANCE OF GIFTS BY THE DISTRICT**

Board Policy 8.38, Gifts and Donations, requires that a periodic report of gifts and donations valued at \$1,000 or more be made to the Board of Trustees. All gifts are promptly acknowledged when received. The following is a donation received since the last report:

**GIFT**

\$1,000 Cash Donation to Skyline College  
For general support, as part of PG&E's  
"Better Together Giving Program"

**DONOR**

PG&E  
275 Industrial Road  
San Carlos, CA 94070

**RECOMMENDATION**

It is recommended that the Board accept the gift listed above.

San Mateo County Community College District

November 29, 2017

**BOARD REPORT NO. 17-11-7CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

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

**RATIFICATION OF SEPTEMBER AND OCTOBER 2017 DISTRICT WARRANTS**

Attached as Exhibits A and B are the warrants in excess of \$10,000 that were issued in the months of September and October 2017 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 September 1, 2017 through October 31, 2017 and ratify the contracts entered into leading to such payments.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
Sept 1 - 30, 2017  
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO \$10,000

| Check Numt                       | Check Date | Vendor Name                                       | Check Amount | Description  |
|----------------------------------|------------|---|--------------|--|
| <u>District Accounts Payable</u> |            |   |              |  |
| 0073529                          | 09/05/17   | U.S. Bank National Association ND, .              | 354,752.12   | Districtwide Procurement Card Payment  |
| 0073531                          | 09/05/17   | A. Teichert & Son, Inc.                           | 32,680.00    | Skyline Parking Lot Expansion Project  |
| 0073544                          | 09/05/17   | Meta Bank/BB San Mateo CCD CFA                    | 277,734.37   | Financial Aid Disbursement   |
| 0073547                          | 09/05/17   | School Project for Utility Rate Reduction (SPURR) | 31,067.57    | Utilities  |
| 0073549                          | 09/05/17   | Sedgwick Claims Management Services. Inc.         | 10,231.16    | Replenish Workers' Compensation Insurance Fund                               |
| 0073550                          | 09/05/17   | SMCCCD Bookstore                                  | 180,165.73   | Bookstore Monthly Student Fees Reimbursement                                 |
| 0073583                          | 09/07/17   | VALIC Retirement Services Company                 | 212,546.90   | Monthly Tax Sheltered Annuities  |
| 0073600                          | 09/12/17   | Meta Bank/BB San Mateo CCD CFA                    | 2,896,316.27 | Financial Aid Disbursement   |
| 0073619                          | 09/14/17   | A. Teichert & Son, Inc.                           | 511,695.95   | Skyline Parking Lot Expansion Project  |
| 0073624                          | 09/14/17   | Coulter Construction Inc.                         | 17,972.00    | Cañada Neighbor Fence Installation Project                                   |
| 0073627                          | 09/14/17   | Gordon Kenny Realty, Inc.                         | 20,000.00    | College Staff Housing Operating Expenses Advancement                         |
| 0073630                          | 09/14/17   | Mesa Energy Systems                               | 10,397.00    | Cañada HVAC Repair Services  |
| 0073632                          | 09/14/17   | Nelnet Business Solutions, Inc.                   | 11,595.98    | Districtwide Student Tuition Payment Plans Service Fee                       |
| 0073635                          | 09/14/17   | Sutro Tower Inc.                                  | 20,593.00    | KCSM TV Broadcast Site Lease at Sutro Tower                                  |
| 0073645                          | 09/19/17   | Hansen, Margaret A.                               | 15,500.00    | Skyline Promise Project Consulting Services                                  |
| 0073659                          | 09/19/17   | Constellation NewEnergy, Inc.                     | 66,485.47    | Utilities  |
| 0073661                          | 09/19/17   | Dell Marketing LP                                 | 18,156.78    | Districtwide Computer Purchases  |
| 0073665                          | 09/19/17   | Krueger International, Inc.                       | 14,529.53    | Skyline and Cañada Furniture Purchases                                       |
| 0073667                          | 09/19/17   | Meta Bank/BB San Mateo CCD CFA                    | 348,596.64   | Financial Aid Disbursement   |
| 0073686                          | 09/21/17   | Dell Marketing LP                                 | 15,311.00    | Districtwide Computer Purchases  |
| 0073689                          | 09/21/17   | SM County Community College District              | 23,175.29    | Replenish Flex Spending Account  |
| 0073705                          | 09/26/17   | CDW LLC   | 23,045.71    | Districtwide IT Equipment Purchases  |
| 0073709                          | 09/26/17   | Chen, Gang  | 13,380.00    | International Students Recruitment Services                                  |
| 0073715                          | 09/26/17   | San Mateo County Schools Insurance Group          | 200,032.88   | Monthly Dental and Vision Insurance Premiums                                 |
| 0073716                          | 09/26/17   | School Project for Utility Rate Reduction (SPURR) | 12,007.63    | Utilities  |
| 0073720                          | 09/27/17   | Meta Bank/BB San Mateo CCD CFA                    | 348,975.50   | Financial Aid Disbursement   |
| 0073723                          | 09/28/17   | Allana Buick & Bers, Inc.                         | 27,605.87    | Cañada Vista Housing Repair Project  |
| 0073724                          | 09/28/17   | Blach Construction Company                        | 664,708.25   | Cañada Design and Construction Services                                      |
| 0073725                          | 09/28/17   | CDW LLC   | 14,380.15    | Districtwide IT Equipment Purchases  |
| 0073726                          | 09/28/17   | Constellation NewEnergy, Inc.                     | 12,540.07    | Utilities  |
| 0073730                          | 09/28/17   | McCarthy Building Companies                       | 199,535.00   | Cañada Construction Project  |
| 0073738                          | 09/28/17   | Young Electric Company, Co.                       | 22,712.00    | Skyline Electrical Projects  |
| 497239                           | 09/05/17   | Ad Astra Information Systems, LLC                 | 106,000.00   | Districtwide Scheduling Software Implementation and Annual Subscription Fees |
| 497250                           | 09/05/17   | AT&T/MCI  | 10,950.03    | Districtwide Telephone Services  |
| 497264                           | 09/05/17   | Comm College League/Calif                         | 20,400.00    | Districtwide Athletic Annual Dues  |
| 497347                           | 09/05/17   | Public Empl Ret Sys                               | 1,627,832.52 | Monthly Health Insurance Premium   |
| 497362                           | 09/07/17   | Atkinson, Andelson, Loya, Rudd and Romo           | 42,940.92    | Districtwide Legal Services  |

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|------------|------------|---|--------------|---|
| 497403     | 09/07/17   | Sedgwick Claims Management Services, Inc.       | 25,763.25    | Districtwide Quarterly Worker's Comp TPA Service Fees           |
| 497418     | 09/07/17   | American Federation of Teachers                 | 48,472.65    | Monthly Union Dues  |
| 497462     | 09/12/17   | A. Lange Consulting, LLC                        | 12,622.50    | Skyline Consulting Services                                     |
| 497465     | 09/12/17   | AECOM Technical Services, Inc.                  | 10,088.00    | Districtwide Master Construction Scheduling Consulting Services |
| 497478     | 09/12/17   | City of San Bruno                               | 31,481.26    | Utilities   |
| 497479     | 09/12/17   | Corezon Corporation                             | 24,672.50    | Districtwide Surplus Breakdown and Removal Services             |
| 497496     | 09/12/17   | Kingston Media                                  | 10,000.00    | Cañada Marketing Services                                       |
| 497507     | 09/12/17   | PAD System Technologies, Inc.                   | 14,500.00    | Cañada PAD Equipment and Software Purchases                     |
| 497541     | 09/12/17   | The Guardian Life Insurance Company             | 38,702.21    | Monthly Life Insurance Premium                                  |
| 497560     | 09/14/17   | CareerAmerica, LLC                              | 26,000.00    | Skyline Financial Aid TV Comprehensive Service                  |
| 497562     | 09/14/17   | Class Leasing, LLC                              | 123,672.00   | Cañada B1 Kin-Wellness Center Construction Project              |
| 497589     | 09/14/17   | Pacific Gas & Electric Co                       | 35,416.36    | Utilities   |
| 497590     | 09/14/17   | Pacific Gas & Electric Co                       | 53,954.33    | Utilities   |
| 497591     | 09/14/17   | Pacific Gas & Electric Co                       | 15,654.43    | Utilities   |
| 497609     | 09/14/17   | Strata Information Group                        | 61,440.00    | Monthly Districtwide Professional & Management Services         |
| 497611     | 09/14/17   | TLCD Architecture                               | 13,712.50    | CSM Theatre Modernization Design Services                       |
| 497634     | 09/14/17   | A. Teichert & Son, Inc.                         | 26,931.37    | Skyline Parking Lot Expansion Project                           |
| 497645     | 09/19/17   | Allana Buick & Bers, Inc.                       | 35,045.62    | Cañada Construction Project                                     |
| 497653     | 09/19/17   | Bill Gould Architectural Corporation            | 31,012.74    | Skyline Architectural Design Services                           |
| 497657     | 09/19/17   | CareerAmerica, LLC                              | 16,300.00    | Cañada Financial Aid TV Comprehensive Service                   |
| 497668     | 09/19/17   | Eternal Construction, Inc.                      | 51,007.78    | Cañada Access Compliance Correction Project                     |
| 497680     | 09/19/17   | Instron, A Division of Illinois Tool Works Inc. | 60,740.59    | Skyline Science Equipment Purchase                              |
| 497685     | 09/19/17   | Laerdal Medical Corporation                     | 46,127.03    | CSM Medical Equipment Purchases                                 |
| 497694     | 09/19/17   | Miller, Morton, Caillat & Nevis, LLP            | 240,529.98   | Cañada Bldg. 9 Litigation Legal and Construction Services       |
| 497707     | 09/19/17   | Recology San Bruno                              | 10,875.75    | Utilities   |
| 497716     | 09/19/17   | Strategic Energy Innovations                    | 18,600.00    | Skyline Climate Corps Bay Area Fellow Services                  |
| 497728     | 09/19/17   | Calif Water Service Co                          | 50,878.50    | Utilities   |
| 497756     | 09/21/17   | Foundation for California Community College     | 387,883.67   | Districtwide Career Ladders Project Consulting Services         |
| 497766     | 09/21/17   | Miller, Morton, Caillat & Nevis, LLP            | 304,425.37   | Cañada Vista Litigation Legal Services                          |
| 497775     | 09/21/17   | Pillsbury Winthrop Shaw Pittman LLP             | 170,758.18   | KCSM Legal Services   |
| 497823     | 09/26/17   | Center for Creative Leadership                  | 21,983.32    | Skyline Grant Related Student Leadership Services               |
| 497833     | 09/26/17   | InsideTrack, Inc.                               | 43,050.00    | CSM Student Management and Support Services                     |
| 497843     | 09/26/17   | Pacific Gas & Electric Co                       | 20,964.34    | Utilities   |
| 497849     | 09/26/17   | Schiorring, Eva B.                              | 10,201.25    | Cañada CALSTEP Grant Consulting Services                        |
| 497873     | 09/28/17   | Floyd, Kay A.                                   | 11,000.00    | CSM Grant related Consulting Services                           |
| 497905     | 09/28/17   | A. Lange Consulting, LLC                        | 19,507.50    | Districtwide Educational Planning Consulting Services           |
| 497911     | 09/28/17   | Division of the State Architect                 | 25,050.00    | Skyline Construction Project DSA Filing Fee                     |

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|--|--|--|-----------------------------|-------------------------------------|
| <u>District Payroll Disbursement (excluding Salary Warrants)</u> |  |  |                             |                                     |
| J1800390   | 09/01/17                                     | US Treasury - Federal Payroll Tax          | 1,887,231.00                | Federal Payroll Tax                 |
| J1800390   | 09/01/17                                     | EDD - State Payroll Tax                    | 362,810.09                  | State Payroll Tax                   |
| J1800390   | 09/01/17                                     | EDD - State Payroll Tax                    | 10,045.40                   | State Tax-Disability Insurance      |
| J1800531   | 09/05/17                                     | Mass Mutual 457                            | 42,730.47                   | Tax Annuity                         |
| J1800539   | 09/05/17                                     | State Teacher Retirement - Defined Benefit | 953,258.61                  | STRS Retirement-Defined Benefit 95% |
| J1800739   | 09/13/17                                     | PERS Retirement                            | 926,050.79                  | PERS Retirement Advance             |
| J1800712   | 09/13/17                                     | State Teacher Retirement - Cash Balance    | 41,453.64                   | STRS Retirement-Cash Balance        |
| J1800713   | 09/13/17                                     | State Teacher Retirement - Defined Benefit | 50,171.52                   | STRS Retirement-Defined Benefit Bal |
| J1800766   | 09/18/17                                     | US Treasury - Federal Payroll Tax          | 112,064.48                  | Federal Payroll Tax                 |
| <u>SMCCCD Bookstores</u>   |  |  |                             |                                     |
| 117392   | 09/20/17                                     | Cengage Learning                           | 22,558.62                   | Purchase of Inventory               |
| 117434   | 09/20/17                                     | MBS Textbook Exchange                      | 56,719.79                   | Purchase of Inventory               |
| 117436   | 09/20/17                                     | McGraw-Hill Companies                      | 26,854.83                   | Purchase of Inventory               |
| 117440   | 09/20/17                                     | MPS  | 29,094.22                   | Purchase of Inventory               |
| 117443   | 09/20/17                                     | Nebraska Book Company, IN                  | 13,053.57                   | Purchase of Inventory               |
| 117449   | 09/20/17                                     | Pearson Education, Inc                     | 25,509.00                   | Purchase of Inventory               |
| 117450   | 09/20/17                                     | Pearson Education, Inc                     | 126,622.16                  | Purchase of Inventory               |
| 117462   | 09/20/17                                     | SM CC College District                     | 249,102.23                  | Salaries & Benefits of August 2017  |
| 117467   | 09/20/17                                     | Sysco Food Company of SF                   | 13,842.25                   | Purchase of Inventory               |
| EFT 98577  | 09/21/17                                     | Board of Equalization                      | 106,572.80                  | Sales Tax Prepayment August 2017    |
|  |  | Subtotal                                   | 15,641,319.74               | 93%                                 |
|  |  | Warrants Issued ≤ \$10,000                 | <u>1,130,214.89</u>         | 7%                                  |
|  |  | Total Non-Salary Warrants Issued           | <u><u>16,771,534.63</u></u> | 100%                                |
| District Accounts Payable  | Ck#497238-497918, DD73526-73738              |  | 11,513,825.92               |                                     |
| District Payroll   | Ck#127711-128456, DD50139090-50140855        |  | 12,078,032.88               |                                     |
| SMCCCD Bookstores  | Ck#117376-117480, EFT98577                   |  | <u>840,194.53</u>           |                                     |
|  | Total Warrants Including Salaries -Sept 2017 |  | <u><u>24,432,053.33</u></u> |                                     |

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|----------------------------------|------------|---|--------------|--|
| <u>District Accounts Payable</u> |            |   |              |  |
| 0073740                          | 10/03/17   | U.S. Bank National Association ND, .              | 405,526.66   | Districtwide Procurement Card Payment                                  |
| 0073743                          | 10/03/17   | Meta Bank/BB San Mateo CCD CFA                    | 204,763.08   | Financial Aid Disbursement   |
| 0073747                          | 10/03/17   | Swinerton Builders                                | 210,429.50   | Program Management Services  |
| 0073750                          | 10/03/17   | VALIC Retirement Services Company                 | 243,271.90   | Monthly Tax Sheltered Annuities  |
| 0073759                          | 10/05/17   | GRD Energy Inc.                                   | 27,772.00    | Districtwide Utility Measurement and Verification Project              |
| 0073762                          | 10/05/17   | Interline Brands, Inc.                            | 21,357.31    | Facilities Custodial Supplies Purchases                                |
| 0073763                          | 10/05/17   | Interline Brands, Inc.                            | 25,004.15    | Facilities Custodial Supplies Purchases                                |
| 0073769                          | 10/05/17   | SMCCCD Bookstore                                  | 81,760.31    | Bookstore Monthly Student Fees Reimbursement                           |
| 0073783                          | 10/10/17   | Luan, Jing  | 12,093.51    | International Students Recruitment Expense Reimbursement               |
| 0073804                          | 10/10/17   | Goombah's Embroidery                              | 26,380.42    | Facilities Staff Uniform Purchase                                      |
| 0073805                          | 10/10/17   | Gordon Kenny Realty, Inc.                         | 53,517.43    | College Staff Housing Operating Expenses Advancement and Reimbursement |
| 0073809                          | 10/10/17   | Meta Bank/BB San Mateo CCD CFA                    | 254,733.60   | Financial Aid Disbursement   |
| 0073811                          | 10/10/17   | School Project for Utility Rate Reduction (SPURR) | 28,456.58    | Utilities  |
| 0073812                          | 10/10/17   | Sedgwick Claims Management Services. Inc.         | 22,360.78    | Replenish Workers' Compensation Insurance Fund                         |
| 0073816                          | 10/10/17   | SMCCCD Bookstore                                  | 48,011.42    | Skyline Special Programs Books and Supplies Purchases                  |
| 0073819                          | 10/10/17   | Turner Construction Company                       | 431,873.65   | Skyline Design and Preconstruction Services                            |
| 0073828                          | 10/12/17   | Nelnet Business Solutions, Inc.                   | 10,951.69    | Districtwide Student Tuition Payment Plans Service Fee                 |
| 0073830                          | 10/12/17   | SMCCCD Bookstore                                  | 14,287.30    | Skyline Special Programs Books Purchases                               |
| 0073850                          | 10/17/17   | A. Teichert & Son, Inc.                           | 652,777.52   | Skyline Parking Lot Expansion Project                                  |
| 0073852                          | 10/17/17   | Associated Std -Canada                            | 60,000.00    | Interbank Transfer   |
| 0073858                          | 10/17/17   | Coulter Construction Inc.                         | 16,779.00    | Cañada B1 Kin-Wellness Center Construction Project                     |
| 0073866                          | 10/17/17   | Interline Brands, Inc.                            | 13,804.72    | Facilities Custodial Supplies Purchases                                |
| 0073868                          | 10/17/17   | Meta Bank/BB San Mateo CCD CFA                    | 261,443.50   | Financial Aid Disbursement   |
| 0073869                          | 10/17/17   | Pacific Dining - Food Service Management          | 10,646.16    | Districtwide Catering Services   |
| 0073876                          | 10/17/17   | Turner Construction Company                       | 136,537.94   | Skyline B1 Design and Preconstruction Services                         |
| 0073884                          | 10/19/17   | A. Teichert & Son, Inc.                           | 10,604.36    | Skyline Parking Lot Expansion Project                                  |
| 0073887                          | 10/19/17   | CDW LLC   | 32,655.30    | Districtwide IT Equipment Purchases                                    |
| 0073889                          | 10/19/17   | Constellation NewEnergy, Inc.                     | 23,620.26    | Utilities  |
| 0073903                          | 10/19/17   | SM County Community College District              | 23,675.96    | Replenish Flex Spending Account  |
| 0073905                          | 10/19/17   | SMCCCD Bookstore                                  | 15,942.08    | CSM Special Programs Books and Supplies Purchases                      |
| 0073906                          | 10/19/17   | Sutro Tower Inc.                                  | 20,593.00    | KCSM TV Broadcast Site Lease at Sutro Tower                            |
| 0073929                          | 10/24/17   | Computerland                                      | 20,524.95    | Districtwide ITS Software License and Equipment Purchases              |
| 0073930                          | 10/24/17   | Constellation NewEnergy, Inc.                     | 37,461.12    | Utilities  |
| 0073937                          | 10/24/17   | Meta Bank/BB San Mateo CCD CFA                    | 232,301.50   | Financial Aid Disbursement   |
| 0073939                          | 10/24/17   | Oracle America, Inc.                              | 14,031.71    | Districtwide Software Renewal and Support Services                     |
| 0073940                          | 10/24/17   | Pacific Dining - Food Service Management          | 20,799.75    | Districtwide Catering Services   |
| 0073941                          | 10/24/17   | Sedgwick Claims Management Services. Inc.         | 23,345.00    | Workers' Comp Settlement Payment                                       |
| 0073942                          | 10/24/17   | Siemens Industry, Inc.                            | 12,179.54    | Skyline Electrical Emergency Repair Services                           |
| 0073951                          | 10/24/17   | XL Construction Corporation                       | 33,562.00    | Skyline Design and Preconstruction Services                            |
| 0073965                          | 10/26/17   | San Mateo County Schools Insurance Group          | 199,569.52   | Monthly Dental and Vision Insurance Premiums                           |
| 0073966                          | 10/26/17   | School Project for Utility Rate Reduction (SPURR) | 11,271.81    | Utilities  |

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|------------|------------|--------------------------------------|--------------|---|
| 0073968    | 10/26/17   | Sutro Tower Inc.                     | 126,198.84   | KCSM Spectrum - Repack Project                                      |
| 497935     | 10/03/17   | Marin Community College District     | 11,369.92    | Cañada CALSTEP Program Related Services                             |
| 497941     | 10/03/17   | MV Transportation, Inc.              | 18,769.63    | Skyline Students Shuttle Services                                   |
| 497950     | 10/03/17   | RSC Insurance Brokerage, Inc.        | 20,439.00    | Districtwide Workers' Comp Audit Services                           |
| 497953     | 10/03/17   | Simon Wiesenthal Center, Inc.        | 15,000.00    | Museum of Tolerance Staff Training Services                         |
| 497967     | 10/03/17   | American Federation of Teachers      | 70,984.23    | Monthly Union Dues  |
| 497969     | 10/03/17   | C S E A                              | 15,470.66    | Monthly Union Dues  |
| 497989     | 10/03/17   | Public Empl Ret Sys                  | 1,623,024.69 | Monthly Health Insurance Premium                                    |
| 498021     | 10/05/17   | Integral Group, Inc.                 | 15,888.75    | CSM Aquatics Center Upgrade Design Services                         |
| 498028     | 10/05/17   | Miller, Morton, Caillat & Nevis, LLP | 109,696.30   | Cañada Vista Litigation Legal Services                              |
| 498033     | 10/05/17   | Associated Std -Canada               | 41,102.00    | Quarterly Student Fees Reimbursement                                |
| 498034     | 10/05/17   | Associated Std-CSM                   | 65,775.83    | Quarterly Student Fees Reimbursement                                |
| 498035     | 10/05/17   | Associated Std-Skyline               | 70,204.33    | Quarterly Student Fees Reimbursement                                |
| 498045     | 10/05/17   | Comm College League/Calif            | 29,626.00    | Districtwide Annual Membership Dues                                 |
| 498048     | 10/05/17   | The Guardian Life Insurance Company  | 39,323.52    | Monthly Life Insurance Premium                                      |
| 498054     | 10/10/17   | Atlas Pellizzari Electric, Inc.      | 21,474.00    | Cañada Electrical System Project                                    |
| 498078     | 10/10/17   | Hopper Equipment & Supply, Inc.      | 50,496.69    | Skyline Automotive Equipment Purchases                              |
| 498085     | 10/10/17   | Miller, Morton, Caillat & Nevis, LLP | 33,131.05    | Cañada Vista and Bldg. 9 Litigation Legal Services                  |
| 498089     | 10/10/17   | Pacific Gas & Electric Co            | 16,284.85    | Utilities   |
| 498099     | 10/10/17   | Strategic Planning Online, LLC       | 15,000.00    | Cañada SPOL Cloud Services Annual Fee                               |
| 498102     | 10/10/17   | ThyssenKrupp Elevator Corporation    | 18,108.66    | Districtwide Elevators Maintenance and Repair Services              |
| 498150     | 10/12/17   | Crowe Horwath, LLP                   | 51,625.00    | Districtwide Audit Services   |
| 498169     | 10/12/17   | County of San Mateo                  | 10,281.10    | Districtwide Monthly Parking Income Allocation                      |
| 498175     | 10/12/17   | U.S. Postal Services                 | 10,000.00    | Skyline Postage Purchase  |
| 498176     | 10/12/17   | U.S. Postal Services                 | 10,000.00    | Skyline Postage Purchase  |
| 498188     | 10/17/17   | Bill Gould Architectural Corporation | 25,750.33    | Skyline Architectural Design Services                               |
| 498191     | 10/17/17   | Carducci & Associates, Inc.          | 10,597.50    | Skyline Landscaping Services  |
| 498204     | 10/17/17   | Eternal Construction, Inc.           | 88,329.67    | Cañada Access Compliance Project                                    |
| 498208     | 10/17/17   | IBEAM Systems, Inc.                  | 10,071.13    | Skyline New Equipment Purchase                                      |
| 498209     | 10/17/17   | Interface Engineering Inc.           | 15,279.13    | Districtwide EV Stations and Fire Alarm Panels Replacement Projects |
| 498232     | 10/17/17   | TLCD Architecture                    | 25,846.00    | CSM Theatre Modernization Design Services                           |
| 498251     | 10/17/17   | Latinologues, Inc.                   | 18,000.00    | Cañada Special Event Speaker Fee                                    |
| 498256     | 10/17/17   | A. Teichert & Son, Inc.              | 30,165.19    | Skyline Parking Lot Expansion Project                               |
| 498259     | 10/17/17   | SMCCC Foundation                     | 50,000.00    | Cañada A2B Cooperative Grant Endowment Fund Matching Payment        |
| 498273     | 10/19/17   | Chouinard & Myhre, Inc.              | 12,921.78    | ITS Equipment Purchases   |
| 498287     | 10/19/17   | National Public Radio, Inc.          | 13,817.25    | Annual NPR Membership Fee   |
| 498288     | 10/19/17   | Pacific Bay Asset Company            | 12,599.31    | CSM PE Vehicle Purchases  |
| 498295     | 10/19/17   | Recology San Bruno                   | 11,354.43    | Utilities   |
| 498297     | 10/19/17   | Renaissance Insurance Agency, Inc.   | 175,104.00   | Skyline International Students Health Insurance Premium             |
| 498304     | 10/19/17   | Strata Information Group             | 61,440.00    | Monthly Districtwide Professional & Management Services             |

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|--|------------|--|--------------|--|
| 498326   | 10/24/17   | Atkinson, Andelson, Loya, Rudd and Romo    | 31,944.02    | Districtwide Legal Services                              |
| 498330   | 10/24/17   | City of San Bruno                          | 36,679.78    | Utilities  |
| 498337   | 10/24/17   | Folsom Lake Ford                           | 85,263.39    | Districtwide Public Safety Vehicle Purchases             |
| 498339   | 10/24/17   | Goel, Aditi M.                             | 18,000.00    | CCCE Consulting Services                                 |
| 498349   | 10/24/17   | Leland Saylor & Associates, Inc.           | 24,807.50    | Skyline and Cañada Construction Cost Estimating Services |
| 498355   | 10/24/17   | Miller, Morton, Caillat & Nevis, LLP       | 57,303.30    | Cañada Vista Construction Services                       |
| 498359   | 10/24/17   | Pacific Gas & Electric Co                  | 36,650.64    | Utilities  |
| 498360   | 10/24/17   | Pacific Gas & Electric Co                  | 55,017.80    | Utilities  |
| 498365   | 10/24/17   | Pillsbury Winthrop Shaw Pittman LLP        | 230,205.26   | KCSM Legal Services                                      |
| 498367   | 10/24/17   | Reliable Concepts Corporation              | 35,000.00    | Cañada PE Swing Space Project                            |
| 498379   | 10/24/17   | Calif Water Service Co                     | 39,944.16    | Utilities  |
| 498408   | 10/26/17   | Miller, Morton, Caillat & Nevis, LLP       | 92,073.11    | Cañada Bldg. 9 Construction Services                     |
| 498410   | 10/26/17   | MV Transportation, Inc.                    | 25,026.17    | Skyline Students Shuttle Services                        |
| 498413   | 10/26/17   | Pacific Gas & Electric Co                  | 19,086.77    | Utilities  |
| <u>District Payroll Disbursement (excluding Salary Warrants)</u> |            |  |              |  |
| J1801006   | 10/02/17   | US Treasury - Federal Payroll Tax          | 2,274,451.78 | Federal Payroll Tax                                      |
| J1801006   | 10/02/17   | EDD - State Payroll Tax                    | 470,069.83   | State Payroll Tax  |
| J1801006   | 10/02/17   | EDD - State Payroll Tax                    | 18,774.01    | State Tax-Disability Insurance                           |
| J1801150   | 10/03/17   | Mass Mutual 457                            | 45,830.47    | Tax Annuity  |
| J1801151   | 10/03/17   | State Teacher Retirement - Defined Benefit | 1,184,106.00 | STRS Retirement-Defined Benefit 95%                      |
| J1801292   | 10/09/17   | PERS Retirement                            | 946,088.91   | PERS Retirement Advance                                  |
| J1801468   | 10/12/17   | State Teacher Retirement - Cash Balance    | 74,426.36    | STRS Retirement-Cash Balance                             |
| J1801366   | 10/16/17   | US Treasury - Federal Payroll Tax          | 86,169.57    | Federal Payroll Tax                                      |
| J1801471   | 10/16/17   | State Teacher Retirement - Defined Benefit | 62,589.82    | STRS Retirement-Defined Benefit Bal                      |
| J1801783   | 10/26/17   | PERS Retirement                            | 20,990.31    | PERS Retirement Balance                                  |
| J1801889   | 10/27/17   | EDD - State Payroll Tax                    | 14,945.43    | State Unemployment Payroll Tax                           |
| <u>SMCCCD Bookstores</u>   |            |  |              |  |
| 117483   | 10/11/17   | Cengage Learning                           | 33,792.30    | Purchase of Inventory                                    |
| 117485   | 10/11/17   | Jostens                                    | 24,886.73    | Purchase of Inventory                                    |
| 117486   | 10/11/17   | MTC Distributing                           | 17,568.02    | Purchase of Inventory                                    |
| 117489   | 10/11/17   | Sysco Food Company of SF                   | 17,833.73    | Purchase of Inventory                                    |
| 117493   | 10/19/17   | American Express                           | 11,977.54    | Purchase of Inventory                                    |
| 117502   | 10/19/17   | Cañada Copy Center                         | 13,229.36    | Purchase of Inventory                                    |
| 117535   | 10/19/17   | Marianna Industries Inc                    | 36,505.24    | Purchase of Inventory                                    |

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
October 1 - 31, 2017  
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

| Check Numl                | Check Date        | Vendor Name                                  | Check Amount         | Description                           |
|---------------------------|-------------------|--|----------------------|---------------------------------------|
| 117538                    | 10/19/17          | McGrew-Hill Companies                        | 19,611.44            | Purchase of Inventory                 |
| 117542                    | 10/19/17          | Nebraska Book Company, IN                    | 14,266.90            | Purchase of Inventory                 |
| 117549                    | 10/19/17          | Pearson Education, Inc                       | 47,490.19            | Purchase of Inventory                 |
| 117551                    | 10/19/17          | Pepsi-Cola                                   | 27,590.46            | Purchase of Inventory                 |
| EFT 41864                 | 10/30/17          | Board of Equalization                        | 35,150.00            | Salaries & Benefits of September 2017 |
|                           |                   | Subtotal                                     | 13,362,575.06        | 93%                                   |
|                           |                   | Warrants Issued ≤ \$10,000                   | 1,057,263.07         | 7%                                    |
|                           |                   | Total Non-Salary Warrants Issued             | <u>14,419,838.13</u> | 100%                                  |
|                           |                   |  |                      |                                       |
| District Accounts Payable | Ck#497919,-498431 | DD73739-73971                                | 8,753,094.41         |                                       |
| District Payroll          | Ck#128457-129210  | DD50140856-50142916                          | 14,593,268.59        |                                       |
| SMCCCD Bookstores         | Ck#117481-117575, | EF41864                                      | 445,495.19           |                                       |
|                           |                   | Total Warrants Including Salaries - Oct 2017 | <u>23,791,858.19</u> |                                       |

**BOARD REPORT NO. 17-11-1B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Regina Stanback Stroud, President, Skyline College, 738-4111  
Michael Claire, President, College of San Mateo, 574-6222  
Jamillah Moore, President, Cañada College, 306-3456

**APPROVAL OF 2017-2019 INTEGRATED PLAN: BASIC SKILLS INITIATIVE (BSI),  
STUDENT EQUITY (SE), AND STUDENT SUCCESS AND SUPPORT PROGRAM (SSSP)**

The Chancellor's Office has directed all 114 colleges to develop a strategic planning process integrating the Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP). The 2017-2019 Integrated Plan involves coordination at the district and college levels. The selected programs serve as a starting point for integrative efforts for the following reasons: 1) the three have the same ultimate goal of increasing student success while closing achievement gaps; and 2) the three share potential for overlap.

The colleges regularly analyze data and develop goals to address the following:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.
- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.  
(See "Data Driven Planning" in *2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support*)

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the BSI/SE/SSSP Integrated Plans for Cañada College (Exhibit A), College of San Mateo (Exhibit B), and Skyline College (Exhibit C) in order to support the integrated planning efforts aligned with the California Community College Chancellor's Office.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

#### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

#### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

## Part II – Program Goals and Planning

### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you ***have accomplished during the 2015-16 planning cycle.***

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015- 16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

### Canada College Program Goals and Planning 2017

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans.

| Goals   | Progress   |
|---|--|
| 1.Increase enrollment for disproportionately impacted students, including Asian, White, Veterans and students over 40 years old | Cañada has expanded the College for Working Adults program (CWA) from an initial enrollment of 30+ students to the current enrollment of 300+ students. The Priority Enrollment Program (PEP) is a partnership with our local High School District to provide targeted orientations to HS seniors and has been expanded in the past year. Counseling staff are also engaged at locations in our service area community such as Menlo Park and Pescadero/Half Moon Bay adult education partner locations. |

|   |   |
|---|---|
| <p>2. Increase the number of Hispanic and African American students who successfully enroll at Canada College</p> | <p>Cañada is on track to increase enrollment for these students. In addition to expanding the PEP program (described above), we have implemented summer bridge programs such as Math Jam, Word Jam and COLTS Academies to support Hispanic and African American students enrolling at the college. In 2016-17, 594 students participated in Math Jam or Word Jam, and 185 participated in COLTS Academies.</p>  |
| <p>3. Increase the number of new students completing the orientation, assessment and counseling services.</p>     | <p>In spring 2015, in collaboration with the Planning, Research and Institutional Effectiveness office, student services developed an annual report that tracks the number of new students completing orientation, assessment and counseling services, and registering for classes. Based on the report, student services developed and implemented strategies to track, monitor, and evaluate progress along the matriculation pipeline.</p> <p>As the college moves forward with implementation of the Promise program, a related goal of attaining 100% student completion of SEPs will be prioritized.</p> <p>The ESL Retention Specialist coordinates “Orientation I.D. Night.” Cañada’s Off campus ESL student classes come in the day or evening to campus for orientation, assessment, and counseling services. 874 student IDs were purchased by students at Off-Campus ESL events since spring 2015. Students are invited to bring their families; this provides a window into college life, garners family support for student work, and fosters the interest of children and other family members in their own future college work, thereby reaching more than one generation of prospective students.</p> <p>Additionally, Cañada has been working with the district team to develop district wide online orientation offering for students.</p> |

|   |   |
|---|---|
| 4. Increase access to student services for students with disabilities.  | In spring 2015, the college identified a lack of learning disability testing and educational counseling for students with disabilities. In July 2015, the college hired a tenure-track Learning Disability Specialist/DRC Counselor, resulting in an increase in DRC-supported students from 34 in 2014-15 to 126 in 2016-17.   |
| 5. Increase the number of students with a comprehensive student educational plan (SEP).   | <p>The following programs promoted SEP completions: SEP campaign, 25 classroom presentations, SEP reminders to student emails, earlier registration dates as incentives, and assignments by some instructional faculty. The percentage of students with completed SEP increased from 85% in fall 2015 to 91% in fall 2016 for full-time, first time students. In fall 2016, 77% of students had an active comprehensive SEP.</p> <p>Basic Skills, in particular, promoted and tracked the number of students in their program that have or need a comprehensive SEP.</p>  |
| 6. Increase the percentage of Hispanic students and African American students who are assessed or placed into transfer level English and math courses.          | Developed internal capacity and support to implement Multiple Measures Assessment Pilot program (MMAP) for Math, English, and ESL placement. Cañada began using high school transcripts as placement tool in Fall 2015. The number of students placed in transfer-level English has increased, and initial results indicate that Hispanic students experience the most increase in transfer-level English placement, from 16% with traditional assessment to 44% with MMAP.   |
| 7. Increase number of classified, faculty, and administrators participating in inquiry-based professional learning to support student retention and completion. | ACES Inquiry Projects is a college-wide professional learning system for faculty, staff, and administrators to inquire into key equity issues. Through a data-informed process, and in collaboration with the PRIE office, participants create actionable plans and set measurable goals to support all students, including Black and Hispanic as well as other student groups experiencing higher rates of disproportionate impact. The number of classified, faculty, and administrators participating in this inquiry learning increased from 24 to 36 participants spring 2015 to spring 2016 and was still 30 in fall 2016. Participants have engaged in over 35 projects including proactive registration, STOP, and Path to Stats. |

|   |   |
|---|---|
| <p>8. Increase successful course completion for African American students, American Indian, Hispanic, low-income, veteran, foster youth, and students on probation and dismissal.</p>         | <p>Cañada implemented the STOP workshops to support students on probation or dismissal status. In 2015-16, there were 41 STOP and SSP workshops with 275 students in attendance. From fall 2015 to spring 2016, 66% of the STOP students persisted, continuing their enrollment. By the end of fall 2016, 50% of students persisted. Considering the academic risk factors of these students, these numbers are seen as improvement. The EOPS Program follows through with mid-semester progress reports with students needing intervention.</p>  |
| <p>9. Increase course completion of students who are enrolled in Basic Skills courses two levels below transfer.</p>  | <p>Academic support such as WordJam, Math Jam, Supplemental Instruction, and Embedded Tutoring as provided through the Learning Center. Many services provided to basic skills students are coordinated by the Basic Skills Retention Specialist.</p>   |
| <p>10. Increase successful English course completion for African American, Hispanic, Pacific Islander and male students, and students who are on probation and dismissal.</p>                 | <p>Academic support such as WordJam, Supplemental Instruction, and Embedded Tutoring as provided through the Learning Center. Many services provided to basic skills students are coordinated by the Basic Skills Retention Specialist.</p> <p>Puente Program. As part of the program, students take pre-transfer-level English and career courses in the fall and transfer-level English and career courses in the spring. Puente students work closely with their Puente counselor to complete their course sequence and transfer.</p>  |
| <p>11. Increase basic skills English and Reading sequence completion for African American, Hispanic, Pacific Islander and male students, and students who are on probation and dismissal.</p> | <p>Proactive Registration event is a collaboration of the Learning Center, Library, Counseling, Admissions and Records, and other student support groups. The purpose of the event is to provide just-in-time academic and student support services for students progressing through the basic-skills sequence. During the event, students registers for the next sequence of classes and resolve any registration and financial aid issues. In fall 2016, 631 students participated in proactive registration including 27 Basic Skills classes. 88% of these students who participated in 2016 were registered at the event. 95% who participated were still enrolled on the first day of spring 2017 classes, and 93% after census</p> |

|   |   |
|---|---|
|   | <p>day. In spring 2017, students who had participated had a 95% persistence rate compared with only 67% of students who had not (See Figure 2).</p> <p>*10 lower level sections of ESL also got proactive registration support, but that practice started prior to 2015. Additional ESL classes participated in off campus ESL registration events.</p> |
| <p>12. Increase successful Math course completion for African American, Filipino, and Pacific Islander students, and students who are on probation and dismissal.</p>                     | <p>Academic support such as Math Jam, Supplemental Instruction, and Embedded Tutoring as provided through the Learning Center. Many services provided to basic skills students are coordinated by the Basic Skills Retention Specialist.</p>  |
| <p>13. Increase basic skills Math sequence completion for African American, Filipino, and Pacific Islander students, students older than 50, and students on probation and dismissal.</p> | <p>Academic support such as Math Jam, Supplemental Instruction, and Embedded Tutoring are provided through the Learning Center. Many services provided to basic skills students are coordinated by the Basic Skills Retention Specialist.</p>   |
| <p>14. Increase successful ESL course completion for Asian and male students.</p>   | <p>Since 2013, the ESL department coordinator, the Basic Skills Counselor, and the ESL Retention Specialist has been providing direct assistance to students enrolled in ESL courses to help them register for the subsequence course, and resolve any registration and financial aid issues.</p>   |

|  |  |
|--|--|
| <p>15. Increase transfer rate for Hispanic students, low income students, veterans, foster youth, and students on probation.</p> | <p>This is addressed through counseling and retention work. This includes general counseling and EOPS counseling and retention services. Students in the disproportionately impacted group are recruited to participate in the CWA program. This program provides wrap-around academic and student support services to all of its program participants. Recent data indicates that 80% of CWA graduates transfers to a four-year institution.</p> <p>Career and Majors event for ESL students with focus on STEM, CWA, and CTE provide ESL students (including a large percentage of Hispanic students and low income students) with valuable information about pathways to transfer</p> |
|--|--|

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words max):

1. Formed ACES (Academic Committee for Equity & Success) which combines Student Equity and Basic Skills Committees.
2. Created an Inquiry structure for faculty, staff, administrators, and students to collaborate on interventions that directly address specific equity gaps
3. Created Basic Skills & ESL Retention Specialist positions to support students enrolled in Basic Skills courses two levels below transfer & ESL
4. Supported collaborative integration of programs like SSSP, Basic Skills, Student Equity, and HSI Grants that braided multiple funds to design specific interventions aimed at improving student success and retention such as: Word Jam, Math Jam, Proactive Registration, TLC, Learning Center and Library Orientations, Embedded Tutoring, Supplemental Instruction.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities (Note: For the 2017-2019 plan, integrated goals are required).

| Goal  | Integrated Initiative: Proactive Registration  |  |   |
|---|--|--|---|
|   | SSSP   | Student Equity   | BSI   |
| <p><b>Support timely completion of ESL and Basic Skills English and Math sequences.</b></p> | <p>a. Provide extended counseling services to ensure that students enrolled in Basic Skills classes are registering for the appropriate next class in the course sequence.</p> | <p>a. Provide Retention Specialists to assist Basic Skills students in the registration process, including resolving barriers such as financial holds, course scheduling, course repeats, and applying for financial aid.</p> <p>b. Engagement in Inquiry process that facilitated collaboration of faculty, staff, and administrators to address equity issues including building programs such as proactive registration.</p> <p>c. Embedded tutoring program: Tutor attends class sessions in order to provide course specific academic assistance in or out of the classroom.</p> <p>d. The Jams Programs are: free, non-credit, for all current and entering students. <b>Word Jam:</b> one week for all levels of English, Reading, and ESL students. <b>Math Jam:</b> free program allows students to improve their placement test results in Mathematics or prepare for math courses in order to complete their degree and transfer requirements more quickly. Math Jams held during winter intersession and summer.</p> | <p>a. Coordinate with Basic Skills Instructors and staff to bring their Basic Skills classes to Proactive Registration to eliminate any student barriers to registration and encourage registration in the next course in the sequence.</p> |

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Our Proactive Registration program at Cañada College is a campus-wide integrated intervention aimed at increasing the timely course enrollment of Basic Skills students by bringing together academic and student support services in one place to provide comprehensive support to targeted students participating in an active registration process.

There are two primary goals related to Proactive Registration. The first and most important is to create an environment that encourages students to register for their next semester courses at a designated time during class time. The class time coordination is essential to making this event accessible and widely attended. Through this intervention, Basic Skills faculty are invited to bring their classes to a campus area where there are a sufficient number of computers. Representatives from student services like financial aid, admissions, and counseling are present to efficiently support students with any questions or barriers to registration like holds. Tutors, mentors and faculty are also present to answer questions and support the process.

The second goal is to expose Basic Skills students to information about academic and personal resources that are available to them at the college. Through a carefully orchestrated plan of activities, once students have completed their registration needs they are then routed to the second part of the intervention. Participating students are provided with the opportunity to learn more about and sign up for academic preparation and strengthening programs.

Our Proactive Registration intervention demonstrates impact on several levels but early indicators reflect notable increases in student enrollment and a decrease in course cancellation. Along with that, the persistence rate of students who participate in proactive registration is markedly higher than Basic Skills students who don't participate in Proactive Registration (Figure 1).

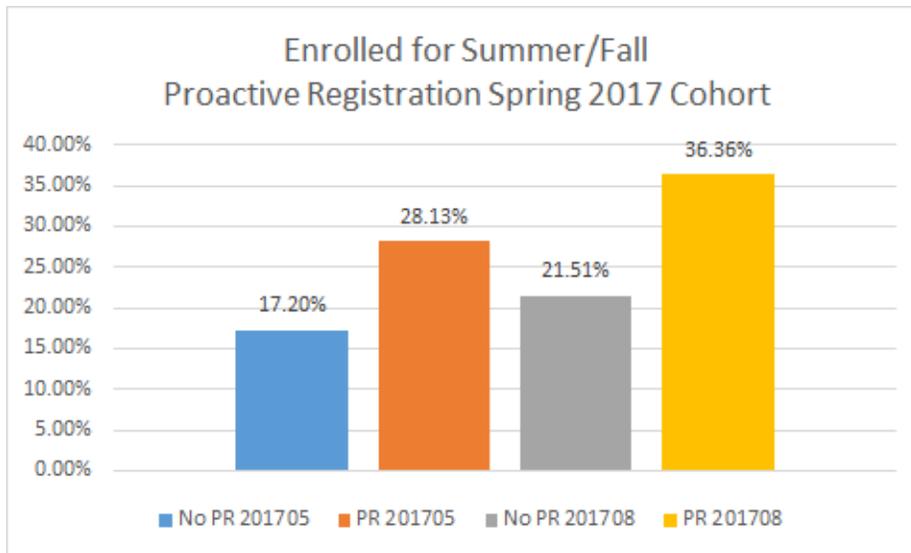


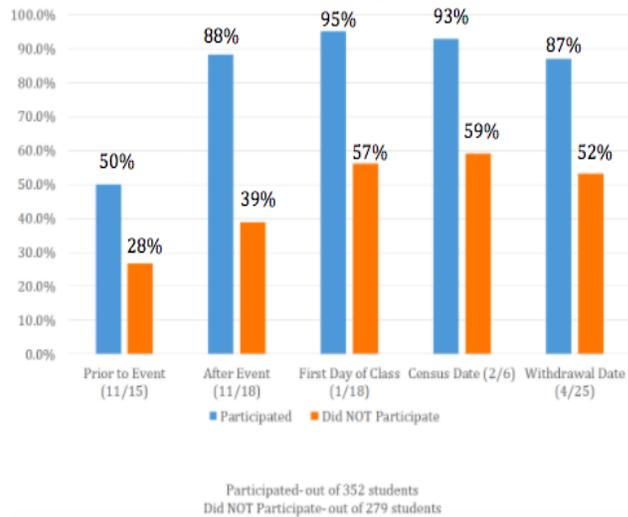
Figure 1

In fall 2016, 631 students participated in proactive registration including 27 Basic Skills classes (11 Math, 8 English, 7 ESL, and 1 Reading sections\*). 88% of these students who participated in 2016 were registered at the event (compared to 39% who did not participate). 95% of students who participated in the event were still enrolled on the first day of spring 2017 classes, and 93% after census day. In spring 2017, students who had participated in the fall 2016 event had a 95% persistence rate compared with only 67% of students who had not (Figure 2).

\*10 lower level sections of ESL also got proactive registration support, but that practice started prior to 2015. Additional ESL classes participated in off campus ESL registration events.

# Outputs

## Fall 2016 Proactive Registration Event (Nov. 16, 2016) enrollment for Spring 2017



### Proactive Registration Participants

| Sections                             | Students |            |
|--------------------------------------|----------|------------|
| Math                                 | 11       | 299        |
| English                              | 8        | 179        |
| ESL 400                              | 7        | 203        |
| Reading                              | 1        | 25         |
| Total Head Count                     |          | 706        |
| <b>Total students (unduplicated)</b> |          | <b>631</b> |

Figure 2 (Maggie Baez, Assistant Project Director, A2B, Oct. 11, 2017)

The Proactive registration event addressed a barrier to timely completion: One of the contributing factors to lack of timely completion that our campus research revealed is late registration among basic skills students. Late registration among this disproportionately impacted group resulted in fewer students completing the registration process; additionally, course cancellations due to low enrollment have had a negative impact. For this reason, the Proactive Registration program includes assistance for students to resolve any financial and/or academic holds and to register for academic support programs. This is a collaborative effort between Basic Skills faculty and staff from Admission and Records, Financial Aid, Counseling, student peer mentors, tutors, and other campus resources to provide these wrap around services.

### FUTURE PLANS (2017-2019 Planning Cycle)

3. Establish Integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.

For example:

- Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
- Closing achievement gaps for disproportionately impacted groups.
- Improving success rates in degree and certificate attainment, and transfer.
- Improved identification of and support for students at-risk for academic probation.
- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

| Goal  | Activities in each program that serve the goal listed   |   |  |   |
|---|---|---|--|---|
|   | SSSP  | Student Equity  | BSI  |   |
| <p><b>1. ACCESS</b> Increase full-time enrollment of new and continuing students from low socio-economic backgrounds, in particular students coming to the college from North Fair Oaks and East Palo Alto.</p> <p><b>Data Sources:</b> enrollment maps, equity data, college enrollment does not mirror our community.</p> | <p><b>a.</b> Expand the Promise Program to address financial barriers to enrollment.</p> <p><b>b.</b> Streamline the matriculation process by expanding orientation options, drop-in counseling, and multiple measures for placement.</p> <p><b>c.</b> Increase outreach by Counseling Dept. (including EOPS) faculty/staff to community organizations and events.</p> <p><b>d.</b> Expand SparkPoint financial literacy and coaching to low-income students.</p> <p><b>e.</b> Develop bridge programs from Job Train to the college.</p> | <p><b>a.</b> Promote and expand College for Working Adults program</p> <p><b>b.</b> Support ESL Coordination including coordination of classes in North Fair Oaks community. Maintain ESL course offerings in off-campus locations such as Menlo Park, Pescadero/Half Moon Bay, and North Fair Oaks.</p> <p><b>c.</b> ESL Retention Specialist supports students in North Fair Oaks community</p> | <p>Off-site initial counseling and outreach by the Basic Skills Counselor.</p> | <ul style="list-style-type: none"> <li>• <i>Access</i> ✓</li> <li>• <i>Retention</i></li> <li>• <i>Transfer</i></li> <li>• <i>ESL/Basic Skills</i></li> <li>• <i>Completion</i></li> <li>• <i>Degree &amp; Certificate Completion</i></li> <li>• <i>Other:</i> _ _</li> </ul> |

|   |   |  |  |   |
|---|---|--|--|---|
| <p><b>2. BASIC SKILLS Math completion and time to completion:</b> Increase the percentage of students who progress from basic skills mathematics to college-level mathematics courses in 2 years from 18% to 25%.</p> <p><b>Data Source:</b> District Strategic Plan- Cañada College metrics.</p> | <p><b>a.</b> Counsel students to begin math sequence in their first semester of enrollment.<br/> <b>b.</b> Increase students with active SEP's that map out their math sequence.<br/> <b>c.</b> Expand the use of multiple measures for math placement.<br/> <b>d.</b> Expand disability testing and accommodations to improve math success rates.<br/> <b>e.</b> Establish first semester math requirement for incoming Promise students.</p>  | <p><b>a.</b> Expand Math Jam over next three years from 311 students served in 2017 to 400 students served by 2019<br/> <b>b.</b> Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p> | <p><b>a.</b> Enhance and expand Counseling sessions and visits to on and off campus basic skills classes to communicate benefits and connect with students<br/> <b>b.</b> Participation of BSI counselor in Proactive registration.</p>  | <ul style="list-style-type: none"> <li>● Access</li> <li>● Retention ✓</li> <li>● Transfer</li> <li>● ESL/Basic Skills Completion ✓</li> <li>● Degree &amp; Certificate Completion ✓</li> <li>● Other: _ _</li> </ul> |
| <p><b>3. BASIC SKILLS English completion and time to completion:</b> Increase the percentage of students who progress from basic skills English to college-level English courses in 2 years from 30% to 40%.</p> <p><b>Data Source:</b> District Strategic Plan- Cañada College metrics.</p>      | <p><b>a.</b> Counsel students to begin English sequence in their first semester of enrollment.<br/> <b>b.</b> Increase students with active SEP's that map out their English sequence.<br/> <b>c.</b> Expand the use of multiple measures for English placement.<br/> <b>d.</b> Expand disability testing and accommodations to improve English success rates.<br/> <b>e.</b> Continue Puente cohorts that support student progression from pre-transfer to transfer-level English.</p> | <p><b>a.</b> Expand Word Jam over next three years from 90 students served in 2017 to 150 students by 2019<br/> <b>b.</b> Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p>         | <p><b>a.</b> Additional Basic Skills Counseling for students enrolled in basic skills English<br/> <b>b.</b> Coordination of BSI Counselor in ACES.<br/> <b>c.</b> Counseling support for off campus ESL classes.<br/> <b>d.</b> BSI Counselor provides overview and Q &amp; A at regular ESL Orientations</p> | <ul style="list-style-type: none"> <li>● Access</li> <li>● Retention ✓</li> <li>● Transfer</li> <li>● ESL/Basic Skills Completion ✓</li> <li>● Degree &amp; Certificate Completion ✓</li> <li>● Other: _ _</li> </ul> |

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|  | <p>f. Establish first semester English requirement for incoming Promise students.</p>   |   |   |   |
| <p><b>4.PERSISTENCE:</b> Over the next two years, increase fall-to-spring persistence rate for disproportionately impacted students with a particular focus on African American and Latino/Hispanic students. Goal is to increase lowest DI group rate (African American students at 67%) by five percent to 72% over the next two years, and bring the persistence rate of Hispanic students up 3% from 86% to the college average of 89%.<br/><b>Data Source:</b> District Strategic Plan for FT</p> | <p><b>a.</b>Increase and more fully integrate retention services into the Counseling Dept.<br/><b>b.</b>Continue programs with specialized counseling and support: Puente, EOPS, CalWORKs/CARE, DRC, College for Working Adults, Basic Skills, and STEP. Strengthen support for student athletes.<br/><b>c.</b>Strengthen Student Success Program for Probation and Reinstated Students.<br/><b>d.</b>Increase effectiveness of Early Alert Program.<br/><b>e.</b>Provide counseling services within the Proactive Registration Initiative.</p> | <p><b>a.</b> BSI Retention specialists provide support for students at critical points in semester<br/><b>b.</b> The Equity Coordinators will facilitate implementation of high impact practices relating to DI student persistence through the ongoing work of the ACES Inquiry work groups.</p> | <p>BSI Counselor supports DI students</p> | <ul style="list-style-type: none"> <li>● <i>Access</i></li> <li>● <i>Retention ✓</i></li> <li>● <i>Transfer ✓</i></li> <li>● <i>ESL/Basic Skills ✓</i></li> <li>● <i>Completion ✓</i></li> <li>● <i>Degree &amp; Certificate</i></li> <li>● <i>Completion ✓</i></li> <li>● <i>Other: _ _</i></li> </ul> |

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| <p>students; data is unavailable by race/ethnicity/gender, however persistence indicators are typically much lower for Hispanic males.</p>   |   |   |  |   |
| <p><b>5. COMPLETION RATE:</b><br/>Increase percentage of students who complete their educational goal (certificate, degree, and/or transfer) from 47.6% to 52.6%, with focus on goal completion by underprepared students.</p> <p><b>Data Source:</b> State Chancellor's Office Scorecard, prepared under the Institutional Effectiveness Partnership Initiatives.</p> | <p><b>a.</b> Build degree/certificate and transfer course sequences into Degree Works to clarify pathways for students.<br/><b>b.</b> Expand incentives for full-time enrollment and persistence through Promise Scholarships, EOPS, and International Student Program.<br/><b>c.</b> Expand use of Transcript Evaluation Service to maximize student's use of coursework from multiple institutions.<br/><b>d.</b> Institutionalize acceleration<br/><b>e.</b> Participate in a college-wide initiative to implement Guided Pathways that increase completion and reduce time to completion.</p> | <p><b>a.</b> Equity Coordinators facilitate collaboration among faculty, staff, administrators, and students and professional development including inquiry groups and equity workshops that prepare faculty and staff to implement high impact practices to support DI students in achieving their goals.<br/><b>b.</b> Organize equity themed lecture series to inspire students and extend learning of the whole community about equity issues and solutions in order to better support DI</p> | <p><b>a.</b> Basic Skills Counselor visits to BS classes to promote SEPs<br/><b>b.</b> Involvement of BS Counselor in ACES</p> | <ul style="list-style-type: none"> <li>● <i>Access</i></li> <li>● <i>Retention</i> ✓</li> <li>● <i>Transfer</i> ✓</li> <li>● <i>ESL/Basic Skills Completion</i> ✓</li> <li>● <i>Degree &amp; Certificate Completion</i> ✓</li> <li>● <i>Other:</i> _ ✓ _</li> </ul> |

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|  |  | <p>students in achieving their goals</p> <ul style="list-style-type: none"><li><b>c.</b> Examine data packets with equity gaps during program reviews</li><li><b>d.</b> Aces Inquiry groups work with college research office to conduct data informed investigations</li><li><b>e.</b> Guided Pathways: explore options for college level liberal arts math; expand CWA; promote ESL Workforce Award, ACE Award, and PASS Certificate.</li></ul> |  |  |
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs). (500 words max)

Cañada College will collaborate with the College of San Mateo and Skyline College to provide integrated professional development opportunities. SSSP, BSI, and Equity Coordinators across campuses will meet for planning, implementation, and assessment of shared goals. At Cañada College, program leaders will identify members to be represented across committees on campus in order for sharing and decision making to move consistently. With the support of the office of Planning, Research and Institutional Effectiveness, we will continue to regularly assess programs and disaggregate data to identify disproportionately impacted student groups that we need to focus on better serving across programs and divisions. This research will inform our Integrated plans and be used to assess our work toward closing equity gaps. We will continue to have shared meetings and professional development at the college such as we have been doing between Basic Skills and Equity in the ACES committee and through joint planning of equity related PD with the Professional Development committee. For the ACES committee, we will have multiple venues for information sharing across campus and in the district. We will identify key participants in ACES to represent the committee and share information in SSSP as well as in other committees and across divisions.

#### 5. Non-credit offerings

The college does not currently offer noncredit

6. Professional development plans to achieve your student success goals. (100 words max)

We continue to:

- Build our professional development committee planning and work team
- Establish a dedicated space, resources, and program of activities for ongoing campus-wide professional learning.
- Implement an ongoing College-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that promote student success.

- Increase the number of faculty and staff involved in communities of practice, inquiry groups, classified professional workgroups, and other professional learning.
- Collaborate with the Academic Committee for Equity and Success on professional learning with a focus on 1) high impact practices supporting all students and improving support of disproportionately impacted students, and 2) equity.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words)

Student success goals listed align with the college goals, and they are evaluated annually. The research office will support the team in monitoring and sharing of progress on the following:

- Residency of students to monitor outreach efforts to underrepresented areas.
- Percentage of students who begin in Basic Skills math and complete transfer math within a two-year period.
- Percentage of students who begin in Basic Skills English and complete transfer English within a two-year period.
- Fall to Spring persistence rate by key indicators.
- Percentage of students who complete their stated goal, by key indicators.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

SSSP representatives from the district's three colleges will continue monthly meetings to facilitate collaboration in achievement of integrated goals. The colleges will also pursue integrated professional development opportunities in the areas of equity and student success. To build collaboration across the district, the coordinators on all three campuses will meet regularly for planning, implementation, and assessment. SMCCD is currently contracted with Career Ladders Project and RP group in a 3-year plan to address district wide initiatives including dual enrollment, multiple measures and guided pathways. We will use our district-wide collaboration as a foundation to address shared integrated plan goals.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

**Student Equity:**

In the 1000 categories of spending, the following areas are supported: Assessments for Learning Disabilities, Faculty Coordination of ACES, Dreamers Faculty, Puente Coordinator, ESL Coordinator, and Proactive Counseling.

In the 2000 categories of spending, the following areas are supported:

ESL Retention Specialist, Researcher, Classified Outreach, Dreamers - Retention Specialist, tutors/students assistants, Foster Youth Retention Specialist, Retention Specialist-Basic Skills, and SparkPoint support.

**BSI:**

In the 1000 category of spending, the following areas are supported:

Basic Skills Counselor

**SSSP:**

In the categories of spending, the following areas are supported In the 1000 category of spending, the following areas are supported: General Counseling, Transfer Counseling, Counselor for College for Working Adults, Disability Resource Center Counselor/ Learning Disability Specialist, Part-time Counseling, and a portion of Basic Skills Counseling.

In the 2000 category of spending, the following areas are supported: Counseling Division Assistant, Degree Audit Program Service Coordinators (District-wide), Program Service Coordinator and Office Assistants for Orientation and Assessment, Student Assistants, and Counseling Retention Specialist.

10. Each college must create an **executive summary** that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

### **Executive Summary BSI, SSSP, EQUITY Integrated Plan 2017-2019**

#### **Introduction**

Cañada College is committed to innovation and collaboration that advances student achievement of their educational goals. To optimize our efforts to increase student success and close equity gaps, we have started to integrate Basic Skills Initiatives (BSI), Student Equity Programs (SE), and Student Success and Support Programs (SSSP). The purpose of this integration is to connect program strategies and foster integrated planning and coordination at college and district levels ([California Community College Chancellor's Office, 2017](#)). We believe these integrations enhance our ability to achieve our college mission in the service of students.

#### **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, and 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.

As stated in our college plans, we address this mission through quality instruction, activities that cultivate student personal development and success and by prioritizing supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment. Additionally, we know we must work to ensure that we are serving

students equitably, and that all student have the support they need to achieve their goals. We have identified equity gaps at our campus and recognize the need to set specific equity goals and be accountable to them (Bensimon, 2005; Bensimon, Dowd, & Witham, 2015; Dowd, & Bensimon, 2014). Specifically, we embrace Equity mindedness, which according to AAC&U (2015c, p.4), entails:

- Examining student outcomes and disparities disaggregated by race, ethnicity, and socioeconomic status [as well as by other district measures including Disability Status, Foster Youth, Veterans, Age, and Gender]
- Recognizing that individual students are not at fault for “unequal outcomes” resulting from historical discrimination and marginalization.
- Respecting the goals and challenges of students who are underserved by the present system
- Recognizing that to fix the faults in our education system, we have to provide more college and community resources to students with stronger need , and
- Engaging in deliberate critical deconstruction of structures, policies, norms, and values assumed to be race neutral.

We need to reflect deeply and have courageous conversations in which we make visible the obstacles that hinder our students and re-assess systems that prevent historically marginalized students from reaching their academic goals.

### **Summary Analysis of Student Equity Data**

In our [2015 Equity Plan](#) (pp.7-10), we identify student groups who experienced disproportionate impact (DI) in at least one indicator with an average of 2.5 indicators per sub group in the five areas; access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. Based on that framework, we have prioritized our work toward the success of all students and better serving the following specific groups:

- Hispanic students, our largest group comprising 40% of our student population, who experience DI in course completion and transfer
- African American students who experience some of the institution’s largest DI in Access, Course Completion, English and Math sequence Completion, and Degree and Certificate Completion as well as Transfer
- Pacific Islanders, White, American Indian and Alaskan Native, Asian, Self-Identified Multiple Races or Unknown

Race/Ethnicity, Males, Veterans, Foster Youth, students under 20, and students in the 40-49 year range groups, all of whom experience DI in at least one indicator.

Additionally, although LGBTQ+ students are not currently a designated group for which data is analyzed, we recognize the importance of specific programming and support services for this historically marginalized group.

Also, even though Disability Status (defined by registration with the DSPS office) does not emerge as DI group, we see the importance of continuing to allocate funds to support a Learning Disabilities Counselor who performs Learning Disability testing on site to increase the number of students who register and can take advantage of the Disability Resource Center services.

To address the equity gaps on our campus, we will continue to engage in Professional *Learning* (PL) that allows us to share and build on expertise and insights of faculty, staff, administrators, and students; and enables the deep reflection, perspective, and cultural shifts that are necessary for institutional change (Easten, 2008; Klein, 2016). As part of that professional learning, we plan to continue the Academic Committee for Equity and Success (ACES) initiatives such as ACES Inquiry. ACES Inquiry is a college wide professional learning structure in which faculty, staff, administrators, and students examine equity issues through data-informed investigations and collaborate on initiatives to support the success of all students and better support student groups facing higher rates of disproportionate impact. The ACES Inquiry groups will continue to work to establish a culture of inquiry (Mackinnon & Arnoltz, 2006). Some Inquiry Project themes we plan to undertake are: Online Equity, Peer Mentorship with an emphasis on better supporting African American students, a cohesive and student accessible guide to student support services, and guided pathways related projects including research and development of our General Education Pathways and existing ESL pathways. In addition, we plan to establish sustained communities of practice (Wenger, 1998) around equity and to engage in campus wide programming including an equity themed lecture series or summit.

**Student Equity and Basic Skills Goals and How We Will Achieve Them**

To support all student success and better serve DI student groups, we will engage in the following interventions and activities:

| Goal  | Activities in each program that serve the goal listed  |   |  |   |
|---|--|---|--|---|
|   | SSSP   | Student Equity  | BSI  |   |
| <p><b>1. ACCESS</b> Increase full-time enrollment of new and continuing students from low socio-economic backgrounds, in particular students coming to the college from North Fair Oaks and East Palo Alto.</p> | <p><b>a.</b> Expand the Promise Program to address financial barriers to enrollment.<br/> <b>b.</b> Streamline the matriculation process by expanding orientation options, drop-in counseling, and multiple measures for placement.<br/> <b>c.</b> Increase outreach by Counseling Dept. faculty/staff to community organizations and events.<br/> <b>d.</b> Expand SparkPoint financial literacy and coaching to low-income students.</p> | <p><b>a.</b> Promote and expand College for working adults program<br/> <b>b.</b> Maintain ESL Coordination including coordination of classes in North Fair Oaks community<br/> <b>c.</b> ESL Retention Specialist supports students in North Fair Oaks community</p> | <p>Off-site initial counseling and outreach by the Basic Skills Counselor.</p> | <ul style="list-style-type: none"> <li>● <i>Access</i> ✓</li> <li>● <i>Retention</i></li> <li>● <i>Transfer</i></li> <li>● <i>ESL/Basic Skills</i></li> <li>● <i>Completion</i></li> <li>● <i>Degree &amp; Certificate Completion</i></li> <li>● <i>Other:</i> _ _</li> </ul> |

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|   | <p>e. Develop bridge programs from Job Train to the college.</p>   |   |  |   |
| <p><b>2. BASIC SKILLS Math completion and time to completion:</b> Increase the percentage of students who progress from basic skills mathematics to college-level mathematics courses in 2 years from 18% to 25%.</p> | <p><b>a.</b> Counsel students to begin math sequence in their first semester of enrollment.<br/> <b>b.</b> Increase students with active SEP's that map out their math sequence.<br/> <b>c.</b> Expand the use of multiple measures for math placement.<br/> <b>d.</b> Expand disability testing and accommodations to improve math success rates.<br/> <b>e.</b> Establish first semester math requirement for incoming Promise students.</p> | <p><b>a.</b> Scale up Math Jam over next three years<br/> <b>b.</b> Support Basic Skills Retention through:<br/> <b>c.</b> Basic Skills Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p> | <p><b>a.</b> Enhance and expand Counseling sessions and visits to on and off campus basic skills classes to communicate benefits and connect with students<br/> <b>b.</b> Participation of Basic Skills counselor in Proactive registration.</p> | <ul style="list-style-type: none"> <li>• <i>Access</i></li> <li>• <i>Retention ✓</i></li> <li>• <i>Transfer</i></li> <li>• <i>ESL/Basic Skills</i></li> <li>• <i>Completion ✓</i></li> <li>• <i>Degree &amp; Certificate</i></li> <li>• <i>Completion ✓</i></li> <li>• <i>Other: _ _</i></li> </ul> |

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| <p><b>3. BASIC SKILLS English completion and time to completion:</b><br/>                 Increase the percentage of students who progress from basic skills English to college-level English courses in 2 years from 30% to 40%.</p>  | <p><b>a.</b> Counsel students to begin English sequence in their first semester of enrollment.<br/> <b>b.</b> Increase students with active SEP's that map out their English sequence.<br/> <b>c.</b> Expand the use of multiple measures for English placement.<br/> <b>d.</b> Expand disability testing and accommodations to improve English success rates.<br/> <b>e.</b> Continue Puente cohorts that support student progression from pre-transfer to transfer-level English.<br/> <b>f.</b> Establish first semester English requirement for incoming Promise students.</p> | <p><b>a.</b> Expand Word Jam over next three years<br/> <b>b.</b> Support Basic Skills (BS) Retention through:<br/> <b>c.</b> BS Retention Specialist coordinates Proactive Registration program to encourage progression along math sequence.</p>                   | <p><b>a.</b> Additional Basic Skills Counseling for students enrolled in basic skills English<br/> <b>b.</b> Coordination of BS Counselor in ACES.<br/> <b>c.</b> Counseling support for off campus ESL classes.<br/> <b>d.</b> BS Counselor counselor provides overview and Q &amp; A at regular ESL Orientations</p> | <ul style="list-style-type: none"> <li>● Access</li> <li>● Retention ✓</li> <li>● Transfer</li> <li>● ESL/Basic Skills Completion ✓</li> <li>● Degree &amp; Certificate Completion ✓</li> <li>● Other: _ _</li> </ul> |
| <p><b>4.PERSISTENCE:</b> Over the next two years, increase fall-to-spring persistence rate for disproportionately impacted students with a particular focus on African American and Latino/Hispanic students. Goal is to increase lowest DI group rate (African American</p> | <p><b>a.</b> Increase and more fully integrate retention services into the Counseling Dept.<br/> <b>b.</b> Continue programs with specialized counseling and support: Puente, EOPS, CalWORKs/CARE, DRC, College for Working Adults, Basic Skills, and STEP.<br/> <b>c.</b> Strengthen Student Success Program for Probation and Reinstated Students.</p>   | <p><b>a.</b> BS Retention specialists provide support and mentorship<br/> <b>b.</b> The Equity Coordinators will facilitate implementation of high impact practices relating to DI student persistence through the ongoing work of the ACES Inquiry work groups.</p> | <p>BS Counselor supports DI students</p>   | <ul style="list-style-type: none"> <li>● Access</li> <li>● Retention ✓</li> <li>● Transfer ✓</li> <li>● ESL/Basic Skills ✓</li> <li>● Completion ✓</li> <li>● Degree &amp; Certificate Completion ✓</li> </ul>        |

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| <p>students at 67%) by five percent over the next two years, and bring the persistence rate of Hispanic students up 3% from 86% to the college average of 89%.</p> | <p><b>d.</b>Increase effectiveness of Early Alert Program.<br/><b>e.</b>Provide counseling services within the Proactive Registration Initiative.</p> |  |  | <ul style="list-style-type: none"> <li>• <i>Other:</i> _ _</li> </ul> |
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**Resources Budgeted for Student Equity 2014-15, 2015-16, and 2016-17**

The Academic Committee for Equity and Success (ACES), which is a merger of the Basic Skills and Student Equity Committee, has allocated funding for portions of specific student support services, activities, initiatives, programs, and professional learning for faculty, staff, and administrations including funding/partial funding for:

|   |   |
|---|---|
| Assessments for Learning Disabilities         | Outreach for Proactive Registration         |
| Blacademia                                    | Proactive Counseling                        |
| College for Working Adults (CWA)              | Professional Development - Conference       |
| Classified Outreach                           | Professional Development for Faculty        |
| Dreamer Task Force (Professional Development) | Professional Development: Inquiry           |
| Dreamers - Retention Specialist               | Puente Coordinator                          |
| Dreamers Faculty                              | Puente support/bus /supplies                |
| Dreamers Legal Clinic (Sparkpoint)            | Researcher                                  |
| Embedded Tutoring                             | Retention Specialist-Basic Skills           |
| ESL Community Support (Babysitting/Slammers)  | SparkPoint                                  |
| ESL Coordinator                               | Students Transitioning Off Probation (STOP) |

|                                       |   |
|---------------------------------------|---|
| ESL Retention Specialist              | Supplemental Instruction                      |
| Faculty Coordination of ACES          | Supplies/Materials for Proactive Registration |
| Fiscal Operations Accountant Tech     | Supplies/Materials for Prof. Development      |
| Foster Youth Retention Specialist     | TLC Student Assistants                        |
| Foster Youth                          | Tutors in Learning Center                     |
| Hot Spots for student internet access | Veterans                                      |
| Learning Disability Counselor         | Word Jam                                      |
| Math Jam                              | Writing Center IA II                          |
| Men of Color Professional Development |   |

The linked [Crosswalk of Initiatives to Support Basic Skills and Equity](#) illustrates how our goals were addressed and through which programs they were funded.

**Student Equity Funding and Progress**

We made goals for better serving specific DI student groups, but had not yet made specific percentage goals for our prior activities and interventions in our Equity and Basic Skills plans. However, we have examined these goals for progress and that has informed changes in programs and ongoing planning. We aim to be more specific in our future goals in order to better assess them. Some highlights of our 2014-2017 progress in relation to our goals are summarized in the below chart.

|  |   |
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| <b>Increase in Access</b>                            | Cañada has expanded the College for Working Adults program (CWA) from an initial enrollment of 30+ students to the current enrollment of 300+ students  |
| <b>Increase in Course Completion/Retention</b>       | Students at Cañada have steadily seen an increase in both course completion and retention rates. In AY 2014-2015, the overall course completion rate was 70.2%. This grew by .6% to a course completion rate of 70.8% in AY 2015-2016 with an additional increase to 72% in AY 2016-2017. Similarly, retention rates also continued to rise annually from 82.8% (AY 2014-2015), 83.5% (AY 2015-2016), and 85% (AY 2016-2017) respectively.  |
| <b>Increase in ESL and Basic Skills Completion</b>   | In fall 2016, 631 students participated in proactive registration including 27 Basic Skills classes (11 Math, 8 English, 7 ESL, and 1 Reading sections). 88% of these students who participated in 2016 were registered at the event (compared to 39% who did not participate). 95% of students who participated in the event were still enrolled on the first day of spring 2017 classes, and 93% after census day. In spring 2017, students who had participated in the fall 2016 event had a 95% persistence rate compared with only 67% of students who had not |
| <b>Increase in Degree and Certificate Completion</b> | The number of students completing degrees at our college has increased: from 422 in 2013/2014 to 463 in 2014/2015 to 486 in 2015/2016. To facilitate more degrees in the future, we made progress on SEPs: The percentage of students with completed SEP increased from 85% in fall 2015 to 91% in fall 2016 for full-time, first time students. In fall 2016, 77% of students had an active comprehensive SEP.   |
| <b>Increase number of</b>                            | Cañada began using high school transcripts as placement tool in Fall 2015. The number of  |

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| <p><b>students placed into college-level English via implementation of multiple measures assessment</b></p> | <p>students placed in transfer-level English has increased, and initial results indicate that Hispanic students experience the most increase in transfer-level English placement, from 16% with traditional assessment to 44% with MMAP.</p> |
|---|--|

While we have data sets for some areas, we realize that other data benchmarks in our future goals will need to be worked on further. We will continue to draw on our strengths to expand and enhance what is working and engage in further planning and collaborations to improve. For example, we will collaborate with the district via Career Ladders and Guided Pathways, leveraging these initiatives for additional partnerships and learning. Thank you for reading our plan. We look forward to your feedback

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

- Support for professional learning around best practices in the implementation of multiple measures
- Support for student-facing data visualization technology including course enrollment reminders, degree progress, and other student support
- Technical assistance for implementing OEI best practices in online/distance education student support tools
- Focus on terminology and theoretical framework to inform systemic change
- Workshops by experts in the field of educational equity, pedagogy, and practice

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name David Reed  
Title Dean of Academic Support and Learning Technologies  
Email Address reedd@smccd.edu  
Phone 650-306-3470

Alternate Point of Contact:

Name Rebekah Sidman-Taveau  
Title Professor/Academic Committee for Equity and Success Co-Coordinator  
Email Address taveaur@smccd.edu  
Phone 650 381-3547

Part III – Approval and Signature Page

College: Cañada College District: San Mateo Community College District

Board of Trustees Approval Date:

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We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

|                      |      |  |
|----------------------|------|--|
| Jamillah Moore       |      | <a href="mailto:moorej@smccd.edu">moorej@smccd.edu</a> |
| Chancellor/President | Date | Email Address  |

|                         |      |  |
|-------------------------|------|--|
| Mary Chries Concha Thia |      | <a href="mailto:conchathiam@smccd.edu">conchathiam@smccd.edu</a> |
| Chief Business Officer  | Date | Email Address  |

|                             |      |  |
|-----------------------------|------|--|
| David Johnson               |      | <a href="mailto:johnsond@smccd.edu">johnsond@smccd.edu</a> |
| Chief Instructional Officer | Date | Email Address  |

|                                |      |  |
|--------------------------------|------|--|
| Phillip King                   |      | <a href="mailto:kingp@smccd.edu">kingp@smccd.edu</a> |
| Chief Student Services Officer | Date | Email Address  |

|                            |      |  |
|----------------------------|------|--|
| Hyla Lacefield             |      | <a href="mailto:lacefieldj@smccd.edu">lacefieldj@smccd.edu</a> |
| President, Academic Senate | Date | Email Address  |

**Integrated Budget Template: BSI, Student Equity, and SSSP  
for fiscal reporting period July 1, 2017 - June 30, 2018**

|                |
|----------------|
| San Mateo CCD  |
| Canada College |

**Planned Expenditures**

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

| Object Code | Category                                  | Basic Skills Initiative | Student Equity | Credit SSSP | Credit SSSP - Match | Noncredit SSSP | Noncredit SSSP - Match |
|-------------|---|-------------------------|----------------|-------------|---------------------|----------------|------------------------|
| 1000        | Academic Salaries                         | \$ 90,000               | \$ 102,474     | \$ 378,109  |                     |                |                        |
| 2000        | Classified and Other Nonacademic Salaries |                         | \$ 121,454     | \$ 396,282  |                     |                |                        |
| 3000        | Employee Benefits                         |                         | \$ 80,036      | \$ 283,973  |                     |                |                        |
| 4000        | Supplies & Materials                      |                         | \$ 9,000       | \$ 22,300   |                     |                |                        |
| 5000        | Other Operating Expenses and Services     |                         | \$ 10,625      | \$ 23,000   |                     |                |                        |
| 6000        | Capital Outlay                            |                         | \$ -           |             |                     |                |                        |
| 7000        | Other Outgo                               |                         | \$ -           |             |                     |                |                        |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

#### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

#### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

| Goal   | Progress  |
|--|---|
| <p><b><u>Goal A: Access</u></b>- Within the first three years of this plan, increase access by 10 percent for Asian, Veteran, and Hispanic or Latino students. In addition, increase by 3 percent enrollment of other historically underserved populations from outside the local service area and county.</p> | <p>Our targeted populations were originally identified as a targeted groups in the 2015-2016 Equity plan due to their under-representation at CSM compared to San Mateo County demographics. Comparing 2015-2016 data to data from 2016-2017, Hispanic students from San Mateo County as a percent of the college's total enrollment has increased by 9.9% (from 21.6 % to 31.5%). While students of Asian descent have increased by 5% (from 21.6 to 26.6%). The percentage of Veterans attending CSM has also increased in relation to their San Mateo County demographics, with a percent increase of 2.5% (from 2.4% to 4.9%).</p>  |
| <p><b><u>Goal B: Course Completion (Retention)</u></b>- Within three years of this plan increase course completion rates by 5 percent for Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, and by 3 percent for Hispanic or Latino students.</p>                            | <p>Our targeted populations were originally identified in the 2015-2016 Equity Plans because of a large percentage point gap from the college average. Comparing the original 2015-2016 data to data collected in 2016-2017, Black or African American course completion rate has increased from 59.1% to 66.8% (an increase of 7.7%). For current or former foster youth, the course completion rate has increased from 48.8% to 51.9% (3.1% increase). Pacific Islander students have increased their course completion rate from 62.2% to 65.3% (an increase of 3.1%) and Hispanic and Latino students have increased their course completion rate from 63.9% to 65.1% (an increase of 1.2%). While course completion rates for all identified groups have improved, some dramatically, it is important to note that college wide course completion rate has also increased by 2.3% (from 69.8% to 72.1%). The identified groups, while making progress, are still below the college course completion rate.</p> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

|  |   |
|--|---|
| <p><b><u>Goal C: ESL and Basic Skills Completion-</u></b> Within three years of this plan, increase ESL and basic skills course completion in English and math by 5 percent for Veteran, Multi-race, White, and Hispanic or Latino students.</p>                                 | <p>Our target populations were originally defined in the 2015-2016 Equity Plans based on basic skills course completion data collected from 2010/11-2013/14. Comparing this original data to basic skills data with data collected from 2013/14-2016/17, Veteran students have increased from a 26.5 % completion rate to 59.4 % (an increase of 32.9%). Multi-race students have increased from 32.4% to 62.4% (an increase of 30%). White students increased from 32.9% to 61.3 % ( an increase of 28.4%) and Hispanic/Latino students increased from 34.7% to 52.6% (an increase of 17.9%). It is important to note that during this period college wide completion rates for basic skills courses have also increased from 36.5% to 59.6% (an increase of 23.1%).</p>                     |
| <p><b><u>Goal D: Degree and Certificate Completion-</u></b> Within five years of this plan, increase by 10 percent the degree and certificate rates for Multi-race, Males, Native Hawaiian or Other Pacific Islander, Some Other Race (Filipino), and Foster Youth students.</p> | <p>Comparing our baseline data from the 2015-2016 Equity Plan to data compiled tracking degree and certificate completion of degree-seeking students from Fall 2014-Spring 2017, completion has increased college wide by 8.5% (from 28.1% to 36.6%). Degree and certificate completion for Multi-race students has increased by 14.5% (from 19.4% to 33.9%), for male students' completion rates have increased by 10.9% (from 23.3% to 34.2%). Degree and certificate completion for Native Hawaiian or Pacific Islander youth has increased by 10.5% (from 22.2% to 32.7%), Filipino students' completion rates have increased by 14.2% (from 24.2% to 38.4%), and completion rates for Foster youth students have increased 7.3% (from 8.3% to 15.6%).</p>                                |
| <p><b><u>Goal E: Transfer-</u></b> Within three years of this plan, increase by 5 percent the transfer rates for Hispanic or Latino, Some Other Race (Filipino), Individuals with Disabilities, and Black or African American students.</p>                                      | <p>Our target populations were originally identified in the 2015-2016 Equity Plan based on data compiled from 2008/2009-2013/2014 because of the large percentage point gap in transfer rate compared to the college average. It is important to note that the college-wide transfer rate decreased by 7.1% (from 74.7% to 67.6%). Comparing the original baseline to data with 2011/2012-2016/2017 data, Hispanic or Latino students' transfer rates have decreased by 10.8% (from 69.5% to 58.7%). Filipino students' transfer rates have slightly increased by 1.2% (from 66.7% to 67.9%). African American students' transfer rates have decreased by 7.2% (from 78.6% to 71.4%) and the transfer rates of individuals with disabilities have increased by 13.9% (from 65% to 78.9%).</p> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

|  |   |
|--|---|
| <p><b>Goal F: Activities Affecting</b><br/> <b>Several Goals-</b> Incorporation of culturally responsive teaching principles and academic strategies in the classroom will support student learning and contribute to course completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer rates.</p> | <p>For the majority of community college faculty, there is no requirement for completed course work on teaching and learning prior to interfacing with students. In order to address what best be described as a "pedagogy gap", CSM focused on creating opportunities for faculty and staff to engage in and with literature on educational equity theory and practice.</p> <p>With this in mind, we provided the following pedagogical training opportunities:</p> <ul style="list-style-type: none"> <li>• Educational Equity Workshop Series</li> <li>• New Faculty Institute</li> <li>• Faculty Lunch &amp; Learns</li> <li>• Flex Day activities that center educational equity praxis</li> </ul> <p>In all, CSM offered more than 40 events that sought to equip administrators, faculty and staff with a better understanding of and/or the necessary tool to enact educational equity and cultural fluency. In 2016-2017, more than 800 members of the aforementioned groups participated in the varied PD offerings at CSM.</p> |
|--|---|



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

We believe an integral component of CSM’s overall success can be attributed to the intentional coordination between student services and instruction. Imperative to all three plans is the ability for student services and instruction to combine efforts to address the needs of students. An exemplar of this process has been the integration of supplemental instruction and a counseling component within sections of pre-transfer Math. Expanding our efforts of integrating student services within instruction is how we plan to offer support on a larger scale to our target populations.

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

| Goal  | SSSP   | Student Equity   | BSI  |
|---|--|--|--|
| Encourage acceleration of Math and English sequence and use multiple measures to increase placement accuracy. | Provide alternate test methods for placement (i.e. SAT, AP, IB).<br><br>High School transcripts are used for placement into transfer-level math and English courses. | Provide multiple modes of assessment for Asian and Hispanic students who transition to CSM from high school.<br><br>High school transcript criteria has been established districtwide and placement implemented for spring, 2017 semester. | Pilot student success initiatives have been designed to serve those from traditionally under-represented or low achieving groups of students to perform at the college average or above in course success and persistence.<br><br>High school transcript criteria has been established districtwide and placement implemented for spring, 2017 semester. |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

An integral component of CSM's overall success can be attributed to the equity-based cohort models. CSM has found that the equity-based cohort models with structured pathways leading to successful transitions are imperative in mitigating the disproportionate academic struggles of historically marginalized students. A student-centered approach predicated on cultural relevance is central to the cohort model and has shown initial success in increasing access, retention rates, transfer rates, degree completion and Basic Skill completion for our student participants.

This cohort model is predicated upon celebrating out students' language, culture, and ways of being, whatever those look like, by providing spaces where their variegated cultural esthetics are integrated and celebrated. Ultimately, we hope that the most effective components of the culturally relevant, nutritive, and sustaining educational environments that make up CSM's learning communities become institutionalized by the overall campus community. We view these cohorts as seeds, seeds that will inform the campus cultural climate such that it recognizes the value, saliency, and overall import of recognizing, celebrating, and integrating the panoply of life experiences CSM students represent.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### FUTURE PLANS

*Questions 3-8 address the 2017-19 planning cycle.*

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
  - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
  - Closing achievement gaps for disproportionately impacted groups.
  - Improving success rates in degree attainment, certificate attainment, and transfer.
  - Improved identification of and support for students at-risk for academic or progress probation.
  - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
  - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals:



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| Goal   | SSSP   | Student Equity   | BSI   |   |
|--|--|--|---|---|
| <p><b>ACCESS, SUPPORT and OPPORTUNITY</b><br/>                     Increase access, support and opportunity by 3% for all students to enroll, persist, succeed, and complete their educational pathway, and 10% with particular emphasis on our disproportionately impacted student groups at CSM.</p> | <ul style="list-style-type: none"> <li>• Identify disaggregated matriculation pipeline data to increase student matriculation from enrollment to registration</li> <li>• Intentionally connect/enroll all new students to a support program or learning community</li> <li>• Explore/develop support program around Meta Majors/Career Pathways for all declared and undeclared majors</li> <li>• Utilize noncognitive assessment to gather holistic strengths of students and learn how to engage them</li> </ul> | <ul style="list-style-type: none"> <li>• Increase student participation, success, and completion in Learning Communities</li> <li>• Strengthen Early College, Dual Enrollment, and Concurrent Enrollment programs targeting participation among disproportionately impacted student groups</li> <li>• Increase the scale of Promise Program, targeting participation among disproportionately impacted student groups</li> </ul> | <ul style="list-style-type: none"> <li>• Increase success and completion in Basic Skills course through Supplemental Instruction in all Basic Skills courses</li> <li>• Collaborate with AEBG block grant to increase access for ESL populations</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Access</b></li> <li>• <i>Retention</i></li> <li>• <i>Transfer</i></li> <li>• <b>ESL/Basic Skills Completion</b></li> <li>• <i>Degree &amp; Certificate Completion</i></li> <li>• <i>Other: _ _</i></li> </ul> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| Goal  | SSSP   | Student Equity  | BSI   |   |
|---|--|---|---|---|
| <p><b>BASIC SKILLS</b> Among fall full-time first-time students enrolled in basic skills math in their first year, increase the percent transitioning to transfer level math to 30% within a 2-year period. Among fall full time first-time students enrolled in basic skills English in first year, increase the percent of transitioning to transfer level English to 40% within a 2-year period. Among first time students enrolled in basic skills courses increase to 25% of students completing a degree within 6 semesters. This goal is in alignment with CSM's Strategic Plan Goal metric 1.4 and 1.5.</p> | <ul style="list-style-type: none"> <li>• Continue targeted support to ELD/ESL programs</li> <li>• Provide counseling support, specifically for Basic Skills courses</li> </ul> | <ul style="list-style-type: none"> <li>• Provide SI and tutoring services for Basic Skills courses</li> <li>• Increase student participation and completion in Learning Communities that focus on Basic Skills</li> <li>• Increase the scale of the Promise Program, targeting participation among disproportionately impacted student groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Offer courses, programs and/or services that accelerate the completion of the Math and English sequence</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Access</i></li> <li>• <i>Retention</i></li> <li>• <i>Transfer</i></li> <li>• <i>ESL/Basic Skills Completion</i></li> <li>• <i>Degree &amp; Certificate Completion</i></li> <li>• <i>Other: _ _</i></li> </ul> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| Goal  | SSSP   | Student Equity   | BSI   |  |
|---|--|--|---|--|
| <p><b>COURSE COMPLETION</b><br/>                     Increase the number of students who maintain good academic standing. Ninety-five percent of our fall first-time students will complete and persist from Fall to Spring.</p> <p>This goal is in alignment with CSM's Strategic Plan Goal metrics 1.6-1.9.</p> | <ul style="list-style-type: none"> <li>• Use equity-centered, proactive, cohort-based approach that encourages students to meet with counselors to provide more consistent support so that they are empowered and equipped to fully recognize their agency, knowing that this will translate into success</li> <li>• Develop strategies for early interventions</li> </ul> | <ul style="list-style-type: none"> <li>• Increase the number of students participating in successful equity-centered campus-wide initiatives like cohort-based models</li> </ul> | <ul style="list-style-type: none"> <li>• Expand academic support interventions in all basic skills classes</li> </ul> | <ul style="list-style-type: none"> <li>• Access</li> <li>• <b>Retention</b></li> <li>• Transfer</li> <li>• <b>ESL/Basic Skills Completion</b></li> <li>• <b>Degree &amp; Certificate Completion</b></li> <li>• Other: _ _</li> </ul> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| Goal  | SSSP  | Student Equity  | BSI  |   |
|---|---|---|--|---|
| <p><b>PROF DEVELOPMENT</b><br/>Increase opportunities for the entire campus to engage in equity work.</p> | <ul style="list-style-type: none"> <li>Collaborate with faculty to gain input for creating meta-majors for guided pathways</li> </ul> | <ul style="list-style-type: none"> <li>Through professional development, CSM will institutionalize equity-centered, proactive, cohort-based best practices. In line with this goal, CSM will provide critical pedagogical training for administrators, faculty, and staff via the New Faculty Institute, faculty-led Lunch and Learns; the Educational Equity Lecture/Workshop Series, and, The Educational Equity Training Series, which is a contiguous, semester long pedagogy course for faculty and staff</li> </ul> | <ul style="list-style-type: none"> <li>Provide professional development for faculty and staff supporting students in pre-transfer classes</li> </ul> | <ul style="list-style-type: none"> <li>Access</li> <li>Retention</li> <li>Transfer</li> <li>ESL/Basic Skills Completion</li> <li>Degree &amp; Certificate Completion</li> <li>Other: _</li> </ul> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| Goal   | SSSP   | Student Equity   | BSI   |  |
|--|--|--|---|--|
| <p><b>COMPLETION AND TRANSFER</b><br/>                     Increase completion of a degree within 150% of normal time and transfer for all students by 10 % while decreasing equity gaps.</p> <p>This goal is in alignment with CSM's Strategic Plan Goal metrics 1.6-1.9.</p> | <ul style="list-style-type: none"> <li>• Increase comprehensive SEP completion targeting underrepresented student groups</li> <li>• Targeted educational planning with groups that are identified in SE plan as underserved</li> <li>• Career Programming for Undecided and Exploring students</li> <li>• Explore/develop College and Career Pathways for Associate Degree and Transfer students</li> <li>• Collaborate with Transfer support program; STEM, EOPS, Learning Communities, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Gather data/analyze transfer rates among disproportionately impacted student groups - utilize data to tailor support services</li> <li>• Gather data/analyze utilization of transfer services among disproportionately impacted student groups - utilize data to tailor support services</li> </ul> | <ul style="list-style-type: none"> <li>• Offer courses, programs and/or services that accelerate the completion of the Math and English sequence</li> <li>• Create foundations for Guided Pathways</li> </ul> | <ul style="list-style-type: none"> <li>• Access</li> <li>• Retention</li> <li>• Transfer</li> <li>• ESL/Basic Skills Completion</li> <li>• Degree &amp; Certificate Completion</li> <li>• Other: __</li> </ul> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

By combining the Basic Skills and Equity committees, to form the Educational Equity Committee, (EEC), the college has been able to scale up student support in matriculation, instruction, and student support. In addition, an integrated planning team has been meeting since fall 2017 to ensure efforts are fully integrated across instruction and student services. This group of faculty, staff, and administrators will meet regularly to ensure these efforts are assessed on a regular basis. Initiatives funded through other grants, like HSI federal grants will be included to inform continual improvement.

Furthermore, this committee will continue working with the Planning, Research, Institutional, and Effectiveness Division to ensure the programs are assessed regularly and the data is disaggregated to ensure disproportionately impacted students are served to reduce inequities. This will also entail on-going professional development to inform effective practices for the interventions identified in the integrated plan.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

Not Applicable

6. Describe your professional development plans to achieve your student success goals. (100 words max)

The College of San Mateo offers professional development opportunities through the Center for Academic Excellence. The success of our students is predicated on the knowledge/ability of staff and faculty to not only gain the practical skills necessary to assist students in their academic journey, but to also continuously hone their own beliefs about education. One of the activities we are offering is an Education Equity lecture/workshop Series designed to equip participants with a theoretical foundation and concomitant practical skills in areas of pedagogy and cultural fluency. We are also providing an Equity training series to all college employees.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Evaluation of progress towards the goals included in the integrated plan will be annual. These reports will be presented to the College's Institutional Planning Committee to inform them of the progress being made towards narrowing the identified achievement/equity gaps. Fully recognizing the importance of narrowing and ultimately eliminating existing achievement gaps, an equity lens will be used to integrate the plans and College's overall planning process.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

College of San Mateo will collaborate with Cañada College and Skyline College to provide integrated professional development opportunities. To create a cohesive collaboration across the district, the coordinators on all three campuses will meet regularly for planning, implementation, and assessment. Additionally, SSSP coordinators meet regularly and discuss implementation strategy for the integrated plan.

SMCCD is currently working with the Career Ladders Project and the RP group in a 3-year plan to provide district wide initiatives which include dual enrollment, multiple measures and guided pathways. We already have a well formulized structure to implement district wide initiatives and we will build upon this when collaborating for the integrated plan.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

Foundational to the integrated plans are the employees working to lead, implement, and assess the plans. This includes leading the efforts to promote Equity at CSM and collaborate with the other two colleges in the district.

The details listing the relationship between the budget allocation and the goals are listed in the table below:



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| GOAL   | BUDGET ALLOCATION   |
|--|---|
| <p><b>ACCESS, SUPPORT and OPPORTUNITY</b></p> <p>Increase access, support and opportunity by 3% for all students to enroll, persist, succeed, and complete their educational pathway, and 10% with particular emphasis on our disproportionately impacted student groups at CSM.</p>   | <p>Coordination by faculty and management for the following areas:</p> <ul style="list-style-type: none"> <li>• Equity</li> <li>• Basic Skills</li> <li>• Learning Communities</li> </ul> |
| <p><b>BASIC SKILLS</b></p> <p>Among fall full-time first-time students enrolled in basic skills math in their first year, increase the percent transitioning to transfer level math to 30% within a 2-year period.</p> <p>Among fall full time first-time students enrolled in basic skills English in first year, increase the percent of transitioning to transfer level English to 40% within a 2-year period.</p> <p>Among first time students enrolled in basic skills courses increase completion of certificates/degrees to 25% within 6 semesters.</p> | <p>Supplemental Instruction and Tutoring in basic skills and ESL classes</p>  |
| <p><b>COURSE COMPLETION</b></p> <p>Increase the number of students who maintain good academic standing. Ninety-five percent of our fall first-time students will complete and persist from Fall to Spring.</p>   | <p>Learning Communities faculty</p> <p>Increased Counseling support</p>   |
| <p><b>PROF DEVELOPMENT</b></p> <p>Increase opportunities for the entire campus to engage in equity work.</p>   | <p>Consultants to provide trainings</p>   |
| <p><b>COMPLETION AND TRANSFER</b></p> <p>Increase completion of a degree within 150% of normal time and transfer for all students by 10 % while decreasing equity gaps.</p>  | <p>Increased Counseling support</p>   |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

Link to College of San Mateo Equity site: <http://collegeofsanmateo.edu/equity/>

### **Executive Summary BSI, SSSP, Equity Integrated Plan 2017-19**

College of San Mateo (CSM) has long championed open access, student support and student success as directed through its mission. However, we know that access is not enough. For access to be equitable, the pernicious obstacles that delimit traditionally marginalized students' abilities to succeed academically must be called out and, subsequently, deconstructed. CSM's pursuit of educational equity is interested in recalibrating the trajectory of all of students, and especially for those students that have been labeled "at risk", disengaged, incapable, etc., due, often times, to circumstances beyond their control. At CSM, we are convinced that a critical, 21<sup>st</sup> Century education is not only valuable: it is a matter of social justice.

Equity gaps were identified for eleven of fifteen target populations. The Hispanic or Latino group was represented in four of five success indicators, with African American, Native Hawaiian or Other Pacific Islander, Foster Youth, Some other race (Filipino), Veteran, and Multi-race groups identified as underserved in two success indicators. Asian, White, Males, and Individuals with Disabilities were identified as having a disparity in only one success indicator. In addition to prescribed target populations, other groups identified as underserved are incarcerated youth, LGBTQ+, and undocumented students; these student populations often contend with systemic racism, bullying, harassment, stigmatization, and marginalization. Therefore, CSM's Director of Equity in concert with CSM's Professional Development Coordinator is providing a space for faculty to explore and wrestle with pedagogy in a way that challenges faculty to reimagine teaching and learning from the vantage point of our students.

A long-term goal of the Basic Skills Committee Initiative is that all students who begin their academic journey in basic skills courses persist and achieve at levels consistent with or above the college average. Through the implementation of Supplemental Instruction, tutoring, the accelerated English project as well as increased professional development, we are progressing towards our goals. One-way BSI plans to do this is through supporting guided pathways, a



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

student-centered approach designed to work college-wide with all students. By continuing to support professional development efforts, we are striving to build a strong structure centered on effective pedagogical practices and equity.

This strong foundation we will help lead the effort for guided pathways.

The majority of goals and activities focus on the following student populations/programs:

- Students aged 18-24, with special emphasis on high school graduates from feeder high schools
- African American, Latino, and Pacific Island students
- Low income seniors
- Foster and incarcerated youth
- Veteran students
- AB 540 students
- ESL and basic skills students
- Probation students

To support these students, the college will participate in the following interventions and activities:



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| GOAL   | ACTIVITES  |
|--|--|
| <p><b>ACCESS, SUPPORT and OPPORTUNITY:</b><br/>           Increase access, support and opportunity by 3% for all students to enroll, persist, succeed, and complete their educational pathway, and 10% with particular emphasis on our disproportionately impacted student groups at CSM.</p>  | <p>All students will be targeted for outreach through integrated efforts of initiatives including College Promise, Guided Pathways, and ACCEL and Adult Ed</p>   |
| <p><b>BASIC SKILLS:</b><br/>           Among fall full-time first-time students enrolled in basic skills math in their first year, increase the percent transitioning to transfer level math to 30% within a 2-year period. Among fall full time first-time students enrolled in basic skills English in first year, increase the percent of transitioning to transfer level English to 40% within a 2-year period. Among first time students enrolled in basic skills courses increase to 25% of students completing a degree within 6 semesters.</p> | <p>Students enrolled in Basic Skills and ESL classes will receive expanded academic and student support services.</p>  |
| <p><b>COURSE COMPLETION:</b><br/>           Increase the number of students who maintain good academic standing. Ninety-five percent of our fall first-time students will complete and persist from Fall to Spring.</p>  | <p>Proactive and wrap-around support will be provided to ensure their success in all course.</p>   |
| <p><b>PROFESSIONAL DEVELOPMENT:</b><br/>           Increase opportunities for the entire campus to engage in equity work.</p>  | <p>Professional development opportunities, including speakers, consultants and workshops for faculty to apply culturally relevant methodologies will be provided in collaboration with the other colleges in the District.</p> |
| <p><b>COMPLETION AND TRANSFER</b><br/>           Increase completion and Transfer for all students through guided pathways by 10 % while decreasing equity gaps.</p>   | <p>Cohort transfer-based learning communities will provide guidelines to increase access for all students. Guided Pathways will be foundational in supporting these efforts.</p>   |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### **Expenditures of Student Equity 2014-15, 2015-16, and 2016-17**

The Student Equity funds have provided support for students in high-impact Learning Communities focusing on African American, Latino, and Pacific Island students. In addition, funding was allocated for professional development through workshops and speaker series to inform pedagogical and institutional practices.

In 2016, in addition to the above-mentioned activities, the college hired a Director of Equity to ensure a cohesion in these efforts. College of San Mateo continues to use Equity funds for the above-mentioned interventions. To strengthen these efforts, BSI, SSSP, and AEBG (Adult Ed) plans and funds have been integrated.

### **Assessment of the progress from prior year plans**

All activities and interventions in the prior Equity and Basic Skills plans have been assessed regularly. As planned, the data is used to make adjustments to the programs and inform on-going planning.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Some highlights of increases from **Comparisons of Data 2014-2017** are listed below:

|  |  |
|--|--|
| <b>Increase in Access</b>                            | Hispanic students from San Mateo County as a percent of the college's total enrollment by 9.9%<br>Veterans attending CSM has also increased in relation to their San Mateo County demographics by 2.5% |
| <b>Increase in Course Completion/Retention</b>       | Black or African American by 7.7%<br>Foster youth by 3.1%<br>Pacific Islanders by 3.1%<br>Hispanic and Latino students by 1.2%   |
| <b>Increase in ESL and Basic Skills Completion</b>   | Veterans by 32.9%<br>Multi-race students by 30%<br>White students by 28.4%<br>Hispanic/Latino by 17.9%<br>College-wide 23.1%   |
| <b>Increase in Degree and Certificate Completion</b> | Multi-race students by 30%<br>Native Hawaiian or Pacific Islander by 10.5%<br>Male students increased by 10.9%<br>Filipino by 14.2%<br>Foster youth by 7.3%  |
| <b>Increase in Transfer</b>                          | Students with Disabilities by 13.9%<br>Filipino students by 1.2%   |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

To ensure institutional change at the college level, and to continue to integrate plans reducing opportunity gaps, the Chancellor's Office should consider:

- Focus on terminology and theoretical framework to inform systemic change
- Site visits similar to IEPI
- Data visualization
- Workshops and conferences around institutional level policy change
- Workshops by experts in the field of educational equity, pedagogy, and praxis

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

**Point of Contact:**

Name Dr. Anniqua Rana \_\_\_\_\_  
 Title Interim Dean Academic Support and Learning Technologies \_\_\_\_\_  
 Email Address rana@smccd.edu \_\_\_\_\_  
 Phone 650-574-6572 \_\_\_\_\_

**Alternate Point of Contact:**

Name Tabitha Conaway \_\_\_\_\_  
 Title BSI Coordinator \_\_\_\_\_  
 Email Address conawayt@smccd.edu \_\_\_\_\_  
 Phone 650-574-6750 \_\_\_\_\_



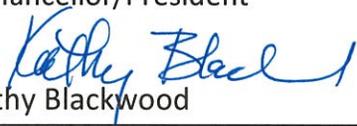
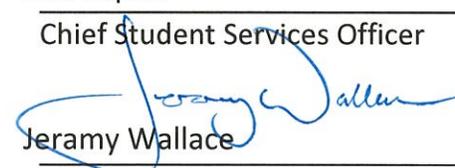
## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part III – Approval and Signature Page

College: College of San Mateo District: San Mateo Community College District

Board of Trustees Approval Date: Nov 29, 2017

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

|                                |   |          |  |
|--------------------------------|---|----------|--|
| Mike Clarie                    |    | 11/15/17 | <a href="mailto:clairem@smccd.edu">clairem@smccd.edu</a>       |
| Chancellor/President           |   | Date     | Email Address  |
| Kathy Blackwood                |   |          | <a href="mailto:Blackwoodk@smccd.edu">Blackwoodk@smccd.edu</a> |
| Chief Business Officer         |   | Date     | Email Address  |
| Sandra Stefani Comerford       |  | 11/15/17 | <a href="mailto:comerford@smccd.edu">comerford@smccd.edu</a>   |
| Chief Instructional Officer    |   | Date     | Email Address  |
| Kim Lopez                      |  | 11.15.17 | <a href="mailto:lopez@smccd.edu">lopez@smccd.edu</a>           |
| Chief Student Services Officer |   | Date     | Email Address  |
| Jeremy Wallace                 |  | 11/16/17 | <a href="mailto:wallacej@smccd.edu">wallacej@smccd.edu</a>     |
| President, Academic Senate     |   | Date     | Email Address  |

**Integrated Budget Template: BSI, Student Equity, and SSSP  
for fiscal reporting period July 1, 2017 - June 30, 2018**

|                      |
|----------------------|
| San Mateo CCD        |
| College of San Mateo |

**Planned Expenditures**

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

| Object Code | Category                                  | Basic Skills Initiative                 | Student Equity | Credit SSSP  | Credit SSSP - Match | Noncredit SSSP | Noncredit SSSP - Match |  |                     |
|-------------|---|---|----------------|--------------|---------------------|----------------|------------------------|--|---------------------|
| 1000        | Academic Salaries                         | \$ 126,815                              | \$ 135,547     | \$ 566,367   | \$ 745,186          |                |                        |  |                     |
| 2000        | Classified and Other Nonacademic Salaries | \$ 7,000                                | \$ 103,878     | \$ 535,420   | \$ 400,609          |                |                        |  |                     |
| 3000        | Employee Benefits                         | \$ 15,945                               | \$ 104,095     | \$ 427,126   | \$ 413,109          |                |                        |  |                     |
| 4000        | Supplies & Materials                      | \$ 5,501                                | \$ 39,785      | \$ 9,880     | \$ 15,000           |                |                        |  |                     |
| 5000        | Other Operating Expenses and Services     | \$ 34,500                               | \$ 60,599      | \$ 35,000    | \$ -                |                |                        |  |                     |
| 6000        | Capital Outlay                            | \$ -                                    | \$ -           | \$ -         | \$ -                |                |                        |  |                     |
| 7000        | Other Outgo                               | \$ -                                    | \$ 24,600      | \$ -         | \$ -                |                |                        |  |                     |
|             | <b>Program Totals</b>                     | \$ 189,761                              | \$ 468,504     | \$ 1,573,793 | \$ 1,573,904        | \$ -           | \$ -                   |  |                     |
|             |   |   |                |              | <b>Match</b>        |                | <b>Match</b>           |  |                     |
|             |   | <b>BSI, SE, &amp; SSSP Budget Total</b> |                |              |                     |                |                        |  | <b>\$ 2,232,058</b> |

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

#### BSI Goals and Progress

| Goal   | Progress   |
|--|--|
| <p><b>BSI Goal – English (District Goal 1 and 3; District Strategic Plan Targets 1.4 and 3.1-3.4):</b> The successful progression rate of students from two levels below transfer in English to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate. (This goal may change during 2017 – 2018 year, as the structure and student population of ENGL 828 has changed.)</p> | <p>Activity #1: Supplemental Learning Assistance (SLA) program for ENGL 828 that provides embedded tutors and additional required academic support each week.</p> <ul style="list-style-type: none"> <li>• The SLA program will support the Fall 2017 section of ENGL 828 that has a co-requisite of enrollment in LSKL 828.                             <ul style="list-style-type: none"> <li>- The SLA Leader will be a part-time, permanent Instructional Aide II that also provides tutoring support in the Writing, Reading, and Language and ESOL labs.</li> </ul> </li> <li>• The SLA program will now be overseen by the Learning Center rather than the Supplemental Instruction (SI) Coordinator due to the program’s inclusion of an embedded-tutoring model within the classroom.</li> <li>• The Learning Disability Specialist in Skyline College’s Disability Resource Center will also be teaching a LSKL 828 course for Fall 2017.                             <ul style="list-style-type: none"> <li>- While this course is not a mandatory co-requisite, this course will provide additional writing support to students who may struggle greatly in ENGL 828 due to previous experiences, potential learning difficulties, etc.</li> </ul> </li> </ul> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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|  | <p>Additional Activities and Objectives:</p> <ul style="list-style-type: none"> <li>• Spring 2017 served as an opportunity to brainstorm how to best support ENGL 828 in future semesters.</li> <li>• The ENGL subcommittee has reviewed and discussed:       <ul style="list-style-type: none"> <li>- Multiple measures consistently placing more students in ENGL courses at 1-level below transfer and at transfer level.</li> <li>- As a result, enrollment in ENGL 828 has decreased from a headcount of 255 student in Fall 2012 to 50 in Fall 2016. Moreover, the most significant decrease in enrollment in ENGL 828 has occurred over the last two years. Most students in ENGL 828 are those with a learning difficulty or lack necessary reading and writing skills to do well in ENGL 846 and above.</li> <li>- Data trends of student performance enrolled in a SLA-supported ENGL 828 course vs. those without.</li> </ul> </li> <li>• The ENGL subcommittee plans to revisit the committee's long-term goal, due to the impact multiple measures and acceleration has had on ENGL 828's enrollment since 2014-2015.       <ul style="list-style-type: none"> <li>- In collaboration with the Dean of Language Arts, the goal may be revised to include or focus on persistence from 2-levels below transfer to one-level below transfer.</li> </ul> </li> <li>• The ENGL subcommittee has also brainstormed other activities to assist with students progressing from ENGL 828 to ENGL 846.       <ul style="list-style-type: none"> <li>- The subcommittee has invited the Basic Skills Retention Specialist to discuss how they can provide additional support for these students, including use of TLC services, attending relevant workshops, etc.</li> </ul> </li> </ul> |
|--|--|



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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|  | <ul style="list-style-type: none"> <li>- We discussed informing the ENGL 828 students that they have a full support team consisting of their professor, SLA leader, DRC Learning Specialist, and Basic Skills Retention Specialist.</li> <li>- We also discussed opportunities for collaboration between the SLA program and the DRC so these sections can have a more cohesive experience.</li> </ul>   |
| <p><b>BSI Goal – Math (District Goal 1 and 3; District Strategic Plan Targets 1.5 and 3.1-3.4):</b><br/>The successful progression rate of students from three levels below transfer in math to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate</p> | <p>Activity #2: Supplemental Learning Assistance program for MATH 811 that provides embedded tutors and additional required academic support each week.</p> <ul style="list-style-type: none"> <li>• The College Success Initiative (CSI) Math Subcommittee developed a survey for students enrolled in Math 811. The survey was conducted during Spring 2017. The survey examined student demographics and the mindset of the student population concerning math. We also interviewed faculty members that teach basic skills courses math to try to capture a full picture. The results have been compiled and the analysis will be conducted in Fall 2017.</li> </ul> |
| <p><b>BSI Goal – ESOL (District Goal 1 and 3; District Strategic Plan Targets 1.4 and 3.1-3.4):</b><br/>The successful progression rate of students from one or two levels below in ESOL to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.</p>    | <p>Activity #3: Provide embedded tutoring in ESOL Basic Skills courses</p> <ul style="list-style-type: none"> <li>• The ESOL department gave input on what they were looking for in embedded tutors and communicated this to the Learning Center leadership.</li> <li>• The Learning Center leadership also advertised and were able to recruit 1-2 embedded tutors for the fall 2017</li> <li>• Training of embedded tutors and meetings between ESOL instructors and tutors will take place soon</li> <li>• Embedded tutors will begin Fall 2017 (most</li> </ul>  |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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|--|---|
|  | <p>likely with ESOL 830 and 840)</p> <p>Activity #4: Support ESOL Registration Days each semester to assist students with proper placement, orientation and registration.</p> <ul style="list-style-type: none"> <li>The BSI funds continue to support ESOL Reg Day each semester</li> </ul>  |
| <p><b>BSI Goal – Reading Apprenticeship (RA; (District Goal 1 and 3; District Strategic Plan Targets 1.4, 1.5 and 3.1-3.4):</b></p> <p>RA will assist in achieving Goals in Math, English and ESOL:</p> <p>A. The successful progression rate of students from three levels below transfer in math to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.</p> <p>B. Long-term goal: The successful progression rate of students from two levels below transfer in English to successful completion of the course one level below transfer will</p> | <p>Activity #6: Professional Development focused on the integration of Reading Apprenticeship into the Learning Center in support of Basic Skills tutors and into Basic Skills instruction by faculty in English, Math and ESOL.</p> <ul style="list-style-type: none"> <li>We met to discuss how to most effectively expand Reading Apprenticeship across the disciplines.</li> <li>We need to continue thinking of ways to more effectively market Reading Apprenticeship to achieve greater buy-in with faculty; one approach would be to market with a focus on metacognition and equity.</li> <li>We will discuss ways in which Reading Apprenticeship can be organized around disciplines and/or specific courses.</li> <li>We will develop a plan to do outreach at Division meetings to find interested faculty early Fall 2017 semester.</li> <li>Upon finding interested faculty, we will need to support faculty from various disciplines, including basic skills, taking the 6 week Reading Apprenticeship course. Professional development funds from the College and/or BSI will be needed to help faculty pay for the cost of the course.</li> </ul> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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| <p>increase 5% by 2019-2020 over the 2014-2015 rate.</p> <p>C. Long-term goal: The successful progression rate of students from one or two levels below in ESOL to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.</p>                       |  |
| <p><b>Student Equity Plan Goal: Access – (District Goal 1 &amp; 2; District Strategic Plan Targets 1.4,1.5 and 2.3)</b></p> <p>To improve access for target populations (Black/African American, Hispanic/Latino and Veterans) identified in the college research as experiencing disproportionate impact. .</p> | <p>Activity: Initiated outreach initiatives to engage the disproportionately impacted African American and Latino student populations. We host the Brothers and Sisters Conference and the Raza Conference to introduce these populations to pre-college experiences. Our campus has a Veterans Resource Center dedicated to serving that population.</p>  |
| <p><b>Student Equity Plan Goal: Course Completion (District Goal 1; District Strategic Plan Targets 1.6 - 1.9)</b></p> <p>To improve course completion for target populations (Black/African American, Hispanic/Latino, Native</p>   | <p>Activity: Skyline College established a Guardian Scholars Program to meet the needs of our Current/Former Foster youth population. The program has a retention specialist committed to working with students and faculty to eliminate barriers to student success. Operational reports have been created in SAP Business Objects (Skyline College’s primary data reporting and analytics tool) to support the program, including a term-based course enrollment changes report.</p> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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| <p>Hawaiian/Pacific Islander, Current/Former Foster Youth) identified in the college research as experiencing disproportionate impact.</p>   |   |
| <p><b>Student Equity Plan Goal: ESL &amp; Basic Skills Completion (District Goal 1; District Strategic Plan Targets 1.4, 1.5 and 3.1-3.4)</b><br/>To improve ESL and basic skills completion for target populations (Black/African-American, Hispanic/Latino, Current/Former foster youth, Veterans) identified in the college research as experiencing disproportionate impact.</p> | <p>Activity: Provide funding support for the Summer Scholars Institute that prepares students for college level Math and English.</p>   |
| <p><b>Student Equity Plan Goal: Improve Degree and Certificate Completion (District Goal 1; District Strategic Plan Targets 2.4-2.7 )</b><br/>The goal is to improve degree and certificate completion for target populations (Black/African American, Veterans, Current/Former foster youth) identified in the college research as experiencing a disproportionate impact.</p>      | <p>Activity: Skyline College established a Guardian Scholars Program to meet the needs of our Current/Former Foster youth population. The program has a retention specialist committed to working with students and faculty to eliminate barriers to student success.</p> |
| <p><b>Student Equity Plan Goal: Improve Transfer (District Goal 1; District Strategic</b></p>  | <p>In addition to meeting general data requests from the campus Transfer Center (related to student outreach), an applicant outreach report has also</p>  |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

|  |  |
|--|--|
| <p><b>Plan Targets 2.4-2.7)</b><br/>The goal is to improve transfer for the target populations (Current/Former foster youth, Filipino, Hispanic/Latino and Native Hawaiian/Pacific Islander) identified as experiencing a disproportionate impact.</p> | <p>been created in SAP Business Objects (Skyline College’s primary data reporting and analytics tool) to support the Transfer Center in tailoring outreach to applicants who identify transfer as an area of interest in the Needs &amp; Interest section of CCCApply. The report is available now, and will be implemented for Spring 2018 applicants.</p>  |
| <p><b>SSSP Goal – Orientation:</b><br/>Increase accessibility to College Orientation (District Goal 1 and 3; District Strategic Plan Targets 2.3)</p>  | <ul style="list-style-type: none"> <li>- The online orientation was designed to provide 24/7 access for students.</li> <li>- We have increased the number of in person orientations by over 30% since 2014-15 with regularly scheduled evening and Saturday orientations to accommodate working and evening students.</li> <li>- Launched a “Counselor Liaison Program” with all feeder high schools. A counselor serves as point of contact for high schools but also facilitate orientation, multiple measures, and counseling (abbreviated SEP) at the high school campuses.</li> </ul> |
| <p><b>SSSP Goal – Orientation</b><br/>Update orientation content that provides a foundation for student success in addition to the required Title V and Title IX topics. (District Goal 1; District Strategic Plan Targets 1.1, 1.2, 1.5, 1.4,)</p>    | <ul style="list-style-type: none"> <li>- Finalized modifications of content of in-person orientation that are interactive and relevant to student experiences that increases engagement with the orientation.</li> <li>- Added information about Multiple measures, Comprehensive SEP’s and information pertinent to undeclared students and the next steps they are to take.</li> <li>- We added process to identify undeclared students and students that are ready for Comprehensive SEPs during the orientation and then refer them accordingly.</li> </ul>                            |
| <p><b>SSSP Goal – Assessment</b><br/>Implement Multiple Measures to scale to accurately place all</p>  | <ul style="list-style-type: none"> <li>- We are now in full scale implementation of multiple measures which includes high school GPA, previous performance in English and Math courses, non-cognitive</li> </ul>   |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

|  |   |
|--|---|
| <p>students in Math &amp; English courses (<b>District Goal 1, 2, and 3; District Strategic Plan Targets 1.4, 1.5</b>)</p>   | <p>factors, and assessments.</p> <ul style="list-style-type: none"> <li>- Developed evaluation plan in collaboration with RP Group to measure effectiveness of multiple measures implementation with intent of making modifications as needed based on results.</li> <li>- Developed proper forms, tracking systems in banner and SARS, and addressed training needs with both Counseling and assessment staff</li> </ul>   |
| <p><b>SSSP Goal – Assessment</b><br/>Increase assessment staffing to support the increase in processing of multiple measures forms and for evaluation purposes. (<b>District Goal 4; District Strategic Plan Targets 1.4, 1.5</b>)</p> | <ul style="list-style-type: none"> <li>- Finalized hiring a FT permanent classified staff member dedicated to assessment center</li> <li>- Added a short-term PT classified staff member dedicated to assessment.</li> </ul>  |
| <p><b>SSSP Goal – Counseling</b><br/>Increase integration of SSSP core services to facilitate the process ranging from orientation to counseling (<b>District Goal 1, 2, and 3; District Strategic Plan Targets 2.3</b>)</p>           | <ul style="list-style-type: none"> <li>- Implemented “streamlined core services” that provided students opportunity to complete all core services in one day. These were primarily scheduled for Saturdays with occasional weekdays.</li> <li>- Launched a “Counselor Liaison Program” with all feeder high schools. A counselor serves as point of contact for high schools but also facilitate orientation, multiple measures, and counseling (abbreviated SEP) at the high school campuses.</li> <li>- Developed new SSSP checklist sent to all new students with SSSP related goal that clarifies steps.</li> <li>- Integrated and intentional process of supporting undeclared students and students in need of comprehensive SEP as part of the experience all new students have at Skyline College.</li> </ul> |
| <p><b>SSSP Goal – Counseling</b><br/>Increase E-counseling availability for students</p>   | <ul style="list-style-type: none"> <li>- Added dedicated online counseling hours that resulted in the highest number of counseling hours dedicated to online</li> </ul>   |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

|   |  |
|---|--|
| <p><b>(District Goal 1, 3, and 4; District Strategic Plan Targets 1.1, 1.2)</b></p>   | <p>counseling at Skyline College</p> <ul style="list-style-type: none"> <li>- Researched online counseling technology platforms with goal of 2018 implementation. As new technology platform phases in additional online counseling hours will be allocated</li> </ul>   |
| <p><b>SSSP Goal – Counseling</b><br/>                 Improve Degree Audit capacity so that students are fully aware of coursework completed and coursework remaining to meet educational goal. <b>(District Goal 4; District Strategic Plan Targets 1.1, 1.2,)</b></p> | <ul style="list-style-type: none"> <li>- Hired 3 additional degree auditors district wide. The impact of improving capacity resulted in wait times of 6 months to now 6 weeks for transcript evaluations.</li> </ul>   |
| <p><b>SSSP Goal – Counseling</b><br/>                 Increase percentage of students with comprehensive student educational plans. <b>(District Goal 1, 3, and 4; District Strategic Plan Targets 1.1, 1.2, 1.6-1.9)</b></p>   | <ul style="list-style-type: none"> <li>- Developed process to monitor all new incoming students that have SSSP related goals to identify which students are still in need of comprehensive SEP. Proactively reaching out to these students to provide them the Counseling support to develop SEP.</li> <li>- Fully integrated process with goal of having every student complete Comprehensive SEP as part of their experience at Skyline College which includes identifying students ready for C-SEP during orientation, monitoring all new students still in need of C-SEP, and tied to eligibility for certain priority groups pertaining to priority registration</li> <li>- Emphasis on C-SEP has been aligned with all categorical programs, learning communities, and our Promise Scholars Program.</li> <li>- Meta-majors and guided pathways are being developed with the premise that all students will need C-SEP which will serve as their individualized guided pathway.</li> <li>- Exploring how instructional and counseling</li> </ul> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

|   |   |
|---|---|
|   | <p>faculty can work together differently to increase C-SEP's for all students.</p> <ul style="list-style-type: none"> <li>- Continued research on different approaches campuses are taking in increasing SEP's.</li> </ul>  |
| <p><b>SSSP Goal – Counseling</b><br/>Provide intentional support for undeclared students to be able to declare a major and develop a comprehensive SEP. <b>(District Goal 1, 3, and 4; District Strategic Plan Targets 1.1, 1.2, 1.6-1.9)</b></p> | <ul style="list-style-type: none"> <li>- Initial launch of the “Explorers Program” which includes identifying undeclared students at orientation, undeclared students assigned to specific Counselors, and the monitoring of these students declaring a major and developing a Comprehensive SEP.</li> <li>- A focus on undeclared students has been integrated in the college redesign that involves instructional and counseling faculty exploring how to work together differently across the entire campus to support undeclared students. These enhancements have a goal of fall 2018 implementation.</li> </ul> |
| <p><b>SSSP Goal – Counseling</b><br/>Increase dedicated support for students on academic/progress probation <b>(District Goal 1 and 4; District Strategic Plan Targets 2.4-2.7, 2.8, 2.9)</b></p>   | <ul style="list-style-type: none"> <li>- Hired FT counselor dedicated on supporting students on academic/progress probation.</li> <li>- Research innovative approaches in supporting students on probation and developed timeline for enhanced support services to be implemented fall 2018.</li> <li>- An operational report in SAP Business Objects (Skyline College’s primary data reporting and analytics tool) is being drafted for roll out beginning in Spring 2018 to support counselor tasked with supporting students on academic probation.</li> </ul>   |
| <p><b>SSSP Goal – Counseling</b><br/>Provide dedicated Counseling support for Basic Skills students to increase student success rates. <b>(District Goal 1, 2, 3, and 4; District Strategic Plan Targets</b></p>                                  | <ul style="list-style-type: none"> <li>- Assigned dedicated counseling support for English, ESOL, and Math Basic Skills sections.</li> <li>- Implemented math assessment (ALEKS) designed to identify remediation needs that then provides focused practice in these identified areas. This provides students opportunity to address</li> </ul>   |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

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|--|---|
| <b>1.6-1.9)</b>  | <p>remediation needs and improve their initial placement.</p> <ul style="list-style-type: none"> <li>- Implemented Summer Scholars 5-week Institute designed for students placing in basic skills to get them ready for college level math and English in their 1<sup>st</sup> fall semester. Over 95% of the 180 students participating have placed in transfer level English and Math after program participation.</li> </ul> |
| <b>SSSP Goal - Professional Development (District Goal 1; District Strategic Plan Targets 2.4-2.7, 2.8, 2.9)</b> | <ul style="list-style-type: none"> <li>- Provided professional development designed to increase intentionality in how we support students, counseling pedagogy, and refining the outcomes we seek to achieve when working with students. Professional development has implications on program development, educational planning, and counseling practice.</li> </ul>  |

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

We attribute the College’s overall success to a commitment to eliminate barriers to student success by undertaking college redesign. Key measures include adopting enhanced multiple measures, guided pathways, a Promise Scholars Program, incorporating best practices in pedagogy and equity, and innovative student services. Many of these measures are in the early stages of implementation, and as such, it is too early to determine the effectiveness and impact on student success.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

| Goal  | Activities in each program that serve the goal listed          |  |  |
|---|--|--|--|
|   | SSSP   | Student Equity   | BSI  |
| <b>ESOL (District Goal 1 and 3; District Strategic Plan Targets 2.4-2.7, 2.8, 2.9) The successful</b> | <i>Provide dedicated counseling support for ESOL students.</i> | <i>Provide supplemental instruction (SI) for ESOL courses.</i> | <i>Provide embedded tutoring in ESOL Basic Skills courses.</i> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

|   |  |  |  |
|---|--|--|--|
| <p>progression rate of students from one or two levels below in ESOL to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.</p> | <p><i>Provide tailored orientation and extended assessment services for ESOL students.</i></p> |  | <p><i>Support ESOL Registration Days each semester to assist students with proper placement, orientation and registration.</i></p> |
|---|--|--|--|



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

The 2015-16 academic year marked the launch of the Summer Scholars Institute and the Promise Scholarship Program. Although we have just finished year 1 of the implementation there are early promising indicators on the implications for student success.

The Summer Scholars Institute is an intensive 5-week program with the focus of accelerating and getting students prepared for transfer level English and Math while also addressing college adjustment for recent graduating high school students. A total of 58 students enrolled in the program in the inaugural cohort with **57 out of 58 (98%) placing into transfer level Math and 56 out of 58 (96%) placing into transfer level English**. For some of the students that represented an advancement of 2-3 math levels. The following are additional promising results:

- ❖ **57 of 58 (98.2%)** CRER 137 summer course success rate
- ❖ **57 of 58 (98.2%)** students registered for Fall classes
- ❖ **57 of 58 (98.2%)** completed student education plan over the summer

All of the Summer Scholars students that registered for the fall semester were streamlined into the Promise Scholarship Program. The Promise Scholarship Program provides wrap around services including financial support and intense dedicated support services that facilitate student success. In the 16-17 academic year a total of 139 students enrolled in the program. Program participants had all student fees covered, access to lending library where they were able to secure their required textbooks, dedicated counseling support, and connected to existing resources. In the first semester of implementation, the students obtained a **96% fall to spring persistence rate** (comparison to 52% for all students & 80% for FT students).

In the Summer of 2017 the Summer Scholars Institute grew to 120 students and in the Fall of 2017 the Promise Scholars Program grew to 262 students with the goal of enrolling 500 students in the Fall of 2018. We will continue to evaluate the success of the 16-17 cohort and soon will be evaluating the 17-18 cohort and will make modifications as needed.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### FUTURE PLANS

*Questions 3-8 address the 2017-19 planning cycle.*

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
  - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
  - Closing achievement gaps for disproportionately impacted groups.
  - Improving success rates in degree attainment, certificate attainment, and transfer.
  - Improved identification of and support for students at-risk for academic or progress probation.
  - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
  - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

| Goal  | Activities in each program that serve the goal listed   |  |  | Goal Area  |
|---|---|--|--|--|
|   | SSSP  | Student Equity   | BSI  |  |
| <p>To increase the completion rates of current /former foster youth. (District Goal 1 and 4; District Strategic Plan Targets 2.4-2.7, 2.8, 2.9)</p>   | <p>Provide dedicated counseling support for foster youth students.</p> <p>Provide funding support for Retention Specialist dedicated to foster youth students</p> | <p>Provided funding for Program Services Coordinator and Retention Specialist to address issues of current/former foster youth</p> |  | <input type="checkbox"/> Access<br><input checked="" type="checkbox"/> Retention<br><input type="checkbox"/> Transfer<br><input checked="" type="checkbox"/> ESL/Basic Skills Completion<br><input type="checkbox"/> Degree & Certificate Completion<br><input type="checkbox"/> Other: _____<br>_____ |
| <p>Increase persistence and completion rates for disproportionately impacted groups. (District Goal 1, 2, and 4; District Strategic Plan Targets 2.4-2.7, 2.8, 2.9)</p>   | <p>Launch the Promise Scholars Program which includes dedicated counseling support and intentional career development benchmarks.</p>                             | <p>Equity provided funding for Summer Scholars Institute which is the feeder program for Promise Scholars Program.</p>             |  | <input type="checkbox"/> Access<br><input checked="" type="checkbox"/> Retention<br><input type="checkbox"/> Transfer<br><input checked="" type="checkbox"/> ESL/Basic Skills Completion<br><input type="checkbox"/> Degree & Certificate Completion<br><input type="checkbox"/> Other: _____<br>_____ |
| <p>ESOL (District Goal 1 and 3; District Strategic Plan Targets 2.4-2.7, 2.8, 2.9): The successful progression rate of students from one or two levels below in ESOL to successful completion of the course one level below transfer will</p> | <p>Provide dedicated counseling support for ESOL students.</p> <p>Provide tailored orientation and extended assessment services for ESOL students.</p>            | <p>Provide supplemental instruction (SI) for ESOL courses.</p>   | <p>Provide embedded tutoring in ESOL Basic Skills courses.</p> <p>Support ESOL Registration Days each semester to assist students with proper placement, orientation and registration.</p> | <input type="checkbox"/> Access<br><input checked="" type="checkbox"/> Retention<br><input type="checkbox"/> Transfer<br><input checked="" type="checkbox"/> ESL/Basic Skills Completion<br><input type="checkbox"/> Degree & Certificate Completion<br><input type="checkbox"/> Other: _____<br>_____ |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

|  |   |  |   |  |
|--|---|--|---|--|
| <p><i>increase 5% by 2019-2020 over the 2014-2015 rate.</i></p>  |   |  |   |  |
| <p><i>English (District Goal 1 and 3; District Strategic Plan Targets 2.4-2.7, 2.8, 2.9; ): The successful progression rate of students from two levels below transfer in English to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.</i></p> | <p><i>Dedicated counseling support for students in particular English basic skills sections.</i></p> <p><i>Launch Summer Scholars 5 week Institute designed for students placing in basic skills Math and English to get them ready for college level math and English.</i></p> |  | <p><i>Supplemental Learning Assistance program for ENGL 828 that provides embedded tutors and additional required academic support each week.</i></p> | <p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p> |
| <p><i>Math (District Goal 1 and 3; District Strategic Plan Targets 2.4-2.7, 2.8, 2.9): The successful progression rate of students from three levels below transfer in math to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate</i></p>        | <p><i>Launch Summer Scholars 5 week Institute designed for students placing in basic skills Math and English to get them ready for college level math and English.</i></p>  |  | <p><i>Supplemental Learning Assistance program for MATH 811 that provides embedded tutors and additional required academic support each week.</i></p> | <p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p> |



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Skyline College has three key committees that address the areas of Basic Skills Instruction (BSI), Student Services and Success Programs (SSSP) and the Student Equity Plan (SEP). Our BSI, SSSP and SEED committees oversee the coordination of the various student equity-related/categorically-based programs. Skyline College will ensure that the chairs of these committees will meet a minimum of twice a semester to coordinate, monitor and assess the integration of matriculation, instruction and student support.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)
6. Describe your professional development plans to achieve your student success goals. (100 words max)

We will develop two new professional development programs using new technology to improve learning. These technologies are Bluepulse and lecture capture. Blue Pulse is “a live formative feedback platform that gauges student sentiment, understanding, and progress to drive success” and provides analytic options that support instructors’ ability to make sense of the feedback and formative assessment data received and act upon to improve/inform teaching and meet students where they are. Lecture capture is the audio and video recording of lectures. Universities and Colleges have increased their interest in lecture capture in face-face courses to increase student learning and ultimately, retention.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Baseline measures have been set for a variety of SSSP-SE-BSI goals. Data will be collected using a combination of existing technology, including banner, SARS, and the data warehouse (with support from our office of Planning, Research and Institutional Effectiveness). These measures will be evaluated annually to measure progress toward meeting established goals. Goal standards will be evaluated every academic year.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

We have many district-wide efforts that have implications on SSSP, Equity, and BSI implementation. Examples of this include the “Summer Initiatives Summit” and the “Promise Program” meetings where faculty, staff, and administrators come together to learn from each other and highlight best practices.

There is also a district-wide Enrollment Services Committee that is comprised of representatives from all 3 colleges in the district that provides feedback on the integrated plan. This committee provides feedback on drafts of the plan, reviews pertinent data and best practices, and will culminate in presentations of finalized integrated plan from each college.

Moreover, each college will go through their respective Participatory Governance structures to collect feedback from faculty, staff, students, and administrators culminating in presentation to the District Board of Trustees.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

<http://skylinecollege.edu/collegesuccessinitiative/assets/documents/resources/SkylineCollege StudentEquityPlan.pdf>

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

The Chancellor’s Office can provide support in the form of webinars, workshops, and site visits that are geared toward promoting best practices in teaching, learning, and counseling that will help us achieve our goals. It is important that these areas of support are from recognized leaders in Community Colleges that draw upon successful practices from around the country (and take into account the effect of demographics). The Chancellor’s Office can



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

also provide increased financial support for promoting professional development (including travel to successful community colleges) of best practices in student equity and advancing students through basic skills and overcoming gatekeeper curriculum that prevents or stalls students from achieving their educational goals.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name: Angelica Garcia

Title: Vice President, Student Services

Email Address: garciaa@smccd.edu

Phone: 650-738-4333

Alternate Point of Contact:

Name: Luis Escobar

Title: Dean of Counseling, Advising and Matriculation

Email Address: escobarluis@smccd.edu

Phone: 650-738-4124



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part III – Approval and Signature Page

College: Skyline CollegeDistrict: San Mateo County Community College DistrictBoard of Trustees Approval Date: November 29, 2017

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

[Signature] 11/9/17 Stroudr@smccd.edu  
 Chancellor/President Date Email Address

[Signature] 11/15/17 Blackwoodk@smccd.edu  
 Chief Business Officer Date Email Address

[Signature] 11-9-17 Mendozaj@smccd.edu  
 Chief Instructional Officer Date Email Address

[Signature] 11/9/17 Garciaa@smccd.edu  
 Chief Student Services Officer Date Email Address

[Signature] 11/13/17 Brownek@smccd.edu  
 President, Academic Senate Date Email Address

**Integrated Budget Template: BSI, Student Equity, and SSSP  
for fiscal reporting period July 1, 2017 - June 30, 2018**

San Mateo CCD  
Skyline College

| <b>Object Code</b> | <b>Category</b>                           | <b>Basic Skills Initiative</b>          | <b>Student Equity</b> | <b>Credit SSSP</b> | <b>Credit SSSP - Match</b> | <b>Noncredit SSSP</b> | <b>Noncredit SSSP - Match</b> |  |                     |
|--------------------|---|---|-----------------------|--------------------|----------------------------|-----------------------|-------------------------------|--|---------------------|
| <b>1000</b>        | Academic Salaries                         | \$ -                                    | \$ 155,069            | \$ 570,298         | \$ 747,581                 |                       |                               |  |                     |
| <b>2000</b>        | Classified and Other Nonacademic Salaries | \$ 174,303                              | \$ 198,680            | \$ 648,421         | \$ 402,771                 |                       |                               |  |                     |
| <b>3000</b>        | Employee Benefits                         | \$ 50,974                               | \$ 131,240            | \$ 371,187         | \$ 461,814                 |                       |                               |  |                     |
| <b>4000</b>        | Supplies & Materials                      | \$ 1,107                                | \$ 18,000             | \$ 1,222           |                            |                       |                               |  |                     |
| <b>5000</b>        | Other Operating Expenses and Services     | \$ -                                    | \$ 121,176            | \$ 21,000          |                            |                       |                               |  |                     |
| <b>6000</b>        | Capital Outlay                            | \$ -                                    |                       |                    |                            |                       |                               |  |                     |
| <b>7000</b>        | Other Outgo                               | \$ -                                    |                       |                    |                            |                       |                               |  |                     |
|                    | <b>Program Totals</b>                     | \$ 226,384                              | \$ 624,165            | \$ 1,612,128       | \$ 1,612,166               | \$ -                  | \$ -                          |  |                     |
|                    |   |   |                       |                    | <b>Match</b>               |                       | <b>Match</b>                  |  |                     |
|                    |   | <b>BSI, SE, &amp; SSSP Budget Total</b> |                       |                    |                            |                       |                               |  | <b>\$ 2,462,677</b> |

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

**BOARD REPORT NO. 17-11-2B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Regina Stanback Stroud, President, Skyline College, 738-4111  
Michael Claire, President, College of San Mateo, 574-6222  
Jamillah Moore, President, Cañada College, 306-3456

**APPROVAL OF GUIDED PATHWAYS SELF-ASSESSMENTS**

The State Chancellor's Office announced the first phase of the California Community Colleges Guided Pathways endeavor. This effort will be formally supported by the Guided Pathways Award Program, in which all participating colleges will receive fiscal allocations over the five-year period specified in legislation to accomplish this important work. The Guided Pathways framework will support the redesign of many instructional and support programs on our campuses in order to amplify student success, ameliorate achievement gaps, and increase goal completion.

In order to participate in the Guided Pathways Award Program, colleges are required to complete three steps:

- Attend an IEPI workshop in the fall of 2017 focused on the self-assessment process;
- Complete the Guided Pathways self-assessment in the fall of 2017; and
- Complete the Guided Pathways multi-year work plan in the spring of 2018.

Following the completion of these components, initial funding allocations will be made beginning in March of 2018. Only colleges that complete the required steps will be considered participants in the California Community Colleges Guided Pathways effort and are eligible for Guided Pathways Award Program funding. Colleges that do not complete the necessary steps will not be eligible for funding.

Cañada College, College of San Mateo and Skyline College will participate in the Guided Pathways Award Program. All three Colleges have participated in the Fall 2017 IEPI workshops and have completed the Guided Pathways Self-Assessment.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the Guided Pathways Self-Assessment for Cañada College (Exhibit A), College of San Mateo (Exhibit B) and Skyline College (Exhibit C) to be able to participate in the Guided Pathways Award Program.

## Cañada College - Fall 2017

## GUIDED PATHWAYS SELF-ASSESSMENT TOOL

## Self-Assessment Outline

| Key Element                    |   | Scale of Adoption |                |             |            |
|--------------------------------|---|-------------------|----------------|-------------|------------|
|                                |   | Pre-Adoption      | Early Adoption | In Progress | Full Scale |
| Inquiry                        | 1. Cross-Functional Inquiry                               |                   | X              |             |            |
|                                | 2. Shared Metrics   |                   | X              |             |            |
|                                | 3. Integrated Planning                                    |                   | X              |             |            |
| Design                         | 4. Inclusive Decision-Making Structures                   | X                 |                |             |            |
|                                | 5. Intersegmental Alignment                               | X                 |                |             |            |
|                                | 6. Guided Major and Career Exploration Opportunities      | X                 |                |             |            |
|                                | 7. Improved Basic Skills                                  |                   |                | X           |            |
|                                | 8. Clear Program Requirements                             |                   | X              |             |            |
| Implementation                 | 9. Proactive and Integrated Academic and Student Supports |                   | X              |             |            |
|                                | 10. Integrated Technology Infrastructure                  |                   | X              |             |            |
|                                | 11. Strategic Professional Development                    |                   | X              |             |            |
|                                | 12. Aligned Learning Outcomes                             |                   | X              |             |            |
|                                | 13. Assessing and Documenting Learning                    | X                 |                |             |            |
|                                | 14. Applied Learning Opportunities                        |                   | X              |             |            |
| <b>Overall Self-Assessment</b> |   | <b>4</b>          | <b>9</b>       | <b>1</b>    | <b>0</b>   |

Self-Assessment Items

| <b>INQUIRY (1-3)</b>  |   |  |   |   |
|---|---|--|---|---|
| Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.  |   |  |   |   |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>  |  |   |   |
|   | <b>Pre-Adoption</b>   | <b>Early Adoption</b>  | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>1. CROSS-FUNCTIONAL INQUIRY</b></p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p> | <p><input type="radio"/> College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p> | <p><input checked="" type="radio"/> Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p> | <p><input type="radio"/> Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p> | <p><input type="radio"/> Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p> |
| Please respond to the following items (500 word maximum per item)   |   |  |   |   |

1. Please briefly explain why you selected this rating.

The College has experienced an initial inquiry session about Guided Pathways in 2016-17. Additionally, many at Cañada have been involved in and aware of similar efforts about Guided Pathways at our sister college – Skyline College. However, full-scale implementation of this element would involve robust, substantive conversation about the topic, the incorporation of student voice, and the incorporation of equity gap data into a regular practice of influencing program support.

Under the direction of statewide guidance and professional development opportunities, a small task force was developed in fall 2017 to attend a statewide workshop for an introduction session and the development of a self-assessment. After the initial meeting, the team brought back the assessment tool for review and broke out the work into small teams. That (this) document was produced for review by the larger task force in mid-November of 2017. Additionally, the self-assessment was presented for review to Cañada academic senate and subsequently to PBC in mid-November as well.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The College has a rigorous Program Review process both for instruction and student service operations. Each area has the opportunity to delve deeply into data related to their work and utilize that data to inform changes to programs and services. This will serve the College and this effort well as it embarks on Guided Pathways endeavors. Second, the College has a three-year running equity-based inquiry group that has been reviewing and researching data related to equity gaps for disproportionately impacted students. This review and update has been conducted on an annual basis and develops yearly plans for work to address equity gaps. For the past two years, the equity workgroup has also been working closely with our basic skills initiative. This great example of integrated work is at the heart of guided pathways work that engages all stakeholders in continuous challenges around siloed operations that lead to duplicative work.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The College does not regularly develop and utilize student focus groups to gain insight into the student experience – or get to the student voice. This may be a challenge in that we do not have systems set up to access and analyze this work. We are developing a plan to add more structure and support around our research component of the College.

Second, the college is not structured in a way that allows for continuous or deep conversations around Guided Pathways. There are many commitments to other activities at the College that may be avenues – or could remain barriers – to identify time to have regular conversations around the topic.

| <b>INQUIRY (1-3)</b>  |   |   |  |  |
|---|---|---|--|--|
| Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.  |   |   |  |  |
| KEY ELEMENT   | SCALE OF ADOPTION   |   |  |  |
|   | Pre-Adoption  | Early Adoption  | Scaling in Progress  | Full Scale   |
| <p><b>2. SHARED METRICS</b></p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p> | <p><input type="radio"/> College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p> | <p><input checked="" type="radio"/> Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p> | <p><input type="radio"/> College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> | <p><input type="radio"/> College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss</p> |

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|  |  |  |  | strategies for improvement, and revise plans as needed. |
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We are currently developing processes and streamlining programs to track student data in the areas of student academic and employment outcomes. While we have done this successfully in a limited capacity, we are working towards expanding our ability to align data collection and reporting with our external partners.

2. Describe one or two accomplishments the college has achieved to date on this key element.

As part of the AEBG/ACCEL program supporting adult education, we have established a data tracking process for students transitioning from Sequoia Adult School to Cañada College. We are able to track when the students enroll, which courses they enroll in, and whether or not they persist to the following semester or return in a subsequent semester. We are working with our on-campus Career Center to support the implementation of a virtual employer portal which will allow local employers to post employment or internship opportunities for interested students. This portal has the capability of tracking students who attain paid positions or internships, and also has the ability to deploy custom surveys to track metrics such as:

- Employment within field of study
- Wage gains / attainment of living wages

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

For tracking of student employment outcomes, the engagement of students and employers is dependent on voluntary responses, so all data points cannot always be captured in an efficient way. Regarding the Adult Schools, they use a different reporting tool and have different reporting requirements and criteria from those used by our district. This requires some cross-walking of data and manual entry processes, which can be an obstacle due to time required.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

The AEBG/ACCEL consortia are currently considering adoption of a data tracking platform called Community Pro which would allow us to share data much more seamlessly between colleges, workforce development offices, adult schools, and social services agencies.

| <b>INQUIRY (1-3)</b>   |   |  |   |   |
|--|---|--|---|---|
| Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.   |   |  |   |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |  |   |   |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>  | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>3. INTEGRATED PLANNING</b></p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> <li>• Student Success and Support Program (SSSP)</li> </ul> | <p><input type="radio"/> College is currently not integrating or planning to integrate planning in the next few months.</p> | <p><input checked="" type="radio"/> Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> | <p><input type="radio"/> Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated</p> | <p><input type="radio"/> College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing</p> |

|   |  |   |  |   |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT)</li> <li>• Equity Planning (Student Equity/SE)</li> <li>• Strong Workforce Program (SWF)</li> </ul> |  | <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p> | <p>planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning.</p> | <p>planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p> |
|---|--|---|--|---|

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College participated in a collegewide day of guided pathways planning it became more aware of the work that would be required if it were to undertake a process of this size. The College noted that recent participation in ACES committee work has been a good example of integrated planning thus far. Additionally, into the 17-18 school year the college has now incorporated the work of BSI, Equity and SSSP as well.

However, there are still pockets of work that exists that does not appear to involve college-wide planning and/or integration. Resource allocation may not necessarily take into account future positions needed, synergies of systems, and potential of new programs.

2. Describe one or two accomplishments the college has achieved to date on this key element.  
BSI/SSSP/Equity integrated planning is a good example of college-wide commitment to this type of activity.

Additionally, college wide integration of strong workforce dollars have enable the CTE/Business area to work more closely with career services and job placement.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Like many colleges undertaking this process, there may be an unclear understanding to the entire endeavor. There are multiple pathway types of activities that are currently present on campus – these have been great curricular endeavors but may forestall a clear look at the entirety/breadth of the curriculum. Additionally, the college has several areas that have worked on improved service operations (on ramps) and these areas may feel that their work is already done.

| <b>DESIGN (4-8)</b>   |                          |                       |                            |                   |
|---|--------------------------|-----------------------|----------------------------|-------------------|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways. |                          |                       |                            |                   |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b> |                       |                            |                   |
|   | <b>Pre-Adoption</b>      | <b>Early Adoption</b> | <b>Scaling in Progress</b> | <b>Full Scale</b> |
|   |                          |                       |                            |                   |

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| <p><b>4. INCLUSIVE DECISION-MAKING STRUCTURES</b></p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p> | <p>X College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p> | <p><input type="radio"/> Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p> | <p><input type="radio"/> Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p> | <p><input type="radio"/> Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p> |
|---|--|--|--|--|

Please respond to the following items (500 word maximum per item)

- Please briefly explain why you selected this rating.  
The College is only just beginning to identify a cross-functional work team.

2. Describe one or two accomplishments the college has achieved to date on this key element.

This group first attended the CCC Guided Pathways update/self-assessment workshop in fall of 2017. Additionally, they met twice during the fall term. The next steps will be to identify two key leads, to identify opportunities to update college governance committees, and the steps in the feedback for the first (and subsequent) years.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One, the College has many initiatives underway currently – this may be difficult to interpose another. The College may be able to utilize it's current infrastructure for support and updates – but this should be approached through our APC, SSPC, and IPC teams – then reviewed by PBC in the spring of 2018

| <b>DESIGN (4-8)</b>  |   |   |  |  |
|--|---|---|--|--|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.  |   |   |  |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |   |  |  |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>5. INTERSEGMENTAL ALIGNMENT</b></p> <p><i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p> | <p><input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p> | <p><input checked="" type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p> | <p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p> | <p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p> |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Connection with K-12 is occurring in siloes within various student support or instructional programs on campus. The college administers Middle College in which high school students meet requirements with college courses and high school classes taught on campus. This program connects with all district high schools. Our faculty teach college courses in the high schools. Annually we hold a high school counselor conference to discuss admission, assessment and financial aid. Our goal with Guided Pathways is to have a college-designated high school liaison who will develop pathways beginning in the high school years. We are moving towards systematic coordination with our four-year institutions through centralization in our transfer center. Likewise, the college is moving towards increased coordination with our industry partners with the recent hiring of a Director of Workforce Development.

2. Describe one or two accomplishments the college has achieved to date on this key element.

An example of coordination with our feeder high schools is our Priority Enrollment Program (PEP). PEP is designed for an easy transition from high school to college for high school seniors. In Spring 2017, 11 PEP's were held with these High Schools: Half Moon Bay, Menlo Atherton, Carlmont, East Palo Alto Academy, Redwood High School, Woodside, and Sequoia High School. Eight PEP's were structured to bring high school students on the Cañada campus and three were held off-site.

PEP offers incoming high school students an early and comprehensive matriculation process. The program allows students to take advantage of early registration for Summer and Fall classes. Students and parents are welcomed on campus by college administrators, faculty, and student services staff. Presentations are offered throughout the day on financial aid, college majors, and programs and initiatives such as Math Jam, Honors Transfer Program, and Colts Academy. Students complete orientation, placement, and meet with a Counselor for a Student Educational Plan.

Coordination with four-year institutions primarily occurs through our Transfer Center. In Fall 2017, 27 university representative visits are scheduled with both public and private institutions. Sixty Universities were represented at Transfer Day this fall. Cañada is one of 31 California community colleges that participates in UC Berkeley's Transfer Alliance Project (TAP). TAP provides Cañada students with specialized academic counseling from a UC Berkeley representative. In addition, Cañada participates in the UCLA TAP program that gives priority admission consideration to honors-certified students. Cañada has articulation agreements with all CSU and UC campuses for course to course agreements, general education-breadth, and lower division major preparation. In addition to public universities, Cañada has articulation agreements with several private institutions such as Menlo College, University of San Francisco, NDNU and FIDM.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The challenge in developing more alignment and coordination with K-12 is the different systems of data collection and reporting and in tracking and recording student demographics and course success. Challenges with our 4-year institutions stems from an increase in impacted majors and campuses in the UC and CSU system. Lastly, our coordination with industry is fragmented throughout the college; our goal is for a more coordinated, intentional approach.

| <b>DESIGN (4-8)</b>  |   |   |   |   |
|--|---|---|---|---|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.  |   |   |   |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |   |   |   |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</b></p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p> | <p><input checked="" type="checkbox"/> College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</p> | <p><input checked="" type="checkbox"/> Discussions are happening about ways to cluster programs of study into broad interest areas.</p> | <p><input type="checkbox"/> Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p> | <p><input type="checkbox"/> Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and</p> |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | divisions collaborate on clustering programs. |
|--|--|--|--|---|

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The college is in the pre-adoption and early stages of introducing the Guided Pathways initiative to faculty and staff. There have been two professional development offerings that presented Guided Pathways principles and best practices. One session occurred in SP16 and was facilitated by the Career Ladders Project. Participants reviewed meta-major designs from other campuses and the basic principles of the initiative. The second Guided Pathways workshop was offered by Skyline College, a sister college in our District; Skyline began their initiative a few years ago and has provided opportunities for our college to learn from their process. We have formed a Guided Pathways workgroup with broad representation from the college. Our goal is to build on the foundation of this workgroup to include the entire college community.

2. Describe one or two accomplishments the college has achieved to date on this key element.

There are several structures in place that afford students the opportunity for early career and major exploration. When students select a major on WebSmart, they are asked to rate their degree of certainty about their declared major: Not Certain.....Somewhat Certain .....VeryCertain. Students in the “not certain” or “somewhat certain” rating are invited to participate in Career Explorers. This is a new initiative that’s a collaboration between our Career Center staff and CTE Counselor. Currently 180 students are targeted for Career Explorers. Students are encouraged to participate in “undecided workshops” where they explore their interests, careers, learn to network and conduct career research.

There are several career exploratory class offerings taught by counseling faculty. This includes CRER 137 Life and Career Planning; CRER 407 Exploring Majors, Careers and Transfer; and CRER 430 a one-on-one Counselor-student format designed to help students define career and/or college major through use of vocational interests, skills, and values instruments and interpretation of results. Several sections of CRER 137 are offered to subgroups of students: for example, athletes and Puente students. There are also online sections of CRER 137. Career course content is largely designed for students to engage in self-assessment of their interests, skills, personality, and values. This is followed by career research and defining educational goals.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

At most if not all campuses currently implementing Guided Pathways, a common theme is the challenge of reviewing general education offerings with the desired goal of providing a more streamlined process for the student. The potential change in general education courses is challenging to work through with faculty. Another challenge often identified is coming to agreement about meta-majors. Currently, only STEM majors are functioning in a manner similar to a meta-major. We anticipate the same challenges on our campus.

| <b>DESIGN (4-8)</b>  |  |  |  |  |
|--|--|--|--|--|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.  |  |  |  |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>   |  |  |  |
|  | <b>Pre-Adoption</b>  | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>7. IMPROVED BASIC SKILLS</b></p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> <li>● The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement</li> <li>● Co-requisite remediation or shortening of developmental sequence</li> <li>● Curricular innovations including creation of math pathways to align with students' field of study.</li> </ul> | <p><input type="radio"/> College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p> | <p><input type="radio"/> College is currently piloting one or more of the evidence-based strategies listed in the "key element" description to increase access to and success in college and/or transfer-level English and math courses.</p> | <p><input checked="" type="checkbox"/> College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.</p> | <p><input type="radio"/> College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p> |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College was at the forefront of using multiple measures, including high school transcripts, for placement in English and Math courses. In addition, there are several examples of curricula changes that promote acceleration to completion, in both Math and English.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Cañada College was one of 60 colleges in California that piloted the Multiple Measures Assessment Project (MMAP). Begun in Fall 2015, the college partnered with Career Ladders Project to establish the use of multiple measures to determine English and Math course placement. English and Math faculty worked through an extensive process to set placement decisions based on high school GPA and course grades. The English faculty also developed and adopted a guided self-placement tool for those students who do not place into transfer English based on their high school transcript. In the first piloted semester utilizing multiple measures (Fall 2015), research showed that there was a 109% increase from the previous year in the number of students placing in transfer-level English. Placement into transfer level math increased by 28%. Research on course success outcomes for Fall 2015 show little difference between students placed using MMAP and those placed using Compass. For ENGL 100 (College Composition), MMAP placed students has a 75% course success outcome while Compass placed students had a 78% outcome. In transfer-level math, the course success outcomes were 68% and 67% respectively.

The college has continued to use MMAP for placement and no longer limit its use to recent high school graduates. The Career Ladders Project will be analyzing course success data for Fall 2017; this data will be made available in SP18 and used to make any adjustments to our process.

Through curriculum development, Cañada College has achieved acceleration in English and Math. Separate English and Reading courses are now combined in one accelerated English class, one and two levels below College Composition. The college offers "Path to Stats", which enables non-STEM majors to bypass the algebra sequence and instead take statistics only. Trigonometry and Pre-calculus are now combined into one course – Path to Calculus. This shortens by one semester the calculus pathway required for most STEM majors. Faculty continue to explore options to promote acceleration and completion.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Although more students are placing at or near transfer English and Math, the challenge will be to achieve completion of transfer-level in a one year period.

| <b>DESIGN (4-8)</b>   |   |  |  |  |
|---|---|--|--|--|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.   |   |  |  |  |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>  |  |  |  |
|   | <b>Pre-Adoption</b>   | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>8. CLEAR PROGRAM REQUIREMENTS</b></p> <p><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> | <p><input type="radio"/> College is currently not providing or planning to provide clear program requirements for students.</p> | <p><input checked="" type="checkbox"/> Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their</p> | <p><input type="radio"/> Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p> | <p><input type="radio"/> Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> |

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| <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p> |  | <p>programs of study in a timely fashion.</p> |  | <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p> |
|--|--|---|--|--|

Please respond to the following items (500 word maximum per item)

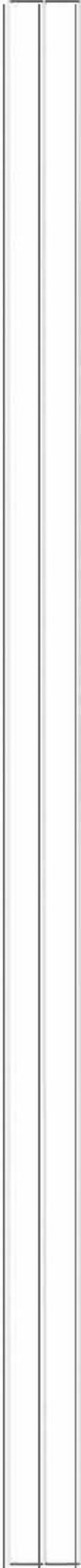
1. Please briefly explain why you selected this rating.

The college has several thoughtful ventures that may represent early adoption of guided pathways principles – the College for Working Adults (CWA) and the GE Pathways programs.
2. Describe one or two accomplishments the college has achieved to date on this key element.

Listed above the CWA program takes several programs and aligns them closely in a mini-college effort – course sequences are aligned, block times scheduled, and one and two year completion schedule are set. Additionally, the College has undertaken significant assistance by integrated support services (with a director and counselor supporting the program).

Also listed above, the GE Pathways program brings together curriculum from multiple disciplines and ensures that each meets the learning outcomes aligned along two key pathways (Social Justice or Sustainability). The coordinator of this program works with key faculty in unique disciplines to ensure that courses are offered in sequences that allow students to complete in one or two years.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

While the two efforts above are significant, these only represent siloes of work and not a wholesale look at the entirety of the curriculum. A whole college effort at mapping course sequences, identifying backward learning outcomes, and ensuring course scheduling for timely degree completion are all still needed as part of Guided Pathways requirements.



| <b>IMPLEMENTATION (9-14)</b>   |  |   |   |  |
|--|--|---|---|--|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |  |   |   |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>   |   |   |  |
|  | <b>Pre-Adoption</b>  | <b>Early Adoption</b>   | <b>Scaling in Progress</b>  | <b>Full Scale</b>  |
| <p><b>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</b></p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p> | <p><input type="radio"/> College is currently not implementing or planning to implement proactive and integrated student supports.</p> | <p><input type="radio"/> The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p><input checked="" type="checkbox"/> Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and</p> | <p><input checked="" type="checkbox"/> Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p> | <p><input type="radio"/> The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p> |

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|--|--|--|--|--|
|  |  | <p>instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services.</p> |  |  |
|--|--|--|--|--|

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College has elements of both early adoption and scaling in progress for this key element. The College uses degree works for degree planning and SARS for student check-in and notetaking. Additionally, the College recently adopted Canvas as its host LMS – this may allow for early alert tools in the future.

The College also has a network of counselors, program service coordinators, and retention specialists. These positions will all be essential to fulfilling the goal of 100% SEP completions, continuous updates to goal and degree orientation, and rigorous/continuous check-in processes for students.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The utilization of Canvas and the exploration of a heightened CRM (with integrated degree planning). And the development and utilization of retention specialists across the College is not seen in all colleges attempting to provide continuous outreach to our students.

Also, the College is currently structured with a Instructional Planning Council and a Student Services Planning Council – both would be excellent forums for discussing the primary issues that the need to be undertaken to adopt, utilize, and share information about student progress.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Although the College (and district) are exploring new tools for assisting/guiding students through their educational interface with the campus – some have limits regarding accessibility, utilization in mobile platforms, and broad-based adaptation. There

is also reticence to rely on technological tools that some are unaware of their capability and this may require professional development. Lastly, there are concerns about the use of some of these products and access to information (i.e., SARS is locked predominantly only for counselor use).

| <b>IMPLEMENTATION (9-14)</b>   |  |   |  |  |
|--|--|---|--|--|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |  |   |  |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>   |   |  |  |
|  | <b>Pre-Adoption</b>  | <b>Early Adoption</b>   | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</b></p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> <li>• Link student demand to scheduling</li> <li>• Ability for students to monitor schedule and progress (e.g., Degree Audit)</li> <li>• System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.)</li> <li>• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)</li> <li>• Others</li> </ul> | <p><input type="radio"/> College currently does not have or plan to build an integrated technology infrastructure.</p> | <p><input checked="" type="radio"/> The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p> | <p><input type="radio"/> The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p> | <p><input type="radio"/> The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p> |

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|   |  |  |  |  |
| <p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <li> <p>Please briefly explain why you selected this rating.</p> <p>The college has a technology tool in place for academic planning that is utilized by counselors and students. Use of this tool, as well as other technology, can be greatly expanded. Additionally, newer technologies leveraging student self-help options would be beneficial as we move forward.</p> </li> <li> <p>Describe one or two accomplishments the college has achieved to date on this key element.</p> <p>The college utilizes Degree Works to perform student degree audits and to develop electronic Student Educational Plans (SEP's). When a student logs into Degree Works from their WebSmart account, an audit appears of their progress towards meeting their stated goal. For example, if the student's educational goal is to earn an Associate Degree for Transfer in Psychology, the degree audit provides the current percentage completion, and will identify remaining courses and general education needed to earn a transfer degree. If the student earned credits outside of our district and requested a transcript evaluation, those credit/courses will appear on their degree audit. Students can also use the "What If" feature to determine eligibility for a different degree or goal. For example, an ADT in Psychology student may also be close to completing an ADT in Sociology. In this example, the student can request an audit for the ADT in Sociology to identify remaining courses.</p> <p>Counselors are also using Degree Works to create electronic abbreviated and comprehensive SEP's. SEP's is a semester-by-semester plan of courses that the student will take to reach their educational goal. Often counselors and students revise SEP's based on many factors such as course repeats, course unavailability, etc. Students are able to enter Degree Works and view all versions of SEP's that were created for them.</p> <p>Currently Counselors are working with the District IT office to upgrade the SEP portion of Degree Works, often referred to as "The Planner". Many improvements will be made to the current tool. For example, when a student registers each semester, they will see a "pop up" of the courses planned for them in their SEP for that semester. The new Planner will also have increased capacity for templates. For example, if a student has a goal of "pre-nursing", a template can be utilized that will identify all prerequisites in the recommended order. The Planner will alert Counselors when students have strayed from their SEP. There are several other features of this technology that will support students as they adhere to a guided pathway.</p> </li> <li> <p>Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</p> </li> </ol> |  |  |  |  |

Although the student has an infrastructure for tracking academic progress, we lack the technology to connect course scheduling with student needs. Also, we currently do not track student employment and salary information. These are areas that will be incorporated as we scale up efforts under Guided Pathways.

| <b>IMPLEMENTATION (9-14)</b>  |   |  |  |   |
|---|---|--|--|---|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.   |   |  |  |   |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>  |  |  |   |
|   | <b>Pre-Adoption</b>   | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>   |
| <p><b>11. STRATEGIC PROFESSIONAL DEVELOPMENT</b></p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated</p> | <p><input type="radio"/> College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and</p> | <p><input checked="" type="radio"/> Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p> | <p><input type="radio"/> Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>• Using learning outcomes assessment results</li> </ul> | <p><input type="radio"/> PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> |

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| <p>plans, program review, and other intentional processes.</p> | <p>other intentional processes.</p> |  | <p>to support/improve teaching and learning.</p> <ul style="list-style-type: none"> <li>• Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.</li> <li>• Improvements in those college processes directly serving students.</li> <li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based</li> </ul> | <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>• Using learning outcomes assessment results to support/improve teaching and learning</li> <li>• Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.</li> <li>• Improvements in those college processes directly serving students.</li> <li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be</li> </ul> |
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|   |  |  | <p>directly around student need.</p> | <p>based directly around student need.</p> <ul style="list-style-type: none"> <li>• Continued broad engagement in cross-functional decision-making.</li> <li>• Regular and consistent training on the use of technology to support academic programs and student services.</li> </ul> |
| <p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <li>1. Please briefly explain why you selected this rating.                     <p>Professional development is available in multiple ways throughout the district and the College. Faculty and staff have access through each of their respective associations to identify individual opportunities that may benefit regarding their own professional goals. Additionally, the College has a professional learning committee that is comprised of faculty, staff and students to regularly review achievements and needs of the College community and to plan for four annual (flex) days.</p> <p>Lastly, the College has reassigned time for faculty for professional development and learning outcomes assessment to oversee and guide others regarding instructional activities and support.</p> </li> <li>2. Describe one or two accomplishments the college has achieved to date on this key element.                     <p>The College’s Equity plan represents a significant achievement in identifying baseline data for use in supporting our diverse student population. The data should be reviewed on an annual basis to identify if progress is made to close the gaps. Additionally, the ACES committee also undertook the integration of BSI (and lately SSSP) within an integrated planning framework.</p> </li> <li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</li> </ol> |  |  |                                      |   |

Although the College utilizes the processes as described above, these processes are only utilized in a limited fashion and not wholesale across the College. In addition, the College needs to do more work to conduct regular data extracts and reviews across all of instruction and student services.

| <b>IMPLEMENTATION (9-14)</b>   |  |  |   |   |
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| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |  |  |   |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>   |  |   |   |
|  | <b>Pre-Adoption</b>  | <b>Early Adoption</b>  | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>12. ALIGNED LEARNING OUTCOMES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p> | <p><input type="radio"/> College is currently not aligning or planning to align learning outcomes.</p> | <p><input type="radio"/> Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p><input checked="" type="checkbox"/> Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p> | <p><input checked="" type="checkbox"/> Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> | <p><input type="radio"/> Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p> |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We selected Scaling in Progress because it most accurately reflects our status in regard to aligning learning outcomes with program requirements and intended outcomes for students in the areas of educational, employment, and career goals. For example, we have clearly articulated SLO and PSLO alignment in these areas in some programs, but not all. Additionally we are scaling up in terms of aligning our ISLO's with GE outcomes as part of our guided pathway implementation efforts.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Our Instructional Technologist has been leading workshops in the use of SPOL, our online planning tool that gathers program review data for planning and budgeting and maps up to our assessment outcomes. Use of this planning tool will improve our ability to prioritize needs in planning and budgeting across all levels of the institution.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Limited staffing for institutional effectiveness coordination and in particular SLOAC assessment efforts are a challenge that we currently face. Another challenge is the process of GE curriculum change resulting from our adoption of a guided pathways model, and the inherent changes to assessment that will be required at the course, program and institutional levels.

| <b>IMPLEMENTATION (9-14)</b>   |   |  |  |   |
|--|---|--|--|---|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |   |  |  |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |  |  |   |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>   |
| <p><b>13. ASSESSING AND DOCUMENTING LEARNING</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction</p> | <p><input checked="" type="checkbox"/> College is currently not assessing and documenting or planning to assess and document individual student's learning.</p> | <p><input checked="" type="checkbox"/> Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> | <p><input type="checkbox"/> Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> | <p><input type="checkbox"/> Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> |

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| <p>in their programs.</p> |  |  |  |  |
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.  
 The College is at both pre-adoption and early adoption. The College has had a continuous faculty support and release time for learning outcomes assessment. This process is currently designed to ensure that faculty manage their course-based SLO's as well as the linkages to Program Review. There is a regular cycle and the instructional office and the curriculum committee support this work as well. However, as a guided pathways effort, the learning outcomes assessment is not regularly made available to students and staff across the College.
  
2. Describe one or two accomplishments the college has achieved to date on this key element.  
 The development of a regular cycle of assessment. Closer linkages to program review.
  
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.  
 The idea that outcome data is regularly made available and used is not something typically done by the College. The data is reviewed regularly, but not all of the program review linkages are assured regularly.

| <b>IMPLEMENTATION (9-14)</b>   |   |   |  |  |
|--|---|---|--|--|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |   |   |  |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |   |  |  |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>14. APPLIED LEARNING OPPORTUNITIES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p><input type="radio"/> College is currently not offering or planning to offer applied learning opportunities.</p> | <p><input checked="" type="radio"/> Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p> | <p><input type="radio"/> Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p><input type="radio"/> Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p> |
| <p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <li>Please briefly explain why you selected this rating.</li> </ol>  |   |   |  |  |

This rating was selected as the College has only locally/traditional CTE focused externships, internships, and cooperative education. Service learning is available in certain areas, but that has been inconsistent over the years.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Cooperative education is offered in multiple programs, but only in CTE. We are one of two colleges in our district that offer cooperative education. Students will enroll in a general (3 unit) program that give them general credit. The faculty and student develop a contract/learning outcomes contract – this is then approved by the employer. We have a cooperative education specialist (faculty coordinator) who manages the employer and student relationship around meeting the student learning outcomes. Coop 670 (general) and COOP 672 (specifically for ECE students) who are then placed with a specific instructor. In Radiologic Technology (Rad Tech) we place students in externships with key partners including county hospitals. The experience is built into the second year of their program whereby the second year is spent practicing. In medical assisting program go through a similar experience, but under a title of clinical placement.

Strategic job placement is being developed right now to integrate active/contextualized career training preparing students near the end of the certificate to gain the skills to get the job. This is a partnership between career services and CTE that involves a career capstone course involves interviewing and resume building, and leadership skills. We would then follow up with each student to assist them in being placed by interfacing with our college team (job placement strategist) and the employers. This may also involve follow up surveys to identify the effectiveness of student still employed in the field, satisfaction with choice of employer, and are they earning a livable wage.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Challenges for coop education are finding appropriate placement opportunities. They need to be sourced into something meeting opportunities. The program struggles with scalability in that we might need a similar role (faculty coordinator) or other that would highlight and focus on the practical learning aspect of this key element. This might be found when we intentionally align faculty with each of these opportunities including cooperative education or internships. However, we still need to ensure alignment of actual job to what has been learned. We also need assistance to scale up this venture across campus.

As it regards job placement, community colleges have not historically been the job placer – so we will need to place into context this as a new focus of our work. This will be a large undertaking for our college. A barrier might be employer engagement - a demonstration of the value to the employer; and continued partnerships to assure alignment of CTE learning outcomes to needs of on-the-job necessary skills and abilities.

## ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?
  - Pre-Adoption
  - Early Adoption
  - Scaling in Progress
  - Full Scale

Please briefly explain why you selected this rating:

In some cases the College is at pre-adoption and in others is at early adoption. And in one case (Basic Skills), is more closely aligned with scaling in progress. Overall, there are a variety of efforts under way, but there is minimal purposeful alignment across the activities.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

We should continue to work with Career Ladders Project directors to support our self-assessment, the development of our work-plan, and the assessment of governance to move the project through.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

At this time, the work of the state legislature of California related to Multiple Measures and accelerations in developmental sequences, helped/represented a step up from other states (in the US). This has allowed Cañada to have a leg up in a full undertaking of guided pathways.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

None at this time.

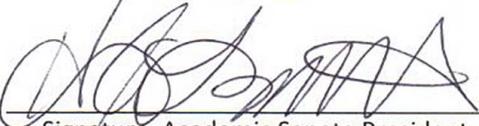
**Guided Pathways Award Program Self-Assessment Signature Page**

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Cañada College

**Name of college**

**Self-Assessment Signatories**

| Signature, President of the Governing Board   | Printed Name   | Date signed |
|---|----------------|-------------|
|   | Jamillah Moore | 11-15-17    |
| Signature, Chief Executive Officer/President  | Printed Name   | Date signed |
|  | Hyla Lacefield | 11-15-17    |
| Signature, Academic Senate President  | Printed Name   | Date signed |

2017

# GUIDED PATHWAYS SELF-ASSESSMENT TOOL

College of San Mateo

# GUIDED PATHWAYS SELF-ASSESSMENT TOOL

College of San Mateo  
Self-Assessment Outline

| Key Element                    |   | Scale of Adoption |                |             |            |
|--------------------------------|---|-------------------|----------------|-------------|------------|
|                                |   | Pre-Adoption      | Early Adoption | In Progress | Full Scale |
| Inquiry                        | 1. Cross-Functional Inquiry                               |                   | X              |             |            |
|                                | 2. Shared Metrics   |                   |                | X           |            |
|                                | 3. Integrated Planning                                    |                   | X              |             |            |
| Design                         | 4. Inclusive Decision-Making Structures                   | X                 |                |             |            |
|                                | 5. Intersegmental Alignment                               |                   |                | X           |            |
|                                | 6. Guided Major and Career Exploration Opportunities      |                   | X              |             |            |
|                                | 7. Improved Basic Skills                                  |                   |                | X           |            |
|                                | 8. Clear Program Requirements                             |                   | X              |             |            |
| Implementation                 | 9. Proactive and Integrated Academic and Student Supports |                   | X              |             |            |
|                                | 10. Integrated Technology Infrastructure                  |                   | X              |             |            |
|                                | 11. Strategic Professional Development                    |                   | X              |             |            |
|                                | 12. Aligned Learning Outcomes                             |                   |                | X           |            |
|                                | 13. Assessing and Documenting Learning                    |                   |                | X           |            |
|                                | 14. Applied Learning Opportunities                        |                   |                | X           |            |
| <b>Overall Self-Assessment</b> |   |                   | X              |             |            |

| <b>INQUIRY (1-3)</b>   |   |   |   |   |
|--|---|---|---|---|
| Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.   |   |   |   |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |   |   |   |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>I. CROSS- FUNCTIONAL INQUIRY</b></p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p> | <p>College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p> | <p>Inquiry around Guided Pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p> | <p>Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p> | <p>Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p> |

**Please briefly explain why you selected this rating.**

CSM has a long history with Basic Skills and Equity in reviewing data and addressing college needs. This process has guided the college to participate in programs like UMOJA, MANA, Project Change, Year One, and Writing in the End Zone.

The college has recently begun preliminary discussions about Guided Pathways at flex days and during division meetings. The concept of Guided Pathways was introduced at the administrative level and at division meetings in spring 2017. Student focus groups were also conducted in spring 2017. In addition, a college-wide opening day activity was devoted to cross-functional discussions around supporting students.

This information gathered at these meetings has helped guide this assessment and will be foundational to the work to be carried out by the design team which has been identified to lead Guided Pathways at CSM.

**Describe one or two accomplishments the college has achieved to date on this key element.**

Learning Communities that were formed to support disproportionately impacted students represent some elements of inquiry in cross-functional teams including faculty, staff and administrators. These Learning Communities have been institutionalized and supported by the college because of the impact on student success for traditionally marginalized students. To learn from the success of the Learning Communities, data about these initiatives was shared at college planning meetings in fall 2017 and will help to inform institutional level change.

Moving toward providing guidance for students proactively, the counseling department has also assigned counselor liaisons to each instructional division. The counselors attend division meetings to increase the understanding of individual courses and the interactions between programs and departments. They are also able to ensure students receive guidance based on programmatic changes.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

More awareness and participation is needed from the college community. Benefits of Guided Pathways are still not fully realized. In addition, on-going support is needed for students to ensure they accomplish their goals

**Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

Students need to be supported throughout their academic endeavors, with the understanding that structured exploration ensures enduring success.

| <b>INQUIRY (1-3)</b><br>Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.  |   |  |  |  |
|---|---|--|--|--|
| KEY ELEMENT   | SCALE OF ADOPTION   |  |  |  |
|   | Pre-Adoption  | Early Adoption   | Scaling in Progress  | Full Scale   |
| <p><b>2. SHARED METRICS</b></p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p> | <p>College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p> | <p>Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p> | <p>College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> | <p>College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p> |

**Please briefly explain why you selected this rating.**

CSM has developed a robust institutional effectiveness reporting mechanism which monitors and tracks student educational outcomes—ranging from college wide to the program-specific reporting level. As mentioned earlier, this process is used to inform decision making for institutional change.

The college, in conjunction with Learning Communities that support disproportionately impacted students, is beginning to regularly disaggregate data and use this data to inform programmatic changes.

In addition to the Learning Communities, CSM's CTE programs provide focused, industry informed instruction so students in these pathways can move seamlessly from classrooms and labs to internships and gainful employment. CTE educational and employment outcomes are supported by Strong Workforce Program grant objectives that include basic skills education and student services support.

**Describe one or two accomplishments the college has achieved to date on this key element.**

In Fall 2017, the integrated BSI, SSSP, and Equity plans define metrics that are consistent with all three areas.

Instructional and student services program review reporting incorporates the used of student academic (including degree/certificate completion and transfer) outcomes. The College Index also provides a scorecard, with targets, for a wide variety of measures of institutional effectiveness.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Identifying and tracking various student sub-populations across all student support programs needs to be made more efficient and automated for purposes of reporting. In addition, the college is challenged in tracking students transitioning to four-year institutions and the workforce.

**Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

Accurately tracking student level transfer and employment outcomes remains a challenge and currently requires considerable staff time.

| <b>INQUIRY (1-3)</b>   |   |   |   |  |
|--|---|---|---|--|
| Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.   |   |   |   |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |   |   |  |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>  | <b>Full Scale</b>  |
| <p><b>3. INTEGRATED PLANNING</b></p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> <li>● Student Success and Support Program (SSSP)</li> <li>● Basic Skills Initiative/Basic Skills Student Outcomes and Transformation</li> </ul> | <p>College is currently not integrating or planning to integrate planning in the next few months.</p> | <p>Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p> | <p>Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are</p> | <p>College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key</p> |

|  |  |  |  |   |
|--|--|--|--|---|
| <p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> <li>• Equity Planning (Student Equity/SE)</li> <li>• Strong Workforce Program (SWF)</li> </ul> |  |  | <p>Beginning to routinely inform and engage their constituents around integrated planning.</p> | <p>overarching strategies across the main college initiatives.</p> <p>Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p> |
|--|--|--|--|---|

**Please briefly explain why you selected this rating.**

The college has integrated the Basic Skills, Equity, and SSSP plans. The integrated planning group is also in the process of identifying an integrated assessment process.

**Describe one or two accomplishments the college has achieved to date on this key element.**

The Guided Pathways Design Team has been identified and will be attending trainings to begin work on Guided Pathways. In addition, this team will be benefiting from partnerships with Career Ladders and attend training through Leading from the Middle. The college is also collaborating with the colleges in the district to implement high impact practices like multiple measures and Guided Pathways.

The Design team includes:

- Dave Danielson (Philosophy)
- Kathleen Sammut (Counseling/Senator, Academic Senate)
- Peter von Bleichert (Business/VP Academic Senate)
- Mohsen Janleenatpour (Astronomy)
- Jeramy Wallace (English/President, Academic Senate)
- Allie Fasth, (Year One Program Services Coordinator)
- Anniqua Rana (Dean, ASLT)
- Krystal Romero (Dean, Counseling)
- Laura Demsetz (Dean, Creative Arts and Social Science)

Guided Pathways have also been presented and supported by Academic Senate, Institutional Planning Committee, Cabinet, and was presented to a joint Academic and Classified Senate meeting in fall 2017.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Time and resources are needed for thoughtful and meaningful engagement of faculty, classified, and administration.

| <b>DESIGN (4-8)</b>  |  |  |  |   |
|--|--|--|--|---|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.  |  |  |  |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>   |  |  |   |
|  | <b>Pre-Adoption</b>  | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>   |
| <p><b>4. INCLUSIVE DECISION-MAKING STRUCTURES</b></p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college- wide.</p> | <p>College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p> | <p>Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p> | <p>Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p> | <p>Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college- wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p> |

**Please briefly explain why you selected this rating.**

College of San Mateo has identified a design team of faculty and administrators. This team will be attending the state-level trainings. They will also identify processes to create, implement and assess a Guided Pathways plan.

**Describe one or two accomplishments the college has achieved to date on this key element.**

- Design Team identified
- Assessment completed
- Scheduled to attend the state training
- Planning Timeline created

**Timeline Fall 2017**

- Present Guided Pathway Self-Assessment Document to college- 10/6/2017
- Attend IEPI Guided Pathways workshop in Oakland, CA – 11/7/2017
- Skyline College will be presenting at a joint Academic Senate and Classified Senate meeting- 11/14
- Present to Board – 11/27/2017
- CSM Design Team will be consulting with the Career Ladders Project (CLP) to outline a plan for Guided Pathways for spring and beyond.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Some of the challenges include, but are not restricted to, identifying more work groups to get involved in this work. In addition, resources and time will be needed to create a strong foundation for this work. Relevant professional development is also fundamental to these efforts.

Working with colleges in the region will be instrumental in making pathways that are relevant to all students in the community since many of the students in the Bay area choose to take classes at different campuses.

| <b>DESIGN (4-8)</b>   |   |  |  |  |
|---|---|--|--|--|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.   |   |  |  |  |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>  |  |  |  |
|   | <b>Pre-Adoption</b>   | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>5. INTERSEGMENTAL ALIGNMENT</b><br/><i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p> | <p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p> | <p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p> | <p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p> | <p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p> |

**Please briefly explain why you selected this rating.**

CSM has a unique program for high school seniors to provide an easy transition from high school to college. The Priority Enrollment Program (PEP) guarantees priority enrollment and early registration in classes for summer and Fall semester classes. High school students enroll at CSM through the College Connection Concurrent Enrollment Program. This enrichment program enables students who are still in high school to get an "early start" on their college experience and benefit from advanced scholastic or vocational work by taking classes at CSM.

With the objective to reach students who might not otherwise attend college, the developing Early College program at Half Moon Bay High School encourages these students take college classes at the High School as part of their regular school day. Students receive the benefit of extra support from their high school to ensure success in a college-level class. In addition, they are prepared to transition to CSM after graduation.

More recently, The College of San Mateo Promise Scholarship is available to San Mateo County recent high school graduates and students who have recently completed their GED or Adult Education who enroll at College of San Mateo full-time and plan to earn a certificate or degree. The Scholarship supports students by making college more affordable and ensuring that higher education is achievable for all members of our community. Students who do not receive the Promise Scholarship may be eligible for other types of financial support.

In addition to the college's collaboration with High Schools, the college has been collaborating with Adult Schools through the AEBG grant and the ACCEL consortium.

**Describe one or two accomplishments the college has achieved to date on this key element.**

For students to connect and collaborate with High Schools, Year One and the Outreach Departments coordinate events like Connect to College and Bulldog Bash.

The CTE Programs have taken a lead in creating intersegmental alignments. Courses in Digital Media Drafting Technology have been articulated through the CTE Transitions program which gives high school, SMCOE ROP and Job Train students and their parents/ families a chance to identify technical careers and the pathways of study that will need to be followed to prepare for those careers. In addition, new positions of Director of Workforce and Industry Relations Manager have been created to facilitate and strengthen employment pipelines between the campus and local employers.

College of San Mateo joined with Pacific Gas and Electric (PG&E), East Bay Municipal Utilities District (EBMUD), and San Francisco Public Utilities Commission (SFPUC) to develop the curriculum in the EPS program. The intent of this certificate is to prepare students for work in a variety of industries that require knowledge of electronics and skills in the calibration of highly sensitive equipment/instrumentation. The curriculum in the certificate program is also intended to position students to pass employment tests and interviews for high wage/high demand jobs. This certificate is designated an approved Power Pathways program under the PG&E umbrella of Power Pathways training programs in California. In addition the BART Transit Career Ladders Training Program has been created for students interested in working in the industry.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Outside of a few CTE areas, many Transfer and CTE pathways have not been developed, so the challenge will be in scaling up these pathways. In addition, the

varying requirements for CSUs and UCs create challenges.

| <b>DESIGN (4-8)</b>  |   |   |   |   |
|--|---|---|---|---|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.  |   |   |   |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |   |   |   |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</b></p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student’s college experience.</p> | <p><input type="radio"/> College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</p> | <p><input type="radio"/> Discussions are happening about ways to cluster programs of study into broad interest areas.</p> | <p><input type="radio"/> Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta- majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p> | <p><input type="radio"/> Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.</p> |

**Please briefly explain why you selected this rating.**

Students are generally guided into pathways through their counseling consultations. In addition, some cohorts of students are provided proactive counseling support. However, clusters of meta-majors have not yet been created.

**Describe one or two accomplishments the college has achieved to date on this key element.**

Counselors have been assigned to work with each academic division to better understand discipline and program needs. The college also has a history of faculty advising, which has created expertise necessary to have conversations around how to create pathways.

For students in STEM programs, the METaS project has been implemented to improve the success, retention, and completion of Latino/a and low-income STEM students at the College of San Mateo. By fostering a supportive community of faculty, administrators, and peer tutors, METaS works to help students achieve their academic goals while celebrating the impact of Hispanics and Latinos in Bay Area STEM fields. The METaS project is funded by an HSI-STEM grant through the Department of Education. METaS has a variety of support systems and programs to help students succeed in their academic goals at CSM. Some examples include peer tutors and Supplemental Instructional Leaders, field trips to universities and STEM industries, textbook assistance, transfer support, and counseling.

In the Biology and Health Science areas, the Bridges Scholars Program provides two-month paid research internship in June and July for working in laboratories at SF State University, together with students from CSM and three other area community colleges. Students are also eligible to apply for a second summer where they conduct advanced research. The NIH requires that participants be African-American, Latino or Latina, Native American, or Pacific Islander (e.g., be a native of Samoa, Hawaii, or Guam) who are underrepresented in biomedical research fields. Students' intended major must fall under the broad category of "Biomedical", which can include biology, chemistry, and biochemistry. In addition, a major in physics, engineering, and computer science may qualify if students are interested in biological applications of these fields.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Engaging all constituents around the development of meta-majors and pathways will require time and energy. The college is working on building capacity to scale up the conversations to guide the planning and implementation with faculty and administrative leadership.

**Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

The College is working on creating structures/curriculum to help students identify areas of interest particular to different majors or careers.

| <b>DESIGN (4-8)</b>   |  |  |  |  |
|---|--|--|--|--|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.   |  |  |  |  |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>   |  |  |  |
|   | <b>Pre-Adoption</b>  | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>7. IMPROVED BASIC SKILLS</b></p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> <li>● The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement</li> <li>● Co-requisite remediation or shortening of developmental sequence</li> <li>● Curricular innovations including creation of math pathways to</li> <li>● align with students' field of study.</li> </ul> | <p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p> | <p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p> | <p>○ College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p> | <p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p> |

**Please briefly explain why you selected this rating.**

The College of San Mateo and the San Mateo Community College District has fully implemented using high school transcript for placement including cumulative GPA, course grades, non- cognitive measures. Evaluations of these efforts are still in process. The assessment will be used to inform changes.

**Describe one or two accomplishments the college has achieved to date on this key element.**

A key accomplishment is the multiple measures initiative, which has been a district wide effort.

In English, remediation has been consolidated in English 105, allowing students to accelerate through the academic pathway. In addition, options like Path to Stats have helped increase student transition to transfer.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Additional resources are needed to scale these classes and provide more opportunities for students to enroll in them. Professional development around contextualizing needs to be provided.

In addition, the transition for ESL students to transfer-level English classes remains problematic.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

| <b>DESIGN (4-8)</b>   |   |   |  |   |
|---|---|---|--|---|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.   |   |   |  |   |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>  |   |  |   |
|   | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>   | <b>Full Scale</b>   |
| <p><b>8. CLEAR PROGRAM REQUIREMENTS</b><br/><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p> | <p>○ College is currently not providing or planning to provide clear program requirements for students.</p> | <p>○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p> | <p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p> | <p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p> |

**Please briefly explain why you selected this rating.**

Some programs, like Nursing, have created clear pathways and schedules for students. In other programs, pre-requisites dictate course sequence and schedules. For example, the Math Science division establishes a core schedule of required courses. Similarly, the Language Arts Division offers sequenced course schedules.

However, to create Guided Pathways, data and more cross-discipline discussion is needed. The Design Team will work with the campus to map Key educational and career competencies (including transfer and major requirements and labor market information) to develop more student-centered course sequences.

**Describe one or two accomplishments the college has achieved to date on this key element.**

Some course sequences, like Math, ESL, and English are listed in the schedule of classes. Other programs, such as Music, Digital Media, Architecture, Engineering, Biology, have this information available on their website.

To prepare students to be successful as STEM majors a Math-Science Jam is offered. This one-week intensive math treatment offers new and returning students the opportunity to improve placement test results in math and/or prepare for math and science courses they will be taking. This is particularly beneficial for students who placed into college math below precalculus intending to major in Science, Technology, Engineering or Math (STEM) fields. CSM is also offering Science Jams (Chemistry and Physics/Astronomy) to teach students how to use math tools in other sciences.

In addition, College of San Mateo has been awarded a Mathematics, Engineering and Science Achievement (MESA) grant. The purpose of the MESA grant is to launch a MESA program at the College of San Mateo (CSM). The funding focuses on expanding student services and academic support to educationally and economically disadvantaged students majoring in science, technology, engineering or math (STEM). The 13 MESA components required for the California Community Colleges provide the perfect guidelines to organize some of the components we have in place and fund additional support to strengthen and expand services to the target student population. The CSM MESA program will be the center of focus to support student success and transfer to 4-year universities and STEM majors.

The College of San Mateo Nursing Program provides students with opportunities for learning at the College, local hospitals, and community health agencies. The program is fully accredited by the California Board of Registered Nursing. Upon graduation, the candidate receives an Associate in Science degree in Nursing, and is eligible to take the National Council Licensing Exam (NCLEX) examination. The graduate is also eligible to transfer to programs offering a bachelor's degree in nursing. Articulated course information is readily available for students on the college web site.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Creating predictable schedules based on Ed Plans is also part of the challenge. The timelines for creating class schedules and Student Ed Plans are not aligned. In addition, student course selection often differs from what is shown in the multi-semester Ed Plan.

A multi-college district creates challenges aligning Guided Pathways and creating supportive rather than conflicting schedules.

| <b>IMPLEMENTATION (9-14)</b>   |  |   |   |  |
|--|--|---|---|--|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |  |   |   |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>   |   |   |  |
|  | <b>Pre-Adoption</b>  | <b>Early Adoption</b>   | <b>Scaling in Progress</b>  | <b>Full Scale</b>  |
| <p><b>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</b></p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p> | <p><input type="radio"/> College is currently not implementing or planning to implement proactive and integrated student supports.</p> | <p><input type="radio"/> The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services.</p> | <p><input type="radio"/> Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p> | <p><input type="radio"/> The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p> |

**Please briefly explain why you selected this rating.**

The College is working on appropriate ways to scale up the counseling and advising to provide monitored progress reports. Currently students in structured and/or cohort programs like Learning Communities and EOPS.

**Describe one or two accomplishments the college has achieved to date on this key element.**

A recent accomplishment is the creation of Year One, a program that proactively integrates academic and non-academic support services for students transitioning from high school students to college. This program provides the following services:

- **A Summer Experience:** Take a one-week Pathway to College course to get familiar with college expectations, college life, and the College of San Mateo campus.
- **Priority Registration:** Get the classes you need to complete your educational goals.
- **College 1:** Attend this class designed to help you make a successful transition to college life.
- **Year One Counseling:** Access to Year One counselors who will help guide you to and through specific coursework.
- **Year One Community:** Participate in Year One events, such as the speaker series, student success workshops and the student celebration.
- **Year One Support:** Access to tutoring, financial aid services, and staff to help you navigate College of San Mateo.

Below are other key accomplishments and interventions related to alignment between academics and student services at CSM:

- Math 811 with Counseling
- Counselors assigned to Divisions
- Learning Communities
- Supplemental Instruction
- Peer and faculty tutoring
- <http://www.e3educate.org/>

The structure in Academic Support and Learning Technologies is in early adoption. This division provides proactive academic and counseling support through Learning Communities.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

On-going training is required to ensure that systems like Early Alert are used effectively to support students.

**Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

| <b>IMPLEMENTATION (9-14)</b>  |  |  |  |  |
|---|--|--|--|--|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.   |  |  |  |  |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>   |  |  |  |
|   | <b>Pre-Adoption</b>  | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</b></p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> <li>● Link student demand to scheduling</li> <li>● Ability for students to monitor schedule and progress (e.g., Degree Audit)</li> <li>● System for counselors and faculty to monitor students' progress (e.g., Starfish, early</li> </ul> | <p>○ College currently does not have or plan to build an integrated technology infrastructure.</p> | <p>○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p> | <p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p> | <p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of Guided Pathways, including: academic planning; placement; advising; tracking; completion outcomes; career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p> |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>alert system, etc.)</p> <ul style="list-style-type: none"><li>• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)</li><li>• Others</li></ul> |  |  |  |  |
|---|--|--|--|--|

**Please briefly explain why you selected this rating.**

Introduction of Degree Works provides easy access for students and counselors to see progress toward multi academic goals. Data on career and employment opportunities are available, but need to be included in student, faculty, and counseling discussions on a regular basis. Student demand as evidenced in SEPs does not drive scheduling of classes. We currently lack a system to monitor students' progress.

**Describe one or two accomplishments the college has achieved to date on this key element.**

Counselor work with students to create Educational Plans in Degree Works. Both students and counselors can use this to track student progress.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Broad consensus on appropriate and consistent use of all the technology, across multiple constituencies continues to be a challenge. Ed Plans serve as guidance but need to be updated regularly.

**Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

| <b>IMPLEMENTATION (9-14)</b>  |  |   |  |   |
|---|--|---|--|---|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.   |  |   |  |   |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>   |   |  |   |
|   | <b>Pre-Adoption</b>  | <b>Early Adoption</b>   | <b>Scaling in Progress</b>   | <b>Full Scale</b>   |
| <p><b>11. STRATEGIC PROFESSIONAL DEVELOPMENT</b></p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p> | <p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p> | <p>○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p> | <p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>● Using learning outcomes assessment results to support/improve teaching and learning.</li> <li>● Providing updated information across the college to enable faculty and</li> </ul> | <p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>● Using learning outcomes assessment results to support/improve</li> </ul> |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  | <p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> <li>● Improvements in those college processes directly serving students.</li> <li>● Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>● Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li> </ul> | <p>teaching and learning</p> <ul style="list-style-type: none"> <li>● Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.</li> <li>● Improvements in those college processes. directly serving students.</li> <li>● Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>● Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li> <li>● Continued broad engagement in cross-functional decision-making.</li> <li>● Regular and consistent training on the use of technology to support academic programs and student services.</li> </ul> |
|--|--|--|--|---|

**Please briefly explain why you selected this rating.**

The college provides Professional Development within more traditional models of flex days, workshop, and conference attendance. In recent semesters – and especially in fall 2017, flex day professional development activities have been more closely aligned with the college’s strategic goals. These activities include Equity and Education Speaker Series and the Faculty Diversity Internship Program.

Some faculty have participated in a variety of less-traditional models like Reading Apprenticeship. In addition, conversations around Habits of Mind have helped inform curricular change.

**Describe one or two accomplishments the college has achieved to date on this key element.**

The college continues to promote increased cross-discipline participation, including an opening day all-college session “Moving the Needle: Let’s Come Together For Student Success” focused on the foundations of Guided Pathways. The mid-fall flex day included professional development sessions closely aligned to college goals including equity and student success.

In 2016, the college initiated the New Faculty Institute to provide year-long professional development focused on integrating new faculty into the campus culture and critical pedagogy.

Beginning fall 2017, faculty have created inquiry groups for on-going conversations and professional development around themes including active learning and sustainability.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Ensuring broad participation in professional development activities continues to be a challenge. In particular, it is difficult for adjunct faculty to participate on a regular basis due to limited compensation options.

**Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

| <b>IMPLEMENTATION (9-14)</b>   |  |  |   |   |
|--|--|--|---|---|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |  |  |   |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>   |  |   |   |
|  | <b>Pre-Adoption</b>  | <b>Early Adoption</b>  | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>12. ALIGNED LEARNING OUTCOMES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p> | <p>○ College is currently not aligning or planning to align learning outcomes.</p> | <p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p> | <p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p> | <p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p> |

**Please briefly explain why you selected this rating.**

Learning outcomes have been developed at all levels. An initial alignment of learning outcomes took place several years ago and is being revisited this academic year. Results of learning outcome assessment at the course level are used to guide instructional changes in many programs but are not formally linked to professional development.

**Describe one or two accomplishments the college has achieved to date on this key element.**

All courses have outcomes and data is collected on a regular basis

Innovation and experimentation around assessment and teaching/learning is being led by faculty to inform curricular and programmatic changes.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

While faculty may individually select professional development opportunities based on the assessment of learning outcomes, assessment results are not consistently linked with professional development.

**Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

| <b>IMPLEMENTATION (9-14)</b>  |   |  |   |  |
|---|---|--|---|--|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.   |   |  |   |  |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>  |  |   |  |
|   | <b>Pre-Adoption</b>   | <b>Early Adoption</b>  | <b>Scaling in Progress</b>  | <b>Full Scale</b>  |
| <p><b>13. ASSESSING AND DOCUMENTING LEARNING</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p> | <p><input type="radio"/> College is currently not assessing and documenting or planning to assess and document individual student’s learning.</p> | <p><input type="radio"/> Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> | <p><input type="radio"/> Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> | <p><input type="radio"/> Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> |

**Please briefly explain why you selected this rating.**

All courses and programs have created and regularly update learning outcomes. Learning outcomes are regularly assessed at the course level. Some programs have set up systems to assess outcomes and inform pedagogy and continually improve learning outcomes.

**Describe one or two accomplishments the college has achieved to date on this key element.**

The college has created a system to align the learning outcomes from the course outline of records to the system to capture assessment of outcomes. To ensure the college will be able to disaggregate learning and program outcomes, the college is working on an innovative way to gather outcomes to ensure the process is relevant to instruction.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Although other measures of student success are available to students and the public at large, information regarding the attainment of learning outcomes is not.

Only some students complete degrees or certificates; for these students, only course outcomes are currently assessed.

**Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?**

In one sense, we have well-established learning outcomes routines. We've been using learning outcomes for years to highlight needs for pedagogical and/or service improvements. Faculty and staff look at the results in their own particular areas to see if there are gaps, and make changes based on these gaps. However, we are working to make learning outcomes an instrument for institutional improvement. This involves taking a new look at the process, establishing cross-disciplinary and cross-constituency collaborations, and rethinking how we collect and analyze data. In this respect, we're very much at the beginning of the process.

| <b>IMPLEMENTATION (9-14)</b>   |   |  |  |  |
|--|---|--|--|--|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |   |  |  |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |  |  |  |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>14. APPLIED LEARNING OPPORTUNITIES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p>○ College is currently not offering or planning to offer applied learning opportunities.</p> | <p>○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p> | <p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p> |

**Please briefly explain why you selected this rating.**

Contextualized learning opportunities are included in many courses and programs. Clinical placements and experience are incorporated in the Nursing, Dental Assisting, Addiction Studies, and Cosmetology program requirements. Contextualized Projects are a regular part of many classes in art, architecture, digital media, electronic music, engineering, and other programs.

Study Abroad opportunities are available to students each semester. Several student clubs have projects as their focus. Service Learning has also been discussed at the program level. Individual faculty in many programs also include service learning opportunities for students.

The Career Services Center regularly informs faculty and students about internship opportunities. The recently hired Director of Workforce and Industry Relations Manager will help expand and coordinate internship opportunities.

**Describe one or two accomplishments the college has achieved to date on this key element.**

College of San Mateo joined with Pacific Gas and Electric (PG&E), East Bay Municipal Utilities District (EBMUD), and San Francisco Public Utilities Commission (SFPUC) to develop the curriculum in the EPS program. The intent of this certificate is to prepare students for work in a variety of industries that require knowledge of electronics and skills in the calibration of highly sensitive equipment/instrumentation. The curriculum in the certificate program is also intended to position students to pass employment tests and interviews for high wage/high demand jobs. This certificate is designated an approved Power Pathways program under the PG&E umbrella of Power Pathways training programs in California.

Technical jobs available in the utility industry include:

- Electrical technician
- Instrument and control technician
- Apprentice system operator
- Electrical workers I, II, and III
- Maintenance technician

Classes, clubs, and the broader college community can use the Library Makerspace as a resource for projects.

Preliminary discussions around courses that would be part of a Sustainability emphasis certificate are also underway.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

Scaling up these opportunities will require additional resources. In the past, there has been only limited strategic coordination across programs.

## ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's Guided Pathways work overall?
  - Pre-Adoption
  - Early Adoption
  - Scaling in Progress
  - Full Scale

Please briefly explain why you selected this rating:

College of San Mateo has well-established procedures through which the various constituencies use defined metrics to track student success and identify equity gaps. Working together, instructional and counseling faculty, staff, and administrators have responded to equity gaps through the development and institutionalization of cross-functional initiatives such as learning communities (some of which include proactive counseling support), supplemental instruction, and peer tutoring. Concurrent enrollment, early college, multiple measures assessment, and a "year one" course for incoming students help to smooth the transition from high school to college.

College-wide inquiry to Guided Pathways is at a preliminary stage. There have been initial discussions at division meetings, student focus groups, and a college-wide fall 2017 opening day activity devoted to cross-functional discussions around supporting students. A Guided Pathways Design Team has been formed and will attend training in November, 2017. The design team will help plan and coordinate the design and implementation of Guided Pathways at College of San Mateo. The college's work on Guided Pathways will build on related experience. Well-defined pathways from high school through college and to employment exist in some CTE areas. A new MESA program will support pathways in math, engineering, and science. Although schedule development is not integrated across campus, core schedules that facilitate student progress have been developed in several areas. The college's history of faculty advising and collaboration between counseling and instructional faculty and the current assignment of counselor liaisons to instructional divisions will inform the development of pathways.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on Guided Pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:
  - Data analysis of student academic and non-academic experiences to inform pathway development and associated support services
  - Dedicated time on a regular basis for cross-functional and inter-disciplinary workgroups to create, implement, and assess pathways
  - Provide substantial support in particular for adjunct faculty and staff to be involved in Guided Pathways implementation.
  - Learn from other college experiences regarding effective intersegmental and community communication
  - Learn from practices at similarly sized multi-college districts in which students move among the colleges
3. Comment (optional): Please share any Guided Pathways practices or processes that were particularly successful for your college.
4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

STATE OF CALIFORNIA

ELOY ORTIZ OAKLEY, CHANCELLOR

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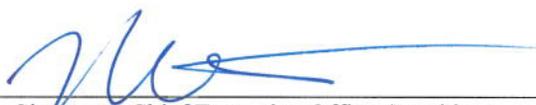
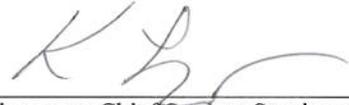
**Guided Pathways Award Program Self-Assessment Signature Page**

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a Guided Pathways framework.

College of San Mateo

**Name of college**

**Self-Assessment Signatories**

|   |                          |             |
|---|--------------------------|-------------|
|   | Tom Mohr                 |             |
| Signature, President of the Governing Board   | Printed Name             | Date signed |
|  | Michael Claire           | 11/13/17    |
| Signature, Chief Executive Officer/President  | Printed Name             | Date signed |
|  | Jeramy Wallace           | 11/14/17    |
| Signature, Academic Senate President  | Printed Name             | Date signed |
|  | Sandra Stefani Comerford | 11/13/17    |
| Signature, Chief Instructional Officer  | Printed Name             | Date signed |
|  | Kim Lopez                | 11-13-17    |
| Signature, Chief Student Services Officer   | Printed Name             | Date signed |

## GUIDED PATHWAYS SELF-ASSESSMENT TOOL

## Self-Assessment Outline

| Key Element                    |   | Scale of Adoption |                |             |            |
|--------------------------------|---|-------------------|----------------|-------------|------------|
|                                |   | Pre-Adoption      | Early Adoption | In Progress | Full Scale |
| Inquiry                        | 1. Cross-Functional Inquiry                               |                   |                |             | X          |
|                                | 2. Shared Metrics   |                   |                | X           |            |
|                                | 3. Integrated Planning                                    |                   |                | X           |            |
| Design                         | 4. Inclusive Decision-Making Structures                   |                   |                | X           |            |
|                                | 5. Intersegmental Alignment                               |                   |                | X           |            |
|                                | 6. Guided Major and Career Exploration Opportunities      |                   |                | X           |            |
|                                | 7. Improved Basic Skills                                  |                   |                | X           |            |
|                                | 8. Clear Program Requirements                             |                   |                | X           |            |
| Implementation                 | 9. Proactive and Integrated Academic and Student Supports |                   |                | X           |            |
|                                | 10. Integrated Technology Infrastructure                  |                   | X              |             |            |
|                                | 11. Strategic Professional Development                    |                   |                | X           |            |
|                                | 12. Aligned Learning Outcomes                             |                   |                | X           |            |
|                                | 13. Assessing and Documenting Learning                    |                   |                | X           |            |
|                                | 14. Applied Learning Opportunities                        |                   | X              |             |            |
| <b>Overall Self-Assessment</b> |   |                   |                | X           |            |

Self-Assessment Items

| <b>INQUIRY (1-3)</b>  |   |   |   |   |
|---|---|---|---|---|
| Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.  |   |   |   |   |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>  |   |   |   |
|   | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>1. CROSS-FUNCTIONAL INQUIRY</b></p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p> | <p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p> | <p>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p> | <p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p> | <p>X Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p> |
| Please respond to the following items (500 word maximum per item)   |   |   |   |   |

1. Please briefly explain why you selected this rating.

Skyline College has begun implementing the Skyline College Promise which entails redesigning the processes, procedures, and programs of the college to increase student success, persistence, and college completion. Cross-functional inquiry on student success and equity with the goal of closing equity gaps has been a key component of planning and implementing the Skyline College Promise. In October 2014, Skyline College held a campus-wide meeting which involved reflecting on equity data on key indicators in the College's Student Equity Plan, such as access, successful course completion, etc. As a continuation of this dialogue, the campus organized small focus groups in April 2016, led by both faculty and staff, to discuss the signature components of the Skyline College Promise, including implementation of meta-majors and guided pathways to better support students in setting and reaching their educational goals.

The 2016-2017 academic year involved unprecedented levels of strategic campus community inquiry and engagement on the development of guided pathways. During several campus-wide flex days, both faculty and staff were guided through activities like grouping degrees and certificates in an attempt to map a student's path. Groups reviewed, reflected on, and discussed the results. Then Skyline College formed a Design Team that included faculty, staff, and administrators from a representative cross-section of the campus community. The Design Team met regularly and appointed cross-functional work team leads who helped define the roles of both work and design teams comprised of faculty and deans. These teams completed a reverse sorting of degrees and certificates structuring and attempted to place contested degrees and certificates. The work teams also created design principles for the construction of meta-majors. The academic year concluded with all of the academic departments and counseling faculty being invited to a campus-wide work session to begin mapping core course sequences for degrees and certificates.

Throughout this work, the Design Team identified a gap in the inquiry: the student voice. In March 2017, with the help of Career Ladders Project (CLP), fifty-one Skyline College students participated in focus groups for College to better understand what had helped or hindered their ability to set educational goals, select a major, choose classes, and access the support they needed to work towards their educational goals. The information was compiled into a report entitled, *Skyline Students' Voice: Their Perspectives* published in May 25, 2017. Since this publication, students from Automotive, Cosmetology, Massage Therapy, Communication and Counseling courses have also engaged in additional focus groups to help inform the organizing and structuring of degrees and certificates within the meta-majors and guided pathways being formed. The Associated Students of Skyline College (ASSC), the student governance committee, has also been given two seats on the Design Team and four seats on the Communication Squad in the 2017-2018 academic year. Skyline College is continuing its work on meta-majors and guided pathways with a redesigned Design Team model (led by one academic dean, one dean of Counseling, four instructional faculty and one counseling faculty) and more focused usage of data in the 2017-2018 academic year.

2. Describe one or two accomplishments the college has achieved to date on this key element.

With student success at the center of the guided pathways initiative, one of the major accomplishments in our work is the Meta-majors proposal that was presented to the campus for feedback on May 25, 2017. In order to arrive here, the Meta-majors work team grounded their decisions in the Design Principles constructed by the cross-functional work teams the prior year, and used various data inquiry tools, e.g., enrollment management reports, course history and success rate reports, pivot tables, dendrograms, and social graphs, that showed the connection of overlapping courses between degrees and certificates. When qualitative data was appropriate, student feedback was solicited using focus group data from Counseling 100 (a college success course), a Communication course and students from the areas that had no overlapping courses (Automotive, Cosmetology and Massage Therapy) to determine how students would access educational planning information and where they would look to find certain degrees and certificates. This student feedback was critical in the overall construction of the proposed Meta-majors and in creating improved processes for students to find information about degrees and certificates with greater success to be able to access potential pathways sooner.

Another accomplishment has been the development of a Meta-majors and Guided Pathways Co-leadership team to lead the Design Team. Prior to this team being created, the Pathways initiative had been led by two deans (one instructional and one counseling). In an effort to create a more cross-functional leadership team, in April 2017, the Design Team added faculty to the Meta-majors and Guided Pathways leadership team (four instructional and one counseling faculty). The team of seven is now tasked with managing and moving the initiative forward in a collaborative and integrated way. Given the smaller size of the Co-Leads team, they are able to examine and discuss data on a deeper level, complete preliminary documents, consult with necessary stakeholders on campus and then bring information and specific proposals for feedback to the Skyline College Administration and larger Design Team to work toward consensus-building. For example, the Co-Leads have transitioned the Design Team from an appointed model to a more representative model. The representative model includes members from governance bodies (faculty, staff and students), a communication squad, a logistics squad, other members representing (Equity, ISLO/Institutional Effectiveness, Professional Development, Career and Workforce Development and the Learning Center) and liaisons from six inquiry teams (Exploratory Course, Foundations/Affective Domain, GE Redesign, HIPs, Student Support Services and The Undeclared Student Experience). The Co-Leads have also created a process that is used to guide and gauge the decisions surrounding the Pathways work, giving everyone on the Design Team the opportunity to provide feedback, be involved in the process and help create solutions.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The Pathways work at Skyline College has required significant resource and time commitment across the College. At the end of the 2016-2017 academic year, the Skyline College administration made a significant financial commitment to allocate reassigned time to both instructional and student services (e.g. counseling) faculty. This commitment has allowed the Co-Leads team to be more focused and integrative in the Pathways work. Skyline College regards this level of commitment as necessary to move the work forward in a timely and meaningful way. The challenge that Skyline College faces with maintaining this level of engagement and involvement from all campus stakeholders over the course of the work, is the distribution and timing of Pathways Award Program resources. This challenge will be overcome in part through the leveraging of other grants the College has been awarded, and in part through the continued institutionalization of guided pathways work so the dedicated time and space will continue to be provided and faculty and staff continue to feel supported in this work.

**INQUIRY (1-3)**

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

| KEY ELEMENT   | SCALE OF ADOPTION   |  |   |  |
|---|---|--|---|--|
|   | Pre-Adoption  | Early Adoption   | Scaling in Progress   | Full Scale   |
| <p><b>2. SHARED METRICS</b></p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p> | <p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p> | <p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p> | <p><b>X</b> College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> | <p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p> |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

At the campus-level, Skyline College uses shared metrics across different initiatives to assess student success; data for all metrics are disaggregated. The key student success metrics are driven in large part through the operationalized definition of student success which was formalized and carried through campus governance dialogue in Spring 2016. The metrics include successful course completion; semester-to-semester persistence based on educational goals; the rate of degree and/or transfer achievement based on educational goal, etc. Moreover, the Institutional Student Learning Outcomes (ISLOs) identified in the Skyline College SLOAC<sup>1</sup> Framework<sup>2</sup> provide further information for assessing some of the fundamental holistic learning outcomes that are associated with student success. The regular campus assessment and dialogue on ISLOs will likely be integrated into the guided pathways that are being formulated.

At the District-level, SMCCCD adopted its Strategic Plan in the fall of 2015 focused on a student success, equity, and social justice framework. The implementation of the strategic plan included the development of a district scorecard identifying critical metrics. Skyline College plans to disaggregate the key metrics data by variables of interest (e.g. unit enrollment, modality, race/ethnicity, etc.) and use them to help assess the impact of guided pathways. The District-level metrics have begun making their way through campus governance committees and demonstrate significant alignment with the key metrics of interest for implementing guided pathways (e.g. examining the share of students completing educational plans and the rate of full-time first-time students achieving associate's degree and/or transfer within 150% of normal time; monitoring these metrics is in alignment with student completion goals identified for other major campus initiatives (within which guided pathways will be integrated).

Furthermore, four key District metrics are focused on the completion of transfer-level math and English and monitoring the improved progression of students through basic skills courses into transfer-level math and English. The ever-expanding implementation of acceleration and multiple measures placement in English and Math are intended to continue to positively impact these four metrics with targets set through the 2019-2020 academic year. Campus focus on these metrics also aligns directly with two of the key elements of guided pathways: redesigning and integrating basic skills education to accelerate

<sup>1</sup> SLOAC: Student Learning Outcomes and Assessment Cycle

<sup>2</sup> For students with goals of obtaining an associate's degree.

students to college-level classes, and structuring onboarding which entails removing barriers to transfer-level courses for students who would appropriately place at transfer-level when given the opportunity.<sup>3</sup>

“Scaling in Progress” was selected because the College is currently strengthening the extent to which metrics described above directly connect to and inform key college plans which are under revision. For example, the Skyline College Strategic Plan and Balanced Scorecard are being revised to better align with District strategic goals and metrics and to more intentionally integrate relevant IEPI metrics from the institutional framework of indicators which may support guided pathway data monitoring and evaluation. We are still investigating how to collect and report employment outcome metrics

2. Describe one or two accomplishments the college has achieved to date on this key element.

Skyline College has a robust research and reporting infrastructure that is capable of collecting and reporting on the metrics of interest for the Guided Pathways Grant. One of the most impactful way in which the metrics described above drive discussion on strategies for improvement, is through the regular incorporation of disaggregated data on above metrics in Skyline College’s analytics platform, SAP Business Objects, which makes reports available and readily accessible to relevant campus stakeholders to inform decision-making.

Using the Ellucian Banner ERP platform and through the SAP Business Objects reporting and analytics platform, Skyline College has achieved an effective and responsive student tracking and reporting system, which is one of the key elements of Guided Pathways.<sup>4</sup> Beyond big picture reports focused on programmatic review and evaluation (such as those generated for the annual program planning process), the campus PRIE Office also generates timely operational SAP reports for campus programs so relevant information on groups of students (e.g. those with cohort tags) allows programs to customize support provided to students (e.g., based on students’ academic background, unit accumulation, educational goals, and other enrollment details). Course sequence progression data and enrollment management trend data by academic department have also been shared with guided pathways and meta-major inquiry work teams who have used the data to inform the planning and mapping process for meta-major design work.

Furthermore, Skyline College has made great strides in developing the college’s internal capacity and the culture of data inquiry required to successfully carryout the guided pathways development and implementation work. Through sustained

<sup>3</sup> "Principles of Guided Pathways" California Community Colleges Chancellor's Office; Accessed September 1, 2017. <<http://iepi.cccco.edu/Portals/0/uploads/GP/PrinciplesofGuidedPathways-090117.pdf>>

<sup>4</sup> Ibid.

engagement with the Career Ladders Project spanning multiple semesters, the use of qualitative student data through CLP-conducted focus groups in Spring 2017 helped inform planning efforts specific to Skyline College's institutional context. The culture of inquiry has sustained itself throughout the cross-functional guided pathways work teams collaborating to solicit campus feedback on meta-major design, guided pathways nomenclature, the incorporation of general education, etc. through campus forums, faculty/staff feedback surveys, etc. The broad and continuous campus engagement around how best to adopt evidence-based guided pathways practices has equipped the College with the necessary infrastructure to effectively engage in dialogue on the identified metrics.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Skyline College has a robust research and reporting infrastructure that is capable of collecting and reporting on the metrics of interest for the Guided Pathways Grant. While Skyline College has the ability to effectively track students for the purposes of guided pathways implementation, the integration of specific variables pertaining to student advising into the central District data warehouse (also known as "WARE"), which SAP pulls data from, could be improved. Though the need to better integrate student services data from fragmented platforms is a common gap across colleges, Skyline College is actively working in collaboration with a district-wide technology task force to address data integration challenges in student advising information. The task force is in the process of identifying and considering appropriate software options to transition to a potentially different customer management software solution in the place of SARS. While the challenge described above would not necessarily or significantly hinder Skyline College in providing proactive academic and career advising, resolving the fragmentation would streamline and centralize the data collection and storage process for more efficient reporting.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Beyond campus dedication to addressing equity gaps and removing barriers to students reaching their educational goals, Skyline College is also one of few community colleges in California to have dedicated Student Equity and Support Programs Office (with a dedicated Dean of Student Success and Equity), as well as a campus-based faculty professional development center (the Center for Transformative Teaching and Learning). The two functions collaborate closely and strategically, and will be joined by the campus PRIE Office in reviewing outcomes on key metrics and exploring effective professional development strategies in collaboration with faculty leaders for increasing student success through improved pedagogical and instructional support in the guided pathways model.

| <b>INQUIRY (1-3)</b>   |   |   |  |   |
|--|---|---|--|---|
| Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.   |   |   |  |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |   |  |   |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>   | <b>Full Scale</b>   |
| <p><b>3. INTEGRATED PLANNING</b></p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> <li>• Student Success and Support Program (SSSP)</li> <li>• Basic Skills Initiative/Basic Skills Student Outcomes and Transformation</li> </ul> | <p>○ College is currently not integrating or planning to integrate planning in the next few months.</p> | <p>○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p> | <p><b>X</b> Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are</p> | <p>○ College-wide conversations have taken place with all key constituency groups including:</p> <p>Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key</p> |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> <li>• Equity Planning (Student Equity/SE)</li> <li>• Strong Workforce Program (SWF)</li> </ul> |  |  | <p>beginning to routinely inform and engage their constituents around integrated planning.</p> | <p>overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p> |
|--|--|--|--|--|

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Guided Pathways framework conversations have taken place campus-wide and have involved all key stakeholders. These discussions have occurred through division meetings, articles and announcements in the weekly campus employee newsletter “Skyline Shines”, college-wide presentations during opening day, technical assistance through the Career Ladders Project, and flex day break-out workshop presentations. These discussions have also included multiple participatory governance stakeholders including: Academic Senate, Classified Senate, and the Associated Students of Skyline College. Guided Pathways and redesign work has been clearly communicated to the entire campus as a signature component of the Skyline College Promise. The Skyline College Promise signature components are 1) Meta-majors and Guided Pathways 2) The Promise Scholars Program and 3) Teaching and Learning. This work is guided by the Design Team, which meets regularly to lead the work, and is a collective body with representation from Faculty, staff, and administration. The design team and

work/inquiry teams concentrate on: 1) meta-majors & guided pathways 2) implications of meta-majors and guided pathways of Student Support Services 3) implications for working with undeclared students 4) development of an exploratory course/s 5) implementation of foundation skills and 6) exploration and implementation of high impact practices.

In illustrating the need to explore meta-majors as an organizing structure and exploring the benefits that the Guided Pathways framework can provide, campus discussions have included quantitative and qualitative data that was reviewed in the proposal of meta-majors. This data included a shared course analysis of all of our programs, focus groups and surveys of students across campus, and reverse degree and certificate sorting activities from faculty and staff across campus. Leveraging existing funds and resources will continue to be critical in the work and SSSP, Equity, and BSI funds will be utilized as student and academic support services are redesigned to align with the new Guided Pathways framework.

2. Describe one or two accomplishments the college has achieved to date on this key element.

A primary accomplishment is the beginning stage of integrating the Guided Pathways framework as a signature component in the Skyline College Promise and overall college redesign. It was critical in the launch of these efforts to clearly communicate the vision for the Guided Pathways framework and the strategy and structure for advancing the work which consisted of the development of the design team and work/inquiry teams. Another significant accomplishment was the introduction of four proposed meta-majors to the campus at large. This proposal included the development of design principles which guided the work, review of quantitative and qualitative data, and feedback from faculty, staff, students, and administrators.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We are approaching the Guided Pathways framework as part of an entire college redesign that is inclusive of integrating Student Services and Instruction to provide students with an intentional and meaningful student experience. When incorporating change of this scale and magnitude there are always likely to be challenges along the way. One of those challenges is to continue to keep at the forefront alignment with multiple initiatives on campus including SSSP, Equity, and BSI so that guided pathways are well-integrated across key campus initiatives.

| <b>DESIGN (4-8)</b>   |  |  |   |  |
|---|--|--|---|--|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.   |  |  |   |  |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>   |  |   |  |
|   | <b>Pre-Adoption</b>  | <b>Early Adoption</b>  | <b>Scaling in Progress</b>  | <b>Full Scale</b>  |
| <p><b>4. INCLUSIVE DECISION-MAKING STRUCTURES</b></p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p> | <p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p> | <p>○ Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p> | <p><b>X</b> Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p> | <p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p> |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

In 2016, Skyline College formed a Design Team, representative of diverse campus constituents, to steer college-wide communication and gather input and decisions on the Guided Pathways framework. This team formed clear democratically agreed upon processes for gathering college-wide input from all constituents including students. This team meets bi-monthly. Seven core members of the team, inclusive of Deans and faculty from instruction and counseling, advance the work on a daily basis. In Fall 2016, Skyline College formed transparent ad hoc cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. These teams met on a bi-monthly basis throughout Spring 2017. In 2017, the Design Team developed a series of engagement points including campus forums, professional development, course sequencing workshops, and meta majors works shops, where transparent ad hoc cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In Spring and Fall 2017, Skyline College hosted a series of campus forums, professional development opportunities, course sequencing workshops, meta majors workshops, and student focus groups to engage the entire campus in this work and engages college governance bodies college-wide including the College Governance Council, Academic Senate, Classified Senate, and Associated Students of Skyline College. In Fall 2017, Skyline College reformed the cross-functional work-teams to provide the Guided Pathways effort with new momentum and regularly provide opportunities for broad college-wide input. These teams will meet on a bi-monthly basis through Spring 2018.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Skyline College's major accomplishments in the Guided Pathways Framework include the proposed meta majors structure for campus discussion and feedback in Fall 2017, and the completion of core course sequences for the majority of all degrees and certificates for Guided Pathways completed in Fall 2017.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The ability to continue this impactful and inclusive work is entirely dependent on funding to continue the work of faculty to advance the Guided Pathways Framework and hourly compensation for participants on the Cross Functional Work-Teams. This challenge will be overcome in part through the leveraging of other grants the College has been awarded, and in part through the continued institutionalization of guided pathways work so the dedicated time and space will continue to be provided and faculty and staff continue to feel supported in this work.

| <b>DESIGN (4-8)</b>   |   |  |   |  |
|---|---|--|---|--|
| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.   |   |  |   |  |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>  |  |   |  |
|   | <b>Pre-Adoption</b>   | <b>Early Adoption</b>  | <b>Scaling in Progress</b>  | <b>Full Scale</b>  |
| <p><b>5. INTERSEGMENTAL ALIGNMENT</b><br/><i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p> | <p><input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p> | <p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p> | <p><input checked="" type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p> | <p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p> |

Please respond to the following items (500 word maximum per item)

- Please briefly explain why you selected this rating.

Skyline College has created strong ties with local K-12 school districts and four-year institutions. Through intentional recruitment and enrollment plans, dual enrollment programs, concurrent enrollment and articulation agreements, the K-16 partnerships are robust. Our college preparatory courses (i.e. Hermanos y Hermanas or COUN 101 Prep for College), Middle College, and the Counselor Liaison Program allow prospective students to transition smoothly into the college fully aware of the programs, services, and resources at their disposal. In fall 2017, San Mateo County Community College District (SMCCCD) enters its third year with a Memorandum of Agreement (MOA) with South San Francisco Unified School District

(SSFUSD) and second year MOA with San Mateo Union High School District (SMUHSD) to provide the Middle College at Skyline College (MCSC) as an alternative program of choice that prepares students to receive college-level credits toward transferring and/or earning an associate degree and/or earning a Career Technical Education certificate. To accomplish this, the infrastructures between MCSC and feeder high schools are being build and refined, i.e., course alignment, data management, reporting, student management system all of which is co-financed by Skyline College and district partners.

In an effort to bridge the transition for students from Skyline who transfer to San Francisco State University (SFSU), we work closely with the representative to provide students all the information they need through a *Next Steps* workshop. Additionally, the Transfer Admissions Bridge (TAB) program provides students transferring to SFSU an opportunity to take a free course at the SFSU campus, earning them units, and an opportunity to learn about SFSU, the resources, and experience their transition to SFSU. In addition, UC Davis (UCD) continues to be one of our top transfer institutions. The Transfer Admissions Guarantee program (TAG), is a great incentive for students. Annually, about 75-80 students apply for TAG to UCD and about 65-70 are approved, ensuring guaranteed admission to UCD upon completion of their coursework.

Furthermore, as part of the Strong Workforce Program, employers work closely with faculty and contribute to the design of new career-focused guided pathways through reverse engineering pathway development, career ladder discussions, thoughtful planning along with timely insight about trends, high demand skills and guidance regarding emerging middle skill livable wage careers. Regular engagement takes place with the Bay Area Community College Consortia where regional career and workforce strategies and priorities are identified and developed. Moreover, Industry Advisory Boards exist across campus where key employers and stakeholders provide critical guidance, feedback and insight that shapes program/pathway design/redesign.

2. Describe one or two accomplishments the college has achieved to date on this key element.

In collaboration with local high schools, Skyline College was able to conduct early engagement with high school students and streamline their Student Success and Support Program (SSSP) process. Launched Spring 2017, Skyline College established the Counselor Liaison Program (CLP) with six of seven traditional feeder schools from the local school districts within our service area. With this program, the Outreach and Counseling Departments worked closely together to conduct application workshops, orientation, assessment (through the use of multiple measures), counseling appointments, abbreviated student education planning, and registration workshops on-site at the high schools during pre-designated times. By conducting each of these activities on site, the college was able to better track and ensure the successful completion of the SSSP steps for graduating high school seniors. Students that completed these steps on-site at their schools were awarded with priority registration which allowed the college to monitor their enrollment and engage high school counselors and administrators to

assist with the registration process. In addition, collaboration with SSFUSD has resulted in clear a-g course-taking patterns that promote better enrollment decisions and prepares their students for future success. These collaborative efforts are monitored by an Educational Advisory Committee (membership includes both K-12 and community college administrators).

In terms of transfer, our Institutional goal is to support students in achieving their academic and career pursuits and for many students their goal is transfer to a four-year university. The data provided below is indicative that as an institution we are succeeding at providing the resources necessary to support the increase in the number of students applying and enrolling at 4-year institutions.

- a. CSU- In the past 5-years (2012-2016) we have had an average of 425 Skyline College students enroll at a CSU campus each fall. A total of 1,430 students have enrolled at San Francisco State, out of the 2,127 students that have transferred to a CSU between 2012-2017. (Source: <https://csudata.calstate.edu:8881/csu-high-school-dashboard/public/details?id=415711&pagestyle=cc> )
- b. UC- In the last 10-years, the number of Skyline students applying the UC system has doubled and the number of students admitted has increased steadily. UC Berkeley and UC Davis have had a steady increase in the number of students applying to these intuitions and increase in admission. For example, of the 241 Skyline student applications to the UC-system in 2016-2017 application cycle, 183 students applied to UCD and of those 126 were admitted. For UCB 152 students applied in the 2016-2017 application cycle and 38 students were admitted. (Source: <https://www.universityofcalifornia.edu/infocenter/admissions-source-school> )

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Though the partnerships that we currently have in place serve a large number of local K-12 students, there are still opportunities to increase our presence and student pipeline. Establishing formal MOUs with districts to scale programming, establish data sharing agreements, and confirm the buy-in from site leaders will allow for stronger partnership opportunities to streamline the transition from K-12 to Skyline College.

| <b>DESIGN (4-8)</b>  |   |   |   |   |
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| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.  |   |   |   |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |   |   |   |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</b></p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student’s college experience.</p> | <p>○ College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</p> | <p>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</p> | <p><b>X</b> Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p> | <p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is</p> |

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|  |  |  |  | systematically included into the process. |
| <p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <li> <p>Please briefly explain why you selected this rating.</p> <p>In 2017, the Design Team developed a series of engagement points including campus forums, professional development, course sequencing workshops, and meta majors workshops, where transparent ad hoc cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. Through this work, an inquiry team was formed to explore the following questions and report back to the Design Team: What are the main outcomes we would like to achieve through offering an exploratory course? What are some affective domain outcomes to consider? What are some career outcomes to consider? What are implications for introducing specific disciplines as part of the course? Should this be one course at the start or two, one at the beginning and one in the middle? Will high impact practices be included in this course, if so which ones? How many units? How will this course build social and career capital for all students? What are the implications for teaching this course to scale? Who should teach this course? Will the course be embedded in the “house” or across “houses?” What will be considered success for an exploratory course? After the inquiry is complete, we can develop a scope of work and move forward with implementing a foundations or exploratory course.</p> </li> <li> <p>Describe one or two accomplishments the college has achieved to date on this key element.</p> <p>A significant accomplishment was the introduction of four proposed meta-majors to the campus at large. This proposal included the development of design principles which guided the work, review of quantitative and qualitative data, and feedback from faculty, staff, students, and administrators. We are also leveraging the work that has been ongoing with our Explorers program to help students choose a major early on.</p> </li> <li> <p>Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</p> <p>Because the implementation of the meta-majors is planned to be a transformational, campus-wide effort, many of the questions raised above concerning the scale and scope of guided major and career exploration opportunities will need to be well-coordinated across the number of services and programs providing guided major and career exploration opportunities to students. Providing adequate professional training to counselors, career planning staff, retention specialists, etc. will be important for ensuring high-impact practices are well-understood and incorporated into the support structure to reduce redundancies or potential misinformation.</p> </li> </ol> |  |  |  |   |

| <b>DESIGN (4-8)</b>   |  |  |   |  |
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| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.   |  |  |   |  |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>   |  |   |  |
|   | <b>Pre-Adoption</b>  | <b>Early Adoption</b>  | <b>Scaling in Progress</b>  | <b>Full Scale</b>  |
| <p><b>7. IMPROVED BASIC SKILLS</b></p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement</li> <li>• Co-requisite remediation or shortening of developmental</li> </ul> | <p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p> | <p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p> | <p><b>X</b> College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p> | <p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p> |

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| sequence<br>• Curricular innovations including creation of math pathways to align with students' field of study. |  |  |  |  |
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Skyline College has made the use of multiple measures in English and Math a signature component of the Skyline College Promise. The use of high school transcripts for placement, combined with guided self-placement, is establishing itself as the primary mechanism by which students are placing in their initial English and math courses. This has resulted in a substantial increase in the number of students placing directly into transfer-level coursework. In addition, a variety of other initiatives have been developed and implemented that positively affect the outcomes of our basic skill improvement goals. For example, these initiatives include acceleration via English 105 (allowing students to enroll in a five unit co-requisite transfer-level English course if they are not prepared to place directly into the traditional 3-unit English 100 course) and the launch of a summer bridge program in Summer 2016 as part of the Skyline College Promise, which provides students with the opportunity to place directly into transfer-level math and/or English upon successful summer program completion.

As describe in the Shared Metrics section above, Skyline College has embarked on setting various short-term and longer term goals related to improving basic skills outcomes, including metrics and goals for improving basic skills course success rates and increasing progression to college-level courses.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- a. High school transcript for placement was implemented at full-scale in May 2017 for Math and English classes. Multiple measures consistently placing more students in English courses at transfer level. As a result, enrollment in ENGL 828 (two levels below transfer English) has steadily declined over the last few years, with significantly decreases in the most recent semesters.

b. Co-requisite English course offerings have resulted in significant decreases in the number and share of entering students beginning in two-levels below transfer-level math. English 105 began with two sections in Fall 2015 and has expanded to over 20 sections in Fall 2017; English 105 has also demonstrated a comparable success rate compared to the traditional first-level, transfer-level English course (ENGL 100): From Fall 2015 to Spring 2017, the overall success rate for ENGL 100 at Skyline College was 65.3% compared to 69.4% in ENGL 105. The rate of passing the initial English course and passing the second-level transfer-level English course within two years for the Fall 2015 was 44% for ENGL 100 and ENGL 105, respectively. In comparison, for the 580 students enrolled in English-846 (one-level below transfer-level) in fall 2015, only 29% passed 846 in the fall *and* went on to pass ENGL-110 within two years (i.e. by Spring 2017)

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

An ongoing and anticipated challenge in using high school grades as part of multiple measures is ensuring the process is as streamlined as possible. While students may volunteer information about their high school grades and highest math or English course taken on the CCCApply application during admissions, establishing MOUs with local high school districts which house Skyline College's key feeder high schools will assist in the process. Strengthening data-sharing and collaboration between the College and local high schools may also improve students' college readiness and awareness of programs to get a head start in acclimating to college and earning college credit through engagement opportunities during high school, especially since different local high schools require different amounts of math course taking in high school, impacting students' usage of multiple measures when arriving at college.

| <b>DESIGN (4-8)</b>   |   |   |   |   |
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| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.   |   |   |   |   |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>  |   |   |   |
|   | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>8. CLEAR PROGRAM REQUIREMENTS</b><br/><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal</p> | <p>○ College is currently not providing or planning to provide clear program requirements for students.</p> | <p>○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p> | <p><b>X</b> Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p> | <p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p> |

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| completion and enhanced access to relevant transfer and career outcomes). |  |  |  |  |
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Cross-disciplinary teams of counseling and instructional faculty, staff, and administrators were formed in Spring 2017 to provide course sequences in each of the degrees and certificates offered by Skyline College. We discovered that interdisciplinary and cross-functional teams were not the best way to do this sequencing work as participants felt that they did not have enough discipline expertise so the process transitioned to departments along with a set of design principles to follow when sequencing major requirements. The vast majority (~90%) of degrees and certificates were sequenced by the beginning of Fall 2017. Counseling faculty are now looking at course sequences to identify overlap amongst degrees as well as overlapping major course work with GE requirements. The next step in our process will be adding additional GE course work to the sequences.

The process of mapping coursework has initiated conversations about the scheduling of classes to meet student demands as well as scheduling in a way that students can get the classes they need in a reasonable time frame. (For example, not scheduling two required courses at the same time so that students have to take them in separate semesters.) As we move forward this year, we will be looking at the course sequences in greater detail and addressing the issue of scheduling in a more intentional way.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Accomplishments to date in Skyline College’s effort to create clear program requirements for students include:

- a. Campus wide meeting on November 18, 2016 in which a cross-functional team of counseling and instructional faculty, staff, and administrators participated in an exercise to map degree and certificate requirements for several degrees. While this was just an exercise and not intended to develop actual course sequences, the activity highlighted the complexity that students face in the current model. This event also served to engage the campus in a discussion of the need to improve and simplify the process for students.

- b. Skyline College formed a Design Team in January 2017 as a representative cross-section of the campus. The Design Team included counseling and instructional faculty, staff, and administrators. Members from the Design Team then served as Co-Leads of disciplinary work teams. Additional members of the campus community were recruited to serve on work teams in an effort to have a representative voice in creating program maps.
  - c. In May, 2017, a campus-wide event brought counseling and instructional faculty from across the college together to map the courses in their degrees and certificates. For much of Skyline College, this began a very intentional look at our courses, the pre-requisites, and skills that students need to complete courses and what it really means for students to be able to accomplish their academic goals in a timely manner as well as what roadblocks have been placed in their way.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The primary challenges to this effort at Skyline College are continued funding and specific and evolving requirements of transfer institutions. In the year that we have been engaging in this work, we have come to realize that it requires a significant investment of human capital to intentionally develop and implement pathways in a way that will be meaningful to students. There is also human capital required to identify the many pedagogical elements that we know will improve student success, such as high impact practices. Human capital requires funding to be able to reassign faculty, utilizing their expertise to work on these projects in a meaningful way. Additionally, to be successful, professional development for faculty and staff is needed, which requires ongoing funding. A second challenge to implementing guided pathways is that each of the transfer institutions have different requirements. As such, we can develop guided pathways for students but they will have to be altered depending on a students' particular transfer goals.

| <b>IMPLEMENTATION (9-14)</b>   |  |   |  |  |
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| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |  |   |  |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>   |   |  |  |
|  | <b>Pre-Adoption</b>  | <b>Early Adoption</b>   | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</b></p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p> | <p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p> | <p>○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and</p> | <p><b>X</b> Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p> | <p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p> |

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|  |  | discuss ideas, the challenges students face, and ways to improve coordination and support services. |  |  |
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Counseling faculty and instructional faculty collaborate across many programs and that collaboration will continue to strengthen as we scale up the Meta Majors Guided Pathways framework. The wide range of collaboration between Counseling and instructional faculty includes the development and implementation of multiple measures, the Summer Scholars Institute, and all of our fourteen learning communities are examples of collaboration between counseling and instructional faculty.

As part of the development and implementation of guided pathways, Skyline College has received a grant from the Laura and John Arnold Foundation (LJAF) for the replication of the City University of New York - Accelerated Study in Associates Programs (CUNY-ASAP) as the model for academic and student support services that will be provided in conjunction with guided pathways. One of only three colleges in the nation, and the only one on the West Coast chosen to replicate the CUNY-ASAP model, Skyline College is implementing both guided pathways and the ASAP model to incorporate proactive and integrated student supports.

Areas of collaboration that are being explored with the goal of full scale implementation by fall 2018, includes developing a first semester student success seminar course (exploring co-teaching between counseling and instructional faculty), working collaboratively to increase comprehensive student educational plans, and enhancing the early alert process and collaboration within the meta majors. In addition, counseling and instructional faculty will continue to work together to grow the Summer Scholars Institute to serve 200 students in the coming summer and the Promise Scholars Programs to serve 500 students in the coming fall. Both of these programs include intentional coordination between counseling and instructional faculty at the core of the program model. And with the new integrated Learning Commons structure housing both Library and Learning center services, both faculty and staff offer tutoring and supplemental instruction in a variety of disciplines, as well as mentoring to support student achievement.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The Summer Scholars Institute is indicative of the collaboration between counseling and instructional faculty. Math, English, and Counseling faculty developed and implemented a program designed for students placing in basic skills to get them ready for college level math and English in their 1st fall semester. The 5-week summer program included dedicated counseling, intentional support for undeclared students, development of educational plans, and needs-based support for the students in most need. Initial results have been promising with over 95% of the 180 students participating placing in transfer level English and Math.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We are currently redesigning student services to align with the meta majors guided pathways framework with the goal of a fall 2018 implementation. An earlier rollout is necessary, as students begin planning for fall semester the previous spring. There is a sense of urgency while also balancing and integrating a comprehensive technology platform and other student services initiatives related to SSSP.

| <b>IMPLEMENTATION (9-14)</b>   |  |   |  |  |
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| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |  |   |  |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>   |   |  |  |
|  | <b>Pre-Adoption</b>  | <b>Early Adoption</b>   | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</b></p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> <li>• Link student demand to scheduling</li> <li>• Ability for students to monitor schedule and progress (e.g., Degree Audit)</li> <li>• System for counselors and faculty to monitor students' progress</li> </ul> | <p>○ College currently does not have or plan to build an integrated technology infrastructure.</p> | <p><b>X</b> The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p> | <p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p> | <p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p> |

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| (e.g., Starfish, early alert system, etc.) <ul style="list-style-type: none"> <li>• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)</li> <li>• Others</li> </ul>  |  |  |  |  |
| Please respond to the following items (500 word maximum per item) <ol style="list-style-type: none"> <li>1. Please briefly explain why you selected this rating.                         <p style="margin-left: 40px;">Skyline has a number of technology tools in place that support the work around Guided Pathways, such as Degree Works, SARS, Banner notes and data, Websmart, our website, and more. However, while these tools aid students, faculty, and staff in the work of Guided Pathways, they mostly operate in isolation. Systems and tools do not communicate well (if at all) with each other which makes it very difficult for students to help themselves or faculty/ staff to work effectively together. As a result of systems that are not easy to use or integrated well is that students and faculty tend to disengage with the systems all together.</p> </li> <li>2. Describe one or two accomplishments the college has achieved to date on this key element.                         <p style="margin-left: 40px;">While Skyline College has technology tools in place at the moment that are not optimal for student self-help or faculty/ staff effectiveness, we are making significant progress with implementing cutting edge 21<sup>st</sup> century technology to support the work of Guided Pathways. Two significant accomplishments are the implementation of Ad Astra and a technology redesign led by consultants.</p> <p style="margin-left: 40px;">Ad Astra is software that supports institutions of higher education with strategic, student-centered, academic course scheduling and space management. We are exactly half way through an aggressive six month implementation timeline, and we are on track to complete the full implementation by December 1, 2017. This software will allow Skyline College to use a data driven approach that will help create an academic schedule that is student-centered. A student-centered schedule is one that offers the right courses, quantity of sections, during the right semester, locations, and the right time of day, and day of the</p> </li> </ol> |  |  |  |  |

week to meet students' needs. It will also allow us to create an annual rolling academic schedule so students can register for a full year of classes, which will help them to stay on track with their Guided Pathway.

Skyline College is in the process of creating, with guidance of consultants, a technology redesign that will address structural challenges in supporting and empowering students. The solutions will support students from the point of inquiry to graduation. Operations will include: inquiry management, customer relationship management, enhanced student web portable, enhanced counseling tools, easier application process, and student self-help tools. We are on track with the technology redesign and will be implementing the first pieces of the technology plan mid-2018.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

When it comes to technology there are a number of potential large challenges. Some of the challenges are ensuring the correct software/ hardware is purchased (well integrated), redesigning processes with technology in mind, developing user friendly and intuitive systems, adoption by a high percentage of users, and the implementation process itself.

Moving forward with the Skyline College Promise will require multiple pieces of well-integrated technology to achieve strong student and faculty/ staff outcomes. Not taking the time to ensure technology acquisition (redesign) will achieve the desired outcomes and integrate smoothly with current or future technology will likely lead to unused, ineffective tools. The result likely will not make a difference in student outcomes and cost the institution significant financial resources. While this is a challenge, Skyline College is going through an intentional and well-designed process to ensure we implement technology solutions that are well integrated and will meet student, faculty, and staff needs. Part of this process is utilizing consultants to help guide us through this process.

The actual implementation of technology from the point of purchase to going "live" is a significant challenge. This requires a well-coordinated effort from many people on campus from various departments. These folks must ensure that the technology will impact processes and users to effectively and efficiently achieve desired outcomes. To help address this challenge at Skyline College, we have been communicating and engaging in conversations regarding implementation of technology for over a year. This intentional communication has prepared the college for a strong adoption of technology solutions, to the point the entire campus is engaged and welcoming of the vision. In addition, key stakeholders and those who will help lead this change/ adoption from across campus have been identified and engaged.

| <b>IMPLEMENTATION (9-14)</b>  |  |   |   |   |
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| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.   |  |   |   |   |
| <b>KEY ELEMENT</b>  | <b>SCALE OF ADOPTION</b>   |   |   |   |
|   | <b>Pre-Adoption</b>  | <b>Early Adoption</b>   | <b>Scaling in Progress</b>  | <b>Full Scale</b>   |
| <p><b>11. STRATEGIC PROFESSIONAL DEVELOPMENT</b></p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p> | <p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p> | <p>○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p> | <p><b>X</b> Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>• Using learning outcomes assessment results to support/improve teaching and learning.</li> <li>• Providing updated information across the college to enable faculty and</li> </ul> | <p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>• Using learning outcomes assessment results to</li> </ul> |

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|  |  |  | <p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> <li>• Improvements in those college processes directly serving students.</li> <li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li> </ul> | <p>support/improve teaching and learning</p> <ul style="list-style-type: none"> <li>• Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.</li> <li>• Improvements in those college processes directly serving students.</li> <li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li> <li>• Continued broad engagement in cross-functional decision-making.</li> <li>• Regular and consistent training on the use of technology to support</li> </ul> |
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|  |  |  |  | academic programs and student services. |
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Professional development at Skyline College is currently at “scaling in progress.” The design team has hosted several campus forums to increase faculty, staff, administrator, and student knowledge of meta-majors and guided pathways. Forums have scaffolded engagement, developing participant awareness of meta-majors and guided pathways. Through division meetings individual divisions have continued focused work. Even before campus forums and division meetings, design team members utilized professional development funds to attend conferences, which have informed our comprehensive redesign. To ensure responsive, ongoing professional development, the college’s comprehensive redesign will need to continue to align project implementation and professional development resources and structure.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The comprehensive redesign at Skyline College is complex, and professional development funds have been put to good use over the course of the last year and a half. In June of 2016 a team of ten was sent to the AAC&U institute on general education and assessment hosted at Boston University. The institute focused on supporting schools interested in redesigning their general education program by providing team coaches and focused workshop that guided the formulation of a redesign work plan to be taken back to each school’s respective campus. From this institute the team came back with a rich understanding of a variety of high impact practices, and more importantly, a structural plan of how to engage the campus in participating in the process of redesigning general education. It’s this structural plan that has help inform the current structure of the design team and inquiry/work teams that are advancing the work of the comprehensive redesign.

In the summer of 2017 professional development funds were once again utilized to send two teams of five to two conferences. One team went to an AAC&U institute for high impact practices and student success where our team considered the following questions: what kinds of high impact practices related to community engagement can be incorporated in our guided pathway sequences, and at what moments in the guided pathway sequence will these high impact practices be best utilized. The second team went to an AAC&U institute on integrative learning, and looked at how general education and major core courses can be integrated and better contextualized to provide a more meaningful student experience. This team came back with a guided pathway model that sequenced general education course in relation to core major courses, and the integration of high impact practices throughout the guided pathway. The models created by both teams has informed the questions our inquiry teams are exploring, and while our project as a whole will take many years to complete, their work has accelerated the process and provided a level of sophisticated thinking around the project.

Furthermore, our equity office provided an equity training series in the spring of 2017 that many of the members of our design team participated in. While the training series did not specifically tackle equity as it relates to the guided pathways, it did impart an equity-mindedness that is apparent when you look at the questions our inquiry teams are exploring. Every team has minimally one explicit question looking at the implications of equity as it relates to their area of inquiry.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Skyline College is a campus of innovators. Ambitious, highly motivated faculty with diverse interests find support in the Center for Transformative Teaching and Learning (CTTL). The diverse and often divergent interests of faculty have made it difficult at times to align the needs of the comprehensive redesign with CTTL planning and resources. The work of the design team represents one major priority among others. The CTTL communities of practice are exploring topics and questions similar to those that the inquiry teams involved in the comprehensive redesign are studying. Aligning the groups is one particular challenge. Faculty need further clarity on the difference and relationship between these projects. Alignment is key to the success of all initiatives and particularly important to utilizing faculty time and energy effectively. The ongoing development and success of the comprehensive redesign as it relates to professional development requires aligning the priorities of both the CTTL and the comprehensive redesign.

| <b>IMPLEMENTATION (9-14)</b>   |  |  |  |   |
|--|--|--|--|---|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |  |  |  |   |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>   |  |  |   |
|  | <b>Pre-Adoption</b>  | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>   |
| <p><b>12. ALIGNED LEARNING OUTCOMES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals.</p> | <p>○ College is currently not aligning or planning to align learning outcomes.</p> | <p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p> | <p><b>X</b> Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p> | <p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p> |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Student Learning Outcomes at the course, program, and institutional level are regularly reviewed and revised. The ISLOs and accompanying rubrics were revised in 2015/ 2016, after one full cycle of assessing all ISLOs, and PSLOs and SLOs are reviewed (SLOs) minimally every six years, as part of program review. Assessment and planning templates prompt faculty to connect assessment results with course and program content, pedagogy, and professional development. (See #3 below.)

2. Describe one or two accomplishments the college has achieved to date on this key element.

To assess ISLOs, the College practices course-embedded assessment. Participating faculty whose courses align with an ISLO apply the relevant parts of the rubric and are encouraged to share it with students. With approximately twenty faculty across the disciplines assessing an ISLO each semester, the rubric is a vehicle through which effective assessment is reinforced, providing a common language for faculty and students alike pertaining to the criteria. The norming workshops yield rich dialogue, as faculty are encouraged to arrive at consensus. Sometimes faculty may revise their course-embedded assignments to align more strongly with the ISLO, or they may partner with each other or support services such as the library to support students' mastery of the ISLO. As a result of how students fared, professional development workshops were offered on fostering students' resilience and meta-cognitive awareness, as well as writing clearer essay prompts. ISLO data is aggregated as a whole, and disaggregated by traditional demographic markers. The data was further disaggregated for departments and individual faculty for the last two ISLO assessments on Information Literacy and Citizenship. This departmental level data is more "actionable," especially for those assessments that involved two or more faculty teaching different sections of the same courses, or teaching within the same department.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

While faculty are encouraged to make more explicit the connections between their courses and assignments with the ISLOs, the effort is limited. With over 150 full and part-time faculty participating in the assessment (some duplicated count), ISLO assessment engages many. Unfortunately, not all departments have participated, and some full time faculty continually decline invitations to participate despite the College providing a stipend for participants. Thus wide-scale references to the ISLOs and use of the rubrics is limited, and by extension, many degree-seeking students are unaware of the ISLOs. The goal is that the College's efforts to design curricular pathways will make the connections between course, program and institutional outcomes more explicit, as all will lead to degrees. The intentional choice of course options in a given pathway will prompt conversations

about which courses “introduce,” “reinforce” and “expect demonstrated mastery” of the ISLOs. Under consideration is that ISLO assessment be embedded in every pathway, not just to the select faculty that are invited to participate in the assessment.

| <b>IMPLEMENTATION (9-14)</b>   |   |  |  |  |
|--|---|--|--|--|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |   |  |  |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |  |  |  |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>  | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>13. ASSESSING AND DOCUMENTING LEARNING</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction</p> | <p><input type="radio"/> College is currently not assessing and documenting or planning to assess and document individual student’s learning.</p> | <p><input type="radio"/> Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> | <p><input checked="" type="radio"/> Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> | <p><input type="radio"/> Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p> |

|                           |  |  |  |  |
|---------------------------|--|--|--|--|
| <p>in their programs.</p> |  |  |  |  |
|---------------------------|--|--|--|--|

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Attainment of learning outcomes is tracked and made available to students and faculty for most programs. Faculty record assessment results in the online database, Tracdat, from which they can easily extract reports for review and program planning purposes. The College makes available research, SLO assessment results, action plans, and resource requests via the Annual Program Plans, Comprehensive Program Reviews, and Administrative Leadership and Unit Reviews. Posted on the college website for easy public access, these reports are used in planning and budgeting at the program, division, and college levels respectively.

In addition, within a year after an ISLO assessment, the Institutional Effectiveness Committee, Academic Senate, and sometimes Classified Senate co-host a town hall to discuss the results. The data is aggregated; it also is disaggregated demographically for equity efforts, and at the departmental level to inform program self-evaluation.

Most programs examine and use learning outcomes results to improve the effectiveness of instruction. Division and department meetings are partially designated for discussion on assessment analysis and planning. In most instances, analyses result in robust conversations about pedagogy, curriculum, and research methodology. Action plans may involve discussing teaching strategies and best practices such as reinforcing concepts via application, reviewing assessment tasks and instruments to ensure they measure the SLO and/or reflect industry expectations, and determining how to involve more adjunct faculty. Assessment also may prompt more research. For example, the Center for Student Life and Leadership followed up their pre and post- tests on the

participatory governance process with a focus group. Thus they were able to determine the extra training needed about district and college functions, policies and procedures, which are intended to empower students to be more effective representatives on college-wide committees.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Most compelling is how assessment can lead to robust dialogues pertaining to teaching and learning. For example, more faculty are attempting to address the affective domain in their pedagogy. Through our Basic Skills Initiative, faculty and staff underwent training related to fostering resilience in students. Primarily faculty teaching accelerated Math and English and counselors reinforce the “growth mindset.” This practice has since expanded to the entire Math department, who are considering adopting it as a PSLO. Some discussions are underway as to how to teach and assess resilience. In a similar vein, the Communication Studies department plan to employ pre- and post- communication apprehension assessments for their “Public Speaking” course. Disappointed in the overall success rates and assessment results, they see it as one of the major factors impacting student success when not due to personal/ family issues.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The primary challenge confronting the College is adequate time to discuss SLOs and assessment since there are so many campus initiatives underway. Engaging in the necessary dialogue needs to be regularly scheduled, ideally with an assessment day per semester, so it becomes part and parcel of how the College operates.

| <b>IMPLEMENTATION (9-14)</b>   |   |   |  |  |
|--|---|---|--|--|
| Adapting and implementing the key components of Guided Pathways to meet student needs at scale.  |   |   |  |  |
| <b>KEY ELEMENT</b>   | <b>SCALE OF ADOPTION</b>  |   |  |  |
|  | <b>Pre-Adoption</b>   | <b>Early Adoption</b>   | <b>Scaling in Progress</b>   | <b>Full Scale</b>  |
| <p><b>14. APPLIED LEARNING OPPORTUNITIES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p><input type="radio"/> College is currently not offering or planning to offer applied learning opportunities.</p> | <p><input checked="" type="radio"/> Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p> | <p><input type="radio"/> Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p> | <p><input type="radio"/> Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p> |
|  |   |   |  |  |

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Career and technical education courses and programs have incorporated opportunities for contextualized learning. Few general education courses, certificate, and degree programs have done so in a coordinated, intentional manner. While individual programs or courses within programs may have developed unique curriculum or activities designed to contextualize learning, programming is not systematic. Current activities tend to be grassroots, one-offs, or dependent on short-term planning and funding. Institutional processes for systematically organizing efforts need to be established. (Note: consider STEM, ESL, or modern languages projects). Robust programs intentionally designed to promote applied/contextualized learning lead to the greatest gains. Currently, cooperative education, clinical placements, internships, and short-term study abroad strategically imbed courses and programs, supporting CTE primarily and a variety of transfer programs on a smaller scale. One area of interest we are actively researching is service learning. We find that service learning may have the most potential to be applied across a wide variety of courses and programs.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The Respiratory Care Program is closely tied with the hospitals and organizations it serves, providing the latest information, hands on training and individualized support to each student in the program. Students complete over 800 hours of clinical practice at the various affiliated hospitals and healthcare facilities in San Francisco and San Mateo counties. These include a wide variety of facilities, Veteran Affairs hospitals to Kaiser Permanente, to Stanford Medical Center. The Respiratory Care program offers an associate of science and a bachelor of science degree.

Short-term study abroad, or a faculty led program (FLP), provides a faculty member and the registered students in his or her course the opportunity to travel abroad for two weeks. Students and faculty are immersed in the culture of the country they visit, experiencing the socio-economic, political, religious, and artistic realities of culture distinct from their own. Experiential learning ties to global awareness, creating a more engaged and informed citizenry. All courses are eligible for participation in the program.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

To successfully imbed applied contextualized learning and practice requires a significant shift in campus culture to reimagine teaching and learning. Adopting contextualized learning campus wide requires curricula, time, and expertise, institutional policies, procedures, and planning. While dedicated and passionate faculty continue to step up with interest in providing opportunities for applied and contextualized learning and are innovating on a small scale, these efforts are relatively fragmented and would benefit from more strategic and intentional incorporation and alignment with major campus programs and initiatives.

**ADDITIONAL QUESTIONS (500 word maximum per item)**

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- X Scaling in Progress**
- Full Scale

Please briefly explain why you selected this rating:

As described above, Skyline College has begun implementing the Skyline College Promise which requires an institutional transformation to remove financial barriers that have limited access to higher education and includes a significant institutional commitment to redesign the processes, procedures, and programs of the college to increase student success, persistence, and college completion. Skyline College has made significant progress in providing the space for dialogue and cross-functional collaboration on guided pathways. The College is also well-positioned to move forward in using metrics to evaluation progress and set goals.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

As revealed through the self-assessment, Skyline College has made significant progress towards full scale adoption across the key elements pertaining to inquiry and design. The area of implementation is the area where our current early adoption stage can transition towards full scale adoption with the support of this grant opportunity. In particular, the guided pathways grant will support the improved integration of academic planning and counseling technology infrastructure in order to implement and integrate tools for more timely and customized student support capabilities as the guided pathways are launched.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

Cross-functional inquiry on student success and equity with the goal of closing equity gaps has been a key successful component of planning guided pathways implementation as part of the Skyline College Promise. The work Skyline College has engaged in thus far has involved a significant level of institutional commitment at all layers of the campus community, from building the knowledge around meta-majors through campus convening's, to increasing the momentum for transitioning from inquiry to action in work teams, to providing the necessary professional development opportunities for deans, staff, and faculty to become informed on the guided pathways model and the solutions it offers to systematic challenges which have impeded students' college completion for far too long.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

Several factors place Skyline College in a unique position to be able to best leverage the guided pathway grant opportunity. Beyond college leadership and dedication to addressing equity gaps and removing barriers to degree completion, Skyline College is also one of the few community colleges in California to have dedicated campus equity Dean and a campus-based faculty professional development center (the Center for Transformative Teaching and Learning), both of which will continue to play an integral role in supporting the academic divisions and cross-functional teams described above. Skyline College is also actively involved in sharing best-practices and leveraging external relationships, including knowledge-building on campus via technical assistance through the Career Ladders Project, relationship-building with the Community College Research Center (CCRC) at Columbia University, and leveraging other grants awarded such as the California Promise Innovations Grant and the Laura and John Arnold Foundation (LJAF) grant to replicate the CUNY-ASAP model to integrate student support services into the guided pathways model.

**Guided Pathways Award Program Self-Assessment Signature Page**

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

| Name of college                                       |                       |                      |
|---|-----------------------|----------------------|
| <b>Self-Assessment Signatories</b>                    |                       |                      |
| _____<br>Signature, President of the Governing Board  | _____<br>Printed Name | _____<br>Date signed |
| _____<br>Signature, Chief Executive Officer/President | _____<br>Printed Name | _____<br>Date signed |
| _____<br>Signature, Academic Senate President         | _____<br>Printed Name | _____<br>Date signed |
| _____<br>Signature, Chief Instructional Officer       | _____<br>Printed Name | _____<br>Date signed |
| _____<br>Signature, Chief Student Services Officer    | _____<br>Printed Name | _____<br>Date signed |

**Please print, complete and mail this page to:**  
 California Community Colleges Chancellor's Office  
 Attention: Mia Keeley  
 1102 Q Street  
 Sacramento, CA 95811

**In lieu of mailing, a scanned copy may be emailed to:** [COGuidedPathways@cccco.edu](mailto:COGuidedPathways@cccco.edu)

**BOARD REPORT NO. 17-11-100B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Sue Harrison, Director of General Services, 358-6879  
Alex Kramer, Director of Workforce Development, Cañada College, 306-3428

**APPROVAL OF SOLE SOURCE CONTRACT AWARD  
WITH JOBTRAIN  
FOR THE CAREER EDUCATION PATHWAY DEVELOPMENT INITIATIVE**

JobTrain, co-located with Cañada College in Menlo Park, is an organization dedicated to providing short-term vocational training and job placement services to disadvantaged or incarcerated individuals in San Mateo County. These programs, offered over a 16-week-period, align with career education pathways offered at Cañada College. Examples of such programs include Medical Assisting, Computer Business Office Technology, and Multimedia Art. As such, a partnership with JobTrain to support student matriculation to Cañada College career programs will tremendously benefit students by establishing inroads for individuals that wish to continue their studies and earn a college certificate or degree for career attainment or job advancement. JobTrain is the sole provider of such training within the County, which closely aligns with career programs at Cañada College, making them the ideal partner for this initiative. A competitive bidding process for these services would not produce an advantage for the District and as such, a competitive bidding process does not apply for this award.

Efforts outlined in this partnership include revamping of existing JobTrain programs to be in closer alignment with Cañada College programs, technical assistance provided to students for seamless registration, and on site counseling support to develop Student Educational Plans. Further, the reevaluation of existing credit-by-exam agreements will be initiated, which allows students the opportunity to earn college credit within an identified pathway at Cañada College after completing a JobTrain program (developed in partnership with Cañada College faculty and JobTrain trainers).

**RECOMMENDATION**

It is recommended that the Board approve a student career pathway development initiative in partnership with JobTrain for an amount not to exceed \$100,000.

**For SMCCCD Use Only**

Contractor Employer Identification Number (EIN) # \_\_\_\_\_

Location: (College Name or District Office) JobTrain - Menlo Park iContracts # \_\_\_\_\_

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
AGREEMENT  
WITH  
JobTrain**

This Agreement is entered into this 1st day of December, 2017 by and between the San Mateo County Community College District, a community college district formed and existing under the law of the State of California, having its principal business address at 3401 CSM Drive, San Mateo, CA 94402 (hereinafter called "District") and JobTrain, having its principal business address at 1200 O'Brien Drive, Menlo Park, CA 94025 (hereinafter called "Contractor").

WHEREAS, it is necessary and desirable that Contractor be engaged by District for the purpose of performing services hereinafter described;

NOW, THEREFORE, in consideration of the payments hereinafter set forth, Contractor shall perform services for District in accordance with the terms and conditions set forth herein and in Exhibit A attached hereto and by this reference made a part hereof, and, in consideration of the services rendered in accordance with all terms and conditions set forth herein and in Exhibit A, District shall make payment to Contractor in the manner specified in Exhibit A.

1. **TERM OF CONTRACT.** This Agreement shall commence on December 1, 2017 and terminate on June 30, 2018. Notwithstanding the foregoing, if any applicable law limits the permissible length of the term of this Agreement, then the term of this Agreement shall not extend beyond the length permitted by law.
2. **TERMINATION OF CONTRACT.** The District may, at any time from execution of Agreement, terminate this Agreement, in whole or in part, for the convenience of the District, by giving written notice specifying the effective date and scope of such termination. Termination shall be effective on a date not less than thirty days from notice. In the event of termination, all finished or unfinished documents, data, studies, maps, photographs, reports, and materials (hereafter referred to as materials) prepared by Contractor under this Agreement shall become the property of the District and shall be promptly delivered to the District. In the event of termination, Contractor shall be paid for all work satisfactorily performed until termination, except where the contracting department determines the quality or quantity of the work performed is unacceptable. Such payment shall be that portion of the full payment, which is determined by comparing the work/services completed to the work/services required by the Agreement.
3. **INDEPENDENT CONTRACTORS.** It is understood that this is an Agreement by and between independent contractors and is not intended to, and shall not be construed to, create the relationship of agent, servant, employee, partnership, joint venture or association, or any other relationship whatsoever other than that of independent contractor. Except as District may specify in writing, Contractor shall have no authority, expressed or implied, to act on behalf of District in any capacity whatsoever. Contractor shall have no authority, expressed or implied, pursuant to this Agreement to bind District to any obligation whatsoever.
4. **TIME OF PERFORMANCE.** Time is of the essence and Contractor shall perform the services required by this Agreement in an expeditious and timely manner so as not to unreasonably delay the purpose of this Agreement.
5. **FAIR EMPLOYMENT PRACTICES/EQUAL OPPORTUNITY ACTS.** District is an equal opportunity employer. By entering into this Agreement, Contractor certifies that he/she is in compliance with the Equal Employment Opportunity Requirement of Executive Order 11246, Title VII of the Civil Rights Act of 1973, the California Fair Employment Practices Act and any other Federal or State laws and regulations related to Equal Employment Opportunity. Contractor's personnel policies shall be made available to District upon request.

Agreement with JobTrain

6. OWNERSHIP OF PROPERTY. All tangible and intangible property developed, produced and/or provided by Contractor under this Agreement shall become the sole property of District. District's ownership of property developed, produced and/or provided under this Agreement includes, but is not limited to, any specifications, drawings, sketches, models, samples, tools, computer programs, technical information, confidential business information, scripts, customer or personnel information or data, written, oral or otherwise (all hereinafter referred to as "Information"), obtained by Contractor from District or developed by Contractor hereunder or in contemplation hereof shall remain or become the sole property of District. Any copyrightable works or other intellectual property developed in connection with this Agreement shall remain or shall become the sole property of District and, in accordance with Education Code section 72207, Contractor understands that the District's governing board may secure copyrights, in the name of the District, to all such works. If Contractor desires to make use of any such District work for any purpose not related to this agreement, Contractor must first secure prior written consent of District for such use. All copies of such Information in written, graphic or other tangible form shall be returned to District upon termination of this Agreement. Information shall be kept confidential by Contractor, shall be used only in performing hereunder, and may be used for other purposes only upon prior written approval of District Executive Vice Chancellor.
7. LICENSES, PATENTS, PERMITS. Prior to commencement of work/services to be performed under this Agreement, Contractor shall apply for, obtain and maintain in current status, at his/her own expense, any license, permit or approval required from any agency for the performance of said work/services, or forfeit any right to compensation under this Agreement.
8. LIABILITY AND INSURANCE. Contractor shall be responsible for all damages to persons or properties that occur as a result of Contractor's or Contractor's employees fault or negligence in connection with the performance of this Agreement.

The Contractor shall take out and maintain during the life of this Agreement such liability insurance as shall protect him/her while performing work covered by this Agreement from any and all claims for damages and all operations under this Agreement, whether such operations be by himself/herself or by any Subcontractor or by anyone directly or indirectly employed by either of them.

**8.1 Required Coverage.** Contractor shall procure and maintain liability coverage which shall not be less than the following amounts (unless agreed in writing by the Executive Vice Chancellor's office):

- a. Commercial General Liability and Property Damage insurance including:  
Bodily Injury Liability insurance which provides for injuries including accidental death, per any one occurrence in an amount not less than \$1,000,000 per occurrence and \$2,000,000 annual aggregate; and Property Damage insurance in an amount not less than \$1,000,000 per occurrence.
- b. Business Automobile Liability insurance in an amount not less than \$1,000,000 including coverage for owned, non-owned and hired vehicles; and
- c. Umbrella liability in an amount not less than \$2,000,000 per occurrence and annual aggregate.

If the Contractor maintains higher limits than the minimums shown above, the District requires and shall be entitled to coverage for the higher limits maintained. Any available insurance proceeds in excess of the specified minimum limits of insurance and coverage shall be available to the District.

Agreement with JobTrain

**8.2 Required Rating.** Insurance carriers must have a Best rating of A(-)X or better.

**8.3 Endorsements and Certificates of Insurance.** San Mateo County Community College District, its Officers, Agents and Employees must be named by endorsement on Contractor's Commercial General Liability and Property Damage Policies as co-insured or additional insured.

Certificates of Insurance and endorsements for coverages required herein shall be filed with District's Executive Vice Chancellor *prior to the commencement of work*. The certificates shall provide that if the policy or policies be canceled by the insurance company or Contractor during the term of this Agreement, thirty (30) days written notice prior to the effective date of such cancellation will be given to District's Executive Vice Chancellor. The certificates shall also show the information that the San Mateo County Community College District is named on Contractor's Commercial General Liability and Property Damage policies as co-insured or additional insured. Certificates shall clearly state that "The San Mateo County Community College District, its Officers, Agents and Employees are named as additional insured per attached endorsement" and that such insurance policy shall be primary to any insurance or self-insurance maintained by the District.

9. **WORKERS' COMPENSATION INSURANCE.** The Contractor shall have in effect, during the life of this Agreement that the Contractor has employees, Workers' Compensation and Employer Liability Insurance providing full statutory coverage. In signing this Agreement, Contractor certifies awareness of the provisions of Section 3700 of the California Labor Code which requires every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions of the Code, and certifies compliance with such provisions before commencing the performance of this work of the Agreement as set forth in California Labor Code section 1861.

**Initial this box if you have employees**



I am aware of the provisions of Section 3700 of the California Labor Code, which require every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of the Code, and I will comply with such provisions before commencing the performance of any work required under this Agreement with employees.

**Initial this box only if you have no employees and will not submit a Certificate of Workers' Compensation**

I have no employees and, therefore, will not submit a Certificate of Workers' Compensation.

10. **INDEMNIFICATION.** Contractor shall indemnify and hold harmless District, its officers, agents, and employees from all claims, suits or actions of every name, kind, description, brought for, or on account of, injuries to or death of any person or damage to property resulting from performance of any work required under this Agreement by Contractor, its officers, agents, employees and/or servants.

The duty of Contractor to indemnify and hold harmless, as set forth herein, shall include the duty to defend as set forth in Section 2778 of the California Civil Code; provided, however, that nothing herein shall be construed to require Contractor to indemnify District, its officers, agents, and employees against any responsibility or liability in contravention of Section 2782 of the Civil Code.

The indemnification and hold harmless agreement set forth above includes, but is not limited to, Contractor's agreement at its sole expense to indemnify District, its officers, agents and employees from and defend or settle any claim or action brought against District to the extent that it is based on a claim that any services furnished hereunder infringed a patent, copyright, trademark, service mark, trade secret, or other legally protected intellectual property rights. Contractor shall pay all costs, fees (including attorneys' fees) and damages which may be incurred by District, its officers, agents and employees for any such claim or action or settlement thereof.

Agreement with JobTrain

11. ACCESSIBILITY. Contractor hereby warrants that the products and services to be provided under this Agreement comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d) and its implementing regulations set forth in Title 36, Code of Federal Regulations, part 1194. Contractor agrees to promptly respond to and resolve any complaint regarding accessibility of its products and services which is brought to Contractor's attention. Contractor further agrees to indemnify and hold harmless the San Mateo County Community College District, its governing board, officers, employees and agents, the California Community Colleges Chancellor's Office, and any California community college using Contractor's products and services from any claim arising out of Contractor's failure to comply with the aforesaid requirements. Failure to comply with the aforesaid requirements shall constitute a breach and shall be cause for termination of this Agreement.
12. ASSIGNABILITY. Contractor shall not assign this Agreement or any portion thereof to a third party without the prior written consent of District, and any attempted assignment without such prior written consent in violation of this paragraph 12 is null and void and automatically shall terminate this Agreement. In the event of any assignment, Contractor shall remain liable to District as principal for the performance of all obligations under this Agreement.
13. FAILURE TO PERFORM. If, at any time, in the opinion of District, Contractor fails to render services of proper quality or has failed to perform, keep, and observe any of the terms or conditions herein contained on the part of Contractor to be performed, kept, and observed, District may give Contractor written notice to correct such conditions or cure such default; and if any such condition or default shall continue for ten (10) days after said written notice, then, and in that event, this Agreement shall cease and expire. Thereupon District or its duly authorized representative may employ other parties or carry this Agreement to completion as District may deem proper.
14. FORCE MAJEURE. Neither party shall be responsible for delays or failure in performance resulting from acts beyond the control of such parties. Such acts shall include, but not be limited to, Acts of God, labor disputes, civil disruptions, acts of war, epidemics, fire, electrical power outages, earthquakes or other natural disasters.
15. DISPUTE RESOLUTION. Should any dispute arise out of this Agreement, the parties agree to meet in mediation and attempt to reach a resolution with the assistance of a mutually agreed upon mediator. The mediation process shall provide for the selection, within fifteen (15) days of either party notifying the other of the existence of a dispute, by both parties of a disinterested third person as mediator and shall be concluded within forty-five (45) days from the commencement of the mediation unless a time requirement is extended by stipulation of both parties.  
  
If a mediated settlement is reached, neither party shall be the prevailing party for the purposes of the mediated settlement. Each party agrees to bear an equal quota of the expenses of the mediator.  
  
A party that refuses to participate in mediation or refuses to participate in the selection of a mediator cannot file a legal action. The non-refusing party shall be permitted to file a legal action immediately upon the other party's refusal to participate in mediation or the selection of a mediator.
16. SEVERABILITY. Should any part of this Agreement be declared through a final decision by a court or tribunal of competent jurisdiction to be unconstitutional, invalid, or beyond the authority of either party to enter into or to carry out, such decision shall not affect the validity of the remainder of this Agreement, which shall continue in full force and effect, provided that the remainder of this Agreement, absent the unexercised portion, can be interpreted reasonably to give effect to the intentions of the parties.
17. AMENDMENTS. This Agreement may be amended only by written instrument signed by both District and Contractor which writing shall state expressly that it is intended by the parties to amend the terms and conditions of this Agreement.
18. GOVERNING LAW AND VENUE. This Agreement, including all exhibits attached hereto and incorporated herein by reference, shall be construed in and governed by the laws of the State of California. The parties consent to the exclusive jurisdiction and venue of the Superior Court of San Mateo County, California.

Agreement with JobTrain

- 19. ENTIRE AGREEMENT. This Agreement, including all exhibits attached hereto and incorporated herein by reference, constitutes the sole agreement of the parties hereto and correctly states the rights, duties and obligations of each party. Any prior agreement, promises, negotiations, or representations between the parties not expressly stated in this document are of no force or effect. In the event of a conflict between the terms and conditions set forth herein and those in the exhibits attached hereto, the terms and conditions set forth herein shall prevail.
- 20. WAIVERS. No waiver of default by District of any terms or conditions hereof to be performed, kept, or observed by Contractor shall be construed to be or act as a waiver of any subsequent default of any of the terms and conditions herein contained.
- 21. NOTICES. All notices to be given between the parties hereto shall be in writing and may be served by commercial express/overnight courier service or by depositing the same in the United States mail, postage prepaid and certified receipt requested and addressed to:

"DISTRICT"  
 San Mateo County Community College District  
 Kathy Blackwood, Executive Vice Chancellor  
 3401 CSM Drive  
 San Mateo, CA 94402

"CONTRACTOR"  
 JobTrain  
 \_\_\_\_\_  
 1200 O'Brien Drive  
 \_\_\_\_\_  
 Menlo Park, CA 94025  
 \_\_\_\_\_

Contact: Steve Schmidbauer, Chief Operating Officer

Either party by written notice to the other party may change the address of the notice or the names of the persons or parties to receive written notices.

- 22. EXPENDITURE OF PUBLIC FUNDS. Contractor agrees to comply with Government Code Section 8546.7 which provides that any contract involving expenditure of public funds in excess of \$10,000 requires that the contracting parties shall be subject to the examination and audit of the Auditor General for a period of three (3) years after final payment under the contract.

Agreement with JobTrain

- 23. CAPTIONS. Any captions to or headings of the articles, sections, subsections, paragraphs, or subparagraphs of this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used for the interpretation or determination of validity of this Agreement or any provision hereof.
- 24. COUNTERPARTS. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.
- 25. EXECUTION. By their signatures below, each of the following represents that they have authority to execute this Agreement and to bind the party on whose behalf their execution is made.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in duplicate.

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**

**CONTRACTOR**

By: \_\_\_\_\_  
Susan Harrison, Director of General Services

By: Steve Schmidbauer  
**Steve Schmidbauer / COO**

\_\_\_\_\_  
Name/Title of Authorized Signatory

Date: \_\_\_\_\_  
Employer Identification Number: 94-3084147

Date: 11/9/17  
Federal Tax Payer Identification Number (EIN):  
94-1712371

Agreement with JobTrain

**EXHIBIT A**

Services shall be billed to "San Mateo County Community College District" and become payable after satisfactory completion of services and upon presentation of detailed invoice(s) specifying services being provided. Invoices shall be sent to: SMCCCD, Accounts Payable Office, 3401 CSM Drive, San Mateo, CA 94402.

| <b>Location: JobTrain - Menlo Park</b>   |                                |                       |
|--|--------------------------------|-----------------------|
| <b>SERVICE TO BE PERFORMED</b>   | <b>DATE TO BE COMPLETED BY</b> | <b>PAYMENT AMOUNT</b> |
| Develop and deliver short-term career training programs that provide inroads for students seeking to earn a community college certificate or degree.             | June 30, 2018                  | See Exhibit B         |
| Provide college registration assistance at the beginning of each program for students interested in continuing their studies at Cañada once completing training. | June 30, 2018                  | See Exhibit B         |
| Facilitate "credit by exam" tests for registered students seeking to earn college credit as a result of successfully completing a JobTrain career program.       | June 30, 2018                  | See Exhibit B         |
|  |                                |                       |
|  |                                |                       |
|  |                                |                       |

The total amount paid under this Agreement shall not exceed \$ 100,000

**EXHIBIT B**  
Contractor Payment & Reporting Terms

The following Exhibit outlines payment and reporting terms as they relate to this Agreement. Should any questions arise regarding reporting or invoicing, please contact:

**Alex Kramer**

Director of Workforce Development at Cañada College

650-306-3428

[kramera@smccd.edu](mailto:kramera@smccd.edu)

**PAYMENT TERMS:**

Payment for services provided under the auspices of this contract shall be tied to specific services outlined in Exhibit A. As such, Contractor will invoice for the following amounts at each interval:

| Service in Progress  | Invoice Date      | Amount      |
|--|-------------------|-------------|
| Develop and deliver short-term career training programs that provide inroads for students seeking to earn a community college certificate or degree.             | December 31, 2017 | \$50,000.00 |
| Provide registration assistance at the beginning of each JobTrain cohort for students interested in continuing their studies at Cañada once completing training. | March 31, 2018    | \$25,000.00 |
| Facilitate "credit by exam" tests for registered students seeking to earn college credit as a result of successfully completing a JobTrain career program.       | June 30, 2018     | \$25,000.00 |

**REPORTING TERMS:**

Contractor agrees to provide quarterly reports to Cañada College Workforce Development Director for registered Cañada students on the following data points:

- Student matriculation
- Job placements as a result of completing a program
- Wage gains as a result of completing a program

Please note that invoices will not be approved for payment until a report is received and reviewed.

Reports will be limited to no more than 750 characters and will be due on the following dates:

| Progress on Activities         | Report Due                            |
|--------------------------------|---------------------------------------|
| December 1 – December 31, 2017 | No later than <b>January 29, 2018</b> |
| January 1 – March 31, 2018     | No later than <b>April 30, 2018</b>   |
| April 1 – June 30, 2018        | No later than <b>July 30, 2018</b>    |

**BOARD REPORT NO. 17-11-5C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning & Operations, 358-6836

**CAPITAL IMPROVEMENT PROGRAM-PHASE 3 (CIP3) BUDGET UPDATE**

On September 09, 2015, staff presented an information report on current market conditions and the 2015 CIP3 project budget estimates (Board Report No. 15-9-C). The report described an overheated Bay Area construction market, higher than historical market escalation rates, and the impacts to the CIP3 program budgets.

Subsequently, the Bay Area construction market has continued to experience extraordinary cost escalation and market conditions have necessitated significant restructuring of the planned project schedules and budgets. Initial program planning and budget projections relied upon historical cost data from CIP1 and CIP2 projects and informal market surveys of sister college Districts. Upon completion of the 2015 professional services procurement process and project programming, professional cost estimators provided costs per square foot for the various planned project types and delivery methods. These initial square foot costs were indicative of unprecedented cost escalation and market pressure and indicated budget realignment was required.

In 2016 and 2017, projects utilizing the design-build delivery method were awarded (Board Report Nos.: 16-9-100B Cañada College B1N Kinesiology and Wellness; 16-11-100B Skyline College B12N Environmental Science; 17-1-100B Cañada College 23N Math/Science/Technology; 17-4-100B Skyline College B1N Social Science and Creative Arts). As the projects moved through program validation and the subsequent design phases, more detailed building data including actual building square footage, structural, mechanical, electrical and life safety systems designs to meet programmatic requirements and construction challenges, resulted in more detailed and accurate cost estimates. These cost estimates indicate that the budget shortfall is greater than indicated in 2015.

Staff will provide an overview of the progression of the project planning and budgeting process, taking into account the effect of the extraordinary cost escalation on the current local Bay Area construction market cost.

**BOARD REPORT NO. 17-11-6C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510  
Barbara Christensen, Consultant

**DISTRICT EMPLOYEE HOUSING PROGRAM UPDATE**

In response to regional housing costs that are among the highest in the country, the San Mateo County Community College District has undertaken initiatives to assist faculty and staff with high housing expenses. The District currently owns and operates 104 housing units at its College of San Mateo and Cañada College campuses, which are available to faculty and staff (who meet the definition of first-time homebuyers). Employees are eligible to live in these units for up to seven years and pay rent that is well below market rate. As the table below illustrates, for all unit sizes, SMCCCD employee housing rental rates are 47% to 55% percent below market rate in San Mateo County.

**Table 1. District Employee Housing Rental Rates Compared to Average County Rental Rates**

| Unit Type | SMCCCD Base Rental Rate | Maximum Rental Rate<br><i>(with all amenities)</i> | *Average San Mateo County Rental Rate | % SMCCCD Rental Rate Below County Avg. Rental Rate |
|-----------|-------------------------|--|---------------------------------------|--|
| 1 Bedroom | \$918                   | \$1,322  | \$2,478                               | -47%   |
| 2 Bedroom | \$1,173                 | \$1,628  | \$3,250                               | -50%   |
| 3 Bedroom | \$1,632                 | \$1,832  | \$4,059                               | -55%   |

\*Source: [http://www.zillow.com/US/California/San\\_Mateo\\_County/](http://www.zillow.com/US/California/San_Mateo_County/) (as of October 2017)

Residents of the employee housing program are strongly encouraged to save the money from their reduced rent to apply toward a down payment to buy housing in the area. The District also has a second loan program for first-time homebuyers that will supplement the employees’ down payment savings up to \$150,000 and a closing cost grant for \$1,000.

**Locations**

- **College Vista**, located on the College of San Mateo campus, is a two and three-story complex with 44 units built on a 2-acre site with stunning views of the South Bay. This complex was opened in December 2005.
- **Cañada Vista**, located at Cañada College, consists of two three-story residential buildings with 60 units on 3.3 acres overlooking mountain views. This complex was opened in August 2010.
- **Skyline “Vista”** is in the planning and development stages and will located at Skyline College. This development will have 30 units and is tentatively scheduled to open in Spring 2020.

### **Public Benefit of SMCCCD Employee Housing**

In addition to the recruitment and retention benefits that the District enjoys as a result of its housing program, the public also realizes several benefits, including:

- Allowing renters to transition to homebuyers, including 44 of the District's employees who have been able to save money for a down payment while living in the District's housing units (to date);
- Reduced commute miles by District employees who live in the District's housing; on average, the 104 District employees and their families who utilize employee housing avoid more than **920,000** commute miles each year (combined); 63% of these employees reported they now walk to work.

### **Skyline College Housing Development Overview**

On May 11, 2016 the Board adopted Resolution No. 16-11 declaring its intention to sell approximately 6± acres of real property and to entitle and build apartments for faculty and staff on the adjacent 2± acre Skyline College Parcel "B". On July 13, 2016, after an extensive proposal process, the Board approved the Successful Respondent, SummerHill Homes LLC, and directed staff to negotiate a Purchase and Sale Agreement.

Since that time, planning work has continued on the Skyline College Housing development that will consist of 40 market-rate single-family homes constructed by SummerHill and 30 apartments for faculty and staff developed by the District. To date, College District staff have participated in three community meetings with the City of San Bruno regarding the project, including hearings before the City's Architectural Review Committee, the City's Parks and Recreation Commission, and the City's Traffic, Safety and Parking Committee. District staff are scheduled to present the project to the City of San Bruno Planning Commission on November 21 and, if there are no significant changes to the Plan, to the City Council in January 2018.

- The Architectural Review Committee suggested several changes to the project, including 1) eliminating intermediate columns on the second floor balconies and adding columns to the third floor balcony; 2) add architectural detail to create visual interest and reduce the prominence of garage doors; 3) increasing the roof pitch; and 4) add architectural detail to the building. All of these recommendations have been incorporated into the plan.
- The Parks and Recreation Commission endorsed the parks plan presented and suggested adding one station that is accessible to persons in wheel chairs. The District is adding a Tai Chi Spinner, which can be used by disabled and able-bodied persons to replace the pull Up and Dip station. A revised Parks Plan is attached.
- The Traffic, Safety and Parking Committee approved a new four-way stop sign at the entrance to Marisol and the new development.

If the San Bruno City Council approves project in January, the District will immediately begin preparation of construction documents which should take approximately six months. Halfway through that process, the District will issue an RFP for a contractor to construct the buildings. Staff anticipates groundbreaking can occur in September 2018.

Attached as reference are (1) Parcel B Site Plan, (2) Rendering of Employee/Multi-family Units, and (3) Parks and Recreation Plan.



\*Note: Refer to Civil and Landscape sheets for detailed site plan information



Architecture + Planning  
 1814 Franklin Street, Ste. 400  
 Oakland, CA 94612  
 510.272.2910  
 ktgy.com



**SKYLINE COLLEGE RESIDENTIAL**  
 SAN BRUNO, CA # 2016-0656

**SITE PLAN**  
 NOV 1, 2017



A0.0.6



Front Elevation



Architecture + Planning  
1514 Franklin St., Suite 400  
Oakland, CA, 94612  
510.272.2910  
ktgy.com



Skyline College  
3300 College Drive  
San Bruno, CA 94066

**SKYLINE COLLEGE FACULTY & STAFF HOUSING**  
SAN BRUNO, CA # 2017-0237



COLORED ELEVATION

A1.1



Left Elevation



Right Elevation



Rear Elevation

Elevation Material Legend:

- Concrete Flat Tile Roof
- Stucco Finish
- Decorative Outlookers
- 2x Smooth Stucco Finish Trim And Enhanced Sills
- 2x6 Fascia / Barge
- Metal Ogee Gutters And Downspouts
- Metal Sectionsl Garage Door w/ Windows And Hardware, As Shown



Architecture + Planning  
1514 Franklin St., Suite 400  
Oakland, CA 94612  
510.272.2910  
ktgy.com



Skyline College  
3300 College Drive  
San Bruno, CA 94066

**SKYLINE COLLEGE FACULTY & STAFF HOUSING**  
SAN BRUNO, CA # 2017-0237



EXTERIOR ELEVATIONS



ACCESSIBLE PLAY PARK IN SINGLE FAMILY HOUSING DEVELOPMENT

ACCESSIBLE PATHWAY TO PARKING LOT BY DISTRICT

ACCESSIBLE GAME AND LOUNGE PARK

ACCESSIBLE BBQ AREA

NEW ACCESSIBLE PATHWAY

ACCESSIBLE ACCESS FROM APARTMENT COMPLEX TO FITNESS PARK AND PARKING LOT BY DISTRICT

ACCESSIBLE PATH AND FITNESS STATIONS THROUGH PARK

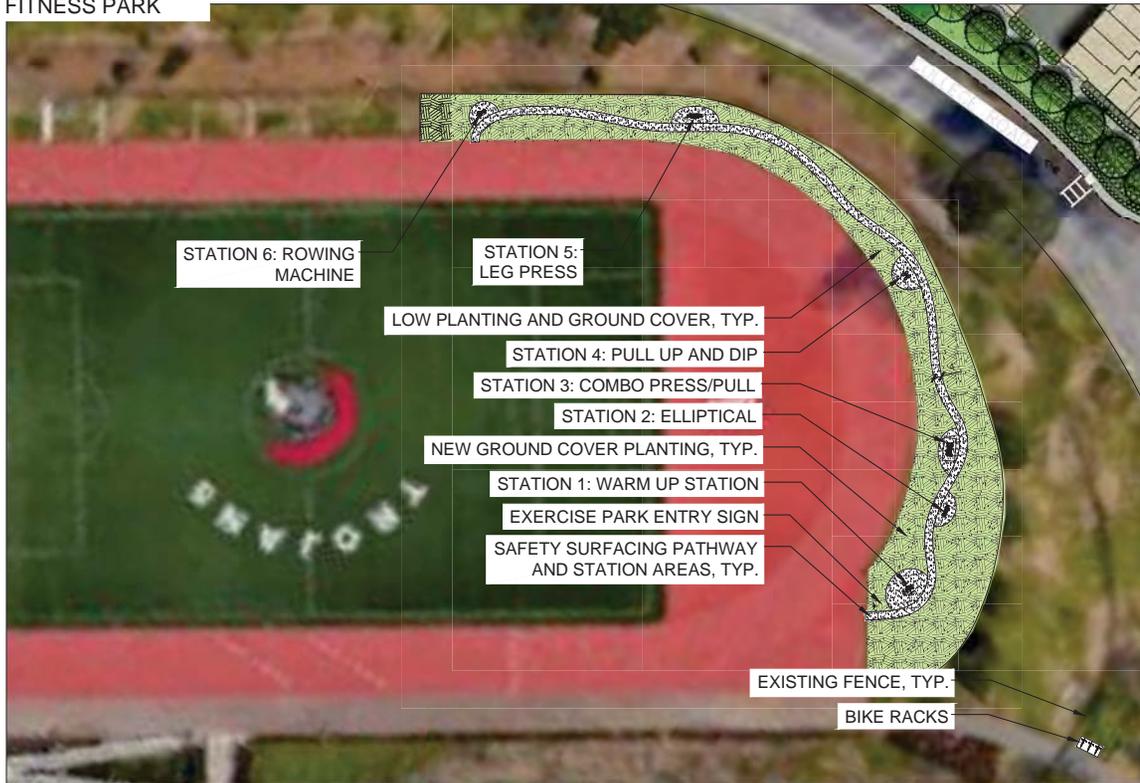
GGNRA SIGNAGE AT STREET

OUTDOOR FITNESS PARK

GGNRA TRAIL CONNECTION TO "NOTCH" TRAIL AND SIGNAGE

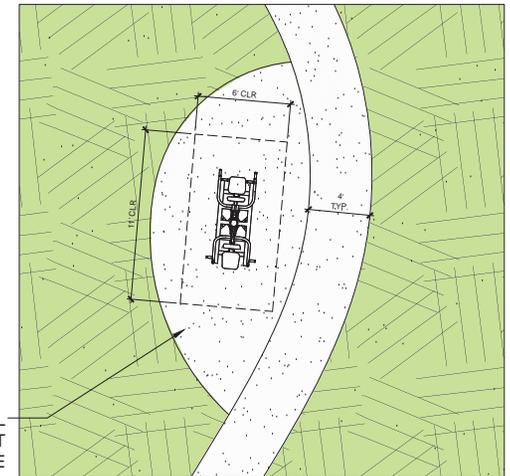


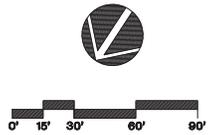
FITNESS PARK



NOTE: TOTAL AREA OF FITNESS PARK IS APPROXIMATELY .34 ACRES

FITNESS STATION ENLARGEMENT:  
COMBO PRESS AND PULL  
NOTE: EACH FITNESS STATION HAS DIFFERENT CLEARANCE ZONES





FITNESS EQUIPMENT AVAILABLE THROUGH TRI AMERICA



ROWING MACHINE



COMBO PRESS-PULL MACHINE



ELLIPTICAL MACHINE



TAI CHI SPINNER



LEG PRESS MACHINE



WARM UP STATION



SAFETY SURFACING FOR FITNESS STATIONS AND PATHS TO STATIONS



TRIO BIKE RACK



DECOMPOSED GRANITE FOR GGNRA TRAIL CONNECTION

**BOARD REPORT NO. 17-11-7C**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kate Williams Browne, President, Skyline College Academic Senate, 738-7092

**REPORT ON THE SKYLINE COLLEGE ACADEMIC SENATE'S RESOLUTION ON EQUITY**

As a result of the Skyline College faculty and staff who spoke at the August 23 Board of Trustees meeting, the issues and incidents that prompted their recommendations were taken by the Academic Senate of Skyline College as a call to action. The Senate crafted a resolution to move forward the recommendations, involving the original work of the concerned faculty, the Associated Students of Skyline College, and the Academic Senate as a whole. The resolution was passed unanimously in October, and work is already underway on several of its key points.

The resolution is being brought to the Board of Trustees as an information item and as a call for subsequent steps in the joint work of the District and the individual Colleges on equity matters.

Resolution on Equity  
Skyline College Academic Senate  
19 October, 2017

Whereas Skyline College is a community of diverse faculty, staff, administrators and students;

Whereas Skyline College faculty, staff, and administrators work and serve in the context of an increasingly sophisticated society full of racial, ethnic, cultural, gender and class dynamics;

Whereas as educators we have a responsibility to fight to promote, protect, and ensure human dignity and equality in Skyline College and classrooms;

Whereas the Skyline College Academic Senate recognizes that despite the various equity efforts and professional development that is offered, racially insensitive acts against communities of color continue to occur on Skyline College's campus and these acts have caused harm;

Whereas such intolerance and discrimination directly goes against our values and harms our community;

Whereas all faculty, students, staff and administration have the right to work in an environment free of hatred, bigotry, and intolerance;

Therefore, Be It Resolved, that Skyline College Academic Senate affirms its core values to

- a comprehensive diversity framework that promotes social justice throughout policies, procedures and practices in the context of all matters academic and professional of the College;

- a campus-wide climate that reflects mutual respect between all constituencies-faculty, students, staff and administrators- and appreciation for diversity;

- just, fair, inclusive and well-understood, transparent governance processes based on open and honest communication;

- ensuring diversity and equity at all levels of the institution so that Skyline College's mission and strategic priorities will consistently align and be fully implemented in curricular content and pedagogical approaches, deepen critical thinking, enhance cultural fluency, strengthen campus community, and increase student success;

Be It Further Resolved, that the Skyline College Academic Senate affirms its intention to stand publicly and privately for justice and equality by supporting the creation of the following:

- Intentional insertion of curriculum on Race Relations in Skyline College courses.

- College-wide Forum and/or Flex Day workshops on Racism and Bias mandatory for all faculty and staff.
- A mandatory semester-length Equity Training Series for all faculty, staff and administration.
- A module on Equity in the New Faculty Academy.
- Ethnic Studies/Social Justice Program/Degree on Skyline College's campus.
- Multi-cultural Center expansion to coordinate and facilitate campus-wide programming addressing cultural days, issues related to marginalized populations, and culturally-based student groups.

Be It Further Resolved, that the Skyline College Academic Senate will engage in collegial conversations that remind all college constituents about our shared responsibility to eliminate racism and discriminatory acts within the campus community;

Be It Further Resolved, that the Skyline College Academic Senate calls upon the Skyline College and San Mateo Community College District communities to intensify efforts to combat intolerance, hatred, bigotry, and discrimination;

Be It Further Resolved, that the Skyline College Academic Senate urges the San Mateo Community College District Administration to mobilize resources in support of the creation of

- Intentional insertion of curriculum on Race Relations.
- College-wide Forum and/or Flex Day workshops on Racism and Bias mandatory for all faculty and staff.
- A mandatory semester-length Equity Training Series for all faculty, staff and administration.
- A module on Equity in the New Faculty Academy
- Ethnic Studies/Social Justice Program/Degree on Skyline College's campus.
- Multi-cultural Center expansions to coordinate and facilitate campus-wide programming addressing cultural days, issues related to marginalized populations, and culturally-based student groups.

Be It Finally Resolved, that the faculty of Skyline College commits to being influential and impactful leaders in advancing equity at Skyline College for students, faculty, staff, and administration.