AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
March 27, 2019
Closed Session at 4:00 p.m.; Open Meeting at 6:00 p.m.
District Office Board Room, 3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

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

4:00 p.m.   Call to Order

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two Cases

2. Employee Discipline, Dismissal, Release

3. Public Employment: Interim College President

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

6:00 p.m.   Call to Order/Roll Call

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

19-3-1   Approval of the Minutes of the Regular Meeting of February 27, 2019

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS

19-3-6C   Recognition of Women's History Month

19-3-7C   Contemporary Conversation Regarding Race, Class, Gender, Privilege and Equity

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

19-3-1A   Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

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.

19-3-1CA   Approval of Curricular Additions, Deletions and Modifications – Cañada College, College of San Mateo and Skyline College

19-3-2CA   Acceptance of Gifts by the District

Other Recommendations

19-3-1B   Vote to Elect Members to the California Community College Trustees (CCCT) Board

19-3-100B   Adoption of Resolution No. 19-5 Regarding Board Absence

19-3-101B   Approval of Construction Consultants

19-3-102B   Approval of Sole Source Agreement with State Chancellor's Office Identified Key Talent to Steer College of San Mateo's Energy, Construction and Utilities Deputy Sector Navigator Grant

19-3-103B   Ratification of Sole Source Services Agreement between San Mateo County Community College District and San Francisco State University

19-3-104B   Adoption of Resolution No. 19-6 Honoring Thomas and Sandy Mohr

19-3-105B   Approval of College of San Mateo Education Master Plan, 2018-2023

19-3-106B   Approval of Revisions to Board Policies: 5.10 Managers: Employment and Reassignment; 5.12 Managers: Responsibilities; 5.14 Managers: Compensation and Benefits; 5.15 Non-Represented Employees: Employment Requirements; 5.20 Academic Supervisors: Employment and Reassignment; 5.24 Academic Supervisors: Compensation and Benefits; 5.60 Classified Professional/Supervisory Employees: Employment and Transfer; 5.64 Confidential Employees: Compensation and Benefits; 5.66 Confidential Employees: Evaluation

INFORMATION REPORTS

19-3-8C   Student Success Scorecard Report, 2018

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

Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
February 27, 2019, San Mateo, CA

The meeting was called to order at 4:00 p.m.

Board Members Present: President Maurice Goodman, Trustee Richard Holober, Trustee Dave Mandelkern, Trustee Thomas A. Nuris

<u>**ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION**</u>
President Goodman said that during Closed Session, the Board will (1) hold a conference with legal counsel regarding two cases of anticipated litigation as listed on the printed agenda, (2) consider public employee discipline, dismissal, release; (3) hold a conference with labor negotiator as listed on the printed agenda, and (4) consider ratification of confidential district warrants.

<u>**STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY**</u>: None

<u>**RECESS TO CLOSED SESSION**</u>
The Board recessed to Closed Session at 4:01 p.m.

<u>**RECONVENE TO OPEN SESSION**</u>
The Board reconvened to Open Session at 6:10 p.m.

Board Members Present: President Maurice Goodman, Trustee Richard Holober, Trustee Dave Mandelkern, Trustee Thomas A. Nuris, Student Trustee Gabriela Topete Eng Goon

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

<u>**PLEDGE OF ALLEGIENCE**</u>

<u>**ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION**</u>
President Goodman said the Board would reconvene to Closed Session following the Open Session.

<u>**DISCUSSION OF THE ORDER OF THE AGENDA**</u>
President Goodman said there was a request to move Statements from the Public on Non-Agenda Items to follow Statements from Executives and Student Representatives. The Board agreed to the request.

President Goodman said he was pleased to announce that last Thursday, Chancellor Galatolo received the Harry Buttimer Distinguished Administrator Award, the oldest and most prestigious award of the Association of California Community College Administrators. This award, given to CEOs, symbolizes the qualities for which Harry Buttimer was known – integrity, principle, compassion, strength in leadership, contributions to colleagues and the profession, and contributions to the college district and community.

The Chancellor's nomination was made by the District's senior executive team and was highlighted with letters of support from Congresswoman Jackie Speier, California Assembly Speaker Pro-tempore Kevin Mullin, Community College League of California CEO Dr. Larry Galizio, and Redwood City San Mateo County Chamber of Commerce President Amy Buckmaster.

In her letter of support, Congresswoman Speier noted about the Chancellor that, "It takes guts to go against the grain of peer opinion, but Ron was able to do it because he is passionate about the need to strengthen community colleges throughout California."

In the District's executive team nomination, they explained that, "We benefit every day from Chancellor Galatolo's vision, drive and energy. He is not caught up in the trappings of his title or position; he simply wants to come to work every day and do what is best for students, and he inspires us to do the same."

President Goodman said he was also pleased to report that Chancellor Galatolo has been selected to receive the 2019 Distinguished Community College System Administrator Award from the Phi Theta Kappa Honor Society. This national award recognizes Chancellor Galatolo's support for Phi Theta Kappa throughout the district and state. He was nominated by the PTK chapter at Cañada College. It was noted that Chancellor Galatolo, recognizing that the PTK membership fee can be a burden for many students, led the three colleges to establish a PTK membership reimbursement fund for all eligible students. Further, it was noted in his nomination that during his term on the Board of Directors of the Community College League of California and as President of the Chief Executive Officers of the California Community Colleges, he encouraged other CEOs to pursue similar reimbursement funds. His advocacy has affected more than 2.1 million students each year at 114 community college campuses throughout California.

On behalf of the Board, President Goodman offered congratulations to Chancellor Galatolo on receiving these distinguished awards and for his leadership of the San Mateo County Community College District.

MINUTES
It was moved by Trustee Holober and seconded by Trustee Nuris to approve the minutes of the Study Session of January 9, 2019. The motion carried, all members voting Aye.

It was moved by Trustee Nuris and seconded by Trustee Mandelkern to approve the minutes of the Regular Meeting of January 23, 2019. The motion carried, all members voting Aye.

It was moved by Trustee Nuris and seconded by Trustee Holober to approve the minutes of the Special Closed Session of January 31, 2019. The motion carried, all members voting Aye.

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES
Chancellor Galatolo said an event to honor former Trustee Tom Mohr and his wife Sandy is tentatively planned for March 29 from 2:00 to 4:00 p.m. in The Grove at Cañada College.

Cañada College President Moore thanked President Goodman and Trustee Mandelkern for attending the second annual Awareness Summit which addressed housing and food insecurity. She said the Summit was well attended and well received.

District Academic Senate President Shaw congratulated Chancellor Galatolo on his well-deserved awards on behalf of all faculty in the District. She also thanked Chancellor Galatolo for his continued advocacy for faculty and students and said she is sure that faculty at City College share in thanking him for the work he has done on their behalf.

President Shaw thanked Chancellor Galatolo for his support and guidance to the Academic Senate on several items. She said he suggested that the Senate move forward with drafting a structure they would like to see for hiring and evaluation of full-time, temporary faculty and they are making progress on this item. The three College Senates are reviewing and providing feedback on the following items:
- New boilerplate language that they would like to see in every job description for faculty hiring that reflects the expectations and values surrounding equity.
- Appropriate use of Article 13 professional development money.
- Language regarding mitigating the impacts of campus closures.

President Shaw said the next District Academic Senate meeting will be on March 11 and will be study session on dual enrollment and other related issues. She said everyone is welcome to attend the meeting.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS
Maxine Terner commented about the District's Bond Oversight Committee meeting schedule and information she has requested. Ms. Terner also commented that she supports televising Board meetings. She said this would be helpful to the public as it is not easy to get to the District Office, particularly at 6:00 p.m. Trustee Mandelkern said he is also in favor of this and suggested that it be discussed when the proposal from PenTV is on the agenda.

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS

RECOGNITION BY THE BOARD OF TRUSTEES OF DISTRICT AND COLLEGE CLASSIFIED EMPLOYEES OF THE YEAR AND SELECTION OF NOMINATION TO BE FORWARDED TO THE STATE CHANCELLOR'S OFFICE (19-2-1B)

President Goodman said this award honors community college classified employees who demonstrate the highest level of commitment to professionalism and to community colleges. Each of the Colleges and the District Office were invited to nominate one classified employee, and each were honored by the Board. Each district may forward the information for one nominee to the California Community Colleges Chancellor's Office for consideration of a statewide award; that nominee is selected by the Board.

President Stanback Stroud introduced the nominee from Skyline College, Angelica Gorostiza, Division Assistant in the Business, Education and Professional Programs Division. She said Ms. Gorostiza began her career as a student at Skyline College. As a first generation college student – born in the Philippines – she felt as though she had found her home. She has worked in several positions throughout the institution. In her current position, she meets the needs of a diverse faculty and staff in various CTE/academic programs. She supports the academic integrity of the division and college, providing programs and services that allow students to navigate college successfully. Her love of serving students is evident as she walks throughout the college. Her commitment to making sure Skyline College is a well-reputed and viable option for the community is evident. President Stanback Stroud said Ms. Gorostiza has been a key person for accreditation for the Business Program and is a member of Kappa Beta Delta, an international honor society for business programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). She supports efforts for Enactus, a non-profit organization dedicated to creating a better world while developing the next generation of entrepreneurial leaders.

President Stanback Stroud said Ms. Gorostiza is an active parishioner at St. Theresa Academy and many families in need have benefitted from the food, clothing, supplies and monetary donations she has organized on their behalf. She has volunteered at elementary schools in the South San Francisco Unified School District, providing classroom and office assistance and after school programs.

President Stanback Stroud said Ms. Gorostiza is a loyal, dedicated employee. She exemplifies professionalism through her commitment to transform and empower the global community of learners. President Goodman congratulated Ms. Gorostiza and presented her with a certificate of recognition.

President Claire introduced the nominee from College of San Mateo, Kim Meyer, Biology Lab Technician. Ms. Meyer prepares approximately 400 individual labs per semester. President Claire stated that she does a remarkable job of keeping track of all faculty and labs, ordering materials in a timely manner and making sure that faculty members have exactly the materials and equipment they need to serve students. She interfaces with students in a friendly and supportive manner. She is a team player and is the first to volunteer, participating in community outreach to support activities such as Family Science and Astronomy Day and Earth Day. Ms. Meyer is also active in her community. She served on her local PTA for many years and received a Founders Day award.

Kathy Diamond, Professor of Biology, said this honor is long overdue. She said biology faculty pride themselves on the tremendous success of students when they transfer to UC and CSU programs. She said faculty attribute much of this success to Ms. Meyer who is very organized, expertly prepares back-to-back labs, and makes sure equipment is maintained. Professor Diamond said the interactions that faculty have with Ms. Meyer reminds them that students come first. President Goodman presented Ms. Meyer with a certificate of recognition. Ms. Meyer introduced her mother and her husband who were in the audience.

President Moore introduced the nominee from Cañada College, Jose Pena, Curriculum and Instructional Systems Specialist. She said Mr. Pena is an outstanding human being. He began working as a student and has now been with the institution for 41 years. The entire campus relies on his level of expertise to maintain not only the schedule and catalog, but also curriculum needs which are the bedrock of the campus. President Moore said Mr. Pena demonstrates the mission of the California Community College Board of Governors and the Chancellor's Office which is to empower the community college through leadership, advocacy and support. Equally, he epitomizes what it means to live up to the Cañada College mission each day. She said the level of precision that Mr. Pena applies to his job is without question exemplary.

President Moore said that on the instructional side, Mr. Pena exemplifies high standards and hard work. He is highly competent and openly shares his knowledge. He meets regularly with current and new faculty and helps shepherd items through the Curriculum Committee with ease. He also meets regularly with the Cabinet and explains regulations and state reporting requirements.

President Moore said Mr. Pena is selfless and extremely compassionate. He takes care of his mother and values the time he can spend with her when she visits. President Goodman presented Mr. Pena with a certificate of recognition. Mr. Pena introduced his mother and sister who were in the audience.

José Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, introduced the nominee from the District, Michele Rudovsky, Facilities Manager at College of San Mateo. He said Ms. Rudovsky has been with the District for approximately ten years and has held several positions. Prior to coming to the District, she worked at the San Francisco zoo for almost 30 years. As Facilities Manager, she basically acts as a city manager because each campus is akin to a city. She describes herself as a servant and is willing to help anyone at any time, including staff, students and community members. She is responsible for the Engineering Department at CSM, as well as the custodial and grounds operations, and works closely with the District Facilities Department. She is a collaborator and problem solver. She motivates her team to excel and encourages them to further their education. She is deeply connected to the college community and actively supports student success and equity. Ms. Rudovsky is also a continuous learner. She is a Certified Educational Facilities Professional and is on track to earn Design Build Institute of America certification. She is also emergency management and Red Cross certified. She was instrumental in having CSM designated as a "Bee Campus."

Vice Chancellor Nuñez said Ms. Rudovsky volunteers at Ocean Shore Elementary School, where she has performed as a math tutor, science teacher, and field trip program participant. She regularly attends Wildlife Conservation Network conferences and makes financial contributions to conservation programs, including Save Vietnam's Wildlife and the Save the Elephants Foundation. She is a charter member of the San Francisco Academy of Sciences. President Goodman presented Ms. Rudovsky with a certificate of recognition. Ms. Rudovsky introduced her mother who was in the audience. She thanked her District family for the honor of being nominated. She said she is truly everyone's servant and wants to do whatever she can to take care of students.

President Goodman announced that the nomination that will be forwarded to the state Chancellor's Office is that of Jose Pena. Mr. Pena said he was 16 years old when he came to the United States and was accepted at Cañada College. He said he is truly grateful for everything Cañada College and the District have given him because they have made him what he is today. He earned a degree from San Jose State University but always came back to Cañada College to work. Mr. Pena said he hopes to retire within the next two years to spend time with his mother. He said he wants to work with the person who will take his place so that he/she will be able to do the job well. He said he is honored to receive the award.

Each Trustee congratulated Mr. Pena and all of the nominees. They noted that it is a difficult task to choose just one nomination to forward. They said they appreciate the tremendous work classified employees do for students and for the District.

PRESENTATION BY PROFESSOR SHARI BOOKSTAFF ON "LIFETIME OF IMPACT!" (19-2-1C)
Professor Bookstaff said she has been a biology professor at Skyline College since 1990. In 2006, she underwent surgery to remove a brain tumor and had a stroke while she was in the hospital. She spent nearly nine months in the hospital and found that the level of care was drastically inconsistent, with some medical professionals being compassionate and some more insensitive. Professor Bookstaff said empathy is a critical component of medical care. When empathy is expressed by a medical professional, patients relax, giving medical professionals the opportunity to do their job more easily. Empathy leads to a greater connection to the patient, fewer complications and better outcomes. As a brain surgery patient and educator, Professor Bookstaff said she is in a unique position to help medical professionals connect with patients and better exhibit compassionate and empathetic treatment. To this end, she founded the nonprofit *Lifetime of Impact!* which provides presentations to student and professional medical groups, publishes a newsletter and maintains a website and social media presence. Professor Bookstaff said she has started talking with Skyline College students in the Allied Health Programs and has received positive feedback. She said she would like to expand her program to the other colleges and she requests that *Lifetime of Impact!* become a formal part of the Allied Health Programs.

FOUNDATIONAL PRESENTATION ON RACE, CLASS, GENDER, PRIVILEGE AND EQUITY (19-2-2C)
President Goodman said the Board has been having conversations over the last few years around race, class, gender, privilege and equity. He said these topics will be interwoven in all the District does as it moves forward. Issues and topics will be included on future Board meeting agendas for discussion about how they affect all we do on a daily basis. He said it is important that the Board send a strong message about what it stands for. He said it is the Board's duty to uplift, encourage and acknowledge that everyone in the community matters.

Lasana Hotep, Dean of Student Equity and Support Programs at Skyline College, noted that February is Black History Month. He said black history is not a series of firsts, such as the first black baseball player or the first black president. He said these are events but are not the totality of black history.

Dean Hotep discussed Living While Black, citing incidents in which police were called on African Americans who were simply doing everyday things. He said this is not new; the historical record contains many examples of blatant racism toward people trying to carry out routine activities, such as riding a bus, attempting to register to vote, drinking water, eating at lunch counters, going to school, attending church and walking through one's state. He said unarmed black people being shot by police is also not new. Dean Hotep said the changes in society have not come just from altruism or good intentions. He said the narrative must include the fact that there is a history of courageous acts of resistance and that resistance took many forms – non-violent protests, armed resistance, and the Brown v. Board of Education battle that took place in court. He said all of these were acts of resistance that led to the transformation to give people the opportunities that they have today. Likewise, if we want to see changes in today's world, we must figure out strategies for organizing because it won't just happen on its own. Dean Hotep said the battlefront has been and continues to be everywhere; examples include Tommie Smith and John Carlos protesting at the 1968 Mexico City Olympics, Colin Kaepernick protesting by kneeling during the national anthem, and music by artists including Marvin Gaye and Kendrick Lamar. Dean Hotep said racism has nothing to do with slurs or calling people bad names or hurting people's feelings. He said racism has to do with exploitation – creating dehumanizing images, words and actions around someone so that something can be extracted from that person.

Dean Hotep said Black History Month began as Negro History Week in 1926 and evolved into Black Month through association with the National Association for the Advancement of Negro History. He quoted Carter Woodson, the founder of Black History Month: "Those who have no record of what their forebears have accomplished lose the inspiration which comes from the teaching and biography and history." Dean Hotep said the biographies inspire. For example, because of the mathematical genius of Katherine Johnson who was depicted in the move "Hidden Figures," and the local "Girls Who Code" organization, young girls can be inspired because they see they come from a history of women who were mathematicians and scientists. The history also includes many entrepreneurs, inventors and people of enterprise.

Dean Hotep discussed contemporary issues. He said the controversy surrounding Governor Northam's yearbook page is not isolated. *USA Today* conducted an extensive review of more than 900 yearbooks and found that a stunning number of college and university yearbooks published images of blatant racism throughout the 1970s and 1980s. Dean Hotep said the racism is not accidental. While some people have proclaimed ignorance about the offensiveness of blackface, many yearbooks also contained images related to the Ku Klux Klan which is widely known to be a terrorist organization, intent on committing terror against black people. Dean Hotep said dealing with these harsh truths about race and racism is critical.

Dean Hotep discussed some of the barriers to advancing the conversation:
- Removing oneself from conversations and trainings – self exemption
- Becoming defensive
- Not always being diligent about the value of an equity minded team at every level of the system
- Desire vs. reality – the work it will take, individually and collectively, to deal with the injury to our social system
- Failure to learn the lessons of history

In order to advance the conversation, Dean Hotep said we must have racial literacy and institutional analysis, value the equity minded team, have consistent support, and set goals. In closing, he quoted Anna Julia Cooper: "The cause of freedom is not the cause of a race or a sect, a party or a class – it is the cause of human kind, the very birthright of humanity."

Student Trustee Topete Eng Goon said she believes racism is often institutional and people do not notice or recognize it. She described an incident she experienced at College of San Mateo which she believes was discriminatory, having to do with an employee who claimed there is a District policy about not accepting personal checks in certain circumstances. Student Trustee Topete Eng Goon said President Claire and Vice President of Student Services Kim Lopez dealt with the issue promptly; however, many students might be reticent to report such incidents or would not know who to contact. Referring to institutional analysis as mentioned by Dean Hotep, she said she would like to see an examination of processes to address issues that make students feel unwelcome.

Trustee Mandelkern thanked Dean Hotep for his presentation. He said he always learns something when Dean Hotep presents material.

Trustee Nuris said he appreciates the presentation. He said people can hear a presentation at a Board meeting or in classroom but the messages need to be sustained so that they become part of our consciousness and being. Dean Hotep said the way to do this is to institutionalize training and exposure on a consistent basis and to bring in experts from around the nation.

Trustee Holober thanked Dean Hotep for his presentation, including the history of the black experience and racism in America. He said it is important to know the history of the struggle of African Americans and the ways in which they fought oppression. He said he appreciates Dean Hotep pointing out the duality that existed in the civil rights movement, with Dr. King's non-violent protests as well as militant, armed protest. He said both played an important role.

President Stanback Stroud thanked Dean Hotep for his presentation. She said it has given the audience a taste of the inspiration, enlightenment and exposure he and his team provide. She said she cannot disconnect her experiences of being raised in the segregated Deep South from any part of her professional, social or personal reality. President Stanback Stroud said these things are not distinct, unique or historical; they are part of us now and help inform all of our work and the decisions we make.

President Moore said it is a pleasure to work in a district that is willing to have these conversations, not only on the campuses but in the public Board meeting setting. She said that along with Living While Black, many are also dealing with Working While Black and are engaged in conversations about how to continue to work dynamically and successfully as a person of color. President Moore thanked Dean Hotep for his presentation and said she looks forward to continuing to work with him.

Chancellor Galatolo said the District is truly blessed to have Dean Hotep. He said Dean Hotep inspires him every time he speaks. Chancellor Galatolo also recognized President Goodman for his leadership and for suggesting that current events that revolve around race, class gender, privilege and equity be on the agenda at every regular Board meeting. He said he looks forward to these conversations.

President Goodman thanked Chancellor Galatolo for his comments but said he gives credit to those who came before him and on whose shoulders he stands. He said he has had mentors, including San Francisco Public Defender Jeff Adachi who passed away last week. He said Mr. Adachi taught him that education could not only help prevent crime, but could be a great equalizer. He also helped him understand that the fight for social justice has to be done in a fearless manner. President Goodman said he does what he does because the work has to be done. He said Dean Hotep's presentation was thoughtful, timely and informative. He said it shows who we are as a District and what we stand for. He said he believes that faculty, staff and students are interested in asking who we are and he looks forward to continuing the conversations around race, class gender, privilege and equity.

In recognition of African American History Month and in celebration of their many contributions that exemplify what it means to be a leader in the District, President Goodman honored the following individuals:
> Lasana Hotep, Dean, Student Equity and Support Programs, Skyline College
> Jamillah Moore, President, Cañada College
> Larry Owens, Instructor and Coach, College of San Mateo
> Danielle Powell, Professor of Communication Studies, Skyline College
> Jeremiah Sims, Director of Equity, College of San Mateo
> Brittney Sneed, Office Assistant, Skyline College
> Tykia Warden, Executive Director, San Mateo Colleges Foundation
> Lezlee Ware, Professor, Political Science, Cañada College

President Goodman presented declarations to those honorees who were present.

President Goodman announced that the Skyline College Equity Training Series was moved forward in the nomination process for a J. Russell Kent Award.

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (19-2-1A)
It was moved by Trustee Nuris and seconded by Trustee Mandelkern to approve the actions in the report. The motion carried, all members voting Aye.

PUBLIC HEARING ON LOCAL 829, COUNCIL 57, AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES, AFL-CIO INITIAL PROPOSAL TO THE DISTRICT (19-2-2A)
It was moved by Trustee Holober and seconded by Trustee Nuris to conduct the public hearing. The motion carried, all members voting Aye. President Goodman declared the public hearing open and called for questions for comments from members of the public. Hearing none, he declared the public hearing closed.

PUBLIC HEARING ON THE DISTRICT'S INITIAL PROPOSAL TO LOCAL 829, COUNCIL 57, AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES, AFL-CIO (19-2-3A)
It was moved by Trustee Holober and seconded by Trustee Mandelkern to conduct the public hearing. The motion carried, all members voting Aye. President Goodman declared the public hearing open and called for questions for comments from members of the public. Hearing none, he declared the public hearing closed. Chief of Staff Mitchell Bailey said that with the conclusion of these hearings, all three of the bargaining unit contracts have been sunshined.

APPROVAL OF CONSENT AGENDA
President Goodman said the consent agenda consists of Board Reports 19-2-1CA and 19-1-2CA. It was moved by Trustee Holober and seconded by Trustee Nuris to approve the items on the consent agenda. The motion carried, all members voting Aye.

Other Recommendations

ACCEPTANCE OF 2018-19 MID-YEAR BUDGET REPORT AND APPROVAL OF BUDGETARY TRANSFER AND INCOME ADJUSTMENTS FOR THE PERIOD ENDING DECEMBER 31, 2018 (19-2-100B)
It was moved by Trustee Nuris and seconded by Trustee Holober to accept the report and approve the budgetary transfer and income adjustments. Trustee Holober noted the continuing decline in enrollment, particularly among resident students. He said he realizes this is affected by the state of the economy and low level of unemployment; however, he believes there are more students who could be served and he would like to see the District undertake more endeavors to identify these students and find better ways to serve them.

Trustee Holober discussed the budgetary process, stating that by the time the budget goes through the District Budget Committee and gets to the Board, it is mostly a "done deal." He said that during the discussion on the tentative budget last June, he made comments regarding the 50 Percent Law and hoped to see significant movement in the final budget to move the District closer to compliance with the law. Trustee Holober said that according to the recent audit report, the gap has widened. He said that in September when the Board was asked to approve the final budget, he suggested practical steps that could be taken to reduce the gap. He said that at that time, other Board members expressed the belief that it was late in the process to be hearing ideas. He said that between now and June, he would like have a discussion about when and how the Board can participate and weigh in on the budget. He said there is a policy element to the budget, e.g. increasing the number of full-time faculty, reducing class load and other steps. He said he hopes to discuss the goals and purposes the Board may want to see reflected as the budget is developed. Chancellor Galatolo suggested addressing this at the upcoming Board Retreat. After this discussion, the motion carried, all members voting Aye.

AUTHORIZATION OF SOLE SOURCE PURCHASE OF LICENSES FROM SALESFORCE FOR THE DISTRICT'S CONSTITUENT RELATIONSHIP MANAGEMENT (CRM) PROJECT (19-2-101B)
It was moved by Trustee Nuris and seconded by Trustee Holober to authorize the sole source purchase as detailed in the report. Trustee Mandelkern said he believes it is important to invest in infrastructure for managing items such as

constituent relationship management. He said SalesForce has a number of non-profit and educational discounts and he hopes that District is availing itself of the maximum discount possible. Karrie Mitchell, Vice President of Planning/Research/Institutional Effectiveness, said the agreement is at the discounted non-profit rate which saves more than 60 percent. After this discussion, the motion carried, all members voting Aye.

RATIFICATION OF SOLE SOURCE AGREEMENT WITH CITY UNIVERSITY OF NEW YORK (CUNY) FOR TECHNICAL ASSISTANCE IN THE REPLICATION OF THE PROMISE SCHOLARS PROGRAM (19-2-102B)
It was moved by Trustee Holober and seconded by Trustee Nuris to ratify the sole source agreement as detailed in the report. Trustee Holober noted that the agreement provides technical services to Cañada College and College of San Mateo, as well as the three other community colleges. He asked if the funding covers the expenditures for the other colleges. Angélica Garcia, Vice President of Student Services at Skyline College, said the funding covers the expenses for the other colleges as well as Cañada College and College of San Mateo. After this discussion, the motion carried, all members voting Aye.

APPROVAL OF CONTRACT AWARD FOR SKYLINE COLLEGE BUILDING 7 STEM CENTER PROJECT (19-2-103B)
It was moved by Trustee Holober and seconded by Trustee Mandelkern to approve the contract award as detailed in the report. Trustee Mandelkern noted the significant difference in the two bids for the project and asked if the bid analysis indicated the reason for this difference. José Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, said the recommended contractor is a minority-owned business whose core competence is tenant improvement construction. Their past projects have included work for the San Francisco Unified School District, San Jose State University, San Francisco International Airport and Santa Clara County. He said staff has confidence in their ability to perform the work required for this project. Trustee Nuris asked if the other bidder might have submitted a bid without being truly interested in the project so that the District would have more than one bid. Vice Chancellor Nuñez said the construction market is very competitive and the other firm likely does have a great deal of other work. Trustee Mandelkern asked if the project will be completed under the PLA. Vice Chancellor Nuñez said it will not because the PLA normally covers projects that are $1 million and above; however, this project does require prevailing wage. After this discussion, the motion carried, all members voting Aye.

ACCEPTANCE OF GRANT FOR DEPUTY SECTOR NAVIGATOR FOR ENERGY, CONSTRUCTION AND UTILITIES FOR COLLEGE OF SAN MATEO AND APPROVAL OF MATCHING RESOURCES (19-2-104B)
It was moved by Trustee Holober and seconded by Trustee Nuris to accept the grant and approve the matching funds as detailed in the report. The motion carried, all members voting Aye.

ADOPTION OF RESOLUTION NO. 19-4 HONORING COLLEGE OF SAN MATEO ALUMNUS JULIAN EDELMAN FOR BEING NAMED MOST VALUABLE PLAYER OF SUPER BOWL LIII (19-2-105B)
It was moved by Trustee Nuris and seconded by Trustee Holober to adopt Resolution No. 19-4. The motion carried, all members voting Aye. President Claire said he is also proud of the outstanding coaching staff at College of San Mateo.

APPROVAL OF REVISIONS TO BOARD POLICIES: 4.00, APPLICABILITY OF CHAPTER IV POLICIES; 4.15, EMPLOYEE REQUIREMENTS; 4.20, SUPERVISION OF CLASSIFIED EMPLOYEES; 4.25, EMPLOYEES NOT MEMBERS OF THE CLASSIFIED SERVICE; 4.30, PAY PERIOD FOR CLASSIFIED EMPLOYEES; 5.00, APPLICABILITY OF CHAPTER V POLICIES; 5.02, NON-REPRESENTED EMPLOYEES: WORK YEAR AND WORKDAY; 5.06, NON-REPRESENTED EMPLOYEES: CONFLICT RESOLUTION; 5.07, NON-REPRESENTED EMPLOYEES: HEALTH BENEFITS AND LEAVES OF ABSENCE (19-2-106B)
It was moved by Trustee Holober and seconded by Trustee Mandelkern to approve the revisions as detailed in the report. Mr. Bailey said Policies 4.22, 5.01 and 5.04 were inadvertently included in the packet and are not to be considered at this time. Following this clarification, the motion carried, all members voting Aye.

COMMUNICATIONS
None

STATEMENTS FROM BOARD MEMBERS
Trustee Nuris thanked Vice Chancellor Nuñez for meeting with him. He said he now has a greater understanding of the campuses and the component pieces that make the District run. He thanked President Claire for providing a tour of the

College of San Mateo campus and introducing him to the executive team and the Student Senate. He also thanked President Moore for showing him around Cañada College and introducing him to staff and students. Trustee Nuris said he looks forward to visiting Skyline College next week.

Trustee Mandelkern congratulated Chancellor Galatolo on the two awards he received recently. He said the Association of Community College Trustees also presents a CEO award and he suggested that Chancellor Galatolo be nominated for that award as well. Trustee Mandelkern said the Board previously began a conversation about contracting, purchasing and procurement and he believes it is now appropriate to revisit this topic. He said he would also like to discuss a proposal from PenTV dealing with sharing programs in order to benefit students in digital media and broadcasting and would like to include a discussion about the potential to broadcast or stream Board meetings. Chancellor Galatolo agreed that this could be discussed by the Board at a future meeting. Trustee Mandelkern said he attended the San Mateo County Community Colleges Foundation annual appreciation reception, a meeting of the District Academic Senate, and the Cañada College Food and Housing Insecurity Equity Summit. He said he met two students at the Summit who are experiencing insecure housing situations and, in light of Assemblymember Berman's bill that would allow students to sleep in their vehicles in campus parking lots and structures, he believes it would behoove the Board to revisit this issue. He said he realizes this would not be a long-term solution but could be a short-term measure. He said he believes it is a moral imperative to try to do something to address the situation that affects many students. He said other ideas include the possibility of the Foundation helping with housing costs and recruiting landlords to donate housing or provide subsidized rent to students which would result in some tax deductibility. Chancellor Galatolo said staff has prepared a white paper on this issue which will be discussed at the Board Retreat.

Trustee Holober said he attended the 2019 Community College National Legislative Summit in Washington, D.C. He shared a handout distributed at the Summit by the Association of Community College Trustees on "2019 Community College Federal Legislative Priorities." He highlighted the following:
- Second Chance Pell Grants – facilitate postsecondary education for qualified incarcerated individuals
- Short-Term Pell Grants – expand eligibility for students enrolled in short-term, workforce-oriented programs
- Risk Sharing Penalties – oppose penalties based on borrowing, student aid or outcomes

Trustee Holober asked if Board members will have an opportunity to develop the agenda for the Board Retreat as they typically do. Chancellor Galatolo said they will be asked to provide suggestions. Trustee Holober said he agrees that televising Board meetings is a way to engage the community. He said he also agrees with reviewing contracting processes, including the contract formation process along with ratification of contracts. Trustee Mandelkern asked that the discussion also include a review of the policy on modifications to contracts.

Student Trustee Topete Eng Goon asked that the Board consider the possibility of including re-entry students during the discussion of The Promise Program at the Retreat. She said this is a vulnerable population. Student Trustee Topete Eng Goon said she attended a meeting of the Cañada College Associated Students (ASCC). She said two students were selected to attend the Cannes Film Festival in France and the ASCC provided $900 to each of them to help cover their costs. She said the students who attended the festival last year did not compete this year because they would have been unable to afford to go if selected.

President Goodman said he attended the 2019 Community College National Legislative Summit in Washington, D.C. He said that in addition to meeting with legislators as part of the summit, he spent his own time meeting with legislators to discuss issues that are important to him and that he considers important to the District. He said he talked with people who are finally starting to consider carrying legislation to extend the free and reduced lunch program from K-12 to include community colleges. He said he believes it is important to explore ways to get reimbursed or save money so that ultimately funds can be repurposed to help students who experience housing, food and other insecurities. President Goodman said he had a passionate debate with Assemblyman Berman regarding housing insecurity and his proposed legislation. He said the homelessness problem, housing insecurity and the inequity within San Mateo County is not a community college problem; it is a city, county, state and federal problem. He said it is not right and not fair for a legislator to put the issue onto community colleges. He said the proposed legislation is also not fair to those who are homeless. President Goodman said that thanking veterans for their service and then telling them they can sleep in their cars is not a win and is in no way an acceptable stopgap measure. He said the District partners with Samaritan House and is doing what it can for students. He said the problem must be addressed in a dignified manner and accountability must be placed where it belongs – with elected officials including those from cities, counties and the state. President Goodman said that when the Board previously discussed the proposal to allow students to sleep in their cars on District property, the Chiefs of Police from San Mateo and San Bruno, as well as the County Sheriff, were present and said there

are local ordinances that prohibit this. He said it is not right to create legislation that usurps that authority without even having a conversation with local officials. President Goodman said the District must expect better of itself and do better for its students. He said this will take time. He said the Board discussed providing student housing before he was a Board member and decided to not to pursue it. He questioned whether housing insecurity among students would be the same had the Board made a different decision.

President Goodman said that last year, the Board voted as a body to not move forward with the proposal to allow students to sleep in their cars on District property. He said that while Board members vote as individuals, they report out as one body and agree to support the voice of the Board. He said he finds it troubling that this was not reflected in the comments attributed to one Board member in a newspaper article.

President Goodman said the Board will continue to move forward on food and housing insecurity and will do so in a respectful, dignified and safe manner for all students.

President Goodman said the Board will return to closed session.. He asked that the meeting be adjourned in memory of San Francisco Public Defender Jeff Adachi.

RETURN TO CLOSED SESSION
The Board recessed to closed session at 9:00 p.m.

RECONVENE TO OPEN SESSION/ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION
The Board reconvened to open session at 10:17 p.m. President Goodman said that during closed session, the Board ratified the confidential district warrants as presented.

ADJOURNMENT
The meeting was adjourned by consensus at 10:18 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the March 27, 2019 meeting.

Karen Schwarz
Vice President-Clerk

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-6C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

RECOGNITION OF WOMEN'S HISTORY MONTH

The public celebration of women's history in the United States began in 1978 as "Women's History Week" in Sonoma County, California. The week that includes March 8, International Women's Day, was selected. In 1981, U.S. Senator Orrin Hatch and U.S. Congresswoman Barbara Mikulski co-sponsored a joint Congressional resolution proclaiming a national Women's History Week. In 1987, Congress expanded the celebration to a month, and March was declared Women's History Month.

In recognition of the many outstanding women who have made, make and will make the San Mateo County Community College District an exceptional institution at which to learn, work and visit, the Board will have a discussion about the many contributions about the invaluable contributions of the women who attend our colleges and work at our District.

San Mateo County Community College District

March 27, 2019

BOARD REPORT NO. 19-3-7C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

CONTEMPORARY CONVERSATION REGARDING RACE, CLASS, GENDER, PRIVILEGE AND EQUITY

Over the course of the last two and a half years, the Board and the District have had focused conversations relating to race, class, privilege and equity. The foundations of these conversations are manifested in the District's Strategic Plan and facilitated across the campuses in classrooms, programs, curriculum, policies, trainings and general awareness and actions.

The Board will continue this conversation with a discussion of contemporary issues relating to race, class, gender, privilege and equity. In particular, the Board will discuss the numerous racial, economic, societal and equity implications of the recent controversy surrounding college admissions.

President's Report to the Board of Trustees

Dr. Regina Stanback Stroud

Gilman Scholars from Skyline College, the top Gilman Scholarship producing community college in California.

SKYLINE COLLEGE ANNOUNCED AS THE TOP GILMAN SCHOLARSHIP PRODUCING COMMUNITY COLLEGE IN CALIFORNIA

The U.S. Department of State announced its list of U.S. higher education institutions that sent the most students overseas on the Benjamin A. Gilman International Scholarship Program over the 2017-2018 academic year. Skyline College has been announced as the #1 community college in California and the #3 community college (tied with Kirkwood Community College) nationwide for producing Gilman Scholars. The State Department's Bureau of Educational and Cultural Affairs, in collaboration with the Institute of International Education, compiles the list of top producing institutions, organized by size and type.

Skyline College was the only community college in California to be recognized as a Gilman Top Producer for Students with Disabilities and First-Generation College Students. It was also recognized for Greatest Growth for Associate's Colleges, Most Unique Destinations, and Students with Disabilities. This recognition highlights Skyline College's commitment to making international study and internships more accessible and inclusive for American students of all backgrounds through the Gilman Program. Staff have made district-wide efforts in prioritizing the Gilman Scholarship by hosting scholarship workshops for students and collaborating with the Financial Aid and The Learning Center offices on campus.

The Benjamin A. Gilman International Scholarship Program, with the support of the U.S. Congress, is reshaping study abroad to make it more accessible and inclusive for American students. The Gilman Program broadens the U.S. student population that studies and interns abroad by providing scholarships to outstanding undergraduates who, due to financial constraints, might not otherwise participate. Since the program's establishment in 2001, over 1,300 U.S. institutions have sent 28,000 Gilman scholars to 149 countries around the globe. For a full list of the institutions by category, please visit the Gilman Scholarship website at www.GilmanScholarship.org/TopGilman.

Article and Photo by Stephanie Wells

PROMISE COUNSELOR IVAN SILVA HONORED BY THE ACADEMIC SENATE OF CALIFORNIA

Promise Scholarship Counselor Ivan Silva was chosen as one of the winners of the Board of Governors Hayward Award.

This state-wide award in excellence in education honors four faculty members who demonstrated a commitment to the principles of the California Community Colleges. Ivan's commitment to serving and empowering students from diverse backgrounds and his devotion to community college as an open-access education system was amply evidenced in his application and the support letters from his nominators.

Some of the evidence of educational leadership that earned Ivan the recognition include the group counseling curriculum for the Promise Scholars Program that focused on high-needs students he developed with his team of counselors in spring 2018. Ivan's contributions

to the College Comprehensive Redesign was also a winning factor, which resulted in the development of a redesigned Counseling "Getting In" process for all new-incoming Skyline College students.

The Counseling Division showed strong support for the nomination of Ivan throughout the selection process. This comes as no surprise when his colleagues describe him as a collaborator, a joy to work with as a colleague and the first listener to his team.

From Skyline College, Jude Navari from the Music Department was nominated by the local Academic Senate as the full-time nominee and Ivan Silva as the part-time nominee.

Article by Rika Yonemura-Fabian | Photo by Zaw Min Khant

WOW! WOMEN ON WRITING EVENT INSPIRES THE CAMPUS COMMUNITY

Writers and readers from all over the Bay Area gathered at Skyline College on Saturday, March 2, 2019 for WOW! Voices Now: A Morning of Readings and Refreshments, an annual celebration of creativity during Women's History Month. An energetic crowd of 70 people braved a morning rainstorm to savor literary work crafted by a wide variety of writers.

Event coordinator Kathleen McClung welcomed the two featured speakers, award-winning authors Aileen

Cassinetto and Jacqueline Doyle. Both read from their books and spoke about their dedication to writing over the years. Cassinetto is Poet Laureate of San Mateo County. Doyle teaches at CSU East Bay and specializes in flash fiction.

During a lively question and answer, both authors spoke in depth about their writing process. Cassinetto talked of growing up under martial law in the Philippines and Doyle, who wrote her doctoral dissertation on Edgar Allan Poe, said she tends to explore dark themes in her work. Both emphasized the necessity for community, especially during difficult times nationally and personally.

After a break for book signing, networking and continental breakfast, Professor Katharine Harer presented awards and gift bags to two outstanding Skyline College students, Haley O'Shea and Yvette Estrada, who read their powerful work with poise and passion and received sustained ovations from the audience. The awards memorialize two multi-talented, influential women from the WOW! community, Isabelle Maynard (1929-2007) and Joyce Unger (1942-2016).

12 writers from around the Bay Area shared short poems and prose during the Open Reading, exploring families, cultures, identity, creativity, nature and other themes. Skyline College students Emanie O'Neal and Gwyneth Ochsner were among the Open Readers.

"It's so important for writers to come together to share experiences, bounce ideas around, and listen to each other deeply," said Skyline College English professor and author Kathleen McClung. "The WOW! community spans all ages, interests, and backgrounds. The common ingredients are encouragement and support." The WOW! conference was founded in 2003 by Marijane Datson in collaboration with Skyline College faculty, staff and community members.

Article by Kathleen McClung | Photo by Tom McAninley

Student Receives Hites Scholarship

Michelle Huang has been selected as one of only 10 students to receive Phi Theta Kappa's 2019 Hites Transfer Scholarship, the Phi Theta Kappa's most prestigious and largest scholarship offering at $7,500.

Hites Scholars are selected based on outstanding academic achievement, leadership and engagement in college and community activities. They were selected by a panel of independent judges from more than 2,800 applicants.

Michelle Huang is a business administration major. She is president of the Beta Theta Omicron Chapter of Phi Theta Kappa and is in the Honors Transfers Program. She is a peer tutor for economics, accounting, and statistics and a peer mentor. Through Phi Theta Kappa, Michelle volunteers at senior centers and middle schools. Also, Michelle did a fog-use study for Skyline College. Michelle aspires to work in finance, then give back to the community by becoming a college professor. Michelle wants to inspire individuals to aim high, believe in their capabilities and act toward their dreams.

Article by Christine Case | Photo by Zaw Min Khant

Championing Voices Through Poetry

Since its inception in October 8, 2018, the Learning Commons Poetry Corner Series continues to be more than a monthly event where an instructor and a few students just gather in Skyline College Library's lounge area to read classical poetry and engage in boring philosophical discussions. It is an activity where students express their ideas, read their original work, declare their spoken word and engage in challenging discussions.

The Poetry Corner Series kicked off with a reading in honor of African American Heritage Month. Three original paintings by Skyline College student Calvonnia Kelly were on display and Nathan Jones, English Associate Professor, published author and host of the Learning Commons Poetry Corner, facilitated the poetry reading. After reading his response to a poem written by Maya Angelou, the discussion commenced with a question about the parallelism and differences between the African American communities in Oakland, CA and Harlem, NY.

Middle College student Jessica Jacinto also shared her original poems: "What Happened to 1?" was about her desire to pursue political science as a major with an emphasis on social justice, as well as imagining herself in the shoes of victims of systemic racism. "Fake News, Real News" was an ode to journalists who have passed while pointing out the tragedy of suppressing the journalistic voice. The most poignant stanza "as I look out at the ropes of society, fake news becomes our

reality while reality is distinguished, causing us to lose our mortality" was a reminder of the damaging effects of fake news.

Sonya Pope, Interim Division Assistant for Global Learning Programs and Services division, shared her original poem, "We Must Speak Her Name." She wrote this in response to police brutality toward women like Sandra Bland and many others. This spurred more students to share published poems that spoke to the need for empathy and support for the communities that are continually being disenfranchised. Another student shared the chorus line from a Kanye West song called "We Don't Care." With over 20 attendees, this successful event sets the precedent for what is to come in the next two months.

Article and Photo by Sherri Wyatt

Maroon Melodies Reception at the Art Gallery

Over 200 gallery visitors, which included students, staff, faculty and members of the local community enjoyed viewing visiting artist Christopher Burch's solo art exhibition, Maroon Melodies: Soliloquies of a Slick Sound, at the reception for the artist on Thursday, February 28, 2019. The reception provided visitors the opportunity to meet and talk with the artist and find out more about his artistic practice (including how he painted two temporary full-wall murals in the gallery). The exhibition features the on-site wall murals, plus many artworks in other mediums that explore and re-invent mythology, folklore and history. Through storytelling, drawing, painting, sculpture and installation, Burch's works find their greatest strength in his eloquent, thoughtful manner of interpreting and investigating some of humanity's most disquieting realities.

This exhibition was organized in partnership with the Associated Students of Skyline College.

Article by Paul Bridenbaugh | Photos by Zaw Min Khant

Model United Nations (MUN) Team at 23rd Annual MUN Conference

During the weekend of February 28, 2019 through March 3, 2019, the Skyline College Model United Nations (MUN) team participated in UC Berkeley's 23rd Annual Model United Nations Conference (UCBMUN XXIII) at the Hilton hotel in San Francisco, CA.

Skyline College MUN is a parliamentary debate team that competes against other universities at regional conferences where they attempt to solve global issues in the style of the United Nations. Committees include

crisis, specialized, general assembly formats and discussion topics range from historical scenarios to the most recent current events.

The UCBMUN XXIII conference featured teams from all over the world, including prestigious universities like UCLA, UC Berkeley, University of Southern California (USC) and Stanford University. Delegations from universities in Russia, Africa and the West Point Military Academy provided unique perspectives on the issues in their committees. The best delegate in each committee is awarded the gavel in the closing ceremony after the final session of debate. While the Skyline College MUN team didn't bring home any gavels from this conference, each member of the delegation had the opportunity to contribute to the flow of debate and to learn from their colleagues from other schools.

For this conference, the Skyline College MUN team also featured eight students from the Skyline College Middle College community, one international student and several Skyline College Promise scholars. Middle College senior, Nicole Liu, said about her experience, "Despite having little experience with Model UN, I gained a lot of confidence over the span of the three days to the point where I voluntarily stepped up to deliver a direct examination in my committee."

The club's agenda for the rest of the spring 2019 semester includes preparing for another competitive debate season next year, recruiting new members, as well as hosting a Skyline College Invitational MUN conference at the end of the school year.

Skyline College MUN actively welcomes new members who are interested in participating in debate both locally in weekly meetings at Skyline College, as well as those interested in travelling to participate in regional conferences and competitions. Please e-mail skylinemun@gmail.com for more information.

Article by Tim Rottenberg

LIFE'S LESSONS LEARNED & SHARED: HUMAN LIBRARY ADVANCES THE MOVEMENT TO "UNJUDGE"
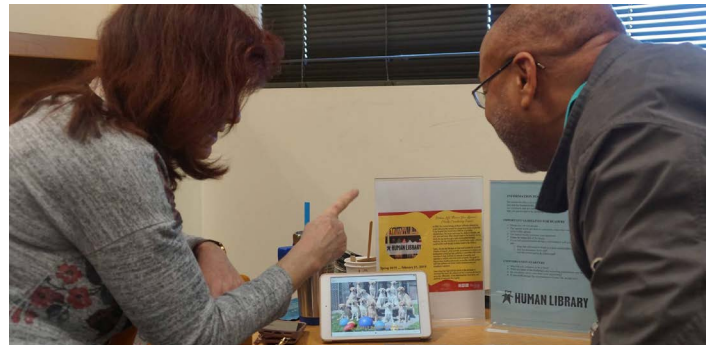
Continuing the theme "don't judge a book by its cover," the Skyline College Learning Commons concluded its fall semester with a November 29 session of the Human Library. At these events, "human books" — in the form of Skyline College students, faculty and staff — are "loaned out" to readers just as libraries loan physical books to library patrons. Each reader selects or "check outs" a human book and the two engage in one-on-one conversations in the comfort of the Library. The inspiration for this now international movement began in Denmark almost 20 years ago.

November's event featured five new human titles ready to share their stories: Creating New Bonds, Navigating Life's Series of Firsts, Never Tell Me the Odds, A Road to Redemption, and The Sunflower Who Grew from Concrete. Readers enjoyed rich discussions, requesting and receiving extra time with their books.

The Human Library returned by popular demand on February 21, 2019. This time 10 readers chose from four human books: Defining First-Generation, Lost in Translation, Success Starts in the Mind: Take Command of Your Life, and When Life Throws You Lemons … Make Cranberry Juice!

Following the event, human books relayed their positive experiences with staff. Lost in Translation explained, "I really liked my third reader. She wanted to learn more

about both my [personal] experiences and my cultural experiences." When Life Throws You Lemons noted, "[I] enjoyed discussing my reasoning for writing a book about my experience." Success Starts in the Mind enjoyed "informing readers that failing is part of life; you just need to learn how to re-frame problems."

Information about past books are kept in the Human Library Book Archive. Meanwhile, The Learning Commons is committed to keeping the Human Library momentum going! If you missed previous sessions, please join us at Skyline College Library on April 12, 2019 from 12:00 p.m. – 4:00 p.m.

Article by Sherri Wyatt & Jessica Silver-Sharp | Photo by Marisa Thigpen

THE LEARNING CENTER OPEN HOUSE WELCOMES HUNDREDS OF STUDENTS, STAFF AND FACULTY

On Wednesday, February 20, 2019, the Skyline College Learning Center (TLC) welcomed hundreds of students for our first bi-annual TLC Open House! Students, staff and faculty were invited to learn more about Learning Center programs and services as well as meet staff, faculty and student representatives. Student groups and classes received personalized tours of the Learning Center offerings and were invited to have a pastry and coffee or tea on us! We were honored to host students from local Bay Area high schools for Skyline College's Discover ASTEP Day as well as district students from the Silicon Valley Intensive English Program.

This event was made possible with financial support from the Honors Transfer Program, Learning Communities and the Academic Support & Learning Technologies Division.

Article by Chelssee De Barra and Marisa Thigpen | Photo by Marisa Thigpen

THE ENGLISH LANGUAGE INSTITUTE (ELI) BECAME ESL CONNECT ON MARCH 25
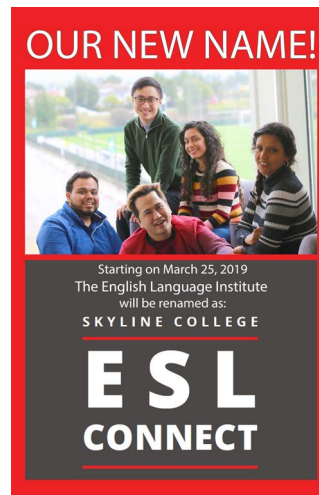
To better reflect how we support students, we are excited to announce that the English Language Institute (ELI) has changed its name to ESL Connect.

At the heart of ESL Connect's service is to link both new and current ESL students to a community of support at Skyline College and beyond.

The English Language Institute was founded in fall 2009 as a service to better facilitate orientation and enrollment of new ESL students in Skyline College. The new ESL students needed more time and personal connection to complete the matriculation steps. Since its inception, the ELI has become a starting place for thousands of students entering college. Staffed by multilingual staff, ELI provides language support and personalized referrals to enable new enrollees to fully understand the complexities of college and the U.S. educational system.

Through program outreach, we met Carlos Acuna, a new immigrant from El Salvador studying ESL in adult school in 2016. He attended the ESL Registration Day and got personalized help with financial aid and a SparkPoint referral. Carlos also got connected to the Career Center who helped him explore his major. He decided on becoming a mechanical engineer. As an ESOL student, the ELI connected him to the

services at The Learning Center for ESOL tutoring and workshops. Through the ELI program, Carlos became an ESOL Student Liaison to develop his public speaking skills and to be a peer support to his classmates. As Carlos demonstrated increased leadership skills, he got hired as a student assistant at the ELI helping many immigrants access Skyline College. He also became a math tutor at The Learning Center. Carlos is one semester away transferring to a UC School or a CSU School of Engineering. ESL Connect is proud to have supported him in his success!

Article by Mylene Foo & Leigh Anne Shaw | Photo by Mia Coo

Legacy Celebration in Honor of Dr. Regina Stanback Stroud

Please join the Skyline College community as we honor and acknowledge President Regina Stanback Stroud's invaluable contributions and extraordinary achievements at Skyline College! As we celebrate Dr. Stanback Stroud's retirement, we'll also be raising funds for the Promise Scholars Program and the Equity Institute!

Details:
Thursday, April 25, 2019
3:00 p.m. – 6:00 p.m.
Mariott SFO, San Mateo

Please register online to attend this event. We hope to see you there!

UPCOMING EVENTS

MIDDLE COLLEGE INFO NIGHT
Tuesday, April 9, 2019
5:00 p.m. - 8:00 p.m.
Building 4, Multicultural Center Hosting Gallery

INTERNATIONAL STUDENT TRANSFER FAIR
Wednesday, April 10, 2019
8:30 a.m. - 2:30 p.m.
Building 6, Room 6-202

COMMUNITY TRAVEL INFO SESSION
Wednesday, April 10, 2019
Tuesday, April 23, 2019
5:30 p.m. - 8:00 p.m.
Building 4, Multicultural Center Hosting Gallery

DAY OF SILENCE FORUM
Thursday, April 11, 2019
11:00 a.m. - 1:00 p.m.
Building 4, Multicultural Center Hosting Gallery

TRANSFER SEMINAR
Friday, April 12, 2019
9:00 a.m. - 12:00 p.m.
Building 6, Room 6-206

EQUITY TRAINING SERIES
Friday, April 12, 2019
Friday, April 26, 2019
12:00 p.m. - 3:00 p.m.
Building 6, Room 6-202 - 6-206

**ASIAN AMERICAN &
PACIFIC ISLANDER MONTH KICKOFF**
Tuesday, April 16, 2019
10:00 a.m. - 2:00 p.m.
Quad

COLLEGE LECTURE SERIES
Wednesday, April 17, 2019
11:00 a.m. - 1:00 p.m.
Building 6, Room 6-202 - 6-206

PILIPINO CULTURAL NIGHT
Friday, April 19 & 20, 2019
7:00 p.m. - 9:00 p.m.
Building 1, Skyline College Theater

SPRING CAREER FAIR
Tuesday, April 23, 2019
10:00 a.m. - 12:30 p.m.
Building 6, Fireside Dining Room

FAHRENHEIT 11/9 FILM SCREENING
Wednesday, April 24, 2019
11:00 a.m. - 1:00 p.m.
Building 4, Multicultural Center Hosting Gallery

DISABILITY RESOURCE CENTER OPEN HOUSE
Wednesday, April 24, 2019
5:00 p.m. - 9:00 p.m.
Building 4, Multicultural Center Hosting Gallery

ROUNDTABLE OF PARALEGAL PROFESSIONALS
Thursday, April 25, 2019
5:00 p.m. - 7:00 p.m.
Building 6, Room 6-202 - 6-206

**LEGACY CELEBRATION IN HONOR OF
DR. REGINA STANBACK STROUD**
Thursday, April 25, 2019
3:00 p.m. - 6:00 p.m.
Mariott SFO, San Mateo
REGISTER ONLINE

President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ March 22, 2019

> ## " Student Voice
>
> *"CSM is a place where we can find those friends who we can also choose to call family"*
>
> **- Sami, CSM Student**

Partnership with Upward Scholars Helps Put Students on Paths to Careers

Statistically speaking, Rosa Mendez faced an uncertain future.

College of San Mateo

Growing up in an abusive home, Rosa found herself in with the wrong crowd. By 13, she had become involved in drugs, joined a gang, and run away from home. She was a regular at Juvenile Hall. At 16, Rosa left home for good and, soon after, dropped out of high school so she could work enough hours to pay her rent.

However, by the time Rosa was 21, she realized there would be a benefit to finishing high school. She decided to give school another chance, enrolling at Sequoia Adult School. She earned her high school diploma in just five months.

Then Rosa's life turned around when a counselor noticed Rosa's

Rosa with her high school diploma teacher, Rhea Dryer, at the Sequoia Adult School graduation.

passion for fashion and style. The counselor suggested she enroll in the cosmetology program at the College of San Mateo. "I knew that studying cosmetology would give me the knowledge to become an independent and successful woman," says Rosa.

But cosmetology has significant costs for books, uniform, shoes, and materials. The 15-month program can come to about $2,000 in addition to tuition, which was far more than Rosa could afford. That is where Upward Scholars stepped in, providing financial support for Rosa to turn her life around.

Upward Scholars, formerly known as Sequoia District Adult School Learners (SASS), helps low-income adults, mostly immigrants, overcome financial and academic barriers. The Palo Alto-based nonprofit provides community college scholarships that cover students' textbooks and transportation to college, laptops, tutors, mentors, and other support services.

"Through the CSM cosmetology program and the scholarship provided by Upward Scholars to cover Rosa's textbooks, transportation and cosmetology kit," says Upward Scholars Executive Director Linda Prieto, "Our combined impact is helping Rosa achieve her dreams."

Initially focused on sending students to Cañada College, Upward Scholars also now assists 103 students at CSM, 73 students at Skyline College, and 272 at Cañada College.

"Upward Scholars made a good future possible for me," Rosa says. "And for that I will always be grateful." ◼

Career and Workforce Hub Holds Hospitality Careers Fair for CSM Students

CSM's Career and Workforce Hub team hosted a Hospitality Career Fair on February 26 in the Bayview Dining Room, showcasing some of the region's top employers in the travel and hospitality industry. Held in partnership with the San Mateo County/ Silicon Valley Convention & Visitors Bureau, the event gave students an opportunity to meet with employers to learn about the industry, career potential, available job opportunities, and how to prepare to apply.

Prominent regional employers participated, such as the Ritz Carlton Half Moon Bay, Four

Seasons Hotel, Pullman Hotel Redwood City and Domenico Winery. More than 100 students attended.

Next, the Career and Workforce Hub team will host its CSM Spring Career Fair on April 30. ■

Honors Project Students to Participate in Symposium at Stanford

College of San Mateo will be sending four Honors Project students to present at the 12th Annual Honors Research Symposium Stanford University in May. Presented by the Bay Area Honors Consortium, a group of 16 Northern California community college honors programs, the symposium selects about 100 students from more than 200 applicants across California to present research papers each year.

CSM's four student representatives will present a range of research papers:

- **Antoneil Carter:** "Epigenetics: Intergenerational Trauma in African Americans"

- **Andreas Langenbacher:** "The Art of Creating a Piano Fantasy: Montage, Notation, Performance"

- **Alyssa Montserrat:** "To Drink or Not to Drink, There Was No Question: A Feminist/Historical Critique of Jonestown"

- **Su Latt Phone:** "Double-Consciousness in Contemporary Literature"

Honors Project coordinator and Professor of Film David Laderman will be coordinating the students presenting at the symposium, which takes place May 4 at the History Corner (Building 200) at Stanford University.

The symposium is a stimulating day of research presentations, food and music. Registration is $35 and open until April 15. Please visit http://www.bayhonors.org/symposium. ■

Big Four Firms Come to CSM for Accounting Careers Workshop

CSM Accounting faculty members teamed up with the Center for Audit Quality to bring the "Big Four" accounting firms to camps. A rare event for any campus, the event was called "Navigating Your Way to the Future" and featured talks by Big Four auditors about life as an auditor, career and earning potential, how to how to get an internship, and how to get a job.

Students had the opportunity to meet face to face with people from Deloitte, Ernst & Young, KPMG and PricewaterhouseCoopers.

Accounting careers are high-paying, have many interesting pathways, and most important, there are jobs available now. CSM offers its popular

accounting programs for business majors, career changers, working professionals, and those interested in careers as a CPA, tax preparer or auditor – among many other avenues.
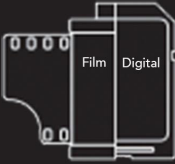
Students were incentivized to attend with free lunch and a $5 gift card from the CSM Bookstore. ◼

CSM Photography Exhibit On View Now at San Mateo's Gallery 25

College of San Mateo
Photography Exhibit

March 8th - April 12th

Opening Reception
Friday, March 8th
5 pm to 8 pm

Film | Digital

AVENUE
25
Avenue 25 Gallery
32 West 25th Ave. 2nd. floor, San Mateo, CA 94403
Hours 9 a.m. to 5 p.m. Monday through Friday
avenue25gallery.com

ART 351 Beginning Black and White Photography ART 352 Intermediate Black and White Photography ART 353 Advanced Black and White Photography ART 381 Beginning Digital Photography ART 383 Intermediate Digital Photography ART 384 Advanced Digital Photography ART 388 Master Photography Portfolio ART 391 Experimental Photography I ART 396 Documentary Photography I ART 351 Beginning Black and White Photography ART 352 Intermediate Black and White Photography ART 353 Advanced Black and White Photography ART 381 Beginning Digital Photography ART 383 Intermediate Digital Photography ART 384 Advanced Digital Photography ART 391 Experimental Photography I ART 396 Documentary Photography I ART 351

Digital Photography by CSM Student Hoang Trinh

Avenue 25 Gallery has organized an exhibition of photographs in collaboration with the Photography Department of the College of San Mateo. The exhibit is on view at Avenue 25 Gallery through April 12.

Drawing from CSM classes focused upon digital and film-based photography, the prints in the exhibit reflect numerous processes: black and white and color digital prints, black and white and experimental darkroom prints, hand-colored prints, double exposures, cyanotypes, platinum-toned kallitypes, gold-toned salt

prints and night photography. Engaging a myriad variety of themes, sensibilities and printing techniques, the images in this exhibit were selected primarily from students enrolled in the CSM photography program between 2015 and 2018. Faculty work is also included in the exhibit.

The exhibit was curated by Charles Anselmo of Avenue 25. For gallery hours and more information, visit avenue25gallery.com. ◼

Students, family members, faculty and community members mingled at an opening reception for the exhibit on March 8.

Spring Recess
Monday, April 1 – Saturday, April 6
Enjoy your spring break!

Free 2018 Income Tax Preparation (VITA)
Saturdays, through March 30 • 9:00 am - 12:30 pm
CSM South Hall Building 14, Room 104

CSM Accounting students will prepare non-complex income tax returns for free for individuals/families with income less than $55,000. No appointment necessary. See requirements at: collegeofsanmateo. edu/freetaxes. Funding for this free service provided by United Way of the Bay Area.

CSM Track & Field – CSM Open
Saturday, April 6, 2019• All Day Event
CSM Track
Come cheer on the Bulldogs!

CSM Baseball vs. De Anza
Tuesday, April 9 • 3 pm
CSM Softball Field
Come cheer on the Bulldogs!

CSM Beach Volleyball vs. Cabrillo
Friday, April 12, 2019 • 1 pm
Come out and cheer on the Bulldogs!

The Sky Tonight Planetarium Show
Secret Lives of Stars
Friday, April 12 • 7:30 pm - 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! The first 50-minute show begins at 7:30pm in the CSM Planetarium, and is repeated again at 8:30pm.

Jazz Under the Stars
Free Stargazing on CSM's Rooftop Observatory
Saturday, April 13 • 8:30 pm -10:30 pm
CSM Science Building 36, Planetarium

Come see craters on the first quarter moon, Mars, star clusters, and more through our telescopes while listening to KCSM Jazz 91 FM! Dress warmly and come by anytime between 8:30 pm & 10:30 pm.

CSM Earth Day Job Fair
Promoting Sustainable Careers
Wednesday, April 17 • 10 am - 1 pm
College Heights Building 10, Bayview Dining room

The fifth annual Earth Day Job Fair will focus on helping students get the sustainable jobs of the future.
More than 20 exhibitors and student groups will present on biodiversity, water, waste, energy, and social justice issues affecting the CSM community. The Mana student community will be presenting their research projects throughout the event.

Connect to College
A Night of Information for High School Seniors and Parents
Thursday, April 18 • 6 pm - 8 pm
CSM Science Building 36, Planetarium

High school students and families can meet CSM students, faculty, staff, administrators and alumni on this special night. Learn how CSM can help you reach your transfer and career goals!

Science, Art, and Emotion - A Personal Journey
32nd Presentation of Art & Science
Friday, April 19 • 7:30 pm - 9 pm
CSM Theatre Building 3

In this talk, Professor Mohsen Janatpour examines the orthodoxy that scientists search for facts dispassionately, and that artistic creation is an emotional endeavor. The evening ends with stargazing in front of the theatre.

Cañada College
Report to the SMCCCD Board of Trustees

March 27, 2019

pg. 2

in this issue:

pg. 2

pg. 4

Cañada College

2019 SMCCCD Classified Employee of the Year: José F. Peña

José F. Peña was selected as the San Mateo County Community College District Classified Employee of the Year on February 27, 2019 at the regularly scheduled Board Meeting. It was a competitive field of nominees from across the District. Cañada College President Dr. Jamillah Moore introduced José to the Board of Trustees. During the ceremony, José shared that he has been a part of the Cañada College family for 41 years. José started as a student from Mexico at the age of 15.

José serves as the Curriculum Instructional Specialist after serving as a faculty member for almost two decades. His role is vast on campus and many rely on his expertise. He demonstrates the mission of the California Community College Board of Governors and the Chancellor's Office which is, "… to empower the community college through leadership, advocacy and support." Without José's expertise, students would not be adequately served. The level of precision that Jose applies to the job is without question exemplary.

José's name has been submitted to the California Community College State Chancellor's Office for the statewide Classified Employee of the Year Award selection.

Community Market Coming Soon

Cañada's SparkPoint will be launching a new Free Community Market at Cañada College. Thanks to a continued partnership with Second Harvest Food Bank of Santa Clara and San Mateo Counties, students and community members will be able to access healthy and nutritious food. Individuals simply check-in and choose from a variety of food which will include fresh fruits and vegetables, as well as popular items from our pantry including milk and chicken.

The Free Community Market is modeled after Skyline College's very successful Community Market and is scheduled to start on either April 22 or May 6, 2019. It will be open on scheduled Mondays from 10:00 am to 12:00 pm and will be located in front of the Bookstore. This bi-monthly event is presented in a farmers' market style and is developed as a new approach to distributing groceries with a focus on celebration, abundance and inclusion.

Cañada Awarded Incarcerated Student Reentry Program Grant

On March, 12, 2019, the California Community College Chancellor's Office announced Cañada College as a recipient of the Currently and Formerly Incarcerated Students Reentry Program grant. The California community colleges have a long history of serving incarcerated and formerly incarcerated students through regular and long-distance education. Current efforts to assist the state's incarcerated and formerly incarcerated population resulted from two key pieces of legislation: Senate Bill 1391 (2014), and Proposition 57 (2016). As of fall 2017, 22 community colleges are providing instruction and student support services to more than 7,000 students in the state's 35 prisons.

SB 1391 (Hancock) introduced an opportunity for community colleges and state prisons to coordinate the offering of face-to-face instruction in programs that lead toward degrees or certificates that result in enhanced workforce skills. Concomitantly, the passage of the popular criminal justice reform initiative, Proposition 57, "Incentivizes inmates to take responsibility for their own rehabilitation with credit-earning opportunities for sustained good behavior, as well as in-prison program and activities participation." There are significant numbers of studies that demonstrate that providing and supporting continuing education for the incarcerated produce benefits that go beyond the needs and motives of the individual and address those of the larger, general society as well.

Budget Assembly Trailer Bill 1809 provides one-time funding of $5,000,000 to establish or support programs serving formerly incarcerated students enrolled in community college, or providing face-to-face instruction to community college students in prison or jail. The grants will be focused on the students' reentry into their communities in order for this underrepresented group to succeed. The Chancellor's Office will award up to 50 grants with $5,000,000 in funds for reentry students into the community college system.

Students Participate in the Accreditation Process

On Tuesday, March 5, Cañada President Moore hosted a forum for students to explain the accreditation process and involve them in the final review of the Institutional Self-Evaluation Report. She was assisted by Cañada Professor and Accreditation Co-Chair Alicia Aguirre and PRIE Student Assistant, Rabida Abduwali.

Dozens of students attended and participated in the discussion. After the forum, Student Senate Leaders brought details to share with their peers about how to review the College's Self Evaluation Report and provide feedback.

New Career Exploration Benefit for Students
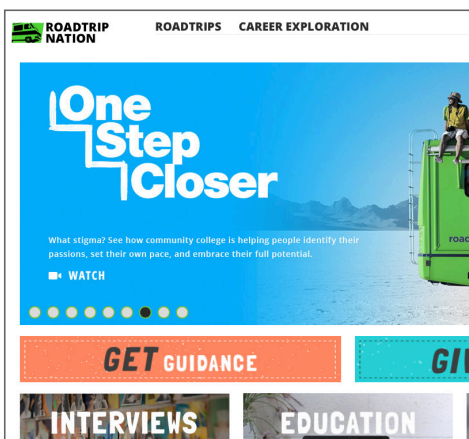
On Tuesday, March 19, Cañada College signed up to partner with Roadtrip Nation, an informational and community-building website that can help students answer the question, "What should I do with my life?"

Roadtrip Nation offers a suite of career exploration products that help young people find their path in life by exploring how others found theirs. Tools in their suite include an interview video archive, curriculum, student engagement events, and a career advice platform where anyone can share their experiences.

Cañada students will get free access to Roadtrip Nation services for the next three years. Learn more at roadtripnation.com.

Newly Wrapped Student Shuttles Hit the Road

Cañada's student shuttles have received an impactful new visual upgrade. Not only will the buses be easier to identify for student riders, they will be functioning as mobile billboards, exposing thousands of local residents to Cañada's brand and contact information. The shuttles pick-up and drop-off off students from locations in Menlo Park and East Palo Alto. For full schedule times and pick-up locations, please visit canadacollege.edu/shuttle.

Basketball Team Plays in Northern California Finals

The Colts Basketball Team wrapped up a fantastic season by reaching the second round of the Coast Conference Northern California Playoffs against City College of San Francisco. The Colts were led by coaches Matt Lee, Gary Plummer, Marvin Choa, and Andrew Kochevar. Unfortunately, the City College of San Francisco men's basketball team beat Cañada College 83-67 to advance to the Elite Eight of the CCCAA playoffs on Saturday, March 9, 2019. The Colts ended the season ranked 9th in California with 22 wins and 8 losses.

Statewide Food & Housing Insecurity Report Released

On March 7, 2019, the California Community Colleges Chancellor's Office and The Hope Center for College, Community, and Justice released the California Community Colleges #RealCollege Survey. The report evaluated access to affordable food and housing at 57 California community colleges in the fall of 2016 and 2018. Of the nearly 40,000 California community college students surveyed, half experienced food insecurity 30 days prior to the survey, 60% were housing insecure in the previous year, and 19% were homeless in the previous year.

Cañada College participated in the survey and received the following topline numbers:

	Food Insecurity	Housing Insecurity	Homelessness
Percentage	42.8	62.3	20.4

The Hope Center also released recommendations for addressing basic needs in California. These include increasing financial aid for community college students and creating a statewide college lunch program.

To read the full report visit: https://hope4college.com/category/reports/.

Upcoming Events

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

YOU ARE INVITED
TO HELP US HONOR
TOM AND SANDY MOHR

For their decades of service and commitment to the community and to the college district, and for their tireless efforts in advancing educational opportunity throughout the county, the San Mateo County Community College District is honoring Tom and Sandy Mohr's years of selfless service to the students of our region.

JOIN US FOR A RECEPTION

Friday, March 29, 2019
2 – 4 p.m. at Cañada College
Building 5 (The Grove)
4200 Farm Hill Blvd.
Redwood City, CA

RSVP: https://www.surveymonkey.com/r/MohrEvent

For questions, please contact:
Mitchell Bailey at **650-574-6510** | **baileym@smccd.edu**

Upcoming Events (cont.)

March 29 . . . .   **Tom and Sandy Mohr Reception**
2-4 p.m. in Bldg. 5
(in the Grove)

You are invited to a reception honoring Tom and Sandy Mohr for their decades of service to the community and our college district.

April 13 . . . .   **Inspire Higher Panel Presentation**
11 a.m. - 1 p.m. in Bldg. 5-320
(in the Grove)

Featured Panelists:
Lisa Gauthier - Mayor | East Palo Alto
Tony Quintero - Producer & Activist
Nancy Rosales - Serial Entrepreneur (Easy Success Video & Pepito's Paletas)
Gabriel Lomeli Jr. - Account Manager | Linkedin

April 17 . . . .   **Spring Job Fair**
11 a.m. - 1:30 p.m. in Bldg. 5-320
(in the Grove)

April 25 . . . .   **Connect to College Night**
6 - 8:30 p.m. in Bldg. 5
(in the Grove)

• Learn about Cañada College's programs and services
• Meet current students, faculty and counselors
• Explore college and career opportunities in the heart of the Silicon Valley

BOARD REPORT NO. 19-3-1A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: David Feune, Director, Human Resources, 358-6775

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)

District Office

| **Tracy Huang** | Interim Director of Districtwide Research and Institutional Effectiveness | Educational Services & Planning |

Reassigned from a full-time, 12-month Planning and Research Analyst (Grade 195S of the Classified Professional/Supervisory Salary Schedule 40) into this full-time, 12-month position at Grade 193E of the Academic-Classified Exempt Supervisory Salary Schedule 35, effective March 11, 2019.

Skyline College

| **Ingrid Vargas** | Dean, Planning, Research, Innovation & Effectiveness | Planning, Research, Innovation & Effectiveness |

New administrative employment, effective March 27, 2019, replacing Jacqueline Honda who resigned.

B. PUBLIC EMPLOYMENT

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

College of San Mateo

| **Jennifer Wong*** | Office Assistant II | Child Development Center |

New part-time (48%), 12-month classified employment, effective February 4, 2019, replacing Anne Kong who resigned.

Deborah Nguyen*   Program Services Coordinator (NP)   Enrollment Services

New full-time, 12-month classified employment, effective March 11, 2019. This is a new position that was Board approved on October 24, 2018.

District Office

Chih Chu Zee*   Public Safety Officer   Public Safety

New full-time, 12-month classified employment, effective April 8, 2019, replacing Bruce Leung who resigned.

Skyline College

Celia Pender*   Instructional Aide II   Student Equity and Support Programs

New full-time, 12-month classified employment, effective March 1, 2019, replacing Karmann Robbins who resigned.

Rebecca Threewit*   Staff Assistant (NP)   President's Office

New full time, 12-month classified employment, effective February 26, 2019. This is a new position that was Board approved on January 23, 2019.

Jerry Roper*   Respiratory Care Instructor   Science, Math, Technology

New Contract I status academic employment, effective August 12, 2019.

Janice Sapigao*   English Instructor   Language Arts

New Contract I status academic employment, effective August 12, 2019.

Katie Hern*   English Instructor   Language Arts

New Contract I status academic employment, effective August 12, 2019.

2. Re-Employment

Sun (Sunny) Martin*   Counselor   Counseling

Recommend approval of an extension for a temporary full-time counselor (10-month) for the Year One Promise Program, effective August 12, 2019. This position was Board approved on September 12, 2018.

C. REASSIGNMENT THROUGH THE HIRING PROCESS

Skyline College

Lauren Ford   Project Director   Counseling
                              (Funded by the Innovation in Higher Education Grant) (NP)

Reassigned from a full-time, 12-month College Recruiter (Grade 175S of the Classified Professional/ Supervisory Salary Schedule 40) into this full-time, 12-month temporary position at the same grade of the same salary schedule, effective March 1, 2019. This is a new position that was Board approved on September 26, 2018.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

None

E. CHANGES IN STAFF ALLOCATION

Cañada College

1. Recommend a change in staff allocation to add one full-time Counselor in the College for Working Adults Program, effective March 28, 2019.

District Office

1. Recommend a change in staff allocation to add two full-time, 12-month Groundskeeper positions at Grade BA of the Buildings and Grounds Salary Schedule (70) in Facilities, effective March 28, 2019.

2. Recommend a change in staff allocation to add four full-time, 12-month Custodian positions at Grade AA of the Buildings and Grounds Salary Schedule (70) in Facilities, effective March 28, 2019.

3. Recommend a change in staff allocation to add two full-time, 12-month Maintenance Engineer positions at Grade FF of the Buildings and Grounds Salary Schedule (70) in Facilities, effective March 28, 2019.

4. Recommend creation of a new classification titled, "Contract Specialist (Funded by Measure H)" at Grade 38 of the Classified Salary Schedule (60), effective February 28, 2019. In addition, recommend a change in staff allocation to add one full-time, 12-month Contract Specialist (Funded by Measure H) position in General Services, effective March 28, 2019. This position is a temporary, externally-funded position, effective March 28, 2019 through the expiration of the funding.

5. Recommend a change in title for the Chief of Staff position to Vice Chancellor, Chief of Staff and a change in salary level from Grade AA of the Management Salary Schedule (20) to Grade EC of the Executive Salary Schedule (10), effective April 1, 2019. Accordingly, recommend a corresponding adjustment in placement for the incumbent, Mitchell Bailey (1A0013), effective April 1, 2019.

6. Recommend a change in salary level for the Provost, International Education position from Grade AA of the Management Salary Schedule (20) to Grade EC of the Executive Salary Schedule (10), effective April 1, 2019. Accordingly, recommend a corresponding adjustment in placement for the incumbent, Jing Luan (1A0035), effective April 1, 2019.

Districtwide

1. Recommend a change in title for the Laboratory Technician position to Laboratory Coordinator and a change in salary level from Grade 26 to Grade 30 of the Classified Salary Schedule (60), effective January 1, 2019. Accordingly, recommend a corresponding adjustment in placement for the incumbents, John Atkins (4C0287), Ka Lai Cheang (2C0059), Erik Elfving (4C0090), Casey Fortier (3C0033), Mousa Ghanma (2C0060), Angela Gibson (3C0053), Kylin Johnson (2C0001), Cassandra King (4C0092), Kim Meyer (4C0091), Leslie Anne Punzalan (4C0021), Justin Stevick (4C0372), Yen Tran (4C0371), Marco Wehfritz (2C0273), and Roslind Young (3C0187), effective January 1, 2019.

2. Recommend a change in salary level for the Director of Community Relations and Marketing position from Grade 192E to Grade 194E of the Academic-Classified Exempt Supervisory Salary Schedule (35), effective March 1, 2019. Accordingly, recommend a corresponding adjustment in placement for the incumbents, Cherie Colin (2C0279), Megan Rodriguez Antone (3C0210), and Richard Rojo (4C0340), effective March 1, 2019.

Skyline College

1. Recommend a change in salary level for the Director of Middle College position from Grade 192E to Grade 193E of the Academic Classified Exempt Supervisory Salary Schedule (35), effective March 1, 2019. Accordingly, recommend a corresponding adjustment in placement for the incumbent, Raymond Jones (2F0164), effective March 1, 2019.

F. PHASE-IN RETIREMENT

None

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1. Retirement

College of San Mateo

Michele Muller   Director of Technology (KCSM)   KCSM

Retirement effective March 31, 2019 with 20 years of District service. Eligible for District retiree benefits.

Skyline College

Ellen Lee   Payroll Technician   Administrative Services

Retirement effective February 28, 2019 with 37.5 years of District service. Eligible for District retiree benefits.

2. Post-Retirement

None

3. Resignation

District Office

Delisle Warden   Interim Director of Strategic   Educational Services and Planning
                                           Initiatives & Planning

Resignation effective March 14, 2019.

Michelle Marquez   Vice President of Special Projects   Administrative Services

Resignation effective February 28, 2019.

Cañada College

Leticia Madrigal   Career Services Aide   Counseling

Resignation effective February 13, 2019.

College of San Mateo

Tammy Holleman   Athletic Trainer   Kinesiology/ Athletics

Resignation effective March 15, 2019.

Skyline College

James Houpis   Dean of Academic Support &   Academic Support &
       Learning Technologies   Learning technologies

Resignation effective February 28, 2019.

Ana Gutierrez-Gamez   Program Services Coordinator   Science, Math & Technology

Resignation effective March 20, 2019.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

Skyline College

Katie Hern   English   Language Arts

In accordance with Education Code 87359, the Academic Senate, Vice President of Instruction, and the President have approved the Equivalence Committee's validation of equivalent academic qualification to teach in the English discipline.

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

Location	*Division / Department*	*No. of Pos.*	*Start and End Date*		*Services to be performed*
Cañada College	Digital Art & Animation	1	03/01/2019	05/31/2019	**Digital Art Technician:** Create a digital animated widget for use in Introduction to Digital Animation and Advanced Digital Animation, MART 379 and MART 380. This will allow students to learn how to utilize and rig a character widget without having to develop the coding/ programming for a widget.

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:

Location	*Division / Department*	*No. of Pos.*	*Start and End Date*		*Services to be performed*
College of San Mateo	Student Services / Promise Scholars Program	1	03/05/2019	06/30/2019	**Office Assistant II:** *Previously Requested Position* This position will help transition the Promise Scholars Program in its first year of development. The request to extend this short-term position will provide office support for the Promise Scholars Program while the department is in the process of formalizing an approval request for a permanent position.
College of San Mateo	Facilities Rental (KINE)	10	02/20/2019	06/30/2019	**Equipment Manager:** *Previously Requested Position* Equipment Manager positions needed to facilitate events for outside rental groups using CSM facilities.
District Office	Payroll Department	1	04/01/2019	09/30/2019	**Accounting Technician:** This position will assist with accounting tasks. Duties include journal entry, reconciliation, research, documentation, and any miscellaneous assignments.
Skyline College	Student Equity and Support Programs/ EOPS	1	02/11/2019	06/30/2019	**Instructional Aide II:** *Previously Requested Position* Position needed to tutor EOPS students in Math, Business, Accounting and Science, up to 20 hours/week.

San Mateo County Community College District

March 27, 2019

BOARD REPORT NO. 19-3-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Aaron McVean, Vice Chancellor, Educational Services and Planning, 358-6803

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

The addition of ten courses to and the deletion of three courses from the College catalogs are proposed by Cañada College, College of San Mateo, and Skyline College at this time. Additionally, seven courses are proposed to be offered in the distance education mode. The addition of four Associate degrees and six certificates is also proposed.

Two courses and five programs were assigned inactive status, which removes them from the catalog and schedule. Since they have not been deleted, they can be more easily reinstated at a later time. If reinstatement is unlikely, these courses and programs will be deleted in the coming years.

Furthermore, sixty courses and four 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   March 27, 2019

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

PREPARED BY: Tammy Robinson, 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 MODIFICATIONS – CAÑADA COLLEGE

BUSINESS

475	Using Outlook
100	Introduction to Business
101	Human Relations in the Workplace
103	Introduction to Business Information Systems
125	International Business
150	Entrepreneurship: Small Business Management
158	Startup and Freelance Fundamentals
180	Marketing
201	Business Law
230	International Marketing

COMPUTER BUSINESS OFFICE TECHNOLOGY

415	Beginning Computer Keyboarding
417	Skill Building
432	Introduction to Computer Applications
448	Using Microsoft Windows
457	Using PowerPoint in Business
472	Beginning Word Processing
474	Intermediate Word Processing
476	Adobe Acrobat

COMPUTER SCIENCE

118	Introduction to Computer Science
250	Introduction to Object Oriented Programming: C++

252   Introduction to Data Structures - C++
262   Discrete Mathematics for Computer Science
284   Introduction to Object Oriented Programming- Java
286   Introduction to Data Structures - Java
294   Introduction to Object Oriented Programming: Swift

MANAGEMENT

100   Introduction to Business Management

MEDICAL ASSISTING

100   Introduction to Medical Assisting
110   Medical Terminology
121   Clinical Procedures II

POLITICAL SCIENCE

103   Critical Thinking about World Politics

PROPOSED CURRICULAR REACTIVATIONS – CAÑADA COLLEGE

ANTHROPOLOGY

100   Ethnographic Film

PROPOSED PROGRAM MODIFICATIONS – CAÑADA COLLEGE

ANTHROPOLOGY

Anthropology – AA Degree Program

San Mateo County Community College District   March 27, 2019

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

PREPARED BY: Mike Holtzclaw, Vice President, Instruction
                      College of San Mateo

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

                      Jeramy 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

DIGITAL MEDIA

680MD RADIO PRODUCTION LAB III (2) (day or evening)

Justification: New course adding to radio production sequence.

Prerequisite: DGME 133

Recommended Preparation: None.

Description: Continuation of radio lab sequence. Students gain experience with more complex radio programming and production projects in the context of community-interest radio.

Classification: AA/AS Degree; CSU transferable

680ME RADIO PRODUCTION LAB IV (2) (day or evening)

Justification: Continuation of radio production sequence.

Prerequisite: DGME 680MD

Recommended Preparation: None.

Description: Students gain experience with more complex radio programming and production projects in the context of community-interest radio.

Classification: AA/AS Degree; CSU transferable

PHYSICS

680MC <u>JUST-IN-TIME SUPPORT FOR PHYSICS 210</u> (1) (day or evening)

<u>Justification</u>: This course is being proposed to serve two purposes, both of which can contribute to increasing success and retention in Physics 210. One purpose is to replace Physics 150, Preparation for Physics, which does assist students in preparing for Physics 210, but does add an additional semester of Physics to their coursework. The other purpose is related to the implementation of AB 705. The Physics 210 Prerequisite of Math 130 is not currently enforceable. The course will fulfill these purposes by providing support to students who do not have a strong background in math by reviewing fundamentals and to students who have not previously taken a high school physics course by providing additional opportunities to develop problem solving skills and the technical vocabulary of physics. This experimental course will hopefully become a permanent course (Phys 810) in Fall 2020 .

<u>Prerequisite</u>: None.

<u>Recommended Preparation</u>: None.

<u>Description</u>: A review of the core prerequisite skills, competencies, and concepts for General Physics. Intended for students who are concurrently enrolled in PHYS 210, General Physics I, at College of San Mateo. Topics covered in depth and in application to physics problems include: trigonometry and vectors, vocabulary used in physics, motion diagrams, analysis of graphs, problem analysis, and symbolic and numeric solutions to linear and quadratic equations in one or more variables. Open to all students enrolled in PHYS 210. Highly recommended for students who have (1) not completed college course covering trigonometry and vectors or (2) not completed a high school physics course.

<u>Classification</u>: Not degree applicable; not transferable.

680MD <u>JUST-IN-TIME SUPPORT FOR PHYSICS 250</u> (1) (day or evening)

<u>Justification</u>: This course is being proposed to help increase success and retention in Physics 250. The purpose is to replace Physics 150, Preparation for Physics, which does assist students in preparing for Physics 250, but does add an additional semester of Physics to their coursework. The course will fulfill this purpose by providing support to students who do not have a strong background in math by reviewing fundamentals and to students who have not previously taken a high school physics course by providing additional opportunities to develop problem solving skills and the technical vocabulary of physics. This experimental course will hopefully become a permanent course (Phys 850) in Fall 2020.

<u>Prerequisite</u>: None.

<u>Recommended Preparation</u>: None.

<u>Description</u>: A review of the core prerequisite skills, competencies, and concepts for General Physics. Intended for students who are concurrently enrolled in PHYS 250, Physics with Calculus I, at College of San Mateo. Topics covered in depth and in application to physics problems include: trigonometry and vectors, vocabulary used in physics, motion diagrams, analysis of graphs, problem analysis, and symbolic and numeric solutions to linear and quadratic equations in one or more variables. Open to all students enrolled in PHYS 250. Highly recommended for students who have (1) not completed college-level course covering vectors or (2) not completed a high school physics course.

<u>Classification</u>: Not degree applicable; not transferable.

SOCIOLOGY

160   SOCIOLOGY OF SEX AND GENDER (3) (day or evening)

Justification: The course is designed to support students in sociology, anthropology, and psychology. The course is comparable to SOCI 160 at Skyline College and to C-ID SOCI 140 Introduction to Gender. With the addition of this course, CSM will be able to offer the AA-T in Social Justice.

Prerequisite: None

Recommended Preparation: ENGL 100, or ENGL 105, or equivalent

Description: Analysis of biological concepts of sex and social constructs of gender, both at a macro level (economy, politics and religion) as well as a micro level (interpersonal relations, power, and sexual identities). Its primary focus will be contemporary United States society, but it will also include a historical and global comparative analysis.

Classification: AA/AS Degree; CSU transferable

PROPOSED CURRICULAR MODIFICATIONS – COLLEGE OF SAN MATEO

ANTHROPOLOGY

125   Physical Anthropology

ART

348   Photographic Composition Using Handheld Devices
350   Visual Perception
381   Beginning Digital Photography

COUNSELING

111   College Planning

LEARNING CENTER

698   Supervised Tutoring/Academic Assistance

VARSITY SPORTS

300   Varsity Basketball: Women

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

ART

348   Photographic Composition Using Handheld Devices
350   Visual Perception
381   Beginning Digital Photography

PROPOSED PROGRAM ADDITIONS – COLLEGE OF SAN MATEO

College of San Mateo proposes to offer an Associate Degree, Associate Degree for Transfer, and/or Certificate of Achievement (18 units or more, state approved), and/or Certificate of Specialization (fewer than 18 units, not state approved) in the following programs:

BUSINESS

> **Business Information Worker – Certificate of Achievement** (18 units)

COMPUTER INFORMATION SCIENCE

> **DevOps – Certificate of Achievement** (17 units)

MANAGEMENT

> **Human Resources Management – Certificate of Achievement** (21 units)
> **Project Management – Certificate of Achievement** (18 units)

PROPOSED PROGRAM DEACTIVATIONS – COLLEGE OF SAN MATEO

BUSINESS

> **Business Information Worker –** Certificate of Specialization

COMPUTER INFORMATION SCIENCE

> **DevOps –** Certificate of Specialization

MANAGEMENT

> **Human Resources Management –** Certificate of Specialization
> **Project Management –** Certificate of Specialization
> **Management: Retail Management** – Associate in Arts Degree

PROPOSED PROGRAM MODIFICATION – COLLEGE OF SAN MATEO

KINESIOLOGY

> **Athletic Coaching –** Certificate of Specialization

San Mateo County Community College District   March 27, 2019

> 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, Vice President, Instruction
                     Skyline College

APPROVED BY: Jessica Hurless, Curriculum Committee Chair
                     Skyline College

                     Kathryn Browne, Academic Senate President
                     Skyline College

                     Regina Stanback Stroud, President
                     Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

AUTOMOTIVE TECHNOLOGY

509.2 AUTOMOTIVE FUNDAMENTALS FOR HIGH SCHOOL II (2.5) (day or evening)

Justification: With new state regulations, including dual enrollment, there is a significant opportunity to teach automotive fundamentals at the local high schools that have an automotive shop. The problem is in class scheduling with the high school. High school class meeting dates and times do not match up with the college calendar, and we run into difficulty if classes are taught by adjunct professors who can only teach a 67% annual load. The configuration of this course addresses those challenges.

Prerequisite: AUTO 509.1.

Recommended Preparation: None.

Description: Part two of a two-part survey designed for dual enrollment high school students who wish to explore automotive technology as a career path, while earning college degree and certificate course credit. When both parts are successfully completed, students will fulfill part of the Automotive program admission requirements and be eligible for the automotive career track certificate.

Classification: AA/AS Degree; Certificate; not transferable.

531 ENGINE DESIGN WITH BLOCK DIAGNOSIS AND REPAIR (4.5) (day or evening)

Justification: This course is a combination of two engine block courses that are being updated for Comprehensive Program Review and as part of the Automotive evening program course redesign. The level and skill set of this class is appropriate for adults and very motivated concurrently enrolled high school students.

Prerequisite: None.

Recommended Preparation: AUTO 529 or AUTO 929 with a minimum grade of C, or equivalent.

Description: A study of the proper methods of disassembling, measuring, machining, and reassembling engine blocks. Various machining equipment, safe working habits, and the handling of waste coolant, oil and filters is included. Modern engine design includes overhead cam and pushrod designs. The study of pistons, rings, crankshaft, connecting rods, bearings, lubrication systems and block design.

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

931 ENGINE DESIGN WITH BLOCK DIAGNOSIS AND REPAIR (APPRENTICESHIP) (4.5) (day or evening)

Justification: This course is a combination of two engine block courses that are being updated for Comprehensive Program Review and as part of the Automotive evening course redesign. This course is designed for apprentices who are employed in a union shop.

Prerequisite: This course is specific for indentured apprentices who are members of the Local Machinist Union.

Recommended Preparation: AUTO 529 or AUTO 929 with a minimum grade of C, or equivalent.

Description: A study of the proper methods of disassembling, measuring, machining, and reassembling engine blocks. Various machining equipment, safe working habits, and the handling of waste coolant, oil and filters is included. Modern engine designs includes overhead cam and pushrod designs. The study of pistons, rings, crankshaft, connecting rods, bearings, lubrication systems and specialized block design.

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

BUSINESS

188 CONSUMER BEHAVIOR AND INTERPRETING MARKETING DYNAMICS (3.0) (day or evening)

Justification: The development of this course is in conjunction with a Business pathway redesign of courses that will be more responsive to industry needs and will more readily prepare students for real-world industry careers. The pathway will follow industry trends and provide up-to-date curriculum that marries business best practices with relevant and supportive sales and marketing coursework.

Prerequisite: None.

Recommended Preparation: None.

Description: An in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. Will focus on identifying the relevant behavioral variables in a given product purchase situation and determining what marketing strategies can be adapted to meet the ways in which consumers perceive, select, and buy.

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

ENGINEERING

240 <u>ENGINEERING DYNAMICS</u> (3.0) (day or evening)

<u>Justification</u>: This course is needed to support students pursuing degrees in Civil, Mechanical, and Aerospace engineering. It is one of the final courses students take at the two-year level in these pathways. The course is also part of the pathway for many of the students in Skyline's Engineering and Tech Scholars learning community.

<u>Prerequisite</u>: ENGR 230 or equivalent.

<u>Recommended Preparation</u>: Eligibility for ENGL 100 or ENGL 105, or equivalent.

<u>Description</u>: Fundamentals of kinematics and kinetics of particles and rigid bodies. Topics include kinematics of particle motion; Newton's second law, work-energy and momentum methods; kinematics of planar and three-dimensional motions of rigid bodies; D'Alembert's principle, work-energy and momentum principles for rigid body motion; introduction to mechanical vibrations.

<u>Classification</u>: AA/AS Degree; Certificate; CSU transferable.

PROPOSED CURRICULAR DELETIONS – SKYLINE COLLEGE

BUSINESS

163 ACCOUNTING AND FINANCE FOR ENTREPRENEURS

<u>Justification</u>: The content of this course has been embedded into the curriculum of BUS. 150 – Entrepreneurship – Small Business Management.

190 INTRODUCTION TO RETAIL MANAGEMENT

<u>Justification</u>: This is a standalone course that has not been offered in the last six years, and when last offered was cancelled for low enrollment in several semesters.

PHILOSOPHY

175 HISTORY OF WESTERN PHILOSOPHY (16TH-18TH CENTURY)

<u>Justification</u>: This course has not been offered for many years due to persistently low enrollments and resulting cancellations.

PROPOSED CURRICULAR INACTIVATIONS – SKYLINE COLLEGE

BUSINESS

115   Business Mathematics

PHILOSOPHY

320   Asian Philosophy

PROPOSED CURRICULAR MODIFICATIONS – SKYLINE COLLEGE

ART

232   Watercolor II
239   Printmaking II: Monotype, Monoprint and Mixed Media

AUTOMOTIVE TECHNOLOGY

510   Basic Hybrid Powertrains
665S8   2019 Smog Check Update
670   Vocational Cooperative Education in Automotive
680SB   Careers in Automotive Technology
695   Independent Study in Automotive Technology
721   Automotive Steering, Suspension and Brakes
734   Automotive Engine Diagnosis and Repair
735   Automotive Transmission & Drivetrains Diagnosis and Repair
765   Ignition Systems I
865   Ignition Systems I (Apprenticeship)
910   Basic Hybrid Powertrains (Apprenticeship)

DEVELOPMENTAL SKILLS

822   Study Smart Skills
823   Fundamental Skills: Writing I
824   Fundamental Skills and Strategies for Writing II
840   Success Strategies for Math

ENGLISH

161   Creative Writing I
162   Creative Writing II

MATHEMATICS

110   Elementary Algebra
115   Geometry
190   Path to Statistics
225   Path to Calculus

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE

BUSINESS

188   Consumer Behavior and Interpreting Marketing Dynamics

ENGINEERING

240   Engineering Dynamics

ENGLISH

161   Creative Writing I
162   Creative Writing II

PROPOSED PROGRAM ADDITIONS– SKYLINE COLLEGE

Skyline College proposes to offer an Associate Degree or Certificate of Achievement in the following programs:

ENGINEERING

Civil Engineering – Associate in Science Degree (51-52 units in the major area + General Education and other requirements for the Associate Degree)
Computer Engineering – Associate in Science Degree (43 units in the major area + General Education and other requirements for the Associate Degree)
Engineering – Associate in Science Degree (39-43 units in the major area + General Education and other requirements for the Associate Degree)
Mechanical Engineering – Associate in Science Degree (50-51 units in the major area + General Education and other requirements for the Associate Degree)

UNIVERSITY TRANSFER

University Transfer – Option 4: Intersegmental General Education Transfer Curriculum for STEM (CSU) – Certificate of Achievement (33 units)
University Transfer – Option 5: California State University General Education for   STEM (CSU) – Certificate of Achievement (33 units)

PROPOSED PROGRAM MODIFICATIONS – SKYLINE COLLEGE

ENGLISH

English – Associate in Arts Degree
English for Transfer – Associate in Arts Degree for Transfer

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-2CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Ginny Brooks, Executive Assistant to the Board of Trustees, 358-6753

<div align="center">

ACCEPTANCE OF GIFTS BY THE DISTRICT

</div>

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 donations were received since the last report:

GIFT	DONOR
Five vehicles:	Nisssan North America, Inc.
1. 2016 Infiniti QX60 AWD	One Nissan Way
Donor's Estimated Value: $23,709	Franklin, TN 37067
2. 2017 Nissan Rogue SL AWD	
Donor's Estimated Value: $18,893	
3. 2016 Nissan Rogue SL AWD	
Donor's Estimated Value: $15,774	
4. 2014 Nissan Rogue LS FWD	
Donor's Estimated Value: $12,788	
5. 2016 Nissan Sentra SL	
Donor's Estimated Value: $10,627	

Total Estimated Value: $81,791

Vehicles will be used for instructional purposes to train new technicians and update working technicians in the Skyline College Automotive Technology Program

RECOMMENDATION

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

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-1B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

VOTE TO ELECT MEMBERS TO THE CALIFORNIA COMMUNITY COLLEGE TRUSTEES (CCCT) BOARD

The election of members to the CCCT Board of the Community College League of California will take place between March 10 and April 25. This year there are seven (7) seats up for reelection on the board, with three incumbents running, two vacancies due to the three-term limit, and two trustees not seeking re-election.

Each community college district governing board shall have one vote for each of the seven seats on the CCCT Board. Only one vote may be cast for any nominee or write-in candidate. The seven candidates who receive the most votes will serve a three-year term.

The thirteen trustees who have been nominated for election to the CCCT Board are listed on the attached sheet in the order of the Secretary of State's random drawing. Also attached are biographic sketches and statements of candidacy for each of the candidates. Candidates' statements and bios are also available on the League's website (www.ccleague.org).

Ballots must be signed and returned to the League office, postmarked no later than April 25.

RECOMMENDATION

It is recommended that the Board vote to elect members to the California Community College Trustees Board.

2019 CCCT Board Election
Candidates Listed in Secretary of State's
Random Drawing Order of February 1, 2019

1. Raymond Macareno, Sequoias CCD

2. Thomas J. Prendergast, III, South Orange County CCD

3. Michael Baldini, Napa Valley CCD

4. *Kenneth A. Brown, El Camino CCD

5. *Sally Biggin, Redwoods CCD

6. Greg Bonaccorsi, Ohlone CCD

7. Mark Evilsizer, Palomar CCD

8. Tracey Vackar, Riverside CCD

9. Michelle R. Jenkins, Santa Clarita CCD

10. Gary Chow, Mt. San Antonio CCD

11. *Linda S. Wah, Pasadena Area CCD

12. Mary Jane Sanchez, Desert CCD

13. Brigitte Davila, San Francisco CCD

* Incumbent

CCCT BOARD
NOMINATION FORM
2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the ___College of the Sequoias_____ Community

College District nominates ___Raymond Macareno_____ to be a

candidate for the CCCT Board.

This nominee is a member of the ___College of the Sequoias_____ Community

College District governing board, which is a member in good standing of the Community College League of

California. The nominee has been contacted and has given permission to be placed into nomination.

Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

_____
Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office postmarked no later than **February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: __Raymond Macareno__   DATE: __February 14, 2019__

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Launch a successful marketing campaign that grips on focused, tactical, and measurable initiatives to achieve specific marketing goal of our California community colleges as it relates to visibility, credibility, and status. Continue to focus on efforts to address food and housing insecurity for community college students.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

As a communication specialist, I hold over 20 years of experience in sales, marketing, developing print and digital materials. I wish to join/lead a task force focused on our CCC. Breaking down financial barriers is a true passion and would love to work with others to address the insecurities of the students.

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019**, along with the nomination form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

Name: _Raymond Macareno_ Date: _February 14, 2019_

Address: _15140 Raynette Ct._

City: _Visalia_ Zip: _93292_

Phone: _559-972-7097_ _559-563-3035_
      (home)   (office)

E-Mail: _raymondm@cos.edu_

EDUCATION

Certificates/Degrees: _Bachelor of Arts in Business Administration; Master of Business Administration_

PROFESSIONAL EXPERIENCE

Present Occupation: _Senior Communication Specialist, Kaweah Delta Healthcare District_

Other: _Publisher/Owner of Nuestro Tiempo Publishing & Promotions, Executive Director of Tulare & Kings Hispanic Chamber of Commerce_

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: _Visalia - College of the Sequoias_

Years of Service on Local Board: _less than one year_

Offices and Committee Memberships Held on Local Board: _COS Foundation_

State Activities *(CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc* _N/A_

National Activities (*ACCT and other organizations, boards, committees, etc.*): _____

_____

_____

_____

_____

CIVIC AND COMMUNITY ACTIVITIES
- ImagineU Children's Museum, Board Secretary
- Rotary International, Public Relations Officer
- American GI Forum, Member
- North Side Boxing Club Foundation, Member
- Professional Latin American Association, Member
- Tulare County League of Mexican-American Women, member
- Kings Community Action Organization (Former Vice Chairman of the Board & Chair of Strategic Planning Committee)

OTHER
- Fresno State Foundation and Small Business Development Center, Lecturer and Consultant
- TKHCC Man of the Year Nominee, 2017 & 2012
- California Hispanic Chambers of Commerce Executive of the Year
- Latino Peace Officers' Association Man of the Year
- Tulare County Hispanic Roundtable New Generation Leader Award

CCCT BOARD
NOMINATION FORM
2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted**.

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the | South Orange County | ⊞ Community College District

nominates | _Thomas J. Prendergast, III_ | to be a candidate for the CCCT Board.

This nominee is a member of the | South Orange County | ⊞ Community College District

governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

_____
Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME:
Thomas "T.J." Prendergast
DATE:
January 31, 2019

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**
Addressing no-academic barriers for our students and instituting the College Promise program.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**
My experience as an educator, a product of the community college system, parent of two students that have gone through College system, and a labor negotiator, allows me to have many different perspectives. I have been championing both the above issues in my own district for over a year now.

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Thomas "T.J." Prendergast	DATE: January 31, 2019
ADDRESS: 14741 Alder Lane	CITY & ZIP CODE: Tustin, CA 92780
PHONE: 714-417-9378	EMAIL: tprendergast@socccd.edu

EDUCATION
CERTIFICATES/DEGREES: BA History/California Teaching Credential

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: High School Teacher/Aquatics Coach
OTHER:

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: South Orange County
YEARS OF SERVICE ON LOCAL BOARD: 8
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: Vice President 2010-2013, President 2013-2015, Clerk 2017-2018, Presently President

STATE ACTIVITIES
(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

None.

NATIONAL ACTIVITIES
(ACCT and other organizations, boards, committees, etc.)

Attended ACCT Conference in San Diego.

CIVIC AND COMMUNITY ACTIVITIES

Board member of the ACC-OC Energy and Environment Committee
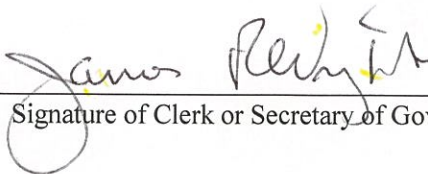
OTHER

CCCT BOARD
NOMINATION FORM
2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted**.

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the NAPA VALLEY COLLEGE ➕ Community College District

nominates MICHAEL BALDINI ➕ to be a candidate for the CCCT Board.

This nominee is a member of the NAPA VALLEY COLLEGE ➕ Community College District

governing board, which is a member in good standing of the Community College League of California. The

nominee has been contacted and has given permission to be placed into nomination. Enclosed are the

Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

_____
Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: Michael J Baldini
DATE: 15 February 2019

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)** Career Technical Education Non-Traditional Class Rooms LOCAL INCLUSION IN A DIVERSE WORLD

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)** Broad based background: Business(s) Owner -- Wine Brand; Italian Art Imports Transportation -- Global Wine Production -- Global Imports Sales Construction AGRICULTURE

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME:Michael J Baldini	DATE:15 February 2019
ADDRESS:2430 Flagstone Drive	CITY & ZIP CODE:Napa 94558
PHONE:707.758.3878	EMAIL:michaelbaldini@yahoo.com

EDUCATION

CERTIFICATES/DEGREES:B.S. Marketing; A.A. History; A.S. Viticulture

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION:Business Owner
OTHER:Wine Brand Owner; Wine Educator

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Napa
YEARS OF SERVICE ON LOCAL BOARD: 16 years
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: Board Chair (3) TIMES Various Committees

STATE ACTIVITIES
(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

NATIONAL ACTIVITIES
(ACCT and other organizations, boards, committees, etc.)

MEMBER OF AAR NATIONAL PRICING POLICY BOARD

CIVIC AND COMMUNITY ACTIVITIES

Board Chair Napa Valley Transportation Authority, Citizens Advisory Committee
Former Member Napa County Airport Advisory

OTHER

IMMIGRANT GRANDPARENTS =7 I WAS NOT THE ELDEST OF MY SEVEN
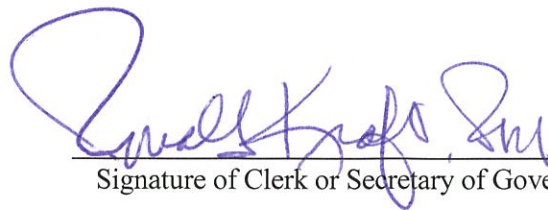SIBLINGS, THOUGH FIRST TO GRADUATE FROM COLLEGE

CCCT BOARD
NOMINATION FORM
2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted**.

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the El Camino ▪ Community College District

nominates Trustee Kenneth A. Brown ▪ to be a candidate for the CCCT Board.

This nominee is a member of the El Camino ▪ Community College District

governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

Mary E Combs
Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office postmarked no later than **February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME:
Kenneth A. Brown
DATE:
January 21, 2019

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

The CCCT and League should focus on expanding opportunities and access to students. The current emphasis on student completion should not deter us from advocating non-traditional pathways to success. We should work to strengthen our strategic partnerships to ensure adequate funding for student access and success.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

I have always worked to help California students achieve their goals no matter the venue. I have been successful in establishing relationships to help forge successful pathways via support programs, CTE and Industry partners, athletics, as well as Middle School-to-High School-to-Community College to-University/Career pipelines.

CCCT Board
Biographic Sketch Form

Must be returned to the League office postmarked no later than **February 15, 2019,** along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Kenneth A. Brown	DATE: January 21, 2019
ADDRESS: 7717 S. Victoria Avenue	CITY & ZIP CODE: Inglewood, CA 90305-1221
PHONE: 213-293-5362	EMAIL: kbrown@elcamino.edu

EDUCATION

CERTIFICATES/DEGREES: BS, Physics & Computer Science, Morehouse College Atlanta; MS, Applied Physics, Clark Atlanta University Preliminary Designated Subjects Adult Education Teaching Credential

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Manager Systems Engineering, Northrop Grumman Mission Systems
OTHER: Adjunct Professor of Physics, California State University, Dominguez Hills

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: El Camino Community College District
YEARS OF SERVICE ON LOCAL BOARD: Eight years (Appointed December 2010, Elected 2011)
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: Board President, December 2015-present   Board Vice President, 2013-15   El Camino College Foundation Board Member

STATE ACTIVITIES
(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

CCCT Board Member, 2017 – Present
CCCT Board Second Vice-President 2019 – Present
CCLC Excellence in Trusteeship Program (ETP) Graduate
CCCT Board Financial Aid Implementation Committee
CCCT Board IEPI Change Leadership Committee
Los Angeles County Schools Trustees Association Representative
May 2015, CCCT Annual Trustees Convention Workshop Presenter "Board Members on Social Media"
November 2015, CCLC Workshop Presenter "New Frontiers in Social Media"
Technology Advisory Committee Member (2004-2011) California Department of Education
California Science Textbook Adoption Committee
California Science Curriculum Framework for Public Schools (CDE Appointment)
CCCT Convention Presenter "Board Members on Social Media"
CCLC Workshop Presenter "New Frontiers in Social Media"
Next-Generation Science Standards, Science Expert Panel Member

NATIONAL ACTIVITIES
(ACCT and other organizations, boards, committees, etc.)

ACCT Public Policy and Advocacy Committee Appointee – 2019
Black Engineer of the Year – Modern-Day Technology Leader – 2017
Next-Generation Science Standards (NGSS), Science Expert Panel (SEP) Member
Certified USA Track & Field Official, Southern California Association - USA Track & Field

CIVIC AND COMMUNITY ACTIVITIES

El Camino College Foundation Board Member
Da Vinci Schools Advisory Board/Board of Regents Member
Century Community Charter School Board Member
Job Starts, Inc. Board Member
Inner City Youth Orchestra of Los Angeles Advisor

OTHER

National Association of University Women Hall of Fame Recipient
California Science Expert Panel Member
Featured Presenter for California Community College Trustee Conference on Excellence in Leadership
NASA/Jet Propulsion Laboratory NOVA Award for Innovation and Initiative
Sigma Pi Sigma Physics Honor Society
National Physical Science Consortium Graduate Fellow
NASA/Jet Propulsion Laboratory Graduate Scholar
Invited Delegate, National Conference of Black Physics Students
Invited Presenter to NSF's 1st Annual National Conference on Diversity in the Scientific and Technological Workforce
Invited Presenter of Research at The Fifth Annual National Physical Science Consortium (NPSC) Annual Meeting

CCCT BOARD
NOMINATION FORM
2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Redwoods   Community College District

nominates Sally Biggin   to be a candidate for the CCCT Board.

This nominee is a member of the Redwoods   Community College District

governing board, which is a member in good standing of the Community College League of California. The

nominee has been contacted and has given permission to be placed into nomination. Enclosed are the

Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

_____
Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME:
Sally Biggin

DATE:
January 19, 2019

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

* Monitoring and increasing student centered funding formula rates

* Promoting equitable access to seamless pathways focused on degree completion

* Providing professional growth opportunities for Trustees and CEOs

* Encouraging hiring practices that promote faculty diversity

* Addressing student food and housing needs

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

* I have served 12 years as a trustee in rural Northern California.

* I am sensitive to the needs of diverse student populations as I have lived and worked with Native American communities for 40+ years.

* I earned my Excellence in Trustee Program [ETP] Certificate in 2014 and am getting recertified.

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Sally Biggin	DATE: January 19, 2019
ADDRESS: P O Box 1127	CITY & ZIP CODE: Hoopa, 95546
PHONE: (530)625-4736	EMAIL: sbiggin@thegrid.net

EDUCATION

CERTIFICATES/DEGREES: University of CA, Irvine (BA); Humboldt State Univ. (MA)

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Redwoods CCD Trustee
OTHER: retired SPED University Supervisor, HSU 2006-2018

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Redwoods CCD
YEARS OF SERVICE ON LOCAL BOARD: Twelve (12)
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD:

Board President
Board Vice President
Board Clerk
Audit & Finance Committee
Foundation Board

STATE ACTIVITIES
(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

CCCT Board Member, 2013-2019
CCCT Nominations Committee, 2018
CCCT ByLaws Committee, 2015
ACCJC Conference Advisory Committee, 2016-2017
ACSA (Assoc. of California School Administrators) Region 4, past officer
ACSA Mendocino Charter, past President; Humboldt-Del Norte Charter, past President

NATIONAL ACTIVITIES
(ACCT and other organizations, boards, committees, etc.)

ACCT National Conference, Dallas, TX 2011
ACCT National Conference, San Francisco, CA 2009
NWPC (National Women's Political Caucus); past Board Member &Treasurer
The Ninety-Nines,Inc. International Organization of Women Pilots; past Bylaws Chair

CIVIC AND COMMUNITY ACTIVITIES

Humboldt Arts Council Advisory Board- Member
Friends of the Hoopa Library-Treasurer
Humboldt County Airport Advisory Board- past Vice Chair
Humboldt County Commission on the Status of Women- past Comissioner
KEET-TV PBS Channel 13 - past Board Member
Humboldt Botanical Gardens - Life Member
Girl Scouts of Northern California Council- past Board Member

OTHER

Paul Harris Fellow, Eureka Rotary
FAA Private Pilot Certificate-Single Engine Aircraft

CCCT BOARD
NOMINATION FORM
2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted**.

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Ohlone   Community College District

nominates Greg Bonaccorsi   to be a candidate for the CCCT Board.

This nominee is a member of the Ohlone   Community College District

governing board, which is a member in good standing of the Community College League of California. The

nominee has been contacted and has given permission to be placed into nomination. Enclosed are the

Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

Jeri Browning
Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME:
Greg Bonaccorsi

DATE:
February 11, 2019

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

It is my position that the League must continue to be a strong advocate for and coordinate its actions with other allied agencies for publicly funded California Community Colleges so that these institutions of higher education can continue to meet the demands of our ever-increasing and diverse student population.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

My background as a public school teacher and a life-long public education advocate have prepared me well by providing the context and the connections needed to focus on meeting student needs through the goals of the CCCT Board of the League. Now is the time for action.

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Greg Bonaccorsi	DATE: February 11, 2019
ADDRESS: P.O. Box 489	CITY & ZIP CODE: Fremont, 94537
PHONE: 510-813-4161	EMAIL: greg4ohlone@yahoo.com

EDUCATION

CERTIFICATES/DEGREES: BA in Biology with a Minor in Mathematics (1986) - Humboldt State University

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: 7th/8th Grade Science Teacher - Fremont Unified School District

OTHER: California Teachers Association Board of Directors, National Education Association Board of Directors, IISME Fellow

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Ohlone Community College District

YEARS OF SERVICE ON LOCAL BOARD: 10 Years (2008 - Present)

OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD:

Chair, Ohlone CCD Board of Trustees (2014-2015, 2018 - Present)
Vice-Chair, Ohlone CCD Board of Trustees (2013-2014, 2016-2017)
Member, Ohlone CCD Foundation Board (2013-2015, 2016-Present)
Past Member, Ohlone CCD Audit Committee
Past Member, Ohlone CCD Policy Sub-Committee
Board Representative, Alameda County School Boards Association (2008-Present)

STATE ACTIVITIES
(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

Elected Director, California Teachers Association (CTA) Board of Directors
CTA Governance Documents Committee
CTA Policy and Organizational Development Committee
Legislative Contact to State Senator Weickowski

NATIONAL ACTIVITIES
(ACCT and other organizations, boards, committees, etc.)

Elected Past Director, National Education Association (NEA) Board of Directors
Legislative Contact to Rep. Eric Swalwell

CIVIC AND COMMUNITY ACTIVITIES

Past Member, Fremont Unified School District Financial Advisory Committee
Past Member, Fremont Youth Symphony Board of Directors
Member, League of Women Voters for Fremont, Newark, and Union City
Member (On Leave), Ohlone Wind Orchestra
Member, Tri-Cities Democratic Forum
Member, Alameda County Central Labor Council

OTHER

Who's Who Among America's Teachers (1995)
Member, The Honor Society of Phi Delta Kappa
Member, The Honor Society of Phi Kappa Phi
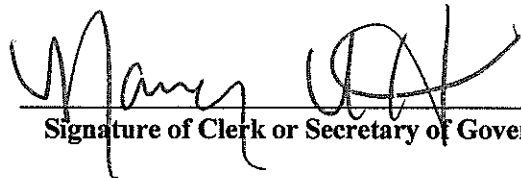
CCCT BOARD NOMINATION FORM 2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the _____ Palomar _____ Community College District nominates _____ Mark Evilsizer _____ to be a candidate for the CCCT Board.

This nominee is a member of the _____ Palomar _____ Community College District governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

_____
Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: Mark Evilsizer   DATE: January 31, 2019

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (**50 words or less; any portion of the statement beyond this limit will not be included.**)

1) Diversity and Equity Challenges - Faculty do not mirror the diverse student demographics.

2) Leadership Succession Planning, Recruitment, Mentoring and Training for CEOs and Sr. Level Administrators.

3) Expand Student Financial Aid via CAL-Grants for food, housing and living expenses while attending CCCs.

4) Create Entrepreneurial Opportunities for CCCs to generate local revenue.

What do you feel you can contribute in these areas? (**50 words or less; any portion of the statement beyond this limit will not be included.**)

The Palomar Community College District is pro-actively pursuing solutions for the four major issues highlighted above. I can share our success with the CCCT Board to leverage best practices and replicate them statewide for all 72 community college districts.

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the nomination form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

Name: Mark Evilsizer   Date: January 31, 2019

Address: 1140 W. Mission Road (President's Office)

City: San Marcos   Zip: 92069

Phone: (760) 522-1154   (760) 744-1150 (x2104)
           (home)   (office)

E-Mail: mevilsizer@palomar.edu

EDUCATION

Certificates/Degrees: MA, Executive Management - Claremont Graduate University

BS, Business Administration - University of Redlands

PROFESSIONAL EXPERIENCE

Present Occupation: Retired, Aerospace Analyst - Northrop Grumman Corporation

Other: Management Consultant, Project Manager, Industrial Engineer

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: Palomar CCD

Years of Service on Local Board: 16 Years

Offices and Committee Memberships Held on Local Board: Board President (4 times); Board Vice President & Secretary (4 times each); Real Estate & Finance Committees

STATE ACTIVITIES

(CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc.)

-Member, CCLC Advisory Cmte on Educational Services (ACES)

-Past President and current Treasurer, CA Assn. of Latino Cmty. College Trustees and Administrators (CALCCTA)
-Presenter at state and national conferences
-HACU Member
-NALEO Member
-Numerous ACCT conferences

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.):

ACCT Member, Latino Trustee Caucus Member

Member, Hispanic Association of Colleges and Universities (HACU)

Member, National Association of Latino Elected Officials (NALEO)

CIVIC AND COMMUNITY ACTIVITIES

Founding Board Member & Treasurer - Encuentros Leadership, a 501c3 Nonprofit;

Delegate, San Diego & Imperial Counties Community College Alliance (SDICCA)

Member, Latino Advisory Committee - San Diego County Office of Education

Director, Encuentros Leadersip Engineering Academy at UC San Diego

OTHER

2011 - Volunteer of the Year, Northrop Grumman Aerospace Sector

2012 - Community Service Awardee, Hispanic Engineers National Achievement
       Awards Conference (HENAAC)

CCCT BOARD NOMINATION FORM 2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted**.

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the _____RIVERSIDE_____ Community

College District nominates _____TRACEY VACKAR_____ to be a

candidate for the CCCT Board.

This nominee is a member of the _____RIVERSIDE_____ Community

College District governing board, which is a member in good standing of the Community College League of

California. The nominee has been contacted and has given permission to be placed into nomination.

Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

_____
Signature of Clerk or Secretary of Governing Board
BILL HEDRICK, SECRETARY, RCCD BOARD OF TRUSTEES

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: __Tracey Vackar__   DATE: __2/13/19__

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (**50 words or less; any portion of the statement beyond this limit will not be included.**)

In the next two years, CCCT and the League should concentrate on implementing and scaling Guided Pathways, improving strong workforce programs, closing the achievement gap and supporting programs that increase student equity and student success.

What do you feel you can contribute in these areas? (**50 words or less; any portion of the statement beyond this limit will not be included.**)

To support CCCT, I bring experience as an educator and administrator in both secondary and post-secondary (adult) education and embrace system alignment for early college access/credit, curriculum design, support systems for student success, accountability systems, data systems on performance outcomes, and advocate for improved student support services.

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the nomination form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted**.

PERSONAL

Name: Tracey Vackar   Date: 2/13/19

Address: 3801 Market Street

City: Riverside   Zip: 92501

Phone: 951-533-5533   951-222-8801
        (home)   (office)

E-Mail: Tracey.Vackar@gmail.com

EDUCATION

Certificates/Degrees: M.A. Administrative Leadership, CSU San Bernardino; B.S. Southern Workforce Education, Illinois University; California Teaching Credentials; Administrative Business & Finance, Education & Family Human Services

PROFESSIONAL EXPERIENCE

Present Occupation: Executive Director of College, Careers, Economic Development Fontana Unified School District (2013 - present)

Other: Part-Time Faculty, CTE Teaching Credential Program, CSU San Bernardino (present) Riverside County Office of Education - Classified Employee, Secondary Teacher and School Administrator (1991-2013)

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: Riverside Community College District

Years of Service on Local Board: 4

Offices and Committee Memberships Held on Local Board: President: two years; Vice President: 1 year; Secretary: 1-year; Chair of Teaching & Learning Committee, Co-Chair for the Chancellor Search Committee; and Chair of Goal Setting

State Activities *(CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc.* Desert/Inland Empire Regional CTE Consortium (2013-present) Member, Council on Occupational Education Accreditation Committee Member, Western Association of Schools & Colleges, AB286 Consortium

National Activities (*ACCT and other organizations, boards, committees, etc.*): _____

ACCT Workshop Presenter, Chancellor President Search 2019

ACCT Workshop Presenter, Math Entrance Options for Success 2017

Moreno Valley Unified School District Board Trustee Member/Officer 22 years

_____

CIVIC AND COMMUNITY ACTIVITIES

Member, Chamber of Commerce - Riverside, Moreno Valley, Corona, Norco,

Jurupa Valley and Fontana

Chairperson/Facilitator, Regional Industry Advisory Meetings (2005-present)

Co-Chair, San Bernardino County Superintendent of Schools Work Based Learning Vision

Member, Inland Empire Executive Committee Brookings Institute Report

Chair/Member, Workforce Development Board Youth Council (2008-2014)

_____

OTHER

Numerous Workforce Related Task Forces

Work Experience and Work Based Learning Committees

Program External Auditor/Reviewer, CSU CTE programs

Grant Writer CTE, Workforce Development and Adult Education

Curriculum Designer

Custodian of Records/Transcripts

Federal Financial Aid Training

CCCT BOARD
NOMINATION FORM
2018

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted**.

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the _____SANTA CLARITA_____ Community College District nominates _____MICHELE R. JENKINS_____ to be a candidate for the CCCT Board.

This nominee is a member of the _____SANTA CLARITA_____ Community College District governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

_____
Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME:
Michele Jenkins
DATE:
February 13, 2019
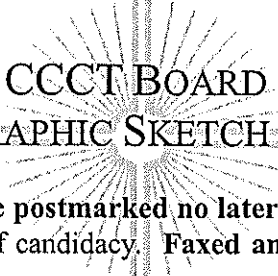
What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Monitoring of the funding formula proposals
Insure equitable distribution of base dollars
Supporting the certificate & degree program development based on future job growth sectors
Advocating for all college districts to increase their student base
Advocating for increased hiring of staff & faculty that reflect the diversity of our students

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

California Community College historical knowledge as a former student, lengthly tenure as a trustee in a very successful, innovative district and previous service on the CCCT and League Boards
Highly skilled at working collaboratively to reach the best decisions for our students, community and businesses
Dedication to community colleges

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office postmarked no later than **February 15, 2019,** along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Michele Jenkins	DATE: February 13, 2019
ADDRESS: 25243 Running Horse Road	CITY & ZIP CODE: Newhall, CA 91321
PHONE: 661-618-6847	EMAIL: michele.jenkins@canyons.edu

EDUCATION

CERTIFICATES/DEGREES: AA, College of the Canyons; BA UCLA; MA Univ. of North Dakota

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Medical Office Adminstrator

OTHER: Personel/Human Resources Manager

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Santa Clarita (College of the Canyons)

YEARS OF SERVICE ON LOCAL BOARD: 34 1/2 years

OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD:

Multiple terms as President, Vice President and Clerk
Currently Vice President

STATE ACTIVITIES
(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

CCCT Board, League Board, present at muliple conferences on a variety of topics such as Board CEO Relations; Role of the Board of Trustees; currently serving on the Educational Services Committee for trustee skill development; assistance in the establishment of the Excellance in Trusteeship Program (ETP); 2nd trustee in the state to achieve ETP ceretification.
Co-Founder of the Santa Clarita Valley League of Women Voters
Active member of Santa Clarita branch, Americation Association of University Women

NATIONAL ACTIVITIES
(ACCT and other organizations, boards, committees, etc.)

Attendance and workshop presenter at ACCT conferences; attendance at AAUW conferences; Soroptimist member; Zonta support

CIVIC AND COMMUNITY ACTIVITIES

Regular attendance at local community advisory committee representing the area of the Santa Clarita Valley in which I reside
Active participant in League of Women Voters educational programing on importance of voting; facilitator for educational forums on ballot measures
Financial contributor to a variety of local non-profit organizations

OTHER

As a lifetime member of the UCLA Alumni Association service as a reviewer and interviewer for scholarship applications of UCLA students including community college transfers

CCCT BOARD NOMINATION FORM 2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted**.

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the | Mt. San Antonio | Community College District

nominates | Gary Chow | to be a candidate for the CCCT Board.

This nominee is a member of the | Mt. San Antonio | Community College District governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

_____
Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME:
Gary Chow
DATE:
January 9, 2019

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

I believe the major issues revolve around implementing the requirements of AB705 and reducing the cost of books for our students. In addition, it is imperative that the community colleges request funding from the State to reduce our growing pension liabilities.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

My technical background as a CPA will complement the skills of the other Board members by providing a practical fiscal perspective on how to resolve the challenges facing our community college system.

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Gary Chow	DATE: January 9, 2019
ADDRESS: 880 Bridgewater Lane	CITY & ZIP CODE: Walnut 91789
PHONE: 626.806.1746	EMAIL: gchow@earthlink.net

EDUCATION

CERTIFICATES/DEGREES: BA Sociology, UCLA

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Registered Investment Advisor

OTHER: Certified Public Accountant

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Mt. San Antonio CCD

YEARS OF SERVICE ON LOCAL BOARD: 7 months

OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD:

Appointed to the board litigation committee in July, 2018. Was able to bring the plaintiff and the college to a settlement agreement which is projected to be resolved in February, 2019. Another additional assignment is to negotiate and draft the terms of settlement on a second lawsuit with the City of Walnut on issues pertaining to land use.

STATE ACTIVITIES
(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

None

NATIONAL ACTIVITIES
(ACCT and other organizations, boards, committees, etc.)

None

CIVIC AND COMMUNITY ACTIVITIES

Chair of the bond oversight committee for the WVUSD for Measure WV, a $152 million K-12 bond issue.

Provided facilities for Measure GO, a successful $750 million bond measure for Mt SAC passed in November, 2018.

Founding board member of the SGV Charitable Foundation, a 501(c)(3) non profit which provides funding for Boy Scouts, U.S. Military families and educational institutions.

OTHER

2018 Boy Scouts of America Silver Beaver Award for volunteer work with the Greater Los Angeles Area Council.
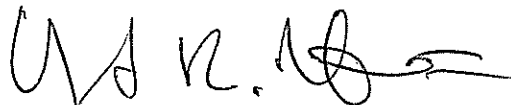
CCCT BOARD
NOMINATION FORM
2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Pasadena Area ▉ Community College District

nominates _Linda S. Wah_ to be a candidate for the CCCT Board.

This nominee is a member of the Pasadena Area ▉ Community College District governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

_____
Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: Linda S Wah
DATE: 1/7/19

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)** - Advocacy for Budget and Funding Formula Using Right Metrics - Affordability and Needed Financial Aid Resources for Student Success - Strong Workforce - Strong Guided Pathways - Legislative Advocacy for Policies and Support to ensure Student Success - Trustee Leadership Training & Development

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**
I have served on 3 major task forces under the Chancellor's Office and have successfully represented Trustees' positions to influence policy. I am currently chairing the CCLC Financial Aid Task Force to further identify important changes for Student Success Initiatives

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Linda S Wah	DATE: 1/7/19
ADDRESS: 1570 E Colorado Blvd	CITY & ZIP CODE: Pasadena, CA 91106
PHONE: 626-799-5332	EMAIL: lswah@pasadena.edu

EDUCATION

CERTIFICATES/DEGREES: BS/BIS; MBA/MIS

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Retired Technology Professional

OTHER:

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Pasadena Area CCD

YEARS OF SERVICE ON LOCAL BOARD: 8

OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD:

Past President/Officer - Board of Trustees
Past Chair/Member - Policies/Procedures
Past Chair/Member - Board Evaluation (ad hoc)
Chair - Legislative Advocacy
Member/Past President - Los Angeles County School Trustees Association
Member - Los Angeles County Committee
Member - President's Asian American Pacific Islander Advisory
Member - CCLC
Member - Measure P Oversight Committee
Member - Educational MP/Facilities MP Committee

STATE ACTIVITIES
(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

President Elect - CCCT Board
Co-Founder - CCCT Asian Pacific Islander Caucus
Co-Founder - CCCT Joint Caucus
Trustee Rep - Accreditation Team for West Hills CCD
Trustee Rep - Chancellor's Strong Workforce
Trustee Rep - Chancellor's Simplified Metrics
Trustee Rep - Chancellor's Institutional Effectiveness Partnership Initiatives
Chair - CCLC Financial Aid Task Force
Trustee Rep - CCLC Affordability Task Force
Member - CCLC ACCT Endorsement Committee

NATIONAL ACTIVITIES
(ACCT and other organizations, boards, committees, etc.)

Member - ACCT Pacific Region Representative
Member - ACCT Asian Pacific Islander Native American Caucus

CIVIC AND COMMUNITY ACTIVITIES

CSULA President's Circle
CSULA Business School Advisory
CSULA Friends of Charter College of Education
San Marino USD WASC Community Rep
San Marino Rotary

OTHER

Advisory Board - Chinese American Museum of Los Angeles
Mentor - Executive Service Corporation for Non Profit Organizations
PAC VP - National Women's Political Caucus
Past Board Member - Women Involved in South Pasadena Political Action

CCCT BOARD
NOMINATION FORM
2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted**.

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Desert ⊞ Community College District

nominates Mary Jane Sanchez ⊞ to be a candidate for the CCCT Board.

This nominee is a member of the Desert ⊞ Community College District

governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: Mary Jane Sanchez
DATE: 2/14/19

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Education=Solutions.

The Major issues the CCCT and League should address in the next 2years are:
1. AFFORDABILITY, FOOD, TRANSPORTATION & HOUSING ACCESS
• Helping Students Meet Their Basic Needs
Districts with Public and private partnership can create more sustainable and effective partnerships to address students'
2. FINANCIAL AID
Ca Grants can cover a student's total

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**
I can contribute to these areas because I am experience and committed individual who stands for Educational Justice
Under my tenure I have been awarded several national and state awards for spearheading successful and sustainable programs:
1.District food pantry and meal plans programs for our student/homeless population.
2 2 year Tuition college free program
3. Free Transportation for ALL students
I Stand for Results Not Talk

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Mary Jane Sanchez M.A	DATE: 2/14/19
ADDRESS: 43-500 Monterrey	CITY & ZIP CODE: Palm Desert CA 92263
PHONE: 760-619-7671	EMAIL: msanchez@collegeofthedeser

EDUCATION

CERTIFICATES/DEGREES: BA- UC Berkeley, MA Golden Gate University, Certifica

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Professor/Caregiver
OTHER:

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Desert Community College District
YEARS OF SERVICE ON LOCAL BOARD: 7 years
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD:

Board Director-Riverside County RDA Oversight Committee for the City of Desert Hot Spring and the City of Indio
Board Director-College of the Desert Financing Corporation
 President - LULAC Inland Empire Chapter 3160
Member-Native Sons of California
Rotary Intl
Member -American Association of University Women
Union Member UFW Local
Member Desert Hot Springs and Indio Women's Club,
Member Hispanic Chamber Of Commerce CA,

STATE ACTIVITIES
(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

Executive Officer - California Democratic Party
Treasurer Chicano Latino Caucus : CA Democratic Party2016-President
National Delegate 36 Congressional District-DNC
State Delegate - Riverside County Central Committee
State of California Whip-Hilary for America Campaign

NATIONAL ACTIVITIES
(ACCT and other organizations, boards, committees, etc.)

AACT -Bylaws committee

CIVIC AND COMMUNITY ACTIVITIES

2018 Citizen of Achievement -League of Women Voters
2013 Presidential Volunteer Service Award in Higher Education- President Obama
2013 42nd District Women of Distinction in Higher Education
2012 and 2018 National Delegate of 36 Congressional District,
2012 Volunteer of the Year Region 19 CDP
2011 Community Service Award from Assemblyman Manuel Perez
2011 Community Service Award-Riverside County Registrar of Voters
2011 Elected Official of the Year –Veterans for Peace

OTHER
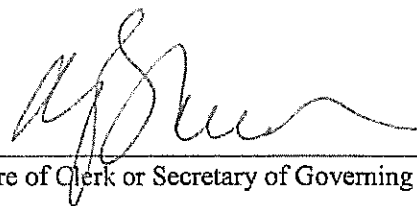
CCCT BOARD NOMINATION FORM 2019

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the San Francisco   Community College District

nominates Dr. Brigitte Davila   to be a candidate for the CCCT Board.

This nominee is a member of the San Francisco   Community College District

governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

Signature of Clerk or Secretary of Governing Board

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2019** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: **Brigitte Davila**   DATE: **2/14/19**

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (**50 words or less; any portion of the statement beyond this limit will not be included.**)

• Increase accessibility for all students through Debt-Free College programs.

•Address faculty/staff/student housing issues as equity issues in many parts of California.

•Support Latino college completion rates through programs to close the achievement gap.

•Develop flexible programs that respond to workforce needs as well as provide pathways to further education.

What do you feel you can contribute in these areas? (**50 words or less; any portion of the statement beyond this limit will not be included.**)

My experience listed below informs my policy decisions:
• Teaching at SFSU for 25 years (College of Ethnic Studies)
• Membership in a faculty union (CFA)
• Fighting for equitable funding for higher education
• Raised in working-class Chicano neighborhood and first-generation college student
• Legal/policy background from UC Berkeley

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2019,** along with the nomination form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

Name: Brigitte Davila   Date: 2/14/19

Address: 8 Colonial Way, #7 ,

City: San Francisco   Zip: 94112

Phone: Cell: 415-531-9743   same
                  (home)   (office)

E-Mail: bdavila@ccsf.edu

EDUCATION

Certificates/Degrees: Bachelor of Arts, Rhetoric, University of California, Berkeley

Juris Doctor, Berkeley Law (Boalt), University of California, Berkeley

PROFESSIONAL EXPERIENCE

Present Occupation: I have been teaching policy and government classes in the
College of Ethnic Studies at San Francisco State University for
the last 25 years

Other: Previous to my teaching experience, I worked as an Associate Attorney.

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: San Francisco Community College District (City College)

Years of Service on Local Board: I have just started my second term (5 years)

Offices and Committee Memberships Held on Local Board:

Past President of Board Of Trustees (CCSF)
Representative to Balboa Reservoir Citizen Advisory Committee

State Activities *(CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc*

Hopefully, the CCCT Board in the future.

National Activities (*ACCT and other organizations, boards, committees, etc.*): _____

ACCT Northern California Coordinator
ACCT Board Liaison to 2019 ACCT National Congress Planning Committee
Hispanic Association of Colleges and Universities (HACU)

CIVIC AND COMMUNITY ACTIVITIES

Alpha Partial List of organizations I have participated in:

Coleman Advocates for Families and Children
California Teachers Association
California Democratic party
Harvey Milk LGBTQ Democratic Club
Mission Terrace Improvement Association
San Francisco District 11 Democratic Club
San Francisco District 11 Council
San Francisco Latino Democratic Club

OTHER

San Francisco State University Academic Senate 2008 - 15
California Faculty Association, SFSU Chapter Board Member 2008 - 2013

Higher Ed Representative to California Teacher's Association State Council
2010 - 2013

BOARD REPORT NO. 19-3-100B

RESOLUTION NO. 19-5

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

RESOLUTION REGARDING BOARD ABSENCE

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

WHEREAS, at the time of the February 27, 2019 meeting of the Board, Trustee Karen Schwarz was absent due to hardship deemed acceptable by the Board;

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

REGULARLY passed and adopted this 27th day of March, 2019.

Ayes:

Noes:

Abstentions:

Attest: _____
      Maurice Goodman
      President, Board of Trustees

San Mateo County Community College District

March 27, 2019

BOARD REPORT NO. 19-3-101B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Josè D. Nuñez, Vice Chancellor, Facilities Planning Maintenance &
                Operations, 358-6836
                Yanely Pulido, Construction Procurement, Risk and Contract Manager, 358-6863

APPROVAL OF CONSTRUCTION CONSULTANTS

To fulfill the requirements of its Capital Improvement Program, the District must retain consulting expertise and various construction consulting services. The professional services required by the District in support of its Capital Improvement Program are temporary or specialized in nature and District employees do not provide such expertise. Services provided include architectural and design, engineering, master scheduling, project management, program information and project controls, building commissioning, construction testing and inspection, environmental testing, construction-related legal services and documentation for construction planning, as required by the State Chancellor's office.

Listed below are prequalified consultants that the District will have under contract in support of CIP3 planning, design and construction efforts.

Firm	Board Approval Requested	Activity/Projects
Allana Buick & Bers, Inc.	$750,000	Building Envelope and Waterproofing Architectural, Engineering and Consulting Services for Districtwide Projects
BKF	$250,000	Civil Engineering Services for CSM Edison/Corp Yard and Skyline College Ridge Faculty/Staff Housing Project
Buehler Engineering	$200,000	Seismic Analysis for Existing Districtwide Buildings
Carducci & Associates Inc.	$100,000	Landscape Architectural Services for Districtwide Projects
CIS Inc.	$500,000	Construction Inspection Services for Districtwide Projects
Cornerstone Earth Group, Inc.	$200,000	Geotechnical Consulting Services for Cañada College Building 1 Kinesiology and Wellness
ELS Architecture	$250,000	Architectural Services for Cañada College Building 1 Kinesiology and Wellness
Engeo, Inc.	$250,000	Geotechnical Services for Skyline College Ridge Faculty/Staff Housing Project
EMG Corp.	$300,000	ADA Transition Plan Services Districtwide
KTGY Group Inc.	$250,000	Architectural Services for Skyline College Ridge Faculty/Staff Housing Project
Merle Cannon	$100,000	Consulting Services for Districtwide Space Inventory and 5-Year Construction Plan

Noll & Tam Architects	$250,000	Districtwide Capital Planning Services
Tarrar Utility Consultants	$100,000	Utility Planning and Assessment Service for Skyline College Ridge Faculty/Staff Housing Project
Van Dorn Abed Landscape	$100,000	Landscape Architectural Services for Skyline College Ridge Faculty/Staff Housing Project

Funding sources for construction consultant services include Measure H general obligation bond, State and local funds.

RECOMMENDATION

It is recommended that the Board of Trustees approve these construction consultant services, as detailed above, in an amount not to exceed $3,600,000.00.

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. **19-3-102B**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Alex Kramer, Director of Workforce Development, College of San Mateo, 574-6298
                       Sue Harrison, Director of General Services, 358-6879

**APPROVAL OF SOLE SOURCE AGREEMENT WITH STATE CHANCELLOR'S OFFICE
IDENTIFIED KEY TALENT TO STEER COLLEGE OF SAN MATEO'S ENERGY,
CONSTRUCTION AND UTILITIES DEPUTY SECTOR NAVIGATOR GRANT**

In response to the recent board-approved acceptance of funds from the state Chancellor's Office to host the Deputy Sector Navigator for Energy, Construction and Utilities grant, College of San Mateo is seeking to contract services with key talent to plan, coordinate and execute all deliverables identified within its approved grant proposal. As such, the state Chancellor's Office, in an effort to support consistent leadership within each statewide sector team, has vetted and approved a pool of qualified individuals in which colleges are highly encouraged to onboard to manage grant efforts.

In adherence to the precedent set by the State Chancellor's Office, College of San Mateo seeks to contract services with Carlos Santamaria of CEES-Advisors to steer efforts identified in College of San Mateo's Deputy Sector Navigator for Energy, Construction and Utilities grant proposal in the amount of $150,000.

RECOMMENDATION

It is recommended that the Board approve a sole source agreement with the key talent identified by the state Chancellor's Office, Carlos Santamaria of CEES-Advisors, in the amount of $150,000.

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-103B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jennifer Taylor-Mendoza, Vice President of Instruction, Skyline College,
                       738-4321
                       Sue Harrison, Director of General Services, 358-6879

RATIFICAITON OF SOLE SOURCE SERVICES AGREEMENT BETWEEN SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT AND SAN FRANCISCO STATE UNIVERSITY

On October 24, 2018, the Board of Trustees accepted from the Department of Education a Title V Developing Hispanic-Serving Institutions grant in the amount of $3,749,076 for Skyline College's Strengthening Pathways to Success in STEM (SP2S) project (Board Report No. 18-10-3CA). The focus of this grant is to increase transfer for Hispanic and low-income students through implementation of wraparound support for Skyline College's engineering students in their transfer pathway to San Francisco State University's School of Engineering.

San Francisco State University (SFSU) is named as the sole project partner in this grant. The Agreement provides funding for San Francisco State University's School of Engineering faculty and staff to develop and implement an Engineering Transfer Bridge program for Skyline College's transferring engineering students. In addition, SFSU is poised to provide peer mentoring, discipline-specific faculty pairing, enhanced/custom articulation agreements, tutoring for high-level, lower-division engineering courses, and facilitate university visits for the College's engineering students. This sole-source agreement, beginning on October 1, 2018 and terminating on September 30, 2023, is in the amount of $232,865.

Skyline College has a long-standing and synergistic partnership with SFSU and is confident the organization will provide the necessary leadership to develop and implement a successful Engineering Transfer Bridge (ETB) program for its transferring engineering students. Skyline College engineering professor and SP2S Project Director Nicholas Langhoff has a long-standing working relationship with SFSU School of Engineering (SoE) faculty and staff due both to a seven-year teaching assignment in the SoE at SFSU and in developing and implementing collaborative grant-funded projects with the SFSU SoE. SFSU is primary transfer destination for many Skyline Engineering students, further strengthening SFSU's role in support for the ETB program. Geographically, SFSU is within appropriate proximity to conduct the ETB program, both in supporting dual enrollment at both campuses and in providing upper-division instructional aides from SFSU to tutor on Skyline College's campus, where intra-campus travel times are practical for the program.

SFSU's School of Engineering is also active in research and has been awarded grants and contracts from sources including the US Department of Energy, National Science Foundation, National Security Agency, Air Force Research Laboratory, National Aeronautics and Space Administration, Pacific Gas & Electric, Agilent Technologies, AT&T, NEC, Linear Technology, and Sun Microsystems. The School also maintains strong ties with local industry, and the region's many innovative engineering and technology companies provide an abundant pool of desirable internship and employment opportunities for its students.

RECOMMENDATION

It is recommended that the Board of Trustees ratify the sole source Services Agreement between San Mateo County Community College District and San Francisco State University in the amount of $232,865.

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-104B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

APPROVAL OF RESOLUTION NO. 19-6 HONORING THOMAS AND SANDY MOHR

Tom and Sandy Mohr have been an integral part of the educational fabric of San Mateo County for more than five decades. Their dedication ensuring educational equity for the students and families of the region has been contribution that cannot be valued or understated.

As Tom Mohr retires from his role with the San Mateo County Community College District, it is fitting that this devoted team of forty-five years be honored and celebrated for the difference they have made and the contribution they have bestowed upon our community. As such, a celebration is being hosted in their honor on Friday, March 29, at Cañada College at 2:00 p.m.

RECOMMENDATION

It is recommended that the Board approve this resolution honoring Thomas and Sandy Mohr for their decades of selfless service to the San Mateo County Community College District in particular and education in the community in general.

RESOLUTION NO. 19-6
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA

RESOLUTION HONORING THOMAS C. AND SANDRA S. MOHR

WHEREAS, Tom and Sandy Mohr have been selfless advocates for educational equity in San Mateo County for more than fifty years; and

WHEREAS, as a cherished and admired team for more than forty-five years, Tom and Sandy Mohr have changed the lives of thousands of students who have had the pleasure of learning in their classrooms and schools; and

WHEREAS, Tom Mohr's legacy as an educational leader in the region is unmatched, as he served as a high school teacher, assistant principal and principal at several high schools, as assistant superintendent and superintendent of the San Mateo Union High School District, as president of Cañada College and an elected member of the San Mateo County Community College Board of Trustees; and

WHEREAS, Sandy Mohr's lasting contributions to fostering learning and student growth stem from serving as a classroom teacher for thirty-five years, including a teacher leader in one of the first innovative, without walls, team taught open environment classrooms; developing an individualized Early Childhood Program which universities now use for observation and training of teachers; and training countless young teachers in the San Francisco State University credentialing program; and

WHEREAS, both Tom and Sandy Mohr have been advisors and mentors to an untold mass of educational leaders and professionals throughout San Mateo County for decades; and

WHEREAS, the San Mateo County Community College District in particular, and the broader San Mateo County community in general, have benefited more than can ever be measured from the wisdom, counsel, support, mentorship, care and friendship of Tom and Sandy Mohr; and

WHEREAS, Tom Mohr has retired from his role as trustee of the community college district, it is fitting and proper that he and Sandy Mohr be lauded, acknowledged and celebrated for their tireless drive to achieve educational equity for the students of San Mateo County and for their undeniable place as part of the fabric of our community;

NOW, THEREFORE, BE IT RESOLVED, THAT the San Mateo County Community College District Board of Trustees hereby offers its sincerest and most heartfelt gratitude and appreciation to Tom and Sandy Mohr for a lifetime of dedication to making the lives of students better and the heart of our community stronger; and

BE IT FURTHER RESOLVED THAT the Board of Trustees wishes to convey to Tom and Sandy Mohr that they are forever a part of the San Mateo County Community College District family and that they have left a lasting mark on every student, employee and Trustee of the San Mateo County Community College District and all are better because they have known, learned from and been cared for by two of the most loving and honorable people to ever be affiliated with the District.

REGULARLY PASSED AND ADOPTED this 27th day of March 2019.

Ayes:

Noes:

Abstentions:

Attest: _____

          Karen Schwarz, Vice President-Clerk
          Board of Trustees

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-105B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Michael Claire, President, College of San Mateo, 574-6224

APPROVAL OF COLLEGE OF SAN MATEO EDUCATION MASTER PLAN

In accordance with Title 5 regulations, College of San Mateo is submitting its Education Master Plan for the Academic Year 2018-2019 through 2022-2023 for the Board's review and approval.

The Plan is attached to this report.

RECOMMENDATION

It is recommended that the Board of Trustees approve the College of San Mateo Education Master Plan for Academic Year 2018-2019 through 2022-2023.

Education Master Plan
2018-2023

College of San Mateo

President's Message

In 2022/23, CSM will celebrate its 100th anniversary as San Mateo County's first community college. At that time, we will be completing the priorities defined in this Education Master Plan (EMP).

We've taken an inclusive approach to developing this EMP, a process that involved our entire CSM community. First, we completed an internal scan by asking the campus to take a deep look inward. I want to thank the 250 campus constituents who contributed to a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. The SWOT analysis was accomplished through campus focus groups conducted at division and other college meetings.

It was also important for us to more fully understand our community in order to identify student and community needs. Therefore, we also completed an external scan, which provided additional context for our planning efforts.

From the internal and external scans, an Institutional Planning Committee (IPC) workgroup representing all college constituents defined five priorities for the college to address over the next five years:

Our EMP Strategic Priorities are:

1. Supporting Our Students' Aspirations

2. Creating Equitable Opportunities for All of Our Students

3. Committing to Progressive and Innovative Teaching and Learning

4. Building on a Tradition of Service to the Community

5. Enhancing a Culture of Participation and Communication

It's humbling to lead an institution that has had such an incredible impact on students and our community over the last 100 years. I'm excited to work with you as we close out CSM's first 100 years. I'm excited to work with you as we close out CSM's first 100 years and prepare CSM for its second century of serving our community.

Thank you for your continued contributions to excellence at CSM.

- Mike Claire, President

Table of Contents

Executive Summary

CSM operates within the dynamic and affluent Silicon Valley region. Yet, despite Silicon Valley's success, disparities in wealth, privilege, and access remain. Silicon Valley presents a challenging environment that is beyond the control of our students. The cost of living is extremely high, housing is unaffordable for most, and transportation is challenging at best. Silicon Valley values education. Education can move a student out of a low-wage job and into a middle- to high-wage job. Educational attainment equips students for productive academic and professional careers with enhanced financial stability; it is a path to financial and personal self-sufficiency. Without financial self-sufficiency our students will find it difficult to participate fully in our democratic society.

Despite prosperity and high regard for education, educational inequities exist for many under represented, low income, and first-generation students. This cannot remain so. In the tech world that CSM inhabits, the drive to develop the next disruptive technology is incessant. Perhaps this idea is best summarized by Apple, a company with a long history of disrupting entire industries. Apple challenges us to "think differently" about the technologies we use. As educators, we also need to "think differently." We cannot keep doing things the same way and expect different results.

We are obligated to both revitalize and contribute to critical dialogue that repositions and requires community colleges to function as disruptors to address entrenched educational inequity. Our students need us. They need us to ask paradigm-shifting questions and to propose, develop, and implement innovative solutions that undo inequitable educational practices and policies.

Community colleges provide critical higher education opportunities for many Americans. In fall 2017, 5.8 million students were enrolled in public, two-year colleges.[1] Community college is a point of entry for many underrepresented, low income, and first-generation students. Access to post-secondary education for traditionally marginalized and first-generation students is available through low tuition and open access. Here in Silicon Valley, access, cost, and service are of heightened importance.

While access to Silicon Valley high wages are not necessarily within every student's control, education is. All students, particularly underrepresented students, need increasing levels of support to overcome obstacles that impede their ability to navigate education and workforce journeys. Our students tend to be younger (65% are under 24). Fifty-two percent come from traditionally under-represented populations, and many are the first in their family to attend college (47%). Students face increasing financial pressure outside of college if they wish to live in the region. The combined costs of living and college present a major obstacle to many. Once students arrive at CSM, they find the college system confusing to navigate. Distinct opportunity gaps exist for our students; as

a college, we need to help students obtain the help, resources, guidance, and classes they need to reach their goals.

CSM's Education Master Plan (EMP) aims to address the barriers students face on their educational paths. The college's imperative is to improve the lives of our students through education and workforce development. Over the next five years, we will address our strategic priorities by redesigning programs and systems to remove barriers and foster persistence towards completion. Through education, we intend for our students to transfer to baccalaureate institutions to further their education, and/or be gainfully employed in middle- to high-wage jobs in growing industries.

Introduction

The entire CSM community of students, faculty, staff, and administrators participated in defining the strategic priorities for this Education Master Plan (EMP). Section I highlights CSM's Mission Vision and Values. Section II, "Education Master Plan Strategic Priorities," describes our process for gathering data to define our strategic priorities. Section III, "Who are CSM Students?," outlines our students' demographics. Section IV, "Why do Students Come to CSM?," describes the realities of life and education in Silicon Valley, including the achievement and income gaps our students face along with the opportunities that education can create for those who wish to move from low to middle- and high-income jobs. Section V, "What Happens to Students Along Their Educational Journey?," describes students' opportunity gaps, the priorities and constraints that conflict with their education, and their struggles to navigate their educational journeys at CSM. Our planning assumptions (Section VI) are supported by our mission, vision, and values (Section VII). The CSM planning process is described in Section VII. And, finally, as part of a three-college district, our alignment with the District Strategic Plan is depicted in Section VIII.

I. CSM Mission, Vision, and Values

Our mission, vision, and values drive our work at CSM. Newly revised by the Institutional Planning Committee (IPC) in 2018, the mission, vision, and values statements guide our planning efforts.

College of San Mateo is committed to addressing the broad educational needs of the local and world community. We foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus.

EQUITY

As a Hispanic Serving Institution, we are committed to creating a socially just campus climate wherein everybody is welcome and celebrated, and wherein everybody is an integral part of the campus. We believe that all students are entitled to a safe learning environment that celebrates their intersectional identities, fosters their agency, and develops their capacity for self-advocacy.

ACADEMICS

CSM takes great pride in its commitment to academic excellence. Our goal is to facilitate engaged, informed leadership and successful, satisfying careers for our students. We see our campus as a vibrant hub of intellectual rigor and relevance. As such, we embrace mindful learning, information literacy, and independent thinking to ensure a dynamic, innovative workforce and transfer population.

COMMUNITY

Consistent with our commitment to equity, CSM strives for a vibrant, inclusive and safe college community. In support of this, we must recruit and retain a diverse faculty and staff and foster professional development informed by critical pedagogy and aligned with our college mission. Together, we aim to create an environment that fosters collegiality and empowers our students to reach their full potential inside and outside the classroom.

GOVERNANCE

Because the college's success is intricately linked to the collective wisdom and values of its students, faculty, staff, and administrators, we strive for an inclusive, collaborative, and transparent decision-making process and governance. To this end, we strive to ensure that communication is multidirectional and incorporates feedback from the entire campus community.

II. Education Master Plan Strategic Priorities

The CSM Education Master Plan (EMP) is a living planning document that details our strategic priorities for the next five years. As a living document, it will be modified

regularly through 2022 as we strive to meet our strategic priorities. Our priorities are a result of a collaborative, inclusive process representing over 250 CSM student, faculty, staff, and administrator voices. The collection of voices that led to the development of this plan represent a CSM community that is both passionate and dedicated to our students.

Creation of the EMP

The external scan included data analysis (College Index, college-wide success rates; campus climate satisfaction surveys for students, classified staff, and administrators; and regional Silicon Valley data). The CSM Institutional Planning Committee (IPC), which represents all campus constituents, provided oversight and feedback to the process. Once all data was collected, an IPC work group analyzed the data to define the five Strategic Priorities outlined in this plan.

The EMP development process engaged all campus constituents in the following steps:
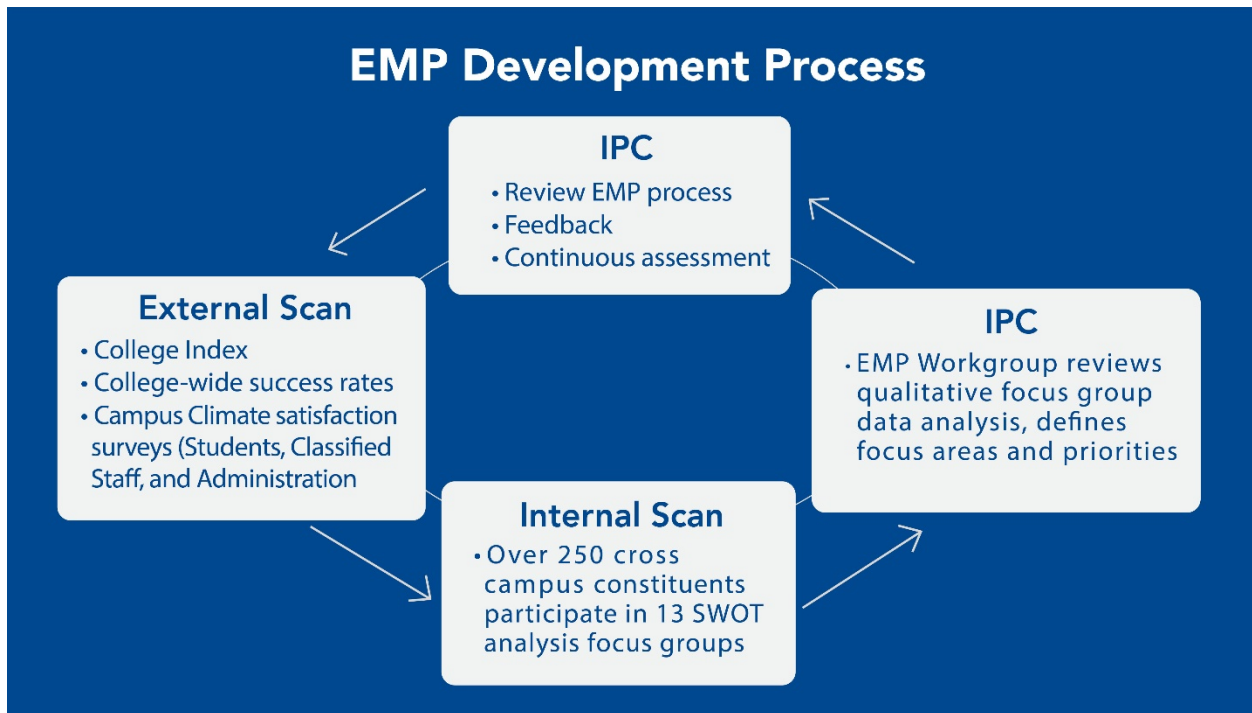
To deepen our understanding of our campus and students, over 250 faculty, staff, administrators, and students participated in 13 focus groups at division and senate meetings. The focus groups were designed to reveal strengths, weaknesses, opportunities, and threats. The qualitative focus group data from the SWOT analysis yielded top-level data groupings. The data groupings were analyzed and discussed by IPC and then an IPC work group to determine our strategic priorities.

Creating Equitable Opportunities For All of Our Students

- CSM needs to strengthen connections with all students
- We need to understand the experiences of all categories of students

Committing to Progressive and Innovative Teaching and Learning

- Pedagogical Standards need to be established for the entire campus
- Beyond technology, faculty are pressed to fulfill other duties

Building on a Tradition of Service to the Community

- Regional connections to employers need to be developed
- Community connections can be strengthened

Supporting Our Students' Aspirations

- The current political climate is threatening to the campus community
- External factors create added barriers to education
- Course schedules impact student completion
- Students require multiple support strategies
- New approaches to provide student support

Enhancing a Culture of Participation and Communication

- Marketing has competing priorities
- CSM faculty and staff want to be involved in strategy
- CSM's goals need to be defined with greater detail
- There are many opportunities to unify communication

A detailed map of the priorities and data, including quotes are located here (Ref C). Our five strategic priorities for the next five years were created and shared within our campus community. [2]

Five Priorities in Five Years

CSM adopted five priorities for the next five years:

1. Supporting our students' aspirations
2. Creating equitable opportunities for all of our students
3. Committing to progressive and innovative teaching and learning
4. Building on a tradition of service to the community
5. Enhancing a culture of participation and communication

The five priorities and our intentions for each are described below.

1. Supporting our student's aspirations

Our students need support, intervention, and guidance to reach their goals. These efforts will involve the entire campus community and the integration of initiatives or programs. As one CSM employee stated, "We need to expand services that address the whole person, and thus enhance academic success." Another stated that, "We need overarching services to address retention and persistence." As we design strategies to support our students' dreams, we will need to:

- Provide learning opportunities and resources to foster students' self-advocacy and self-reliance;
- Foster a campus environment that supports the safety and wellness of all;
- Improve access to classes, services, and support.

2. Creating equitable opportunities for all of our students

CSM student needs are diverse. In order to address their needs, a thorough understanding of their experience is necessary to strengthen our connections. As one employee stated, "We make assumptions about student experiences. We need to access the lived experience of our domestic and international students." Another stated that we need to "match our practices with social justice ideology." In doing so, we may better understand the changing nature of students' goals and challenges. As we create equitable opportunities for CSM students, we intend to:

- Provide professional development to increase understanding of our students' experience;
- Improve hiring processes and supports to develop a more diverse faculty and staff while supporting current employee efforts to advocate for marginalized populations;
- Create a safe environment to discuss, understand, and promote equity.

3. Committing to progressive and innovative teaching and learning

Our community is passionate about teaching and learning. With the shifting nature of education and our student population, we would like to revisit our pedagogical standards and expand our opportunities for professional development. One faculty member stated that we need "innovation in teaching and learning for changing populations." This will require wide faculty participation and creative engagement strategies. CSM employees recognize that "faculty involvement is limited to a small subset," and that "huge adjunct faculty numbers limit involvement."

As we innovate teaching and learning strategies, our approaches will:

- Support evidence-based innovations;
- Support innovation in teaching and learning necessary to respond to changing student demographics, learning styles, and technology;
- Enhance the professional identity of adjunct faculty and provide resources that allow them to effectively support students and participate in the life of the college;
- Create synergy and shared responsibility between instruction and student services to promote student success.

4. Building on a tradition of service to the community

Connections to our San Mateo community, Silicon Valley employers, government, education, and community-based organizations are critical. Career education opportunities are enhanced through relationships with employers, articulation is stronger when we work with our education partners, and we are better able to meet our students' needs through community partnerships. "We need to find career opportunities outside the classroom. We need mentorships for young professionals," said one faculty member. Another stated that we need to "partner with Silicon Valley geniuses to bring tech to campus." Strengthening community partnerships would begin to address a concern of many CSM employees, that "we need to communicate the value of CSM/college to employers." As we design strategies that build on service to the community, we intend to:

- Strengthen relationships with business and education partners through all of our academic programs (including all career education);
- Build professional opportunities for students (internships, service learning, mentorships, career skills development, and job placement);
- Strengthen community engagement by increasing our presence in the community through marketing and other measures.

5. Enhancing a culture of participation and communication

The CSM community is dedicated to students. CSM faculty and staff want to be involved in strategy development for the college. They would like campus-wide engagement with planning and access to data. "We need interdisciplinary collaboration to revise our programs," said one employee. Once strategies and programs are defined, meaningful measures are desired. "We need new success measures that reflect the real success of our students," stated one faculty member. Planning, governance, and participation will strengthen our collective goals. As we design strategies to enhance participation and culture at CSM, we intend to:

- Broaden faculty staff and student awareness of and involvement in college governance;
- Create processes and resources to enhance effective communication.

Strategies to address each priority will be defined through IPC in cross-campus workgroups. The tables in the appendix will be used to define strategies and measure progress.

III. Who Are CSM Students?

The majority of CSM students live and work in Silicon Valley. The challenges they face before and after community college remain constant as they seek transfer opportunities and/or employment in the region. This section explores our students and their educational paths to CSM.

Student Demographics

In 1922, CSM opened its doors to 35 students. Since then, the San Mateo County Community College District has grown to three modern campuses serving more than 25,000 students a year.

- In fall of 2017, CSM enrolled 9,758 students.
- 65% of students are under 24 years.   Another 19% are between the ages of 25-34. Sixteen percent are over 35 years old.
- Nearly 52% of our students are from under-represented populations.
- As a Hispanic Serving Institution (HSI), a large percentage of our CSM population (non-international) is 2+ races (6%) and Latinx (30%) and Asian (22%). (PRIE used an individual ethnicity variable to unpack 2+ races). According to the 2013 census data for San Mateo County, our student population reflects San Mateo County residents (41% White, 26%, Asian, 25% Hispanic/Latino, 3% two or more races, 3% African American, 1% Native Hawaiian, 1% American Indian).[3]

Race/Ethnicity: Fall Cohorts (Fall 2017)

Latinx: 30%
White: 28%
Asian: 22%
Filipino: 7%
Multi Races: 6%
African American: 3%
Pacific Islander: 2%
Unknown: 2%
Native American: 0%
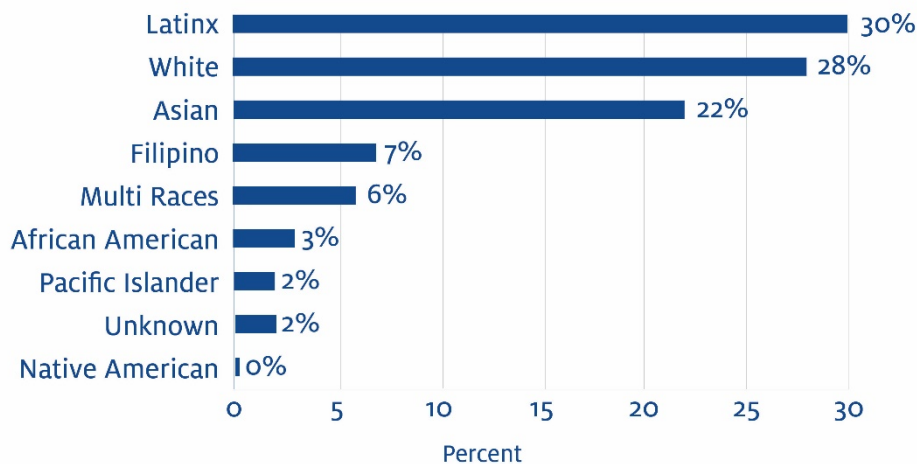
Percent

- 47% of our students are the first in their family to go to college.
- Full-time students make up 38% of the CSM population while another 24% attend part-time (7.00-11.5 units). Thirty-seven percent enroll less than part-time (0.01-6.5 units).[4]
- Ten percent of all students are international students.

Student Educational Paths to CSM

Students come from a range of local high schools to meet a variety of goals at CSM.[5]

Summary of San Mateo County Public High School 5-year Take Rates, 2008/09 to 2016/17

High School Graduating Years	Total Public High School Graduates	SMCCD		Skyline		Cañada		CSM	
		High School Graduate Enrollment	Take Rate	High School Graduate Enrollment	Take Rate	High School Graduate Enrollment	Take Rate	High School Graduate Enrollment	Take Rate
2008/09 – 2012/13	28,693	15,594	54.3	7,693	26.8	5,040	17.6	8,736	30.4
2009/10 – 2013/14	29,395	14,379	48.9	6,809	23.2	4,299	14.6	7,884	26.8
2010/11 – 2014/15	29,747	14,078	47.3	7,082	23.8	4,742	15.9	8,018	27.0
2011/12 – 2015/16	29,951	13,701	45.7	7,142	23.8	4,851	16.2	7,734	25.8
2012/13 – 2016/17	30,313	13,503	44.5	7,271	24.0	4,932	16.3	7,681	25.3

Note: Take Rate = Proportion of total high school graduates enrolling at an SMCCCD college

Graduates from our top feeder high schools are predominantly Latinx (26%), multi-races (23%), White Non-Latinx (24%), Filipino (10%), and Asian (12%).

Where Students Live

CSM's non-international students live all over San Mateo County. Our Latinx population is particularly spread out. The low-income map highlights both first generation and Latinx student populations.

CSM Take Rate by High School
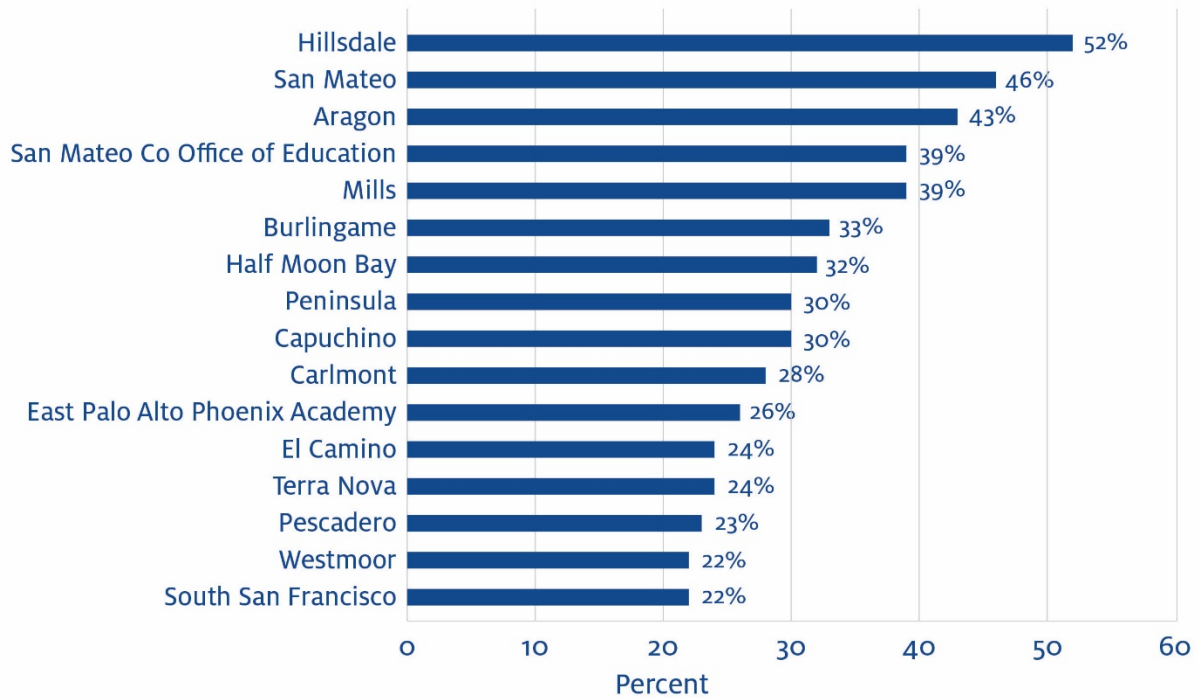
Take rate = percentage of schools' graduates who attend College of San Mateo.

AFRICAN AMERICAN
College of San Mateo Students
per Square Mile

2   526

PACIFIC ISLANDER
College of San Mateo Students
per Square Mile

2   526

HISPANIC
College of San Mateo Students
per Square Mile

2   526

LOW INCOME
College of San Mateo Students per Square Mile
(Students Receiving BOG A or BOG B Waivers)

2   526

FIRST GENERATION
College of San Mateo Students
per Square Mile

2   526

MAP SYMBOLOGY EXPLANATION

College of San Mateo Student Distribution

College of San Mateo Student Body
Student Density per Square Mile based on Reported Home Location

2 students per square mile   526 students per square mile

Densities by Symbol Class
Student Density per Square Mile Symbolized by Color Based on the Ranges in Value shown Below

1 - 1.9	15 - 20.9	56 - 76.9
2 - 4.9	21 - 26.9	77 - 111.9
5 - 6.9	27 - 35.9	112 - 164.9
7 - 10.9	36 - 43.9	165 - 271.9
11 - 14.9	44 - 55.9	272 - 399.9
		400 - 526

K-12 School District

○   High School   ———— School District Boundary Line

Transportation

———— Major Highways   ———— Streets
———— Highways   ———— Ramps
———— Major Roads   ------ Ferry Crossing

Reference Data

☐ Municipality   ☐ Park
━━━ County

What they Study

Students come to CSM for degrees, continuing education, or career education. In 2015/16, CSM awarded 730 degrees and 1,133 certificates. At the same time, 203 students transferred to UC and 352 to CSU.

Students come to CSM to meet the following educational goals:

Why students come to CSM	Percentage of CSM students (Fall 2017)
Transfer	60%
2-year degree or certificate	11%
Career/job skills	10%
Educational development	10%
Other	9%

Top 20 CSM Awards for 2014/15- 2016/17

Discipline	Associate Degree for Transfer	Associate Degrees	Certificates	College Total (Count)	Percent of All CSM Awards
Accounting/Business Administration	24%	17%	12%	874	15%
University Transfer: CSUGE	–	–	18%	610	11%
University Transfer: IGETC/UC	–	–	18%	605	11%
University Transfer: IGETC/CSU	–	–	11%	390	7%
Social Science	–	27%	–	357	6%
Computer & Information Science	–	4%	8%	313	6%
Communication Studies	13%	2%	5%	311	5%
Administration of Justice	12%	4%	2%	229	4%
Kinesiology	4%	–	6%	227	4%
Digital Media	1%	3%	3%	136	2%
Real Estate	–	0%	4%	136	2%
Fire Technology	–	5%	2%	135	2%
Psychology	14%	–	–	133	2%
Nursing	–	10%	–	132	2%
Electrical Technology	–	0%	4%	126	2%
Cosmetology	–	<1%	3%	124	2%
Biology	<1%	6%	–	105	2%
Mathematics	6%	3%	–	94	2%
Economics	8%	–	–	75	1%
Dental Assisting	–	2%	1%	73	1%

This table presents top-20 only but the column "% of All CSM Awards" uses the grand total of all awards (N=5,668).

'–' indicates "not offered".

IV.   Why Do Students Come to CSM?

All of our students seek education to better their education and career prospects. Ultimately, education provides a path to greater financial security. This section explores student motivation in the context of life in the Bay Area.

For Help Surviving the Harsh Realities of Silicon Valley

The College of San Mateo is located in Silicon Valley. which has enjoyed exceptional economic success. California was ranked the world's fifth largest economy in May 2018, boasting a gross domestic product larger than that of countries like the U.K., France, and India. [6] While Silicon Valley as a whole enjoys unrivaled prosperity, the populations that make up the CSM student base are struggling. Many of them meet local poverty guidelines.

The Upside

- Unemployment is at a historic low of 2% the San Francisco-Redwood City-South San Francisco Metropolitan Division for May 2018, with a total of 1,135,900 jobs (California Employment Development Department).

- Median household income continues to grow, outpacing inflation. Annual gains in Silicon Valley median household incomes have outpaced inflation over the past five years, reaching $110,400 in 2016 -- higher than any other year (after inflation adjustment) since 2001. [7]
- The total number of jobs in Silicon Valley has far surpassed pre-recession levels (19% higher) and has continued to grow.[8]

Silicon Valley, Santa Clara and San Mateo Counties, San Francisco, Alameda County, California and the United States
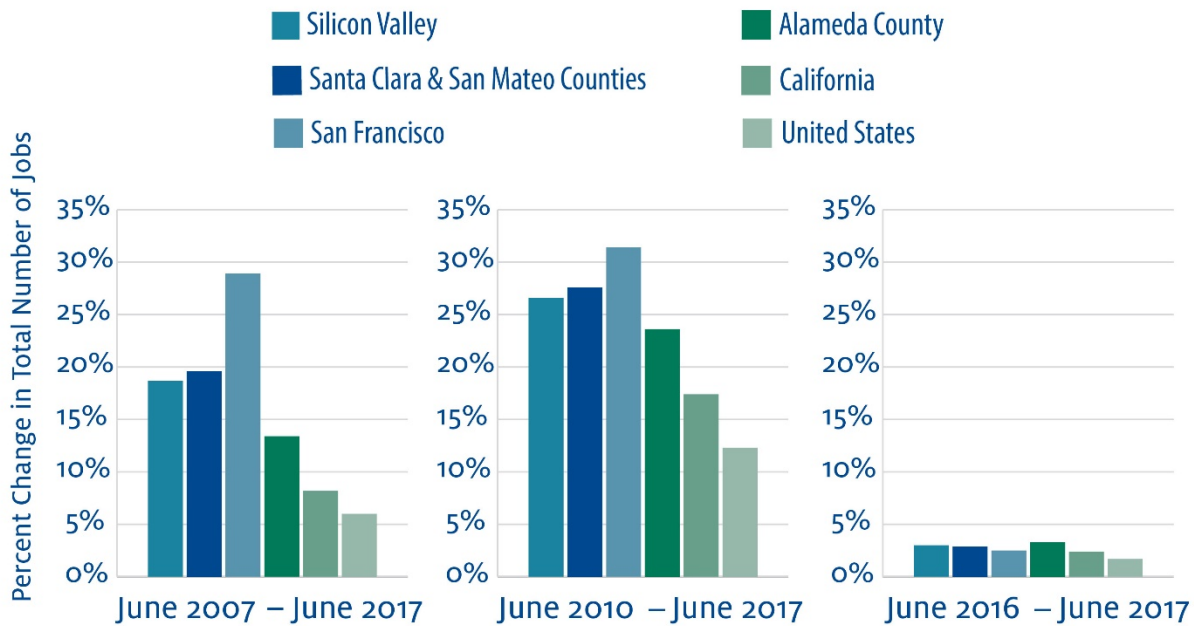
Low unemployment rates, high median household incomes that outpace inflation, high property values, and a rich tech sector propel the region's growth. Affluence comes at a cost for the region, which challenges those less fortunate.

The Downside

In the midst of Silicon Valley's success, there is a downside: there is poverty in Silicon Valley. Not everyone thrives. In fact, many struggle to get by. This may be a surprise, since Silicon Valley continues to be a high-income, low-poverty region relative to the state and nation. Average annual earnings in Silicon Valley were $131,000 in 2017 (compared to $78,000 in California and $66,000 in the U.S.), and the poverty rate was 8.6% in 2016 (compared to 14.4% in California and 13.1% in the U.S.).

> *"one of ten Silicon Valley children lives in poverty"*

However, poverty rates are highly variable by race and ethnicity (nearly three times higher for some groups compared to white residents), and one of every ten Silicon Valley children lives in poverty. Wage growth has barely kept pace with inflation over the past year, though median household income did outpace inflation. However, the income levels continue to vary significantly by race, ethnicity, and gender. Over the past four years, there has been a shift towards a larger share of high-income households in the

region; at the same time, 30% of all Silicon Valley households still do not earn enough money to meet their basic needs without public or private, informal assistance. [9]

Income inequalities in the Bay Area are among the nation's highest. Reflecting the Bay Area's relentless rise in housing costs, the U.S. Department of Housing and Urban Development's latest definition of "low" income level to qualify for certain affordable housing programs stands at $117,400 per year for a household of 4 people in San Francisco, Marin, and San Mateo Counties. That's up more than 10% from last year and is the highest in the nation. [10]

> *"30% of all Silicon Valley households still do not earn enough money to meet their basic needs without public or private, informal assistance."*

It's worth breaking down the high cost of living further as CSM students and alumni will need to grapple with the challenges of Silicon Valley.

Income equity gaps are glaring in the region, particularly by gender, ethnicity, and educational attainment.

- Per capita income is three times higher for white residents than for Latinx residents. [11]

- Self-sufficiency (the ability to meet basic needs without subsidies) varies significantly by race/ethnicity. More than 57% of all Silicon Valley households with a Latinx (Hispanic or Latino) resident live below the self-sufficiency standard, amounting to nearly 80,000 households living in poverty (2018 Silicon Valley Index).

- Silicon Valley's poverty rates are nearly three times higher (13-15%) for some racial/ethnic groups compared to that of white residents (5%) (2018 Silicon Valley Index). These groups represent the majority (52%) of CSM students. [12]

Per Capital Income by Race & Ethnicity
Santa Clara and San Mateo County
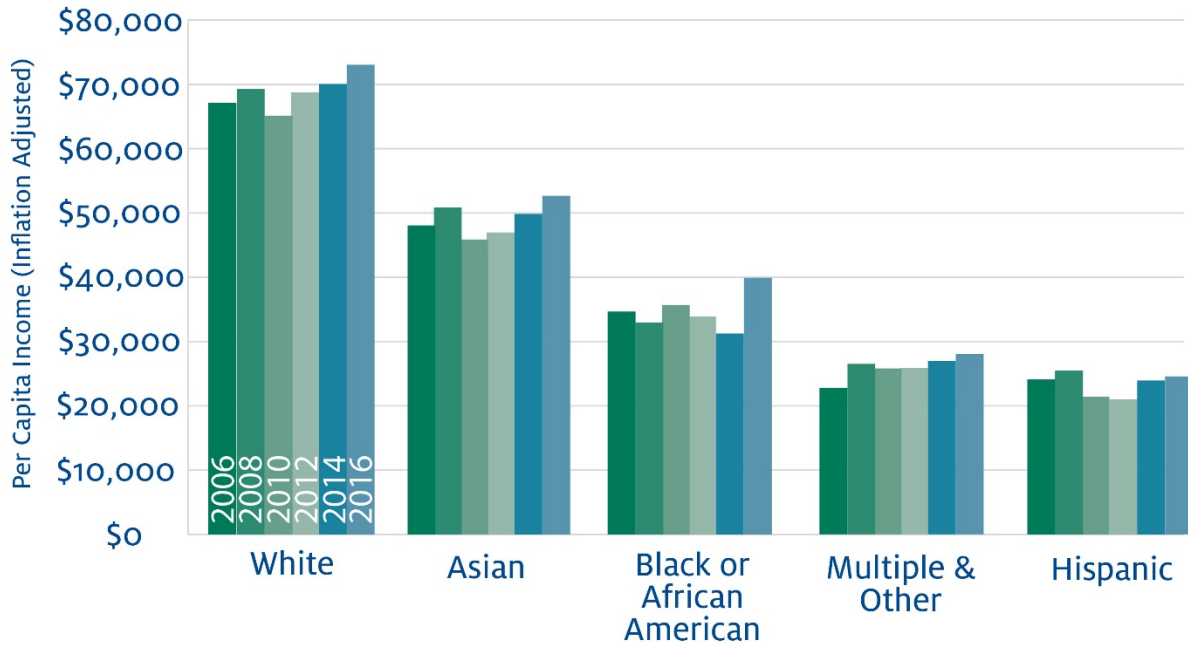
Poverty Status by Race/Ethnicity	
Santa Clara & San Mateo Counties, 2016	
White	5.3%
Native Hawaiian and Pacific Islander	6.1%
Asian	7.9%
Hispanic or Latino	13.6%
Multiple and Other	14.1%
Black or African American	14.6%

To Close Income Gaps Through Education

Residents of Silicon Valley are a largely educated population. Fifty percent of the population has a bachelor's, graduate, or professional degree.[13]

Educational Attainment

Percentage of Adults, by Educational Attainment

Santa Clara and San Mateo Counties, San Francisco, California, and the United States 2016
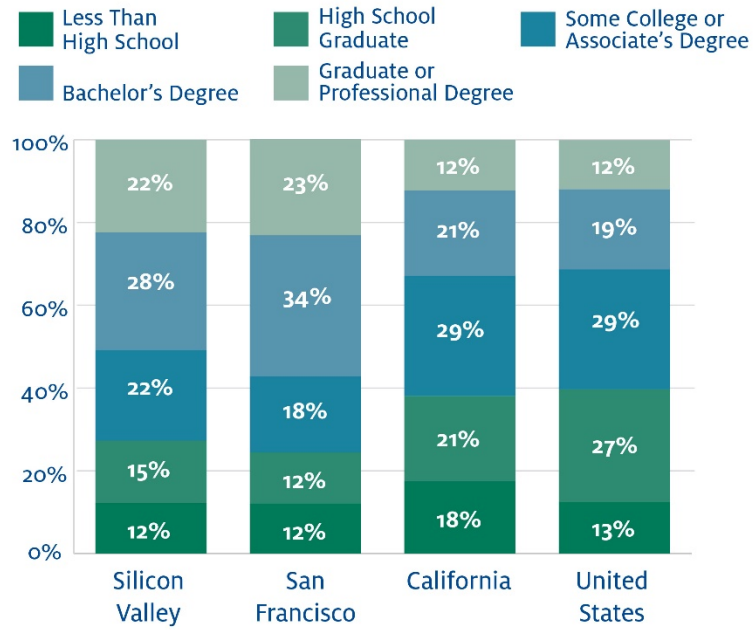
The income gap between residents of varying educational attainment levels is greater in Silicon Valley and San Francisco than in California or the United States as a whole. Silicon Valley residents with a graduate or professional degree earn nearly $88,000 more than those with less than a high school diploma.

Individual Median Income, by Educational Attainment
Santa Clara and San Mateo Counties
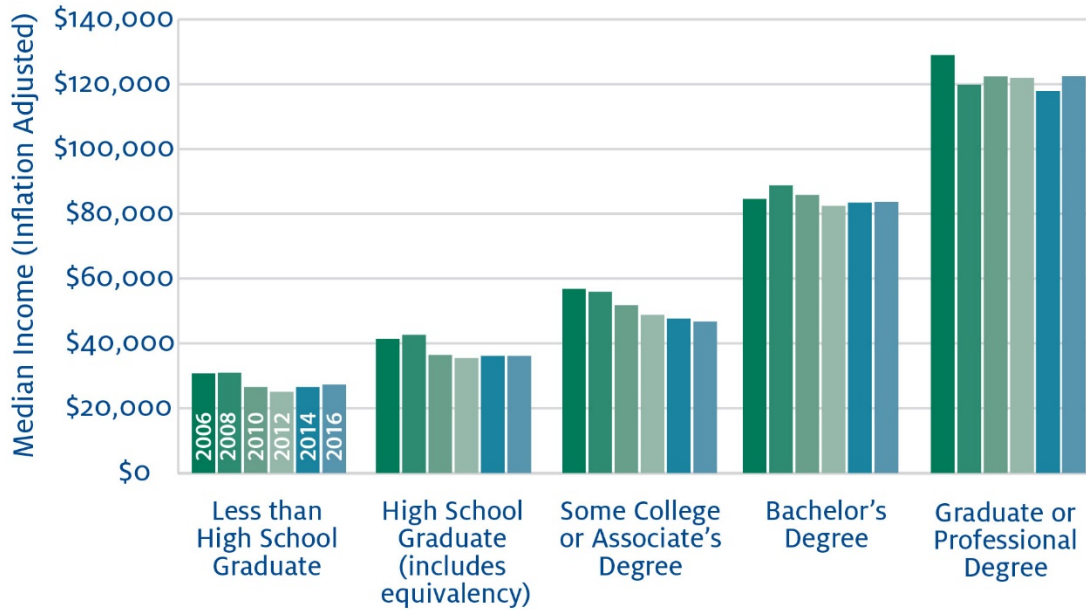
The undereducated population (the 27% with a high school diploma or less) will need education and training to access careers with a livable wage for the region. Education is on their critical path to self-sufficiency in a challenging economic environment. CSM students will need degrees, certificates, and continuing education to thrive in the Bay Area.

To Move from Low to Middle and High Wage Jobs

A report issued by the National Academies of Sciences in 2017[14] states that the United States technical workforce is inadequate to compete in coming decades. They define technical occupations as "jobs that require a high level of knowledge in a technical field for entry, but not a bachelor's degree. Examples of such jobs are medical laboratory technicians, installation and repair technicians, and computer support specialists." These technical jobs are often referred to as middle-wage jobs.

CSM students are educating themselves to get better paying jobs with career mobility. They want to move from low wage jobs that require little formal education and pay $11 per hour to middle wage jobs. Middle-wage jobs are defined as those that pay between $18 and $30 per hour and provide self-sufficiency.[15] In San Mateo County, a living wage is defined as $19.63 for a single adult and $38.93 for a single adult with a child.[16]

CSM students will face multiple barriers in attaining the skills, social networks, and on-the-job-experience that are critical for upward mobility. Some of the most important skill gaps for lower-wage jobs include basic skills, English language, soft skills (personal

attributes that enable someone to interact effectively and harmoniously with other people), technology and digital literacy, and higher order skills such as critical thinking and time management. [17]

Many of our students will either transfer or train for jobs in high-growth occupations to gain the skills necessary to move into middle-wage jobs.

For University Transfer or Career Education that Provides Access to Job Opportunities with Growth Potential

Students come to CSM for education that will lead to better employment opportunities. There are several major paths students take at CSM; students can enroll in transfer courses or career education. In 2016-17, CSM transferred 582 students to UC and CSU schools.[18]

CSM UC & CSU Transfer

Year	CSU Transfers	UC Transfers
2013-14	391	137
2014-15	324	167
2015-16	352	164
2016-17	379	203
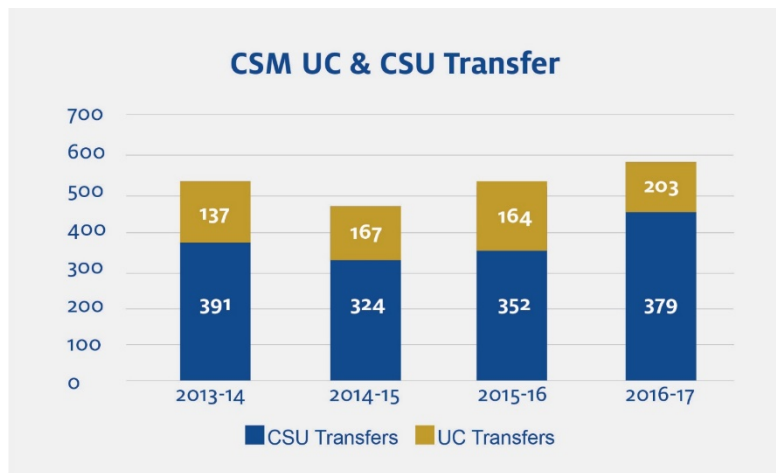
CSM Graduates Transferring to CSU/UC

	2012-13	2013-14	2014-15	2015-16	2016-17	Total
California State Universities						
San Francisco	171	235	147	115	166	834
San José	53	58	68	58	83	320
East Bay	39	49	40	43	47	218
Sacramento	8	8	17	13	14	60
Long Beach	8	4	12	10	11	45
Chico	6	4	8	6	9	33
San Diego	10	8	4	5	5	32
Sonoma	5	3	2	6	13	29
San Luis Obispo	3	3	3	10	5	24
Northridge	2	4	5	5	4	20
University of California						
Davis	63	53	55	41	58	270
Berkeley	36	26	33	31	35	161
San Diego	10	19	17	36	23	105
Santa Cruz	16	15	21	17	20	89
Los Angeles	11	11	17	15	22	76
Santa Barbara	6	7	12	11	25	61
Irvine	4	3	9	6	18	40
Riverside	3	3	2	5	2	15
Merced	1	0	1	2	0	4

CSM Transfers to The University of California by Ethnicity

2012/13 – 2016/17
(n=820)

African American ▪ 2 %
Asian ▬▬▬▬▬▬▬ 51 %
Filipino ▬ 8 %
Hispanic ▬ 12 %
White ▬▬▬ 24 %
Other/Unknown ▪ 3 %

0   10   20   30   40   50   60
Percent
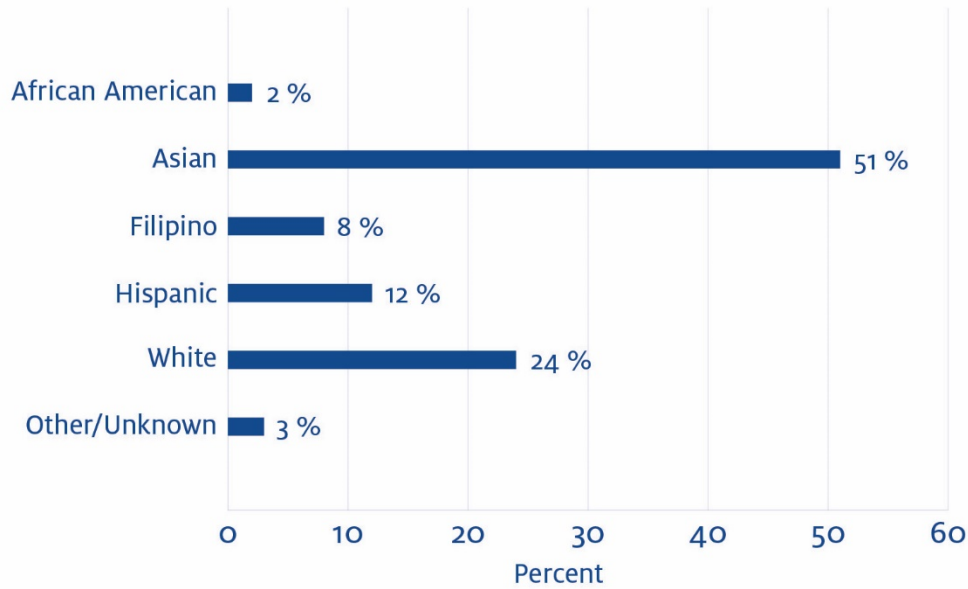
CSM Transfers to California State University by Ethnicity

2012/13 – 2016/17
(n=1,771)

African American ▪ 2 %
American Indian ▍ 0
Asian American ▬▬▬▬▬ 26 %
Hispanic ▬▬▬▬▬ 24 %
Non-resident Alien ▬ 6 %
Pacific Islander ▪ 2 %
Two or More Races ▬ 6 %
Unknown ▬ 5 %
White, Non-Latino ▬▬▬▬▬▬ 29 %

0   5   10   15   20   25   30
Percent
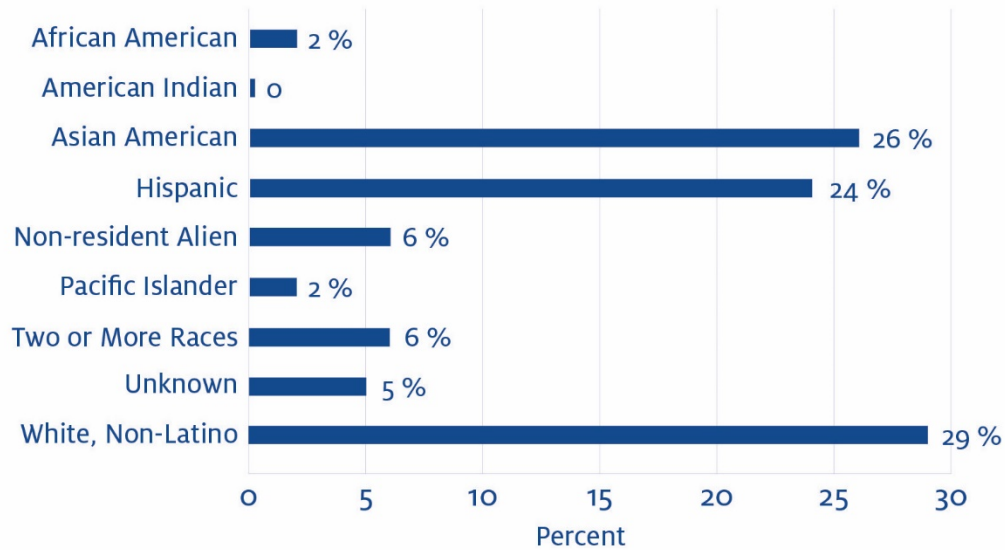
Note: CSU and UC collect and report student ethnicity differently

As the region surrounding San Mateo County grows, so do opportunities for workforce development and career education. Employment is the ultimate goal for nearly all CSM students. Silicon Valley's workforce changes constantly, so it is necessary to monitor

industry and occupational growth. The fastest-growing occupations in the five-county region (San Francisco, Santa Clara, Contra Costa, Alameda, and San Mateo) are shown in the next table. These occupations are middle-wage jobs that require no more than a baccalaureate degree. They have been prioritized by PRIE as occupations on a growth trajectory. Average earnings per worker start at $60,000. This minimum salary puts students on a trajectory for middle-wage jobs.[19]

Fastest Growing Occupations in Five-County Region						
Occupation	2016 Jobs	2023 Jobs	Change in Jobs (2016-2023)	% Change	2017 Median Hourly Earnings	2017 Median Yearly Earnings
Operations Specialties Managers	78,284	92,905	14,621	19%	$70.46	$146,556
Health Diagnosing and Treating Practitioners	114,925	133,855	18,930	16%	$60.98	$126,838
Top Executives	73,850	84,282	10,432	14%	$59.46	$123,676
Computer Occupations	268,285	334,343	66,058	25%	$53.92	$112,320
Financial Specialists	143,407	160,349	16,942	12%	$39.35	$81,848
Business Operations Specialists	207,177	242,318	35,141	17%	$38.62	$80,308
Preschool, Primary, Secondary, and Special Education School Teachers	76,457	86,686	10,229	13%	$32.23	$67,038
Sales Representatives, Services	99,659	117,291	17,632	18%	$30.14	$62,691

The fastest growing occupations from the above table are defined below.

1. **Operations Specialists Managers** (Custom Computer Programming Services, Corporate Subsidiary and Regional Managing Offices, Internet Publishing and Broadcasting and Web Search Portals, Computer Systems Design Services, and Software Publishers)

2. **Health Diagnosing and Treating Practitioners** (Registered Nurses, Licensed Practical/Vocational Nurse, Health Services/Allied Health/Health Sciences, Health Medical Preparatory Programs, Emergency Medical Technician)

3. **Top Executives** (Business Administration and Management, Business Commerce, Public Administration, Internal Relations and Affairs, and Public Policy Analysis)

4. **Computer Occupations** (Computer science, Computer Software Engineering, Computer programming, and Web Page/Multimedia and Information Resources Design)

5. **Financial Specialists** (Personal Financial Advisors, Securities, Commodities, and Financial Services Sales Agents, Financial Analysts, Financial Managers, First-Line Supervisors of Non-Retail Sales Workers)

6. **Business Operations Specialists** (Business Administration and Management, Mechanical Engineering, Accounting Technology/Technical and Bookkeeping, Accounting, Business/Commerce)

7. **Preschool, Primary, Secondary, and Special Education School Teachers** (Elementary and Secondary Schools, Colleges, Universities, and Professional Schools, and Child Day Services)

8. **Sales Representatives, Services** (Business, Management, Marketing, and Related Support Services, Advertising, Fashion Merchandising, Real Estate, Tourism and Travel Services Marketing Operations)

Many CSM programs give students the skills to enter growing occupations. Occupations with income growth opportunities are the focus of Career and Technical Education at CSM. The College currently offers the following Career Education programs in high-growth industries:

CSM Career Education Programs

Discipline	Associate Degree for Transfer	Associate Degrees	Certificates	College Total (Count)	Percent of All CSM Awards
Accounting/Business Administration	–	32%	26%	648	26%
Computer & Information Science	–	7%	16%	313	13%
Administration of Justice	91%	8%	4%	239	10%
Kinesiology	–	–	12%	193	8%
Digital Media	9%	6%	5%	137	6%
Real Estate	–	<1%	8%	136	6%
Fire Technology	–	10%	4%	135	5%
Nursing	–	19%	–	132	5%
Electrical Power Systems	–	–	8%	126	5%
Cosmetology	–	1%	7%	124	5%
Dental Assisting	–	3%	3%	73	3%
Biology	–	7%	1%	65	3%
Addiction Studies	–	1%	3%	50	2%
Music	–	1%	1%	21	1%
Electrical Technology	–	<1%	1%	20	1%
Drafting Technology	–	1%	1%	16	1%
Architecture	–	2%	–	14	1%
Building Inspection	–	<1%	<1%	8	<1%
Astroimaging & Observatory Operation	–	–	<1%	4	<1%
Art: Commercial	–	<1%	–	1	<1%
Engineering	–	<1%	–	1	<1%

This is based on the 3 years of aggregated data (2014-15, 2015-16 and 2016-17).

Numbers do not add to 100% due to rounding.

'–' indicates "not offered".

Important notes about the complexity of CTE data:

1. Over the years there have been title changes to our programs. For example, the AS in Biotechnology used to be Life Sciences: Biotechnology. Under Life Sciences it was under a CTE Top Code. However, the title changed to Biology: Biotechnology for a while before it was inactivated. The Life Sciences version should have been inactivated when the title change occurred but apparently that did not take place. Currently, we only have a Certificate of Specialization for Biotechnology, which is not in the state inventory.

2. Because of catalog rights, students are awarded degrees and certificates even after the program has been de-activated.

3. The State has switched the inventory software they use and the change affected some of our programs; the status of some of our programs was inadvertently changed.

4. Although we refer to the CA Community Colleges Curriculum Inventory (COCI) to identify whether a program is CTE or not, COCI may also include inaccurate info. For example, Biology General is not a CTE program per the Top Code, and thus the CTE designation of this program in COCI is incorrect.

5. Certificate of Specialization (99% of them are CTE) is not in the state inventory.

CSM actively partners to provide work experience to students. CSM has established formal placement and internship relationships with over 50 businesses including major employers such as Amazon, BART, Comcast, Electronic Arts, Google, KPMG, Morgan Stanley, Oracle, PG&E, Ricoh, Tesla, and San Mateo County public safety agencies.

The College has worked actively with our local building trades to establish a Trades Introduction Program (TIP), which is part of a national model curriculum. Most graduates of TIP find placement with local trade unions. CSM works actively with organizations such as CalCPA to help students with placement and internships.

LinkedIn profiles of CSM alumni are a testament to upward mobility. According to a LinkedIn analysis of 19,000 CSM alumni, they are employed in the following high-growth occupations:

- Operations 3,099
- Business Development 2,771
- Sales 1,932
- Administrative 1,581
- Information Technology 1,329

- Engineering 1,283
- Arts and Design 1,206
- Education 1,181
- Healthcare 1,070
- Community Services 972
- Support 948
- Finance 774
- Media and Communications 672

Major employers of CSM alumni include: Kaiser, United Airlines, County of San Mateo, Genentech, Apple, Wells Fargo, Stanford Health, Sutter Health, Oracle, PG&E, Tesla, Cisco, Keller-Williams Realty and Google. These numbers are underreported as some CSM alumni may not include CSM in their LinkedIn profile.

CSM Career Education graduates see their income increase approximately 34.8% after attending the following programs: [20]

Disciplines with the highest enrollment	Median % Change	Total N
Accounting	38.0%	128
Computer Programming	53.0%	39
Fire Technology	66.7%	37
Office Technology/Office Computer Applications	28.1%	36
Construction Inspection	17.2%	36
Tax Studies	33.8%	34
Electronics and Electric Technology	26.3%	29
Business Management	34.7%	26
Digital Media	55.8%	24
Real Estate	14.5%	22
Median earnings change	**+ 34.8%**	**476**

Career Education programs help to close financial gaps for CSM's underrepresented students.

Gender	Median % Change	Total N
Female	32.9%	128
Male	35.8%	39
Age	**Median % Change**	**Total N**
Under 20	105.7%	37
20-24	83.1%	36
25-39	32.7%	36
40 or over	13.2%	34
Ethnicity/Race	**Median % Change**	**Total N**
African American	101.7%	19
American Indian/Alaska Native	0.0%	*
Asian	32.7%	97
Filipino	32.5%	29
Hispanic	38.6%	118
Pacific Islander	19.4%	11
White	30.8%	173
Median earnings change	**+ 34.8%**	**476**

V. What Happens to CSM Students Along Their Educational Journey?

CSM students are as diverse as their educational goals. That said, they all share the challenges of life in Silicon Valley. These inherent challenges combined with equitable opportunities result in complex education paths for our students.

Deciphering what happens to students along their educational journey is complex. Many questions will need to be addressed:

- Students persist with their education from fall to fall at a rate of 42% (2015/16). What happens to the other 58% of students who leave CSM?
- Students successfully complete courses at a rate of 73.1% (2015/16). Why do 26.9% of student fail to complete their courses successfully?

As educators, we have to ask ourselves why.

This section begins to explore what happens to students along their educational journeys. Some of the most significant factors are educational equity gaps, the challenges of life in Silicon Valley, and navigational challenges within the CSM system.

Students Face Equity Gaps

Equality is giving all people the same thing, no matter what their true need is. Equity, on the other hand, is providing people with what they actually need in order to be successful.

Student opportunity gaps at CSM reflect the equity gaps of Silicon Valley. Over 50% of the student body is from under-represented populations; these populations struggle to achieve their goals. For this reason, equity opportunities must be carefully addressed. The College is focused on providing all students with what they need to be successful.

Student equity and achievement programs are required by the State Chancellor's Office to set three-year goals for the overall student population as well as for each student equity population shown to have disproportionate impact in the following areas:

1. Access
2. Retention from Fall to Spring
3. Transfer to a four-year institution
4. Completion of transfer-level math and English
5. Earned credit certificate over 18 units, associate degree, CCC baccalaureate degree

Populations targeted for student equity include:

- Current or former foster youth
- Students with disabilities
- Low-income students

- Veterans
- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander;
- White
- Some other race
- More than one race
- Homeless
- Lesbian, gay bisexual or transgender students

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. College data highlights the equity opportunities we face.

- College-wide, ethnic disparities in successful course completion range from 64% - 79% (15 points).

- As compared to College-wide success rate, there are significant variations by discipline/department and course.

- Beyond the overall success rate variations by discipline/department, there are significant ethnic differences in student achievement. [21]

Students Contend with Conflicting Priorities Outside of School

The cost of living in the Bay Area is high, so students are forced to come up with creative solutions. Many work multiple jobs to make ends meet and many move to more affordable locations and become super commuters. Some live in multigenerational homes to pool resources. Regardless of their solution, students face an exceptionally high cost of living that results in a set of conflicting priorities. Housing and transportation create the need for income. To meet the income requirements for the region, many students work multiple low-wage jobs. If they are caring for family members on top of their financial burden, the pressure mounts. For these students, the ability to persist with their educational goals is severely challenged.

The Regional Cost of Living

Housing alone is a challenge for many working families.   While the median household income of a San Mateo County resident is $108,627, the median resale home price is an astounding $1.7 million.   Purchasing a home is well out of their reach. [22]

Median HH Income, Average Wages and Median Resale Home Price

	Median HH Income 2016	Average Wage Q3 2017	Median Resale Home Price Mar-Apr 2018
San Francisco	$103,801	$1,954	$1,650,000
San Mateo	$108,627	$2,123	$1,770,000
Santa Clara	$111,069	$2,320	$1,425,000
California	$57,617	$1,021	$257,900
United States	$57,617	$1,021	$257,900

Housing inventory has seen a steep decline of 33% from 2016-2017.

- Since 2007, Silicon Valley has created a housing shortage of approximately 31,253 units that would be needed in order to accommodate the region's growing population. There were only 699 affordable housing units approved in FY2016-2017, 287 of which were affordable for households earning less than 50% of the area median income.

- Only 26% of homebuyers in San Mateo County can afford a median-priced home; this compares to 34% in Santa Clara County, 24% in San Francisco, and 49% statewide.

- In 2016, 23% of Silicon Valley households who rented spent more than half of their gross income on housing costs.

- Thirty-five percent of all Silicon Valley young adults (age 18-24) live with their parent(s) [23]

In spring 2018, SMCCCD conducted a survey of the nearly 26,000 students enrolled at its three campuses. The findings are conclusive. Students experience housing insecurity.

- Nearly two-thirds of students reported experiencing some form of food or housing insecurity during the past 12 months.

- 1 of 17 students (6%) report being homeless in the past 6 months. A total of 42% of students experienced financial difficulty paying rent during the past 12 months.

Transportation Challenges

As housing becomes increasingly unaffordable, residents move to more affordable areas. The resulting commutes create transportation issues for the region that affect both the cost of living and the quality of life.

- Forty-three percent of commuters living in San Mateo County work in a different county (Bay Area Council and Metropolitan Transportation Commission 2016 Bay Area Shuttle Census).

- In 2016, Silicon Valley commuters lost more than 66,000 vehicle hours to traffic congestion every day. The number of vehicle hours wasted due to traffic congestion in Silicon Valley and the Bay Area has more than doubled over the past decade. (Caltrans PeMS).

- Private shuttles represent the Bay Area's seventh largest mass transit system, with annual ridership just below that of SamTrans and Caltrain. [24]

Students Struggle to Navigate Their Educational Paths at CSM

CSM students need increasing amounts of help and guidance to set their educational paths towards their goals. They need to pay for college, come prepared with basic skills, and learn to navigate a complex system. This section highlights major issues some student segments face to navigate their educational paths. They include financial assistance, basic skills preparation, high school transitions, first-generation students, Latinx students, lifelong learners, and systemic challenges.

Financial Assistance

Although community college fees are low compared to other higher education segments, the cost of college is high in comparison to the financial resources available to our students. Estimated expenses for full-time (30 units per year) students at CSM are as follows:

Estimated expenses for full-time students at CSM[25]

	2013-14	2014-15	2015-16	2016-17	2017-18
Tuition and Fees					
AA/AS/Certificate					
In-state Student	$1,446	$1,446	$1,446	$1,446	$1,462
Out-state-Student	$7,956	$8,016	$8,076	$8,136	$8,692
International Student	$9,490	$9,550	$9,436	$9,496	$10,160
Books and Supplies	$1,710	$1,764	$1,764	$1,791	$1,854
Housing					
With Parents/Guardians	$4,518	$4,599	$4,770	$4,968	$5,247

	2013-14	2014-15	2015-16	2016-17	2017-18
Off Campus Housing	$7,605	$7,794	$8,190	$8,577	$9,270
Food					
With Parents/Guardians	-	-	-	-	-
Off Campus Housing	$3,663	$3,699	$3,780	$3,915	$4,023
Transportation					
With Parents/Guardians	$1,179	$1,134	$1,125	$1,107	$1,098
Off Campus Housing	$1,323	$1,278	$1,269	$1,242	$1,233
Personal/ Miscellaneous					
With Parents/Guardians	$3,096	$3,132	$3,159	$3,177	$3,276
Off Campus Housing	$2,844	$2,871	$2,898	$2,916	$3,006

Note: Calculation is based on 15 units per semester or 30 units per academic year

In addition to tuition and fees, estimated expenses of community college students include books and supplies, room and board, and other cost of living expenses.

To make college affordable, many of our students require financial aid. In 2015-2016, 40% of CSM students received grants or scholarship aid.

Student aid to full-time students at CSM [26]

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	40%	$2,248
Pell grants	13%	$3,766
Federal student loans	1%	$6,076
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	39%	
Grants or scholarship aid	39%	$3,963
Federal grants	20%	$4,688
Pell grants	20%	$4,519
Other federal grants	8%	$396
State or local grants and scholarships	35%	$1,616
Institutional grants and scholarships	7%	$1,024
Student loan aid	0%	$4,707
Federal student loans	0%	$4,707
Other student loans	0%	

This data is reported annually to IPEDS by each institution. The compiling of such data is complex, and should be interpreted as one lens to provide a foundation for understanding CSM's budgets and resources. CSM is taking additional steps to ease financial barriers, including book stipends, food supplementation, and transportation. These programs are in process and hope to be fully implemented in the next two years.

The Need for Basic Skills

Many students need more basic skills courses to be college ready. Students enter CSM with the following basic skills needs (2017 Fall Cohort):

	Basic Skills	Transfer Level
Initial Math Enrollment	23%	34%
Initial English Enrollment	1%	88%

Students primarily enrolled in basic math are 48% of African American students; 42% Latinx; 24% Pacific Islander; 10% white, and 21% 2+ races. This data is based Fall 2017 full-time, first-time students, international students excluded.[27]

AB 705 is leading the college to restructure basic skills courses. The bill notes that colleges must maximize the probability that students will enter and complete transfer-level English and mathematics coursework in one year and that students enrolled in ESL will enter and complete degree or transfer requirements in English within three years. CSM is in the process of implementing new approaches to address basic skills courses. In

addition to AB 705, high schools will play an integral role in preparing students for college.

High School Transitions

High school transition programs can help prepare students for college. Developing relationships with local high schools is a central component of CSM's effort to prepare high school students for college. Through programs such as our Promise Scholars Program, dual enrollment, and early college, CSM aims to provide connection, momentum, and direction to every high school student who plans to attend CSM. CSM has worked with the SMCCCD sister colleges to develop standardized placement mechanisms for English and math. Last year 91% of incoming high school students placed into transfer-level English. CSM continues to develop dual enrollment and early college programs with the San Mateo Union High School District and the Cabrillo Unified School District.

Promise Scholar Metrics		Students
Number of promise scholar participants		231
% of first generation students		69.7%
Educational Goal		
Goal	N	%
Degree/Transfer	211	91.3%
Exploratory	11	4.8%
CTE Certif/Career Development	6	2.6%
College Preparation	2	0.9%
4yr stu take class for 4yr col	1	0.4%
Total:	**231**	**100.0%**

In 2017, 231 students participated in CSM's Promise Scholars Program. Of those students, 70% were first generation. [28]

Feeder High Schools: CSM Promise Scholars Program

High Schools		
High School	**N**	**%**
San Mateo High	28	12.1%
Aragon High	26	11.3%
Hillsdale High	25	10.8%
Burlingame High	20	8.7%
Woodside High	20	8.7%
Mills High	19	8.2%
Half Moon Bay High	15	6.5%
Sequoia High	10	4.3%
Capuchino High	9	3.9%
Carlmont High	7	3.0%
Unknown High School	7	3.0%
All Other High Schools	**45**	**19.5%**
Total:	**231**	**100.0%**

Race/Ethnicity: CSM Promise Scholars Program
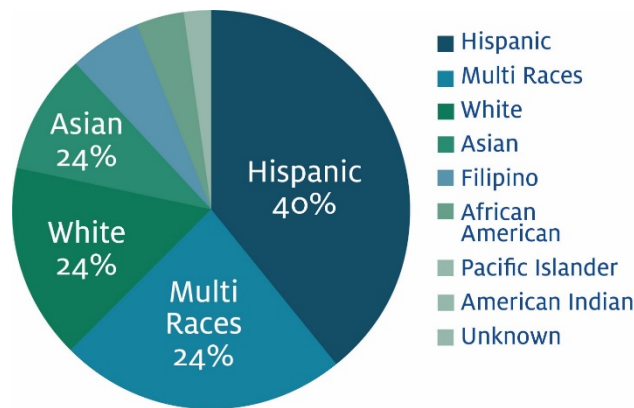
The program has doubled in one year to nearly 500 students for the fall 2018 semester. The College continues to develop a robust support structure which includes dedicated counselors, retention specialists, professional development, and specialized curriculum and events designed for participants. It's important to note that many of the Promise Scholars Program students are also first-generation and predominantly Latinx (40%) or multi-races (24%).

First-Generation Students

First time, first-generation students are students whose family never pursued postsecondary education.

- In Fall 2017, CSM enrolled 4,606 first-generation students.
- In Fall 2015, first-generation students were primarily Latinx (30.7%), multi-races (22.2%), and Filipino (15.1%). It is important to note that many students who identify as multi-races are Latinx, driving the number up further to nearly 40%.

First-generation students require additional assistance to navigate the college system. In a 2018 study of CSM first-generation students, participants identified issues of transition from high school, not knowing how to navigate the system, disconnect from family, pressure of serving as a role model, the lack of connection of the material in their classes, not understanding faculty expectations, and the disconnect in identity that they experience. Faculty also identified issues that they have seen with first-generation students, primarily seeing that students experience a lack of support and understanding from family, which then affects their academics (Smith, 2018). [29]

Lifelong Learners

Lifelong learners are students who enroll in classes without counseling or educational planning. In fall of 2017, 18.5% of students were lifelong learners (1,787).

In a survey of 137 CSM lifelong learners, their educational goals were reported as follows:

Lifelong Learner Educational Goals
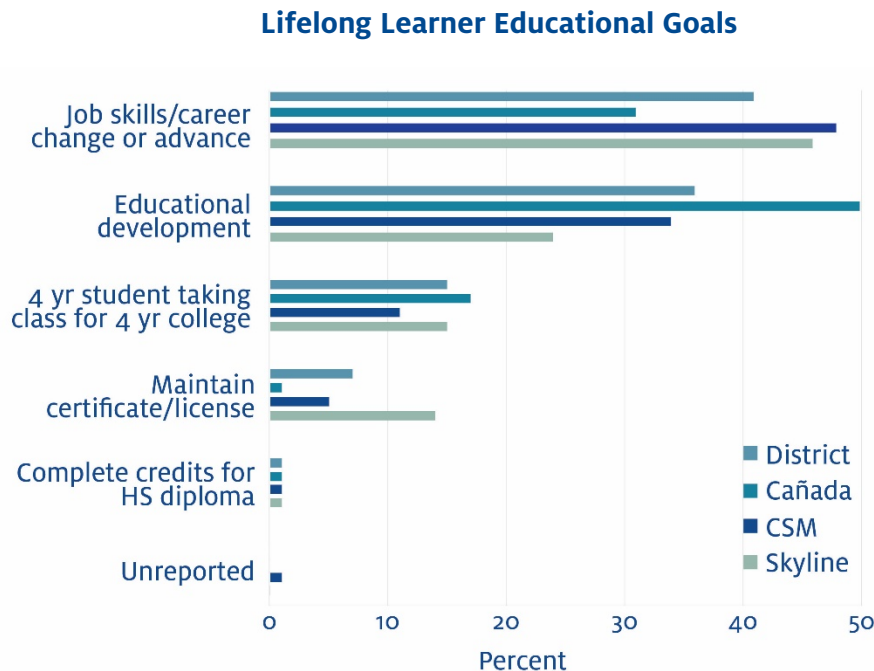
International Student Needs

CSM has experienced a 644% increase in international student enrollment from 2012-2018.

International students comprise nearly 8% of the student population in spring 2018. Enrollment by region includes:

Enrollment By Region Spring 2018		
East Asia	522	70%
Southeast/South Asia/Pacific Islands	191	25%
Middle East/N. Africa	13	2%
South America/North America	23	3%
Europe/Eastern Europe	16	2%
Sub-Saharan Africa	8	1%
Northeast/Central Asia	9	1%

International students predominantly enrolled in the following majors:

Discipline Areas	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Business & Related Fields	251	273	248	275
STEM	249	275	318	275
Arts & Humanities	59	71	56	75
Social Sciences	46	46	61	56
Other (Architecture/Undecided)	23	31	56	75
Workforce Development	19	16	11	28

Departments in ESL, math, and required courses for high enrolled majors have felt an impact and often an increase in the number of sections offered as a direct result in international student enrollments. Two examples are ESL 828/400 and Math 251 (many more sections offered as direct result of incoming international students' placement results).

The International Student Task Force used PRIE data to identify challenges faced by our campus due to the growth of our international student enrollment. Challenges from the increased enrollment of international students at CSM include:

1. Student support services and wellness: These issues include mental health concerns, geopolitical/governmental challenges, and student preparedness
2. Staffing to service international students: High demand for counseling, ESL course demand
3. Enrollment management challenges: Demand for more in person computer sciences courses, and priority registration demands
4. Instructional support and program development: Changes in classroom

culture with some classes having more than 50% international students, and plagiarism concerns

5. Institutional inclusion and equity: A deeper need for integration across campus-wide initiatives for international students

Systemic Challenges

Students need help navigating course selection, degree/certificate completion, and transfer requirements. The student voice figures prominently in our exploration of their challenges navigating the system. Student focus groups were held in 2017 and again in 2018. Results from all student focus groups are featured in this section to highlight student challenges navigating the system.

Many students are not able to access the resources they need in a timely efficient manner. They find it difficult to understand which courses are required for a major and what they need to reach their goal.

> "My only worry is what to do in the future. I don't know what I am going to do in the future. I know I want to be a scientist, but how do I get there?" - *CSM student focus group 2018*

> "Since I've been here, I've met three counselors. The first one's probably the one that was the most helpful. The other two knew about as much as I did about the program. They went onto the website and looked up what needed to be done, and you could tell they were just-- I walked in there pretty much knowing the same thing I knew walking out. They told me, 'Okay. Well, which one of these classes do you want to take?' And all it's showing me is the code and the class. I'm like, 'Okay. Do I close my eyes and pick one, or...?'" - *2017 CLP CSM student focus group*

Other students need help determining an area of interest and path of study.

> "This third time that I came back, I took the career assessment. I wish that I would have taken that the very first time because it would have set my path and maybe things wouldn't have been so out of reach. I don't regret what I did or my experiences. I think I did well, and I think that I'm here now because of what my work is and what I know." - *2017 CLP CSM student focus group*

Students identified instructional and counseling faculty, career assessment, and counseling courses as critical resources to help them choose a major.

> "There's one counselor I have that I've seen. She's the director of the nursing program—so she is a part of that program. For me, she's been very helpful in telling me, 'This is where you're at. To get into the program by this year, [these are] the classes you (must) have.' She's like, 'Let's start with these,' and then, I ask her, 'Well, what am I going to do with this remaining time?' She's like, 'Well, that's

when you'll do your last class. It's like a fitness class, or something.'" - *2017 CLP CSM student focus group*

Working students find it difficult to complete their degrees without access to required classes.

"I've gotten delayed in this process because there hasn't been night classes and they fill up and when you really need one specific class and it's full at all the schools around you, it's just like, now I'll just wait next semester and I'm wasting time and it's frustrating. And with the advent of online classes have been helpful. I actually really wish there was more mixed format where it's mostly online and one night a week or one optional one night a week because I like the face to face but there's hardly any like that CSM*." - 2017 CLP CSM student focus group*

Students yearn for a unified sense of community as well as support systems to get through the challenges they face going to college.

"I found out about a lot of resources after the third or fourth semester, and I'm like, 'Wow. These exist. It's too late for me to join that now'". - *CSM student focus group 2018*

"I would really like to see like more enthusiasm overall, with both clubs and like different groups for minorities. When I joined student government, I felt like I was surrounded by people who had similar goals and a similar drive, especially with regards to transferring, where we wanted to transfer, and just an overall sense of motivation. And I felt like I had these people to help me to figure out how to get to where I wanted to go, which was really beneficial but I didn't even know that we had a student government until last semester." - *2017 CLP CSM student focus group*

Students want to engage with the diversity of our campus community. Many students have multiple racial/ethnic identities. Students feel that if all groups unified, they could better support each other.

"...there's not a lot of intersectionality on campus. And even though there are a lot of communities for a diverse group of people, there isn't much communication between them, and it feels, not cliquish, but there are... I don't know. It's very well-defined, and it doesn't make it feel very fluid. [There] isn't enough focus on different communities." - *2017 CLP CSM student focus group*

"I'm glad that there's these learning communities and they're like so supportive. But I feel like the whole school should just be like a Mana or Umoja. You shouldn't have to have groups for these things. Do you have a normal group for normal people? It makes you feel like you're not normal. More like you're a special group. It makes me feel isolated in a way even though their support, it's like there's not

much unity amongst these groups. It's like you are formerly incarcerated so go to Project Change. You are Pacific Islanders so, that's how I feel about it." *- 2017 CLP CSM student focus group*

Students Need More Help Than Ever to Meet their Education and Career Goals

Our students need deeper support systems to overcome the many barriers to their education. It is critical to understand what happens to students along their educational paths. Our challenge as a college is to identify the points at which we lose students and the reasons why. Only then can we plan to alleviate the pressures, decrease barriers to access, and support our students' aspirations.

In the last decade, the CSM student population and needs have shifted. Students are younger, come from under represented populations, are often the first in their family to go to college, and struggle to live in our region. They face external barriers that complicate their educational opportunities; before attending college, student must pay for housing, food, and sometimes dependent care. Once they have met basic needs, they must come up with tuition and expenses for college. When they make it to classes at CSM, many find the system confusing to navigate. They find a pedagogy that often lacks cultural and personal relevance.

CSM programs and services will need to evolve to address the needs of our students. As educators, our imperative is to enhance access to education that will increase the self-sufficiency and financial security of our students. While we cannot influence the cost of living in the Bay Area, we can address some barriers to education. Structured support systems for both academic and life challenges will help our students pursue their goals.

As we begin to address the challenges outlined in this Education Master Plan, we will modify, build, and enhance our systems to help students reach their goals. This EMP is based on input for our entire campus community. The input fueled the development of our strategic priorities. As a community, our strategic priorities will guide our vision and our plans. The tables in the Appendix will guide the development and measurement of our Strategic Priorities over the next 5 years. The tables will help us to aggregate our key initiatives, programs and resources to address our strategic priorities.

VI.   The Institutional Planning Process

The foundation of CSM's planning process is the College's *Mission, Vision and Values*. Also, institutional research and assessment inform the planning process. The Strategic Priorities of the *Education Master Plan (EMP)* are grounded in the College's *Mission*, *Vision*, and *Values*, and are based upon institutional research and assessment. In addition, the College's EMP both influences, and is influenced by the District Strategic Plan and Goals. Finally, EMP Strategic Priorities are operationalized through the College's institutional plans, institutional initiatives, and program review. The College's *Planning Manual* provides detailed information concerning the College's planning process.
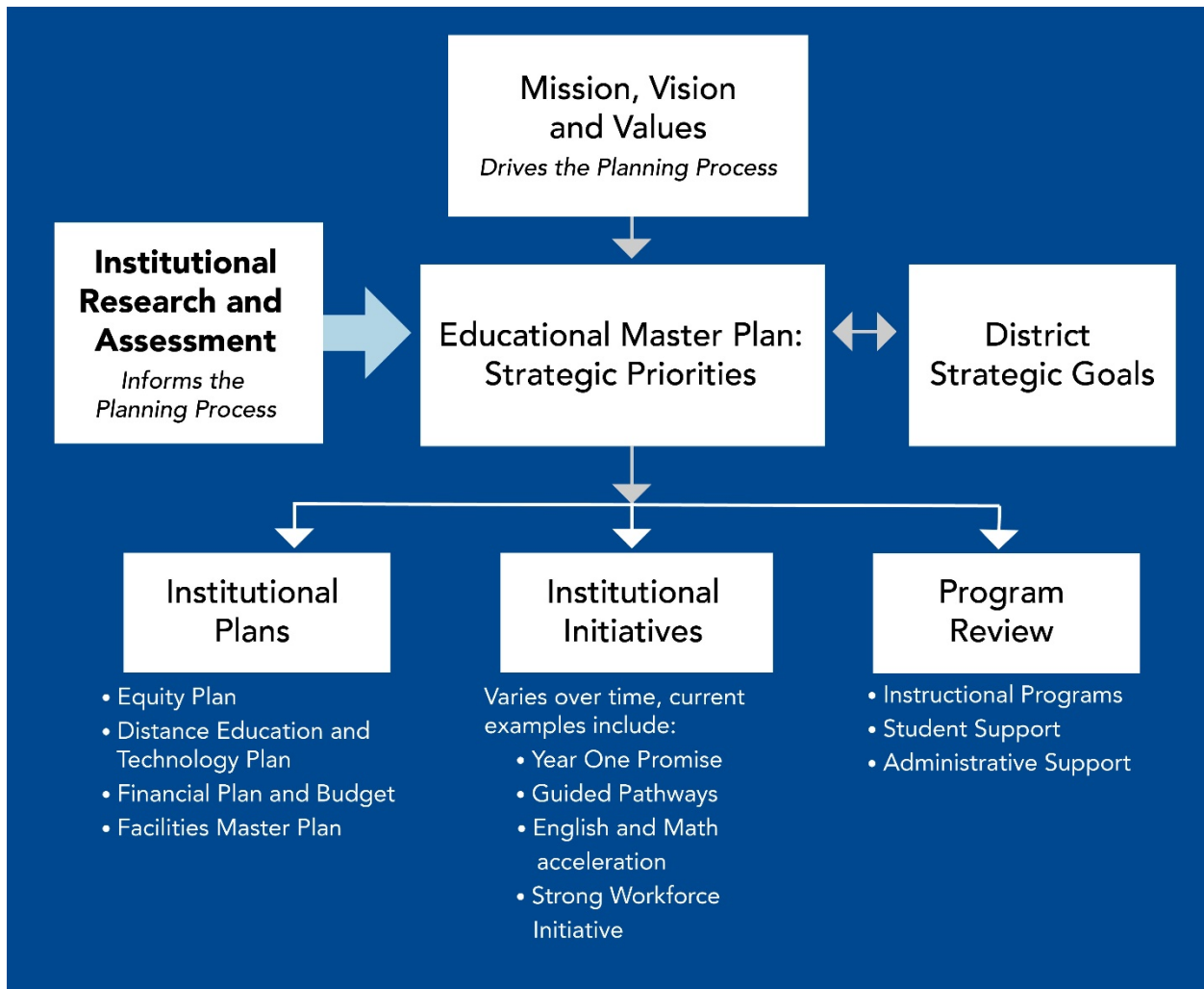
VII. Alignment of CSM EMP Strategic Priorities with District Strategic Priorities

As one college within the San Mateo Community College District, it is essential that CSM's Strategic Priorities align with the District Strategic Goals. The graphic below illustrates alignment of the District goals with CSM strategic goals and focus areas:

CCC Seven Core Commitments	District Strategic Goal	CSM Strategic Priorities
1. Focus Relentlessly on students' end goals 2. Always design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of performance and goals 6. Enable action and thoughtful innovation	•District Goal #1: Develop and strengthen educational offerings, interventions, and support programs that increase student access and success	CSM Strategic Priority #1: Supporting our student's aspirations •Provide learning opportunities and resources to foster students' self-advocacy and self-reliance •Foster a campus environment that supports the safety and wellness of all •Improve access to classes, services, and support CSM Strategic Priority #2: Creating equitable opportunities for all students •Provide professional development to increase understanding of our students' experience •Improve hiring processes to attract a diverse faculty and staff while supporting current employee efforts to advocate for marginalized populations •Create a safe environment to discuss, understand, and promote equity
7. Lead the work of partnering across the system	•District Goal #2: Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County	CSM Strategic Priority #3: Engage the regional community •Support innovations in teaching and learning necessary to respond to changing student demographics, learning styles, and technology •Enhance the professional identity of adjunct faculty and provide resources that allow them to effectively support students and

CCC Seven Core Commitments	District Strategic Goal	CSM Strategic Priorities
		participate in the life of the college. •Create synergy and shared responsibility between instruction and student services to promote student success
	•District Goal #3: Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.	CSM Strategic Priority # 4: Committing to progressive and innovative teaching and learning •Strengthen relationships with business and education partners through all of our academic programs (including all career education) •Build professional opportunities for students (internships, service learning, mentorships, career skills development, and job placement) •Strengthen community engagement by increasing our presence in the community through marketing and other measures
	•District Goal #4: Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations	•CSM Strategic Priorities #1-5

VIII. References

External Scan Documents

2018 Silicon Valley Index

Bay Area Council and Metropolitan Transportation Commission 2016 Bay Area Shuttle Census

Economic Modeling Specialists Database

NOVA Workforce Review, June 2018

Wallet Hub

California Employment Development Department, Labor Market Statistics

Economic Prosperity Strategy, October 2014

Economic Update: The Peninsula Economy July 2018

Internal Scan: The Campus-wide planning process

A. Education Master Plan Data Packet

a. The SMCCD Strategic Goals

b. The College of San Mateo Strategic Plan: Trends, and Targets

c. The College of San Mateo Strategic Goals 2008/09-2017/18

d. The College Index 2008/09-2017/18

e. Student Campus/Climate Satisfaction Surveys

f. Faculty/Administrator and Classified Staff Campus/Climate Satisfaction Surveys

g. College-Wide: Successful Course Completion Rates 2014-15 to 2016-17

h. SMCCD Strategic Plan Metrics

i. Degree Completion: Fall Part-Time First Time Students in SMCCD

j. Degree Completion: Fall Full-Time First Time Students in SMCCD

k. Persistence: First-Term to Second Term Fall Part Time at CSM

l. Persistence: First-Term to Second Term Fall Full Time at CSM

      m. SMCCD Strategic Plan Metrics: Fall Part Time First-Time students at CSM

      n. SMCCD Strategic Plan Metrics: Fall Full Time First-Time students at CSM

  B. [Top level EMP qualitative data groupings](#)

  C. [Top level EMP qualitative data groupings](#)

  D. [EMP SWOT Analysis Qualitative Data](#)

  E. [SWOT Analysis Photos](#)

  F. [Smith, Arielle. Social Reproduction in the Community College Classroom (May 2018)](#)

  G. [Integrated Postsecondary Data System (IPEDS) and Peer Analysis System operated by the National Center for Education Statistics](#)

End Notes

[1] https://ccrc.tc.columbia.edu/Community-College-FAQs.html

[2] https://atlas.mindmup.com/csmprie/_emp_focus_group_top_level_data_grouping/index.html

[3] Census Quick Facts 2013

[4] Source: District Strategic Plan 2012-2017

[5] Source: CSM Planning, Research, Innovation and Effectiveness (PRIE)

[6] https://wallethub.com/edu/states-with-the-best-economies/21697/

[7] https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index

[8] https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index

[9] https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index

[10] https://www.mercurynews.com/2018/02/15/income-inequality-in-the-bay-area-is-among-nations-highest/

[11] https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index

[12] Data Source: United States Census Bureau, American Community Survey | Analysis: Silicon Valley Institute for Regional Studies

[13] https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index

[14] http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=23472

[15] https://www.spur.org/publications/spur-report/2014-10-01/economic-prosperity-strategy

[16] http://livingwage.mit.edu/counties/06081

[17] https://www.spur.org/publications/spur-report/2014-10-01/economic-prosperity-strategy

[18] Source: SMCCCD Tableau

[19] Source: Economic Modeling Specialists Inc. Data for San Mateo, Alameda, San Francisco, Santa Clara, and Contra Cota Counties, Analysis by CSM PRIE

[20] Source: Scorecard

[21] Source: CSMPRIE

[22] Source: HH Income, American Community Survey; Average Wages, Bureau of Labor Statistics Median Resale Home Prices, California Association of Realtors, National Association of Realtors

[23] https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index

[24] https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index

[25] Source: California Student Aid Commission

[26] Source: Integrated Postsecondary Data System (IPEDS) and Peer Analysis System operated by the National Center for Education Statistics.

[27] Source: District Strategic Plan 2012-2016.

[28] Source: CSM PRIE, SAP

[29] Smith, Arielle: Social Reproduction in the Community College Classroom (May 2018)

BOARD REPORT NO. 19-3-106B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

APPROVAL OF REVISIONS TO BOARD POLICIES:
Policy 5.10 – Managers: Employment and Reassignment
Policy 5.12 – Managers: Responsibilities
Policy 5.14 – Managers: Compensation and Benefits
Policy 5.15 – Non-Represented Employees: Employment Requirements
Policy 5.20 – Academic Supervisors: Employment and Reassignment.
Policy 5.24 – Academic Supervisors: Compensation and Benefits
Policy 5.60 – Confidential Employees: Employment and Transfer
Policy 5.64 – Confidential Employees: Compensation and Benefits
Policy 5.66 – Confidential Employees: Evaluation

The Districtwide Participatory Governance Council has reviewed the following policies, and has advised the Chancellor on revisions to the policies. The Chancellor concurs with these recommendations and recommends the following revisions:

- **Policy 5.10:**   **Managers: Employment and Reassignment –** No edits are recommended for this policy.

- **Policy 5.12:**   **Managers: Responsibilities** – Minor, technical update is recommended for this policy.

- **Policy 5.14:**   **Managers: Compensation and Benefits** – No edits are recommended for this policy.

- **Policy 5.15:**   **Non-Represented Employees: Employment Requirements** – Minor, technical updates are recommended for this policy.

- **Policy 5.20:**   **Academic Supervisors: Employment and Reassignment** – Minor, technical update is recommended for this policy.

- **Policy 5.24:**   **Academic Supervisors: Compensation and Benefits** – No edits are recommended for this policy.

- **Policy 5.60:**   **Confidential Employees: Employment and Transfer** – No edits are recommended for this policy.

- **Policy 5.64:** **Confidential Employees: Compensation and Benefits** – No edits are recommended for this policy.

- **Policy 5.66:** **Confidential Employees: Evaluation** – Minor, technical updates are recommended for this policy.

RECOMMENDATION

It is recommended that the Board approve the revisions to the above referenced Board Policies as outlined in the attached documents.

BOARD POLICY
San Mateo County Community College District

*Subject***:**   5.10 Managers: Employment and Reassignment
Revision Date: 12/10; Reviewed 3/19
Policy References: Education Code Sections 72411, 87457-87460

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1. It is the intent of the Board of Trustees to secure highly qualified persons for each management position to insure superior quality education for students of the District while maintaining an efficient and cost-effective operation. Based on the recommendations of the Chancellor, management positions shall be established by the Board of Trustees.

2. Appointments to management positions are made by the Board of Trustees based upon the recommendation of the Chancellor. The President of a College will make recommendations to the Chancellor for all College management appointments.

3. The selection process to be followed in hiring managers is specified in the Classified and Management Selection Procedures adopted by the Board of Trustees and maintained by the Office of Human Resources.

4. Educational managers must meet the minimum qualifications as required by law and any other local qualifications adopted by the Board of Trustees.

5. As provided by law, the Board may designate certain management positions to be part of the Classified Service.

6. Educational managers may be employed by a contract which may be extended upon the recommendation of the Chancellor. Those who are not employed by written contract shall be continued from year to year, unless appropriate notice is given in the manner prescribed by law.

7. District-tenured faculty members who are appointed to management positions will retain tenure as faculty members. All managers holding tenure in the District will continue to do so.

8. Individuals who do not hold tenure within the District and who are appointed to an educational manager's position shall be subject to tenure and reassignment provisions of the Education Code.

9. Managers may be reassigned from one District unit to another or from management status to faculty status should the needs of the District and students be best served by such a reassignment. Reassignment may be initiated by the Chancellor-Superintendent or requested by the affected manager. All reassignments will be made in accordance with the requirements of the Education Code and any other policies adopted by the Board of Trustees.

CHAPTER 5: **Non-Represented Personnel**
BOARD POLICY NO. 5.12

BOARD POLICY
San Mateo County Community College District

*Subject***:**   5.12 Managers: Responsibilities
Revision Date: 11/10; 3/19

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1. Management employees are responsible for providing effective leadership and support in the planning, implementation and evaluation of District objectives. In performing the duties outlined in their job description, managers participate in policy development and implement ~~the Rules and Regulations~~ policies of the Board of Trustees and the administrative procedures approved by the Chancellor.

2. Management employees are expected to uphold the highest standards of integrity, to know and uphold the laws which apply to their area of responsibility, to work collegially with other staff members and to respect individual differences, individual rights and human dignity.

CHAPTER 5: **Non-Represented Personnel**
BOARD POLICY NO. 5.14 (BP 7130 and 7385)

BOARD POLICY
San Mateo County Community College District

*Subject***:**   5.14 Managers: Compensation and Benefits
Revision Date: 6/11; Reviewed 3/19
Policy References: Education Code Sections 70902(b)(4), 72411, 87801 and 88160; Government Code
                      Section 53200

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1. Salary compensation for managers, as defined in Policy 5.01, will be determined by the Board of
    Trustees and reviewed annually.

2. To the extent that they are not superseded by specific regulations applying to management
    employees, the following sections of Chapters III (Faculty) and IV (Classified Employees) shall apply
    to managers:

    a. 3.15 Employment Requirements
    b. 3.35 Payroll Deductions
    c. 3.50 Suspension and Dismissal
    d. 4.05 The Classified Service
    e. 4.15 Employment Requirements
    f. 4.30 Pay Period
    g. 4.35 Payroll Deductions
    h. 4.40 Continuation of Employment
    i. 4.45 Dismissals and Disciplinary Action

3. Any modification of pay or benefits for managers will be recommended to the Board of Trustees by
    the Chancellor.

BOARD POLICY
San Mateo County Community College District

*Subject***:**   5.15 Non-Represented Employees: Employment Requirements
Revision Date: 12/10; 3/19
Policy Reference: Education Code Sections 87408.6

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Prior to starting work and as a condition of employment, all employees who are not represented by an exclusive representative must meet the following requirements:

1. File a loyalty oath with the Office of Human Resources.

2. Be fingerprinted by the County Office of Education at a location designated by the District within the first ten working days of employment.

3. Submit evidence of freedom from active tuberculosis by means of a tuberculin skin test or chest x-ray that has been performed within 60 days prior to employment. All continuing academic supervisors and managers shall submit evidence of freedom from active tuberculosis by means of a tuberculin skin test or chest x-ray. A report of a negative tuberculin skin test reaction is valid for a period of four years from the date of examination. A negative chest x-ray is valid for two years.

4. The provisions of the above paragraph do not apply to any employee who files an affidavit stating that he/she adheres to the faith or teaching of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion and that to the best of his/her knowledge and belief he/she is free from active tuberculosis. If at any time there should be probable cause to believe that such affiant is afflicted with active tuberculosis, he/she may be excluded from service until the Board is satisfied that he/she is not so afflicted.

5. Furnish proof of authorization to work in the United States, pursuant to the Immigration Reform and Control Act of 1986 (IRCA).

6. Complete other paperwork required by the District or by the Federal, State federal or state governments, or any other regulatory agency.

BOARD POLICY
<u>**San Mateo County Community College District**</u>

<u>*Subject*</u>**:** 5.20 Academic Supervisors: Employment and Reassignment
<u>*Revision Date*</u>*:* 12/10; 3/19

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1. It is the intent of the Board of Trustees to identify the most qualified person for each academic supervisory position to guarantee efficient and effective operation of designated programs within the District. Based on the recommendations of the Chancellor, academic supervisory positions shall be determined by the Board of Trustees.

2. Appointments to academic supervisory positions are made by the Board of Trustees based upon the recommendation of the Chancellor. In the case of College appointments, the President of the College will make recommendations to the Chancellor.

3. District-tenured faculty members who are appointed to an academic supervisory position will retain tenure as a faculty member. Reassignment to return to faculty status may be made upon the recommendation of the Chancellor and approval by the Board of Trustees or upon request of the employee.

4. Individuals who do not hold tenure in the District and who are appointed to academic supervisory positions shall be subject to tenure and reassignment provisions in the Education Code.

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CHAPTER 5: **Non-Represented Personnel**
BOARD POLICY NO. 5.24

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BOARD POLICY
San Mateo County Community College District

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***Subject*:**   5.24 Academic Supervisors: Compensation and Benefits
***Revision Date*:**   6/11; Reviewed 3/19
***Policy References*:**   Education Code Sections 70902(b)(4) and 88160; Government Code Section 53200

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1. Salary compensation for academic supervisors, as defined in Policy 5.01, will be determined by the Board of Trustees and reviewed annually.

2. To the extent that they are not superseded by specific regulations applying to academic supervisory employees, the following sections of Chapters III (Faculty) and IV (Classified Employees) shall apply to academic supervisors:

    a. 3.15 Employment Requirements
    b. 3.35 Payroll Deductions
    c. 3.50 Suspension and Dismissal
    d. 4.30 Pay Period

3. Any modification of benefits for academic supervisors will be recommended to the Board of Trustees by the Chancellor.

4. Procedures regarding salary placement, movement on the salary schedule, vacation accrual and extra pay for academic supervisors are maintained by the Office of Human Resources.

BOARD POLICY
San Mateo County Community College District

*Subject***:**   5.60 Confidential Employees: Employment and Transfer
Revision Date: 11/10; Reviewed 3/19
Policy Reference: Government Code Section 3540.1

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1. It is the intent of the Board of Trustees to identify the best qualified person for each confidential position to insure superior quality education for students of the District while maintaining an efficient and cost-effective operation. Based on the recommendations of the Chancellor, confidential positions shall be determined by the Board of Trustees.

2. Appointments to confidential positions are made by the Board of Trustees based upon the recommendation of the Chancellor. The President of a College will make recommendations to the Chancellor for any College confidential appointments.

3. The selection process to be followed in hiring confidential employees is specified in the Classified and Management Selection Procedures adopted by the Board of Trustees and maintained by the Office of Human Resources.

4. Confidential employees may be transferred from one District unit to another should the needs of the District be best served by such action. Transfer may be initiated by the Chancellor or requested by the employee. All transfers will be made in accordance with District policies.

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CHAPTER 5: **Non-Represented Personnel**
BOARD POLICY NO. 5.64

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BOARD POLICY
San Mateo County Community College District

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*Subject***:**   5.64 Confidential Employees: Compensation and Benefits
Revision Date: 10/11; Reviewed 3/19
Policy References: Education Code Sections 70902(b)(4) and 88160; Government Code Sections
                     3540.1(c) and 53200
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1. Salary compensation for confidential employees, as defined in Government Code Section 3540.1(c), will be determined by the Board of Trustees and reviewed annually. Because confidential employees are not entitled to representation by collective bargaining agents under the law and because of the nature of confidential work, the District maintain a two (2) percent differential between confidential salaries and the salaries of similar positions in the collective bargaining unit.

2. To the extent that they are not superseded by specific regulations applying to confidential employees, all policies contained in Chapter IV apply to confidential employees who are members of the Classified Service.

3. The following portions of the agreement between the District and the California School Employees Association (CSEA), Chapter 33 will also apply to confidential employees:

    a. Retirement

    b. Vacations. Confidential employees will receive two (2) additional days of vacation beyond the numbers listed in Appendix B of the CSEA contract

4. After meeting and conferring with representatives of management, changes in pay or benefits for confidential employees will be recommended to the Board of Trustees by the Chancellor.

BOARD POLICY
San Mateo County Community College District

*Subject***:**   5.66 Confidential Employees: Evaluation
Revision Date: 6/11; 3/19
Policy Reference: Accreditation Standard III.A.1.b

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1. Confidential employees are evaluated using the same method and forms as that are used for
    classified employees represented by collective bargaining agents in this District. Appropriate
    adjustments to the classified evaluation process may be made.

2. Procedures for the evaluation of confidential employees shall be maintained by the Office of
    Human Resources.

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-8C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Aaron D. McVean, Vice Chancellor, Educational Services and Planning,
                    358-6803

STUDENT SUCCESS SCORECARD REPORT, 2018

This report includes data from the California Community Colleges' Chancellor's office (CCCCO) Student Success Scorecard for the colleges of the San Mateo County Community College District and overall for the State of California. The 2018 Student Success Scorecard contains metrics for cohorts of students tracked from 2011-12 to 2016-17.

Per Education Code Section 84754.5(d), the Student Success Scorecard is required to be presented to the Board of Trustees, separately, for Cañada College, College of San Mateo and Skyline College, with minutes from the meeting submitted to the CCCCO by March 31st each year.

Attachments:

Exhibit A – 2018 Statewide Student Success Scorecard
Exhibit B – 2018 Cañada College Student Success Scorecard
Exhibit C – 2018 College of San Mateo Student Success Scorecard
Exhibit D – 2018 Skyline College Student Success

STUDENT SUCCESS INITIATIVE

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

2018 Statewide Student Success Scorecard

The California Community Colleges is the largest system of higher education in the nation, with more than 2.3 million duplicated students attending 114 colleges. Our colleges provide students with the knowledge and background necessary to compete in today's economy. With a wide range of educational offerings, the colleges provide workforce training, basic courses in English and math, certificate and degree programs and preparation for transfer to four-year institutions.

Student Information (2016-2017)

Students			2,376,406
GENDER		**RACE/ETHNICITY**	
Female	53.6%	African American	6.1%
Male	45.2%	American Indian/Alaska Native	0.4%
Unknown Gender	1.2%	Asian	11.5%
AGE		Filipino	2.8%
Under 20 years old	26.8%	Hispanic	43.6%
20 to 24 years old	30.9%	Pacific Islander	0.4%
25 to 39 years old	26.9%	White	26.4%
40 or more years old	15.4%	Two or More Races	3.7%
Unknown Age	0.0%	Unknown Ethnicity	5.0%

Other Information (2016-2017)

Full-Time Equivalent Students	1,126,709.3
Credit Sections	351,679
Non-Credit Sections	32,732
Median Credit Section Size	25
Percentage of Full-Time Faculty	56.4%
Percentage of First-Generation	43.0%*
Student Counseling Ratio	611:1

* Insufficient data

STUDENT SUCCESS INITIATIVE

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

2018 Statewide Student Success Scorecard

Cohort Tracked for Six Years Through 2016-2017	Completion			Persistence			30 Units			Remedial			Career Technical Education	Career Development & College Preparation
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL		
Cohort	70.4%	41.0%	48.2%	79.4%	75.6%	76.5%	76.5%	67.4%	69.6%	36.5%	48.7%	33.4%	55.1%	16.3%
Female	73.9%	43.0%	50.0%	79.8%	76.1%	77.0%	77.8%	69.4%	71.3%	38.7%	51.7%	34.7%	58.6%	16.6%
Male	67.1%	38.8%	46.3%	79.0%	75.0%	76.0%	75.3%	65.1%	67.8%	33.7%	45.4%	31.6%	52.0%	15.9%
Under 20 years old	72.5%	43.5%	51.2%	80.3%	76.8%	77.8%	78.2%	69.4%	71.8%	40.4%	54.9%	52.6%	66.8%	28.4%
20 to 24 years old	56.6%	32.0%	36.2%	72.1%	67.8%	68.5%	64.5%	57.2%	58.4%	32.7%	40.8%	44.9%	57.9%	19.4%
25 to 39 years old	51.4%	32.7%	35.2%	72.7%	72.2%	72.2%	63.2%	61.6%	61.9%	34.4%	40.5%	26.9%	46.6%	13.5%
40 or more years old	48.4%	30.4%	32.3%	73.3%	79.0%	78.3%	59.3%	65.6%	64.9%	29.3%	35.7%	17.0%	42.6%	9.6%
African-American	63.2%	33.6%	36.9%	74.5%	71.5%	71.8%	66.7%	57.7%	58.7%	22.1%	32.3%	28.0%	47.0%	14.7%
American Indian/Alaska Native	60.3%	29.8%	35.1%	68.7%	68.6%	68.6%	66.4%	57.1%	58.7%	27.6%	34.4%	33.3%	52.0%	14.0%
Asian	81.2%	57.0%	65.2%	80.0%	83.3%	82.2%	78.9%	79.6%	79.3%	48.6%	64.2%	41.7%	61.9%	21.6%
Filipino	76.9%	49.4%	56.5%	83.3%	78.5%	79.8%	83.2%	73.6%	76.1%	45.1%	60.2%	33.9%	62.6%	N/A
Hispanic	64.3%	37.0%	41.6%	79.3%	75.0%	75.7%	75.4%	65.8%	67.4%	35.6%	47.6%	26.1%	54.6%	15.1%
Pacific Islander	61.5%	33.0%	37.7%	67.7%	68.0%	67.9%	67.1%	55.5%	57.4%	29.5%	39.2%	20.8%	55.6%	17.6%
White	71.5%	44.4%	53.9%	79.7%	75.3%	76.8%	76.9%	68.9%	71.7%	40.8%	52.2%	32.2%	54.5%	15.8%

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

Transfer Level Achievement	Math			English		
	1-Year		2-Year	1-Year		2-Year
	Cohort Size	Cohort Rate	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
All	156,528	18.4%	30.4%	156,528	41.2%	59.3%
Female	80,812	16.8%	29.0%	80,812	42.6%	61.7%
Male	73,788	20.1%	32.0%	73,788	39.7%	56.8%
< 20 years old	130,646	20.1%	32.7%	130,646	43.8%	61.9%
20 to 24 years old	15,875	11.1%	21.0%	15,875	29.0%	46.6%
25 to 39 years old	7,671	8.0%	17.8%	7,671	28.0%	48.0%
40+ years old	2,333	4.1%	10.2%	2,333	22.8%	37.5%
African American	7,556	9.1%	17.9%	7,556	27.4%	45.6%
American Indian/Alaska Native	643	10.6%	19.6%	643	34.5%	50.7%
Asian	14,892	42.3%	58.5%	14,892	45.3%	66.5%
Filipino	5,138	27.3%	42.7%	5,138	47.5%	68.4%
Hispanic	81,218	12.2%	22.7%	81,218	36.2%	54.8%
Pacific Islander	687	9.2%	20.4%	687	29.5%	50.7%
White	37,977	22.4%	36.4%	37,977	51.8%	67.5%

Skills Builder

Median Earnings Change		
		+28.2%
		N=84,768
Disciplines with the highest enrollment	Median % Change	Total N
Administration of Justice	19.9%	9,452
Child Development/Early Care and Education	33.4%	7,679
Accounting	36.4%	7,450
Police Academy	21.8%	5,200
Business and Commerce, General	38.4%	3,322
Fire Technology	29.0%	3,228
Business Management	29.0%	3,209
Office Technology/Office Computer Applications	34.8%	3,181
Emergency Medical Services	47.7%	2,937
Information Technology, General	31.7%	2,297

*: Cohort fewer than 10 students

Demographics		
Gender	Median % Change	Total N
Female	29.2%	37,412
Male	27.7%	46,408
Age	Median % Change	Total N
Under 20	170.2%	4,778
20-24	77.4%	22,308
25-39	25.0%	37,450
40 or over	11.9%	20,196
Ethnicity/Race	Median % Change	Total N
African American	28.3%	4,968
American Indian/Alaska Native	22.2%	467
Asian	31.6%	7,824
Filipino	28.4%	2,474
Hispanic	34.4%	30,485
Pacific Islander	29.3%	444
White	24.0%	31,936

N/A: Cohort has no students.
*: Suppressed to protect student Privacy.
Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

2018 Cañada College Student Success Scorecard

Cañada College, established in 1968, is part of the three-school San Mateo County Community College District. The college is one of the smallest community colleges in the Bay Area - enabling it to meet its mission of ensuring that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education classes, professional and technical programs, and basic skills.

Student Information (2016-2017)

Students			9,935
GENDER		RACE/ETHNICITY	
Female	60.3%	African American	2.8%
Male	37.1%	American Indian/Alaska Native	0.1%
Unknown Gender	2.5%	Asian	14.2%
AGE		Filipino	4.5%
Under 20 years old	24.1%	Hispanic	44.2%
20 to 24 years old	31.6%	Pacific Islander	1.3%
25 to 39 years old	28.9%	White	25.9%
40 or more years old	15.3%	Two or More Races	3.9%
Unknown Age	0.0%	Unknown Ethnicity	3.2%

Other Information (2016-2017)

Full-Time Equivalent Students	3,673.3
Credit Sections	1,283
Non-Credit Sections	1
Median Credit Section Size	25
Percentage of Full-Time Faculty	63.5%
Percentage of First-Generation	39.7%*
Student Counseling Ratio	394:1

* Insufficient data

STUDENT SUCCESS INITIATIVE

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

2018 Cañada College Student Success Scorecard

Cohort Tracked for Six Years Through 2016-2017	Completion			Persistence			30 Units			Remedial			Career Technical Education
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL	
Cohort	74.0%	42.9%	52.8%	72.6%	68.8%	70.0%	70.7%	63.5%	65.8%	38.5%	49.4%	21.7%	59.2%
Female	78.2%	47.4%	56.8%	71.8%	72.5%	72.3%	69.1%	67.7%	68.1%	41.5%	53.8%	23.0%	58.1%
Male	69.2%	37.6%	48.5%	73.1%	64.0%	67.1%	72.1%	58.9%	63.5%	34.2%	43.5%	19.7%	62.8%
Under 20 years old	75.3%	45.1%	55.7%	71.7%	68.8%	69.8%	71.2%	63.6%	66.3%	42.5%	58.3%	25.0%	75.5%
20 to 24 years old	71.4%	25.6%	32.6%	71.4%	56.4%	58.7%	71.4%	56.4%	58.7%	28.8%	36.5%	28.6%	66.4%
25 to 39 years old	60.0%	28.6%	33.3%	80.0%	82.1%	81.8%	60.0%	67.9%	66.7%	45.1%	44.7%	24.4%	54.3%
40 or more years old	40.0%	55.0%	52.0%	100.0%	75.0%	80.0%	60.0%	70.0%	68.0%	33.8%	32.4%	15.4%	45.3%
African-American	33.3%	42.1%	40.9%	66.7%	57.9%	59.1%	66.7%	47.4%	50.0%	26.5%	22.9%	100.0%	55.6%
American Indian/Alaska Native	N/A	0.0%	0.0%	N/A	100.0%	100.0%	N/A	33.3%	33.3%	0.0%	40.0%	N/A	N/A
Asian	95.0%	30.8%	69.7%	60.0%	69.2%	63.6%	65.0%	61.5%	63.6%	38.9%	58.8%	29.2%	64.5%
Filipino	100.0%	50.0%	70.0%	100.0%	66.7%	80.0%	100.0%	83.3%	90.0%	33.3%	42.9%	50.0%	64.7%
Hispanic	80.0%	38.6%	47.2%	76.9%	68.1%	69.9%	76.9%	63.3%	66.1%	36.3%	49.5%	16.7%	59.6%
Pacific Islander	0.0%	23.8%	21.7%	50.0%	71.4%	69.6%	50.0%	57.1%	56.5%	25.9%	33.3%	16.7%	40.0%
White	69.8%	56.5%	62.7%	72.9%	73.1%	73.0%	69.8%	66.7%	68.1%	43.6%	61.9%	38.9%	58.6%

STUDENT SUCCESS SCORECARD

Transfer Level Achievement	Math			English		
	1-Year	**2-Year**		**1-Year**	**2-Year**	
	Cohort Size	Cohort Rate	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
All	525	34.1%	47.6%	525	50.3%	63.2%
Female	285	30.5%	47.0%	285	51.9%	64.9%
Male	218	39.4%	48.2%	218	48.2%	61.0%
< 20 years old	433	38.6%	52.4%	433	54.3%	67.7%
20 to 24 years old	53	18.9%	26.4%	53	30.2%	37.7%
25 to 39 years old	25	8.0%	24.0%	25	24.0%	44.0%
40+ years old	14	0.0%	21.4%	14	50.0%	57.1%
African American	15	6.7%	33.3%	15	46.7%	60.0%
American Indian/Alaska Native	N/A	0.0%	0.0%	N/A	0.0%	0.0%
Asian	42	61.9%	76.2%	42	59.5%	73.8%
Filipino	18	38.9%	44.4%	18	61.1%	83.3%
Hispanic	280	25.0%	37.5%	280	47.5%	62.9%
Pacific Islander	10	0.0%	10.0%	10	10.0%	20.0%
White	123	48.0%	62.6%	123	56.9%	64.2%

Skills Builder

Median Earnings Change

+20.0%

N=319

Disciplines with the highest enrollment	Median % Change	Total N
Child Development/Early Care and Education	15.7%	98
Office Technology/Office Computer Applications	33.3%	68
Accounting	28.2%	27
Interior Design and Merchandising	1.0%	25
Fashion	10.2%	20
Computer Programming	97.7%	18
Business and Commerce, General	62.3%	15
Child Development Administration and Management	6.8%	15
Fashion Design	26.7%	14
Clinical Medical Assisting	63.6%	11

*: Cohort fewer than 10 students

Demographics

Gender	Median % Change	Total N
Female	18.3%	239
Male	43.3%	72
Age	Median % Change	Total N
Under 20	123.6%	15
20-24	108.2%	56
25-39	18.9%	130
40 or over	12.2%	118
Ethnicity/Race	Median % Change	Total N
African American	28.8%	14
American Indian/Alaska Native	0.0%	*
Asian	20.8%	40
Filipino	70.5%	13
Hispanic	12.4%	138
Pacific Islander	39.6%	*
White	23.8%	96

N/A: Cohort has no students.
*: Suppressed to protect student Privacy.
Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

2018 College of San Mateo Student Success Scorecard

College of San Mateo (CSM) is in the northern corridor of Silicon Valley on a 153-acre site in the San Mateo hills that provides a panoramic view of San Francisco Bay. Since 1922, CSM has been a gateway to higher education leading to university transfer, career preparation and advancement and professional and personal development. CSM is proud of its championship intercollegiate athletic teams that compete at the highest community college level. To ensure student success, CSM offers a comprehensive selection of academic support services. Resources include financial aid and scholarships, counseling, transfer services, tutoring, employment assistance, health services and child care, among others.

Student Information (2016-2017)

Students				13,823
GENDER		RACE/ETHNICITY		
Female	49.1%	African American	2.7%	
Male	47.7%	American Indian/Alaska Native	0.1%	
Unknown Gender	3.3%	Asian	23.2%	
AGE		Filipino	6.8%	
Under 20 years old	35.0%	Hispanic	29.1%	
20 to 24 years old	30.9%	Pacific Islander	2.0%	
25 to 39 years old	22.5%	White	28.5%	
40 or more years old	11.6%	Two or More Races	5.3%	
Unknown Age	0.0%	Unknown Ethnicity	2.2%	

Other Information (2016-2017)

Full-Time Equivalent Students	5,849.2
Credit Sections	2,120
Non-Credit Sections	3
Median Credit Section Size	26
Percentage of Full-Time Faculty	63.5%
Percentage of First-Generation	30.7%*
Student Counseling Ratio	517:1

* Insufficient data

STUDENT SUCCESS SCORECARD

CALIFORNIA COMMUNITY COLLEGES

2018 College of San Mateo Student Success Scorecard

Cohort Tracked for Six Years Through 2016-2017	Completion			Persistence			30 Units			Remedial			Career Technical Education
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL	
Cohort	74.9%	49.3%	56.4%	70.0%	75.1%	73.6%	71.4%	70.0%	70.4%	41.7%	57.9%	28.8%	52.9%
Female	79.2%	47.4%	55.7%	73.6%	74.7%	74.4%	75.7%	69.8%	71.3%	42.3%	60.2%	28.6%	57.4%
Male	71.1%	50.7%	56.6%	67.4%	74.8%	72.7%	68.4%	69.9%	69.5%	41.2%	55.4%	32.5%	49.2%
Under 20 years old	76.7%	52.5%	59.5%	69.2%	76.4%	74.3%	71.7%	72.2%	72.1%	46.8%	61.2%	55.0%	72.2%
20 to 24 years old	64.7%	23.2%	32.9%	82.4%	62.5%	67.1%	82.4%	51.8%	58.9%	32.3%	42.1%	45.5%	57.5%
25 to 39 years old	25.0%	27.3%	27.0%	50.0%	72.7%	70.3%	25.0%	60.6%	56.8%	38.4%	57.1%	19.8%	42.9%
40 or more years old	25.0%	23.1%	23.5%	100.0%	53.8%	64.7%	50.0%	38.5%	41.2%	25.9%	54.5%	12.7%	33.3%
African-American	66.7%	35.6%	37.5%	100.0%	75.6%	77.1%	66.7%	64.4%	64.6%	30.8%	47.2%	100.0%	38.7%
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0%	0.0%	N/A	N/A
Asian	80.0%	66.9%	72.7%	52.6%	66.1%	60.2%	65.3%	76.9%	71.8%	57.7%	73.5%	37.6%	49.3%
Filipino	86.2%	50.0%	59.1%	86.2%	86.0%	86.1%	93.1%	70.9%	76.5%	47.8%	63.2%	14.3%	61.1%
Hispanic	65.7%	41.1%	45.3%	77.6%	75.5%	75.8%	65.7%	67.2%	66.9%	38.7%	52.9%	18.8%	57.9%
Pacific Islander	100.0%	29.7%	36.6%	100.0%	73.0%	75.6%	75.0%	56.8%	58.5%	33.3%	42.2%	0.0%	40.0%
White	73.7%	54.6%	61.4%	73.7%	75.8%	75.1%	71.9%	72.0%	72.0%	42.6%	64.2%	24.4%	51.8%

Transfer Level Achievement	Math			English		
		1-Year	**2-Year**		**1-Year**	**2-Year**
	Cohort Size	Cohort Rate	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
All	1,033	32.0%	45.3%	1,033	48.8%	67.4%
Female	483	27.7%	40.8%	483	50.7%	70.0%
Male	512	36.3%	49.4%	512	46.3%	64.8%
< 20 years old	934	32.9%	46.5%	934	50.4%	68.4%
20 to 24 years old	70	30.0%	40.0%	70	27.1%	54.3%
25 to 39 years old	25	12.0%	24.0%	25	48.0%	64.0%
40+ years old	*	0.0%	0.0%	*	50.0%	75.0%
African American	32	12.5%	34.4%	32	31.3%	56.3%
American Indian/Alaska Native	*	0.0%	100.0%	*	100.0%	100.0%
Asian	206	60.2%	71.8%	206	54.4%	65.5%
Filipino	95	32.6%	48.4%	95	46.3%	66.3%
Hispanic	356	21.6%	32.6%	356	46.1%	66.9%
Pacific Islander	35	8.6%	22.9%	35	34.3%	60.0%
White	223	31.8%	47.5%	223	55.2%	74.0%

Skills Builder

Median Earnings Change		
	+34.8%	
		N=476
Disciplines with the highest enrollment	Median % Change	Total N
Accounting	38.0%	128
Computer Programming	53.0%	39
Fire Technology	66.7%	37
Office Technology/Office Computer Applications	28.1%	36
Construction Inspection	17.2%	36
Tax Studies	33.8%	34
Electronics and Electric Technology	26.3%	29
Business Management	34.7%	26
Digital Media	55.8%	24
Real Estate	14.5%	22

*: Cohort fewer than 10 students

Demographics		
Gender	Median % Change	Total N
Female	32.9%	195
Male	35.8%	265
Age	Median % Change	Total N
Under 20	105.7%	23
20-24	83.1%	121
25-39	32.7%	227
40 or over	13.2%	105
Ethnicity/Race	Median % Change	Total N
African American	101.7%	19
American Indian/Alaska Native	0.0%	*
Asian	32.7%	97
Filipino	32.5%	29
Hispanic	38.6%	118
Pacific Islander	19.4%	11
White	30.8%	173

N/A: Cohort has no students.
*: Suppressed to protect student Privacy.
Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

2018 Skyline College Student Success Scorecard

Skyline College opened in 1969 as one of three community colleges in the San Mateo County Community College District. The college is committed to preparing a highly skilled workforce for the new economy and has been recognized nationally for its efforts. Students often transfer to Berkeley, Stanford, University of California, Los Angeles and other top universities. Skyline offers various certificate programs, including automotive technology, biotechnology, cosmetology, business, early childhood education, respiratory therapy, surgical technology and telecommunications and network information technology.

Student Information (2016-2017)

Students			15,198
GENDER		RACE/ETHNICITY	
Female	52.4%	African American	2.6%
Male	45.0%	American Indian/Alaska Native	0.1%
Unknown Gender	2.7%	Asian	22.5%
AGE		Filipino	16.8%
Under 20 years old	31.5%	Hispanic	29.8%
20 to 24 years old	35.4%	Pacific Islander	1.1%
25 to 39 years old	24.1%	White	19.6%
40 or more years old	9.0%	Two or More Races	5.7%
Unknown Age	0.0%	Unknown Ethnicity	1.8%

Other Information (2016-2017)

Full-Time Equivalent Students	6,884.2
Credit Sections	2,436
Non-Credit Sections	9
Median Credit Section Size	21
Percentage of Full-Time Faculty	63.5%
Percentage of First-Generation	34.0%*
Student Counseling Ratio	305:1

* Insufficient data

STUDENT SUCCESS INITIATIVE

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

2018 Skyline College Student Success Scorecard

Cohort Tracked for Six Years Through 2016-2017	Completion			Persistence			30 Units			Remedial			Career Technical Education
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL	
Cohort	79.2%	45.3%	52.6%	61.3%	69.1%	67.4%	71.3%	69.9%	70.2%	45.2%	52.2%	34.1%	54.4%
Female	76.3%	44.3%	51.0%	61.4%	69.0%	67.4%	72.8%	70.6%	71.1%	48.4%	54.6%	32.7%	53.3%
Male	81.0%	46.0%	53.6%	62.0%	69.2%	67.6%	68.6%	69.0%	68.9%	42.4%	49.5%	35.7%	55.8%
Under 20 years old	83.3%	47.7%	55.6%	61.0%	69.0%	67.2%	71.9%	71.4%	71.5%	49.7%	61.5%	64.4%	69.8%
20 to 24 years old	46.2%	36.8%	38.2%	61.5%	76.3%	74.2%	69.2%	68.4%	68.5%	42.6%	41.5%	50.6%	56.2%
25 to 39 years old	53.8%	32.0%	36.5%	69.2%	62.0%	63.5%	61.5%	56.0%	57.1%	29.9%	36.7%	18.6%	47.1%
40 or more years old	50.0%	8.3%	18.8%	50.0%	58.3%	56.3%	75.0%	41.7%	50.0%	42.1%	40.7%	17.9%	41.3%
African-American	60.0%	48.0%	50.0%	80.0%	68.0%	70.0%	40.0%	52.0%	50.0%	35.4%	37.5%	N/A	61.1%
American Indian/Alaska Native	N/A	0.0%	0.0%	N/A	66.7%	66.7%	N/A	33.3%	33.3%	0.0%	33.3%	N/A	0.0%
Asian	85.9%	65.9%	74.8%	54.5%	65.0%	60.4%	69.7%	82.9%	77.0%	56.5%	69.1%	44.9%	55.3%
Filipino	80.6%	50.8%	55.0%	54.8%	79.1%	75.7%	74.2%	76.5%	76.1%	48.9%	60.2%	20.8%	58.0%
Hispanic	68.8%	33.8%	38.6%	66.7%	64.9%	65.1%	66.7%	64.9%	65.1%	42.6%	43.8%	17.5%	50.0%
Pacific Islander	100.0%	17.6%	22.2%	100.0%	52.9%	55.6%	100.0%	23.5%	27.8%	34.8%	40.7%	N/A	50.0%
White	78.4%	50.7%	56.6%	70.3%	72.5%	72.0%	78.4%	69.6%	71.4%	47.1%	52.4%	30.8%	52.7%

STUDENT SUCCESS INITIATIVE

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS SCORECARD

Transfer Level Achievement	Math			English		
	1-Year	**2-Year**		**1-Year**	**2-Year**	
	Cohort Size	Cohort Rate	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
All	820	21.0%	37.9%	820	55.1%	71.3%
Female	400	20.0%	37.5%	400	60.5%	75.0%
Male	390	22.3%	38.2%	390	50.5%	68.2%
< 20 years old	716	22.2%	39.1%	716	57.3%	73.2%
20 to 24 years old	69	10.1%	31.9%	69	44.9%	66.7%
25 to 39 years old	31	16.1%	25.8%	31	35.5%	48.4%
40+ years old	*	25.0%	25.0%	*	0.0%	0.0%
African American	12	8.3%	16.7%	12	50.0%	66.7%
American Indian/Alaska Native	*	0.0%	0.0%	*	0.0%	0.0%
Asian	167	38.9%	59.9%	167	53.9%	71.9%
Filipino	202	17.3%	31.7%	202	59.4%	77.2%
Hispanic	244	13.5%	29.1%	244	50.4%	66.4%
Pacific Islander	12	8.3%	16.7%	12	16.7%	50.0%
White	113	22.1%	45.1%	113	66.4%	76.1%

Skills Builder

Median Earnings Change		
	+29.4%	
		N=713
Disciplines with the highest enrollment	Median % Change	Total N
Automotive Technology	14.2%	208
Accounting	89.1%	135
Child Development/Early Care and Education	48.3%	99
Real Estate	19.5%	55
Business and Commerce, General	90.4%	39
Office Technology/Office Computer Applications	44.4%	34
Computer Infrastructure and Support	21.5%	29
Medical Office Technology	7.4%	29
Emergency Medical Services	63.9%	26
Administration of Justice	45.8%	22

*: Cohort fewer than 10 students

Demographics		
Gender	Median % Change	Total N
Female	42.2%	293
Male	25.0%	395
Age	Median % Change	Total N
Under 20	101.7%	36
20-24	89.1%	195
25-39	29.4%	285
40 or over	10.8%	197
Ethnicity/Race	Median % Change	Total N
African American	27.6%	13
American Indian/Alaska Native	0.0%	*
Asian	33.0%	212
Filipino	37.1%	96
Hispanic	34.0%	146
Pacific Islander	7.2%	10
White	24.7%	190

N/A: Cohort has no students.
*: Suppressed to protect student Privacy.
Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-9C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Aaron D. McVean, Vice Chancellor, Educational Services and
                       Planning, 358-6803

DISTRICT STRATEGIC PLAN AND METRICS UPDATE

The District Strategic Plan (2015-2020) is explicit in its focus on Students First: Success, Equity and Social Justice. The plan outlines four Strategic Goals and specifies Districtwide strategies that support their achievement. The assessment of the implementation of the District Strategic Plan is supported by the Strategic Plan Metrics. The adopted metrics focus on the enrollment, persistence, and completion of Full Time First-Time (FTFT) students at each of the colleges of the SMCCCD.

FALL FULL TIME FIRST-TIME STUDENTS	FA '13	FA '14	FA '15	FA '16	FA '17		19-20 target
Cohort size (number of students)	1,810	1,846	1,888	1,867	1,981		2,054
% of students completing SEP	72%	83%	85%	90%	91%		100%
Fall-to-Spring persistence	91%	91%	91%	90%	90%		95%
% initial enrollment in basic skills MATH	39%	35%	31%	26%	17%		20%
% initial enrollment in basic skills ENGLISH	28%	25%	18%	8%	3%		5%
% initial enrollment in transfer level MATH	28%	30%	35%	44%	48%		50%
% initial enrollment in transfer level ENGLISH	32%	34%	42%	66%	78%		75%
Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	17%	18%	21%	18%	-		30%
Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	53%	54%	57%	40%	-		75%
% of students completing a degree within 150% of normal time	15%	16%	18%	-	-		45%
Average time to completion of Associate Degree (semesters*) *Summer = 0.5 semesters*	6.0	6.0	5.7	-	-		6.0
OTHER INSTITUTIONAL METRICS (NON-COHORT)	13-14	14-15	15-16	16-17	17-18		19-20 target
Associate Degree Completers	1,398	1,502	1,551	1,660	1,712		1,788
Certificate Completers	1,568	1,654	1,529	1,388	1,244		1,500
CSU transfers	999	889	989	995	-		1,095
UC transfers	292	332	335	413	-		453
San Mateo County high school take rate	49%	48%	46%	47%	-		55%

OTHER INSTITUTIONAL METRICS (NON-COHORT)	13-14	14-15	15-16	16-17	17-18		19-20 target
Course success rate differential (Distance Education vs. Face-to-Face)	-7%	-6%	-4%	0%	3%		0%

District Strategic Plan Review, Assessment, and Update Cycle

The regular review and assessment of the District Strategic Plan is outlined below. The plan is scheduled for a comprehensive update to take place during the 2019/20 academic year, with the intention of brining a revised plan to the Board for adoption in Fall 2020 that will guided efforts over the next five year cycle.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
SMCCCD Strategic Plan 2015-2020	**Plan Completed (Year 1)**	**Implement (Year 2) — Review — Assess**	**Implement (Year 3) — Mid-Term Review — Assess**	**Implement (Year 4) — Review — Assess — Environmental Scan**	**Plan Update (Year 5) — Review — Assess**	**Comprehensive Plan Update Completed (Year 1)**

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-10C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Aaron D. McVean, Vice Chancellor, Educational Services and Planning,
                       358-6803
                       Sue Harrision, Director, General Services 358-6879

INTENT TO AWARD PROMISE SCHOLARS PROGRAM (PSP) REPLICATION GRANTS

The Promise Scholars Program (PSP) Replication project is funded by the California Community Colleges Chancellor's Office (CCCCO) Awards for Innovation in Higher Education grant (Board Report No. 17-3-4CA). The District issued a request for proposals (RFP 86796) on February 1, 2019 inviting colleges from the CCC system to apply for the opportunity to engage in planning and participate in technical assistance for the replication of the PSP as part of that award (see Table of activities below).

Activity	Date
Issuance of RFP	February 1, 2019
Informational Webinar	February 13, 2019
Deadline for Submission of Questions	February 14, 2019
Deadline for Submission of Proposals	March 1, 2019
Proposal Review	March 4-8, 2019
Anticipated Notice of Award	March 15, 2019
Start Date	April 1, 2019
Mandatory Kick-Off Meeting with SMCCCD and CUNY-ASAP in New York, NY	April 14-16, 2019

Ten colleges submitted applications, from which three were chosen to participate in this opportunity and receive grants in the amount of $150,000: Cuesta College, Pasadena City College (PCC), and Lake Tahoe Community College (LTCC), based on criteria outlined in the RFP. These college will participate in activities beginning April 1, 2019 through June 30, 2021.

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-11C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

CONSIDERATION OF PROPOSAL FROM PEN TV

Peninsula TV is a 501c3 nonprofit community television station and professional video services provider. PenTV broadcasts its television signal throughout most of San Mateo County to 260,000 households on cable networks Comcast-26, Wave-27, and AT&T U-verse-99, along with streaming programming on the organization's website.

PenTV currently is housed in the auditorium of the SamTrans offices in San Carlos. The organization is currently looking for a different location in which to produce program and house their offices. In light of the District's recent sale of KCSM-TV and the vacating of the studio space at CSM Building 9 which housed KCSM-TV, PenTV believes there is a partnership that could develop to benefit both their organization and the District. The Board of Directors of PenTV have presented the District with the attached proposal as a first step in exploring a future partnership.

Of note, the proposal offered by PenTV would, among other things:

- Allow, for an annual fee, PenTV to have a long-term lease in a (defined) portion of the recently-vacated KCSM-TV studios and offices;

- Provide opportunities for District students to engage in a full range of educational experiences, including production of on-air and online programming and non-production roles

District staff have had preliminary conversations with PenTV representatives regarding their proposal and staff is offering this item for Board discussion to assess the opinion of the Board in their desire to move forward in exploring this partnership.

Additionally, the Board has, on prior occasions, expressed an interst in discussing the broadcasting of Board meetings. As the discussion of Pen TV's proposal is an associated topic, the Board will discuss these items in the same conversation.

**Peninsula TV/San Mateo County Community College District
Partnership Proposal**

Introduction

The potential partnership between the San Mateo County Community College District and Peninsula TV in which the community-based television station becomes a long-term tenant of the KCSM-TV facilities presents a tremendous prospect for both organizations to advance their mutual missions of community engagement and educational opportunities through the full range of multi-media programming.

It could be described as a perfect partnership.

PenTV finds some stability and enhanced service opportunities through a long-term home at an outstanding technical facility, which allows it to continue and to grow its reach into the community through local programming that reflects the breadth of San Mateo County. PenTV is the community's television station, providing services to local government and nonprofits and outstanding original programming that focuses on the people we both serve.

For the District, this partnership would provide an educational setting for students interested in pursuing broadcast and social media programming. It would seem a perfect fit for the District's teaching and learning mission.

Additionally, such a partnership opens up an entirely new and expansive communications channel to inform the public about District activities on each of its three dynamic campuses – in essence, to tell the District's story

The proposal below is a first draft. We look forward to further discussions that lead to a successful partnership.

Statement of Proposal

Peninsula TV (PenTV) and the San Mateo County Community College District (District) will enter into a 25-year lease agreement for the usage of the KCSM-TV facilities at the College of San Mateo.

This partnership will provide long-term TV production facilities at KCSM-TV to be occupied and used exclusively by PenTV for the production of on-air and online programming serving the wide-ranging interests of the people of San Mateo County.

This partnership will provide educational opportunities for students from the District campuses, including, but not limited to, on-air and online production and programming, technical training, adjunct instructional purposes and internships.

Peninsula TV will:
- Pay an annual fee, to be determined and governed by a 25-year lease agreement, for the exclusive use of the KCSM-TV facilities
- Manage and maintain all KCSM-TV facilities under the direct control of PenTV
- Use those facilities for the production and airing of community-based programming that serves the mutual missions of PenTV and the District, including original programming,
- Use those facilities for the production and airing of contract work on behalf of public and private clients
- Fund additional equipment, to be owned by PenTV, as needed, for ongoing production and programming
- Designate an authorized staff member as the liaison to the District for the purposes of ensuring the fulfillment of the educational mission of this agreement
- Provide opportunities for District students to engage in a full range of educational experiences, including production of on-air and online programming and non-production roles, such as social media, marketing, advertising (copywriting, graphic design, media) and business management, in accordance with the educational needs of the District, its instructors and its students
- Provide sufficient access to KCSM-TV facilities to meet the educational mission of the District
- Own all content that originates by PenTV and all content for use on the Peninsula TV station and its associated social media

District will:
- Lease to PenTV all KCSM-TV facilities as needed to achieve the programming mission of PenTV in collaboration with the educational mission of the District
- Permit full management of all KCSM-TV facilities by PenTV
- Designate representatives from each of the District's three campuses and serve as educational liaisons with PenTV
- Develop SMCC-TV, a vehicle for adjunct educational usages of the KCSM-TV facilities for the development of student-produced on-air and online programming
- Provide opportunities for District students to engage in a full range of educational experiences, including production of on-air and online programming and non-production roles, such as social media, marketing, advertising (copywriting, graphic design, media) and business management, in accordance with the educational needs of the District, its instructors and its students
- Provide college credit for unpaid internships provided by PenTV

San Mateo County Community College District   March 27, 2019

BOARD REPORT NO. 19-3-12C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Mitchell Bailey, Chief of Staff – 574-6510

                       REVIEW OF REVISIONS TO BOARD POLICIES:
                        Policy 1.35 – Board Member Conduct
                        Policy 1.45 – Agendas for Meetings
                        Policy 1.50 – Minutes of Meetings
                        Policy 1.60 – Rules of Order for Board Meetings

Board-approved policies are reviewed on a six-year cycle, and as needed, to ensure currency and reflect any changes in law, accreditation or application. The following policies relating to Board activities are presented for initial review and comment by the Board prior to approval at a future meeting. For the policies highlighted below, staff have offered preliminary recommendations for the Board's consideration:

- **Policy 1.35:**   **Board Member Conduct –** Edits clarifying support of Board decisions per Accreditation Standard IV-C.2 (Attachment A) and speaking on behalf of the Board are recommended.

- **Policy 1.45:**   **Agendas for Meetings –** Minor, technical edits are recommended to this policy.

- **Policy 1.50:**   **Minutes of Meetings –** Edits incorporating conformance with the California City Clerks Association Guidelines for preparing meeting minutes (Attachment B) and also requiring the posting of minutes to the District website are recommended to this policy.

- **Policy 1.60:**   **Rules of Order for Board Meetings –** No edits to this policy are recommended.

CHAPTER 1: **Board of Trustees**
BOARD POLICY NO. 1.35 (BP 2717, 2720, and 2745)

BOARD POLICY
San Mateo County Community College District

*Subject***:**   BP 1.35 Board Member Conduct
Revision Date: 3/12; 3/15
Policy References: Government Code Sections 8314 and 54952.2; Penal Code Section 424;
                      ACCJC Accreditation Standard IV.C.10
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1. Board members shall:

    a. Be bound by approved Board policies.

    b. Work and communicate through appropriate channels of authority and responsibility.

    c. Notify the President of the Board or the Secretary for the Board of an expected absence from a Board meeting.

    d. Not use or permit others to use public resources, except that which is incidental and minimal, for personal purposes or any other purpose not authorized by law.

2. A majority of the members of the Board shall not communicate among themselves outside a regularly scheduled meeting by using a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the Board. This policy shall not be construed as preventing an employee or official of the District or a member of the public from engaging in separate conversations or communications with members of the Board outside of a meeting in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the Board, if that person does not communicate to members of the Board the comments or position of any other member or members of the Board.

3. The Board shall speak with one voice. A decision reached by a majority of the members of the Board shall constitute a binding decision of the Board and all members of the Board will respect that decision, even if they disagree with the decision.

4. Members of the Board will coordinate with the Chancellor on any requests from media seeking comment about issues pertaining to Board or District matters. Individual members of the Board shall not speak on behalf of the Board or the District unless authorized by the Board to do so.

5. As provided for in the law, written or oral background information supplied to Board members on matters to be discussed in closed session shall be kept confidential.

    a. Board members shall not reveal the identity of individuals in attendance at closed sessions nor the nature or details of discussion at closed sessions.

BP 1.35 Board Member Conduct (continued)

    b.   Board members shall not initiate or entertain charges against individual employees at a public Board meeting. As provided by law, appropriate personnel matters shall be discussed by the Board in closed session.

6.   Individual Board members shall not instruct staff to conduct investigations, prepare reports, or undertake extensive analysis of information. When information is requested by Board members, the following policy shall be observed:

    a.   It is the policy of the Board that there be no restraints placed upon District employees in providing routine public information except as restricted by statutes.

    b.   If the Board member request is for public information which exists in the form requested, it will be complied with as soon as possible.

    c.   It shall be the policy of the Board that whenever an individual Board member wishes an investigation, study, research project, or analysis, it shall be directed by the majority vote of the Board through the Chancellor.

    d.   All Board member requests received will be referred to the Chancellor who will determine the appropriate disposition and may include, where indicated, the anticipated cost of completing the request, as well as an expected completion date.

7.   A Board member shall not approach a District employee on personal or sensitive matters with the request that such matters be held in confidence.

8.   Data or reports prepared by individual Board members for distribution to the Board shall be the sole responsibility of the author and shall place no obligation on the part of the Chancellor or the Board to take action. Such materials should normally be distributed under "Statements from Board Members" on the regular Board meeting agenda.

9.   No member of the Board shall make, participate in making or, in any way, attempt to use his or her official position to influence a governmental decision in which he or she knows or has reason to know that he or she has a financial interest. Each Board member shall annually file a statement disclosing those interests in investments, real property, and income designated as reportable under the District's Conflict of Interest Code.

10. Individual Board members shall inform the Chancellor about significant complaints and criticism received from the public even though no action is requested. In turn, the Board shall be kept informed of significant complaints and criticism by the Chancellor. The intent of this section is to assure that the Board and the Chancellor have time to investigate the criticism or complaint before it is discussed in a public Board meeting. Nothing in this section would prohibit a member of the public from addressing the Board about any matter under either "Statements from the Public on Non-Agenda Items" or discussion of a regular agenda item.

11. Board members shall maintain reasonable decorum at Board meetings.

12. Board members, including the Student Trustee, shall participate in an annual Board evaluation process which will be conducted each calendar year. The purpose of this evaluation of the Board is to assess the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness, as well as to identify those areas of Board functioning which are working well and

BP 1.35 Board Member Conduct (continued)

those which need improvement and to improve communication and understanding among Board members. Evaluation instruments with criteria based upon District Policies and Procedures shall be developed and approved by the Board, and a facilitator shall be used by the Board as necessary to assist in this process. The Board shall discuss the results of the evaluation at a public meeting.

13. Refusal to adhere to these policies shall constitute misconduct by a Board member and shall be grounds for summary termination by the Board President of the offending Board member's privilege of address.

BOARD POLICY
<u>**San Mateo County Community College District**</u>

<u>*Subject*</u>**:**	1.45 Agendas for Meetings
<u>*Revision Date:*</u>	3/12
<u>*Policy Reference:*</u>	Government Code Sections 54954 et seq. and 6250 et seq.; Education Code Sections 72121 and 72121.5

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1. An agenda for each meeting of the Board shall be prepared jointly by the President of the Board and/or designee and Chancellor (or designees as necessary). Any member of the Board may ask the Board President to add an item to the agenda. If the Board President denies the request, the requesting Board member may raise the issue at a Board meeting under "Statements from Board Members." If a majority of Board members agree to add the item, it shall be added to a subsequent agenda. Normally, requests for agenda items shall be submitted ten (10) calendar days in advance of the meeting date.

2. At least five (5) days prior to each regular meeting, the meeting agenda shall be provided to Board members. The agenda will include titles that accurately describe each item of business to be transacted or discussed at the meeting.

3. The agenda for each regular and special meeting shall be posted where the public and District employees may see it, at least seventy-two (72) hours prior to the time of the regular meeting and at least twenty-four (24) hours prior to special meetings. The agenda will also be posted on the District's website. If requested, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons with a disability. Members of the public and others can request that their names be added to an email list for agendas and board packets.

4. The agenda shall clearly state the items proposed for action. No conclusive policy decision may be taken on a matter until it appears on a published agenda. Items of policy cannot be added to the agenda at the time of the regular meeting unless:

    a. a majority of members of the Board decides there is an "emergency situation" as defined for emergency meetings;
    b. two-thirds of the members of the Board (or all members if less than two-thirds are present) determine there is a need for immediate action and the need to take action came to the attention of the Board subsequent to the agenda being posted;
    c. an item appeared on the agenda of, and was continued from, a meeting held not more than five (5) days earlier.

5. This does not preclude the taking of testimony at regularly scheduled meetings on matters not on the agenda which any member of the public may wish to bring before the Board, provided that no action is taken by the Board on such matters at the same meeting at which testimony is taken.

6. The order of business may be changed by consent of the Board.

1.45 Agendas for Meetings (continued)

7. The agenda of regular meetings may contain a consent agenda section, under which noncontroversial items of a routine nature, as determined by the Chancellor, may be approved by one vote of the Board. Sufficient back-up material on consent agenda items shall be made available to Board members in advance of the meeting. Prior to a motion for approval of the consent agenda, a Board member may ask questions about a particular agenda item. Also before approval, any Board member, interested student, employee or citizen, or member of the staff may request that an item be removed to be considered separately. If an item is removed, it will be discussed in the order listed, after approval of remaining items on the consent agenda.

8. The agenda of each regular meeting shall include an opportunity for enrolled students, staff, employees and the public to address the Board on any matter directly related to the business of the College District (generally agendized as Statements from the Public on Non-Agenda Items). No action can be taken by the Board on such items. In addition, once an agenda item has been presented and staff reports made, the Board shall invite public participation in discussion related to the item.

9. Any person or persons wishing to place a matter directly related to community college district business before the Board for deliberation or action shall submit to the Chancellor a written request for inclusion of the matter on the agenda no less than seven days prior to the date of the regular meeting. The Board President, in conjunction with the Chancellor, shall decide if, where and when the item will be placed on the agenda.

CHAPTER 1: **Board of Trustees**
BOARD POLICY NO. 1.50 (BP 2360 and 2365)

BOARD POLICY
San Mateo County Community College District

*Subject***:**   1.50 Minutes of Meetings
Revision Date: 2/09; 6/15
Policy References: Education Code Section 72121(a); Government Code Sections 6250 et seq.,
                      54957.5 and 54953.7

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1. A record of all transactions of the Board shall be set forth in the Board meeting minutes. All minutes, after approval by the Board, shall be kept by the Secretary for the Board in the Minute Book and/or in an appropriate electronic format as the official record of Board meetings. The minutes of all Board meetings are public records and shall be made available to the public.

2. The minutes shall be succinct; the basic function of the minutes shall be the recording of official actions of the Board and shall be drafted in conformance with the City Clerks Association of California's "Guidelines for Preparing Minutes for Governmental Agencies."

    a. The minutes shall record the name of the person making a motion, the name of the person seconding it and the vote. A member abstaining from voting on a proposition may state his/her reasons and may have them recorded in the minutes if he/she so requests at the time of the voting.
    b. If discussion is held on an item, the minutes will state that "a discussion was held". A summary of the positions of the Board members will be reported. Such summary may be corrected at the time the minutes are presented for adoption.
    c. Any Board member may request that there be included in the minutes any verbatim statement which that Board member has made or data which he/she wishes to have included in the minutes. Unless such request is made at the meeting during which the statement is made or the data produced, it shall not thereafter be requested as part of those particular minutes.
    d. Each Board member shall have the privilege of having his/her vote and the reasons for it recorded separately on any question if he/she so requests in the minutes. The request must be made while the vote is being taken or immediately thereafter.

3. Board meetings shall be audio recorded. Recordings shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code sections 6250, et seq. Recordings of meetings do not constitute the official Board minutes, but are used to assist in clarifying the business transacted at Board meetings. Recordings normally will be retained for one month; at the discretion of the Board or the Chancellor, recordings may be retained for a longer period of time.

4. Minutes shall be posted on the District's website.

5. Minutes and recordings of Board meetings shall be available by prior arrangement for inspection by the public during the regular office hours of the District Office. If requested, the minutes shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.

BOARD POLICY
San Mateo County Community College District

Subject   1.60 Rules of Order for Board Meetings
Revision Date   3/12
Policy References: Government Code Section 54954.3; Education Code Section 72121.5

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The Board recognizes both the value of free expression of views and its statutory obligation to make policy decisions essential to the management of the District. Toward these ends, the following rules of order, established under authorization of State statutes, shall govern the conduct of all Board meetings:

1. The President of the Board shall direct the orderly presentation of reports and discussion on all agenda items and on matters introduced under "Statements from the Public on Non-Agenda Items" and "Presentations to the Board by Persons or Delegations." No action can be taken by the Board on "Statements from the Public on Non-Agenda Items" or "Presentations to the Board by Persons or Delegations."

2. After an agenda item has been presented and staff reports made, the Board shall invite public participation in discussion relating to the item. Persons addressing the Board will be asked to preface their remarks by giving their name to the President of the Board. The President of the Board may rule out of order discussion which in his/her judgment is not relevant to the agenda item.

3. During any portion of the meeting, the Board may prescribe a time limit on individual presentations and/or a time limit on the total time to be allocated to all presentations on a given item or issue, and the Board may allow all interested participants to address the Board before allowing any participant to be heard a second time.

4. The President of the Board may rule out of order persons who use profanity, threats, physical violence, or obscenity in any form, disturb or disrupt the Board meeting, or fail to conform to a reasonable request to maintain decorum in the meeting room.

5. Persons who are ruled out of order shall be warned of their infraction, dismissed from the meeting room if the warning is not heeded, and removed from the meeting room by appropriate authorities if they do not comply with instructions or directives of the Board or Board President to leave.

6. In the event that any Board meeting is willfully interrupted by an individual or group of persons so as to render the orderly conduct of the meeting unfeasible, and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue in session. Representatives of the news media and staff members, except those participating in the disturbance, shall be allowed to attend the meeting.

7. Any criminal violation of any provision of law may be directed by the Board to the attention of the appropriate law enforcement agency.

1.60 Rules of Order for Board Meetings (continued)

8. Members of the public also may submit written communications to the Board on any item either on or off the agenda. Written communication regarding items on the agenda should reach the office of the Chancellor not later than one working day prior to the meeting at which the matter concerned is to be before the Board. All such written communications shall be dated and signed by the author, and shall contain the residence or business address of the author and the author's organizational affiliation, if any.

Excerpt from Accrediting Commission for Community and Junior Colleges
Accreditation Standards (Adopted June 2014)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A.   Decision-Making Roles and Processes

1.   Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

2.   The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

3.   Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

4.   Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

5.   Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

6.   The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

7.   Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Standard IV: Leadership and Governance

B.   Chief Executive Officer

1.   The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

2.   The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

3.   Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

   - establishing a collegial process that sets values, goals, and priorities;

   - ensuring the college sets institutional performance standards for student achievement;

   - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;

   - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;

   - ensuring that the allocation of resources supports and improves learning and achievement; and

   - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

4.   The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

5.   The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

6.   The CEO works and communicates effectively with the communities served by the institution.

C.   Governing Board

1.   The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

2.   The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Standard IV: Leadership and Governance

2. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

3. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

4. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

5. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

6. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

7. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

8. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

9. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

10. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

11. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Standard IV: Leadership and Governance

12. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Standard IV: Leadership and Governance

CITY CLERKS ASSOCIATION OF CALIFORNIA
GUIDELINES FOR
PREPARING MINUTES FOR GOVERNMENTAL AGENCIES

PURPOSE

The City Clerks Association of California issues these guidelines as a tool for government agencies to transition to minutes styles that are efficient, succinct, cost-effective for staff to prepare, and more appropriately aligned with the intent of the Government Code.

FINDINGS

- Legislative bodies must act, and must be *seen* to act, within the laws of the State of California and local charters, if applicable. Being *seen* to act within the law is important, because the legislative body's decisions may be subject to external scrutiny by the public, auditors, or judicial inquiry. Minutes *testify* that the correct procedures for decision-making were followed.

- Legislative body minutes shall be prepared in a manner consistent with the intent of the Government Code. Relevant Government Codes are as follows:

  - Government Code 40801. The city clerk shall keep an accurate record of the proceeding of the legislative body and the board of equalization in books bearing appropriate titles and devoted exclusively to such purposes, respectively. The books shall have a comprehensive general index.

  - Government Code 36814. The council shall cause the clerk to keep a correct record of its proceedings. At the request of a member, the city clerk shall enter the ayes and noes in the journal.

  - Government Code 54953(c)(2). The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

  - Government Code 53232.3(d). Members of a legislative body shall provide brief reports on meetings attended at the expense of the local agency at the next regular meeting of the legislative body.

- All components of minutes shall be for the primary purpose of memorializing decisions made by the *legislative body*. Any minute component that does not serve this primary purpose should be minimized or eliminated; this includes comments made by *individual* body members and members of the *public*.

GUIDELINES

- Minutes should provide a record of a) when and where a meeting took place, and who was present (including member absences, late arrivals, departures, adjournment time); b) type of meeting (Regular/Special/Adjourned Regular); c) what was considered; d) what was decided; and e) agreed upon follow-up action. Pursuant to Government Code 54953(c)(2), minutes shall report any action taken and the vote or abstention on that action of each member present for the action.

- Appropriate styles are *action* minutes or *brief summary* minutes. Verbatim style minutes should not be used, because verbatim or lengthy summary minutes do not serve the intent of the Government Code, which is to record the proceedings of the *legislative body*.

- *Action* minutes merely record final decisions made.

- *Brief summary* minutes, at a minimum, record the final decisions made; and, at a maximum, may record what advice the body was given to enable it to make its decisions, the body's thought process in making the decision, and the final decisions made. Emphasis is given on the body's thought process, not individual members' thought processes. The minutes should summarize only the main points which arose in discussion if and only if they are relevant to the decision.

- Comments made by members such as "for the record" or "for the minutes" have no bearing on the content of minutes and are given no greater and no lesser consideration than other comments made at the public meeting. Members seeking to memorialize comments should incorporate such verbiage into the language of the motion. As an alternative, members may submit written statements to be retained with the agenda item.

- Since the main purpose of minutes is to record the legislative body's decision, summary minutes should be brief. By concentrating on the legislative body's decision, brief summary minutes will provide only a select recording of what was discussed at the meeting. Brief summary minutes should not attempt to reproduce, however summarily, what every speaker said. It should only record the essence of the discussion and include the main threads that lead to the body's conclusion.

- To the fullest extent possible, brief summary minutes should be impersonal and should not attribute views to individual persons. Only the positions and decisions taken by the whole legislative body are relevant, not those of individual members. The passive voice is favored i.e. "It was suggested that…," "It was generally felt that...," "It was questioned whether…," "During discussion, it was clarified…"

- There are reasons for not attributing comments to specific speakers. First, it makes for brevity--a point can be recorded more concisely in impersonal form. Second, a point raised by one speaker will often be further developed by others—in impersonal brief summary minutes, only the fully-developed point is recorded in its final form. Third, points by several speakers can be consolidated into a single paragraph. Fourth, the impersonal style averts future corrections to minutes.

- While the primary purpose of minutes is to memorialize decisions made by the legislative body as a whole, under limited circumstances it is necessary and/or appropriate to attribute comments to individual members including:
  - Individual member's reports pursuant to Government Code 53232.3(d) (enacted by AB 1234, 2005). The minute record shall include the type of meeting attended at the expense of the local agency and the subject matter.
  - Individual member's reports on intergovernmental agencies. Brief summary minutes should include the type of meeting at a minimum, and, at the maximum, include the subject matter.
  - Individuals speaking under public comment. Brief summary minutes shall, at a minimum, list the public member's name (if provided); and, at a maximum, include the overall topic and stance/position. Such as Mr. Jones spoke in opposition to the Project X. Being mindful that the minutes are recordings of the legislative body's proceedings, it is not appropriate to include detail of individual comments. There is an exception for public testimony provided during public hearings, for which the minutes shall include the speaker's name (if provided) and a summary position of the speaker (i.e., supported or opposed).

- For purposes of meeting Government Code 36814 and/or 54953(c)(2), the city clerk should enter the ayes and noes in the minutes. For informal consensus (i.e. providing staff direction), it is appropriate to note the dissention of one or more members by, at a minimum, stating the dissenting member's name and dissention, such as "Mr. Jones dissented," and at a maximum to also include a brief reason, such as "Mr. Jones dissented citing budget concerns."

- While the primary purpose of legislative body meetings is for the legislative body to take legislative action and make decisions to advance agency business, it is acknowledged that agency meetings also

serve as platforms for ceremonial presentations and reports on social and community events. At a minimum, brief summary minutes should identify that presentations were made and event reports were given; and, at a maximum, report only the subject matter of the presentation or event.

- For community workshops and town hall meetings subject to the Brown Act, brief summary minutes, at a maximum, record the overall topic, provided that no legislative actions were taken. It is advisable to note in the minutes that no legislative action was taken.

- The guidelines contained herein are applicable to committees and commissions subject to the Brown Act. It is acknowledged that many boards and commissions take few legislative actions, and the tendency is to include more detail in the minutes on event reports and planning. At a maximum, brief summary minutes may include key points of the final reports or determinations, and all comments shall be attributable to the entire body and not attributable to individual members.

- Brief summary minutes shall serve to clarify decisions taken and who is expected to execute the decisions. It is not necessary to write down all action points or all tasks identified. Minutes shall not serve as a substitute for task lists, and the focus shall remain on the final decisions made by the *legislative body*.

- The language of brief summary minutes should be relatively restrained and neutral, however impassioned the discussion. Brief summary minutes will record the substance of the point in an intemperate way.

- To the fullest extent possible, minutes should be self-contained to be intelligible without reference to other documents.

- As a general rule, individual member comments are not identified in the brief summary minutes of discussions, and minutes should concentrate on the collective body's thought process and the collective decisions made by the majority, not individuals.

- Brief summary minutes should concentrate on central issues germane to the final decision. The record of the discussion should be presented in a logical sequence, rather than reproduced in the actual order they were made in discussion.

- The legislative body may wish to choose more, substantive (summary) minutes if there's no archival audio/video backup recording available of its proceedings. If audio/video recording is available for future reference, minute notations can be more limited (action).