

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
September 10, 2008
San Mateo, CA**

The meeting was called to order at 6:10 p.m.

Board Members Present: President Richard Holober, Vice President-Clerk Karen Schwarz, Trustees Helen Hausman, Dave Mandelkern and Patricia Miljanich, and Student Trustee Virginia Medrano Rosales

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Jim Keller, Skyline College President Victoria Morrow, College of San Mateo President Michael Claire, Cañada College President Tom Mohr, and District Academic Senate President Patty Dilko

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

Barbara Christensen requested that item 08-9-2C, Update on Cañada Vista, be placed after item 08-9-3C, Accreditation Update. There were no objections.

MINUTES

It was moved by Trustee Hausman and seconded by Trustee Miljanich to approve the minutes of the Regular Meeting of the Board of August 13, 2008. The motion carried, all members voting "Aye."

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

NEW BUSINESS

APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (08-9-1A)

It was moved by Trustee Miljanich and seconded by Trustee Hausman to approve the actions in Board Report No. 08-9-1A. The motion carried, all members voting "Aye."

INFORMATION REPORTS

MID-YEAR REPORT ON 2008 GOALS (08-9-1C)

Chancellor Galatolo said that at its annual retreat in February 2008, the Board set 30 goals for faculty and staff to address in the coming year. This report shares the progress on these goals; most have been addressed and some are completed. The Board will be kept informed of further progress.

STUDY SESSION

ACCREDITATION UPDATE – CAÑADA COLLEGE AND COLLEGE OF SAN MATEO (08-9-3C)

Vice Chancellor Jing Luan said much progress has been made by the Colleges to address the recommendations of the Accrediting Commission for Community and Junior Colleges (ACCJC). The Colleges are required to submit follow-up reports to the ACCJC by October 15, 2008. There are also four Districtwide recommendations. The Colleges and District collaborated on addressing them. The Colleges have agreed to integrate the progress on these recommendations into their reports based on consultation with the Commission. By the end of the day on September 15, the Board will receive the formal follow-up reports for review, and will be asked to approve the reports at the meeting on September 24.

President Mohr introduced Greg Stoup, the new Director of Planning, Research, & Student Success at Cañada College. President Mohr thanked faculty and staff who participated in all phases of the process, including development of the strategic plan, the self study, SLOs and the Educational Master Plan. He expressed special gratitude to Vice Chancellor Luan. President Mohr introduced the faculty and staff who will present the report tonight: Dr. Patty Dilko, President of the District Academic Senate; Dean Katie Townsend-Merino, the Accreditation Liaison Officer for Cañada; Rita Sabbadini of the Learning Center, who worked work on SLOs; Dr. Martin Partlan, Cañada Academic Senate President; and Joan Murphy, President of the Classified Senate.

Dean Townsend-Merino said the ACCJC Follow-Up report which was distributed to the Board tonight (a copy of which is included in the official minutes of record) was approved by the Cañada Academic Senate, the Classified Senate, and the College Council. It was also shared with Student Senators as well as the five student members of the College Council.

Cañada received three recommendations and Dean Townsend-Merino described the College's response to each.

1. "In order to increase institutional effectiveness, the team recommends that the college build upon its strategic planning efforts to develop an Educational Master Plan. The Educational Master Plan should incorporate recommendations from the program review process and serve as the foundation for the integration of student learning programs and services, technology, human resources, facilities and budget to support the mission of the college. The college should ensure that all plans are reviewed, evaluated, and updated on a regular basis."

The College formed an Educational Master Plan Oversight Committee to oversee the entire process. The College had developed the Strategic Plan which formed the backbone for the Educational Master Plan, along with information generated in Program Reviews. Maas Companies, Inc. was hired to write the plan and provided structure, but much of the Plan was rewritten by Cañada faculty and staff. Dean Townsend-Merino believes the Educational Master Plan meets the standard set by the ACCJC.

2. "To fully meet the standards, the college should develop a collegial process for the timely completion of Student Learning Outcomes (SLO) development and documentation at the institution, general education, program and course levels, and formalize the documentation of SLO assessment. The college should ensure that the process is faculty driven, broadly supported, and ultimately used as the basis to plan and implement institutional improvements to courses, programs, degrees and services."

At the time of the warning, approximately 20% of courses had course level SLOs. Institutional outcomes had been developed but had not been assessed. Drs. Dilko and Partlan, along with SLOAC Coordinator Carol Rhodes, provided leadership in addressing the issue. An SLO Advisory Committee was formed and the first all-day SLO Summit was held in March 2008. Over 90% of full-time faculty and 32-75% (varying by Division) of part-time faculty participated in the Summit. Courses with SLOs increased to nearly 40%. The Committee worked during the summer to develop a second all-day SLO Summit, held in August 2008. Dean Townsend-Merino and Dr. Dilko showed a video which portrayed, in a sometimes humorous way, the very serious work that was done. SLOs and assessments were developed for close to 70% of courses taught during spring 2008. The process now needs to be institutionalized and the Cañada Academic Senate will be working on this goal. There are also six Institutional/General Education SLOs, based upon what is expected of students when they receive AA or AS degrees.

3. "To increase institutional effectiveness, the team recommends that a staffing plan for all student support services, including counseling and the library and the learning center is developed with broad collegial input from all areas of the college to ensure that all afternoon and evening, second language learners, on-site, and off-site students are provided quality and equitable access to student support services."

The College developed a broad-based committee composed of faculty and staff from Student Services and Instruction to address this recommendation. Many improvements have been made since the accreditation site

visit, including increased access to counseling opportunities, admissions and records, library services and the Learning Center. New personnel have been hired to accommodate the increased access to these services.

Dean Townsend-Merino next addressed the Districtwide recommendations (the same information will be included in College of San Mateo's report).

1. "The team recommends that the District develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes."

The District has re-formed the Trust Committee which will revise faculty evaluation tools. Evaluation is a negotiation item and discussion during negotiations will include production of SLOs into faculty evaluations and into classified evaluations of those employees who directly impact student learning outcomes. Evaluation of managers also will be changed to include production of SLOs.

2. "In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents, therefore the district should develop rules and regulations for the evaluation of college presidents."

Rules and Regulations Section 2.03, College President, was written and approved by the Board on June 11, 2008.

3. "In order to fully meet Accreditation Standards and improve effectiveness of evaluation in the college and district, it is recommended that:
 - a. The board of trustees should regularly evaluate its "rules and regulations" and revise them as necessary.
 - b. The district and colleges should collaborate to implement a process to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college's effectiveness and institutional success."

Rules and Regulations Section 2.08, Rules and Regulations, was adopted by the Board on August 13, 2008 and specifies a schedule for reviewing District Rules and Regulations. A work group chaired by Vice Chancellor Luan worked over the summer on the proposed process of evaluating the delineation of functions between the District and the Colleges. This is a shared governance issue. A proposal was developed with input from the three Colleges and has been brought to the District Academic Senate for their consideration.

Dean Townsend-Merino said the next presenters will discuss the Educational Master Plan. Copies were distributed to the Board, and a copy is included in the official minutes of record.

Dr. Dilko presented a history of the planning process at Cañada. With 16 presidents in 30 years, formal planning did not occur for many years. The strategic planning process began six years ago but was not based on data. It did draw more attention to the program review process and three years ago, under the leadership of President Mohr, a Planning and Budget Committee was formed. Two years ago, Cañada started the self-study and a more formalized strategic planning process. The Educational Master Plan builds upon the 2007 Strategic Plan and is based on eleven College goals which were developed through the strategic planning process. It integrates the planning processes and includes a planning calendar.

Ms. Murphy discussed the 2008 environmental scan which prompted the College to review the planning assumptions in the Strategic Plan and to develop new ones. The external scan provides national, regional and local trends. It gives a snapshot of Cañada's service area, defined by a 10-mile radius around the College, providing data on population growth, household income, age profile, educational level, workforce characteristics and ethnicity. Data shows that the 18-24 year old age group is decreasing in the service area, while the 45-60 year old age group is increasing. The Hispanic population is increasing and the Caucasian population will decline in

the 2008-12 timeframe. The economic climate, along with the need for more basic skills for underprepared students, will continue to be a challenge for the College. The internal scan gives an objective overview of the College, including information on degrees and certificates, student success and retention. It also provides a subjective overview with information gathered from surveys and focus groups. This data shows a universal desire for more faculty and staff, a concern about the ratio of full-time to part-time faculty, and a desire for a childcare center. It also shows that students view Cañada very favorably.

Ms. Sabbadini discussed the student support portion of the Educational Master Plan. In the Cañada service area, there is a growing gap between high- and low-income students, and coordination between Student Services programs is critical to help the low-income students. Job placement is important as displaced workers return to college, resulting in a projected need for growth of the Career Center. The College has a goal of increasing enrollment of traditional age students, and Student Activities and the Student Ambassadors will be involved in working toward this goal. As more high school graduates enter college underprepared, it is important that the Learning Center and Library work with Instruction to provide services to meet the needs of these students. Staff development for student support staff is critical so that staff may continue to gain knowledge on how to improve services to the College's students. The five learning communities continue to assist students. Finally, a Student Services report and staffing plan was developed which gives a framework to continue to analyze needs.

Addressing the Instructional Programs portion of the Plan, Dr. Partlan said Cañada offers a broad spectrum of programs to meet the needs of its varied community. The College has a commitment to the Basic Skills component because of the large underprepared population. Workforce Development offers programs to meet the needs of the local community and local employers. There is also a large selection of transfer level courses to meet the needs of the community seeking higher education. All programs are described in detail in the Educational Master Plan. Almost all of the data comes from Program Review. Growth rate trends show which programs have grown or have not grown over the last five years. The data also shows that Cañada's unduplicated headcount is approximately 6,700 and is projected to be 9,100 by 2020. All program planning must take into account growth trends, facilities, demographics, the economy, etc. The College will work on strengthening programs that are not doing well and on developing the Distance Education system as a way to grow more.

Dean Townsend-Merino drew attention to the eleven broad College goals listed in the Plan and the action plan which accompanies them. President Mohr concluded by saying he views the work on the Follow-Up Report and the Educational Master Plan as an opportunity for faculty and staff to examine and articulate, in a collaborative manner, the structure and process of planning that will determine the future of the College.

Noting that the 18-24 year-old population is declining, Trustee Hausman asked if older students are participating in lifelong learning courses. Dean Townsend-Merino said that it is important to develop programs around lifelong learning as well as retraining for career changes. Trustee Mandelkern asked why there is a plan to strengthen programs that are declining rather than trying to expand programs that are growing. Dean Townsend-Merino said it is important to do both. She said some programs have had no resources allocated to them and might grow if given resources. She also said that some decline has been due to renaming of courses.

Vice President Schwarz asked when the Educational Master Plan will be completed. Dean Townsend-Merino said it is almost done and there will not be many changes from the draft presented tonight. Trustee Schwarz asked what process will be used in considering reestablishment of the childcare center. Dean Townsend-Merino said a taskforce will need to study the issue. President Mohr added that the College will continue to look at the ramifications of cost and service.

Trustee Miljanich said she appreciates the plan to put focus on the Career Center and jobs, noting that many other institutions advertise that they will procure jobs for their graduates.

Trustee Mandelkern asked what collaboration tools were used in the process of preparing the documents. Dean Townsend-Merino said use of emails, careful numbering of drafts, and imposition of deadlines were tools that were used.

President Claire said College of San Mateo's experience has been much the same as Cañada's. To alert faculty about the warning and the need to work together, a memo was sent, signed by President Claire; Professor Jeremy Ball, who was the College Academic Senate President; Ulysses Guadamuz representing classified staff, Ernie Rodriguez for AFT and Matt Kaidor, who was the student body president. President Claire introduced tonight presenters: Jennifer Hughes, Vice President, Student Services; Susan Estes, Vice President, Instruction; Jeremy Ball, past CSM Academic Senate President and current Student Learning Outcomes and Assessment Coordinator; and Diana Bennett, CSM Academic Senate President. CSM is not providing copies of the draft Follow-Up report and the Educational Master Plan as the comment period is still open; they are both posted on the CSM internal site.

Vice President Estes said that after the warning letter was received on January 31, an Accreditation Oversight Committee was formed and met approximately twice per month beginning in February. The role of the Committee was to study all responses throughout the College and make sure progress on the Follow-Up report was on target. The Committee will remain as a standing committee. CSM hired Maas Companies, Inc. as a consultant; they provided useful information, particularly in the area of facilities. Maas was also helpful in asking probing questions, providing information on the external scan and providing overarching formatting.

Faculty, staff, administration and students continued to work over the summer. Work groups were formed in the areas of strategic planning, the Educational Master Plan, SLOs/assessment, program review, program improvement and viability, technology planning and budget planning. This fall, information was taken to the College Council, Management Council, Governing Council of the Academic Senate, Associated Students, Budget Planning Committee, and classified staff through the College Council. Last week, an all-College forum was held so that all interested parties could hear about the Follow-Up Report, the Educational Master Plan and the Strategic Plan.

There are four main recommendations that must be addressed by the College by October 15. The ACCJC suggested four specific headings to address under each recommendation: resolution of the recommendation, analysis of results to date, evidence of the results, and additional plans. Recommendation #1 calls for integrated planning on an institution-wide scale, to include an Educational Master Plan. A first step the College took was to form an Office of Planning, Research, and Institutional Effectiveness which has produced a great deal of data to be incorporated in the Educational Master Plan. Measurable, realistic and time-bound objectives, along with desired outcomes, indicators and measures have been included in the plans. The Follow-Up Report will include a chart showing how all of the plans have been integrated. The Strategic Plan is the overarching plan; from that comes the Educational Master Plan and then the Division Plans which are developed as a result of Program Review.

Professor Bennett said Program Review, along with Program Improvement and Viability, is the responsibility of the Governing Council. Both plans were reviewed during spring and summer 2008 and a revised planning process and draft document were produced to meet the objectives of ACCJC. Program Review documents from other colleges were reviewed and the rubric from the ACCJC was used to evaluate the process. Included in the new Program Review and planning process are student learning outcomes; student success, which includes retention and persistence; reflective assessment and planning for faculty requests; and equipment and curricular needs. The Program Review process is also integrated with division work plans, institutional planning, the Educational Master Plan, and strategic objectives. Program Review will be on a three-year cycle, with the workload divided at the division level. Some courses will be clustered, such as foreign languages and the media group. The program is approved and implementation is in progress; the first comprehensive review cycle will be completed in March.

Professor Ball discussed the second recommendation, regarding the completion of SLOs. He said the largest area in which assessments are done is at the course level. The ACCJC asked that the assessment cycle be evaluated according to five stages, which are listed on the chart distributed by Professor Ball (a copy of which is attached to the official minutes of record): (1) defining expected SLOs; (2) defining assessments of expected SLOs; (3)

assessing SLOs; (4) analyzing the results of assessment; and (5) planning and implementation changes. At the time of the CSM accreditation visit, the College was expected to show competency at stage 2; however, schools being evaluated currently are expected to show competency at stage 3 and there is reason to believe CSM will also be held to that standard. The data used by the ACCJC in evaluating CSM was based on information provided by CSM in 2007. Since that time, significant progress has been made, especially in stage 2, as shown on the chart. Vice President Estes said that workshops on SLOs and assessment were held on two flex days in August and there was significant faculty participation.

Vice President Estes said the third recommendation concerns Distance Education. The College has not filed a substantive change proposal which is required when 50% or more of the requirements for a certificate or degree are delivered via distance learning. Dean Martha Tilmann is gathering data and the proposal will be submitted this fall. CSM was also asked to evaluate its electronically delivered courses, including assessment of SLOs, student retention and student and faculty satisfaction. This data is available and is included in the Educational Master Plan. CSM is also reporting that SLOs are very much a part of Distance Education.

Vice President Estes said the fourth recommendation which must be addressed in the Follow-Up Report concerns retention of all students and data to be analyzed by ethnicity. This is reported on in detail in the Educational Master Plan. In addition, a taskforce will be developed with members from the College Council, the Budget Planning Committee, the Diversity in Action group and the Human Resources Committee. The taskforce will specifically look at diversity in hiring faculty, staff and administrators who meet the needs of the current demographics of students at the College.

A Follow-Up Report on other recommendations is due in October 2009. Significant progress has been made on the recommendation for a comprehensive evaluation of labs and centers, and this progress is reported in the current Follow-Up Report. Work has begun on the recommendation regarding sustainability of CSM's infrastructure.

Vice President Hughes reported that inherent in CMS's new planning process is that it is a well-defined integration of key plans, relies on internal and external data to insure informed decision making, is transparent and predictable, and has mechanisms in place to evaluate decisions made from the planning process. The process began with the development of an institutional planning calendar, including implementation and assessment dates for all of the College's plans, to insure coordination and alignment of the plans. The plans are developed on a six, three, or one year basis to align with the accreditation cycle. The planning process is heavily data driven and evidence based. The Strategic Plan provides the overall direction for the College and includes nine goals. Goals regarding institutional resources and the commitment to institutional dialog were added. New to the Strategic Plan are the objectives outlined by Vice President Estes earlier.

Vice President Hughes said an Educational Master Plan Committee was formed, chaired by Professor Ball who worked with Dean Andreas Wolf. The Educational Master Plan is complete, to be submitted with the Follow-Up Report. The Plan includes an initial summary of the planning process, information on the external environment, student profile, enrollment trends, student outcomes, student services and instructional programs, summary of student surveys and focus groups, future needs, resource allocations and planning assumptions based on data. Workshops will be conducted over the next year to engage the College community in dialog and at the end of the first cycle, the document will be evaluated and modified as needed. Vice President Hughes emphasized that the Plan is a dynamic and ever-evolving document and that the College now has a fully integrated planning process.

Trustee Miljanich asked if the Commission recommendation regarding the College's plans was similar to that of Cañada. Vice President Hughes said the Commission's concern was that CSM did not have specific, measurable, realistic and time-bound objectives in relation to its stated goals. In response, the College created objectives to reach the goals.

President Holoher asked if SLOs are developed at the course level, if they are the same regardless of who is teaching the course, and if they are the same at all of the Colleges. Dr. Dilko said the SLOs are developed at the

course level and are common at each College, but not the same at the three Colleges. President Holober asked if there is increasing stress by the Commission to move toward standardization. President Morrow said the Commission accredits colleges rather than districts and is not interested in uniformity. Trustee Mandelkern asked if the SLOs might be used at the State level as a ranking mechanism or a measuring stick to compare colleges. President Morrow said the Commission is a regional peer review body and has no connection to the State.

Trustee Miljanich said that in working for a non-profit, she has found the assessment process to be very useful and said the questions asked will help determine the direction of the organization. Professor Ball added that regardless of what happens with accreditation, future funding will depend on the ability to provide evidence of the work being done. Trustee Miljanich asked if four-year colleges are also working on SLOs and assessment. President Morrow said they are.

Trustee Mandelkern asked if pre-assessment and post-assessment at the beginning and end of a semester are inherent in the SLO mechanism. Dean Townsend-Merino said this is an individual choice for faculty, who have the freedom to decide how they want to assess.

President Holober thanked the presenters on behalf of the Board for their very informative and thorough reports.

UPDATE ON CAÑADA VISTA (8-9-2C)

Barbara Christensen said because of earlier project delays, it was decided to use a split permit process in applying for permits from the City of Redwood City. The grading permit was submitted before the building plans permit and should be received by early next week. In this way, the grading work can begin while the building plans are still being reviewed. The Design-Build agreement called for Education Housing Partners to supervise all design work and then, in conjunction with the District and under advisement from the Board, to select a general contractor. Education Housing Partners conducted the bidding process for grading and received five bids, two of which were very close; after reviewing all proposals, O.C. Jones was chosen. They are a very large contractor and will have the machinery to deal with the subcutaneous rock that is known to exist on the site. The grading bid came in \$18,000 under the engineer's estimate.

Preparations are proceeding for the bidding process for a general contractor, which will also be conducted by Education Housing Partners. Education Housing Partners has been communicating with two or three contractors they have used in the past to help gain understanding of what the project costs will be. If it is a prevailing wage job, the cost is estimated at \$12.4 million; if it is an all-union job, the estimate is \$14-15 million. This would mean an additional \$100-200 per month rent for residents if it is an all-union job. Ms. Christensen said that at the pre-bid conference on Monday, September 15, she would like to tell potential contractors that it is a prevailing wage job and that the District has a preference for union contractors. Education Housing Partners believes this mix will keep the bidding competitive and make large disparity in bids less likely. Vice President Schwarz agreed that this approach is correct and will force the union contractors to "sharpen the pencil." Trustee Hausman said that given the difference in cost and how it would affect rents, the District is left with little choice.

President Holober asked if the Board will be approving the contractors, including O.C. Jones. Ms. Christensen said Education Housing Partners consults with the District and selects the general contractor; the Board does not award the contract. She said this is the same process used for College Vista. President Holober and Trustee Mandelkern said they believed the final approval of contractors did come from the Board rather than being delegated to the developer. Chancellor Galatolo said the Board will be informed of all bid responses and will be actively involved in the process. He recommended that Ms. Christensen provide updates on contractors and subcontractors to the Board via email so they are constantly in the loop. Ms. Christensen said Education Housing Partners will look at the bids and talk with the contractors, making sure the bids are responsive, and then bring the final two or three to the Board. She offered to provide the bids for grading to the Board as well. **President Holober reflected the consensus of the Board that the Board will have approval of the general contractor.**

Trustee Mandelkern asked why this project is not being done under a PLA and said he would like to keep as many features of a PLA as possible. Chancellor Galatolo said the projects under the PLA are all bond- and state-

financed projects: Canada Vista is not a bond- or state-financed project. Trustee Mandelkern said that while College Vista ended up being not all-union, the Building Trades Council did help with the economics of the project; he asked if this is the case with Cañada Vista. Ms. Christensen said she has been in close communication with Bill Nack and he has provided names of contractors. President Holoher said Education Housing Partners should understand that while keeping the bidding competitive is important, the selection of a contractor should not hurt existing relationships.

Ms. Christensen thanked the Board for the direction given and noted that this is an information item and there is no need to vote.

RECESS TO CLOSED SESSION

The Board recessed to closed session at 9:30 p.m.

The Board reconvened to Open Session at 10:24 p.m.

CLOSED SESSIONS ACTIONS TAKEN

President Holoher reported that, at the Closed Session just concluded, the Board considered the personnel items listed on the printed agenda and voted 5-0 to approve the actions in Board Report No. 1-A.

ADJOURNMENT

It was moved by Trustee Mandelkern and seconded by Trustee Miljanich to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 10:28 p.m.

The next meeting of the Board will be a regular meeting on September 24, 2008 at 12:00 p.m. in the District Board Room.

Submitted by

Ron Galatolo
Secretary

Approved and entered into the proceedings of the September 24, 2008 meeting.

Karen Schwarz