

**San Mateo County Community College District (SMCCCD)**

**Measure ‘G’ Oversight Committee**

**Meeting Minutes   
December 18, 2015**

**Meeting Location:**

**SMCCCD Board Room**

**3401 CSM Drive**

**San Mateo, California 94402**

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| **Attendees:** | **Absent:** |
| John Sheldon, Chair | Lori Lutzker |
| Brian Sullivan, Co-Chair |  |
| Kathy Blackwood, Executive Vice Chancellor |  |
| Eloisa Briones, Vice President of Administration (SKY) | **Other Attendees:** |
| Meg Finones | Roxanne Brewer, Executive Assistant |
| Corey Geiger | James Kiraly |
| Pat Griffin |  |
| Virginia Chang Kiraly |  |
| Michelle Marquez, Vice President of Administration (CAN) |  |
| Jan Roecks, Vice President of Administration (CSM) |  |

**Call to Order**

The meeting was called to order 10:36 a.m.

**Review and Approval of Minutes from October 15, 2014**

It was moved by Ms. Griffin to approve the minutes of the October 15, 2014 meeting. The motion passed with one abstention and all other members voting aye.

**Review and Approval of Measure G Final Report**

*(Please refer to the Draft San Mateo County Community College District Measure G Parcel Tax Oversight Committee Final Report to the Community – 2014/2015)*

Suggested changes and notes by the Committee:

The reports from the colleges were not completed in parallel and there are some formatting problems. Each college reports on 1) Instructional Plan 2) Student Support Plan 3) Course and Program Innovation Plan. Ms. Griffin will work with Ms. Brewer and point out suggested format changes.

It was suggested during the last meeting to include a paragraph of the activities that were institutionalized through Measure G.

Clarify SSSP as Student Success & Support Program in the Report. EVC Blackwood reported that the SSSP at the State level helped SMCCCD. SSSP provided a large portion of cash and ongoing funding; this helped SMCCCD institutionalize some programs.

On page 4, Cañada College for Working Adults was not clear; were 30 students added each year? This area should be made clear and note how many students, in total, were served as part of the institutionalized program. At the bottom of page 4, change last bullet to read: *Instructional design support created for faculty.*

On page 6, Cañada College only listed one year, 2014-15, of Accomplishments and Activities while the other colleges have listed four years. Ms. Marquez said that in previous years a different source of funding was used; Ms. Marquez will review previous reports. If Accomplishments and Activities were done in other years they should be reported; if not, a sentence should be added such as: *Course and Program Innovation until 2014-15 was funded by General Funds.*

On page 14, Skyline College, clarify Hermanos/as, spell out Hermanos and Hermanas.

On page 15, under Measure G Activities Institutionalized at Skyline College, change third bullet to read: *First Year Experience learning community pilot was successful and program is ongoing and institutionalized.*

The footnote was misplaced, should be added next to the header, *Expended Amount.*

Broaden the paragraph that shows a clear message regarding the activities that were institutionalized. We may hit hard times again and SMCCCD will want to point back to Measure G and show what we learned from this experience, what programs were institutionalized, and that we used the funds wisely. Define institutionalized and explain that institutionalized programs will be supported through other funding sources moving forward.

Mr. Geiger said that he liked that the Report showed the ballot language on what Measure G was going to be used for and there are some good statistics provided. On page 2, bullet 4 states: *prepare students to transfer to four year colleges and universities*; there are no statistics in the colleges reports if those metrics could be proved thanks to Measure G funding. Mr. Geiger felt having some statistics on this would be important given the issues of affordability of a four year college and the central role, in terms of public policy, of the community colleges in helping with this type of transfer. EVC Blackwood said this would be hard to differentiate because at the same time we were using Measure G funding to help; plus, we have a new transfer degree that also made a positive impact. Mr. Geiger said maybe we could tie the two together; he felt there is value because we want the summary to be the resume of why Measure G was so successful.

EVC Blackwood recommended that we will make the suggested changes and send back out to the Committee via e-mail in January 2016 for review and feedback.

Mr. Geiger said that in 2014-15, he noticed that certain funds were used to put programs in local high schools. He felt there was no way to connect the spending of money in the high schools to the Measure G ballot language. Mr. Geiger felt that it was important that the public understands the connection in spending money in high schools with the Measure G funding. EVC Blackwood said that it is preparing students to transfer; Ms. Kiraly said that people are not aware of the Concurrent Enrollment Program unless you have a high school student or you are involved in education, you wouldn’t know about these type of programs. Ms. Roecks suggested using the language such as: *for example, college credit classes offered on site at Hillsdale and Half Moon Bay High Schools.* This will help define why SMCCCD funds are being spent in high schools. EVC Blackwood explained that Concurrent Enrollment is a program for students who are in high school and can earn college credit, taught by college faculty. Advance Placement (AP) classes are taught in the high school by high school teachers; some colleges (not all), after a final exam is taken, accept AP classes and give college credit. Mr. Sullivan recommended that the difference is clarified within the Report.

EVC Blackwood said this Report will be audited as part of our general District audit; the final report will be received any day. EVC reported that during 2014-15, SMCCCD had a clean audit with zero findings.

Mr. Sullivan asked if there were any courses that didn’t work as a result of this; EVC Blackwood said that we are always reviewing what we do and there were some programs where we needed to make changes. Each year SMCCCD goes through a program review. EVC Blackwood also mentioned that SMCCCD’s enrollment goes up and down with the employment rate. Online courses are going well and many students take online courses along with face-to-face courses in an effort to get another course in their schedule.

Ms. Kiraly said that she knows of 3-4 high school students who are enrolled in the Middle College Program; she said on behalf of the students, this program has changed these student’s lives completely. These students were struggling through high school and now they are being prepared for college. EVE Blackwood said that SMCCCD now has a Middle College Program at each SMCCCD college; the State is no longer funding the Middle College Program but the Board feels it is important to continue and fund the Program.

Mr. Geiger commended the Presidents for their willingness to have a Measure G Oversight Committee in an effort to make themselves routinely and publically available for the way these funds were spent. Mr. Sheldon thanked EVC Blackwood and Ms. Brewer on their work on the project. Ms. Griffin felt that there should be something written in the Report expressing that the Committee appreciates all of the support they have received from the leadership and the District Office on creating the Measure ‘G’ Oversight Committee. Ms. Kiraly felt that the SMCCCD Board of Trustees should also be thanked because this committee wasn’t required by law; they did a good job having this policy in place.

**Public Comments**

James Kiraly shared with the Committee that he is a high school senior and he has taken many courses through the Concurrent Enrollment Program at CSM and Cañada College. The summer of his freshman year he took a Pre-Calculus course at CSM; he said this was a great opportunity to further his math skills. Mr. Kiraly has also taken SMCCCD courses at Sequoia High School; this year he advanced to Linear Algebra at Cañada College. Having the opportunity to participate in the Concurrent Enrollment Program has enabled him to take college courses and receive college credit. Mr. Kiraly thanked the Committee and expressed that he supports the Concurrent Enrollment Program.

**Adjournment**

The meeting was adjourned by consensus at 11:07 a.m.