



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Cañada College • College of San Mateo • Skyline College

Combined Report of the District Chancellor and College Presidents

Congratulations to the Class of 2020!

21 Number of Bachelor's Degrees being awarded
(for Respiratory Care program at Skyline College)

2,911 Number of Associate Degrees being awarded

1,191 Number of certificates being awarded

15 Age of youngest graduate

76 Age of oldest graduate

198 Number of international students earning degrees
and certificates (representing 46 different countries)

104 Number of out-of-state students earning degrees
and certificates

100 Number of Veterans of the U.S. Armed Forces
earning degrees and certificates

110 Number of DACA/Dreamer/AB540 students
earning degrees and certificates

1,494 Number of graduates who are first generation
college students

20 Number of Foster Youth earning degrees and
certificates

1,226 Number of graduates earning academic honors
(*cum laude, magna cum laude, summa cum laude*)

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Summer 2020 Enrollment Surge

District-wide **+28.8%**

Summer 2019 - 12,958



Summer 2020 - 16,685



Cañada College **+14.9%**

Summer 2019 - 3,292



Summer 2020 - 3,784



College of San Mateo **+36.8%**

Summer 2019 - 4,435



Summer 2020 - 6,069



Skyline College **+30.6%**

Summer 2019 - 5,231

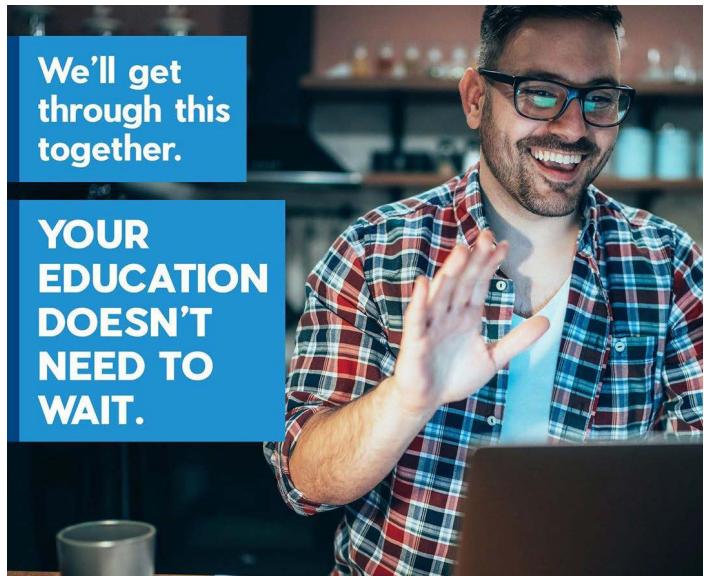


Summer 2020 - 6,832



Legend:  = 1,000 students enrolled

District's "Here for You" Marketing Campaign Grabs Attention Across San Mateo County



The District launched its first integrated marketing campaign in May, with mailings, social media posts and digital advertising reminding people that the colleges are "here for you" to serve community needs during the upheaval of the pandemic. The campaign launched May 15 and has reached millions of San Mateo County residents at home and online. The campaign runs until August 15. To date, the campaign has delivered some impressive results:

- A series of three postcards mailed to all 280,000 households in San Mateo County
- 7 million ads displayed on websites
- 850,000 ads delivered and 5,000 clicks on Facebook and Instagram
- 600,000 ads viewed and 6,600 swipes on Snapchat
- 200,000 ads played on Spotify
- 177,000 views of the 30-second YouTube ad
- 1,500 clicks on Google Adwords
- 14,000 clicks through to the District website

The District's [YouTube ad](#) features the voice of Michelle Brown, an associate professor of digital media at CSM. Michelle is a professional voiceover artist who has recorded advertisements for many well-known companies. Visit the campaign website at <https://smccd.edu/hereforyou/>.

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Federal CARES Act Emergency Funding for Students

The Coronavirus Aid, Relief and Economic Security (CARES) Act passed by Congress this spring provided \$5.6 million to the San Mateo County Community College District. While the legislation required a minimum of 50% of the funding to go to students, SMCCCD is directing a full 75% of these funds as direct emergency cash grants to students. SMCCCD students may use the funds for expenses such as food, housing, course materials, technology, healthcare, and childcare. The District is investing the remaining 25% of the funding in faculty and staff professional development and technology needs related to the transition to remote teaching and learning. See funding breakdown below:

	CARES Act Total Allocation	Amount for Direct Student Aid (75% of Total) *	Amount for Other Institutional Crisis Related Expenses (25% of Total)
Canada	\$ 1,098,544	\$ 823,908	\$ 274,636
College of San Mateo	\$ 2,042,860	\$ 1,532,145	\$ 510,715
Skyline	\$ 2,491,971	\$ 1,868,978	\$ 622,993
Total	\$ 5,633,375	\$ 4,225,031	\$ 1,408,344

* Dedicated for emergency financial aid grants to students to help cover expenses related to the disruption of campus operations due to Coronavirus, such as food, housing, course materials, technology, health care, and child-care

Funds were disbursed to students for the Spring 2020 term, and the college Financial Aid officers are identifying students to receive funds for Fall 2020. The emergency grants are going to students who have Pell grant funding as well as other students identified by Financial Aid offices.

How much in emergency funds are students receiving?

Pell Grant Students

- 6-11 Units: \$800/student
- 12 + Units: \$1,100/student

Non Pell Grant Students

- 6-11 Units: \$500/student
- 12 + Units: \$650/student

Originally, the CARES Act left out some of our most vulnerable student groups such as undocumented students. In June, a United States district court judge issued a preliminary injunction barring the Trump administration from restricting what students could receive the aid.

To help address this gap, the San Mateo County Community College Foundation (SMCCCF) created an Undocumented Student Fund in support of these critical members of our campus communities. The fund made \$150,000 available for emergency scholarships to nearly 500 undocumented students in the District. All undocumented students, regardless of unit load, GPA, or other criteria, were awarded \$322.

To continue to support the Undocumented Student Fund, please give at the [Foundation website](#).

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Cañada Students Recognized with Nationwide Film Awards



On June 27, Cañada College students participated in the Campus Movie Fest (CMF) Terminus Film Festival. Terminus is an online celebration of student films where the Golden Tripod Awards, CMF's top honor, are given. Cañada students were among the nominees and winners who were selected from all the films produced as part of CMF's nationwide festival over the last year.

This year, Cañada students Elizabeth Birdwell and Ivy Wooldridge won the Best Animation award for their film "[Hidden](#)." "[Hidden](#)" was also announced during the awards show as a nominee for Best Drama, Walt Disney Studio's Women in Film Award and Best Picture.

Two of the five total nominations in the Animation category included Cañada College students: Elizabeth Birdwell and

Ivy Wooldridge for "[Hidden](#)" and Tabitha Liu for her movie "[Gacha](#)." Both films were named as part of the Top 25 films from hundreds created across the country this year.

In addition, Cañada student Alessandro Riva was nominated in the Cinematography category for his film "[Traveling](#)." The awards were streamed on CMF's Facebook page where the Cañada students watched the awards together via Zoom.

Last Fall, Cañada College hosted an annual event called Campus Movie Fest, which provided the students with the tools to create a film and then submit their films for awards. Cañada College is the only community college in the United States to participate in Campus Movie Fest. Congratulations to our students on their nationwide recognition!

Student Spotlight: Anna Mokkapati



Anna Mokkapati is a studious Cañada College Concurrent Enrollment student who is on the pathway to greater academic success at her dream school, Massachusetts Institute of Technology (MIT). Her career ambition is to pursue a future in AI (Artificial Intelligence) and film. Anna is currently learning about both passions, for her dream would be to find a way to combine both. Her goal is to develop behind-the-scenes technology for cinematography and to advance camera-mounted drones for better aerial shots.

In pursuing this scholastic endeavor, Anna was nervous about joining a competitive college environment while in high school and wondered if she would fit in with her peers. Anna says, "My worries soon passed after meeting the students, professors and faculty. I quickly learned that Cañada College was a welcoming and vibrant community full of opportunities for everyone." Anna appreciates the supportive environment and says, "Professors and peers are always happy to help. These wonderful interactions defined my experience at Cañada College."

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Anna is grateful for Cañada's support throughout her college journey and thanks the College for giving her the opportunity to not only enrich her high school education as a Concurrent Enrollment student, but to also explore leadership as Co-President of Cañada's Phi Theta Kappa (PTK) honors chapter. Anna says, "I was able to partake in valuable learning experiences such as conducting honors research and serving my community." Anna is involved as Co-President of Cañada's PTK chapter, Beta Zeta Nu. Anna says, "Our chapter conducts research and community projects. We recently placed in the top five nationally!"

Anna attributes her success to Professor Roscelli and Professor Hall, her advisors from PTK. Anna says, "They both fed my academic hunger and supported me throughout my educational journey." Anna also thanks, "Professor Tong for inspiring me to pursue mathematics outside the classroom through honors research and job opportunities." Anna advises Concurrent Enrollment students with similar goals to, "Enjoy Cañada College, for it is a place of opportunity and growth! Cañada has great varied resources like tutoring and health services, so never be afraid to ask for help."

Anna says her education at Cañada College helped her to gain admission into her dream school, MIT, where she will be majoring in Computer Science in the Fall.

Cañada College Launches Essential Water Treatment and Distribution Program



Cañada College has launched a new Water Treatment and Distribution Program through the Community, Continuing, and Corporate Education division at San Mateo County Community College District. This program is being sponsored by California Water Service (Cal Water), the largest regulated water utility in the state.

The new program at Cañada College presents a direct opportunity for students to earn their Grade 2 Water Treatment and/or Distribution License through a 16-week preparation course for the California State Water T2 and D2 examinations. Water workers are considered essential workers.

Cal Water will sponsor 30 students to enroll in the Water Treatment and Distribution Program. Through the donation, students will have their tuition and books covered. Students need a high school diploma (or GED diploma), must complete a 36-hour water board-approved course, and receive a passing grade on the California State T2 or D2 examinations to be eligible for many water-industry employment opportunities.

"Water is what gives us life; we use water in everything from agriculture, forestry, inland fisheries, mining and resource extraction, power generation, water supply and sanitation, manufacturing, food, pharmaceuticals, and textiles," said Cañada College Director of Workforce Development Julian Branch. "We are proud to partner with Cal Water to train students who are looking to start a new career and be classified as an essential worker."

"Certification is key to entering many positions in the water industry," said Cal Water's Vice President of Human Resources Ron Webb. "That is why it is important as a leader in the water industry to invest in the education system and help provide potential workers with the training they need to become effective water system operators. We are pleased to partner with Cañada College to help make this program feasible for those who will be part of the future workforce."

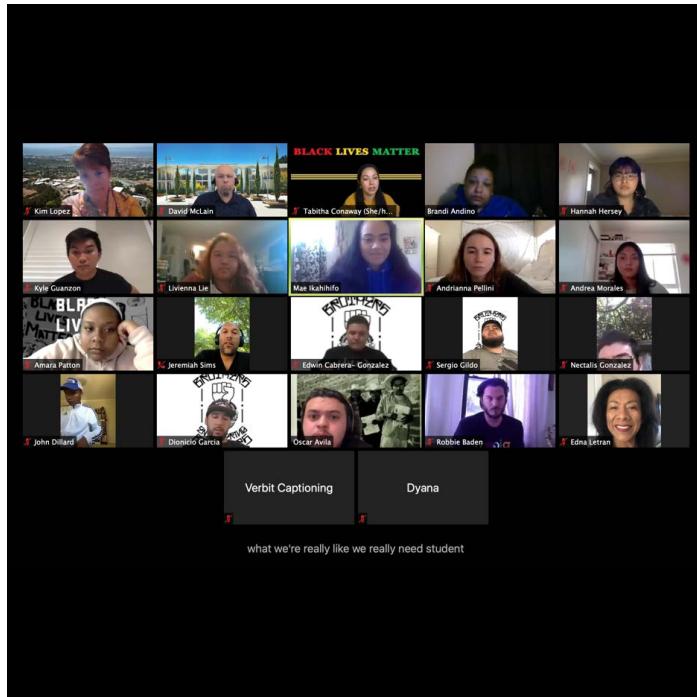
Due to the coronavirus pandemic, this program will be offered completely online. Students will join the professor via Zoom every Wednesday from 6 to 8 p.m. to learn the material for that week. Dr. John Rowe, a former water treatment and distribution professor from Sacramento State University, will teach this course. Dr. Rowe will allow flexible "office hours" to enable students to fit this program into their schedules.

For more information visit: [Water Treatment and Distribution course](#).



College of San Mateo

CSM Students Speak Truth to Power



On Thursday, July 9, CSM students convened virtually in a first student-centered conversation on racial inequity. With almost 100 participants and 14 student panelists, this was a critical opportunity for CSM's administration and employees to hear directly from students on the myriad of challenges—academic, racial, emotional, and physical—they've been facing. To encourage open sharing among the students, the event was not recorded.

Interspersed in the panel were also some faculty and staff, who took turns asking the students questions. A bit intimidated at first, the students quickly began opening up about their experiences and thoughts, culminating in a list of 19 student requests to College administration.

This list is currently being shared throughout the College and with our students to begin action on the requests.

CSM Hosts Two Recent Forums to Discuss the Obligation Gap at CSM



Building on the efforts of the co-authors behind the book *Minding the Obligation Gap* and the summer webinar series by the same name, CSM recently hosted two forums that brought the obligation gap teachings closer to home.

Minding the Obligation Gap at CSM: An Opportunity for Reflection and Discussion

The first event took place on Wednesday, June 24 and drew approximately 80 participants to review, reflect, and discuss the first three sessions of the "Minding the Obligation Gap" series. The event was not recorded to encourage open and honest discussions.

Following an introduction by Acting President Kim Lopez, opening statements were made by panelists Dr. Jeremiah Sims, director of student equity; Dr. Tabitha Conaway, interim dean of enrollment services and support programs; and Jeramy Wallace, English professor.

Dr. Sims followed with a presentation that defined the obligation gap and how it differs from the achievement gap, identified ways to work towards educational equity, and advocated for community colleges to function as disruptive technologies. He finished the presentation by sharing an IMPACT Equity Evaluation Grid, a tool that individuals and departments can use to assess their operations through an equity lens.

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Minding the Obligation Gap: Charting Our Way Forward with CSM Leadership

The second event occurred on Wednesday, July 15, one day after the conclusion of the "Minding the Obligation Gap" webinar series. This event, titled "Charting Our Way Forward with CSM Leadership," drew about 60 participants. Moderated by Acting President Kim Lopez, the event featured 13 panelists from various levels of leadership at CSM, including Academic and Classified Senate presidents, directors, deans, and vice presidents.

Minding the Obligation Gap co-authors Dr. Tabitha Conaway and Jeramy Wallace began by sharing a recap of the five-part summer series and some key takeaways. From there, three questions were posed to the panel of leaders which included the following:

- What have been some of the key takeaways for you personally and how do you see them influencing your work as a leader at CSM?
- How can we ensure that our implementation of state initiatives are governed by an antiracist lens?
- Over the past six weeks we have had many staff, faculty and administrators respond swiftly to our State Chancellor's Call to Action. Can you share with us what your department/division has done to answer this call?

The responses shed light on the thoughts and feelings of CSM's leaders as they work toward confronting structural racism in their spheres of influence. The event concluded with Acting President Lopez sharing four steps as part of a collegewide call to action. These steps will be shared, discussed, and refined with the campus community to create a plan titled "A Call to Action: CSM Takes a Stand Against Racism."

Catch up on the Minding the Obligation Gap Summer Learning Series

- [Watch Part 1](#): Defining the Obligation Gap: Intro and the Central Role of Leadership
- [Watch Part 2](#): Obligation Gap and Programming
- [Watch Part 3](#): Discussing the Pedagogy Gap
- [Watch Part 4](#): Critical Race Theory and Faculty Governance and Leadership
- [Watch Part 5](#): Time for Some Action

CSM Begins Antiracism Inquiry for Action



CSM has begun administering a series of three surveys designed to gather data on racism that will facilitate antiracism discussions and audits across the campus. The surveys will also help assess, identify, and build future professional development opportunities for staff, faculty, and administration. The surveys include:

1. **Anti-racism climate survey for all CSM Faculty Staff and Administrators:** In early July, CSM administered the first anti-racism climate survey to over 1,000 faculty, staff and administrators. Results will lead to focused discussions to for further inquiry and growth.
2. **Fauly Survey around Curriculum and Instruction:** In fall, a faculty survey designed in collaboration with the Academic Senate will delve deeper into our curriculum, instruction, and professional development needs.
3. **Student antiracism survey:** A student survey that will assess the student experience of racism on campus. This will be designed and administered in conjunction with the Associated Students of CSM (ASCSM).

All surveys, discussions, audits, and actions for antiracism and equity will have oversight in our Education Master Plan. The oversight of this plan implementation is a collaboration among college leadership and senates reporting to the Institutional Planning Committee in fall and spring.

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Skyline
COLLEGE

Dr. Carla Grandy Named Dean of the Science, Technology, Engineering & Math Division



Dr. Carla Grandy has been named Dean of the Science, Technology, Engineering & Math division (formerly known as Science/Math/Technology).

Dr. Grandy began her tenure at Skyline College as a full-time faculty member in the Earth Science Department in fall 2014 and most recently led the college redesign team as the Director of Guided Pathways and Comprehensive Redesign. Under her leadership, the College has developed successful initiatives to further student success and engagement including:

- Development of the Student Success Team model to provide equitable support to students by connecting them to resources and helping to build community within the meta majors
- Introduction of ePortfolio across programs and disciplines to highlight students work and help them to connect to their learning both inside and outside of the classroom

- Implementation of GE courses contextualized to the interdisciplinary theme of sustainability
- Consolidated schedules for incoming promise scholars students as a model for guided pathways
- Identification of skills needed for students to succeed in their field and opportunities to develop them on campus

As faculty, Carla coordinated the sustainability work on campus as well as served as faculty advisor for the Energize Colleges Program and Environmental Club. Carla served as a faculty co-lead for the Comprehensive College Redesign since spring 2017 and as a member of the Design Team since its inception. Additionally, Carla has worked at the statewide level to assist other colleges across the state as they work to implement Meta Majors and Guided Pathways on their campuses through the California Community College System's Institutional Effectiveness Partnership Initiative.

Prior to joining the faculty at Skyline College, Carla was Earth Science faculty at City College of San Francisco and worked as a Hydrologist and Coastal Specialist in the Environmental Field.

Carla has a B.S. in Environmental Geology from Texas Christian University, a M.S. in Oceanography from Oregon State University, and a PhD in Earth Science from the University of California, Santa Cruz.

Skyline College SEED Committee Drafts Letter Addressing Racial Injustice

Dear Skyline College students & community,

We are furious about George Floyd's murder. For some of us, the fury is new, for others, it has been with us our entire lives. Intergenerational trauma has been passed down through Black communities since the beginning of American history—from slavery to segregation to mass incarceration—and in all those moments, it has been accompanied and exacerbated by racist laws and racist law enforcement. For too long this systemic oppression has been accepted & normalized throughout society and even within our communities.

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Here are some thoughts we hope provide some sort of comfort, or source of contemplation, or dialogue:

It is our responsibility to understand...

Many of us live this pain. It is an inter-generational trauma, systemically perpetrated over the course of 400 years, and currently being expressed by a wider community because of a now deepened awareness that the social contract has not been applied equally for all.

We can judge...

If the founding ideals of this country is rooted in a system for, by, and of the people, then we can judge:

- the behavior, policies, and actions of the institutions that make up the system.
- the police for their behavior because they are supposed to serve as a human resource, paid for by the people to serve, not harass, intimidate, and kill certain groups of people.
- the reaction of our government to these killings of black & brown folk.

If the foundational ideals of this country are based on a "self-evident truth that all men are created equal" then we have a responsibility to judge the system when it is not upholding them

If the country's identity rests on the belief in life, liberty, and pursuit of happiness, and we live in a system that disproportionately robs certain racial groups of life, actively patrols, profiles, and incarcerates them to rob them of their liberty and peace of mind through practices rooted in inequality, then we can judge the system.

The contradictions between the ideals and realities of this country need to be judged, but not the pain and suffering of people who have been unjustly made the target of the system. Rather than judge, we must love, respect, and listen to them when they communicate, and most importantly resolve the contradiction in order to resolve the source of the pain.

We cannot get distracted...

Every time someone brings up "violence" or "looting," we have to bring it back to what causes the "violence" and "looting"--in this case, excessive force and police brutality rooted in a history of white supremacy and dominance. If we resolve the cause, then we resolve the symptom. The actions are symptomatic of a larger disease--the system of white superiority. If you have an ear infection that causes headaches, what do you need to deal with, the headache or the infection?

Those that benefit from a system of capitalist white supremacy want you to lose focus of the cause of the pain and trauma by focusing on its expression. However, we must focus on the cause rather than the symptom.

We feel hopeful...

Our students are communicating with us and that gives us hope. The fact that the entire country is talking about this is a sign of hope. When the abolitionists were able to make slavery a national conversation, change started to happen, eventually leading to the civil war and the ratification of the 13th, 14th, and 15th amendments. It was when the civil rights movement--with its various organizing activities that ranged from demonstrations and marches, to sit-ins and boycotts--were able to make segregation a national discussion, that change took place in the form of the Civil Rights Act of 1964, Voter Rights Act of 1965, and Fair Housing Act of 1968.

In previous police shootings, we have seen people grow more aware, with some small changes and reforms resulting. Though police brutality keeps happening, change has come out of each one of these tragic moments because people like you increasingly cannot live with the tragedy, trauma, and contradiction between the ideals and reality of the American system.

In memory of George Floyd, Tony McDade, Breonna Taylor, Ahmaud Arbery, Oscar Grant, Michael Brown, Philando Castile, Amadou Diallo, Trayvon Martin, Sandra Bland, Nia Wilson, Tamir Rice, Walter Scott, Alex Nieto, Amilcar Perez-Lopez, Luis Demetrio Góngora Pat, Mario Woods, Jessica Williams and all the others

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that have been victim to some form of white dominance and superiority we have to:

- continue learning about the world we live in and how we can impact it. This will take time, patience, creativity, imagination and teamwork.
- remain informed, focused, and diligent in caring, especially for those who are suffering.
- be the counter-narrative when we hear people defend the actions rooted in a system of white supremacy and/or demean and disrespect the pain of those victimized by white supremacy.
- actively participate in organizing or support the organizing others are doing.
- always do what we do from a space of love and empathy. Rooting our justifiable anger in hope and love will get us to the place we need to get to.

This is a call to consciousness, a call to care—for ourselves & each other. We are in this together...

With heavy hearts filled with pain, yet also hope & love,

~Your Skyline College allies

Eighteen Trojans Named to Academic All-State Team for Fall Sports

Eighteen Skyline College Student Athletes have been named to the California Community College Athletic Association (CCCAA) Academic All-State Team for Fall 2020. The student-athletes are:

- Fernanda Xitlali Garcia, Celeste Henry, Genevieve McVanner Rogers and Mooly Moock for Women's Soccer
- Jake Cardinale, Davidson Iriabho Okugbe and Alejandro Verdin for Men's Soccer
- Janice Luong and Daphne Mursalin for Women's Volleyball
- Nicole Brunicardi, Emilia Dougherty, Valeria Martinez and Ani Uikilifi for Women's Basketball
- David Avak, Noah Haynesworth, Walter Lum, Callum Spurlock and Colby Vazquez for Men's Basketball
-

The criteria for nomination are:

1. Participation in an intercollegiate sport during Fall 2019 or earlier
2. Successfully completing 24 or more units starting with their first participation through Spring 2020.
3. Achieving a cumulative GPA of 3.5 or higher for all units attempted from their first participation through Spring 2020.

Students nominated are automatically selected to the All-State Team once the CCCAA confirms that all the criteria have been met. Congratulations to these deserving students on their wonderful accomplishments both in the classroom and on the court, field and mat

Disability Resource Center becomes the Educational Access Center



Educational Access Center
Providing services to enhance the educational experience of students with disabilities

The Disability Resource Center (DRC) is now the Educational Access Center (EAC). The new name reflects the center's commitment to providing access to educational opportunities for students with disabilities while expanding some support offerings to the wider campus community.

The EAC will continue to provide the following services and supports to students with documented disabilities:

- Academic accommodation/adjustments and auxiliary aids in accordance with state and federal laws
- Academic counseling
- Assistive technology assessments, software and equipment loans
- Alternate Media
- Priority registration
- One-on-one math and chemistry tutoring
- One-on-one academic support and coaching



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All students, regardless of disability status will have access to:

- EDAC classes – these courses are designed to support student learning and strengthening academic skills
- EDAC 828 – Tech Tools for Writing
- EDAC 830 – Into to Assistive Computer Tech
- EDAC 831 – Tech Tools for Reading
- EDAC 832 – Tech Tools for Note Taking
- EDAC 823/824 – Fundamentals of Writing Skills
- EDAC 840 – Success Strategies for Math
- Educational technology – EAC has a variety of educational technology available to support student learning (made possible by the President's Innovation Fund grant).
- Learning Disability eligibility assessment

Any student who might benefit from EAC services, should be referred to the application for services. Students already receiving services through the DRC, do not need to reapply for services.