

Dear Faculty,

Thank you for another year of dedication and hard work!

Throughout each school year, a variety of work that affects our faculty, staff and students district-wide is coordinated through the Office of the Vice Chancellor, Educational Services and Planning. The purpose of this email newsletter is to provide an update on some of this ongoing activity.

Highlights of Select Projects and Initiatives of the Office of the VC-ESP

1. District Strategic Planning

This year, the District Strategic Planning Committee has developed the first Vision Statement for our district. The committee has continued monitoring progress made among the 14 priorities that were identified by the colleges from among 50+ recommendations in the strategic plan. In the coming year, the committee will be conducting a midterm update to the 2007-2013 District Strategic Plan. The Committee is co-chaired by the District Academic Senate President Diana Bennett and me.

The District Strategic Plan can be found at (<http://www.smccd.edu/edservplan/ssp>)

2. District Shared Governance

Our district's shared governance is accomplished in many ways. Among them is the work of the [District Shared Governance Council](#) (DSGC), co-chaired by the District Faculty Senate President Diana Bennett and me, and ably assisted by Ginny Brooks. The Council advises the Board of Trustees, through its designee, the Chancellor, on the following matters:

- a. Procedures for faculty, staff, and management hiring and equal employment opportunities
- b. Periodic review of the District Shared Governance Council policy
- c. Planning for district-wide professional development activities
- d. Oversight of the District Budget and Planning Subcommittee
- e. Changes to or the addition of locally determined student fees
- f. Educational and facilities master planning processes
- g. Board policies that directly affect faculty, staff and students of the District, as determined by the District administrator responsible for Rules and Regulations, in conjunction with the DSGC co-chairs

Among key developments of DSGC this year, the Council reviewed and approved more than 50 Board Policies. The process to accomplish this involves council members bringing proposed revisions to their respective constituents for comments before polling the council members for final approval in subsequent meetings.

Direct link to the District Shared Governance Council: <http://www.smccd.edu/edservplan/dsgc>

Office of Vice Chancellor, Educational Services & Planning (VC-ESP)

The Vice Chancellor, Educational Services & Planning provides overall coordination in the planning, development and implementation of the instructional and student support programs of the District. International education, distance education, accreditation, strategic planning, workforce and economic development, and educational technology are all concerns of the VC-ESP.



Being collaborative and district-wide in nature, much of the work is accomplished through a Committee or Council structure. As such, the VC-ESP chairs or co-chairs several district-wide committees including the District Joint Vice Presidents Council, the District Strategic Planning Committee, the District Shared Governance Council, the Enrollment Services Committee, the District Instructional Technology Committee, the Distance Education Advisory Committee, and the District Decision Support Services & Work Advisory Group, among others. More information about these groups is available at:

[The Office of Vice Chancellor, Educational Services & Planning](http://www.smccd.edu/edservplan/) (<http://www.smccd.edu/edservplan/>).

Through the District Joint Vice Presidents Council, the VC-ESP works closely and extensively with the Vice Presidents from all colleges on instructional and student services matters throughout the District. The District Academic Senate president also serves as co-chair with the VC-ESP on several important committees.

3. Accreditation

The District Accreditation Coordinating Council was formed for the purposes of providing all three colleges' writing teams with resource materials, particularly those from the District Office, updating the colleges and Board of Trustees on progress and timelines of self-evaluation reports (formerly called Self-Studies), and coordinating efforts in addressing accreditation requirements. The Council consists of the four Accreditation Liaison Officers (three from the colleges and one from the district) and the six college self-evaluation co-chairs. It is chaired by me.

Currently, the Council is working on timelines and processes in preparation for the 2013 Accreditation. Regular updates will be made to the Board of Trustees and the district community in general.

4. International Education

Our core district mission states that the district will help students to "...broaden their understanding of social responsibilities, increase their cultural awareness, and realize their individual potential and in a richly diverse environment and with increasing awareness of its role in the global community." We are making concerted efforts in international education to further these ideas, including forming institutional partnerships, marketing our programs, recruiting international students, and teaching abroad. So far, the district colleges have hosted 6 foreign delegations and counting. A visit to China in March by Cañada College President Tom Mohr and me to sign a planning agreement for an institutional partnership with a Chinese university also attracted a number of international student applicants that increased our international student population by close to 10%.

In addition to increasing the international student population (which currently stands at a couple of hundred students), the goal of international education has many aspects: it also increases diversity, enhance appreciation for different cultures, and broaden global perspectives among faculty and students. The Obama Administration has regarded the U.S. education as part of its economic prowess. According to the Commerce Department, for every dollar spent by an international student, s/he contributes 3 dollars to the local economy.

Through the help of colleges' PIOs, international education coordinators and counselors (and with input from Chancellor Galatolo), we have developed our district international education website with which we provide concise, consistent and user-friendly information to all prospective students worldwide. The three colleges are now using one common application for international students.

5. Liaison with District Academic Senate

As the District's Chief Academic Officer, I am the liaison between the administration and district faculty, particularly the District Academic Senate (DAS). My office works closely with DAS and I serve on the District Curriculum Committee as an ex-officio. I meet monthly with DAS President. Whenever feasible, I invite DAS President to co-chair district committees with me and make sure faculty interests are appropriately represented. Starting last year, in order to better communicate matters of common concern, such as program offerings, PIV, and service consolidation, I worked with the then DAS President Ray Hernandez to start joint meetings between DAS and District Joint Vice Presidents Council. The next joint meeting is taking place May 24 in the District Board Room.

6. Supporting Faculty With Technology (CurricUNET, TracDAT and Turnitin)

CurricUNET is a web based tool to assist district faculty with course revision and development and to facilitate the colleges' curriculum development and review processes. After many months of planning and development, the district and colleges are rolling out CurricUNET at the beginning of this coming fall semester. Work has also begun to explore and design the Program Review Module within CurricUNET as suggested by the District Academic Senate. An added benefit of CurricUNET is the ability for our faculty to access course banks from over 60 community colleges in California.

Direct link to CurricUNET Steering Committee site: <http://www.smccd.edu/edservplan/curricunet>

SLOAC Coordinators in our three colleges are leading the efforts in implementing **TracDAT** as the tool of choice to input and assess student learning outcomes at all levels. With TracDAT, district faculty can use an internet browser to work on SLOs. The tool provides a consistent approach to documenting SLOs with flexibility for customization and reporting, therefore, helping with fulfillment of accreditation requirements.

Direct link to TracDAT Steering Committee site: <http://www.smccd.edu/edservplan/tracdat/>

Turnitin is a leading company and tool for the purpose of evaluating written work by students. It assists with safeguarding academic honesty and preventing plagiarism by using technology to check over 150 million archived student papers, 90,000 journals, and billions of webpages against work submitted by students. As with CurricUNET and TracDAT, my office led efforts in negotiating a district-wide contract with the assistance from many faculty and is providing the resources and funds for the use of the tools.

7. SMCCCD Course Equivalence Matrix and Graduation Requirements

To assist with course articulation within our district college, the Course Equivalency Matrix assists counselors and staff to search and compare current courses in the three colleges. The design of the matrix was supported by the District Joint Vice Presidents Council, regularly reviewed by the District Curriculum Committee and approved by the Board of Trustees. The matrix contains a number of most frequently used course attributes, but is not meant to replace the print catalogues or course schedule. The data is sourced from several Banner tables and reflects only the active courses in an academic year. The district ITS, the colleges' instructional office staff, and many others have made considerable efforts to accommodate the design requirements of the matrix and the accuracy of the data.

At a recent Board of Trustees Study Session, the tool was used to show that among thousands of courses offered in the 2010-2011 college catalog year, the following differences among the courses still remain. District Curriculum Committee, DAS and VPs and I will continue working on them.

- Difference in Units (50)
- Difference in Prerequisites (62)
- Difference in Satisfying Degrees (1)
- Difference in Satisfying Certificates (28)
- Difference in Satisfying CSU GE (44)
- Difference in Satisfying IGETC (6)

With assistance from the District Academic Senate, the District Curriculum Committee, VPs and instructional deans, we have completed alignment of graduation requirement. The aligned matrix is as follows:

	Cañada	CSM	Skyline
Residency	12 units in residence	12 units in residence	12 units in residence
AA/AS	Complete either 12 units or 50% of the units required for the major, whichever is fewer	Complete either 12 units or 50% of the units required for the major, whichever is fewer	Complete either 12 units or 50% of the units required for the major, whichever is fewer
Certificate	50% of total units required for the certificate completed	50% of total units required for the certificate completed	50% of total units required for the certificate completed

8. Distance Education

Our district's enrollments in distance education courses have reached 10,000, which exceeded the goal set by the District Distance Education Strategic Plan. Congratulations to the three colleges!

Broadening access to postsecondary educational opportunities for our county's residents and beyond is a key purpose of the District's distance education efforts. The Distance Education Advisory Committee (DEAC) co-chaired by Tania Beliz and me has had a very busy year. The Committee and faculty training are ably assisted by Pete Bruni who joined the district office as Distance Education Coordinator and Instruction Designer. Some of the highlights of the work accomplished by everyone include:

[SMCCCD DE Gateway](#): access to consistent information of distance education in our district college with an intuitive website was the goal of designing the site. Here are some of the features of the DE Gateway:



- **Student Self-assessment of their readiness for online learning**

This dynamic tool asks students a few questions categorized by technology readiness, learning styles, and transportation. With this information collected, students are instantly given graphical feedback in terms of their online readiness as compared to ideal levels of readiness. If there is a gap, they are directed to the online resources necessary. This way, fewer students may choose online learning without first knowing what is expected of them.

- **Steps to enroll into classes**

Depending on the status of one's education, individualized steps (based on a decision tree algorithm) are provided ranging from just Registration for Classes to any number of combination of enrollment steps. Prospective online students are directed to college specific sites along the way, such as orientation, counseling, bookstore, and libraries.

- **Dynamic course and program search**

This area informs students on all the online courses in the district colleges, each degree/certificate program and its level of distance education coursework. In addition, students can find out what current online courses satisfy IGETC and CSU GE.

- **Faculty site**

This area contains faculty oriented resources maintained by DEAC, such as links to workshops, trainings, best practices, and FAQs. It also includes the ability for faculty to search for their own online classes.

Major kudos for the DE Gateway Taskforce are extended to Pete Bruni, Ahmad Ladhani, Tania Beliz, Marsha Ramezane, Jaz Witham, Eric Raznick, and Rick Wallace.

Direct link to SMCCCD DE Gateway: <http://www.smccd.edu/degateway>

STOT Training: Faculty attending this year's Structured Training for Online Teaching II (STOT II) again accomplished a 92% completion rate! They were pleased with the training and eager for more intermediate/advanced courses. The STOT Taskforce consisting primarily of faculty members (Lene Whitley Putz, Patty Dilko, Madeleine Murphy, Tania Beliz, Nick Kapp, Eric Raznick, and Pete Bruni - Chair) has recently developed a list of courses that could serve as the next series of STOT classes, both introductory and more advanced.

Mini STOT: To provide additional opportunities for faculty outside regular STOT, the District, in collaboration with colleges, has provided several Mini STOT seminars. These short and free seminars and hands-on workshops cover a wide range of topics, from introducing faculty to online instruction, to

using various tools in WebAccess, to discussing effective online pedagogy, to creating audio / video podcasts and more. The latest Mini STOT concluded with a Wine and Cheese Mixer.



Chancellor Galatolo visits with some of the attendees at the STOT Wine and Cheese Mixer.

eCollege Conversion: Pete Bruni reported that he has completed eCollege course conversion and has provided training to former eCollege faculty for them to use WebACCESS – the platform supported by the District for offering online classes.

Regular Effective Contact Guidelines

The State Chancellor's Office published updated guidelines for distance education courses as outlined in Title 5, Section 55204 (formerly section 55211) as amended to clarify guidelines for regular effective contact in online, hybrid, and web-assisted courses, including subsection (a), the responsibility of the instructor for initiating and maintaining contact, and subsection (b), a discussion of acceptable modes for maintaining contact. According to the Chancellor's office, it is the responsibility of each district to provide best practices guidelines for regular effective contact.

Cañada instructor, Lene Whitley-Putz, also a DEAC member, led the efforts in developing our district's Regular Effective Contact Guidelines. Following the reviews by DEAC, the Guidelines were approved by the District Academic Senate.

Level of Coordination among Colleges and District

DEAC regarded communication and collaboration among colleges as one of its key focus areas for the year. DEAC hears reports or brief updates from colleges on a regular basis. Pete Bruni attends college based distance education meetings and activities on a regular basis. Colleges' representatives routinely share their distance education plans and activities at DEAC meetings. Distance Education Liaisons from each college have been recently identified, which will further enhance the communication, coordination and collaboration of the colleges.

Direct link to the Distance Education Advisory Committee website:

<http://www.smccd.edu/edservplan/deac>

9. Grants Support and Serving on San Mateo Workforce Investment Board (WIB)

Starting last year, I was appointed to serve on the Workforce Investment Board of San Mateo County (WIB) representing our district colleges. WIB “brings together the many federal, state and local employment, training, development and educational services in one location. The Board reports directly to the San Mateo County Board of Supervisors and has the authority to recommend broader policy-oriented approaches to local workforce development”.

Related to workforce development, the function of the grants support is to assist the district and colleges in their efforts to obtain supplemental federal, state and private funding for programs and initiatives with a districtwide impact. Assisted ably by Sue Harrison, Grants Coordinator (half-time), we:

- 1) support the district grants analyst and CFO in coordinating, monitoring and reviewing mandated reporting for district-wide grants such as Perkins Title IC, Tech Prep and Basic Skills,
- 2) support the community and government relations office with applications for Federal appropriations requests and the SMCCC Foundation with prospecting funding opportunities for College initiatives, and
- 3) monitor federal, state, local and private funding opportunities and disseminate the information to appropriate District and College personnel.

This year, activities in the grants support area included coordinating a \$25 Million, industry driven collaborative funding opportunity from the Department of Labor with College of San Mateo, Pacific Gas and Electric, ICF International and 15 community colleges and CSUs statewide. If funded, the project will increase access to and expand and improve courses, training programs and technology-enabled learning in the utility and energy sector.

Through district-wide presentations, information about the district’s grant application, submission, and compliance processes is disseminated. As requested, we also assist college and district administration, faculty, and staff in the application and submission process for federal, state and private grants.

10. Career Training Information

In order to better showcase the career technical education training courses and programs offered at the three colleges, the district and colleges collaborated in developing the Find Your Future Here brochure. For each CTE program, the brochure provides potential jobs, salary levels, and job demand information. The job data is primarily provided by EMSI – a company that collects job and salary information from over 90 sources in the nation. More importantly, the brochure was designed by CTE deans with help from PIOs, counselors and staff including Steve Morehouse, Kenny Gonzalez, Barbara Christensen, Suki Chang, and Jan Phemester. Because of the high demand for the brochure, we have updated the publication with current job and salary data and reprinted 30,000 copies with funding support from Skyline College. The [accompanying website](#), designed by Jaz Whitman, has been updated as well.



Find Your Future Here brochure (2011-2012 edition)

Direct link to the Find Your Future career training web site:

<http://www.smccd.edu/careers>

11. Board Series Presentation – Innovation in Teaching, Learning and Support Services

Per request from the Board of Trustees, at each regular Board meeting, we will bring forward a program or service that is innovative and successful in enhancing teaching and learning. The District Joint Vice President Council identifies the topics and presenters. So far, we have showcased the following programs and services to the Board and they were all well received:

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| May 12, 2010 | Basic Skills Initiative at College of San Mateo
Danita Scott-Taylor, Director of Student Support Services and BSI Committee Co-Chair
Lorena del Mundo, Counselor and BSI Committee Co-Coordinator |
| June 23, 2010 | Skyline College SparkPoint Center
Regina Stanback Stroud (then Vice President, Instruction) |
| July 28, 2010 | Math Jam at Cañada College
Janet Stringer, Dean, Science and Technology |
| August 18, 2010 | Student Life and Leadership Development Program at College of San Mateo
Aaron Schaefer, Coordinator of Student Activities |
| September 22, 2010 | Skyline College Clean Energy and Sustainability Program Update
Mike Williamson, Dean, Science, Math & Technology |

November 17, 2010	Growing the Workforce through Fashion – Cañada College Sarah Perkins, Vice President, Instruction Ronda Chaney, Fashion Design Program Coordinator Students: Alicia Avarack, Michelle Yee, Grant Spencer
December 15, 2010	Athletes as Readers and Leaders at College of San Mateo Lorita Ford, director of Library and Learning Services Louise Piper, Coordinator of Child Care Services
January 26, 2011	Math Academy at Skyline College Mike Williamson, Vice President, Instruction Professor Pat Deamer, Math Professor Pauline Wethington, Counseling Math Academy students
February 23, 2011	Center for International and University Studies at Cañada College Sarah Perkins, Vice President, Instruction Professor Jessica Einhorn, Anthropology Students: Michael Gonzalez and Karla Barreiro, Jeff Schneider, father of student Jonathan Schneider
March 23, 2011	New Programs and Partnerships Lead to Student Success: College of San Mateo Accounting Students Tell Their Stories Professor Bruce Maule, Accounting Students: Rachel Brannon, Sean Matthews, Hazel Nixon, Samrand Hesami
April 27, 2011	Career Network Night at Skyline College Joe Madrigal, Vice President, Student Services Virginia Padrón, Counselor and Director of Career Center

12. Fact Book

The office of the VC-ESP is also responsible for the creation and update of the [SMCCCD Fact Book](#). This comprehensive reference contains key data that assists the colleges and the district in planning activities, grant writing, marketing, accountability, and general decision making. It was developed based on earlier versions of the district compendium and other online publications from the colleges. The fact book is organized into 8 categories:

1. Student Enrollment
2. Student Achievement
3. Program Offerings (degree/certificate offerings)
4. Program Planning Data (productivity measures)
5. Faculty and Staff Data
6. Facilities
7. Budget
8. County Demographics (population, housing, the economy)

These data categories align with the environmental scan data used for the [District Strategic Plan](#). Many thanks to Suki Chang, Bart Scott and the District Research Council for their continued support of this project.

Direct link to the District Fact Book: <http://www.smccd.edu/factbook>

Have a great summer!

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