**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**

**MEASURE G PARCEL TAX OVERSIGHT COMMITTEE**

**FINAL REPORT TO THE COMMUNITY – 2014/2015**

In June 2010, the residents of San Mateo County supported the San Mateo County Community College students by approving the Measure G parcel tax. In an economic climate of deep cuts to education funding, a struggling economy and record unemployment, more students than ever were looking to Skyline College, College of San Mateo and Cañada College to upgrade their job skills or prepare them to transfer to increasingly scarce spaces at the University of California, the California State University and other 4-year institutions. Measure G funding helped our colleges maintain the classes and services needed to support these students.

***During the 2014-2015 year, Measure G funds were used to***

* Save or add 700 course sections
* Provide an additional class space for 28,000 students
* Add counseling and library services
* Provide peer mentoring
* Provide services for veterans, first generation students, foster youth and former incarcerated students
* Support math and reading programs to improve college success

While 2013-14 was the final year of receiving Measure G funding, all three colleges applied some of the funding to a fifth year without a levy, working with existing funding to incorporate the successful new programs and some level of funding for classes into ongoing budgets.

Although not required by law, the San Mateo County Community College District Board of Trustees created an Oversight Committee to assure the community that Measure G funds were expended for the purposes approved by the voters and to see that none of the funds were used for administrator salaries or benefits. The committee consists of 7 members appointed by the SMCCCD Board of Trustees. The committee met during the fiscal year and discussed financial reports and college activity plans with district budget officials and college presidents and reviewed the 2013-14 report to the community.

The committee is pleased to submit its fifth and final report for 2014-15.

**2014-2015 in Review**

***The revenues.***  The District had $3,720,661 of unspent Measure G funds as of June 30, 2014, and used these funds during 2014-15. This includes funds that were not originally allocated to the colleges; the colleges 2014-15 plans were augmented during 2014-15 to fully expend the funds. The total received from Measure G between 2010 and 2014 was $28,254,260.

***The expenditures****.* The Board of Trustees approved the college plans as part of the adoption of the 2014-15 budget. College administrators consulted with faculty and staff and developed individual college plans to respond to the uses as stated in the Measure G ballot language.

Each of the colleges

* added class sections1 that enable students to progress toward the completion of their majors, degrees, and certificates;
* maintained student support programs that ensure the presence of necessary counseling, tutoring and other forms of support that are fundamental to high levels of student success;
* supported innovative course programs that are relevant and recent such as increasing distance education offerings and student leadership opportunities; and
* supported programs that address identified student needs and thus enable the colleges to move forward toward meeting their mission and goals.

***College activities*.** In November, 2015, the colleges reported to the Oversight Committee the many activities that have been made possible due to Measure G funding. Additional sections[[1]](#footnote-1) of English, ESL, math and science classes were added. Student support services like counseling, extended library hours, help for veterans and disabled students, and tutoring were funded. Short intensive courses such as Math Jam (<http://www.canadacollege.edu/stemcenter/mathjam.php>) or Word Jam (<http://canadacollege.edu/wordjam/> ) and other programs to help students accelerate their progress through math and English courses were continued. This year the colleges used some of the funding to provide additional professional development for full and part time faculty to assist with learning communities and improve distance education offerings. Cañada College expanded their College for Working Adults Program by adding another cohort (group of students that take all their classes together). CSM awarded innovation grants for various programs that improve our connection to the community. Skyline College added projects that impact student success. More detailed information is provided on each college’s Plan Summary attached to this report.

***According to the Official Ballot language, Measure G funds will be used to:***

* preserve job training programs in nursing, healthcare, computers, green technology, police and firefighting;
* maintain academic subjects including science, English and mathematics;
* keep libraries open and maintain library services;
* prepare students to transfer to four year colleges and universities;
* maintain academic counseling programs and other student services;
* attract and retain instructors;
* modernize classroom technology and computer labs;
* provide equipment and technology for science labs; and offer classes and labs necessary to meet student demand.

In addition to helping the District maintain course sections during the recession that would have otherwise been reduced due to state budget cuts, the Measure G funds were used for new and innovative programs. These programs were evaluated, and some of them were institutionalized – continued within the District using existing as well as new District funding. Due to increases in local funds, the colleges were able to maintain some of the increased course offerings, and provide ongoing funding for:

* Instructional offerings
* College credit courses at Hillsdale and Half Moon Bay High Schools
* Additional counseling hours
* Additional Library services and hours in evenings and on Saturdays
* Learning Center activities
* Innovation grants
* College for Working Adults
* Instructional design support for faculty
* Word Jam, Math Jam, Supplemental Instruction and other tutoring support

The college plans on the following pages summarize the vital activities supported by Measure G and link each of the activities to the language in the official ballot measure and report the planned and actual expenditures for the 2014-2015 year along with a recap of the previous 4 years of activities. The 2014-15 plans were incorporated into the SMCCCD 2014-15 Final Budget Report that was adopted by the Board in September, 2014.

***In summary.*** The committee is gratified by the colleges’ planning and implementation of the activities funded with Measure G tax dollars and the District’s fiscal management of the funds. The committee would also like to thank the SMCCCD Board of Trustees for creating this committee to foster communication and community oversight when it was not required by law. The committee would also like to thank the many District professionals who implemented programs and administered the Measure G funds efficiently and in accordance with the intent the voters supported in approving Measure G. Further information, formal financial reports and other items related to the activities of the Measure G Committee including meeting dates, agendas, and minutes are available on the Committee’s website located at: [www.smccd.edu](http://www.smccd.edu) under the “Business and Community” tab.

|  |  |  |  |
| --- | --- | --- | --- |
| **Resource Plan** | **Planned Amount** | **Expended Amount [[2]](#footnote-2)** | **Measure G Criteria** |
| **Instruction Plan:** Cañada College used funds provided through Measure G to increase the number of sections offered to students. In FY 2014-2015, a total of 133 course sections were offered using Measure G funds. These sections provided the opportunity for students to take basic skills, general education, and career technical education courses. These courses are an integral component of student's educational goals. Measure G funds also provided the college with an instructional designer to support technology-enhanced education. Faculty teaching online or hybrid courses were provided technical assistance and training for WebSmart, TracDat, Moodle, and CurricuNet. Lastly, Measure G funds supported the College for Working Adults (CWA) program which allows students with full-time jobs to have flexible course offerings and instructional support. | $927,700 | $1,134,698 | Restoring funding to offer an adequate number of classes and labs to meet growing student demand |
| **2011-12 Accomplishments/Activities:** • Funded 145 sections that served approximately 3,625 students • Used funding to coordinate and improve basic skills, distance education and workforce development offerings • Funded a Workforce Development Specialist • Launched College for Working Adults and Neighborhood College  **2012-13 Accomplishments/Activities:** Funded 148 sections for summer and fall 2012 and continued to offer College for Working Adults with an addition of 30 students added to the original cohort of 35. This year was the first graduating class in Spring 2014 with their Associate in Arts Degree.  **2013-14 Accomplishments/Activities:**  • Funded 181 sections that served approximately 5,000 students • Continued funding to coordinate and improve basic skills, distance education and workforce development offerings • Continued funding a Workforce Development Specialist • Continued offering College for Working Adults adding an additional 30 students since 2012-13.  **2014-15 Accomplishments/Activities:**  • Funded 133 sections that served approximately 3,325 students • Provided coordination to improve basic skills, distance education and workforce development offerings • Continued offering College for Working Adults serving an additional 35 students since 2013-14.    **Measure G Activities Institutionalized at Cañada College:**  • Instructional offerings (course sections) have been institutionalized - approximately 120 sections • College for Working Adults program has been institutionalized – serving a total of 130 students. • Instructional design support created for faculty |  |  |
| **Student Support Plan:** Measure G funding provided expanded access to library services through increased library operational hours. The funds allowed the college to staff the library in the evening so that students could access library services at a time convenient for them. Measure G funds also provided increased counseling services for students to complete educational plans and increase transfer services. Funding also provided necessary support for veterans, increased the number of students completing the FAFSA (Free Application for Federal Student Aid) and thus receiving financial aid, expanded tutoring, and further developed student communication. | $512,955 | $427,898 | Maintaining academic counseling programs and other student services to promote student achievement, graduation and access to high-paying jobs.  Keeping libraries open and maintaining library services. |
| **2011-12 Accomplishments/Activities:**  • Expanded academic counseling with 6,400 drop-in appointments utilized by students • Launched a new Peer Mentoring Program to assist first generation students • Added services for veterans and financial aid students • Expanded Library and Learning Center evening and weekend hours, serving an additional 1,200 students • Offered Math and English tutoring on Saturdays • Hired a Director of Articulation and Orientation who increased transferability of courses  **2012-13 Accomplishments/Activities:**  • Continued the Peer Mentoring Program to assist first generation students • Continued with added services for veterans and financial aid students • Library and Learning Center continued with extended evening hours  • Library continued to offer Math and English tutoring and Librarian services available on Saturdays • Director of Articulation worked with faculty at 4-year institutions to increase the number of transfer agreements with the college  **2013-14 Accomplishments/Activities:** • Continued academic counseling with drop-in appointments utilized by students  • Continued the Peer Mentoring Program to assist first generation students • Continued with added services for veterans and financial aid students • Library and Learning Center continued with extended evening hours  • Library continued to offer services available on Saturdays, to include Math tutoring and librarian services |
| **2014-15 Accomplishments/Activities:** • Enhanced academic counseling and student support services in coordination with new state categorical  funding SSSP • Continued the Peer Mentoring Program to assist first generation students • Continued with added services for veterans and financial aid students • Library and Learning Center continued with extended evening hours  • Library continued to offer services available on Saturdays which included Math tutoring and librarian services  **Measure G Activities Institutionalized at Cañada College:**  • The college will continued academic counseling with drop-in appointments utilized by students  • Peer Mentoring Program to assist first generation students • Services for veterans and financial aid students • Extended evening hours in the Library and Learning Center  • Library will continue to offer services available on Saturdays including Math tutoring and librarian services |
| **Course and Program Innovation Plan:** The MATH JAM and WORD JAM programs, Workforce Development, Basic Skills Success Programming, Leadership Development, and Adjunct Faculty Professional Development are all necessary programs to improve access and success for our students. The MATH JAM and WORD JAM programs have proven to significantly improve student success by providing intensive preparation to students.    Prior to 2014-15 programs were funded by external grant and categorical programs.  **2014-15 Accomplishments/Activities:** • Offered PEP (Priority Enrollment Program) for local high school seniors • Provided support for Math Jam to improve student success rates in Math courses • Provided support to Word Jam to improve student success in English courses  • Provided compensation to adjunct faculty for participation in college Flex Activities (professional development)    **Measure G Activities Institutionalized at Cañada College:**  • Math Jam • Word Jam • Workforce Development program • Adjunct Faculty Professional Development | $135,835 | $68,739 | Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar and wind energy), police and firefighting.  Preparing students to transfer to four-year colleges and universities.  Maintaining Core Academics. |
| **Total Measure G** | **$1,576,490** | **$1,631,335** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Resource Plan** | **Planned Amount** | **Expended Amount [[3]](#footnote-3)** | **Measure G Criteria** |
| **Instruction Plan:** The college moved many of the programs and support staff that were previously funded by Measure G to the general unrestricted fund beginning in FY 2014-2015. The college used remaining Measure G funds to continue to provide the opportunity for students to take basic skills and general education classes. Library services were increased to continue meeting student demand at peak times. Measure G funds were used to continue offering courses in the community, including at Hillsdale High School and Half Moon Bay High School. The college has institutionalized these programs and staff positions. | $410,323 | $412,250 | Restoring funding to offer an adequate number of classes and labs to meet growing student demand.  Preserving job training programs in nursing, healthcare, computers, engineering, green technology, police and fire fighting.  Maintaining core academics including Science, English, and Mathematics.  Keeping libraries open and maintaining library services. |
| **2011-12 Accomplishments/Activities:** • Funded 275 sections in math, English, science and other high-demand disciplines. Added sections for online offerings  • Added library staff hours • Added staff student support positions in high-demand instructional areas  **2012-13 Accomplishments/Activities: •** Funded approximately 350 course sections in math, English, science, career and technical education and other high-demand disciplines • Continued funding for expanded library staff hours • Increased enrollment in online course offerings by approximately 10 percent from the prior academic year  **2013-14 Accomplishments/Activities: •** Funded approximately 250 course sections in math, English, science, and high-demand Career and Technical Education disciplines, such as nursing • Continued funding for expanded library staff hours • Funded classified staff positions in instructional support areas  **2014-15 Accomplishments/Activities: •** Added higher level math classes, pre-transfer English classes, and ESL classes at three levels; music, art and ceramic classes were added at Hillsdale High • Continued funding for expanded library staff hours. • Continued funding for classified staff positions in instructional support areas • Provided funding for student assistants to help in the Learning Center with Supplemental Instruction  **Measure G Activities Institutionalized at College of San Mateo:** • Approximately 250 additional course sections have been institutionalized in math, English, science, career, technical education and other high-demand disciplines, as well as online sections • Extended staff hours for the Library for greater student and community access • Additional staff and student assistant hours are added in high-demanded instructional areas |  |  |
| **Student Support Plan:** Measure G funding has been used to insure timely responsiveness to CSM students by insuring a suitable amount of counseling hours and providing appropriate classified staff support in high-demand areas. Measure G funding also helped support Learning Center activities. The college has institutionalized these services and the necessary staffing. | $241,248 | $249,300 | Maintain academic counseling programs and other student support programs to promote student achievement, graduation, and access to high-paying jobs. |
| **2011-12 Accomplishments/Activities:** • A new counseling model was implemented which is based upon a triage approach • Additional counseling hours enabled the college to add drop-in appointments as well as expanded veterans and DSPS services • Added staff support for disabled students  **2012-13 Accomplishments/Activities:** • The new counseling/advising model has been fully implemented • The College was able to maintain increased classified staffing that directly supports students in special programs and services • Total associate degrees awarded increased by approximately 17 percent from the prior academic year  **2013-14 Accomplishments/Activities:**  • The new counseling/advising model has been institutionalized • The College was able to maintain classified staffing in key areas that directly support students in special programs and services, including, but not limited to, the Veterans Resource Center and the Disabled Student Services Program • Total associate degrees awarded increased by approximately 64% and certificates awarded increased approximately 68% from the prior academic year • An outreach event to the Asian Pacific Islander Community known as the MANA Conference was held in March with over 600 community participants  **2014-15 Accomplishments/Activities: •** Funds were used to pay for temporary student support during peak registration periods and assist in making calls to students to remind them of outstanding fees to insure they wouldn’t be dropped • The counseling/advising model will be continued on an ongoing basis • The College continues to support classified staffing in key areas that directly supports students in special programs and services using Measure G funds as the college shifted to using SSSP funds, including, but not limited to the Umoja learning community for African Americans, MANA learning community, the Veterans Resource Center and the Disabled Student Services Program  **Measure G Activities Institutionalized at College of San Mateo:** • A counseling model which is based upon a triage approach • Increased counseling hours to support drop-in appointments as well as extended veterans and DSPS services • Additional staff to support students in special programs and services, including, but not limited to the Veterans Resource Center and the Disabled Student Services Programs |
| **Course and Program Innovation Plan:** The college has institutionalized innovation grants to support program and course-based innovative efforts.   **2011-12 Accomplishments/Activities:** • Innovation grant criteria established and fully implemented  • Distance Education plan completed and implementation  • Math Boost implemented  **2012-13 Accomplishments/Activities:** • Distance education plan completed and implemented • Math Supplemental Instruction program fully implemented • Reading Apprenticeship program fully implemented  **2013-14 Accomplishments/Activities:** • The following innovation grants were awarded in the 2013-14 year: Makerspace Incubation Project; Paperless Writing Center; Students for Success, Learning Community for English 848; Bridging the Gap from Incarceration into Higher Education; Hillsdale High School English Spring Conference.  **2014-15 Accomplishments/Activities:** • Faculty support supervision of the Architecture Club’s participation in the 2015 Design Village Project, held annually at Cal Poly, was funded through Measure G innovation funds. Faculty review of the architecture curriculum resulted in a modification to the course sequence to be more supportive of student needs. College funding will continue to support the endeavors to develop new architecture courses to improve articulation with transfer schools.  • Measure G funds supported the CSM Earth Day Event that brought over 4,000 participants on campus including the California State Park system, PG & E, sustainable food representatives and a bat rescue society to name a few. Over 400 students were directly involved, completing the sustainability activities and interacting with the presenters and exhibitors.  **Measure G Activities Institutionalized at College of San Mateo:** • Math Boost  • Math Supplemental Instruction • Reading Apprenticeship • Makerspace Incubation Project • Students for Success • Bridging the Gap from Incarceration into Higher Education • Village Community • CSM Earth Day | $75,526 | $120,206 | Preparing students to transfer to four-year colleges and universities.  Preserving job training programs in nursing, healthcare, computers, engineering, green technology, police and fire fighting. |
| **Total Measure G** | **$727,097** | **$781,756** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Resource Plan** | **Planned Amount** | **Expended Amount [[4]](#footnote-4)** | **Measure G Criteria** |
| **Instruction Plan:** Measure G enabled Skyline College to offer 1,107 sections over the past 5 years, including basic skills, career technical education and transfer level courses. This funding also allowed the college to support program and course innovation, expand access to quality programs through hybrid and online formats and develop pathways to completion. | $4,551,298 | $5,146,689 | Funding to maintain core academics, including science, English and mathematics; preserving job training programs and preparing students to transfer to four year colleges and universities.  Restoring funding to offer an adequate number of classes and labs to meet growing student demand. |
| **2010-11 Accomplishments/Activities:** • Funded 205 sections that served approximately 6,000 students • Course offerings included 120 classes for transfer, 58 career technical classes, and 24 basic skills classes preparing students for transfer level courses • Additional class sections were offered in Administration of Justice and Healthcare, specifically Sterile Processing, CPR and Emergency Medical Technician   **2011-12 Accomplishments/Activities:** • Funded 252 sections that served approximately 7,500 students • Course offerings included 150 classes for transfer, 57 Career Technical classes, and 45 basic skills classes preparing students for transfer level classes •Healthcare courses that were started in 2010-11 were further expanded to include Medical Billing and Coding   **2012-13 Accomplishments/Activities:** • Funded 302 sections that served approximately 7,245 students • Course offerings included 130 classes for transfer, 61 Career Technical classes, and 34 Basic Skills classes preparing students for transfer level classes • Additional classes were offered in Accounting, Business Computer Systems and Management, and Early Childhood Education  **2013-14 Accomplishments/Activities:** • Offered approximately 285 Career and Technical Education, Basic Skills, and transfer class sections • Provided Distance Education training for faculty and expanded distance education offerings across the curriculum • Supported growth in internships for Early Childhood Education  **2014-15 Accomplishments/Activities:** • Funded 63 sections totaling over 3,806 additional faculty hours of instruction • Course offerings included basic skills and transfer level classes • Funding supported program and course innovation, expanded access to quality programs through offerings in hybrid and online formats, and developed pathways to completion. Instruction supported programs include Early Childhood Education, distance education, Honors Transfer Program, and Learning Communities.  **Measure G Activities Institutionalized at Skyline College:** •Funding for the increased offerings in basic skills, general education and Career and Technical Education courses has been shifted to the general unrestricted fund and Prop 30 funds. |  |  |
| **Student Support Plan:** Skyline College used Measure G funding to expand support services in Counseling, Enrollment Services, Financial Aid and the Library and Learning Resource Center. Hourly counselors provided increased services for students to complete their educational plans. Library hours were extended to evenings and Saturdays to allow greater access for students. Peer tutoring services were provided through the Learning Center. Admissions & Records streamlined their enrollment application process to meet enrollment demand. The college created and staffed the Veterans Resource Center and Outreach office to provide greater support to Veterans and reach out to high school students. Measure G funding was also used to purchase software to keep up with the latest technology for the library and the One Stop. | $2,749,186 | $2,964,341 | Maintaining Academic counseling programs and other student services to promote student achievement, graduation and access to high paying jobs.  Keeping libraries open and maintaining library services. |
| **2010-11 Accomplishments/Activities:**  • Expanded academic counseling to assist students during peak times and process prerequisite forms •Increased the number and areas of expertise of tutors in the Learning Center • Added services and outreach for financial aid students • Expanded evening and weekend hours in the Library and Learning Center  • Purchased additional databases and on line media for the Library • Hired additional staff in Admissions & Records    **2011-12 Accomplishments/Activities:**  • Expanded academic counseling to assist students during peak times and process prerequisite forms • Increased the number and areas of expertise of tutors in the Learning Center •Added services and outreach for financial aid students •Expanded Library and Learning Center hours in the evening and during weekends •Purchased additional databases and on line media for the Library •Additional staff hired in the One Stop to assist new and returning students  **2012-13 Accomplishments/Activities:**  • Expanded and streamlined counseling services such as orientation, career, internship placement and early alert to promote student access, retention, and completion. Over 3,000 student education plans were completed and updated • Completed full implementation of Degree Works (an online degree tracking system) • Continued Transfer Initiative efforts to increase transfer rates which included the establishment of a Transfer Advisory Committee, Inaugural Transfer Conference, and Transfer Ambassador Program. This resulted in Transfer Boards in 24 classrooms, implementation of the Transfer Advocate Program, and offerings of the first Associate Degree for Transfer Workshops • Increased Financial Aid Workshops and implementation of Online Financial Aid TV to increase student access to financial literacy information • Established the Veterans Resource Center, Veterans Advisory Committee, and Veterans Club and developed and launched a comprehensive Veterans webpage • Established an Outreach Office which has developed an Outreach Plan, assigned student ambassadors to feeder high schools, and participated in community events to promote college programs and support services • Extended Library hours during the evening • Conducted a Healthy Choices Campaign to promote health and public safety, including themes such as influenza prevention, healthy eating and living, women's rights and gender identity, driving safely and legally, and healthcare and mental health awareness |
| **2013-14 Accomplishments/Activities:**  •Expanded assessment, orientation, counseling/advising, and follow up services to increase student access •Increased concurrent enrollment by 14% compared to prior year due to the development of a robust outreach department and increased communications with high schools •Developed and increased online resources for counseling/advising and financial literacy services •Implemented Veterans programming to include workshops and the development of a Veterans Advisory Committee •Developed and implemented a one-day matriculation process for new and returning students •Consolidated processing of outgoing transcripts  **2014-15 Accomplishments/Activities:**  •Met student demands in the areas of (1) registration and admissions services so students may enroll in classes; (2) Educational Opportunity Program & Services and Transfer Center Services; (3) Counseling and Career services; (4) Financial Aid services; (5) Veterans outreach and support; and (6) expanded Library Hours and electronic library media. Transitioned Measure G funded activities and programs, where allowed, to the Student Services and Support Program    **Measure G Activities Institutionalized at Skyline College •**Increased availability in academic counseling and services for students, transitioning most Measure G activities and programs to Student Success and Support Program funding & Student Equity funding in accordance with funding guidelines and the general unrestricted fund. •To provide continuity of student support services created with Measure G funds, some faculty and classified staff positions have been absorbed by the general unrestricted fund, and if allowed, under SSSP and Student Equity funding. These include faculty and staff support in Counseling, A&R, Financial Aid, Veterans, Outreach and the Library and Learning Center •Library databases and electronic media funded through Prop 20 Lottery funds  •The Library and Learning Center were combined into the Learning Commons, allowing for increased tutoring and support services |
| **Course and Program Innovation Plan:** Skyline College used funds provided through Measure G to develop and support projects that directly impact student learning and success. These include programs in Supplemental Instruction, Math Academy, Math Jam, and Center for Innovative Practices through Hip Hop Education and Research, Reading Initiative, Weekend College, New and Hourly Faculty participation. Funds also provided professional development for Faculty, Staff and Administrators.  **2010-11 Accomplishments/Activities:**  • ASTEP Math Academy with over 80% course completion •Business Program Accreditation in first of a two year process •Digital Communication Certificate completed  •Math Academy and Hermanos and Hermanas Learning Community continued •First Year Experience learning community pilot completed  **2011-12 Accomplishments/Activities:**  •ASTEP Math Academy with over 80% course completion •Business Program Accreditation achieved •Math Academy and Hermanos and Hermanas Learning Community continued •First Year Experience learning community pilot completed  **2012-13 Accomplishments/Activities:**  •Wrote Distance Education (D.E.) Handbook including best practices and faculty resources and enhanced web resources for current students, students new to D.E., and for faculty •Held workshops for faculty on iPad use in the classroom and on Web access  •Developed training materials for faculty using technology in the classroom •Developed curriculum for the Business Entrepreneurship Certificate which was approved by the Curriculum Committee •Conducted training for faculty in Supplemental Instruction practice and structure •Developed math-focused supplement for student recitation hours in chemistry classes and held Math STEP workshop for students •Used Completion by Design framework for College Success Initiative planning •Planned hybrid teaching workshops through the Center for Transformative Teaching and Learning  •Funded Program Initiative Projects including:   *From Language Assessment to Global Citizenship   A Language Lab of the Future  Disability Resource Center - Student Orientation Program  Dartfish Software for Visual and Kinesthetic Training   Digital Oral History Projects  Educator Prep Institute On-line Program Expansion  Transforming Chem I Lab and Introductory Chem Lab to Inquiry based instruction  Wellness Program Strategic Planning* | $1,956,874 | $1,303,503 | Preserving job training programs in nursing, healthcare, computers, engineering, green technology (such as solar and wind energy), police and firefighting.  Preparing students to transfer to four year colleges and universities. Maintaining Core Academics |
| •Provided funding that enabled the ECE program to hire student interns to support the learning lab •Funded faculty stipends that enabled part-time faculty to participate in program assessment, spring program planning, and student learning outcomes course level assessment •Supported part-time faculty & staff in attending professional development workshops and conferences •Completed initial work in researching ABA requirements and developed process for Paralegal program accreditation; at the same time worked on creating a pathway for students from associates degree to law degree  **2013-14 Accomplishments/Activities:**  •Instituted change in Supplemental Instruction to allow for expanding capacity for tutoring more students •Provided training for faculty and college community pertaining to effectively serving foster youth •Provided orientation workshops for new part-time faculty and support for part-time faculty engagement in assessment and planning •Supported Math Academy students through tutoring and mentoring •Expanded capacity for outreach and recruitment for Career and Technical Education programs •Supported faculty development for learning communities; allowed for expansion of learning community offerings  **2014-15 Accomplishments/Activities:  •**Skyline College developed and supported projects that directly impacted student learning and success. Programs include Supplemental Instruction, Math Academy, Math Jam, and Center for Innovative Practices through Hip Hop Education & Research, Reading Initiative, Weekend College, and New and Hourly Certificated Faculty participation.  **Measure G Activities Institutionalized at Skyline College •**Math Academy **•**Math Jam **•**First Year Experience learning community pilot was successful and program is ongoing and institutionalized.  **•**Student Learning Outcomes and Course and Curriculum Development practices **•**Instructional designer position fully funded by the general unrestricted fund **•**Professional Development for Faculty, Staff and Administrators funded through Student Equity, fund 1 & grants **•**Disability Resource Center: New Student Orientation (Adaptive Technology support) funded by SSSP as a core service area **•**Supplemental Instruction beyond Basic Skills Courses funded by Student Equity Funds |  |  |  |
| **Total Measure G** | **$9,257,358** | **$9,414,534** |  |

1. A section is an additional class of a particular course. For instance, a college might offer English 101 and have many sections of that class at different times and on different days. More sections of a class means it is available for more students. [↑](#footnote-ref-1)
2. Planned amount was augmented by carryover from the previous year. [↑](#footnote-ref-2)
3. Planned amount was augmented by carryover from the previous year. [↑](#footnote-ref-3)
4. Planned amount was augmented by carryover from the previous year. [↑](#footnote-ref-4)