AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
April 24, 2013
District Office Board Room
3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.
- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are tape recorded; tapes are kept for one month.*

Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.

6:00 p.m.   **ROLL CALL**

      Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

    13-4-2   Minutes of the Study Session of April 10, 2013

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES

    13-4-5C   Reading Apprenticeship: A Tool for Student Success, Presented by College of San Mateo

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

    13-4-2A   Approval of Personnel Actions: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

    13-4-3A   American Federation of Teachers (AFT), Local 1493, AFL-CIO Initial Contract Proposal to the District and District's Initial Proposal to AFT

    13-4-4A   American Federation of State, County and Municipal Employees (AFSCME), Local 829, Council 57, AFL-CIO Initial Contract Proposal to the District and District's Initial Proposal to AFSCME

| 13-4-5A | California School Employees Association (CSEA), Chapter 33, AFL-CIO Initial Contract Proposal to the District and District's Initial Proposal to CSEA |

Approval of Consent Agenda

All items on the consent agenda may, by unanimous vote of the Board members present, be approved by one motion after allowing for Board member questions about a particular item. Prior to a motion for approval of the consent agenda, any Board member, interested student or citizen or member of the staff may request that an item be removed to be discussed in the order listed, after approval of remaining items on the consent agenda.

| 13-4-1CA | Ratification of January and February 2013 District Warrants |

| 13-4-2CA | Ratification of Student Trustee Privileges |

Other Recommendations

| 13-4-1B | Approval of Revision of Grading Policy: Plus/Minus Grading |

| 13-4-2B | Approval of Educational Master Plans – Cañada College, College of San Mateo and Skyline College |

| 13-4-3B | Approval of Curricular Additions – Cañada College and Skyline College |

| 13-4-100B | Approval of Modification of Subaward to San Francisco State University for HSI-STEM Grant from the Department of Education for Cañada College |

| 13-4-101B | Acceptance of Subawards for a Grant from the San Mateo County Workforce Investment Board (WIB) Funding for Mobile Application and Customer Relations Cohort Training for Cañada College |

| 13-4-102B | Approval of Contract Award for College of San Mateo Building 12 Roof Replacement Project |

| 13-4-103B | Acceptance of District Actuarial Study |

| 13-4-104B | Adoption of Resolution No. 13-6 Regarding Board Absences |

| 13-4-105B | Approval of Revisions to Board Policies: 2.25, Prohibition of Harassment; 2.34, Computer and Network Use; 6.13, Curriculum Development, Program Review, and Program Viability; 6.16, Standards of Scholarship; and 6.32, Intellectual Property |

| 13-4-106B | Receive Public Input on Filling a Potential Board Vacancy, Either by Election or by Appointment |

| 13-4-107B | Choose Method To Fill Potential Board Vacancy and Discussion of Next Steps |

| 13-4-108B | Evaluation of Results of First Review of District Elections and Consideration of Next Steps |

COMMUNICATIONS

STATEMENTS FROM BOARD MEMBERS

RECESS TO CLOSED SESSION

1. Closed Session Personnel Items

   A. Public Employment: **District Office** – Public Safety Officer, Facilities/Public Safety; **Cañada College** – Counselor, Counseling Services

   B. Public Employee Discipline, Dismissal, Release

2. Conference with Labor Negotiator
   Agency Negotiator: Harry Joel
   Employee Organizations: AFSCME, AFT and CSEA

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
April 10, 2013, San Mateo, CA

The meeting was called to order at 6:04 p.m.

Board Members Present: President Helen Hausman, Vice President Karen Schwarz, Trustees Richard
Holober and Patricia Miljanich, Student Trustee Bailey Girard
Trustee Mandelkern was out of town and not present at the meeting

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Jim Keller, Skyline College
Vice President of Instruction Sarah Perkins, College of San Mateo President
Michael Claire, Cañada College President Larry Buckley, and District Academic
Senate President Diana Bennett

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA
None

MINUTES
It was moved by Trustee Holober and seconded by Student Trustee Girard to approve the minutes of the March
21, 2013 meeting. Student Trustee Girard asked that his statement indicating that the results of the student trustee
election would be known by the next Board meeting be modified to state that the results will be known by the next
regular Board meeting. With this amendment, the motion carried, all members present voting "Aye."

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS
None

NEW BUSINESS

APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (13-4-1A)
It was moved by Trustee Holober and seconded by Student Trustee Girard to approve the actions in Board Report
No. 13-4-1A. The motion carried, all members present voting "Aye."

INFORMATION REPORTS

UPDATE ON KCSM-TV (13-4-1C)
Jan Roecks, Interim Dean of Business, Workforce and Athletics at Cañada College, said that a brief history of the
process to sell KCSM-TV is included in the board report. Last fall, the Board was asked to reject all bids received
in response to the RFP released in December 2011. A revised RFP was released in December 2012 and, along
with the option to purchase assets and assign the station license, included an option to partner with the District to
subsidize station operations and cooperatively participate in an FCC spectrum auction.

Ms. Roecks said bids were received from KMTP RV 32; Oriental Culture and Media Center of Southern
California; Locus Point Networks; and Public TV Financing. The team working on the sale (Ms. Roecks, KCSM
General Manager Marilyn Lawrence, Attorney Larry Miller and County Counsel Eugene Whitlock) is in
negotiation with a bidder that the team believes is extremely qualified. They hope to finalize negotiations and
bring a proposal for review and approval at the April 24 Board meeting.

Chancellor Galatolo said Trustee Mandelkern has requested that as much time as reasonably possible be allowed
for public comment on any recommendation. Chancellor Galatolo said the District is still in negotiation and a
proposed contract will probably not be completed until April 18 or 19. Ms. Roecks said she believes negotiations
would be compromised if details of a proposed contract were made public before having the contract in hand.

Trustee Holober asked for clarification about whether the contract will be made public before Board approval of the contract. Ms. Roecks said the board report, which will be included in the board packet released on the Friday prior to the meeting, will include comprehensive details of the bids. At the same time, the public records request will be fulfilled. Ms. Roecks said the public records request is a request to see the four bids. She will consult with County Counsel to determine if the actual proposed contract should be released as well. Chancellor Galatolo noted that members of the public will have five days to review the bids and will be invited to comment before the Board votes on the contract.

Trustee Holober asked if the proposed contract will be binding. Chancellor Galatolo said it will not be binding until the Board approves it. However, staff feel confident that they understand the Board's direction and the contract will contain terms that are solid and agreeable to the Board.

Trustee Miljanich said she is not willing to chance jeopardizing the contract by releasing details while negotiations are ongoing. Trustee Holober said he agreed, as long as the District is getting sound legal advice. Vice President Schwarz also agreed, stating that she believes the process is as fair as possible.

REPORT ON PUBLIC SAFETY AND RELATED CLERY ACT REPORTING (13-4-2C)
José Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, introduced: Director of Public Safety Mike Celeste; College of San Mateo Chief Public Safety Officer Brian Tupper; Cañada College Chief Public Safety Officer Gary Hoss; Skyline College Chief Public Safety Officer Rob Dean; Skyline College Public Safety Officers Paul Barboso and Ludivico Viray; and College of San Mateo Public Safety Officer Ulysses Guadamuz.

Vice Chancellor Nuñez discussed the 2009 consolidation of all security services into the newly named Public Safety Department and he displayed the Department's organizational chart. Vice Chancellor Nuñez said that tonight's report will include information on Clery Act reporting, as well as an update on what has occurred in the area of public safety in the last three years.

Director of Public Safety Celeste said the Clery Act is a federal statute which requires all colleges and universities to keep and disclose information about crime on and near their respective campuses. Institutions must publish an annual report disclosing campus security policies and three years of selected crime statistics. They must make timely warnings to the campus community about crimes that pose an ongoing threat to students and employees. Each institution with a security department must have a public crime log.

Skyline College Chief Public Safety Officer Dean said the College's Department of Public Safety is part of the team that serves students and the community. He said the public safety officers act as a resource and as campus ambassadors. They are approachable and interact with members of the College community and members of the community at large who come to the campus. Chief Dean described some of the activities of public safety officers, including assisting people with vehicle problems, providing escorts to and from parking lots, lost and found, traffic accidents, threats or arguments, petty theft, and public information. Chief Dean discussed Public Safety Department staffing and coverage. He also discussed training of officers, including CERT, UHF radios, drills, and Flex Day training. Chief Dean discussed the crime statistics at Skyline College from 2009, 2010 and 2011, as required by the Clery Act. He showed videos of an incident in which a suspicious suitcase was left unattended and of a theft on campus.

Cañada College Chief Public Safety Officer Hoss said the most notable statistic from the Clery Act reporting was a case of arson in 2011. There was no property damage and no prosecution but the Clery Act required reporting of the incident. Chief Hoss said there are occasional drug-related incidents on campus, including a case of Middle College students smoking marijuana. The most prevalent calls for service involve theft, medical situations, lost and found, graffiti, smoking complaints, traffic accidents, and escorts to and from parking lots. Chief Hoss said the College has excellent working relationships with the County Sheriff's Office and with the Woodside Fire Protection District. He said Cañada College conducts emergency exercises on campus every semester, either a lockdown drill or an evacuation scenario. Additional training has been provided to faculty and staff on evacuations, UHF radios, and Incident Command System (ICS). A class also was offered on dealing with emotionally disturbed persons. In-classroom presentations are provided at the request of faculty members. Chief

Hoss said the College purchased 24 parking meters last October at a cost of $99.00 each. To date, the parking meters have generated just under $6,000. Chief Hoss showed videos concerning a missing mentally disabled student and a theft from the Bookstore.

College of San Mateo Chief Public Safety Officer Tupper said public safety officers deal with a culturally diverse community and take on the role of ambassadors. They must make people understand that there are rules and regulations and, at the same time, be approachable. Officers' tasks include building unlocks, parking enforcement, high-visibility foot and traffic patrols, lost and found, and day-to-day involvement with all departments on campus. Calls for services include suspicious packages, persons and circumstances; burglaries; District policy violations; Student Code of Conduct violations; missing persons; vehicle accidents; vandalism; counterfeiting; rape; fraud; drug violations; stalking; bullying; and weapons violations. Training is provided to faculty and staff on recognizing at-risk students and how to approach mental health issues. There are drills on lockdowns and evacuations and a Great Shakeout Drill every year. Regarding Clery Act reporting, Chief Tupper said crime rates are low because of the presence of security cameras and officer visibility. The sexual offense listed on the report involved a case of two minors in a restroom. Chief Tupper showed videos of thefts from a donation box in the Astronomy Lab and of a theft in the Bookstore.

Director Celeste concluded the report by reviewing the duties and responsibilities of the Department of Public Safety, the various reasons the Department is called for service, and the emergency preparedness trainings and drills conducted on the campuses and District Office. Vice Chancellor Nuñez noted that some faculty have elected to not participate in the drills. Director Celeste also discussed the campus alert systems, which include the Emergency Announcement System, Alert U, UHF Radios, the GWAMAIL "Blast" email, the Public Safety website homepage/Facebook page, and the County Alert system. He described Public Safety technology, including video cameras, Access Control and Alarm Monitoring System (ACAMS), Automated External Defibrillators (AEDs), 911 system, duress buttons and electronic handheld citation devices. Director Celeste described the number of incident reports on the campuses for 2010-12 and the number of citations issued during Fiscal Year 2011-12, which totaled 9,384 Districtwide.

Trustee Miljanich asked Director Celeste what the area of most concern is for the Public Safety Department. Director Celeste said his area of greatest concern is that incidents seen on news reports could happen here. He said it is not possible to stop a determined shooter but it is possible to minimize damage by being prepared. Trustee Miljanich asked if the escort service is used regularly. Chief Dean said it is used often in the evening hours. Chief Tupper said that when it is used in the daytime, it is typically because of stalking or cyberbullying.

Vice President Schwarz complimented the presenters and said the District seems well-prepared. She said she sees a strong presence of Public Safety officers on the campuses when she visits. Vice President Schwarz said she is very concerned about non-participation in drills. Director Celeste agreed and said this is a problem Public Safety will continue to address.

President Hausman said the report was excellent and said many people have no idea of everything the Public Safety Department does for the campus communities and for the community at large.

FOLLOW-UP ON INTERNAL CONTROL REPORT (13-4-3C)
Executive Vice Chancellor Blackwood outlined what the District does currently in terms of internal controls:
- Regularly review policies and procedures
- Regularly review effectiveness of existing procedures and risk vs. reward
- Training for accounting staff
- Business Process Analyses; currently done in Financial Aid and Admissions & Records
- College Internal Audit Group (CIAG)-Finance; the group reviews procedures to assure consistent procedures across the District and issues reports

Executive Vice Chancellor Blackwood discussed what the District will be doing in addition to the items listed above:
- CIAG-Student Services

- CIAG-Instruction
- Additional training
- More Business Process Analyses
- Issue an RFP for new auditors in 2015

Trustee Holober asked if the District still tracks equipment only if it has a value of more than $5,000. Executive Vice Chancellor Blackwood said that equipment worth more than $5,000 goes on the books as a fixed asset and depreciation is tracked. She said the District does record all computers and is now keeping track by serial number. Trustee Holober asked if items that are entered as fixed assets are re-inventoried to make sure they are where they are supposed to be. Executive Vice Chancellor Blackwood said an inventory is conducted every other year.

Vice President Schwarz said she is encouraged to see that there will be an RFP for auditors as she believes this is good financial practice. Executive Vice Chancellor Blackwood said an RFP was issued for the last audit but the response was minimal. Executive Vice Chancellor Keller noted that, even within the same firm, the individuals who have conducted the District audit have changed.

ANNOUNCEMENT OF TRUSTEE HELEN HAUSMAN'S RETIREMENT AND RELATED DISCUSSION (13-4-4C)

President Hausman said she is sorry to have to announce that she will retire effective May 1 and her letter will go to the County Superintendent of Schools on May 1. She said April 24 will be the last meeting she attends.

Vice President Schwarz said the Board has received information on the process to follow when there is a retirement or resignation. She said a more in-depth discussion about the Board's options for filling the vacancy and timelines will be placed on the agenda for the April 24 Board meeting. Vice President Schwarz said she had a telephone call from Trustee Mandelkern asking whether the Board is allowed to hold such a discussion before President Hausman's retirement becomes official. Barbara Christensen, Director of Community/ Government Relations, said the law specifies that the vacancy becomes official on the date that the letter goes to the County Superintendent. She said there is nothing in the law that prohibits discussion of options and timelines when a board knows a vacancy will occur in the future.

Trustee Holober said he is unsure about whether the Board is permitted to discuss a process to fill the vacancy before the retirement is official. He said the Board will be deciding whether to make an appointment or hold an election and, as he suggested at the last meeting, he believes the Board would be well-served with seeking legal advice from outside counsel who specializes in this area. Trustee Miljanich said she does not believe that outside counsel is needed. She said filling board vacancies is not uncommon and is not beyond the ability of District staff and County Counsel. President Hausman said she was appointed to the Sequoia Union High School Board of Trustees when there was a vacancy and the process did not take much time and did not seem complicated. She suggested that boards that have filled vacancies be consulted about their processes. Vice President Schwarz said she did talk with a trustee from the San Carlos School District, which made an appointment to fill a vacancy within the last year. The trustee reported that the board did not use outside counsel, believing that County Counsel would have more information because they routinely are involved in this area. The trustee said the process went smoothly.

Trustee Holober said he wants to make sure there is an opportunity for public input on the options before the Board and said he would not be ready to voice his opinion until public input is heard. He questioned whether it is acceptable to put the item on an agenda, which would allow for public input, prior to May 1 when President Hausman's retirement will become official. Trustee Holober said that if the Board opts to fill the vacancy by appointment, he would want to be sure there is adequate time to publicize and seek applications. He said these are issues on which he would appreciate receiving legal advice, preferably from outside counsel.

Trustee Miljanich suggested it might be appropriate to have Vice President Schwarz work with County Counsel and Ms. Christensen to get questions answered, with the understanding that outside counsel could be retained if the Board believes it is needed. Trustee Holober said this is not his preference, but it would be better than not having any legal advice. Vice President Schwarz said she is willing to work with County Counsel and Ms. Christensen and will report back to the Board at the meeting on April 24. She asked Board members to submit

their questions to her. Ms. Christensen said that within 60 days of the date of the vacancy (May 1), the Board must either (1) decide to call an election or (2) make a provisional appointment. If the Board does not act within 60 days, the County Superintendent will order an election. Ms. Christensen said that if the Board opts to make an appointment, the 60 day period does not allow much time for publicizing the vacancy, inviting public comment, and reviewing and interviewing candidates.

Chancellor Galatolo said Student Trustee Girard had expressed interest in changing the date of the May 22 Board meeting because finals are scheduled during that week. He said a change to May 15 would help students and might also provide better timing for the Board to pursue the issue of filling the vacancy. Trustee Holober said that if the Board opts to make an appointment and, assuming the questions outlined above are answered, changing to a May 15 meeting could allow the Board to provide reasonable notice to the public. He said the timeline would be tight but not undoable. All Board members present agreed that they would be able to meet on May 15 and would be willing to schedule one or more additional meetings as needed.

President Hausman said that if the Board waits for an election, she believes it would be difficult to operate without a full Board when issues come up. Trustee Miljanich said that a decision about Board leadership must be made at some point as well.

Trustee Miljanich said that, because of the way the discussion regarding redistricting ended at the last meeting, she would like to ask that further discussion and possible action on next steps be placed on the agenda for the next Board meeting.

RECESS TO CLOSED SESSION
Vice President Schwarz said that during Closed Session, the Board will consider the personnel items listed as 1A and 1B on the printed agenda. The Board will also hold a conference with District Labor Negotiator Harry Joel; the employee organizations are AFSCME, AFT and CSEA.

The Board recessed to Closed Session at 8:40 p.m.
The Board reconvened to Open Session at 9:20 p.m.

CLOSED SESSION ACTIONS TAKEN
Vice President Schwarz announced that at the Closed Session just concluded, the Board voted 4-0 to approve the personnel items listed as 1A and 1B on the printed agenda.

ADJOURNMENT
It was moved by President Hausman and seconded by Trustee Miljanich to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 9:25 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the April 24, 2013 meeting.

Karen Schwarz, Vice President-Clerk

President's Report to the Board of Trustees

Dr. Regina Stanback Stroud

2013 CÉSAR CHÁVEZ COMMEMORATIVE EVENT | Photo by Raul Guerra

President's Breakfast a Huge Success - Thank You!

2013 President's Breakfast Attendees
Photo courtesy of MCPR Office

The Skyline College President's Council pulled off another tremendously successful President's Breakfast on March 21st. Event Co-Chairs, Teresa Proaño and Kirsten Pinochi welcomed more than 300 people made up of elected officials, business members and faculty, staff, students and local community members to the event. From the federal level, Mark Nogales represented Congresswoman Jackie Speier. From the state level, LaMonte Bishop represented Senator Mark Leno and Mario Rendon represented our new Assembly member Kevin Mullin. Adrienne Tissier of the San Mateo County Board of Supervisors attended. Our own SMCCCD Board of Trustees Richard Holober, Dave Mandelkern and Karen Schwarz.

Trustee Karen Schwarz and Roxanne Brewer pose with
Skyline College Alumni Virginia Rosales and Sonia Cleary-Goodwin
Photo courtesy of MCPR Office

Many of the surrounding cities were represented including Councilwoman Helen Fisicaro of the Town of Colma and also past Chair of the President's Council, two sitting President's Council members, Mayor Ray Buenaventura and council member Mike Guingona of Daly City, Mayor Rick Kowalczyk of Half Moon Bay, Mayor Gina Papan of Millbrae, Council member Sue Digre of Pacifica, Mayor Jim Ruane of San Bruno and Mayor Pedro Gonzalez of South San Francisco.

Professor Tony Jackson, YEP Coordinator Pcyeta Jackson
and CITD Director Richard Soyombo
Photo courtesy of MCPR Office

Chancellor Ron Galatolo and his team from the district and sister colleges, including Vice Chancellor José Nuñez, Vice Chancellor Tom Bauer, Vice Chancellor Jim Keller, Vice Chancellor Kathy Blackwood, Kevin Chak, Robert Dean, David Haw, David Feune, Jan Roecks, Foundation Executive Director Stephani Scott, Carrie Ridge, Jill Greenberg and Roxanne Brewer, and Cañada President Dr. Larry Buckley all supported Skyline College by attending.

Faculty, staff, students and administrators from the college provided their support in event preparation and attendance. Dancers from the Skyline College production of Guys and Dolls started us off with a great rendition of "A Bushel and A Peck"!

Dancers of Guys and Dolls Production
Photo courtesy of MCPR Office

President's Innovation Fund (PIF) programs such as the Youth Entrepreneurship Program, Sustainable Campus Initiative, and College Lecture Series were highlighted in a video. Professor Linda Whitten addressed the group and thanked them on behalf of the faculty receiving PIF funds. Skyline College students Lloyd Peña, Enactus VP, and José Luis Sanchez-Sosa, Associated Students of Skyline College President, spoke as students affected by the PIF programs.

Professor Linda Whitten/Students Lloyd Peña and
José Luis Sanchez-Sosa
Photo courtesy of MCPR Office

The Premier Presenting Sponsor of the Breakfast, Tom Bauer, if the SMCCCD Auxiliary Services and Enterprise Operations presented a check for $25,000 to Skyline College President Stroud. The $25,000 gift from the SMCCCD Auxiliary Services and Enterprise Operations was made possible by the team of classified and student staff at the Skyline College bookstore, led by Kevin Chak and the team at Sky Café, managed by Hugo Ramos and Rick McMahon of Pacific Dining. Their team's focus on providing exceptional service to the students, staff and faculty of Skyline College has made this gift possible.

Mr. Bauer complimented the college and its leadership in its support and concern for students as demonstrated by the collaboration on the student calculator, clicker technology and textbook rental program saving 7,373 students over $608,906 that they would have had to pay had they not been able to participate in the rental program.

Premier Presenting Sponsor, Tom Bauer, speaks with
Vice President Sarah Perkins
Photo courtesy of MCPR Office

President's Council Chair, Jessica Evans closed the event out with "the Ask" – and ask she did. Ms. Evans reminded the group of 300 strong that their gift makes the kind of creativity and innovation where faculty and staff are encouraged to "Dream Out Loud" possible. In a most gracious way, she implored those present to think about how they can change the life of a student with a contribution. Her request, along with sponsors pre and post event contributions, resulted in the event raising more than $96,000 in donations, sponsorships and pledges.

Chair Jessica Evans / PIF Recipients
Photo courtesy of MCPR Office

We thank all of the faculty, staff, administrators, students and community members for attending and supporting Skyline College. We owe a debt of gratitude to the team of President's Council Members, faculty, staff and students that played a part in pulling off this successful event. Special thanks goes out to Jessica Evans, Susan Brissenden-Smith, Teresa Proaño, Kirsten Pinochi, Greg Cochran, Theresa Tentes, Linda Bertelloti, Bryan Besyni, Golda Gacutan, Anjelica Gacutan, Sherrie Prasad, Cherie Napier, Raul Guerra, Helen Heug, and Amber Steele.

Thanks to the Spring Musical Performers – Phoebe Jacinto, Monica Fontaine, Lisa Olson, Nichole Palmer, Cierra Peel, Gabriela Saucedo, Maile Wong and Angel Yaeger.

Thanks to the Men's Baseball & Basketball and Women's Badminton, Basketball and Soccer teams– Brandon Berkovatz, Clarrise Domingo, Matt Ennis, Jessica Garrett, Lance Montano, Charissa Price, Kailey Rappaport, and AJ Santiago.

Thanks also go out to our in-Kind Donors – Ambius-Interior Landscaping, Ron DeGrande, California Catering, Kingston Media,

Dean Grubi and Irma Page of the South San Francisco Conference Center.

Thank you to Stephani Scott, Carrie Ridge and Roxanne Brewer and Jill Greenberg of the San Mateo County Community Colleges Foundation, our partner in promoting student success through its fundraising efforts to provide scholarships, programs and services for students at Skyline College.

Thank you to the Skyline College Supporters ($250+), Skyline Friends ($500+), President Circle Members ($1,000 +), Innovation Patrons ($2,500), Skyline Shines Partners ($5,000+), and Dream Out Loud Benefactors ($7,500). And, saving the best for last, many thanks go out to our Premier Presenting Sponsor, the SMCCCD Auxiliary Services and Enterprise Operations led by Vice Chancellor Tom Bauer, for the amazing donation of $25,000!

Kappa Beta Delta Alpha Beta Chi Chapter Spring Initiation

Skyline College Chapter of Kappa Beta Delta held the spring initiation on March 13, 2013 in the Veteran's Hall on campus. Initiates include: Rhonda Abrams, Daniel Alvarez, Nancy Rosario Argarin, Eloisa Briones, Celia Canfield, Javier Carrillo, Jr., Elarnie Dela Cruz, Jordan Dougherty, Evonne Everett, Maria Flore-Martinez, Judith Garcia, William Kehoe, Kathleen Holmes, Barbara Lamson, Jo-Anne Mahoney, Joleen McGrorey, Analisa Pineda, Brande Porter, Laura Sandifer, Johanna Sy, and Irene Wond-Ikeda.
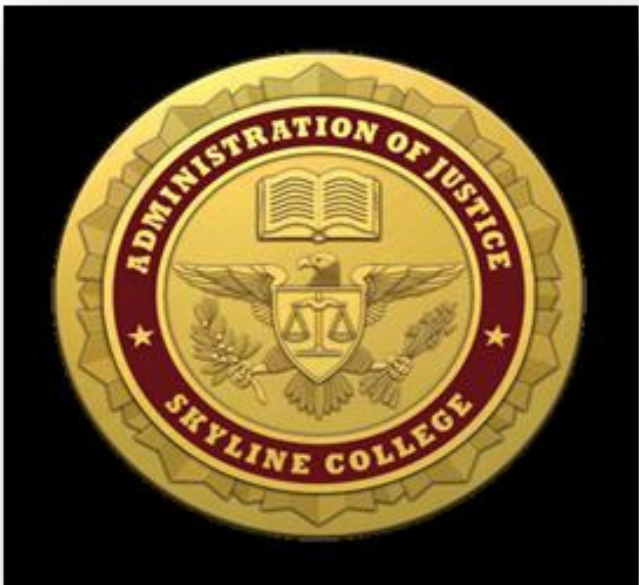
SKYLINE COLLEGE

President Dr. Regina Stanback Stroud presented KBD Officers with awards: Anthony Lew, Webmaster; Lloyd Pena, President; Monica Diliberto, Vice President; Lori Fisher, staff advisor; and Gus Andrade, Secretary-Treasurer.

AJ Gold Medal Awarded to ADMJ student Nicole Polo

Skyline College Administration of Justice student Nicole Polo was recently awarded the distinguished Administration of Justice Gold Medal by the Administration of Justice Club and the Administration of Justice Program for her achievements in fulfilling the academic and community service requirements for which the award is made. The Administration of Justice Gold Medal is awarded to applying students who have successfully completed the Administration of Justice Certificate Program, nine courses totaling 27 units. To be considered for the award, students must have achieved a minimum grade point average of 3.50 in ADMJ and completed a minimum of 15 hours of approved uncompensated community service, or a minimum grade point average of 3.30 in ADMJ and completed a minimum of 30 hours of approved uncompensated community service. Nicole exceeded those minimum requirements with a 3.89 GPA and forty hours of community service.

Nicole is the sixth student to be awarded the AJ Gold Medal since its inception in Spring, 2012. Nicole was publicly honored by being given the award in one of her ADMJ classes. The ADMJ Program is eager award students, to impress upon them the importance of academic achievement as well as the value of community service for good citizenship. Congratulations for "a job well done", Nicole!

Pictured left to right: Ashleigh Cheley, President of the Administration of Justice Club; Nicole Polo, awardee; and professor Steve Aurilio, AJ Program Coordinator.
Article by Steve Aurilio. Photos by Lea Palomar & Steve Aurilio.

33RD EXPANDING YOUR HORIZONS CONFERENCE DRAWS OVER 900 GIRLS

On Saturday March 16th, over 900 girls enjoyed math and science activities at Skyline College. For the 33rd year, The Skyline College Expanding Your Horizons (EYH) conference provided an opportunity for 6th through 12th grade young women to learn about career opportunities in math, science and technology. The day was enjoyed by over 950 girls who participated in 35 concurrent workshops filled with fun, hands on activities from a wide array of disciplines. Dr. Regina Stanback Stroud welcomed the girls and introduced the keynote speaker Jenny Ming, Charlotte Russe CEO.

Ms. Ming shared how she journeyed from studying home economics to being the CEO for a fashion company. She emphasized the sacrifices immigrants make and how she was keenly aware of the privilege it is to get an American education. She implored the girls to take advantage of the available opportunities to expand their own horizons and to learn what is in store for their futures. Ms. Ming told them, "All of you represent different ages, backgrounds and ethnic groups. You will go on to be doctors, lawyers, engineers and maybe even fashion designers or graphic designers. Some of you will earn degrees in science, business or art."

Ms. Ming shared three lessons. First, value diversity and embrace any differences you have. "Don't let anyone tell you that you can't do it because you are a girl. Limits are only those that you set for yourselves…". Second, she told the girls to find their passion, whatever they love. "If you love it, chances are you will be really good at it." She encouraged them to volunteer in different fields in order to gain different perspectives and new ideas. Finally, lesson number three is to have an interest outside of school making one more balanced with a more interesting point of view. "It allows you to be your whole self, your best self."

Ms. Ming closed by reminding them that their life is a long-term project and that the more facets of it they explored, the more ways they stretch, the more interesting it will be. With the world before all of them and all of its options, she reminded them that their lives could be bigger than they ever imagined it could be.

In addition to presenters from Rambus, Kaiser Permanente, and Aquarium of the Bay, teams of Skyline College students representing Phi Theta Kappa, SACNAS, MESA, SHPE, Respiratory Therapy and Heart Wrenchers led several workshops. These students developed their hands-on activities with Chris Case, Nick Kapp, Nancy Ruis, Ray Hernandez, Pat Carter, Sabrina Lawrence-Gomez and Julia Johnson. Skyline College faculty and staff presenting workshops included Carmen Velez, Sandra Hsu, Carina Anttila-Suarez, Jo Silken, Alice Erskine, Melissa Michelitsch, Shari Bookstaff, Anne Gearhart and Kylin Johnson. Skyline College alumnae Dr. Anna Dneprov, Yvonne Malloy, Katrina Cheung, Lisa Razon, Casey Fortier, and Camille Espiritu returned to present workshops.

One 12th grader has been participating in EYH since 6th grade and thinks "it's great." Several girls echoed the 6th grader who wrote EYH is "Amazing." And the 8th grader who "loved EYH." One 7th grader wrote "I learned about subjects I didn't know anything about and now I find them very interesting."

One teacher wrote that her 49 Half Moon Bay students "are excited about the kinds of careers they can have." Another teacher wrote that her Ravenswood students "can't wait to come back next year. None of them had ever done anything like this." She added "it's so good to get them out of their small neighborhood."

Soroptimist of North San Mateo County sponsored the program, which was planned by AJ Bates, Don Biederman, Shari Bookstaff, Pat Carter, Christine Case, Stephen Fredricks, Jon Freedman, Mousa Ghanma, Ray Hernandez, Kylin Johnson, Julie Mooney, Vanson Nguyen, Pat Tyler and Carmen Velez.

Career Networking Night 2013 Connected Students with Career Professionals

Our Spring Career Networking Night 2013 sponsored by the Career Services Center was a success! Thirty career professionals representing a variety career clusters in Engineering /Technology Science, Arts/Communication, Business/ Office Administration, Education/Human Services, Health/Medicine, and Law/Public Service participated in this year's event. The purpose of the Career Networking Night was to inspire and encourage students to explore a variety of career choices. Over one hundred and fifty students attended the event with an opportunity to hear viewpoints from a myriad of experienced professionals. This event engaged students in exploring future career options. Our students' response was positive and enthusiastic, and the event itself was very energetic and vibrant. "Pizza with Professionals" at the end of the evening provided students opportunities to network with representatives from the six corresponding career clusters.

The Skyline Career Services Center would like to extend our sincerest appreciation to our many visiting professionals, student volunteers, staff and faculty who contributed hours of energy, our gratitude. When we work together in this way we forge an even stronger partnership and become a more transformed community.

Article by Virginia Padrón.

Communication Differences between Genders: A presentation by Dr. Lori Luft, Clinical Psychologist

How should we communicate? How do you communicate? Are you listening to me?

These are some of the questions asked and discussed during a lively conversation on Friday, March 15, 2013. Dr. Luft gave an insightful perspective of communication differences between genders through providing historical data, facilitations questions from the audience and even role playing in vignettes.

Dr. Luft is a clinical psychologist who has been in private practice in San Mateo for over twenty five years. She treats adults and older adolescents in both individual and couples therapy. A graduate of Pacific Graduate School of Psychology, she completed a postdoctoral internship at the Psychiatry Clinic of Stanford University Medical Center. In addition to her clinical practice, Dr. Luft has been involved in training both psychology graduate students and psychiatry residents and is a popular speaker on psychological topics of interest to the general public.

The Skyline College Health Choices Campaign, a joint collaboration between Enrollment Services, Health Services and Psychological Services, sponsor this presentation.

Article by Dr. John Mosby.

Skyline College Students Tour UC Davis

On March 15, 2013, over 60 Skyline College students attended UC Davis's annual Discover UC Davis Tour for Transfer Students. Students attended a general session as well as workshops on disciplines and majors and transfer tips. Students also had the choice of attending different information sessions covering topics such as financial aid and scholarships, pre-health advising, undergraduate research, education abroad and the Transfer Reentry

Veterans Center. Finally, students attended an engaging student panel, toured the campus and participated in an academic and services fair.

Students from the TRiO program, the Puente Program and others attended the tour. For many students it was their first time attending a UC campus. Visiting campuses is a great way for students to learn about transfer opportunities and envision their future after they transfer.

In the words of Skyline College students, when asked what they learned most: I learned… "what more I can do to transfer besides getting good grades and volunteer work." I learned… "about majors provided and the T.A.G. Agreement." I learned…"that transferring isn't as easy as it seems. It takes hard work and dedication."

The Skyline College Transfer Center coordinated the Discover UC Davis Tour through collaboration with the UC Davis' Transfer Opportunity Program. In addition to providing an annual tour, the program provides a representative on campus, Tracy King, who is in the Transfer Center every Tuesday from 10:00 a.m-2:00 p.m.

Middle School Outreach Project

Funded by the President's Innovation Fund and in collaboration with the President's Council and Parkway Heights Middle School in South San Francisco, the Middle School Outreach Project was created to expose middle school students to college and careers at a young age. In addition, it provided information to parents in an effort to foster and support their development as educational advocates for their child.

As part of the project, Skyline College counselors facilitated a series of bi-weekly educational and career-related workshop at Parkway Heights Middle School throughout the months of February and March, 2013. Thirty-one middle school students participated in these workshops and learned about Goal Setting, Motivation, College Preparedness, and Career Planning. Students were very engaged and highly inquisitive!

In addition, we hosted Parent Night at Parkway Heights Middle School on Thursday, March 21, 2013. Over twenty-five parents attended the event and received important information about high school require-ments, the various systems of higher education in California, financial aid and the process to apply for it.

Lastly, on Tuesday, March 26, 2013, we hosted the first Middle School Outreach Conference at Skyline College for our thirty-one participating middle school students and Parkway Heights staff. At the conference, students heard first-year Skyline College students speak about their high school and college experiences. They toured the campus, learned about different programs and student clubs, and visited various CTE labs, including Respiratory Therapy, Surgical Tech, and Auto Tech. Furthermore, they had the opportunity to experience a college class firsthand!

The Middle School Outreach Project was a tremendous success, which served to instill motivation and the desire to attend college among participants. In their own words:

- "I think this should happen more often." E.N.
- "I'm excited for college." D.C.
- "You should bring more schools to inspire more students." G.T.

I would like to thank Dr. Regina Stanback Stroud, Dr. Joi Blake, the President's Council, especially Mrs. Teresa Proaño and Mr. Steve Martinez, our partners at Parkway Heights Middle School, and the Middle School Outreach Planning Team (Nohel Corral, Dr. John Mosby, Nate Nevado, Lorraine DeMello, Lavinia Zanassi, Suzanne Poma, Kent Gomez, Jocelyn Vila, and Melanie Espinueva) for their support. Thank you to Skyline College Bookstore and Rock the School Bells for their kind donations.

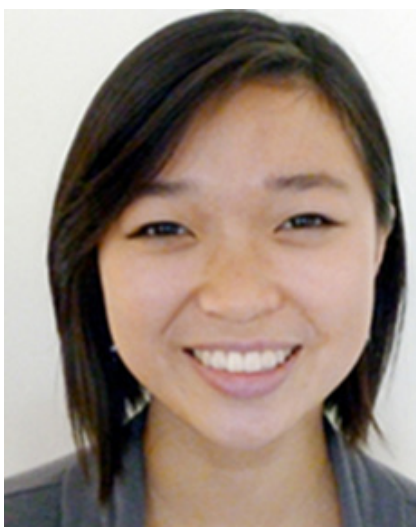Article by Jessica Lopez. Photos by Yeni Galvez and Ira Lau.

SKYLINE COLLEGE STUDENTS ON ALL-CALIFORNIA ACADEMIC TEAM

Two Skyline College Political Science majors were selected for the All-California Academic Team. These 4.0-students were honored at the California Community College League Award Luncheon in March.

Sarah Kay

Sarah is originally from San Francisco and is president of the Skyline College Honors Club, program assistant for the Honors Transfer Program, and a member of the Beta Theta Omicron chapter of Phi Theta Kappa. Sarah volunteers at her church as a day camp counselor and for various campus activities. She has been on the Dean's List since her first semester at Skyline College and has maintained a 4.0 grade point average. Sarah is planning on transferring to a four-year university this coming fall as a Political Science major with an emphasis in Comparative Politics. She hopes to continue her education at law school in order to practice civil law in California.

Thomas Kroner

Thomas was born and raised in San Francisco where he graduated from Lowell High School. He is currently finishing his sophomore season on the Skyline College basketball team. Thomas enjoys developing his on-court skills in his spare time. Thomas will transfer as a Political Science or Government major ideally to UCLA or Georgetown. His interest in political issues started

after a service trip to help rebuild New Orleans. He eventually would like to work for the government to promote positive change. At Skyline College, Thomas is a member of the Honors Transfer program as well as Phi Theta Kappa. His service includes tutoring fellow teammates during their study halls, volunteering at the San Francisco Food Bank and helping with Interfaith Homeless Shelter Meals. Thomas is tremendously honored to be recognized to the All-California team and plans to use this recognition as a catalyst towards his academic goals.

Article by Dr. Christine Case

GOODWILL GRADUATION

(From left to right): Alpha Lewis (Warehouse Academy Instructor), John Myladiyil Skariah, Don Carlson (Skyline College Dean of Business Department), Jermonte Reed, Melvin Washington, Paul Tan (Goodwill Manager of Participant Development), Ronnie Gravino (Goodwill Director of People Development), Gary Grellman (Interim San Francisco Goodwill CEO), Andrew Videau, Robert Posey, Kevin Hawthorne, Fred Copeland, and Gabriel Ruiz.
Photo Courtesy of Dean Don Carlson

Goodwill Industries celebrated their graduation on Friday, March 22nd and presented Skyline College Warehousing Certificates at their San Francisco headquarters. Dean Don Carlson and Alpha Lewis, Warehousing Instructor presented the certificates to our

Spring 2013 cohort. Skyline College's Business Division and Workforce Development partnership with Goodwill Industries awards certificates in Warehousing to students wishing to reenter the workforce. For many of the Goodwill students, this is their first time entering a college environment.

As a result of the partnership, past graduates have enrolled in Skyline College full time in the Career Advancement Academies in the Auto Entry-Level Program. Career Advancement Academies (CAA) provides stackable certificates in Auto Entry Level Technician and Allied Health (EMT, Medical Office Assistant, Surgical Tech and Sterile Processing) and Early Childhood Education. For more information about Career Advancement Academies or our Goodwill Partnership, contact, Soledad McCarthy, mccarthys@smccd.edu

Article by Soledad McCarthy.

Financial Aid Awareness Values Student Success

On Monday, March 18, 2013 the Financial Aid Office hosted their Spring 2013 Financial Aid Awareness Event in the Quad. Financial Aid Awareness week serves as a reminder that there is still time to apply for financial aid. During the March 18 tabling event, students were asked to complete a survey regarding the Financial Aid Office's Satisfactory Academic Progress Policy (SAP). For many students who receive financial aid, the SAP Policy is one of the most challenging policies for students to understand. To help students better understand the SAP Policy the Financial Aid Office staff provides one-on-one assistance, as well as, SAP Workshops throughout the semester. As a thank you for completing the survey, students were treated to fresh popped kettle corn by Peter's Kettle Corn.

Over 400 students attended the event and a submitted a survey. The Financial Aid Office values students' opinions. The Financial Aid Office is always open to hearing suggestions on how they can better assist students in not only maintaining financial aid eligibility, but also how they can help their student's achieve academic success. For more information about the Satisfactory Academic Progress (SAP) policy, please visit: http://www.skylinecollege.edu/financialaid/satisfactoryacademicprogress.php and for a list of upcoming SAP Workshops visit: http://www.skylinecollege.edu/financialaid/events.php. For a video of the event, please visit: Financial Aid Awareness Event - Spring 2013

Photos and article by Jocelyn Vila.

President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ April 28, 2013

Celebrating
50 *years on the hill*
1963–2013

San Mateo Mayor to Be CSM Commencement Speaker

The college is pleased to announce that **David Lim**, mayor of San Mateo, will serve as commencement speaker at CSM's 91st Commencement Exercises on Friday, May 24. Mayor Lim was elected to the San Mateo City Council in 2009, his first run for elected office. Prior to joining the City Council, he served on the San Mateo Community Relations Commission and the San Mateo Neighborhood Watch Board of Directors. He works full time as a prosecutor for the Santa Clara County District Attorney's Office in the Real Estate Fraud Division. Mayor Lim earned a J.D. from UC Hastings College of the Law, M.Ed. from the UCLA School of Education and B.A. from UCLA. CSM's Commencement begins at 5 pm in the Gymnasium.

(David Lim: City of San Mateo website; CSM 2012 commencement photo by CSM Community Relations and Marketing)

College of San Mateo

View from the Observatory

This stunning image of the comet PanSTARRS and a crescent moon was taken from the observatory deck of CSM's Science Building by staff member Dean Drumheller.

College Hosts Pacific Islander Youth Conference

On March 16, more than 600 people packed CSM's Theatre to attend the MANA Youth Conference, an outreach event promoting the importance of staying in school, graduating from high school and attending college. An audience of more than 600 Pacific Island students listened to members of their community, including **Finausina "Fi" Tovo**, a staff member from CSM's A & R Office, **Malissa Netane** from the Peninsula Conflict Resolution Center and several CSM football players—talk about their pathways to overcome odds and find success. The conference was co-sponsored by CSM and the Peninsula Conflict Resolution Center. *(Photos provided by Fi Tovo)*

Great Turnout for Connect to College

It was standing room only when CSM welcomed approximately 500 high school students and their parents for Connect to College, CSM's annual college-wide outreach event. In addition, participation by college faculty, staff, students and administrators was at an all-time high with almost every division and most programs represented at information tables. The program got started with a welcome by President Mike Claire and was followed by presentations from university representatives, a panel of alumni and students, and a scholarship drawing. Connect to College provided the opportunity for fall's incoming freshmen to speak informally with college faculty and staff and university reps. Refreshments were provided by generous contributions from businesses in the community. **Alex Guiriba**, program services coordinator in the Community Relations and Marketing Department, did an outstanding job of organizing the event with the assistance of CSM's student ambassadors and many staff members. *(Photos by Gino DeGrandis)*

Connect to College *(continued)*
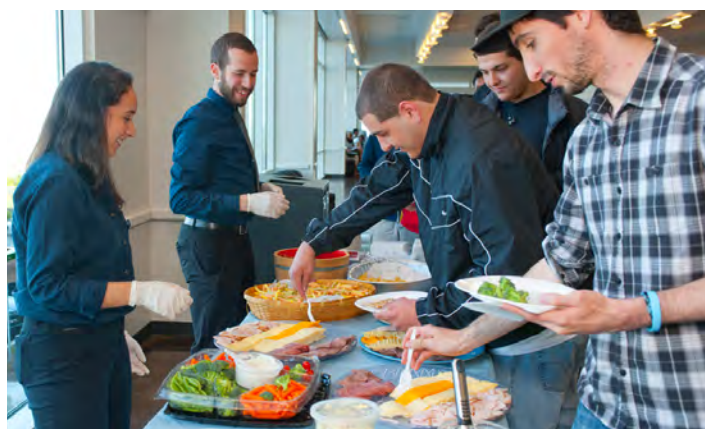
Makerspaces: Making Ideas Come to Life

To celebrate National Library Week, CSM's Library introduced "Makerspaces," a variety of hands-on workshops and events that encourage learning and creativity. Makerspaces are places where people come together to tinker and make do-it-yourself projects using new technologies and basic tools. The workshops were broad in scope and included bookmaking, string art installation, smartphone projectors and optics, jewelry making, 3-D printer demonstration, and a book-pruning event. CSM faculty from biology, physics, chemistry, engineering and the Library collaborated on the activities. Participants also had the opportunity to win free tickets to Maker Faire Bay Area held in May at the San Mateo County Expo. The Makerspaces activities were made possible by a grant from the President's Innovation Fund. *(Photos provided by: Lorrita Ford)*
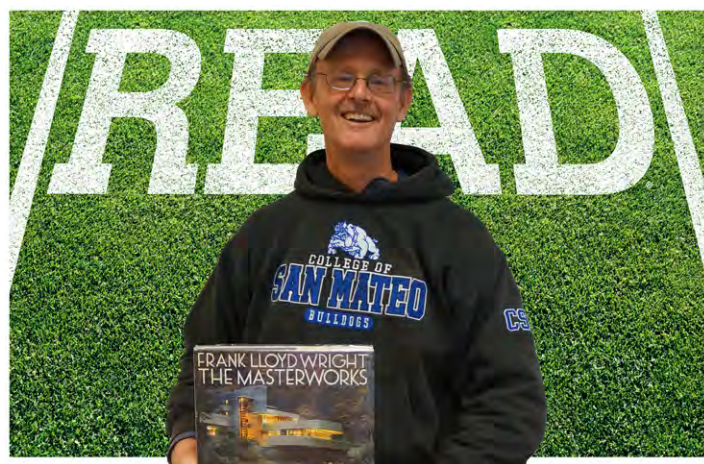
Fair Promotes Health and Wellness

Close to 500 people attended the Health Center's "Spring into Health," annual health fair designed to promote healthy choices. The fair showcased 44 exhibits from an assortment of health and wellness related business and college programs and services. Attendees participated in a variety of activities: health screenings for blood pressure, blood sugar and to determine potential bone marrow donors; testing for stress, fitness and body fat; and mini demonstrations of neck, shoulder and hand massage and Reike. A blood drive was also conducted in

conjunction with the fair. The event was coordinated by **Sharon Bartels**, Health Center director and **Gloria D'Ambra**, staff assistant. *(Photos by Gloria D'Ambra)*

Japanese Choral Group Performs

The Diversity in Action Group recently presented "Spring in Bayview," a Japanese choral concert. The concert featured traditional Japanese songs performed by the San Francisco Forest Choir, a Japanese female ensemble group. *(Photo source: CSM event calendar)*

Kudos

~ Congratulations to CSM's local chapter of **Phi Theta Kappa** for reaching 5-star level for the first time. CSM's chapter received this recognition based on local campus and regional involvement. In addition, the chapter also received the highest level of Pinnacle Awards for membership growth last year and was the recipient of the California/Nevada Regional Award for its Honors in Action Project.

(Photo source: Facebook)

~ **CSM architecture students** in the San Mateo County chapter of the American Institute of Architects were invited to visit the Facebook® Headquarters for a tour and lunch at its Menlo Park facilities. Students had to chance to go behind the scenes of one of today's most innovative companies.

(Photo provided by George Sun)

~ Bulldog thrower **Evan McDaniel** took the national JC/community college lead for the shot put record, throwing 58 feet, 4 inches while competing in the Maurice Compton Invitational Meet hosted by CSM. McDaniel, from Spanish Spring High School in Sparks, Nevada, also broke the 24-year old CSM shot put record. He leads the state in the shot by nearly four feet. *(Photo provided by Jane Williams)*

~ Former CSM baseball star **Daniel Nava**, a player with the Boston Red Sox, achieved a career milestone when he made the opening-day roster this year. Although Nava had some playing time in 2010 (during which he hit a grand-slam in his first big-league at bat), he spent much of 2011 and 2012 seasons playing for Boston's Triple-A team. In Boston's 2013 home opener, Nava hit a three-run home run and led the Sox to a 3-1 victory.

~ **Ivan Weiss**, former CSM assistant football coach (1975-78), was inducted into the California Community College Football Coaches Association Hall of Fame.

~ CSM's Lady Bulldogs have clinched the North Coast Conference women's softball championship for the second consecutive year. CSM remains top-ranked in the state and also has the most wins.

Upcoming Events

Dedication Ceremony for Mosaic Mural Installation
Friday, April 26, Building 16

Symphonic Band Concert
Thursday, May 2, 7:30 pm, Theatre

Scholarship Awards Reception
Friday, May 3, 6–7:30 pm,
College Center

Spring Concert for Children and Families
Saturday, May 4, 12–2:30 pm,
Health & Wellness Plaza

Asian Pacific American Film Festival
Saturday, May 4, all day, Theatre

Jazz Ensemble Concert
Monday, May 6, 7:30 pm, Theatre

ASCSM WT Film Screening and Awards
Wednesday, May 8, 6pm, Theatre

"The Roots of Salsa"
Friday, May 10, 7–9 pm, Theatre

"Pianos Plus" Student Concert
Tuesday, May 14, 7–9 pm, Choral Room

Spring Electronic Music Concert
Thursday, May 16, 7 pm, Theatre

Track and Field State Finals
Friday, May 17, all day, CSM track

Stepping Up: A Transfer Tribute
Thursday, May 23, 4–7 pm,
Bayview Dining Room

Commencement
Friday, May 24, 5 pm,
Gymnasium

You and your guests are cordially invited to attend the

SCHOLARSHIP AWARDS RECEPTION

Friday, May 3, 2013

Awards Ceremony
6:00–7:30 pm
Bayview Dining Room
College Center Building 10
(Campus map on back)

Light refreshments to follow in Bayview Dining Room and Patio.

Please reply to the Scholarship Office by
Friday, April 19, 2013
(650) 574-6514

College of San Mateo

ROOTS of SALSA

CSM Ethnic Studies Professor Rudy Ramirez presents

A Night of History, Music and Dance, Dance, Dance!

FRIDAY, MAY 10th 7-9PM

Featuring Conjunto Picante!

Stepping Up: A Transfer Tribute

If you are transferring in fall 2013, please join us for a special, first-time CSM celebration in your honor!

We at CSM are proud of your accomplishment: you are stepping up, moving forward, and shaping the future. Let us sing your praises in a send-off evening of sharing, stories, food, music, prizes and community building.

Who? . . . . Any currently enrolled student who is transferring in fall 2013
When? . . . . Thursday, May 23, 4–7 PM
Where? . . . . College Center Building 10, Bayview Dining
How Many? . . . . . Two guests per student

If you have applied (or will apply) to transfer, and you would like to attend, please RSVP as soon as possible to csmtransfertribute@smccd.edu. Once you have obtained official acceptance to transfer, let us know, and your place is confirmed.

For more information, contact David Laderman at Laderman@smccd.edu or 574-6302

College of San Mateo

Student Success Story: Jamielyn Gamboa

University of San Francisco, Nursing Major

The experiences and memories made as a student at CSM were priceless! I am equipped, excited, and educated because of the countless resources made available to ALL students at CSM. Despite being nervous about attending college for the first time at age 38, I was quickly put at ease by my fellow students and the faculty. My longtime dream of getting into a nursing program has become a reality due to caring professors who believed in my vision to make a difference. Taking career classes prepared me for productive counseling sessions and better planning in choosing classes. I intend to receive my BSN degree from University of San Francisco and specialize in pediatric orthopedics, which will prepare me to travel abroad for missions. CSM offers a convenient location, affordable cost, and a quality education. Every student can have their own success story at CSM—they just have to try! *(Photo source: CSM website)*

Inside Cañada

Featuring the people, programs, and activities that shape Cañada College

Frimpong Chosen for Prestigious Internship
The East Palo Alto resident will work with SRI International this summer.

Page 2

Alum Isaiah Roggow to Attend Medical School
Roggow has been accepted into the first class at the UC Riverside School of Medicine where he will study to become a primary care physician and focus on nutritional science.
Page 2

Monique Ellis Gives Back to East Palo Alto
Former Cañada student is mentoring students at East Palo Alto Academy.

Page 2

Majors Day Draws Nearly 300 Students
The event was designed to introduce current students to the various majors on campus.

Page 3

More Than a Dozen Students Present Engineering Research
They traveled to the ASEE Conference in Riverside last week.

Page 4

Colts Battle for Coast Pacific Championship

Cañada has struggled to win on the road this season but they remain in the thick of the playoff race.
Page 4

Math Jam Program to Receive J. Russell Kent Award

Cañada's Math Jam Program will receive a J. Russell Kent Award from the San Mateo County School Boards Association at a special ceremony on Monday, May 20 at the Crowne Plaza Hotel in Foster City.

Math Jam is one of 19 educational programs in San Mateo County that will be recognized and is the only college program receiving the award. The awards are given to outstanding and innovative programs either in the classroom or outside the classroom as well as districtwide programs. Programs must promote student success, employ a high degree of creativity, and demonstrate transferability. Named after the past San Mate County Superintendent of Schools, J. Russell Kent, SMCSBA initiated the award program in the 1980-81 school year.

Math Jam is an intensive, two-week, Math Placement Test preparation program for students who wish to test into a higher level math course or would like to review math concepts in preparation for upcoming math courses. The program's goal is to improve student success in math courses and thereby reduce the completion time for an associate degree or to transfer to a four-year institution.
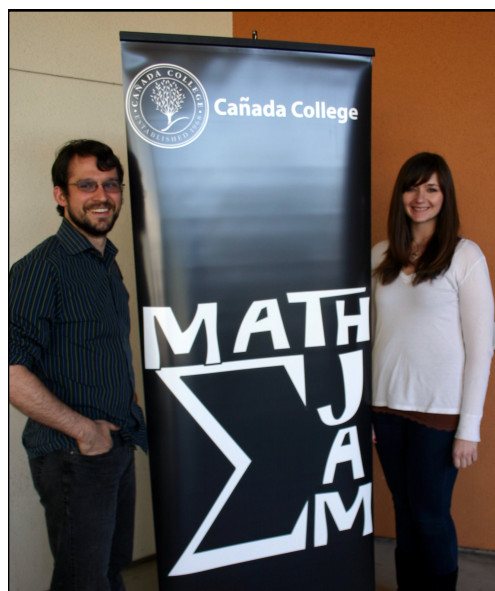
Math Professor Michael Hoffman and student tutor Amanda Pitts presented research on the benefits of Math Jam at the Joint Mathematics Meetings.

Math Jam began in 2009 and was originally modeled after programs elsewhere in the state, especially Pasadena City College. Math Jam has four major goals:

- Help students progress faster through the school's math sequence to enable them to transfer to a four-year school earlier or to complete an associate's degree earlier.
- Recruit as many students as possible into STEM (Science, Technology, Engineering, and Mathematics) majors.
- Increase students' awareness of the tools and skills they need to be successful college students.
- Develop a community of learners among program participants.

The program was originally funded by a two-year grant from the U.S. Department of Education.

"Initially, we recruited students into the program who tested into a level of math lower than expected or just below the cutoff score for the next higher class," said Janet Stringer, Dean of Science and Technology.

The first Math Jam illustrated the power of the program. Nearly 94 percent of the students who took the Math Placement Test a second time scored higher after completing the two-week program. More than 63 percent improved their scores enough to be placed into a higher math course than their pre-Math Jam results. *(Continued on Page 3)*

Frimpong Chosen for Prestigious Internship

Cañada College student Ernest Frimpong has been chosen to participate in the prestigious Research Experiences for Undergraduates Program at SRI International in Menlo Park.

Frimpong was one of eight undergraduate students from colleges and universities across the U.S. chosen to participate in ongoing research projects at SRI for a 12-week period beginning at the end of May. He will be working in the Molecular Physics Laboratory at SRI.

The Molecular Physics Laboratory includes approximately 20 professional scientists and eight postdoctoral associates. Their work covers a wide range of topics in the areas of atomic, molecular, and biological physics as well as many areas extending into chemical physics, physical chemistry, and solid state physics. A wide variety of experimental and theoretical projects are available for undergraduate participation, including studies of atmospheric chemistry, energy transfer in molecular collisions, materials science, trace species detection, ion physics, laser diagnostics, biomedical optics and biophysics. Many of the projects involve the use of lasers for detecting and analyzing atoms, molecules, and surfaces.

"I'll be working on research related to biomedical optics, manipulating biolipids with water," Frimpong said.

Frimpong, 29, graduated from high school in Ghana but won the U.S. Green Card Lottery in 2008 and moved to East Menlo Park to live with his grandfather, a former veterinary doctor. Frimpong wants to earn a degree in biomedical engineering and plans to transfer to UC Davis, UC Irvine, or CSU Long Beach after he graduates from Cañada.

"Cañada has helped me in so many ways," he said. "When I arrived at Cañada, I knew I wanted to pursue a degree in medicine but I wasn't sure what path to take." Last year, Jeanette Medina, professor of chemistry, suggested to Frimpong that he apply for the summer internship in biomedical research at San Francisco State University. He applied, was accepted, and found he was interested in cellular biology.

Monique Ellis Helps East Palo Alto Students

Monique Ellis will never forget Cañada College professors Bob Lee and Michael Stanford. Lee, a professor of sociology, and Stanford, a professor of history, inspired Ellis to become a role-model for others in her East Palo Alto neighborhood.

Ellis graduated from Palo Alto High School in 2007 and initially attended the University of Pacific. After completing a semester, she withdrew because tuition costs were unaffordable for her family. She returned home, enrolled at Cañada in the spring of 2008, and completed her general education courses, where she met both Lee and Stanford.

"Attending Cañada was probably the best decision I ever made," she said. "I really benefited from the small class sizes and professors who care about their students succeeding. Because of this support, I gained a wealth of academic confidence and skills."

In the summer of 2010, Ellis transferred to UC Berkeley where she applied her newfound skills. "I was able to flourish at UC Berkeley, which is known for its rigorous curriculum. Also, because tuition at Cañada is affordable, I was able to save money to put towards the cost of tuition when I transferred."

Ellis said Stanford and Lee took a sincere interest in her both as a person and a student, pushing her further academically than she was willing to push herself. "Before I ever thought of pursuing a graduate degree, they were both encouraging me to do so and I'm now planning to go to graduate school in two years. They gave me the skills, courage, and confidence to succeed in my educational pursuits. I remain close with them and they still mentor and give me guidance from time to time. I cannot emphasize enough just how grateful I am to have such wonderful mentors who believe in me."

Now, Ellis has returned to East Palo Alto and she is mentoring students at East Palo Alto Academy, a Stanford University affiliated small public charter high school within the Sequoia Union High School District. "I love that I get to work with students from my community and be a positive role model for them," she said.

Cañada Alum Isaiah Roggow to Med School

Former Cañada College student Isaiah Roggow has been accepted to the UC Riverside School of Medicine where he will study to become a primary care physician with a focus on nutrition science.

Roggow will be part of UC Riverside's inaugural medical school class. The UC Riverside School of Medicine is California's first new public medical school in four decades.

"My intention is to become a primary care physician, likely in family medicine, and work in a medically under-served area," Roggow said. "I will be able to leverage my training in nutrition to better serve my patients."

Roggow attended Cañada for several years before transferring to UC Davis in 2010. "Cañada has a strong honor society, Phi Theta Kappa, and the leadership and interpersonal skills I gained were put to good use at UC Davis," he said. "It was through PTK and my subsequent projects that assisted me in preparing for medical school."

In addition, Roggow said faculty and staff at the college were eager mentors. Cathy Lipe, coordinator for the Math, Engineering, Science, Achievement (MESA) Program worked with Roggow to make thoughtful choices about his academic path towards a career in medicine.

Roggow was part of the MESA program and was a tutor for the school's award-winning Math Jam program. He also tutored biology, English, and economics and was the cofounder of the Latino Empowerment Alliance, which worked toward increasing awareness in the school's Latino population about the opportunities available at Cañada.

As a member of Cañada's Premed Club, Roggow helped promote the American Medical Student Association's annual conference held in Davis, which he would later work for when he transferred to UC Davis. "Working for the AMSA Conference greatly enhanced my network and organizational skills, which played an important role in being accepted to UC Riverside's School of Medicine."

Jonathan MacSwain, interim assistant project director in the Learning Center, poses with a group of Math Jam student tutors.

(Math Jam Continued from Page 1)

The following year, the program had grown to 129 students with similar success rates and now Math Jam has grown to more than 200 students. The college has added evening Math Jam sessions as well two additional one-week mini-Math Jam sessions, both day and evening, serving more than 300 students every year.

While Math Jam began with STEM funding and was originally designed to recruit students into STEM majors, it has now grown to include students from all majors. "It helps students in the social sciences, art, and humanities," Stringer said. "The primary goal of the program is to help students progress through school faster, regardless of their major."

Amelito Enriquez, professor of mathematics and engineering at Cañada College, presented a paper about the success of Math Jam at the 2012 American Society for Engineering Education Conference in San Antonio Texas last June. Titled "Strengthening the STEM Pipeline through an Intensive Review Program for Math Placement Testing, the paper received the Best Paper Award from the ASEE Mathematics Division.

This past January, Professor Michael Hoffman and Cañada students Amanda Pitts, Bushra Bibi, Jose Covarubias, Rolando Del Valle, and alumnus Christina Arenas traveled to the Joint Mathematics Meetings in San Diego to make a

presentation on the success of the program. The conference hosts the largest gathering of mathematicians in the United States It is a jointly held conference of both the Mathematical Association of America and the American Mathematical Society.

Hoffman said he's travelled with students to past conferences and listened as presenters discussed the virtues of their various programs.

"As I listened, I couldn't help but think our programs at Cañada are just as exciting and beneficial to our students," he said. "This year, we decided to submit our own abstract."

At the conference, Hoffman and PItts presented, *"Math Jam! Building Community and Improving Math Placement at Cañada College."* The presentation was part of the MAA Contributed Paper Session on Transition from High School to College: Alternative Pathways.

Hoffman said Math Jam does more than just help with test scores. "It builds community among teachers and students," he said. "As a teacher, I can watch tutors as they explain math ideas to students. I am able to observe how the student learns and the best ideas to use to convey the lesson. As teachers, we get together after these sessions and really discuss the practice of teaching."

Pitts, who serves as a Math Jam tutor, said students forge friendships with other students, tutors and professors and when they begin class, they feel like they have a support network. The program has about one tutor for every five students.

"The efforts of our faculty and staff in developing Math Jam has led to both improved student success and brightened the spotlight on Canada College as a program innovator and model for colleges across the nation," said Cañada College President Larry Buckley.

Cañada has used the Math Jam model to create similar programs in physics, English and reading.

The first Majors Day brought more than 300 students together with faculty to learn about the variety of majors offered on campus and possible career tracks. It was held in both the day and evening.

Cañada Students Present Summer Internship Research at Engineering Conference in Riverside
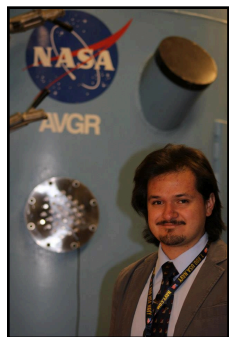
More than a dozen current and former Cañada College students presented original research at this year's American Society for Engineering Education Pacific Southwest Conference, April 18-20, in Riverside.

Students will be presenting the results of their summer research internships funded through the NASA Curriculum Improvements and Partnership Award for the Integration of Research (CIPAIR) Program. All the students were mentored by San Francisco State University engineering faculty during their internships.

For Jesus Garcia, the CIPAIR summer internship at SFSU focused on a phenomenon called Soft Oxide Breakdown in the performance of integrated circuits. Led by SFSU Professor Cheng Chen, the student researchers investigated if Soft Oxide Breakdown could be prevented.

"If it can be prevented, the integrated circuits found in home appliances, computers, cell phones, televisions, and medical devices would last longer," Garcia said. "This would save consumers money."

Garcia said the summer internship at SFSU helped him learn how to conduct research and work with groups of researchers. "These are two very important skills for engineers," he said.

The Colts are Battling for a Coast Pacific Conference Championship and Possible Playoff Berth

It can't get much tighter at the top of the Coast Pacific Conference baseball standings.

As of April 17, Cañada was tied with Monterey and Gavilan for third place in the conference, just one game behind co-leaders Ohlone and Cabrillo. The Colts lost to Ohlone 5-4 on April 13 but rode the hot bat of Anthony Gomes for a crucial 6-2 victory over Gavilan on April 16.

Sophomore Andrew Vanisi has supplied the power for the Colts, belting six home runs while driving in 21 runs. Vanisi has a team-leading .562 slugging percentage and a .331 batting average. Vanisi also leads the Colts in runs scored and is tied for the team lead in stolen bases.

On the mound, sophomore Pierce Precht has started 11 games and has a 6-3 record. He's tossed two complete games and has also earned a save in relief. Through 78.1 innings pitched, Precht has a strong 2.64 ERA and has recorded 38 strikeouts compared to 25 walks.

While the Colts have a winning record at home, they've struggled on the road, going just 6-11 through. Three of the team's final four games are on the road, including the final game of the season at Cabrillo on Thursday, April 25. That game could determine if Cañada earns a playoff berth.

"Do Not Throw Away: Art from Recology San Francisco's Artist in Residence Program"

The Cañada College Art Gallery continues its Spring, 2013 season with *Do Not Throw Away: Art from Recology San Francisco's Artist in Residence Program*, a unique presentation of artworks made from recycled materials, videos, digital images, and photographs by artists including Alex Nichols, Adrienne Pao, Lauren Scott, Bill Russell, Cherie Johnson, Linda Raynsford, Ethan Estess, Sharon Siskin, Dio Mendoza, David Hevel, and Nomi Talisman.

The Artist in Residence Program at Recology San Francisco is a unique art and education program that provides Bay Area professional and student artists with access to discarded materials, a stipend, and a large studio space at the Recology Solid Waste Transfer and Recycling Center. By supporting artists who work with recycled materials, Recology hopes to encourage people to conserve natural resources and promote new ways of thinking about art and the environment.

 The exhibit will be on display through Thursday, May 9. An opening reception was held Wednesday, April 17. The Cañada College Art Gallery is located in Building 9, Room 152. Gallery hours are Mondays, 10:30 a.m. to 4 p.m.; Tuesdays 11 a.m. to 5 p.m.; Wednesday's 10:30 a.m. to 2 p.m., and Thursdays 1 to 6 p.m.

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-5C

READING APPRENTICESHIP: A TOOL FOR STUDENT SUCCESS
PRESENTED BY COLLEGE OF SAN MATEO

There is no printed board report for this agenda item.

San Mateo County Community College District   April 24, 2013

BOARD REPORT 13-4-2A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Harry W. Joel, Vice Chancellor, Human Resources and Employee Relations
                       (650) 358-6767

APPROVAL OF PERSONNEL ITEMS

Changes in assignment, compensation, placement, leaves, staff allocations and classification of academic and classified personnel:

A. REASSIGNMENT
Skyline College

Nancy Yeung Lam   Staff Assistant   Business/Industry Relations

Reclassified from an Office Assistant II position (Grade 18 of Salary Schedule 60) into this higher level classification (Grade 21 of Salary Schedule 60), effective January 1, 2013. The reclassification will more accurately reflect the responsibilities of the position.

B. CHANGE IN STAFF ALLOCATION

Districtwide

1.   Recommend a change in title for the Coordinator of Student Activities positions (3C0022 and 4C0046) to Student Life and Leadership Manager at the same level (Grade 180S of Salary Schedule 40). The title change will more accurately reflect the duties of the position. It is also recommended that the title be changed for the incumbents Victoria Worch and Aaron Schaefer, effective April 25, 2013.

2.   Recommend a change in title for the Student Activities Assistant positions (2C0087 and 4C0001) to Student Life and Leadership Assistant at the same level (Grade 24 of Salary Schedule 60). The title change will more accurately reflect the duties of the position. It is also recommended that the title be changed for the incumbents Michiko Maggi and Fauzi Hamadeh, effective April 25, 2013.

Cañada College

1.   Recommend approval of a change in staff allocation to increase a 12-month Instructional Aide II position (3C0049) in the Business, Workforce, & Athletics Division from part-time (60%) to full-time (100%), effective July 1, 2013. It is also recommended that the assignment of the incumbent, Peggy Perruccio, be adjusted accordingly, effective July 1, 2013.

2. Recommend approval of a change in staff allocation to decrease a 12-month Career Resources/Counseling Aide position (3C0124) in the Counseling Services Division from full-time (100%) to part-time (48%), effective July 1, 2013.

3. Recommend approval of a change in staff allocation to decrease a 12-month Instructional Aide II position (3C0150) in the Learning Center from full-time (100%) to part-time (48%), effective July 1, 2013.

4. Recommend approval of a change in staff allocation to add one part-time (48%) Student Life and Leadership Assistant position (Grade 24 of Salary Schedule 60), effective July 1, 2013.

5. Recommend approval of a change in staff allocation to increase a 12-month Office Assistant II position (3C0131) in the Counseling Services Division from part-time (73%) to full-time (100%), effective July 1, 2013. It is also recommended that the assignment of the incumbent, Yesenia Haro, be adjusted accordingly, effective July 1, 2013.

District Office

1. Recommend a change in title and salary level for the Facilities Operations Manager position classification (Grade 192E of the Classified Professional/Supervisory Exempt Salary Schedule (35). The new classification title and salary level will be Facilities Manager at Grade 193E of the same salary schedule, effective April 1, 2013. It is also recommended that the assignment of the incumbents, David Haw, John Hashizume, and Karen Powell will be adjusted accordingly, effective April 1, 2013.

2. Recommend creation of a new classification titled, "Facilities/Public Safety Business Manager" at Grade 192E of the Classified Professional/Supervisory Exempt Salary Schedule (35), effective April 1, 2013. In addition, recommend a change in staff allocation to delete one full-time Administrative Analyst position (1C0318) at Grade 195S of the Classified Professional/Supervisory Salary Schedule (40) and add one Facilities/Public Safety Business Manager position, effective April 1, 2013. Also recommend the reclassification of Arlene Calibo to the Facilities/Public Safety Business Manager position, effective April 1, 2013.

3. Recommend a change in salary level for the Human Resources Representative position classification from Grade 195C to Grade 200C of the Confidential Salary Schedule (50), effective April 1, 2013.

4. Recommend creation of two new classifications titled, "Compensation Specialist" and "Recruitment Specialist" at Grade 208C of the Confidential Salary Schedule (50), effective April 1, 2013. In addition, recommend a change in staff allocation to delete two full-time Human Resources Representative positions (1C0375 & 1C0376) and add one Compensation Specialist position and one Recruitment Specialist position, effective April 1, 2013. Also recommend the reclassification of Noemi Diaz to the Compensation Specialist position, effective April 1, 2013.

C. LEAVE OF ABSENCE
Cañada College

Victoria Worch   Coordinator of Student Activities   Student Services

Recommend approval of a pregnancy disability leave of absence, effective April 15, 2013, pursuant to provisions of the Family and Medical Leave Act. Pursuant to District policy, employee is entitled to a maximum of twelve (12) calendar months of leave.

Skyline College

Patty Della Bona   Project Director   Business Services

Recommend an extension of a medical leave of absence without pay with benefits, effective March 11, 2013 through April 30, 2013 and without pay and without benefits from May 1, 2013 through June 7, 2013. The previous request for medical leave of absence was Board approved on January 23, 2013.

D. SHORT-TERM, NON-CONTINUING POSITIONS

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

Location	Division/Department	No. of Pos.	Start and End Date		Services to be performed
Cañada	Business, Workforce & Athletics (Upward Bound)	3	5/20/2013	7/31/2013	**Instructional Aide II:** Provide mentoring and tutoring services to Upward Bound Summer Program participants; facilitate workshops; record keeping and reporting.
Cañada	Science & Technology	1	5/1/2013	6/30/2013	**Program Services Coordinator:** Coordination of the STEM Speaker Series, arrange speakers, create outreach strategy, serve as liaison with faculty and staff, supervise student assistants.
Cañada	Science & Technology	1	5/1/2013	6/30/2013	**Retention Specialist:** Assist with recruiting and retaining students in the HSI STEM program, plans and develops strategies to support and enhance success rates, develops activities to attract STEM majors.

San Mateo Community College District   April 24, 2013

BOARD REPORT NO. 13-4-3A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Harry Joel, Vice Chancellor - Human Resources (358-6767)

AMERICAN FEDERATION OF TEACHERS (AFT), LOCAL 1493, AFL-CIO INITIAL CONTRACT PROPOSAL TO THE DISTRICT AND DISTRICT'S INITIAL PROPOSAL TO AFT

The Board is receiving a proposal from AFT, Local 1493 as required by the Educational Employment Relations Act. This proposal is for an unspecified salary and benefit increase for all faculty, new language on class assignments (Article 6 Workload) and new language on part time faculty including the definition of parity with full time faculty (Article 19).

The District proposes fair compensation adjustments for years 2013-14 and 2014-15 that are within budgetary parameters and provide for a balanced District budget.

Staff submits the initial proposal to the Board before holding a public hearing on the AFT proposals as required by the Educational Employment Relations Act.

RECOMMENDATION

It is recommended that the Board of Trustees accept AFT's initial proposal (copy attached) and the District's initial proposal to AFT, and hold a public hearing of the proposals at the next regularly scheduled Board meeting.

April 15, 2013

To: Harry Joel, Vice Chancellor
Human Resources & Employee Relations
San Mateo County Community College District

From: Joaquín J. Rivera, Chief Negotiator
San Mateo Community College Federation of Teachers, AFT Local 1493,
AFL-CIO

Re: Contract Proposals for the 2013-2014 Contract of Academic Employees in the
San Mateo County Community College District

Please transmit these contract proposals to the Board of Trustees in order to initiate
negotiations for a new contract.

Article 8 Pay and Allowances and Article 9 Health and Welfare

The Union will be seeking an increase in salary and benefits for all academic
employees. The Union will also be proposing to define parity for part-time
faculty.

Article 6 Workload

The Union will be proposing to modify the language regarding class assignments.

Article 19 Part-time Employment

The Union will be proposing to modify the language regarding part-time
seniority.

BOARD REPORT NO. 13-4-4A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Harry Joel, Vice Chancellor - Human Resources, 358-6767

**AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES
(AFSCME), LOCAL 829, COUNCIL 57, AFL-CIO**

**INITIAL CONTRACT PROPOSAL TO THE DISTRICT
AND
DISTRICT'S INITIAL PROPOSAL TO AFSCME**

The Board is receiving a proposal from AFSCME, Local 829 as required by the Educational Employment Relations Act. This proposal is for an unspecified salary and benefit increase for all members, new language on Articles 5, 8, 9, 12, 15, and 16. The proposals are attached to this report.

The District proposes fair compensation adjustments for years 2013-14, 2014-15, and 2015-16 that are within budgetary parameters and provide for a balanced District budget.

Staff submits the initial proposal to the Board before holding a public hearing on the AFSCME proposals as required by the Educational Employment Relations Act.

RECOMMENDATION

It is recommended that the Board of Trustees accept AFSCME's initial proposal and the District's initial proposal to AFSCME, and hold a public hearing of the proposals at the next regularly scheduled Board meeting.

AFSCME, Local 829 - 2013 Sunshine for Contract Negotiations

1. Wage increase that is equitable to all other represented units within the District.
2. Increase in longevity pay. (8.4)
3. Reopener on medical premium cap when the CalPERS Medical rates are published in the August/September time frame.(9.2 & 9.3)
4. Update the Assignment During Large Events language to minimize the continual conflict that occurs with over-time. (5.5.6 & 5.5.6.1)
5. Including the 2 different tiers for CalPERS retirement formulas: 2%@55 & 2%@62. (Article 9)
6. Updating the contracting out of services language to be relevant to our current practices. (15.6)
7. Updating and streamlining the disciplinary procedures to coincide with the grievance procedures and not have additional unnecessary steps. (16.4, 16.4.1, 16.4.3, 16.4.4 & 16.4.5)
8. Clarify working days as the measure of time in the grievance process.(12.4)
9. Clarify the retiree medical benefits language to avoid misinterpretations on who would be covered upon retirement. (9.14)
10. Remove the CSM Pool differential. (8.2.2)
11. Tree Trimming Differential. (8.2.3)
12. Remove the Class A Drivers & Backhoe Differential. (8.2.4)
13. Out of Class detail pay. (8.3)
14. Update the Alternate shift language to be paid only if an employee works 4 or more hours that would begin no earlier than 4:30pm. (5.6)
15. Add Side-Agreements in the Contract.
16. Make all necessary changes to dates, job titles, obsolete language, grammar, spelling, etc. in the contract as needed.

San Mateo Community College District   April 24, 2013

BOARD REPORT NO. 13-4-5A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Harry Joel, Vice Chancellor - Human Resources (358-6767)

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER 33, AFL-CIO

**INITIAL CONTRACT PROPOSAL TO THE DISTRICT
AND
DISTRICT'S INITIAL PROPOSAL TO CSEA**

The Board is receiving a proposal from CSEA, Chapter 33 as required by the Educational Employment Relations Act. This proposal is for a 5% salary increase, increase long service increment pay by .25%, increase in the medical cap, and new language on Articles 5.1.5, 6.1.1, 6.4.1, 7.1 8.7, 8.10, 9.41, 10.5.1, 11.2, 14.2, 14.3, 14.8, 14.84 and 20.2. The proposals are attached to this report.

The District proposes fair compensation adjustments for years 2013-14, 2014-15, and 2015-16 that are within budgetary parameters and provide for a balanced District budget.

Staff submits the initial proposal to the Board before holding a public hearing on the CSEA proposals as required by the Educational Employment Relations Act.

RECOMMENDATION

It is recommended that the Board of Trustees accept CSEA's initial proposal and the District's initial proposal to CSEA, and hold a public hearing of the proposals at the next regularly scheduled Board meeting.

CSEA CHAPTER 33

INITIAL CONTRACT PROPOSAL

2013-2014

Article 3.18 Immediate Supervisor

The position responsible for the **direct** supervision and evaluation of work performed by a member of the unit.

Article 5.1.5 Regular Workday/Workweek

District and CSEA agree that an employee may request modification of the 37.5 hour workweek of 7.5 hours per day, 5 days per week. The request is subject to the approval of the supervisor. Employees whose work schedule is less than 100% of full time may also request a modification of their work schedules.

The adjustment of the work schedule will not result in a reduction of the total hours worked in a week~~, nor will the adjustment result in overtime pay, compensatory time,~~ or shift differential pay. **Overtime pay/compensatory time will be paid for hours that exceed the employee's daily adjusted work hours which must be greater than 7.5 hours per day or exceed the 37.5 hours per week.**

Example: Monday – Thursday works 9.0 hours, overtime/compensatory time begins after the 9th hour. Absence affidavits must also reflect the adjusted daily work hours.

It is understood that the above modification may not be possible in some work areas and will vary from department to department. In all cases, the employee work schedule must be approved in writing by the supervisor.

Article 6.1.1 Vacation Accrual

Restructure vacation accruals, see attached.

Article 6.4.1 Maximum Accrual

The ~~two-year~~ **three-year** accrual maximum is based on the employee's current accrual rate.

Article 7 Holidays

7.1 Add Good Friday and two (2) floating holidays.

Article 8.1.1: Pay and Allowances

Effective July 1, 2013, 5% increase to all grades and steps of appendix C and add 3 (three) more steps to all grades. (Most employees have been cap out at step 5 for over 10 -15 years. CSEA has never had a restructuring of our salary schedule.)

Article 8.4 Longevity Service Increments

Effective July 1, 2013 increase all monthly increments by .25%.

Beginning Year:	Monthly Increment:
Eight (8)	~~2.25%~~ **2.50%** of base salary.
Twelve (12)	~~3.25 %~~ **3.5%** of base salary.
Sixteen (16)	~~5.75%~~ **6.0%** of base salary.
Twenty (20)	~~7.50%~~ **7.75%** of base salary.
Twenty-four (24)	~~10.25%~~ **10.50%** of base salary.
Twenty-eight (28)	~~11.50%~~ **11.75%** of base salary.

Article 8.7 Salary Survey

~~At least once every four (4) years,~~ A salary survey shall be completed **annually** with the following criteria: (no change to the current criteria with the exception of (e) (i) listed below)

   e.   Results of the survey will be utilized to show how our SMCCCD compares to the ~~fourth~~ **second** ranking of each classification.

   i.   ~~Salary surveys will be conducted for all groups together once every four (4) years starting with the first survey in 1999-2000, followed by the next survey in 2003-2004 and every four (4) years thereafter.~~

(This will bring CSEA in alignment with changes to Board Policy approved June 2011/December 2011 with Classified Exempt and Non-Exempt Professionals/Supervisor, Confidential Employees, Academic Supervisors and Managers, whom now have their salaries reviewed annually)

Article 8.10 ~~Funding for~~ Conferences**, Seminars, Workshops**

CSEA members wishing to attend a conference, seminar or workshop shall first pursue funding from the Classified Staff Development Program. Should this not resolve the matter, the employee may apply for funding through the division to which he/she is ~~attached~~ *assigned.* Priority for such funding will follow normal procedures as they apply to all employees.

Upon approval in writing from the supervisor to attend a work related conference, seminar or workshop, whether on-campus or off-campus, the employee shall receive paid release time to attend.

Article 9.1.1: Medical Insurance

The Board will provide each eligible employee and eligible dependents with one of the PERS Health Plans as chosen by the employee from among those listed in the PERS Basic health Plan Book.

Effective January 1, 2013 the District will adjust the employer paid premium cap for the PERS health plans medical coverage using Kaiser as the Benchmark.

The District will increase the medical cap as follows:

1. Full coverage paid by the Employer for single employees in all plans except PERSCare **which will be capped at $640.00 per month.**

2. For two-party and family Kaiser coverage: the employee out of pocket contribution will not exceed ~~$40.00~~ **$175.0**0 per month.

3. For two-party and family coverage for all other medical plans, the employer contribution established for the Kaiser Health plan will apply to these plans.

The District will continue to offer Section 125 of the Internal Revenue Code for over-cap medical premiums paid by individual employees.

The plans are fully described in the PERS Basic health Plan Book, which is available in the Office of Human Resources.

Article 9.4.1

To be eligible for District-paid retiree medical *and dental benefits*, the retiree must have ten (10) full years of service with the District and the age at retirement of the retiree (in full years) when added to the number of completed full years of service must total ~~75~~ **73** or more. For a year of service to

be counted, the assignment must have been such that the employee was eligible for medical insurance benefits if such benefits were available to employees. Retirees with five (5) full years of service with the District who do not qualify as stated above, shall have the option of participating, at their own expense, in the PERS Health Plan System as described in the benefits handbook available in the Office of Human Resources.

Article 9.4.2

For the unit members whose first day of paid service commences on or after July 1, 1992, to be eligible for District-paid retiree medical and dental benefits, the retiree must have twenty (20) full years of service within the District; must be at least 55 years of age, must be currently employed by the District at the time of retirement and the age at retirement of the retiree (in full years) when added to the number of full years of service must total ~~75~~ **73** or more. For a year of service to be counted, the assignment must have been such that the employee was eligible for medical insurance benefits if such benefits were available to the employees.

Article 10 Leaves

10.5.1 ~~Two (2)~~ *Four (4)* of the seven (7) personal necessity days may be used at the employee's discretion without prior approval.

Article 11.2 Notification of Vacancies

When a new position in the classified service is created or an existing position becomes vacant and replacement is approved, all employees in the bargaining unit shall be notified by the Office of Human Resources. *(Refer to Article 3.8 definition of classified service)*

For classified service positions that fall under the CSEA collective bargaining unit, the District will send to the CSEA Chapter President, the job announcement for review. CSEA will have five (5) working days to approve the proposed job announcement before any notification to employees in the bargaining unit is given.

Article 14.2 Schedule of Evaluations: All unit members shall be evaluated by the immediate supervisor in conjunction with the responsible administrator. **The immediate supervisor needs to have supervised the employee for at least one full year, before being allowed to complete the evaluation**. ~~as follows~~ *(refer to article 3:18 definition of immediate supervisor).*

Article 14.3 All evaluations shall be based upon direct knowledge and observation **by the immediate supervisor. If the immediate supervisor is utilizing other information obtained by faculty, other staff, students or the community, this information shall be documented and attached to the performance evaluation forms.**

The employee shall be given a copy of the performance evaluation five (5) working days prior to the setting up of any meeting/discussion with the immediate supervisor.

Article 14.8 Personnel File

The official personnel file shall be located in the Office of Human Resources. Upon request, every bargaining unit member shall have the right to inspect and receive a copy of all material in his/her personnel file **and any/all personnel information that is stored electronically**. Any employee shall have the right to be accompanied by an individual(s) of his/her choosing when reviewing his/her personnel file and shall have the right to show the contents of his/her file to a designated representative(s). In addition, individual files **and any/all personnel information stored electronically** shall be made available to a person with written authorization from the employee.

Article 14.8.4

Upon request, every bargaining unit member shall have the right to inspect and receive a copy of all material in his/her file **including any/all personnel information stored electronically,** except the following:

1. Materials obtained prior to the employment of the person involved.

2. Materials prepared by identifiable examination committee member

3. Materials obtained in connection with a promotional examination.

Article 20.2 Procedural Steps-Informal Counseling

An informal oral discussions(s) may be initiated by a Supervisor with a unit member when, in the opinion of the Supervisor, a performance-related event has become serious enough for the supervisor to consider discipline. **Five (5) working days prior to the notification to the employee, the President of CSEA shall receive in writing details of the performance-related event.**

The unit member shall be informed of his/her right to CSEA representation at said discussion. Following the oral discussion the Supervisor shall, in writing, describe the problem behavior or areas

of needed improvement and the desired corrections needed of the employee. A copy shall be provided to the unit member and CSEA.

Article 20.3 Written Warning/Reprimand

If the behavior is deemed severe or continues, the Supervisor shall issue to the unit member a clearly identified written letter of warning/reprimand. ***Five (5) working days prior to the notification to the employee, the President of CSEA shall receive a copy of the written letter of warning/reprimand***. A copy will be sent to ~~CSEA and~~ the Office of Human Resources. The member will be notified of the unit member's right to representation by the CSEA. At the request of the CSEA, the Office of Human Resources may also be involved at this level.

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathryn Blackwood, Executive Vice Chancellor, 358-6869

RATIFICATION OF JANUARY AND FEBRUARY 2013 DISTRICT WARRANTS

Attached as Exhibits A and B are the warrants in excess of $10,000 that were issued in the months of January and February 2013 respectively. The schedules include total warrants issued for the subject period in addition to the warrant sequences. The District now seeks Board approval of the warrants listed in the attached Exhibits.

RECOMMENDATION

It is recommended that the Board of Trustees approve the warrants issued during the period January 1, 2013 through February 28, 2013 and ratify the contracts entered into leading to such payments.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
JANUARY 1-31, 2013
WARRANT SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check No	Check Date	Vendor Name	Check Amount	Description
		District Accounts Payable		
028357	01/03/13	Constellation NewEnergy, Inc.	54,558.98	Utilities
028359	01/03/13	Sino-US Education Consulting Limited	19,660.47	China Student Recruitment Services
028362	01/03/13	SM County Community College District	25,776.93	Replenish Flex Spending Account
028375	01/08/13	U.S. Bank National Association ND, .	54,342.67	Districtwide Procurement Card Payment
028378	01/08/13	Sallie Mae Inc.	62,031.98	Districtwide Financial Aid Disbursement
028379	01/08/13	Schneider Electric Buildings Americas, Inc.	32,884.74	Districtwide Maintenance & Service of Building Management Systems
028380	01/08/13	School Project for Utility Rate Reduction	41,551.43	Utilities
028393	01/10/13	Krueger International	16,469.25	Districtwide Furniture Purchase and Installation Services
028396	01/10/13	Sallie Mae Inc.	3,617,389.23	Districtwide Financial Aid Disbursement
028397	01/10/13	Sutro Tower Inc.	17,764.00	KCSM TV Broadcast Site lease at Sutro Tower
028409	01/15/13	Computerland	10,722.49	Cañada and CSM Computers Purchase
028410	01/15/13	Constellation NewEnergy, Inc.	53,036.92	Utilities
028420	01/15/13	Sallie Mae Inc.	468,740.61	Districtwide Financial Aid Disbursement
028422	01/15/13	School Project for Utility Rate Reduction	15,753.22	Utilities
028436	01/22/13	U.S. Bank National Association ND, .	30,000.00	Districtwide Procurement Card Payment
028437	01/22/13	U.S. Bank National Association ND, .	150,000.00	Districtwide Procurement Card Payment
028439	01/22/13	Sallie Mae Inc.	590,011.03	Districtwide Financial Aid Disbursement
028448	01/29/13	Associated Std -Canada	22,003.47	Cañada Quarterly Student Body Fees
028449	01/29/13	Associated Std-CSM	75,000.00	CSM Associate Student Interbank Transfer
028450	01/29/13	Associated Std-Skyline	30,190.98	Skyline Quarterly Student Body Fees
028452	01/29/13	Computerland	24,583.82	District Computers Purchase
028455	01/29/13	Netronix Integration, Inc.	16,620.90	Skyline AED Installation Services
028457	01/29/13	Sallie Mae Inc.	426,615.03	Districtwide Financial Aid Disbursement
028459	01/29/13	Siemens Industry, Inc.	36,641.75	Districtwide Fire Alarms Monitoring and Inspecting Services
028461	01/29/13	SM County Community College District	25,000.00	Replenish Flex Spending Account
454983	01/03/13	Godbe Corporation	16,735.00	Countywide Needs Assessment Survey Services
455001	01/03/13	Strategic Energy Innovations	17,713.00	Skyline Green Transportation Sector Development Program
455016	01/03/13	CalPERS	535,666.66	Monthly PERS Contribution Advance Payment
455027	01/03/13	State of California, Department of Industrial Rela	14,545.25	State of California Workers' Compensation Annual Assessment
455070	01/08/13	Employment Development Department	264,768.24	Quarterly Unemployment Fees
455142	01/10/13	Pac Gas & Elec Co	17,540.13	Utilities
455189	01/10/13	Vavrinek, Trine, Day & Co.	15,800.00	Districtwide Auditing Services
455231	01/15/13	Comm College League/Calif	11,667.00	Cañada EBSCO Discovery Services
455273	01/17/13	Atlas/Pellizzari Electric Inc.	64,005.00	Districtwide Electrical Services

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
JANUARY 1-31, 2013
WARRANT SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check No	Check Date	Vendor Name	Check Amount	Description
455294	01/17/13	Condensed Curriculum International, Inc.	15,584.40	Community Education Lecture Services
455299	01/17/13	CSW-Stuber-Stroeh Engineering Group, Inc.	16,188.50	CSM and District Office Construction Projects
455329	01/17/13	Lewis, Janet L.	10,840.45	Cañada Sign Language Interpreter Services
455340	01/17/13	MK Pipelines, Inc.	28,370.00	Cañada Construction Project
455342	01/17/13	Newcomb Anderson McCormick, Inc.	34,937.49	Districtwide Sustainability Plan Consulting Services
455422	01/24/13	Calif Water Service Co	12,293.25	Utilities
455507	01/24/13	Preston Pipelines	39,061.01	Skyline Construction Projects
455561	01/29/13	Associated Std-CSM	31,002.85	CSM Quarterly Student Body Fees
455623	01/29/13	Pac Gas & Elec Co	31,874.95	Utilities
455624	01/29/13	Pac Gas & Elec Co	31,605.62	Utilities
455647	01/29/13	U.S. Postal Services	10,000.00	Community Education Postage
455666	01/29/13	Interstate Grading and Paving Inc.	123,514.25	CSM Construction Project

		District Payroll Disbursement (Excluding Salary Warrants)		
J1302426	01/18/13	US Treasury - Union Bank	74,433.35	Federal Tax
J1302426	01/18/13	EDD - Union Bank	10,071.16	State Tax
J1302975	01/31/13	State Teacher Retirement - County Paid	581,653.51	STRS Retirement - Defined Benefit

		SMCCCD Bookstores		
110800	01/10/13	MBS Textbook Exchange	111,409.82	Purchase of Inventory
110807	01/10/13	Pens Etc	10,521.34	Purchase of Inventory
110816	01/10/13	SM CC College District	189,127.94	Salaries & Benefits - November 2012
110825	01/10/13	Vista Higher Learning	15,451.00	Purchase of Inventory
110842	01/29/13	Cengage learning	86,462.85	Purchase of Inventory
110879	01/29/13	MBS Textbook Exchange	74,624.95	Purchase of Inventory
110881	01/29/13	McGraw Hill Companies	113,458.22	Purchase of Inventory
110882	01/29/13	McGraw Hill Companies	33,084.15	Purchase of Inventory
110887	01/29/13	NACSCORP	15,125.81	Purchase of Inventory
110890	01/29/13	Nebraska Book Company	33,486.75	Purchase of Inventory
110897	01/29/13	Pearson Education, Inc.	20,877.66	Purchase of Inventory
110898	01/29/13	Pearson Education, Inc.	186,350.58	Purchase of Inventory
110906	01/29/13	Ready Care/Frio	10,553.00	Purchase of Inventory

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
JANUARY 1-31, 2013
WARRANT SCHEDULE GREATER THAN OR EQUAL TO $10,000

Check No	Check Date	Vendor Name	Check Amount	Description
110914	01/29/13	SMCC College District	179,688.49	Salaries & Benefits - December 2012
		Subtotal	9,006,443.53	90%
		Warrants Issued ≤ $10,000	953,182.06	10%
		Total Non-Salary Warrants Issued	9,959,625.59	100%

District Accounts Payable	Ck#454970-455675, DD28353-28464	7,987,233.62	
District Payroll	CK#85910-86658, DD50046383-50047951	5,951,357.45	
SMCCCD Bookstores	Ck#110768-110933, EFT#93934	1,306,011.52	
	Total Warrants Including Salaries - January 2013	15,244,602.59	

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
FEBRUARY 1-28, 2013
WARRANT SCHEDULE GREATER THAN $10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
		District Accounts Payable		
028473	02/05/13	U.S. Bank National Association ND, .	11,153.20	Districtwide Procurement Card Payment
028474	02/05/13	U.S. Bank National Association ND, .	68,406.94	Districtwide Procurement Card Payment
028480	02/05/13	Computerland	44,919.27	Districtwide Computer Purchases
028482	02/05/13	Coulter Construction Inc.	112,301.99	Skyline Construction Projects
028487	02/05/13	Interline Brands Inc.	10,998.69	Facilities Janitorial Supplies Purchase
028488	02/05/13	Krueger International	105,208.86	Districtwide Furniture Purchase
028491	02/05/13	Sallie Mae Inc.	344,933.90	Districtwide Financial Aid Disbursement
028493	02/05/13	SMC College Ed Housing Corp - Canada Vista	65,830.00	Cañada Vista Monthly Rent Payment
028494	02/05/13	SMC College Ed Housing Corp - College Vista	44,785.00	College Vista Monthly Rent Payment
028496	02/05/13	SMCCCD Bookstore	23,376.64	Skyline Special Programs Textbooks Purchase
028497	02/05/13	Sutro Tower Inc.	17,764.00	KCSM TV Broadcast Site lease at Sutro Tower
028498	02/05/13	VALIC Retirement Services Company	255,091.29	Tax Shelter Annuities
028506	02/07/13	Sallie Mae Inc.	4,003,252.75	Districtwide Financial Aid Disbursement
028507	02/07/13	Schneider Electric Buildings Americas, Inc.	10,961.58	Districtwide Maintenance & Service of Building Management Systems
028525	02/12/13	Constellation NewEnergy, Inc.	71,830.90	Utilities
028530	02/12/13	Krueger International	60,638.74	CSM and Skyline Furniture Purchase
028531	02/12/13	Noll & Tam	24,223.43	Cañada and CSM Architectural Services
028532	02/12/13	Sallie Mae Inc.	292,047.23	Districtwide Financial Aid Disbursement
028533	02/12/13	Schneider Electric Buildings Americas, Inc.	15,072.30	CSM Construction Project
028535	02/12/13	SMCCCD Bookstore	42,629.48	Cañada Special Programs Textbooks Purchase
028547	02/19/13	AMS.Net, Inc.	40,542.03	Districtwide ITS Maintenance Programs
028549	02/19/13	NCS Pearson, Inc	22,979.00	Annual eCourse Minimum Technology Fee
028553	02/19/13	Sallie Mae Inc.	247,181.00	Districtwide Financial Aid Disbursement
028554	02/19/13	School Project for Utility Rate Reduction	52,572.51	Utilities
028555	02/19/13	Siemens Industry, Inc.	11,595.00	Districtwide Sprinkler Inspection Services
028556	02/19/13	SM County Community College District	35,090.58	Replenish Flex Spending Account
028559	02/21/13	U.S. Bank National Association ND, .	12,000.00	Districtwide Procurement Card Payment
028560	02/21/13	U.S. Bank National Association ND, .	180,000.00	Districtwide Procurement Card Payment
028561	02/21/13	Constellation NewEnergy, Inc.	18,583.76	Utilities
028563	02/21/13	Coulter Construction Inc.	21,362.00	Skyline Construction Projects
028567	02/21/13	School Project for Utility Rate Reduction	20,387.96	Utilities
028569	02/21/13	Swinerton Management & Consulting	41,793.84	Program Management Services
028596	02/26/13	Sallie Mae Inc.	274,562.50	Districtwide Financial Aid Disbursement
028600	02/26/13	SMCCCD Bookstore	12,101.56	Skyline AutoTech Supplies and Printing Fees

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
FEBRUARY 1-28, 2013
WARRANT SCHEDULE GREATER THAN $10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
028601	02/26/13	Keenan & Associates	210,267.28	CSM Construction Projects Insurance
028602	02/26/13	Sutro Tower Inc.	18,297.00	KCSM TV Broadcast Site lease at Sutro Tower
455746	02/04/13	Strata Information Group	51,002.25	ITS Consulting Services
455763	02/04/13	American Federation of Teachers	48,066.68	Union Dues
455764	02/04/13	Bay View Painting Company	26,382.04	Skyline Painting Projects
455767	02/04/13	C S E A	12,808.25	Union Dues
455768	02/04/13	CalPERS	539,081.05	Monthly PERS Contribution Advance Payment
455791	02/04/13	Hartford Life & Accident Insurance Co.	35,754.31	Monthly Insurance Premiums
455792	02/04/13	Hartford Retirement Plans Service Center	35,838.94	Tax Shelter Annuities
455802	02/04/13	Public Empl Ret Sys	1,311,880.83	Health Insurance Monthly Premium
455819	02/05/13	Atlas/Pellizzari Electric Inc.	18,586.00	Skyline Electrical Project
455858	02/05/13	Robert A. Bothman	176,417.01	Cañada Construction Project
455915	02/07/13	JKL Construction Services, Inc.	47,521.16	Skyline Construction Project
455941	02/07/13	ThyssenKrupp Elevator Corporation	14,250.00	Districtwide Elevator Maintenance Services
455976	02/11/13	iParadigms, LLC	42,712.80	Turnitin Annual License Fees
456002	02/11/13	San Carlos-City of	65,036.00	Release and Settlement Agreement Fees
456100	02/12/13	D.S. Baxley Inc.	13,914.00	Skyline Construction Project
456102	02/12/13	Ellis & Ellis Sign Systems	44,937.75	Skyline and CSM Signage
456109	02/12/13	Newcomb Anderson McCormick, Inc.	11,025.55	Districtwide Sustainability Plan Consulting Services
456221	02/19/13	S.M.C.S.I.G.	160,912.00	Dental Premium Payment
456222	02/19/13	S.M.C.S.I.G.	19,429.43	Vision Premium Payment
456237	02/21/13	Apple Computer, Inc	101,353.99	Districtwide Computer Purchases
456238	02/21/13	Artistic Coverings Inc.	11,709.70	Cañada Baseball Fields Equipment
456246	02/21/13	Candor Enterprise, Inc.	10,650.00	Skyline Cleaning Services
456250	02/21/13	Comp View, Inc.	15,975.38	Skyline Projector Purchase
456288	02/21/13	Pac Gas & Elec Co	29,172.47	Utilities
456294	02/21/13	Remy Moose Manley, LLP	20,459.26	CSM Legal Services
456321	02/21/13	Hartford Life & Accident Insurance Co.	35,278.87	Monthly Insurance Premiums
456329	02/21/13	S.M.C.S.I.G.	19,512.21	Vision Premium Monthly Payment
456330	02/21/13	S.M.C.S.I.G.	161,044.46	Dental Premium Monthly Payment
456350	02/26/13	D.S. Baxley Inc.	43,677.00	Skyline Construction Project
456352	02/26/13	Daniel Larratt Plumbing Inc.	12,856.00	CSM and District Office Hydration Stations Installation
456357	02/26/13	FASTSIGNS	13,829.12	CSM Parking Lot Signs
456366	02/26/13	Interstate Grading and Paving Inc.	260,453.90	CSM Construction Project
456398	02/26/13	Robert A. Bothman	190,013.78	Cañada Construction Project
456411	02/26/13	Troxell Communications	22,293.75	Skyline Podium Camera Purchase

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
FEBRUARY 1-28, 2013
WARRANT SCHEDULE GREATER THAN $10,000

Check Number	Check Date	Vendor Name	Check Amount	Description
456417	02/26/13	Verde Design Inc.	11,928.26	Cañada Architectural Services
456437	02/26/13	Robert A. Bothman	10,000.73	Cañada Construction Project
456438	02/26/13	Interstate Grading and Paving Inc.	13,708.10	CSM Construction Project
		District Payroll Disbursement (Excluding Salary Warrants		
J1302956	02/22/13	US Treasury - Union Bank	1,458,782.04	Federal Tax
J1302956	02/22/13	EDD - Union Bank	279,627.85	State Tax
J1302956	02/22/13	EDD - Union Bank	12,502.49	State Tax - SDI
J1302956	02/22/13	US Treasury - Union Bank	51,916.41	Federal Tax
J1302958	02/22/13	State Teacher Retirement - Cash Balance	46,985.86	STRS Retirement - Cash Balance
J1303144	02/28/13	State Teacher Retirement - County Paid	612,650.34	STRS Retirement - Defined Benefit
		SMCCCD Bookstores		
110951	02/19/13	Cengage Learning	24,709.50	Purchase of Inventory
111001	02/19/13	MBS Textbook Exchange	78,642.42	Purchase of Inventory
111002	02/19/13	McGraw-Hill Companies	51,328.11	Purchase of Inventory
111005	02/19/13	MPS	44,616.29	Purchase of Inventory
111009	02/19/13	Nebraska Book Company	22,892.20	Purchase of Inventory
111013	02/19/13	Person Education, Inc.	37,597.92	Purchase of Inventory
111016	02/19/13	Pepsi Cola	13,390.28	Purchase of Inventory
111028	02/19/13	Skyline Bookstore GAP	33,819.74	Purchase of Inventory
111031	02/19/13	SM CC College District	218,133.27	Salaries & Benefits - January 2013
111035	02/19/13	Sysco Food Company of SF	11,505.39	Purchase of Inventory
111057	02/28/13	Cengage Learning	42,729.75	Purchase of Inventory
111091	02/28/13	MBS Textbook Exchange	85,522.47	Purchase of Inventory
111097	02/28/13	MTC Distributing	11,067.47	Purchase of Inventory
111104	02/28/13	Person Education, Inc.	63,900.95	Purchase of Inventory
111114	02/28/13	Sysco Food Company of SF	18,863.02	Purchase of Inventory
EFT 06330	02/22/13	Board of Equalization	144,960.76	Sales Tax
		Subtotal	13,870,359.77	93%
		Warrants Issued ≤ $10,000	1,027,166.73	7%
		Total Non-Salary Warrants Issued	14,897,526.50	100%

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
FEBRUARY 1-28, 2013
WARRANT SCHEDULE GREATER THAN $10,000

Check Number Check Date	Vendor Name	Check Amount	Description
District Accounts Payable	Ck#455676-456451, DD28466-28607)	11,307,000.95	
District Payroll	Ck#86659-87399, DD50047952-50049542	8,063,587.47	
SMCCCD Bookstores	Ck#110934-111123, EFT06330, EFT16944	1,121,181.63	
	Total Warrants Including Salaries - February 2013	20,491,770.05	

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-2CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

RATIFICATION OF STUDENT TRUSTEE PRIVILEGES

Board Policy 1.05, Student Trustee, affords the District Student Trustee the following privileges:

- The privilege to make and second motions.

- The privilege to cast an advisory vote, although the vote shall not be included in determining the vote required to carry any measure before the Board.

- The privilege to receive compensation for attending Board meetings at one-half of the maximum amount allowed for elected trustees under the Education Code; in addition, the Board of Trustees may award the Student Trustee a service award, as specified in Policy 1.05.

- The privilege to receive the same health and welfare benefits as are provided to Board members.

- The privilege to be reimbursed for expenses associated with approved conferences, upon prior approval by the President of the Board.

California Education Code, Section 72023.5(e), requires that the Governing Board shall, by May 15 of each year, adopt rules and regulations implementing the privileges granted to the student trustee, to be effective until May 15 of the following year.

RECOMMENDATION

It is recommended that the Board of Trustees ratify the privileges specified above, which are contained in Policy 1.05, to be effective until May 15, 2014.

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-1B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Diana Bennett, President, District Academic Senate, 358-6769

APPROVAL OF REVISION OF GRADING POLICY: PLUS/MINUS GRADING

During Fall 2009 and Spring 2011, faculty across the District participated in a plus and minus grading pilot. Participation in the pilot study was voluntary for faculty.

The results were analyzed from four semesters: Fall 2009, Spring 2010, Fall 2010, and Spring 2011. Some initial findings:

- Plus/minus grades were given in 4,030 sections, or 38% of the total sections in the four semesters. The ratio of sections where plus/minus grades were given was extremely consistent at the three colleges – 40% at Skyline, 38% at Cañada, and 36% at CSM.

- Overall, 64% of instructors used plus/minus in at least one section at some point in the four terms (Skyline – 66%, Cañada – 64%, CSM – 63%).

- Overall, 114,908 of the 281,925 grades (41%) were given in a section where at least one plus or minus was given.

- In sections where plus/minus grades were given, the overall GPA using letter-only would have been 2.73, and using plus-minus, it was 2.71. Note that these are not student GPAs – but are based on the sum total of the grade points given for each course enrollment.

In May 2012, 51% of faculty who participated in an informational survey on the plus/minus grading pilot approved adoption of plus/minus grading. In addition, the district senate members voted and the results were two-thirds in favor.

In Fall 2012 and Fall 2013, President Bennett visited the Associated Students (District, Cañada, College of San Mateo and Skyline) to share pilot data and discuss plus/minus grading.

The definitions are the same for the "plus" and "minus" designations of a letter grade as the letter grade itself. Title 5 does not provide for different definitions based upon the use of "plus" and "minus" designations.

There is no C- grade. Title 5 § 55023, Academic Record Symbols and Grade Point Average, prohibits the use of the "C-" grade.

There is no "F+" or "F-" grade. While there is no explicit prohibition against either grade it is not common to have those designations available.

The "A+" grade is worth 4.0 grade points. Title 5 § 55023, Academic Record Symbols and Grade Point Average, gives the maximum grade point values as 4.0 and the minimum as 0.0

The use of "plus" or "minus" designations in combination with letter grades is **voluntary**. The particular grade assigned to a student by faculty falls within the individual faculty member's purview.

The Academic Senate would like to adopt the use of "plus" or "minus" designations in combination with letter grades. This would result in the following symbols and their associated grade points.

Grading Symbols & Points

i.	A	Excellent	4.0 points
ii.	A-	Excellent	3.7 points
iii.	B +	Good	3.3 points
iv.	B	Good	3.0 points
v.	B-	Good	2.7 points
vi.	C +	Satisfactory	2.3 points
vii.	C	Satisfactory	2.0 points
viii.	D	Passing, less than satisfactory	1.0 point
ix.	F	Failing	0 points
x.	P	Passing (At least satisfactory – Units not counted in GPA)	
xi.	NP	No Pass (Less than Satisfactory – Units not counted in GPA)	

RECOMMENDATION

It is recommended that the Board of Trustees approve the "plus" and "minus" grading policy to be effective Fall 2013

SMCCD **Plus – Minus Grading Pilot 2009-11 Fact Sheet**

Between Fall 2009 and Spring 2011, the three colleges in the San Mateo County Community College District – Cañada College, College of San Mateo, and Skyline College – engaged in a pilot of a plus-minus grading system. Faculty were given the option to utilize "+" and "-" grades in a "shadow" system, where the student's actual grade was not affected.   In doing so, the effects of a plus-minus grading system could be studied without any effect on students.   Not all faculty availed themselves of the option to use plus-minus grading, but there was a significant enough sample from a statistical standpoint to be representative of the actual effects of a plus-minus grading system.

State Title V Regulations do not allow the A+ or C- grades to be given. As such, the possible A-F grading options include A, A-, B+, B, B-, C+, C, D+, D, D-, and F. The grade points assigned under the two systems are:

Letter Grade Only Model		Plus-Minus Grading Model	
Grade	Grade Points	Grade	Grade Points
A	4.0	A	4.0
B	3.0	A-	3.7
C	2.0	B+	3.3
D	1.0	B	3.0
F	0.0	B-	2.7
		C+	2.3
		C	2.0
		D+	1.3
		D	1.0
		D-	0.7
		F	0

In theory, the lack of the A+ grade and the C- grade would balance out from a mathematical standpoint. In reality, because a significantly higher number of grades are in the "A" range than the "C" range (over twice as many As are given than Cs), a net effect of a slight depression on overall GPAs would be expected under the new grading system. However, this effect would be expected to be small, as students would benefit from the B+ and C+ grades as often as they would have the downward effect of the A- and B- grades.

The results were analyzed from four semesters: Fall 2009, Spring 2010, Fall 2010, and Spring 2011. Some initial findings:

- Plus / minus grades were given in 4,030 sections, or 38% of the total sections in the four semesters. The ratio of sections where plus / minus grades were given was extremely consistent at the three colleges – 40% at Skyline, 38% at Cañada, and 36% at CSM.

- Overall, 64% of instructors used plus / minus in at least one section at some point in the four terms (Skyline – 66%, Cañada – 64%, CSM – 63%).

- Overall, 114,908 of the 281,925 grades (41%) were given in a section where at least one plus or minus was given.

- In sections where plus / minus grades were given, the overall GPA using letter-only would have been 2.73, and using plus-minus, it was 2.71.   Note that these are not student GPAs – but are based on the sum total of the grade points given for each course enrollment.

In sum, the implementation of the plus-minus grading system would have a slight downward (.01 - .02) overall effect on student GPAs. On average, it would be expected that a handful of 4.0 GPA students under a letter grade system would become 3.95 to 3.99 GPA students, but there would be a slight increase in GPAs from students averaging in the 2.0 GPA range.

Summary of Major Arguments for and against Adoption of Plus/Minus Grading

Adopt Plus-Minus Grading	Do Not Adopt Plus/Minus Grading
• **Provides a fairer system of measurement.** Ten points is too large of a range for grades. There is a significant difference between a student who has an 80 and an 89, for example. Plus-minus grades more accurately and fairly document student achievement. • **Motivates students to work harder.** Even when improving an entire letter grade is unlikely, students will keep trying as much as they can to earn the next highest grade possible. More precise grading will encourage students to keep working hard throughout the semester. • **Is consistent with the majority of UCs and CSUs.** Ninety-one percents of CSUs and ninety percent of UCs have already adopted plus-minus grading. • **Has minimal impact on student GPA.** Studies show that overall impact on GPA is negligible. (See Appendix A and B.) • **Is at the teacher's discretion.** Teachers who prefer to use letter grades will still have the option to do so even if the plus-minus grading option is adopted by the Senate.	• **Impacts "A" students disproportionately, possibly affecting transfer to top universities.** Because there is no A+ grade, formerly "straight A" students will have downward pressure on their GPAs. With transfer admissions becoming so competitive, even $1/10^{th}$ of one percentage point could determine entry to a top-ranked school. • **Increases stress on already pressured students.** Grade conscious students feel significant pressure to perform well at college. When the percentage points are separated into even more categories, the pressure to earn extra points will escalate. • **Is not consistent with the majority of California Community Colleges.** Ninety-one percent of CCCs use letter grades. We should try to be consistent with our institutional peers, rather than following other systems. Also, our transferring students will be competing against transfers from other CCCs. If our grading standards are different, they may be at a disadvantage. • **Creates more grading conflicts between students and teachers.** Students already argue about grades. With many more grading standards to choose from, disputes will increase. Further, students may be unhappy with the instructor's choice either to adopt or not adopt plus/minus grading, creating additional conflicts.

Title: +/- Grading Summary

Author: Bailey Girard

Reffered: San Mateo County CCD Board of Trustees

Date: March 27, 2013

The Associated Student Organizations at all three campuses have reviewed the information provided by the District Academic Senate regarding plus/minus grading. All three student organizations acknowledge and appreciate the effort and research that has been put into the implementation of the +/- grading system.

All three Associated Student Organizations believe that the +/- grading system may put students in certain populations, particularly international students, Middle College students, and ESL students, at a disadvantage. Additionally, all three groups are concerned about the addition of an A- if there is no implementation of the A+.

The Associated Student Organizations acknowledge that some professors would like to show more precise grades reflective of a students work.

The three A.S. organizations have endorsed +/- grading provided that all A grades retain their value of 4 grade points. All three A.S. organizations have come out strongly opposed to the implementation of a +/- grading system that includes the A- or C-.

Associated Students of College of San Mateo
Plus/ minus Grading Resolution

Whereas, the Associated Students of College of San Mateo recognize the extensive effort that has been put into researching the implementation of plus/ minus grading in the San Mateo County Community College District (SMCCCD);

Whereas, the Associated Students of College of San Mateo acknowledge the desire of some professors to assign grades that are more reflective of a student's performance than the current grading scale permits;

Whereas, despite the studies showing that the average grade point average among students would increase by 0.02, a significant number of students may be put at a disadvantage by this change;

Whereas, The Associated Students of College of San Mateo feel that there were not specific enough results to show the effects that the plus/ minus grading would have on the underrepresented students and international students;

Whereas, the Associated Students of College of San Mateo recognize that the plus/ minus grading system would provide more precision in grading;

Whereas, the plus/ minus grading system would be more inline with the grading systems at the UC and CSU campuses;

Resolved, the Associated Students of College of San Mateo support the implementation of plus/ minus grading in the SMCCCD, provided that all A grades retain their value of 4 grade points.

Resolved, the Associated Students of College of San Mateo strongly oppose the implementation of the plus/ minus grading system with the inclusion of the A- and C- grading.

Authored by:
Paige L. Kupperberg
President
Associated Students of
College of San Mateo

Title: **Plus and Minus Grading Resolution**

Author: **Alaa Aissi, President, Associated Students of Cañada College**

Referred to: **SMCCD Board of Trustees**

Date: **March 13, 2013**

Whereas, the Associated Students of Cañada College acknowledge the effort that has been put into debating the advantages and disadvantages of implementing the plus and minus grading system in the (SMCCD);

Whereas, the Associated Students of Cañada College recognize that numerous professors lean towards the implementation of the plus and minus grading system in order to reflect a student's performance more precisely;

Whereas, the Associated Students of Cañada College are aware that several students, including international students, English as a Second Language students, and Middle College students, feel that the plus and minus grading system may put them at a disadvantage;

Resolved, the Associated Students of Cañada College support the implementation of the plus and minus grading system in the San Mateo County Community College District, as long as all A grades maintain a value of 4 grade points.

Resolved, the Associated Students of Cañada College strongly oppose the implementation of the plus and minus grading system with the inclusion of the A- and A+ grading.

Title: **Plus and Minus Grading Resolution**

Author: **Jose Luis Sanchez, President, Associated Students of Skyline College**

Referred to: **SMCCD Board of Trustees**

Date: **March 20, 2013**

Whereas, the Associated Students of Skyline College recognize the extensive effort that acknowledge the effort that has been put into researching the possibility of implementing +/- grading in the San Mateo Community College District (SMCCD);

Whereas, the Associated Students of Skyline College acknowledge the desire of some professors to assign grades that are more reflective of a student's performance than the current A,B,C,D,F grading scale permits; were not specific enough results to show the benefits that +/- grading would have on students;

Whereas, the Associated Students of Skyline College feel that +/- grading in the community college system leaves the grading scale unbalanced;

Resolved, the Associated Students of Skyline College support the implementation of +/- grading in the SMCCCD, provided that all A grades retain their value of 4 grade points.

Resolved, the Associated Students of Skyline College strongly oppose the implementation of the +/- grading system with the inclusion of either A- or C- grading.

Authored by:

Jose Luis Sanchez

President

Associated Students of

Skyline College

San Mateo County Community College District

BOARD REPORT NO.

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Patty DilkoDistrict Academic Senate,

REVISION OF GRADING POLICY: PLUS/MINUS GRADING PILOT STUDY

During the 2007-2008 academic year, faculty across the District engaged in an extensive debate regarding the merit of offering the option of plus and minus grading in final grades, on students' official transcripts. Advocates expressed that to do so would give students a more refined understanding of their academic standing, and detractors expressed that it may negatively impact students' GPA's. During these deliberations it became clear that opinion was divided, so the District Senate sponsored a survey to gather more information. The survey results showed that 69.23% of faculty responding answered yes when asked the question "In your opinion, should SMCCCD modify Web Smart to include plus and minus grading options?" It should be noted that when plus and minus grades are provided, the education code stipulates that there shall be no A+ and no C-.

In a survey of surrounding institutions, it was determined that all high schools in the District service area include pluses and minuses in their grading system, and the four-year institutions to which we send the majority of our students do as well. In addition, when four-year institutions or specific departments within those institutions receive transcripts that are inconsistent with their admissions criteria, they recalculate the students GPA in a manor consistent with all other transcripts.

During the fall of 2008, the District Senate read and considered the results from the Foothill DeAnza Plus/Minus Grading Pilot Study which indicated that there was no adverse impact on their students' GPA's. Senate members determined that a similar study, in the San Mateo Community College District, would give the faculty the information that they need to come to agreement on the best path to take for students.

RECOMMENDATION

It is recommended that the Board of Trustees approve a pilot to study the effects of the adoption of plus/minus grading on the grade point averages (GPA's) of the students in the District. This pilot study will begin in July of 2009 and terminate in June of 2010, at which time full implementation of plus/minus grading will commence unless substantial adverse impact on students is demonstrated. Students and faculty will be surveyed about their opinion on the potential effects of implementation after data from the fall 2009 semester is compiled and analyzed. Results will be shared with all, and incorporated into the final recommendation to the Trustees.

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-2B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jing Luan, Vice Chancellor, Educational Services and Planning, 358-6880

APPROVAL OF EDUCATIONAL MASTER PLANS – CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE

In accordance with Title 5 regulations, the three Colleges are submitting their Educational Master Plans for the Board's review and approval. The Plans are attached as:

Exhibit A – Cañada College
Exhibit B – College of San Mateo
Exhibit C – Skyline College.

RECOMMENDATION

It is recommended that the Board approve the Educational Master Plans from Cañada College, College of San Mateo and Skyline College.

Educational

Master

Plan

2012-2017

CAÑADA COLLEGE · ESTABLISHED 1968

Cañada College

EDUCATIONAL MASTER PLAN

2012-2017

Table of Contents

This page intentionally left blank.

I. OVERVIEW

The Educational Master Plan provides direction to the college instruction and support service areas on what we want to accomplish over the next five years. This Plan was built on the previous 2008-2012 Educational Master Plan (adopted 9/30/08) using participatory, transparent planning process that is well established at Cañada. This planning process at the college includes the four planning councils (Instruction Planning Council, Student Services Planning Council, Administrative Planning Council, and College Planning Council) as well as the Academic Senate and the Classified Senate. Extensive involvement not only by the members of these councils, but also the campus at large was achieved during the development of the Plan, with over 130 individuals (students, staff and faculty) involved.

How will this document be used? The Plan will be used extensively to guide the college and create a cohesive sense of what the institution would like to become. As with our previous Educational Master Plan, this document provides the framework for how we make decisions on campus. We reference the Plan as we go through our annual planning and budgeting process and it serves as the basis for both resource allocation and resource reductions. When faced with major budget cuts in the past, the Educational Master Plan served to guide the college staff in determining directions to take.

How does it link to other plans? The Educational Master Plan will serve as a key reference for each of our programs and planning bodies as the annual plans are completed over the next five years. The various Planning Councils - College Planning Council, Instruction Planning Council, Student Services Planning Council, and Administrative Services Planning Council – will review the annual plans through the Educational Master Plan lens. And, the interconnected plans – Student Equity, Facilities, Distance Education, Technology, and Basic Skills – will reference objectives identified in this document. Additionally, the college's Educational Master Plan links with the SMCCCD (San Mateo County Community College District) 2008-2013 Master Plan and connects strategic directions to the district's mission statement and the strategic focus areas.

II. REVIEW OF THE 2008-12 EDUCATIONAL MASTER PLAN

The 2008-12 Educational Master Plan was developed using extensive consultation and input from the campus community and adopted in September 2008. It projected future needs for programs and services through the year 2012. It was used in the annual planning process to provide direction for improving our instructional programs and support services, and supported the College in fulfilling its mission.

The 2008-2012 plan had eleven broad college goals. Of the eleven goals, four were identified by the College Planning Council, using a campus-wide collaborative process involving a large number of individuals, to focus on as strategic directions. These four strategic goals were used extensively in guiding the budget reduction process which began in 2008 for the 2009-10 year where the college was faced with making a 40% reduction in sections and 2500 hour reduction in adjunct counseling services. It has continued to be used in 2010-11. The eleven goals are as follows with the "four" goals chosen as a focus in **bold** type.

1. **Base all curricular and programming decisions on data driven strategies.**

2. Develop new programs and strengthen existing programs to meet community and business needs.

3. Develop programs and recruit students, responding directly to the current and projected demographic and economic trends in the College's services area.

4. **Improve success, retention and persistence of students who are in basic skills classes, including English as a Second Language.**

5. **Improve the persistence and transfer rate of students enrolled in transfer classes.**

6. **Support and strengthen the workforce program. Through research and sustained interaction with the business community pursue new programs and courses which reflect the dynamic, occupational needs of the Bay Area economy.**

7. Increase the entrepreneurial actions by seeking new revenue sources.

8. Develop and strengthen external collaborative relationships and partnerships.

9. Build an educational environment that fosters passion for education and the leadership and the personal skills necessary for civic engagement and participation.

10. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.

11. Improve the number of certificate and degree awards.

A number of activities took place over the past five years to achieve these goals. A summary of these activities is included on the following pages.

2008-12 College Goals	Summary of Accomplishments
1. Base all curricular and programming decisions on data driven strategies.	• Improved the program review process • Created college dashboard for data review • Hired the research director and analyst • Initiated faculty inquiry network studies • Used data for the program improvement and viability process • Added staff and faculty members based on enrollment and other program review data justified them • Implemented CurricuNet which will provide extensive curriculum data • Conducted SLO workshops and entered data into TracDat
2. Develop new programs and strengthen existing programs to meet community and business needs.	• Hired Director of Workforce Development and Coordinator to increase relationships with local employers • Strengthened Interior Design Program by hiring full-time faculty with emphasis on green technologies & materials • Created strong Multi-Media program by hiring full-time faculty deeply connected to the multimedia industry • Improved faculty professional skills by hiring Instructional Designer • Strengthened library services for students by hiring an additional librarian
3. Develop programs and recruit students, responding directly to the current and projected demographic and economic trends in the College's services area.	• Created PEP for our high school students (priority orientation) • Revised new student orientation to provide added personal services • Obtained a renewed TRIO/SSS grant • Developed Student Ambassador program to assist in recruitment and orientation of new students • Expanded the international student program • Conducted an environmental scan to provide increased information to staff on what we need to do
4. Improve success, retention and persistence of students who are in basic skills classes, including English as a Second Language.	• Conducted Math Jam to improved math success • Started Word Jam to improve English skills • Conducted 10-15 Learning Communities each semester • Revised the ESL curriculum to decrease time to completion and contextualize the learning • Piloting the linking of Reading to basic skills Math courses • Hired a full-time bilingual Spanish-English counselor • Created and implemented orientations for Spanish-speaking students
5. Improve the persistence and transfer rate of students enrolled in transfer classes.	• Created SB1440 transfer degrees for students attending CSUs • Increased the number of TAGs • Hired Articulation/Orientation Director • Implemented DegreeWorks program for degree/transfer audits • Conducted transfer workshops • Created peer mentoring program • Expanded Transfer Center • Created SLOs for the Transfer/Articulation Program

2008-12 College Goals	Summary of Accomplishments
6. Support and strengthen the work-force program. Through research and sustained interaction with the business community pursue new programs and courses which reflect the dynamic, occupational needs of the Bay Area economy.	• Hired a Director of Workforce Development and a Coordinator allowing the opportunity to focus on the Workforce Investment Board and expand connections with local business and industry • Created a larger space for the Career Center and expanded the services provided to connect more closely with the business community and to provide internships for students • Conducting external scan of business and industry needs
7. Increase the entrepreneurial actions by seeking new revenue sources.	• Created a "Center for Entrepreneurial Opportunities" • Increased significantly the revenues received from facility rental program • Increased grant submissions and success • Expanded the Center for International and University Studies
8. Develop and strengthen external collaborative relationships and partnerships.	• Strengthened the collaboration with the Redwood Symphony to work with our students and for Cañada to serve as a main venue • Expanded the Center for International and University Studies • Created Multi-Media connections with local businesses • Expanded high school connections • Developed the Veteran's Center and have Veteran's staff from local area serving students • Created relationships with local labs and chemistry department • Collaborated with Stanford University on student success data
9. Build an educational environment that fosters passion for education and the leadership and the personal skills necessary for civic engagement and participation.	• Sent two Cañada staff members annually to the Leadership Redwood City program • Conducted a Social Justice Conference • Expanded student life on campus • Provided opportunities for service learning in several classes • Conducted community service through PTK Honor Society
10. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.	• Sent over 20 faculty to the AACU conference in San Francisco • Created CIETL, the Center for Innovation & Excellence in Teaching and Learning, where faculty coordinate professional development in a newly established space • Conducted retreats for the student service staff focusing on student success and for faculty focusing on assessment • Provided opportunities for staff to attend conferences
11. Improve the number of certificate and degree awards.	Degrees and Certificates Awarded: Trends | Year	Degrees	Certificates
---	---	---
2006/07	165	158
2007/08	235	207
2008/09	209	190
2009/10	206	201
2010/11	220	344	

III. RELATIONSHIP TO THE DISTRICT

Using a broadly representative process with input from all three colleges, the San Mateo County Community College District has adopted an overall strategic plan. The Cañada College staff and faculty have reviewed this plan and used elements in the development of their strategic and master plans. A "functional matrix" which describes who is responsible for the elements of this district plan was developed using the participatory governance process at the college. The matrix is as follows:

Link to Report: www.canadacollege.edu/inside/research/integrated_planning/SMCCD_Goal_Mapping.pdf

Link to Matrix: www.canadacollege.edu/inside/research/integrated_planning/Accredit%20Function%20Map%20v5.doc

IV. EDUCATIONAL MASTER PLAN PLANNING PROCESS

The college has a well-developed shared governance/planning process with excellent participation which involves broad campus representation. The process used for the development of the 2012-17 Educational Master Plan involved all of these participatory governance groups – the College Planning Council, the Student Services Planning Council, the Instruction Planning Council and the Academic Senate - as well as the instructional divisions, LEADSS (student services managers) and the Administrative Council and all-campus forums. The following table outlines the process used in the development of the Plan.

Cañada College: Educational Master Plan 2012-17 Schedule for Partipatory Involvement in the Development of Strategic Direction, Objectives, Activities and Timeline		
Step	When	Step	Description
1	February 3, 2011	Establish Process	CPC reviewed and approved the Educational Master Planning Timeline and Steering Committee. Steering Committee is a sub-committee of CPC to include the President, VPI, VPSS, Academic Senate President, Classified Senate President, Co-Chair IPC, Co-Chair SSPC
2	February 2011	Background Information	Environmental scanning information and college information developed for review
3	March 7-15, 2011	Gather Input	Conducted a "Week of Listening" for the campus community to provide input on the Educational Master Plan. There were ten (10) Listening Forums conducted during March 2011. A total of 134 students, faculty and staff participated and six (6) pages of input were obtained for our use in developing the EMP.
4	March 31, 2011	Retreat	The Educational Master Plan Steering Committee met to review all of the input and develop draft information.
5	April/May 2011	Circulate Drafts	The drafts developed by the Steering Committee were circulated throughout campus and revisions made by the SSPC, IPC and CPC and revisions were made to the mission, vision and strategic directions.
6	Summer 2011	Draft the Final EMP Document	The final Educational Master Plan was drafted for review by the campus community in the Fall.
6a	June 2011	Establish EMP Planning Work Groups	Identified work groups for each of the four Strategic Directions: 1) Teaching & Learning, 2) Completion, 3) Community Connections, & 4) Global & Green.
6b	July 11-14, 2011	Work Group Meetings	The work groups met to identify the objectives, activities and timelines for each of the Strategic Directions.
6c	August 2011	Draft EMP Developed	A draft of the Educational Master Plan was developed for review by the campus community.
7	Fall 2011	Review Final Document	The final draft EMP document was reviewed by the campus community and feedback was obtained.

V. ENVIRONMENTAL SCAN AND EMERGING TRENDS

To help shape the strategic direction of the planning process the college closely analyzed the demographic and economic landscape within Canada College's service area. Review of both the size and distribution of ethnic population revealed that Canada serves a particularly diverse population characterized by a high degree of clustering by ethnicity groups.

External Scan

Distribution of Racial and Ethnicity Groups

MAP KEY
One dot = 100 people
- White
- Black
- Hispanic
- Asian
- Other

Maps were taken from the New York Times online resource titled: *Mapping America: Every City, Every Block* (link: http://projects.nytimes.com/census/2010/explorer?ref=us).
Map source data come from the Census Bureau's American Community Survey, based on samples from 2005 to 2009. Because these figures are based on samples, they are subject to a margin of error, particularly in places with a low population, and are best regarded as estimates.

Likewise, the college examined the income distribution patterns within its service area and identified a high degree of variation in the median earnings of area residents.
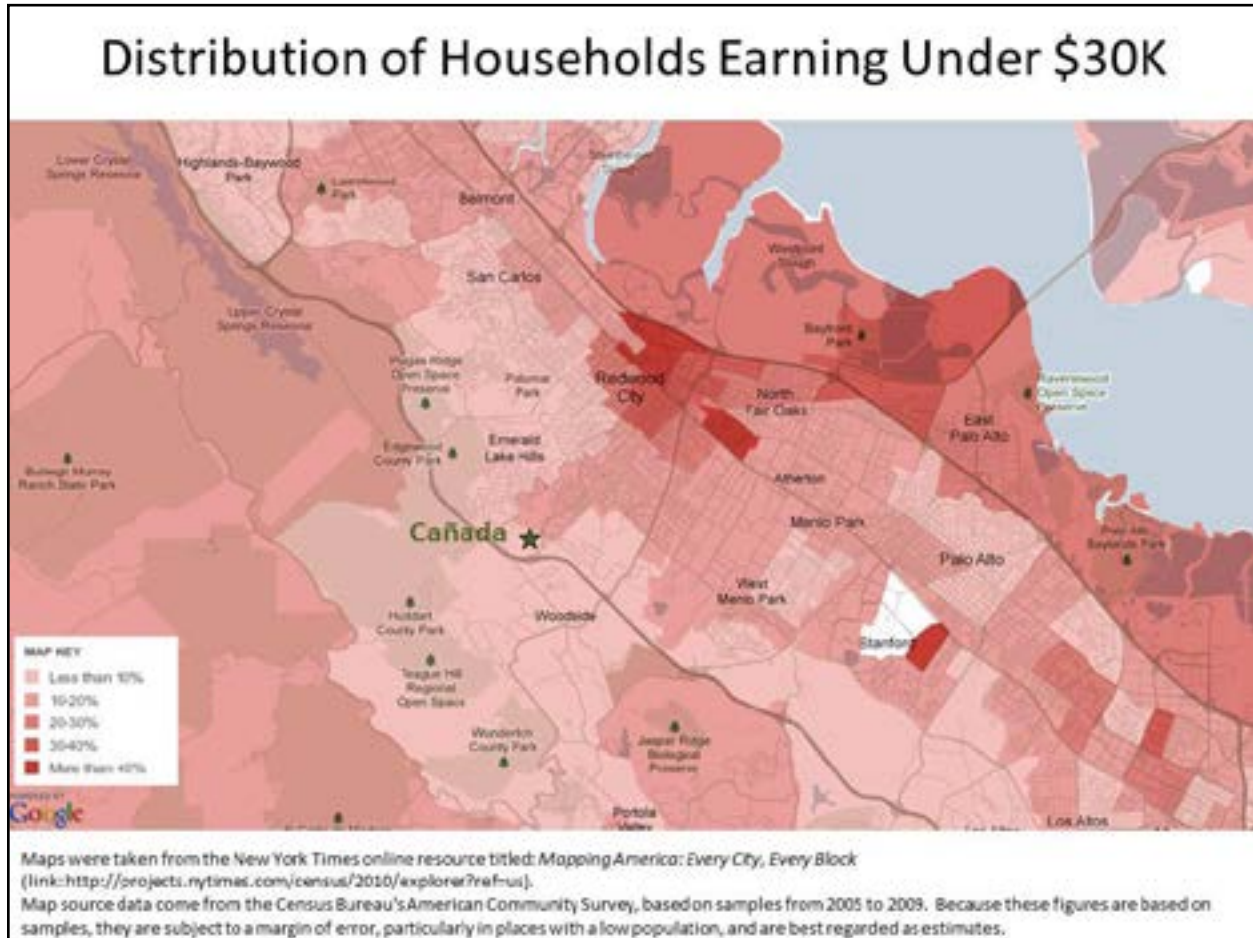
Link to Environmental Scan Data: www.canadacollege.edu/inside/research/integrated_planning/DISTRIBUTION_Maps.pdf

Information obtained from the environmental scan was then used to frame an examination of enrollment trends emerging around the San Francisco Bay Area. Enrollment trends were overlaid on the income and demographic patterns highlighted in the environmental scan to gain a better understanding of the broader forces and underlying trends that might be driving enrollment.

Geographic Distribution of District Enrollment by College

		Canada College			CSM			Skyline College		
			F2005 - F2010			F2005 - F2010			F2005 - F2010	
				Pct of Net			Pct of			Pct of Net
		Fall 2010	Five Year	Growth	Fall 2010	Five Year	Growth	Fall 2010	Five Year	Growth
Region	Bay Area Zones (Zip Code Groupings)	Headcount	Net Growth	Captured	Headcount	Net Growth	Captured	Headcount	Net Growth	Captured
Santa Clara	Palo Alto Core	93	12	1%	34	-16	0%	11	-1	0%
Santa Clara	Los Altos / Los Altos Hills Zone	23	0	0%	13	2	0%	3	2	0%
Santa Clara	Mountain View Zone	87	19	2%	37	-22	0%	6	-4	0%
Santa Clara	Sunnyvale Zone	55	-18	0%	32	-18	0%	7	-4	0%
Santa Clara	Cupertino Zone	17	1	0%	9	-8	0%	5	-1	0%
Santa Clara	Campbell / Los Gatos Zone	17	0	0%	13	-5	0%	7	-3	0%
Santa Clara	Santa Clara Zone	32	3	0%	30	-3	0%	10	0	0%
Santa Clara	Milpitas/N. San Jose/S. Fremont Zone	16	2	0%	13	-5	0%	7	-6	0%
Santa Clara	Central San Jose Core	75	27	2%	52	-26	0%	28	-4	0%
Santa Clara	South San Jose	13	2	0%	13	-7	0%	2	-6	0%
San Mateo	Redwood City Core	1,000	170	14%	500	-7	0%	116	36	2%
San Mateo	San Carlos / Belmont Zone	700	116	10%	918	61	8%	135	50	2%
San Mateo	Woodside / Portola Valley Zone	544	28	2%	162	-21	0%	33	15	1%
San Mateo	South San Mateo County Mountain Zone	42	-6	0%	43	18	2%	6	-4	0%
San Mateo	East Palo Alto Zone	972	184	15%	374	46	6%	49	15	1%
San Mateo	Menlo Park / Atherton Zone	51	-2	0%	18	2	0%	5	2	0%
San Mateo	San Mateo City / Hillsborough Zone	996	259	22%	4,198	500	65%	608	153	7%
San Mateo	Half Moon Bay Zone	170	-4	0%	475	34	4%	142	17	1%
San Mateo	San Bruno Zone / Burlingame / Millbrae Zone	189	60	5%	880	42	5%	1,451	570	18%
San Mateo	Pacifica Zone	69	18	2%	258	-37	0%	1,078	178	9%
San Mateo	S. San Fran / Brisbane Zone	170	80	7%	590	25	3%	1,639	368	18%
San Mateo	Daly City/Colma Zone	147	69	6%	499	-48	0%	2,115	442	21%
East Bay	Berkeley Zone	7	2	0%	5	-12	0%	12	4	0%
East Bay	Fremont/Newark Zone	85	14	1%	96	19	2%	38	12	1%
East Bay	Hayward Zone	86	16	1%	203	10	1%	57	0	0%
East Bay	Pleasanton / Livermore Zone	7	1	0%	32	12	2%	12	9	0%
East Bay	Oakland	28	12	1%	55	-11	0%	48	0	0%
East Bay	San Leandro Zone	16	1	0%	51	-4	0%	23	4	0%
San Francisco	San Francisco	259	105	9%	665	-77	0%	2,225	414	20%
	All Remaining Locations	250	-248	0%	524	-418	0%	260	-185	0%

Internal Scan

The college examined a variety of reports to help benchmark the college's performance against several sets of meaningful benchmarks.

ARCC Table 1.1: Student Progress & Achievement Rate
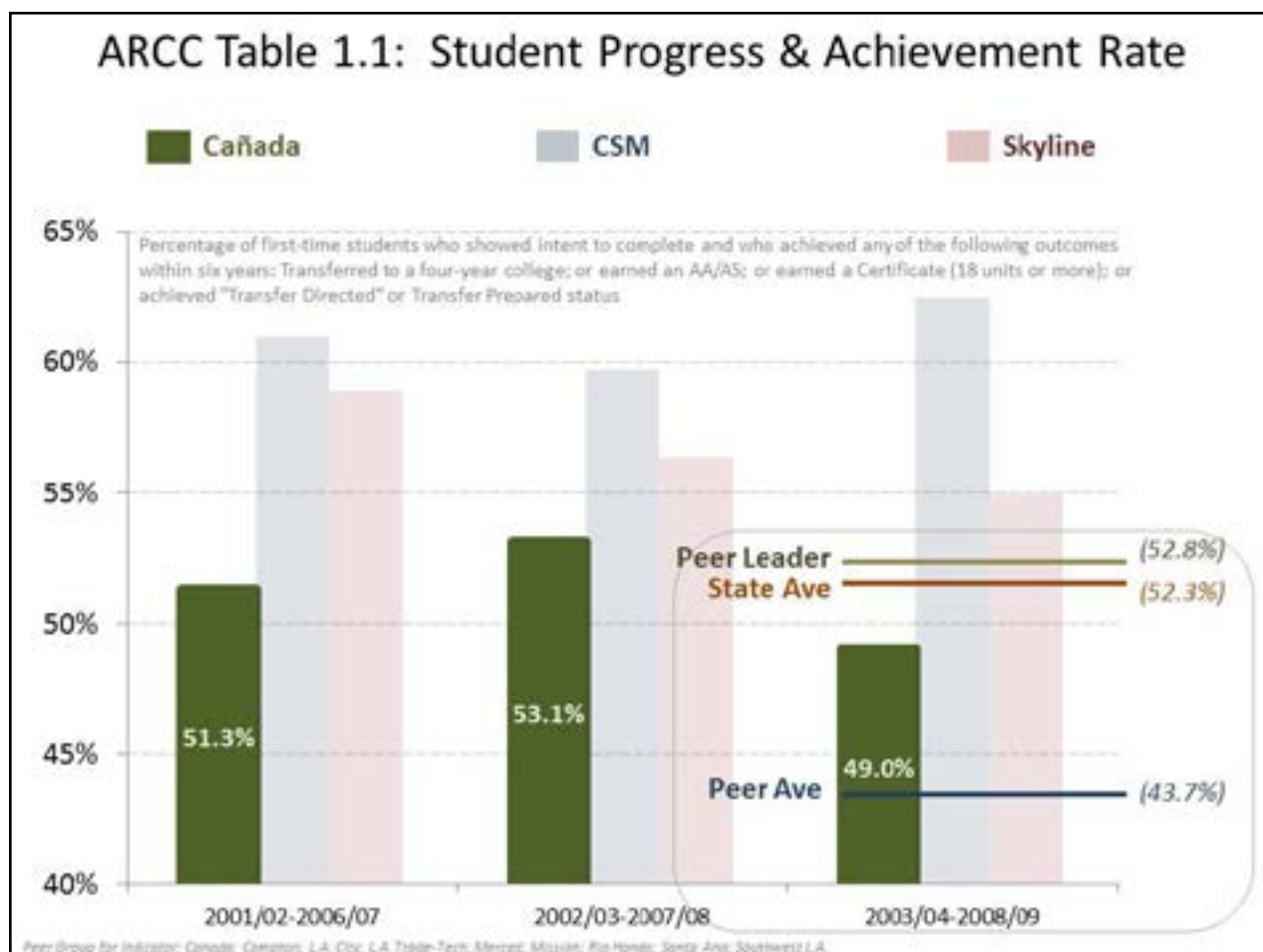
Link to full ARCC Report & presentation: www.canadacollege.edu/inside/research/integrated_planning/ARCC%20DIALOGUES.pdf

A host of reports and data packets profiling the size and scope of the college enrollment across a wide variety of student population were used to develop a starting point for planning discussions. Such data is collected routinely to support Program Review and the college's Program planning documents were used extensively to map out both college wide and department level movements in key output measures.

Program Review Data Packet - College Totals

Table 1. Enrollment Patterns & Course Offerings

College	Metric	Fall 2006	Fall 2007	Term Fall 2008	Fall 2009	Fall 2010
Cañada	Unique Headcount	6,341	6,688	6,804	7,379	7,207
	Total Course Enrollments	14,032	14,578	15,031	16,877	16,670
	# of Course Offerings	268	301	301	300	266
	# of Section Offerings	623	666	667	672	615
	Ave Enrollment per Section	22.5	21.9	22.5	25.1	27.1

Data Definitions: Unique Headcount is the count of individual students (no duplicates) enrolled at the college.

Total Course Enrollments is the sum total of all courses students are taking in the term.

# of Course Offerings is the number of courses offered by the college in that term.

# of Section Offerings is the number of course sections offered by the college in that term.

Ave Enrollment per Section is the average number of students per section (Average Class Size).
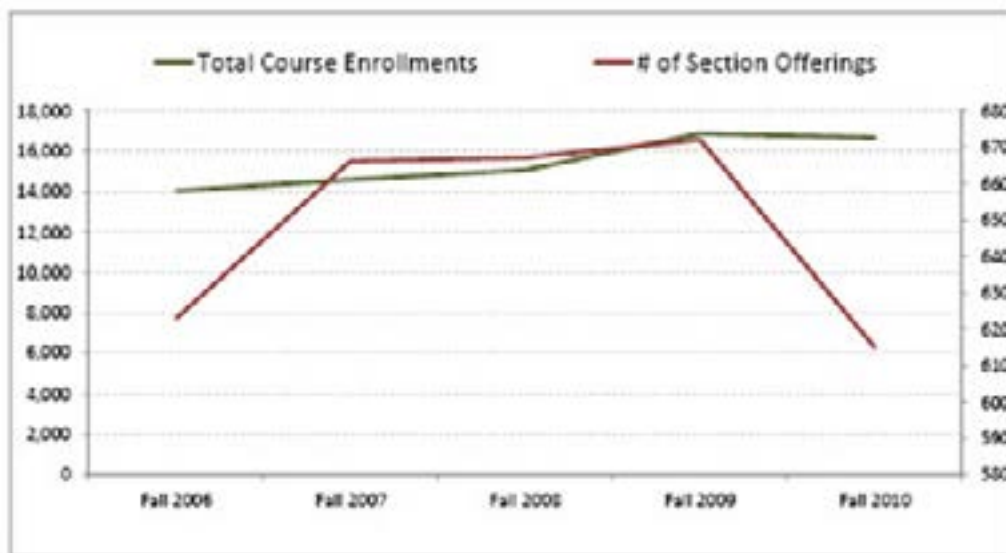
Link to Program Review Data Packets: www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

The College Dashboard profiles student performance within 18 different measures the national literature has shown to be linked to student completion. The data were disaggregated by various student groups to yield a more accurate picture of performance.

College Fall-to-Spring Persistence Rate by category
(First-Time Students; Fall 2010 to Spring 2011)

Units Attempted in First Term

☐ Part-time (< 6 units)   ☐ Part-time (6 -11.5 units)   ■ Full-time (12+ Units)

34.6   64.9   80.3

Student Age

☐ 18 & 19 Yrs. Old   ☐ 20-24 Yrs. Old   ☐ 25-29 Yrs. Old   ☐ 30 – 39 Yrs Old   ☐ 40+ Yrs Old

40.7   45.7   49.3 50.2   75.7

Student Ethnicity

☐ Asian   ☐ Black   ☐ Filipino   ☐ Hispanic   ☐ White   ☐ Multi-Race

46.6   51.5 52.6 54.4   57.6   59.6

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

College Fall-to-Spring Persistence Rate by category
(First-Time Students; Fall 2010 to Spring 2011)

Gender

☐ Female   ■ Male

30%   35%   40%   45%   50%   55%   60%   65%   70%   75%   80%

59.9

59.4

Day / Evening Status

☐ Day Only Student   ■ Evening Only Student   ☐ Day & Evening Student

30%   35%   40%   45%   50%   55%   60%   65%   70%   75%   80%

36.6   62.1   74.6

Primary College Goal

☐ Career Development   ☐ Educational Development   ☐ Obtain Certificate   ☐ Obtain AA/AS Degree   ☐ Transfer   ☐ Undecided

30%   35%   40%   45%   50%   55%   60%   65%   70%   75%   80%

51.8   51.9   54.2   57.2   68.1   69.5

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.

Link to Dashboard: www.canadacollege.edu/inside/research/dashboard/COMPLETION_SCORECARD_ANI-MATION_DRAFT.pptx

Presentations at the "Listening Forums"

The internal data scan on Cañada College students presented at the "Listening Forums" in March 2011 revealed several salient highlights:

- **Student headcount:** has grown roughly about 15% since 2004
- **Demographics/Gender:** two thirds of Cañada students are female
- **Demographics/Age:** 3 in 5 of Cañada students are over 25 years of age
- **Demographics/Ethnicity:** About 40% are Hispanic with increasing numbers choosing multi-race as their grouping
- **Demographics/Place of Residence:** Significant variation in GPA by student unit load and location of residence

- **Likelihood of Successful Outcome:** Units enrolled in the semester makes a big difference in success
- **Course-taking Patterns & Success:**
  - 75-80% of incoming student place into pre-transfer courses
  - success rates in basic skills courses are roughly 15% lower than the college average
  - students list costs and time to degree as their primary college concerns
  - In any given term 43% of our students take a single course
  - across all categories student performance has been shown to increases with the number of units taken

Emerging Trends

There are a number of trends occurring in higher education that have been presented in national and state reports. A summary of those trends was presented at the Listening Forums in March 2011 and include:

1. Growth in online enrollments will accelerate

"More students will attend classes online, study part time, take courses from multiple institutions and jump in and out of colleges." "Colleges that have been slow to put courses online will almost certainly have to expand their online programs quickly" - *Visions 2020 Report - CCLC*

 "They may sign up to take a class in person, and then opt to monitor class meetings online and attend whenever they want" - *Chronicle of Higher Education Report*

2. Colleges will need to offer those digital options in addition to face-to-face instruction

"Some students, often the most successful, recognize that they need the discipline of going to class at set times and places … but even this group is preferring that classroom discussions, study groups and conversations with faculty be largely online." "The challenge will be in providing them simultaneously and being flexible enough to meet all the needs of a diverse market" - *Chronicle of Higher Education Report*

3. Demand for non-semester based courses - Students will demand that programs be increasingly tailored to their unique circumstances

"Students have become increasingly restless with the traditional forms of learning. Students now crave personalization and convenience." "Colleges that attempt to cram their styles down students throats on the basis that it is good for them may quickly find themselves the on the outside looking in." - *California's Project Tomorrow Report*

4. Student populations will continue to grow more diverse

"The location of a college and the demographic nature of its primary service area will be the most significant factor in determining its flow of enrollees in the next decade." "Younger students entering college

are increasingly choosing multi-race as their ethnicity and view their categorization as highly context specific." - *California Community College Chancellors Office*

"Given the trends toward great diversity, absent effective interventions, colleges can expect to experience steady increases in the variability of performance across a variety of student segments."- *California Community College Chancellors Office*

"In Silicon Valley the peak for high school grads was reached last year. A slow decline in that age group is expected through 2015 with a recover soon thereafter. Over the next ten years the largest growth will come from older students. "

"Given declining trends, if colleges expect to increase attendance, they may also need to look into the high-school dropout population."

5. Strong demand for sustainability on campus and in programming - focus on environmental sciences.

"Growth in green industry jobs is expected to grow at a fast pace over the next ten years.

"Because the green movement often taps into the broader social concerns of students, there is an opportunity for colleges to rethink and cast many of their programs as green and build entire blocks of their curriculum around it." - *Chronicle of Higher Education Report*

6. Decreased financial aid for students - Proposals this year to decrease the amount of federal PELL grants as well as the Cal Grants

"The socio-economic situation of students will have more influence in determining their choices related to college."

"Ahead of their course work, balancing their debt load continues to be the #1 source of anxiety among students."

"Students and their parents very often have unrealistic visions on how they will pay for college." -*The National Report Card on Higher Education*

7. Decreased funding for public higher education

Budget issues at the state and federal levels are leading to significant decreases in funding levels for public higher education

VI. THE GUIDING PRINCIPLES

The Vision, Mission, Values and SLOs are considered the Guiding Principles and provide direction for decisions made in planning, program development, staffing and facilities. These have emerged from a process developed by the College Planning Council and included considerable dialogue on campus through meetings and campus-wide forums.

Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Mission

Cañada College provides our community with a learning-centered environment, ensuring *that* students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Values

- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transpare*ncy*

College GENERAL EDUCATION Student Learning Outcomes:

1. **Critical & Creative Thinking:** Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.
2. **Communication Skills:** Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.
3. **Understanding Society & Culture:** Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures.
4. **Scientific & Quantitative Reasoning:** Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.

VII. MASTER PLAN STRATEGIC DIRECTIONS

A concerted effort was conducted from February to May to develop the framework for the college's new Educational Master Plan. From the college-wide Listening Forums – where the campus community had the opportunity to identify the future needs of the college, the well-developed participatory governance Planning Process, and Division/Department meetings, the Strategic Directions for the college were identified this past year. These directions set the course for the college over the next five years.

1. **Teaching and Learning**
   Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems

2. **Completion**
   Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

3. **Community Connections**
   Build and strengthen collaborative relationships and partnerships to support the needs for our community

4. **Global and Sustainable**
   Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

VIII. IMPLEMENTATION: THE STRATEGIC PLAN

Teaching and Learning

Teaching and Learning Objective 1.1: **Assess the institutional student learning outcomes and discuss the assessment results throughout the campus.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Establish College SLO Task Group and work with faculty and staff on mapping activities and creating assessment measures to be used for each of the College SLOs	Fall 2011	• Director of Planning, Research & Student Success	Assessment Measures developed for each College SLO
2.	Conduct assessments using the defined measures and enter into TracDat	Spring 2012	• Director of Planning, Research & Student Success	TracDat data entered for the College SLOs
3.	Establish method for reviewing the results of the assessments and making any needed changes	Spring 2012	• Director of Planning, Research & Student Success • Deans • Vice Presidents	TracDat summary entered on the results
4.	Make needed changes in the College SLOs, assessment measures, curricula, services	Fall 2012 and On-going	• Director of Planning, Research & Student Success • Deans • Vice Presidents	Meeting notes on the discussion of data; Plan for changes for next year for either SLO or assessment

Teaching and Learning Objective 1.2: **Assess, evaluate and implement flexible course scheduling options and pathways to accommodate students' needs.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Evaluate students needs for course offerings (e.g. online, day/evening, block schedule, length of time, pathways)	Spring 2012	• Vice President, Instruction • Deans • Counseling Department Chair	Plan Developed Needs Assessment Results
2.	Create a plan for offering courses based on needs	Spring 2012	• Vice President, Instruction • Deans • Counseling Department Chair	Plan Developed
3.	Implement the plans for flexible scheduling.	Fall 2012 On-going	• Vice President, Instruction • Deans	Plans implemented and Evaluated
4.	Develop and implement a distance education plan.	Fall 2011 On-going	• Vice President, Instruction • Distance Education Coordinator	Plan development and implemented

Teaching and Learning Objective 1.3: **Create a first-rate educational experience for students with the support of a campus-wide professional development program set-up through the Center for Innovation and Excellence in Teaching and Learning (CIETL) to support the use of effective teaching and learning practices.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Promote a culture of on-going innovation and engagement through the implementation of a comprehensive professional development plan.	Fall 2011	• CIETL Coordinators • CIETL Committees	Plan Developed
2.	Provide learning opportunities for all faculty and staff, to include mentoring, workshops and on-going dialogue about effective teaching strategies and learning	On-going	• CIETL Coordinators • Classified Representatives	Workshops/Professional development sessions conducted and evaluated

Teaching and Learning Objective 1.4: **Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Create a plan for student engagement which includes such areas as student activities, summer enrichment programs, welcome day, and college hour.	Fall 2012	• Vice President, Student Services • Dean, Enrollment Services • Counseling Department Chair • Student Life Coordinator	Plan Developed
2.	Implement and evaluate the student engagement plan.	Spring 2012 On-going	• Vice President, Student Services • Dean, Enrollment Services • Counseling Department Chair • Student Life Coordinator	Evaluations completed for individual events and activities
3.	Develop plans that reflect the equity goals of the college in order to address retention issues	Spring 2012	• Equity Committee	Plans developed and implemented

Teaching and Learning Objective 1.5: **Through facility planning, create capacity to address both instructional program and student life needs.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Conduct a review to address the facilities needs for science career/technical, arts, and kinesiology programs.	Fall 2012	• VP, Instruction • Deans • Faculty • Classified	Needs document created
2.	Create a plan for new facilities to address the student life needs.	Fall 2012	• VP, Instruction • Deans • Faculty	Plan developed

Completion

The Completion Work Group used the pathways modelto create the objectives to be accomplished to improve student completion. The model includes four major progression points where services can be improved so that students become more likely to complete:

CONNECTION	ENTRY	PROGRESS	COMPLETION
From interest to application	From enrollment to completion of gatekeeper courses	From entry into course of study to 75% of requirements	From complete course of study to certificate, degree or transfer.
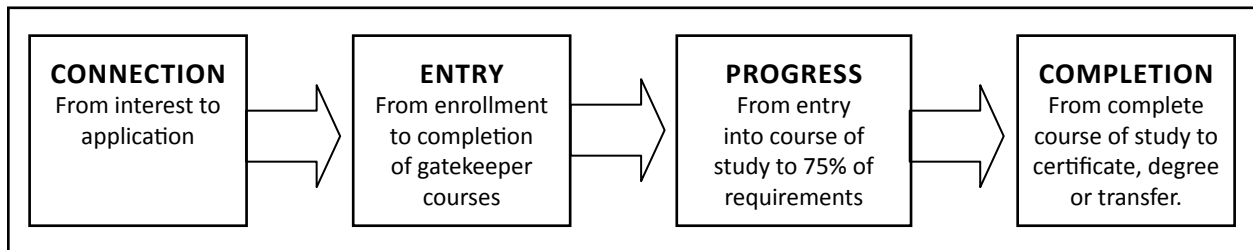
Completion Objective 2.1: **Improve connections by linking Outreach activities with the instructional programs to increase the interest in Cañada College, to include conducting outreach to middle schools, high schools, and community-based agencies to promote higher education.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Develop outreach plan and content.	Fall 2011 On-going	• Dean, Enrollment Services • Outreach coordinator	Plan developed
2.	Conduct activities to improve outreach.	On-going	• Dean, Enrollment Services • Outreach Coordinator	Enrollment numbers by Target Populations
3.	Establish relationships with the middle schools.	Fall 2012 On-going	• Dean, Enrollment Services • Outreach Coordinator	List of key individuals to work with
4.	Conduct activities/events to promote higher education.	On-going	• Dean, Enrollment Services • Outreach Coordinator	Summary of events

Completion Objective 2.2: **Improve connections with potential students by providing increased information about assessment testing.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Develop plan and content for how to enhance information provided to students and high school counselors about the assessment process to include raising awareness of high stakes, having juniors take the test and providing brush-up workshops.	Fall 2011 On-going	• Dean, Enrollment Services • Assessment coordinator • Outreach coordinator	Plan developed
2.	Conduct activities to improve assessment and measure effectiveness.	On-going	• Dean, Enrollment Services • Assessment coordinator • Outreach Coordinator	Assessment report
3.	Evaluate assessment tools and processes and establish diagnostic assessments.	Spring 2012	• Dean, Enrollment Services	Evaluation Report

Completion Objective 2.3: **Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Develop plan and content for improving new student orientation program, to include an on-line orientation.	Spring 2012 On-going	• Director, Articulation and Orientation	Plan developed
2.	Conduct orientations and assess SLOs that are on-going.	On-going	• Director, Articulation and Orientation	SLO Assessments

Completion Objective 2.4: **Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Identify the pathways for students and schedule courses.	Spring 2012 On-going	• Deans • Counseling Department Chair	Plan developed Course in Pathways offered
2.	Provide "intrusive" counseling services to assure students know about the pathways	On-going	• Counseling Department Chair • Dean, Enrollment Services	Enrollments in pathways
3.	Assess the success of students in completing pathways and persisting to the next semester	On-going	• Director of Planning, Research and Student Success	Research Report

Completion Objective 2.5: **Increase entry by conducting a 100% FAFSA campaign for eligible students, working on to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Develop plan for achieving 100% improved FAFSA goal and financial literacy campaign.	Fall 2011 On-going	• Dean, Enrollment Services • Financial Aid Director • Financial Literacy Team Chair	Plan developed
2.	Conduct activities to implement plan and assess progress.	On-going	• Dean, Enrollment Services • Financial Aid Director	Activities conducted Number and percent of eligible students completing the FAFSA

Completion Objective 2.6: **Improve progress through increased intentional counseling and other services to guide students to completion of their goals.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Identify key gatekeeper courses and develop a strategy for success.	Fall 2011 On-going	• Dean, Enrollment Services • Counseling Department Chair • VPI	Courses Identified Number of Counseling visits to classes
2.	Identify unit thresholds for interventions (e.g. 30 earned units triggers services; certain size gap between attempted and earned units triggers visit).	Fall 2011 On-going	• Dean, Enrollment Services • Counseling Department Chair • Counselors	Number of students who have been identified for interventions and served
3.	Adapt probation/dismissal procedures to require certain course-taking and counseling patterns and implement them.	Fall 2011 On-going	• Dean, Enrollment Services • Counseling Department Chair • Counselors	New procedures developed Number of students served
4.	Develop and implement an excellent Early Alert Program by more formally engaging faculty in implementation and counselors in follow-up.	Fall 2011 On-going	• Dean, Enrollment Services • Counseling Department Chair • Counselors	Number of students contacted in Early Alert Course success rates of those contacted

Completion Objective 2.7: **Improve progress by implementing effective practices for instruction included in the Basic Skills Initiative Effective Practices document.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Identify the effective practices that would work best at the college.	Fall 2012	• Coordinator, Basic Skills	Practices identified
2.	Develop plan to implement the practices.	Fall 2012	• Basic Skills Committee	Plan Developed

Completion Objective 2.8: **Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Develop a plan for peer and faculty-student mentoring programs	Fall 2011 On-going	• Director, Student Support Services and TRIO	Plan developed
2.	Conduct activities in the mentoring programs.	On-going	• Director, Student Support Services and TRIO	Number of students mentored Success rate of students

Completion Objective 2.9: **Improve completion by streamlining and removing bureaucratic barriers to receiving degrees and certificates.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Using DegreeWorks, have student educational plans and degree audit fully on-line for students.	Fall 2011 On-going	• Dean, Enrollment Services • Counseling Department Chair	Use of the DegreeWorks program
2.	Explore opportunity to have students automatically receive degrees and certificates (rather than through the formal petition process)	Spring 2012 On-going	• Dean, Enrollment Services • Registrar	Report on automatic awarding of degrees

Completion Objective 2.10: **Improve completion by expanding the Career Center and having it closely linked with instructional programs.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Develop plan for: making connections with community, businesses, faculty and staff to create internships/work experience opportunities; promoting resources to students; and linking with instructional programs.	Spring 2012 On-going	• Career Center Director • Director, Workforce Development	Plan developed

Completion Objective 2.11: **Improve completion by enhancing the Transfer Center outreach, activities, and articulation.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Increase student awareness of the transfer process and through class presentations.	Fall 2011 On-going	• Transfer Center Director	Classes visited
2.	Increase number of TAGs.	On-going	• Transfer Center Director	TAGs
3.	Develop and implement effective ways to encourage students to use the transfer center and attend workshops	On-going	• Transfer Center Director	Number of students

Completion Objective 2.12: **Monitor the student success and completion data on a regular basis to assess progress.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Publish "dashboard data" on success rates of students, including analysis of demographics.	Fall 2011 On-going	• Director of Research & Planning	Dashboard data published
2.	Develop and implement a plan for the use of the dashboard data throughout the college.	On-going	• VPI • VPSS	Meeting minutes Action plans Program development

Community Connections

Community Connections Objective 3.1: **Establish a campus Community Outreach Advisory Group to address communication and collaboration with the community.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Identify individuals on campus who are interested in becoming involved in the advisory group.	Fall 2011 On-going	• PIO • Outreach Coordinator	Community Outreach Advisory Group created
2.	Work with the Advisory Group to help with community connections.	On-going	• PIO • Outreach Coordinator	Advisory Committee minutes
3.	Create an annual marketing campaign to further the Cañada College "brand" in the community; look at vacant "windows", buses; banners in various cities	On-going	• PIO • Outreach Coordinator	Marketing campaign implemented

Community Connections Objective 3.2: **Connect Cañada College to the community by creating a community-based advisory board to the President and enhancing relationships with the SMCCCF.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Identify key individuals in the community who should be involved in the advisory board.	Fall 2011 On-going	• President • PIO	Membership identified
2.	Work with the Foundation to connect with community members to increase support for college scholarships and programs.	Fall 2011	• President • PIO	Contacts made
3.	Conduct regular meetings and activities.	On-going	• President	Activities conducted

Community Connections Objective 3.3: **Integrate Service Learning and Internship opportunities for students into academic and student life.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Develop and implement initiative for service learning to include: professional development for faculty and staff on how to set up service learning opportunities and creation of an advisory board and a service-learning coordinator position.	Fall 2011 On-going	• Director, TRIO and Student Support Services • Deans • CIETL Coordinators	Training provided Initiative developed
2.	Provide service learning opportunities for students	On-going	• Director, Student Support Services • Deans	Number of Service Learning opportunities

Community Connections Objective 3.4: **Enhance off-site learning opportunities through contract education in the bayside/coastside locations.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Create plan for offering community-based learning opportunities at different locations (Neighborhood College).	Fall 2011 On-going	• Coordinator, Neighborhood College	Plan developed
2.	Conduct outreach learning opportunities	On-going	• Coordinator, Neighborhood College	Activities conducted

Global and Sustainable

Global and Sustainable Objective 4.1: **Create Sustainability and Social Justice Interest Groups to focus on issues and increase awareness on campus.**

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Identify individuals who are passionate about social justice & sustainability & create advisory groups.	Fall 2011 On-going	• Director, Student Support Services and TRIO • Director, Workforce	Interest Groups created
2.	Create a plan which includes such items as speakers and events on sustainability & social justice issues.	Fall 2011 On-going	• Director, Student Support Services and TRIO • Director, Workforce	Plan created
3.	Conduct activities to implement plan and assess progress.	On-going	• Director, Student Support Services and TRIO • Director, Workforce	Activities conducted

Global and Sustainable Objective 4.2: Through the Center for International and University Studies (CIUS), expand the international program.

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Increase the number of international students to 5% of the total student body	Fall 2011 On-going	• Director, CIUS • Project Director, International Students	Number of international students
2.	Create a comprehensive program of services to assure international students are successful.	Fall 2011 On-going	• Project Director, International Students	Plan created Services provided
3.	Create expanded opportunities for faculty and students to study abroad.	On-going	• Director, CIUS	Number of opportunities
4.	Develop a plan to increase the globalization of the campus.	Spring 2011	• VPI	Plan created

Global and Sustainable Objective 4.3: Work collaboratively with the Academic Senate and the Curriculum Committee to integrate sustainability into the curriculum by developing new courses and increasing the number of courses with a sustainability component.

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Implement the strategy developed by the faculty to integrate sustainability	Spring 2012	• Academic Senate President • Curriculum Chair • VPI	Strategy developed
2.	Work to infuse sustainability into general education	Spring 2012	• Academic Senate President • Curriculum Chair • VPI	Minutes of meetings to review GE
3.	Develop a certificate and/or degree program and work to align it with a CSU or UC	Fall 2012	• Academic Senate President • Curriculum Chair • VPI	Certificate or degree program developed

Global and Sustainable Objective 4.4: Improve sustainability awareness on campus.

	Activity	Timeline	Responsible Individual(s)	Assessment
1.	Create a web site featuring sustainability programs : curricular and co-curricular activities.	Spring 2012	• VPI • PIO	Website developed
2.	Improve recycling efforts on campus.	Spring 2012	• Campus Facility Manager • President	Recycling increased

IX. EVALUATION PROCESS AND THE COLLEGE DASHBOARD

It is important to assess both the processes and outcomes for the Master Plan activities. Because this is an action-oriented master plan, an annual report on the activities will be created. From this assessment, revisions to the current implementation objectives will be completed annually. The annual report will contain an analysis of each of the objectives in the implementation plan. And, each year, the campus will review the vision, mission, values and strategic directions as part of the evaluation process.

Specifically, the assessment will take place as follows:

Area	Description of Evaluation	Frequency	Report to:
EMP Objectives & EMP Activities	A summary of the activities taking place for each of the 22 objectives will be developed. The assessment measures for each activity (included in the descriptions for each objective) will be completed. These are primarily "process" measures and will be used to determine if the campus is implementing the plan.	Each Semester	CPC IPC SSPC APC Senates
EMP Dashboard Outcomes	The dashboard data elements will be widely distributed on campus to be used in decision-making. 1. Course Retention Rates 2. Fall-to-Spring Persistence 3. Fall-to-Fall Persistence 4. Student Success Rates during their first year 5. Success Rates in Gen Ed Course 6. Success Rates in CTE Courses 7. Success Rates in Pre-Transfer Courses 8. Success Rates in ESL Courses 9. Six Year Degree Completion Rates 10. Six Year Certificate Completion Rates 11. Median Number of Years to Degree 12. Average # of Credits Accumulated after 1 Year 13. Average # of Credits Accumulated after 2 Years 14. Pct Placed into BS Math & taking BS math in first term 15. Pct Placed into BS Math & taking BS math in first term 16. Pct Placed into BS Math & taking BS math in first term	Annually	CPC IPC SSPC APC Senates
Annual Report	The EMP Annual Report will include a summary of the achievements made relating to the objectives included in the EMP and will incorporate both the "process" measures on the activities and the overall "outcomes" measures from the Dashboard. Revised or new objectives will be included in the report.	Annually (Spring)	CPC IPC SSPC APC Senates

X. INTERCONNECTED PLANS

There are a number of plans for special areas that are important for the campus. The following are developed using the four guiding principles of this Educational Master Plan.

- Facilities Plan
- Student Equity Plan
- Distance Education Plan
- Technology Plan
- Basic Skills Plan
- Annual Program Plans, Program Reviews and SLOs
  - Instruction Programs
  - Student Services Programs
  - Administrative Services

Cañada College
4200 Farm Hill Boulevard | Redwood City, CA 94061
www.canadacollege.edu

College of San Mateo
1700 West Hillsdale Blvd.
San Mateo, CA 94402

Educational Master Plan
Information Update, 2012

Office of Planning, Research, & Institutional Effectiveness
http://collegeofsanmateo.edu/prie
V. September 14, 2012

Planning, Research, and Institutional Effectiveness

John Sewart, Dean, sewart@smccd.edu

Milla McConnell-Tuite, Coordinator of Planning,
mcconnell@smccd.edu

Monique Nakagawa, Research & Planning Analyst,
nakagawam@smccd.edu

Marci Totten, Office Assistant, tottenm@smccd.edu

Milla Khano, Student Assistant

Hieu Pham, Student Assistant

http://collegeofsanmateo.edu/prie

This page intentionally left blank.

Table of Contents

Table of Tables

Enrollment: History and Trends

Student Outcomes

Student Outcomes: Transfer

Instructional Programs

Student Services and Other Supports

College Community

Survey Research

This page intentionally left blank.

From the President

College of San Mateo is now proudly celebrating its 90th anniversary and I believe it has lived up to its reputation as one of the premier community colleges in the state. Since its beginning, CSM has provided genuine access to first-rate higher education in San Mateo County for hundreds of thousands of students.

Over the last five years, CSM has undergone the most significant construction activity since the College Heights campus was completed in 1963. I am very grateful for the support of the voters in San Mateo County who overwhelmingly passed Measure C in 2001 and Measure A in 2005. The result is a stunning campus with facilities that can truly accommodate the needs of the 21st century student.

Over the past decade, CSM has also "renovated" its institutional planning and decision-making processes to ensure that they are transparent and informed by a variety of quantitative and qualitative data. Four years ago, CSM's *Educational Master Plan, 2008* helped implement this "climate of evidence," providing crucial data and information to help shape future planning.

I am, therefore, very pleased to announce the *College of San Mateo Educational Master Plan: Information Update, 2012.* As an updated "encyclopedia" of data about CSM's programs and services, it provides us with new opportunities to assess our programs and to ensure that CSM is vital and relevant for our students.

Finally, I want to thank the many faculty, classified staff, administrators, and students who contributed their time and talents to the development of this document. I look forward to continuing our work together.

Michael Claire

President, College of San Mateo

This page intentionally left blank.

Introduction

College of San Mateo's Mission Statement

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. The college is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. We foster a culture of excellence and success that engages and challenges our students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. The college uses analysis of quantitative and qualitative data and information, collaborative institutional planning, and assessment to inform decision-making and ensure continuous improvement. Our programs and services are structured, delivered, and evaluated to prepare our students to be informed and engaged citizens in an increasingly global community.

To achieve this mission, the college has adopted the following Institutional Priorities
1. *Improve Student Success*
2. *Promote Academic Excellence*
3. *Promote Relevant, High-Quality Programs and Services*
4. *Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources*
5. *Enhance Institutional Dialog*

—Revised June 2012

Background

In 2008 CSM published the Educational Master Plan, 2008 (EMP 2008). It had several goals:

- Create an encyclopedia of institutional data and information about CSM

- Conduct an environmental scan of external trends pertinent to CSM

- Develop planning assumptions to guide decision-making

- Forecast future institutional needs and conditions

- Articulate the "integrated" planning model

In the years subsequent to the EMP 2008's development, CSM has assessed and implemented a new planning model and new institutional processes for decision-making and for program review. To help ensure that these processes are informed continuously by a "culture of evidence," CSM also created a new capacity for institutional research and analysis in the Office of Planning, Research, and Institutional Effectiveness (PRIE). PRIE now provides a variety of quantitative and qualitative data to support assessment, planning, and decision-making throughout the college community.

About the "Information Update, 2012"

The purpose of the *College of San Mateo Educational Master Plan: Information Update, 2012* (*EMP 2012 Update*) is to provide an information update or "refresh" of key data in the 2008 *EMP* along with related analysis. As such, it builds upon the "encyclopedia" of the earlier *EMP* and addresses the intent in CSM's Mission Statement to use data and information for the continuous improvement of its programs.

The study design for the many topics covered here involve the longitudinal tracking of students and span multiple years: these reports will be updated during this academic year as more data become available. Reports are posted online at: http://collegeofsanmateo.edu/prie.

This document is loosely organized around the original framework or categories of information in the 2008 *EMP* with several additional topic areas that help organize the data and information. They include:

- Fast Fasts
- College Index
- External Community
- SMCCCD's Students' Residential Profile
- San Mateo County High Schools: Trends and Conditions
- CSM Student Profile

- Enrollment: History and Trends
- Student Outcomes
- Student Outcomes: Transfer
- Instructional Programs
- Student Services
- Career and Technical Education
- College Community
- Survey Research

Data are presented with key findings and a more general "Overview" analysis.

The *EMP Update 2012* was developed and published by PRIE staff in consultation with many planning entities, governance bodies, and individuals throughout the CSM community and the San Mateo County Community College District (SMCCCD).

Observations and Impact: Key Findings

This Section contains a summary and brief analysis of selected key findings about CSM's students and the environment in which the college is situated. The summary observations here span multiple categories organizing the *EMP Update, 2012*.

Location and Enrollment Issues

- The geography of San Mateo County, and CSM's unique locale in it, must be considered in the analysis of enrollment patterns and trends. Large parcels of land adjacent to CSM's 153-acre site are dedicated open-space and other nearby areas are governed by legal limitations on growth and development. It is situated miles from the cluster of towns situated along El Camino Real, including downtown San Mateo, and is separated by a small mountain range from the Coast. The corridor connecting the inner bay to the Coast, Highway 92, is a single antiquated transportation route, limiting easy access to the college for coastal residents.

- CSM's enrollment has fluctuated significantly throughout its history. In recent years, it has contracted: In Fall 2010, its headcount was approximately 10,500 students and at the start of the Fall 2012 semester, it was slightly under 10,000 students. While the decline in enrollment reflects myriad factors, including the economic imperative to shrink CSM's budget and thus eliminate some programs, location does matter.

- Skyline, whose enrollment has steadily increased over the last decade, draws large numbers of its students from the city in close proximity to it— Daly City, which is now the largest city in San Mateo County. Cañada, whose proportion of SMCCCD enrollment historically has been relatively stable, draw students primarily from Redwood City, the third largest in the county. In addition, Skyline, enrolls the largest proportion of students from outside the county—27%, of whom 21% reside in San Francisco. In contrast, 19% of CSM's students and 17% of

Cañada's reside in other counties.

- Not only does CSM draw students from the second largest city in the county, San Mateo, but its students are more dispersed. CSM's "take rate" indicates that it enrolls more county residents relative to the county's population—in other words, it has a deeper "reach" into the county.

External Community

- The county is a minority-majority region, like the state, but its residents do not precisely mirror the state's demographics: it has, for example, fewer Hispanics and more Asians and Whites proportionally. San Mateo County residents are also slightly older and are more likely to have graduated from high school and to earn a postsecondary degree college than the state's population as a whole.

- Residents, on the whole, earn much more: the median household income for the county is $82,278 vs. $57,708 for the state. However, the county is also an area of stark economic contrasts—with implications for the nature and mix of CSM's student population. Hillsborough, for example, located directly down the canyon north of the CSM campus, is considered among the tenth wealthiest communities in the United States with a per capital income of nearly $100,000. Yet there are pockets of very poor and immigrant communities nearby where CSM students also reside.

- As the region slowly emerges out of the Great Recession, one of the most important economic trends is the emergence of the new "innovation hub" in the Bay Area—the accelerated growth of technology and other "knowledge" sectors. The innovation trend is, in part, fueled by the region's leading research institutions at the University of California and Stanford University. Both the emergence of knowledge sectors and CSM's physical proximity to major universities, innovative startups, and important global technology leaders have implications for our CTE programs and transfer preparation efforts.

Student Profile

- Ninety years after CSM's original founding, one of the most distinctive and significant characteristics of today's student population is its diversity—of age, ethnicity, cultural heritage, lifestyle, work demands, college-going habits, and history of academic achievement and preparation.

Gender and Age

- Trends show that the proportions of male and female students at CSM have been roughly equivalent (though historically CSM has enrolled slightly more women.)

- The age profile has been shifting: historically, students under the age of 25 have been the biggest population and these numbers appear to be increasing. In Fall 2011, they comprised more than half (58%); at the same time nearly one third were students 30 years or older. This shift has programmatic implications— younger students are more at risk for dropping out and, at the same time, are more like to enroll in 12 units or more.

Ethnicity

- Perhaps the most striking change in CSM's student population is its ethnicity profile. Ethnicity data are collected from students' initial CCC Apply applications and are thus self-identified. Today the application includes a range of 24 ethnicity categories, including a separate Multi-Ethnic category. One, therefore, needs to be cautious when comparing current data with historical data as the categories are not precisely parallel.

- The earliest date when ethnicity data was reliably complied by CSM was Fall1982. Whites then represented 76% of CSM's student population. In a dramatic contrast, in Fall 2011 nearly ½ (45.2%) of students are non-White and another 11% identify as Multi-ethnic along with significant populations of Hispanic (19%) and Asian (15%) students. The ethnicity of CSM students closely reflects, but does not exactly mirror San Mateo County's ethnic demographics.

Prior Education and Course Enrollment Profile

- In Fall 2010 nearly ¾ of students had earned a high school diploma and 16% had earned a baccalaureate degree. Over a recent 16-year period the numbers of students possessing postsecondary degrees have increased while those who have earned high school diplomas have decreased. The nature of these shifts need to be probed and may have implications for CSM's programs and services.

- The "typical" CSM student course-load has remained stable over time. The "typical" CSM student enrolls in approximately 7.5 units each semester—translating into a student course-load of 2.5 courses per student. Nearly ¾ enroll in fewer than 12 units a semester.

Other Enrollment Trends

- As noted above, CSM has witnessed fluctuations in the student enrollment. These vacillations reflect a variety of issues. Demand, program capacity, funding constraints and revenue boosts, student fee increases, economic trends, demographic shifts—all, in some capacity, influence enrollment.

- The fluctuations have affected CSM's proportional share of overall SMCCCD enrollment. In 1985 it was 50% vs. 38% in Fall 2011. As the SMCCCD shifts to a Basic Aid funding model and FTES generation no longer triggers increased revenues to the colleges, enrollment trends for all three colleges may change.

Enrollment Status

- In the most recent study, nearly half (48%) of students attends classes in the day only and approximately one third attends in the evening only. Fewer students are enrolling in evening-only classes and proportionally more are enrolling in both day and evening classes.

- Increasing numbers (16%) of students are "cross-enrolled" in SMCCCD—taking courses at one or both of CSM's sister colleges while enrolled at CSM.

Outcomes

- Today CSM employs a variety of external and measures to evaluate student progress. External entities, such as Accountability Reporting for the Community Colleges (ARCC) and California Community Colleges Chancellor's Office Basic Skills Initiative (BSI) allow us to compare CSM outcomes with statewide measures.

- Data provided annually for program review (see Section, *Instructional Programs*) and for the *College Index, 2008-2012,* (see Section, the *College Index*) along with other ad hoc studies, also consistently provide CSM with tools to assess student success and design improvements for its programs and services.

- The systematic monitoring and assessment of SLO's is another extremely important set of tools for program evaluation in both instruction and student services.

Basic Skills and Pre-Transfer

- Approximately 70% of all new first-time students who are assessed place below transfer-level mathematics and English. These proportions have been stable for several decades despite changes in placement instruments and the demographics of CSM's students. Currently, approximately one half of new students are placed into basic skills mathematics, a proportion that has increased over the last 3 years; 8% place into basic skills English.

- In a pattern also consistent for many years, CSM's course completion rate is 69-70% with a withdrawal rate of 16%. Women tend to be slightly more successful than men and younger students have lower course completion rates than older students. There are also disproportionate variations in success rates among ethnic populations.

Degrees, Certificates, and Transfer

- For the past 12 year CSM has ranked above the statewide average for rates of degrees and certificates earned. During the period Fall 2006-Summer 2011 (15 terms), students earned 4,233 degrees and certificates.

- More than ¾ of all awards earned were by students ages 20-39. Students younger than 20 are the least successful award earners: they comprise 29% of the population but earn only 4% of the awards.

- The ethnic distribution of award earners closely mirrors the student population as a whole. The most successful are Whites – 34%, Hispanics – 20%, and Asians -16%.

Transfer

- For the most recent period for which we have data, CSM's transfer rate was 16.9%—above the statewide average of 15.2%. In fact, since 1995 CSM's transfer rate has been consistently above the statewide average.

- However, despite this history of success, the numbers of CSM's transfers have declined. Over the past 21 years, CSM's combined total of UC and CSU transfers has decreased -43.2%; this decline does not mirror CSM's total enrollment decline (-26.9%) for the same period.

- Over 21 year period, CSM transferred more than 13,000 students to all 23 CSU campus and all 9 UC campuses. The vast majority (76%) enrolled at only 6 campuses of the 32-campus public university system. They include in order of magnitude: San Francisco State University; San José State University; California State University, East Bay; University of California, Berkeley; University of California, Davis; and California State University, Sacramento.

- The ethnic profile of the most recent transfers to the UC and CSU systems does not precisely mirror the ethnic composition of CSM's students overall: we are witnessing an increase in the proportion of Hispanic students who successfully transfer to CSU. Asian students represent nearly 28% of all transfers to the UC and CSU systems combined. African American and Filipino students, however, remained underrepresented and of concern.

Fast Facts

In This Section

- *CSM Fast Facts, Spring 2012*
- *Accountability Reporting for the Community Colleges (ARCC) Fast Facts 2012*
- *California Community College League of California, Fast Facts 2012*

Overview

This section includes a variety of fast facts that pertain to CSM—recent selected facts about CSM, a digest for the college's performance data as compared to selected statewide measures (ARCC), and pertinent recent data about the California community college system.

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

College of San Mateo
Fast Facts
Spring 2012

Enrollment
- Total (Spring 2012 term): 9,827
- Average # of Courses Enrolled Per Student: 2.8
- Enrolled Full-time: 32%
- Enrolled Part-time: 68%
- Day students: 48%
- Evening students: 31%
- Day & Evening students: 21%

Trends: Total CSM enrollment has decreased 11.3% since Fall 2007. The proportions of students enrolled full time, part time, day vs. evening, and day plus evening have remained relatively stable over the last 10 years.

Demographics
- Mean age: 28
- 20 or younger: 35%
- 21-39: 45%
- 40 or older: 20%
- Women: 51%
- Men: 49%
- US Citizen/Permanent Resident: 94%
- African American: 3%
- Asian: 16
- Filipino: 7%
- Hispanic: 19%
- Pacific Islander: 2%
- White: 34%
- Unknown/Other: 7%
- Multi-Racial: 12%
- Minorities: 47%

*Trends: Gender and age proportions have remained relatively stable over the past 15 **years**. In 1982, minority students comprised 24% of the student population; in Spring 2012, the proportion was 47%.*

Transfers (Annual)
- UC Transfer: 144
- CSU Transfer: 376
- Private & Out-of-State Institutions: 250 (high estimate)
- Total Transfers: 770
- Transfer Rate: 19.3%

Trends: The statewide transfer rate for all California community colleges (CCC's) is 13.9%. The number of transfers has fluctuated over the past decade. As a result of severe reductions in state funding of UC and CSU systems, the number of CCC transfers able to be accommodated has declined in recent years.

Degrees & Certificates (Annual)
- AA/AS Degree: 369
- Certificates 18 units or more: 323
- Certificates fewer than 18 units: 165

Trends: The total number of awards (i.e., AA/AS Degrees and Certificates) has increased 20% since 2006/07.

Student Academic Outcomes
- Successful Course Completion: 70%
- Retention: 85% (i.e., 15% of students "W")

Trends: Successful course completion data and retention data have remained stable for the last 20 years.

Student Placement Test Results
- Math Placement Test: 52% Basic Skills; 21% AA/AS Degree applicable; 27% Transferable
- English Placement Test: 6% Basic Skills; 63% AA/AS Degree Applicable; 32% Transferable
- Reading Placement Test: 11% Basic Skills; 32% AA/AS Degree Applicable; 58% Transferable

Trends: Approximately 70% of CSM's new, first-time students consistently place below transfer level math and English. These proportions have remained relatively stable for the past 8 years.

Accountability Reporting for the Community Colleges (ARCC)
Fast Facts for CSM
2012

Background: In 2004, the California Community Colleges Chancellor's Office was authorized by the state legislature to design and implement a performance measurement system that contained performance indicators for the system and for its colleges. This comprehensive system has become known as "ARCC" (Accountability Reporting for the Community Colleges).

In 2007, the first report was published. Today, ARCC provides data for 7 student performance indicators (credit programs) for the system and for individual colleges.

In the 2012 ARCC report, CSM ranked above the statewide average on 5 of the 7 ARCC indicators.

ARCC Key Indicators: Spring 2012 Report

College Level Performance Indicator*	State Rate	CSM Rate	+/ – Difference
1. Student Progress & Achievement	53.6%	58.0%	+4.4
2. Completed 30 or More Units	73.5%	75.2%	+1.7
3. Fall to Fall Persistence	71.3%	76.5%	+5.2
4. Vocational Course Completion	76.7%	78.8%	+2.1
5. Basic Skills Course Completion	62.0%	59.5%	-2.5
6. ESL Course Improvement	64.6%	52.5%	-12.1
7. Basic Skills Course Improvement	58.6%	60.2%	+1.6

*For detail see: CSM's *Accountability Reporting for the Community Colleges (ARCC), Performance Indicators, 2007-2012* http://collegeofsanmateo.edu/institutionalresearch/studentoutcomes.asp, *and "Focus on Results, Accountability Reporting for the Community Colleges, Report to the Legislature, March 31, 2012."* http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC.aspx

Number of Institutions, 2011-12

CCC		112 Colleges
		72 Districts
		71 Educational Centers
CSU		23 Colleges
UC		10 Colleges

Undergraduate Fees, 2011-12

	Resident	Nonresident
CCC	$1,080	$6,409
CSU	$6,422*	$17,582
UC	$13,218*	$34,164

*includes campus-based fees

Students by Ethnicity, 2010-11

	CCCs	CA Pop.
African-American	7.6%	5.8%
Native American	0.6%	1%
Asian	11.6%	12.8%
Filipino	3.0%	*
Hispanic	33.7%	37.6%
Pacific Islander	0.6%	0%
White	32.2%	40.1%
>1 Race	2.2%	1.3%
Unknown/ Nonrespondent	8.6%	—

*Filipinos are included w/Asians in California population data

Degrees & Certificates Awarded, 2010-11

Associate (AA/AS) degrees	85,581
Credit Certificate, 6 to 17.5 units	12,752
Credit Certificate, 18 to 29.5 units	10,073
Credit Certificate, 30 to 59.5 units	22,976
Credit Certificate, 60+ units	1,382
TOTAL (Credit)	137,837
TOTAL (Non-credit)	3,287
TOTAL (Credit & Non-Credit)	141,124

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

Revised April 2012

FAST FACTS 2012

(916) 444-8641 • cclc@ccleague.org • www.ccleague.org

Per-Student Funding by Education System, 2011-12
(amounts include state General Fund, local property tax, student fee revenue, and federal stimulus funding, but not STRS or lottery funds.)

K–12	$7,708
California Community Colleges (CCC)	$5,400
California State University (CSU)	$11,500
University of California (UC)	$21,500

Undergraduate Student Enrollment, 2010-11

CCC	2,606,356	full-year unduplicated headcount (all students)
	1,235,078	full-time equivalent students (FTES), credit
	78,787	non-credit FTES
	41,000**	unfunded students
	139,000	students turned away due to lack of funding in 10-11
CSU	347,660	headcount/FTES
UC	179,581	headcount/FTES
Private*	147,000	headcount/FTES

*75 AICCU WASC-accredited 4-year institutions.
** as of P2

Number of Student Transfers to Four-Year Public & Private Institutions

	2009-10	2010-11
Community Colleges to University of California	14,690	15,976
Community Colleges to California State University	37,651	56,959
Community Colleges to In-State Private Colleges/Universities	23,584	20,428
Community Colleges to Out of State Colleges/Universities	17,025	18,964
Transfer Rate, 2005-06 to 2010-11		41.7%

*The transfer rate is based on students who earned at least 12 units and attempted transfer-level Math or English during the 6-year enrollment period.
- In 2010-11, 52.5% of CSU graduates and 28.2% of UC graduates began their college years at a community college — and, upon transferring to either four-year institution, obtained GPAs equal to, or better than, "native" UC or CSU students, and graduated at rates comparable to "native" UC and CSU students.

CCC Students by Gender, 2010-11

Female	53.1%
Male	45.7%
Unknown	1.2%

CCC Students by Age, 2010-11

<17	5.4%
18–24	48.5%
25–34	21.4%
35 and Over	24.7%
Unknown	0.0%

College Index

In This Section

- *CSM College Index, 2008/2009 to 2011/2012* (9/15/2012 version)

Overview

College Index as Tool to Measure Institutional Effectiveness

CSM has created the *College Index, 2009-2012* to measure the college's progress in addressing *CSM Institutional Priorities, 2008-2012*. Similar to an institutional "report card," the *College Index* is comprised of 60 measures and indicators of institutional effectiveness. Each indicator is aligned with one of the 5 Institutional Priorities and is derived from a variety of data sources.

(Definitions for the indicators and methods for their calculations are posted online in an interactive format available here: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp)

Baseline data was established for each indicator in 2008/2009 (and, in some cases, 2009/2010) and yearly targets have been developed to help identify areas of success and need for improvement.

How is it Being Used?

Progress in meeting the target indicators is monitored by the Integrated Planning Committee (IPC) as one of the primary methods for CSM to measure its effectiveness. After analyzing the target indicators, IPC has an opportunity to make necessary adjustments to the college's institutional plans and to ensure that CSM is using its physical, technological, human, and financial resources effectively in pursuing institutional priorities.

As part of the integrated planning model, the goals articulated in CSM's collegewide plans are also linked to *College Index* indicators to help measure success. Those plans include: *Budget Planning Committee Plan, 2009-2012, Diversity in Action Group (DIAG)*

Plan, 2009-2012, Distance Education Plan, 2009-2012, Enrollment Management Plan, 2009-2012, Human Resources Plan, 2009-2012, and Technology Plan, 2009-2012. They are posted online at:

http://collegeofsanmateo.edu/prie/planningdocs.asp

In early Fall 2012, IPC will analyze the updates to the *College Index* and finalize targets for 2012-2013. New data will be added as it becomes available.

College of San Mateo
College Index
2008/09-2011/12

Aligned with "CSM's Institutional Priorities, 2008-2011"

Notes:

- An "interactive" version of the College Index is also posted with definitions linked to each indicator. Definitions provide the parameters from which the data are derived. http://collegeofsanmateo.edu/prie/institutional_documents.php
- Some data are being still being complied or are not yet available and will be added shortly.
- Asterisk ("*") indicates baseline year was 2009/10, rather than 2008/09.

INSTITUTIONAL INDICATORS & OUTCOMES MEASURES	2008/09 BASELINE*	2009/10		2010/11			2011/12			2012/13
		TARGET	ACTUAL	TARGET	ACTUAL	CHG FROM BASELINE	TARGET	ACTUAL	CHG FROM BASELINE	TARGET
Priority # 1: Student Success										
1.1 Retention Rates	82.7%	82.9%	83.4%	82.9%	83.8%	+1.1 *pts*	82.9%	84.6%	+1.9 *pts*	
1.2 Term Persistence Rates (Fall-to-Fall)	42.1%	42.5%	43.8%	42.5%	40.5%	-1.6 *pts*	42.5%	43.6%	+1.5 *pts*	
1.3 Successful Course Completion Rate	68.5%	68.8%	68.1%	68.8%	69.0%	+0.5 *pts*	68.8%	69.7%	+1.2 *pts*	
1.4 Basic Skills Successful Course Completion Rates	60.8%	61.0%	53.3%	61.0%	56.7%	-4.1 *pts*	61.0%	61.0%	+0.2 *pts*	
1.5 Progression of Basic Skills Students	62.4%	63.0%	58.9%	60.0%	52.4%	-10.0 *pts*	63.0%	57.6%	-4.8 *pts*	
1.6 Student Progress & Achievement Rate	59.5%	60.1%	62.5%	60.1%	58.4%	-1.1 *pts*	60.1%	58.0%	-1.5 *pts*	

INSTITUTIONAL INDICATORS & OUTCOMES MEASURES	2008/09 BASELINE*	2009/10		2010/11			2011/12			2012/13
		TARGET	ACTUAL	TARGET	ACTUAL	CHG FROM BASELINE	TARGET	ACTUAL	CHG FROM BASELINE	TARGET
1.7 Percentage of All Students Receiving at least 1 Matriculation Service	41.4%	42.0%	44.5%	42.0%	49.9%	+8.5 pts				
1.8 Numbers of Academic Advising Sessions (duplicated count)	--	13,831	13,831	14,000	TBD	--	13,831		--	
1.9a Numbers of Matriculated Students Completing SEPs	7,471*	7,471	7,471	7,471	TBD	--	7,471		--	
1.9b Percentage of Matriculated Students Completing SEPs	43.4%*	43.4%	43.4%	45.0%	TBD	--	45.0%		--	
1.10a Numbers of Students Completing Orientation	11,132*	11,132	11,132	11,200	TBD	--	11,200		--	
1.10b Percentage of Students Completing Orientation	68.0%*	68.0%	68.0%	69.5%	TBD	--	69.5%		--	
1.11 Financial Aid Recipient Rate	38.4%	39.0%	43.7%	39.0%	50.3%	+11.9 pts	39.0%		+57.4 pts	
1.12 Total Amount of Financial Aid Awards Granted	$4,988,079	$5,000,000	$7,637662	$5,000,000	$9,017,512	+80.8%	$5,000,000	$9,615,848	+92.8%	
1.13 Numbers of Students Receiving Financial Aid	4,310	4,350	5,026	4,350	5,321	+23.5%	4,350	6,045	+40.3%	
1.14 Numbers of Students Receiving Scholarships	179	185	218	185	131	-26.8%	185	257	+43.6%	
1.15 Total Amount of Scholarship Funds Awarded	$229,047	$231,000	$257,000	$231,000	$200,255	-12.6%	$231,000	$252,217	+10.1%	
1.16 Student Persistence or Transfer [Perkins/Career Technical Education (CTE)]	88.8%	90.0%	80.3%	90.0%	88.2%	-0.6 pts	90.0%	87.5%	-1.3 pts	

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

INSTITUTIONAL INDICATORS & OUTCOMES MEASURES	2008/09 BASELINE*	2009/10		2010/11			2011/12			2012/13
		TARGET	ACTUAL	TARGET	ACTUAL	CHG FROM BASELINE	TARGET	ACTUAL	CHG FROM BASELINE	TARGET
Priority #2: Academic Excellence										
2.1 Transfer Rate	19.3%	19.5%	19.2%	19.5%	16.9%	-2.4 *pts*	19.5%	19.3%	0 *pts*	
2.2 Degrees/Certificates Awarded Rate	27.1%	27.5%	29.7%	27.5%	23.0%	-4.1 *pts*	27.5%	18.2%	-8.9 *pts*	
2.3 Numbers of Degrees Awarded	432	435	463	435	369	-14.6%	435			
2.4 Numbers of Certificates Awarded	424	430	518	430	488	+15.1%	430			
2.5 Credential, Degree, or Certificate Rate for Occupational Programs [Perkins/Career Technical Education (CTE)]	86.6%	86.8%	73.9%	86.8%	87.5%	+0.9 *pts*	86.8%	85.4%	-1.2 *pts*	
2.6 Numbers of Transfers to UC's	132	150	136	150	144	+9.1%	150			
2.7 Percentage of Transfers Enrolling in UC's	25.4%	25.9%	36.0%	25.9%	27.7%	+2.3 *pts*	25.9%			
2.8 Numbers of Transfers to CSU's	387	430	242	430	376	-2.8%	430			
2.9 Percentage of Transfers Enrolling in CSU's	74.6%	74.1%	64.0%	74.1%	72.3%	-2.3 *pts*	74.1%			
2.10 Program & Service Quality: Percentage of Comprehensive Program Reviews Completed	68%	100%	--	100%	--	--	--	--	--	
2.11 Program & Service Quality: Percentage of Annual Program Reviews Completed	67%	100%	--	100%	--	--	100%	--	--	

INSTITUTIONAL INDICATORS & OUTCOMES MEASURES	2008/09 BASELINE*	2009/10		2010/11			2011/12			2012/13
		TARGET	ACTUAL	TARGET	ACTUAL	CHG FROM BASELINE	TARGET	ACTUAL	CHG FROM BASELINE	TARGET
2.12 SLO's: Percentage of Courses with Ongoing Assessment	52%*	52%	52%	52%	70%	+18.0 pts	52%	64%	+12.0 pts	
2.13 SLO's: Percentage of Programs with Ongoing Assessment	16%*	16%	16%	16%	16%	0 pts	16%	16%	0 pts	
2.14 SLO's: Percentage of Institutional SLO's with Ongoing Assessment	86%*	86%	86%	86%	87%	+1.0 pts	86%	100%	+14.0 pts	
2.15 SLO's: Percentage of Student Learning & Support Activities with Ongoing Assessment	86%*	86%	86%	86%	87%	+1.0 pts	86%	87%	+1.0 pts	
Priority # 3: Relevant, High-quality Programs and Services										
3.1 Employability: Core Indicator for Technical Skills Attainment (Perkins/CTE)	90.7%	91.0%	90.7%	91.0%	89.1%	-1.6 pts	91.0%	86.5%	-4.2 pts	
3.2 Student Satisfaction and Perception: Overall Ratings	93.0%*	93.0%	93.0%	93.0%	93.6%	+0.6 pts	93.0%	93.9%	+0.9 pts	
3.3 Student Satisfaction and Perception: Campus Climate	89.8%*	89.8%	89.8%	89.8%	91.2%	+1.4 pts	89.8%	92.3%	+2.5 pts	
3.4 External Community Satisfaction and Perception: Overall Ratings Chamber of Commerce	--	--	--	--	--	--	TBD Fall 2011		--	
3.5 External Community Satisfaction and Perception: Overall Ratings Advisory Group Members	--	--	--	--	--	--	TBD Fall 2011		--	

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

INSTITUTIONAL INDICATORS & OUTCOMES MEASURES	2008/09 BASELINE*	2009/10		2010/11			2011/12			2012/13
		TARGET	ACTUAL	TARGET	ACTUAL	CHG FROM BASELINE	TARGET	ACTUAL	CHG FROM BASELINE	TARGET
3.6 Marketing & Public Relations: Numbers of Marketing and PR Events	7	7	7	7	8	+1	8	8	+1 *pts*	
3.7 Marketing, Outreach & Public Relations: Numbers of High School Outreach Efforts	10	10	10	10	13	+3	14	13	+3 *pts*	
3.8 Program & Service Enhancements: Student Services [define measure]	--	--	---	23	23	0%	25			
3.9 Program & Service Enhancements: Numbers of New or Modified Courses (undergoing Committee on Instruction action)	142	145	117	145	164	+15.5%	145	145	+2.1%	
3.10 Program & Service Enhancements: Percentage of Distance Education (Online) Courses Offered	4.2%	5.0%	4.3%	5.0%	5.2%	+1.0 *pts*	5.0%	7.9%	+3.7 *pts*	
Priority #4: Promote integrated Planning, Fiscal Stability, and Efficient Use of Resources										
4.1 Fund 1 Ending Balance	$1,823,854	$1,823,854	$1,989,235	$1,823,854	$959,459	$-864,395	$1,823,854	--	--	
4.2 Fund 1 Budget Stability: Ratio of Actual Expenditures to Total Budget	95.1%	95.1%	94.2%	95.1%	96.9%	+1.8 *pt*	95.1%		--	
4.3 Productivity/Efficiency: Total FTES – All Courses	3,975.45	3,980.00	4,135.15	3,980.00	3,733.58	-6.1%	3,980.00	3,583.84	-10.2%	

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

INSTITUTIONAL INDICATORS & OUTCOMES MEASURES	2008/09 BASELINE*	2009/10		2010/11			2011/12			2012/13
		TARGET	ACTUAL	TARGET	ACTUAL	CHG FROM BASELINE	TARGET	ACTUAL	CHG FROM BASELINE	TARGET
4.4 Productivity/ Efficiency: FTES – All Online Courses	121.79	125.00	114.16	125.00	185.94	+52.7%	125.00	218.87	+97.1 pt	
4.5 Efficiency: Load	522	570	578	570	581	+11.3%	570	539	+3.3%	550
4.6 Efficiency: Fill Rates	62.5%	64.0%	66.8%	64.0%	66.1%	+3.6 pts	64.0%	72.8%	+10.3 pts	64.0%
4.7 Total Amount of External Grants	$1,404,993	$1,404,993	TBD	$1,404,993	--	--	$1,404,993		--	
Priority #5: Promote Institutional Dialog										
5.1 Employee Satisfaction and Perception: Overall Rating	90.1%*	90.1%	90.1%	90.1%	89.0%	-1.1 pts	90.1%	88.8%	-1.3 pts	
5.2 Employee Satisfaction and Perception: Campus Climate	85.1%*	85.1%	85.1%	85.1%	83.8%	-1.3 pts	85.1%	84.6%	-0.5 pts	
5.3 Staff Development Opportunities: Employee Participation Percentage	12%	15%	TBD	15%	---	--	15%		--	
5.4 Staff Development Opportunities: Dollars Allocated	$113,409	$113,409	TBD	$113,409	--	--	$113,409		--	
5.5 Staff Development Opportunities: Percentage of Participation in Shared Governance	--	--	TBD	--	--	--	--		--	
Other										
6.1 Enrollment (unduplicated count)	11,215	11,300	11,508	11,300	10,588	-5.6%	11,300	10,540	-6.0%	
6.2 Enrollment: County Penetration Rate (CSM students per 1,000 San Mateo County adult residents)	16.0	16.1	16.1	16.1	15.3	-0.7%	16.1			

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

INSTITUTIONAL INDICATORS & OUTCOMES MEASURES	2008/09 BASELINE*	2009/10		2010/11			2011/12			2012/13
		TARGET	ACTUAL	TARGET	ACTUAL	CHG FROM BASELINE	TARGET	ACTUAL	CHG FROM BASELINE	TARGET
6.3 School Relations: High School Take Rates	10.7%	10.8%	12.1%	10.8%	TBD	TBD	10.8%		TBD	
6.4 Campus Safety: Crime Statistics (No. of Reported Occurrences)	3	2	1	2	2	-33.3%	2			

This page intentionally left blank.

External Community

In This Section

County, Bay Area, and California Demographics

- *A Comparison of San Mateo County's Demographic and Economic Profile*
- *San Mateo County City Populations, 2010*
- *San Mateo County Businesses, 3rd Quarter 2010*
- *Top 50 Regional Employers, 5 County Bay Region, 2011*
- *Top 50 Regional Occupations, 5 County Bay Region, 2011*

Overview

Note: The data reported in tables in this Section, *External Community*, was compiled by Cenetri Group. Sources for data and narrative analysis also include the U.S. Census Bureau, 2010 Census; U.S. Bureau of Labor Statistics; National Center for Education Statistics, 2012; Bay Area Council Economic Institute, 2012; and other local entities.

Demographic and Economic Profile of San Mateo County: a Comparative Look

According to the 2010 Census, San Mateo County has 718,451 residents. The larger Bay Area metropolitan area (MD), with cities in close proximity to the SMCCCD colleges, is defined as San Francisco, San Mateo, and Redwood City and is populated with 1,776,095 residents. The broader, 11-county San Francisco Bay Area region has a population of 7.46 million.

Ethnicity proportions for San Mateo County, while similar to the region's MD, do not mirror the state as a whole. San Mateo County is, indeed, a minority-majority region, as is California; however, it has more Asians (25%), fewer Hispanics (25%), and fewer African Americans (3%) than the state overall. Its White (42%), Pacific Islander (1%), and Multi-racial (3%) populations are slightly larger than those of the state as a whole.

San Mateo County residents are better educated, with higher rates of both high school and college graduation than those of the state was whole. As a result, the county has a higher median income than the state's median: $82,748 vs. $57,708. San Mateo

County's median homes sales price in July 2012 was significantly higher than that for the state: $618,000 vs. $281,000; but even with the higher median income, the county's affordability index[1] for home ownership is one of the state's lowest: 29% vs. 55%.

When analyzing median or income averages for the county, we need to consider that the county is a region of stark contrast. Hillsborough (nearest to CSM), Atherton, Portola Valley, and Woodside are some of the wealthiest communities in the country (with per capita income of close to $100,000). Yet there are pockets of poverty in poorer areas of Daly City, East Palo Alto, East Redwood City, San Bruno, South San Francisco, and portions of the city of San Mateo where CSM and SMCCCD students reside. While immigration to the local area and the state has slowed as a result of the Great Recession, these communities contain both documented and undocumented immigrants and others who earn far less than regional averages. For these populations, home ownership in the area is out of reach.

Innovation Hub

The Bay Area economy is the 19th largest economy in the world with a GDP of $535 billion. Its recovery has been led by key "knowledge" sectors, including technology in three areas—information, computer, and electronic product manufacturing. As just one type of emerging technology, 7 of the 10 top social media companies are located in the Bay Area.[2] The region's universities and research institutions are among nation's leading and along with venture capital funding, human talent, and recent startups form a nexus that uniquely fosters innovation.[3] Unemployment for the county and the region is lower than the state as a whole (8% vs. 12%).

The knowledge-based innovation "hub" (and global economy) favors a highly educated workforce as they drive new ideas. Knowledge workers include are architects, software engineers, consultants, researchers, lawyers, scientists, and

---

[1] Percent of population that can afford a median priced home.
[2] The include in order of size of company: Facebook, YouTube, twitter, Zynga, Linkedin, flickr, and Yelp.

[3] Bay Area Council Economic Institute. (2012). *Innovation and Investment: Building Tomorrow's Economy in the Bay Area.* Retrieved from http://www.bayareaeconomy.org/media/files/pdf/BayAreaEconomicProfile2012Web.pdf

educators, among others. The region is home to the universities that drive innovative research and development in science and engineering: Stanford University and University of California at San Francisco, Berkeley, and Davis. Conversely, such a job market poses challenges for some sectors of blue color workers and those less skilled. (In the last decade blue color jobs have decreased from 22% to 16%.)[4]

When we examine the top 15 employers in 2011 for the 5-county Bay Region (Alameda, Contra Costa, San Mateo, and Santa Clara) they include at the top, University of California at San Francisco and Berkeley, followed by established technology, biotechnology, and high-tech manufacturing companies. (See table. *Top 50 Regional Employers.*)

Implications for Education

A knowledge-based local (and global) has profound implications for the education of its workforce. While San Mateo County schools (K-12) slightly outperform the state as a overall, the drop out rates and standardized test results for the San Francisco Bay Area as a region largely reflect that of the state's. At the same time, State support per FTES for the UC and CSU systems has been cut by approximately 50% since 2002, shifting a greater cost (40%) of tuition to students. The path to enrollment in and graduation from a public baccalaureate institution for lower and middle class students from the region is more difficult than ever.[5]

With its own limited resources, CSM is challenged to address several questions in this context:

- *What are the most appropriate lower-division preparation programs to ensure eventual employment in a knowledge-based economy?*
- *What CTE programs are appropriate to develop and support in this environment?*
- *How can CSM help ensure access (e.g. transfer) to local baccalaureate institutions, which are also the region's leading employers?*

---

[4] Bay Area Council Economic Institute.
[5] Bay Area Council Economic Institute.

A Comparison of San Mateo County's Demographic and Economic Profile
San Mateo County, SF-San Mateo-Redwood City MD, and State of California

Notes:

- The table below provides an overview of San Mateo County residents, including comparison measures for (1) the larger S.F./San Mateo/ Redwood City metropolitan area, and (2) the State of California.
- The following indicators are included in this profile.
  - *Core Demographic Characteristics*: total population, age, ethnicity, income, and annual population growth.
  - *Education*: proportion of residents completing high school and college, high school graduation rates, K-12 expenditures per pupil, and K-12 pupil/ teacher ratio.
  - *Labor Market*: unemployment rate, proportional share of employment in various occupational categories.
  - *Innovation Indicator*: proportion of jobs located in 'high tech' industries.
  - *Quality of Life*: median new home price, housing affordability index, crime rates, and commute time.

Demographics, Education, Economics, Innovation, and Quality of Life Profile

	San Mateo County	SF-San Mateo-Redwood City MD	State of California
Demographics			
Total Population (2010)[1]	718,451	1,776,095	37,253,956
By Ethnicity:			
African American	2.6%	4.1%	5.8%
Asian	24.5%	25.6%	12.8%
Hispanic	25.4%	19.3%	37.6%
Native American	0.2%	0.2%	0.4%
Pacific Islander	1.4%	0.8%	0.3%
White	42.3%	46.4%	40.1%
Multi Races	3.3%	3.2%	2.6%
Other	0.4%	0.4%	0.2%
By Age:			
Under 18 years	22.2%	18.0%	25.0%
25 to 64 years	56.8%	59.8%	53.1%
Over 64 years	13.5%	14.0%	11.4%
Median Age	39.3 yrs	39.7 yrs	35.2 yrs
Annual population growth 2000-2010[1]	1.6%	2.6%	10.0%
Median household income[2]	$82,748	$78,247	$57,708

Note: SF-San Mateo-Redwood City Metropolitan Division (MD) is comprised of Marin, San Francisco, and San Mateo counties.

	San Mateo County	SF-San Mateo-Redwood City MD	State of California
Education			
Educational attainment[2]:			
Percent HS Grads	88.2%	87.6%	80.7%
Percent College Grads	43.0%	48.3%	30.1%
Secondary education[3]:			
Graduation rate	80.1%	85.0%	76.8%
Expenditures per pupil	$14,138	$15,028	$11,958
Pupil-teacher ratio	20.0	18.4	19.8
Labor Market			
Unemployment Rate[4]	8.1%	8.3%	11.7%
Employment by occupation[2]:			
Sales and office	23.0%	23.0%	25.1%
Service	19.1%	17.9%	18.2%
Management, business, and financial	17.9%	19.8%	14.9%
Production, transportation, material moving	7.5%	6.4%	10.8%
Construction, extraction, maintenance and repair	6.7%	5.2%	7.7%
Health care	6.5%	6.0%	4.7%
Education, training	5.0%	4.8%	5.5%
Computer and mathematical	4.9%	4.5%	2.8%
Architecture and engineering	2.4%	2.3%	2.2%
Life, physical, and social science	2.1%	2.1%	1.0%
Arts, design, entertainment, sports, and media	1.8%	3.9%	2.6%
Legal	1.6%	2.7%	1.3%
Community and social services	1.2%	1.2%	1.5%
Farming, Fishing and Forestry	0.5%	0.3%	1.7%
Innovation Indicators			
Share of high tech employment[5]	11.9%	7.5%	6.6%
Quality of Life			
Median home sales price[6]	$618,000	$421,000*	$281,000
Housing affordability index[7] (percent of population that can afford median priced home)	29%	28%	55%
Crime rates per 100,000 population[8]:			
Violent	276.1	463.3	453.6
Property	1,156.3	1,230.1	1,548.10
Commute time[2] (mean travel time to work in minutes)	24.5	27.7	26.9

Note: SF-San Mateo-Redwood City Metropolitan Division (MD) is comprised of Marin, San Francisco, and San Mateo counties.

* Median home sales price is for the 9-county Bay Area, comprised of Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma counties.

Sources: [1]U.S. Census Bureau, 2010 Census; [2]U.S. Census Bureau, 2010 American Community Survey; [3]National Center for Education Statistics, 2012; [4]U.S. Bureau of Labor Statistics, LAUS 2011; [5]U.S. Census Bureau, 2009 County Business Patterns; [6]DQ News; [7]CA Association of Realtors, Q4 2011; [8]CA Department of Justice, 2009; analysis by Cenetri Group.

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

San Mateo County City Populations
2010

Note:
- The table below provides a listing of San Mateo County cities, ranked by total population.

Population of San Mateo County Cities, 2010

	Population	Pct of Total
Incorporated Cities		
Daly City	101,123	14.1
San Mateo	97,207	13.5
Redwood City	76,815	10.7
South San Francisco	63,632	8.9
San Bruno	41,114	5.7
Pacifica	37,234	5.2
Menlo Park	32,026	4.5
Foster City	30,567	4.3
Burlingame	28,806	4.0
San Carlos	28,406	4.0
East Palo Alto	28,155	3.9
Belmont	25,835	3.6
Millbrae	21,532	3.0
Half Moon Bay	11,324	1.6
Hillsborough	10,825	1.5
Atherton	6,914	1.0
Woodside	5,287	0.7
Portola Valley	4,353	0.6
Brisbane	4,282	0.6
Colma	1,792	0.2
Unincorporated Areas	61,222	8.5
Total Population	718,451	100

Note: Unincorporated areas include: Broadmoor, Burlingame Hills, El Granada, Devonshire, Emerald Lake Hills, Highlands-Baywood Park, Kings Mountain, La Honda, Loma Mar, Menlo Oaks, Montara, Moss Beach, North Fair Oaks, Pescadero, Princeton-by-the-Sea, San Gregorio, Sky Londa, and West Menlo Park.

Source: Recycleworks.org, compiled by Cenetri Group.

San Mateo County Businesses
3rd Quarter, 2010

Notes:

- The table below provides a profile of the total number of businesses and jobs in San Mateo County and the proportional share of employees working in various sized businesses.
- Overall, there are 23,692 businesses in San Mateo County employing 317,898 workers. The total payroll is $5.549 billion. Small businesses (those employing 9 or fewer employees) account for 78.1% of all businesses and 13.8% of all employees in San Mateo County.

San Mateo County Businesses by Number of Employees

Number of Employees per Business	Number of Businesses	Percent of Businesses	Number of Jobs	Percent of Jobs	Payroll in (000)
0-9	18,502	78.1%	43,904	13.8%	
10-49	4,058	17.1%	84,735	26.7%	
50-99	651	2.7%	44,730	14.1%	
100-249	353	1.5%	53,015	16.7%	
250-499	79	0.3%	27,356	8.6%	
500+	49	0.2%	64,158	20.2%	
Total	**23,692**	**100.0%**	**317,898**	**100.0%**	**$5,549,749**

Source: CA EDD, Labor Market Information Division, www.labormarketinfo.edd.ca.gov.

Top 50 Regional Employers
5 County Bay Region, 2011

Note:

- The table below provides a listing of the top 50 employers located in the 5 County Bay Region, consisting of Alameda, Contra Costa, San Mateo, Santa Clara, and San Francisco counties. The total number of employees for each business and a description of the business activity are also included.

Top 50 Regional Businesses by Number of Employees

Business Name	Description	Local Employees
University of CA-San Francisco	Colleges, Universities, and Professional Schools	17,383
University of CA-Berkeley	Colleges, Universities, and Professional Schools	13,721
Cisco Systems Inc	Other Computer Peripheral Equipment Manufacturing	10,000
Applied Materials Inc	Semiconductor Machinery Manufacturing	8,500
Lawrence Livermore Natl Lab	Testing Laboratories	8,000
Oracle Corp	Software Publishers	8,000
Lockheed Martin Space Systems	Radio and Television Broadcasting and Wireless Communications Equipment Manufacturing	7,600
Intel Corp	Semiconductor and Related Device Manufacturing	7,001
US Interior Dept	Federal, state, and local government	7,000
Philips Lumileds Lighting Co	Electric Lamp Bulb and Part Manufacturing	7,000
Fine Pitch	Heating Equipment (except Warm Air Furnaces) Manufacturing	7,000
Berkeley National Labs	Research and Development in Biotechnology	6,000
Novartis Vaccines & Dgnstcs	Research and Development in Biotechnology	5,400
Lawrence Berkeley National Lab	Research and Development in Biotechnology	5,000
Chevron Stations	Petroleum Refineries	5,000
UCSF Medical Ctr-Parnassus	General Medical and Surgical Hospitals	5,000
PG&E Corp	Offices of Other Holding Companies	5,000
Chevron Technology Ventures	All Other Telecommunications	4,751
Tesla Motors	New Car Dealers	4,500
Guckenheimer Inc	Other Direct Selling Establishments	4,500
Apple Inc	Electronic Computer Manufacturing	4,344
Microsoft Corp	Software Publishers	4,000
Bechtel Group Inc	Engineering Services	4,000
Berkeley Coin & Stamp	All Other Miscellaneous Store Retailers (except Tobacco Stores)	4,000
Kaiser San Jose	General Medical and Surgical Hospitals	4,000

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

Business Name	Description	Local Employees
California Pacific Medical Ctr	General Medical and Surgical Hospitals	4,000
Visa International Svc Assn	Data Processing, Hosting, and Related Services	3,550
VA Medical Ctr-Palo Alto	General Medical and Surgical Hospitals	3,500
Transportation Dept-California	Federal, state, and local government	3,500
National Semiconductor Corp	Semiconductor and Related Device Manufacturing	3,500
Contra-Costa Regional Med Ctr	General Medical and Surgical Hospitals	3,500
Goldsmith Seeds Inc	Florists	3,500
Waste Management	Other Waste Collection	3,500
Genentech Inc	Pharmaceutical Preparation Manufacturing	3,370
Cadence Design Systems Inc	Custom Computer Programming Services	3,085
San Francisco Municipal Rlwy	Federal, state, and local government	3,001
Visa USA Inc	Financial Transactions Processing, Reserve, and Clearinghouse Activities	3,000
BART	Other Urban Transit Systems	3,000
San Francisco Chronicle	Newspaper Publishers	3,000
Advanced Micro Devices Inc	Semiconductor and Related Device Manufacturing	3,000
Hilton	Hotels (except Casino Hotels) and Motels	3,000
Visa Inc	Financial Transactions Processing, Reserve, and Clearinghouse Activities	3,000
Chevron Global Downstream Llc	Marketing Consulting Services	3,000
Hewlett Packard	Computer and Software Stores	3,000
Kaiser Permanente Medical Ctr	General Medical and Surgical Hospitals	2,800
Kaiser Permanente Medical Ctr	General Medical and Surgical Hospitals	2,800
Christopher Ranch Llc	Spice and Extract Manufacturing	2,800
Children's Hospital & Research	General Medical and Surgical Hospitals	2,700
Adobe Systems Inc	All Other Publishers	2,600
Cooper Vision Inc	Surgical and Medical Instrument Manufacturing	2,591

Note: The 5 County Bay Region is comprised of San Mateo, San Francisco, Santa Clara, Alameda, and Contra Costa counties.
Source: Nielsen Claritas Business-Facts®

Top 50 Regional Occupations
5 County Bay Region, 2011

Notes:

- The table below provides a listing of the top 50 occupations located in the 5 County Bay Region, consisting of Alameda, Contra Costa, San Mateo, Santa Clara, and San Francisco counties.
- Occupational data included are as follows: Number of jobs in 2011; Projected number of jobs in 2017; Percent growth in jobs 2011 – 2017; Annual number of openings projected 2011 – 2017; and the Average hourly wage in 2012.

Top 50 Regional Occupations by Percent Change, 2011-2017

Description	2011 Jobs	2017 Jobs	% Change	Annual Openings	2012 Avg Hourly Wage
Librarians, Curators, and Archivists	6,294	7,878	25%	515	$29.09
Nursing, Psychiatric, and Home Health Aides	37,300	45,345	22%	1,731	$13.84
Life Scientists	14,562	17,507	20%	864	$46.17
Other Personal Care and Service Workers	97,041	114,554	18%	5,199	$12.12
Other Teachers and Instructors	37,452	44,029	18%	1,689	$22.32
Financial Specialists	130,452	152,643	17%	5,860	$38.58
Sales Representatives, Services	76,643	89,597	17%	4,275	$33.68
Computer Specialists	182,792	213,453	17%	8,189	$46.76
Personal Appearance Workers	21,773	25,175	16%	897	$12.90
Health Technologists and Technicians	44,186	50,353	14%	2,154	$28.47
Building Cleaning and Pest Control Workers	117,805	133,167	13%	4,962	$13.16
Supervisors, Building and Grounds Cleaning and Maintenance Workers	7,455	8,421	13%	243	$22.02
Entertainers and Performers, Sports and Related Workers	35,069	39,560	13%	1,575	$25.12
Health Diagnosing and Treating Practitioners	93,815	105,758	13%	3,834	$54.94
Mathematical Science Occupations	3,691	4,156	13%	191	$44.49
Social Scientists and Related Workers	30,578	34,372	12%	1,526	$39.16
Art and Design Workers	44,852	50,310	12%	2,227	$24.36
Other Healthcare Support Occupations	36,351	40,758	12%	1,277	$18.10
Animal Care and Service Workers	14,068	15,763	12%	594	$13.44
Business Operations Specialists	136,119	152,332	12%	5,800	$39.15
Media and Communication Workers	46,284	51,624	12%	2,013	$27.07
Other Healthcare Practitioners and Technical Occupations	2,968	3,261	10%	151	$35.95

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

Description	2011 Jobs	2017 Jobs	% Change	Annual Openings	2012 Avg Hourly Wage
Grounds Maintenance Workers	27,020	29,632	10%	766	$15.07
Other Sales and Related Workers	146,824	160,892	10%	5,409	$21.57
Food and Beverage Serving Workers	114,595	125,449	9%	6,841	$10.73
Supervisors, Personal Care and Service Workers	6,692	7,325	9%	288	$17.31
Other Management Occupations	132,527	145,036	9%	5,081	$34.68
Media and Communication Equipment Workers	32,821	35,756	9%	1,218	$19.96
Physical Scientists	10,677	11,610	9%	515	$44.07
Other Food Preparation and Serving Related Workers	33,326	35,969	8%	2,079	$10.26
Advertising, Marketing, Promotions, Public Relations, and Sales Managers	32,447	34,917	8%	1,158	$62.47
Postsecondary teachers	33,774	36,302	7%	1,062	$38.94
Architects, Surveyors, and Cartographers	8,576	9,215	7%	295	$34.73
Operations Specialties Managers	57,531	61,808	7%	1,973	$60.34
Other Construction and Related Workers	7,950	8,514	7%	328	$25.78
Cooks and Food Preparation Workers	63,865	68,218	7%	2,606	$11.37
Life, Physical, and Social Science Technicians	10,772	11,499	7%	557	$26.06
Sales Representatives, Wholesale and Manufacturing	38,264	40,827	7%	1,395	$36.97
Supervisors, Construction and Extraction Workers	12,718	13,539	6%	407	$33.79
Counselors, Social Workers, and Other Community and Social Service Specialists	38,633	41,113	6%	1,293	$25.55
Other Protective Service Workers	32,389	34,464	6%	1,293	$15.27
Fire Fighting and Prevention Workers	5,246	5,556	6%	223	$35.38
Entertainment Attendants and Related Workers	13,255	14,023	6%	876	$12.32
Supervisors, Food Preparation and Serving Workers	18,625	19,686	6%	363	$16.55
Secretaries and Administrative Assistants	93,618	98,930	6%	2,228	$23.30
Information and Record Clerks	103,138	108,977	6%	4,612	$19.30
Construction Trades Workers	107,344	113,405	6%	3,468	$24.60
Motor Vehicle Operators	68,380	72,237	6%	2,078	$17.41
Legal Support Workers	13,230	13,863	5%	300	$29.70
Primary, Secondary, and Special Education School Teachers	71,859	75,142	5%	2,450	$27.66

Note: The 5 County Bay Region is comprised of San Mateo, San Francisco, Santa Clara, Alameda, and Contra Costa counties.
Source: EMSI Complete Employment - 2012.2

This page intentionally left blank.

SMCCCD Students' Residential Profile

In This Section

Students' Residential Profile
- *Where Do SMCCCD Students Live?* (Fall 2011)
- *Where Do CSM Students Live?* (Fall 2011 Map)
- *Where Do Cañada Students Live?* (Fall 2011 Map)
- *Where Do Skyline Students Live?* (Fall 2011 Map)

San Mateo County Participation Rates
- *Percent Participation by County and College, 2000-2011*

Overview

Like CSM's sister colleges, the vast majority of CSM students reside in San Mateo County: 73% at Skyline, 82% at CSM, and 83% at Cañada. As the data and residential maps in this section indicate, CSM students are dispersed throughout the county, while students at Skyline and Cañada live closer to the vicinity of their colleges.

Conversely, the proportion of students who live outside San Mateo County are as follows: 27% at Skyline, 19% at CSM, and 17% at Cañada. Of those who reside in San Francisco County, Skyline enrolls 21% while CSM enrolls 6%. At Cañada, 7% of students live in Santa Clara County.

Participation Rates

A residential "participation rate" is the count of San Mateo County residents enrolled in each SMCCCD College relative to the total San Mateo County population, 18 years of age and older, per 1,000. It provides additional demographic data about the colleges' "reach" into the county.

College-specific participation rates are as follows: CSM –15.0; Skyline –12.9; and Cañada –10.2. CSM's greater participation rate reflects the fact that a larger proportion of its students reside in San Mateo County than at its sister colleges.

Excluding multi-racial participation rates, the greatest participation rates at each college are: Cañada: Hispanics – 17.7; Skyline: Pacific Islander – 20.9; CSM: Pacific Islander – 25.3. Additional participation rate data for age and ethnicity are also included in this section.

Where Do SMCCCD Students Live?
Fall 2011

Fast Facts:
- CSM: 82% (8,658 students) residing in San Mateo County,
        17% (1,812 students) residing in other counties, and
        52% (5,481 students) residing in the service area.
- Skyline: 73% (7,467 students) residing in San Mateo County,
        27% (2,742 students) residing in other counties, and
        59% (6,060 students) residing in the service area.
- Cañada: 83% (5,913 students) residing in San Mateo County,
        15% (1,055 students) residing in other counties, and
        57% (4,008 students) residing in the service area.

Key Findings:
- For all colleges, the overwhelming majority of students live in San Mateo County, ranging from 73% at Skyline, 82% at CSM, and 83% at Cañada.

- At both Cañada and Skyline Colleges, the student populations are concentrated in the vicinity of the colleges. The highest percentages of Skyline students reside in Daly City (21.5%) and San Francisco (21.1%), and the next highest percentages live in South San Francisco (15.6%), San Bruno (10.5%) and Pacifica (10.5%). At Cañada, over one-third of the student population lives in Redwood City (36.1%), and another quarter of the population lives in San Mateo (9.6%), East Palo Alto (6.6%), San Carlos (5.7%), and Menlo Park (5.2%), combined.

- In comparison, CSM displays a more dispersed residential pattern. One-quarter of the student population is centrally located in San Mateo (25.9%). The next highest percentages of CSM students live in cities ranging from San Francisco (6.4%), Daly City (4.6%), and South San Francisco (4.9%) to the north, to CSM's surrounding communities of Burlingame (5.2%), Foster City (5.8%), and Belmont (5.6%), to Redwood City to the south (7.1%).

- The proportions of SMCCCD students residing within each college's service area reflect the concentration and dispersion patterns described above. Skyline and Cañada both have higher percentages of students residing within their service areas: 58.9% and 56.5%, respectively. In comparison, CSM's percentage is lower: 51.6%.

SMCCCD Students' Cities of Residence, Fall 2011

Cities	Count and Percent of Total Students					
	CSM		Skyline		Cañada	
Atherton	10	.1%	4	.0%	36	.5%
Belmont	597	5.6	82	.8	260	3.7
Brisbane	32	.3	45	.4	10	.1
Burlingame	555	5.2	151	1.5	135	1.9
Colma	13	.1	46	.4	6	.1
Daly City	488	4.6	2,208	21.5	114	1.6
East Palo Alto	135	1.3	20	.2	470	6.6
El Granada	55	.5	31	.3	23	.3
Foster City	616	5.8	81	.8	135	1.9
Half Moon Bay	301	2.8	51	.5	114	1.6
Hillsborough	124	1.2	14	.1	22	.3
La Honda	14	.1	1	.0	16	.2
Loma Mar	1	.0	2	.0	1	.0
Menlo Park	111	1.0	22	.2	371	5.2
Millbrae	389	3.7	320	3.1	60	.8
Montara	37	.3	31	.3	20	.3
Moss Beach	53	.5	33	.3	15	.2
Pacifica	252	2.4	1,075	10.5	53	.7
Pescadero	19	.2	3	.0	23	.3
Portola Valley	7	.1	5	.0	44	.6
Redwood City	752	7.1	156	1.5	2,562	36.1
San Bruno	447	4.2	1,082	10.5	102	1.4
San Carlos	352	3.3	51	.5	402	5.7
San Gregorio	2	.0	0	.0	0	.0
San Mateo	2,754	25.9	346	3.4	681	9.6
South San Francisco	519	4.9	1,604	15.6	155	2.2
Woodside	23	.2	3	.0	83	1.2
Total San Mateo County	8,658	81.5%	7,467	72.6%	5,913	83.3%
San Francisco	675	6.4	2,174	21.1	233	3.3
Other Cities	1,137	10.7	568	5.5	822	11.6
Total Outside San Mateo County	1,812	17.1%	2,742	26.7%	1,055	14.9%
Grand Total	10,627	100%	10,283	100%	7,096	100%

Note: Grand total includes missing values. Redwood City includes Emerald Hills and Redwood Shores.

Source: SMCCCD Student Database, End of Term.

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

Where Do CSM Students Live?
Fall 2011

Percentage of Enrolled Students
by City of Residence

- 0 - 1.4
- 1.5 - 4.2
- 4.6 - 9.6
- 10.5 - 15.6
- 25.9

- SMCCCD College
- CSM Service Area
- Parks
- County Boundary

Notes: Gray indicates
unincorporated or
undeveloped areas,
or no data. Data classified
by modified natural breaks
method. Discontinuous
data classes reflect actual
data distributions.

Source: SMCCCD Student
Database, Fall 2011,
End of Term

College of San Mateo
Office of Planning,
Research, and
Institutional
Effectiveness (PRIE)
March 15, 2012

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Where Do Cañada Students Live?
Fall 2011

Percentage of Enrolled Students
by City of Residence

	0 - 1.4
	1.5 - 4.2
	5.2 - 9.6
	10.5 - 15.6
	36.1

SMCCCD College

Cañada Service Area

Parks

County Boundary

Notes: Gray indicates unincorporated or undeveloped areas, or no data. Data classified by modified natural breaks method. Discontinuous data classes reflect actual data distributions.

Source: SMCCCD Student Database, End of Term

College of San Mateo Office of Planning, Research, and Institutional Effectiveness (PRIE) March 15, 2012

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Where Do Skyline Students Live?
Fall 2011

Percentage of Enrolled Students
by City of Residence

- 0 - 1.4
- 1.5 - 4.2
- 4.6 - 9.6
- 10.5 - 15.6
- 21.1 - 21.5

- SMCCCD College
- Skyline Service Area
- Parks
- County Boundary

Notes: Gray indicates unincorporated or undeveloped areas, or no data. Data classified by modified natural breaks method. Discontinuous data classes reflect actual data distributions.

Source: SMCCCD Student Database, Fall 2011, End of Term

College of San Mateo Office of Planning, Research, and Institutional Effectiveness (PRIE) March 15, 2012

Percent Participation by County and College
2000 – 2011

Data Included:

- Table A: *SMCCCD Students' County of Residence, 2000 – 2011*
- Table B: *SMCCCD Students' San Mateo County Participation Rates by Ethnicity, Fall 2011*
- Table C: *SMCCCD Students' San Mateo County Participation Rates by Age, Fall 2011*

Key Findings:

- San Mateo County Participation Rate is the count of San Mateo County residents enrolled in each SMCCCD College relative to the total San Mateo County population, 18 years of age and older, per 1000.
- For all colleges, the overwhelming majority of students live in San Mateo County in Fall 2011, ranging from 73% at Skyline, 82% at CSM, and 83% at Cañada. (Table A)
- Conversely, the proportion of students who live outside San Mateo County are as follows: 27% at Skyline, 19% at CSM, and 17% at Cañada. Skyline enrolls the bulk of its non-San Mateo County residents from San Francisco County – 21%. For CSM, 6% of students reside in San Francisco County, while at Cañada, 7% of students reside in Santa Clara County. (Table A)
- College-specific participation rates are as follows: CSM – 15.0; Skyline – 12.9; and Cañada – 10.2. Although CSM and Skyline Fall 2011 first census enrollment counts are nearly identical (10,540 vs. 10,236), CSM's greater participation rate reflects the fact that a larger proportion of its students reside in San Mateo County, as compared to Skyline. (Table A)
- Participation rates by ethnicity for each SMCCCD College reveal the following patterns. Excluding multi-racial participation rates, the greatest participation rates at each College are: Cañada: Hispanics - 17.7; Skyline: Pacific Islander – 20.9; CSM: Pacific Islander – 25.3. (Table B)
- Participation rates by age for each SMCCCD Colleges reveal that 18 – 19 year olds have the greatest participation rates for all 3 Colleges: CSM – 132.2; Cañada –- 71.2; Skyline – 92.9. (Table C)

SMCCCD Students' County of Residence, 2000 - 2011

| Year | Percent of Total Students by County | | | | | San Mateo County Participation Rate (per 1,000 Population, 18-years and older) |
	San Mateo	San Francisco	Alameda	Santa Clara	All Other	
CSM						
2011	81.5%	6.4%	4.0%	2.7%	5.4%	15.0
2010	82.4	6.3	4.2	2.4	4.8	15.3
2008	81.2	5.4	3.7	2.8	7.0	16.0
2006	77.6	6.2	4.1	3.3	8.8	15.7
2004	77.5	6.7	4.3	3.2	8.4	15.1
2002	78.1	6.5	3.7	3.9	7.9	17.0
2000	76.7	9.3	4.6	3.1	6.3	15.5
Skyline						
2011	72.6%	21.1%	2.1%	1.0%	3.1%	12.9
2010	72.6	22.2	1.9	0.9	2.4	12.8
2008	73.2	19.6	2.0	1.0	4.3	12.2
2006	70.9	22.0	1.9	0.9	4.4	10.4
2004	68.2	22.3	2.0	1.5	6.1	10.0
2002	72.2	20.5	2.1	1.0	4.3	12.7
2000	70.7	21.3	2.0	1.1	4.8	11.4
Cañada						
2011	83.3%	3.3%	3.2%	6.7%	3.5%	10.2
2010	83.8	3.7	3.2	6.0	3.3	10.5
2008	82.7	2.3	3.0	5.8	6.3	9.9
2006	82.7	2.5	2.8	5.9	6.1	9.3
2004	81.1	2.1	3.2	6.6	7.0	9.1
2002	81.5	2.2	3.2	7.5	5.7	10.1
2000	84.1	2.8	3.0	6.5	3.5	8.6

Note: San Mateo County 2010 and 2011 participation rates were calculated using projections of the population 18-years and older published by the California Department of Finance (DOF) and based on Census 2000 population benchmarks. DOF population projections based on 2010 Census data were not available at the time of publication. "All Other" includes missing values.

Sources: SMCCCD Student Database, End of Term; California Department of Finance.

Table A

SMCCCD Students' San Mateo County Participation Rates by Ethnicity, Fall 2011

	Students Living In-County	County Population	County Participation Rate (per 1,000 Population)
CSM			
African American	210	22,739	9.2
Asian	1,839	143,035	12.9
Hispanic	1,737	135,941	12.8
Native American	26	1,612	16.1
Pacific Islander	190	7,513	25.3
White	3,118	258,015	12.1
Multi Races	982	8,786	111.8
Total	8,658	577,641	15.0
Skyline			
African American	173	22,739	7.6
Asian	2,521	143,035	17.6
Hispanic	1,596	135,941	11.7
Native American	17	1,612	10.5
Pacific Islander	157	7,513	20.9
White	1,697	258,015	6.6
Multi Races	928	8,786	105.6
Total	7,467	577,641	12.9
Cañada			
African American	186	22,739	8.2
Asian	530	143,035	3.7
Hispanic	2,403	135,941	17.7
Native American	23	1,612	14.3
Pacific Islander	109	7,513	14.5
White	1,882	258,015	7.3
Multi Races	479	8,786	54.5
Total	5,913	577,641	10.2

Notes: Asian includes Filipino. Total includes missing values. County participation rates were calculated using projections of the population 18-years and older published by the California Department of Finance (DOF) and based on Census 2000 population benchmarks. DOF population projections based on 2010 Census data were not available at the time of publication.
Sources: SMCCCD Student Database, End of Term; California Department of Finance.
Table B

SMCCCD Students' San Mateo County Participation Rates by Age, Fall 2011

	Students Living In-County	County Population	County Participation Rate (per 1,000 Population)
CSM			
18-19	2,347	17,756	132.2
20-24	2,618	43,951	59.6
25-29	1,026	42,577	24.1
30-49	1,678	223,871	7.5
50+	853	249,486	3.4
Total	8,658	577,641	15.0
Skyline			
18-19	1,650	17,756	92.9
20-24	2,762	43,951	62.8
25-29	1,019	42,577	23.9
30-49	1,402	223,871	6.3
50+	594	249,486	2.4
Total	7,467	577,641	12.9
Cañada			
18-19	1,264	17,756	71.2
20-24	1,629	43,951	37.1
25-29	809	42,577	19.0
30-49	1,539	223,871	6.9
50+	643	249,486	2.6
Total	5,913	577,641	10.2

Notes: Total includes missing values. County participation rates were calculated using projections of the population published by the California Department of Finance (DOF) and based on Census 2000 population benchmarks. DOF population projections based on 2010 Census data were not available at the time of publication.

Sources: SMCCCD Student Database, End of Term; California Department of Finance.

Table C

This page intentionally left blank.

San Mateo County High Schools: Trends and Conditions

Contents

High School Graduates' Choices

- *Where Do San Mateo County High School Graduates Pursue Higher Education, 1990-2009?*
- *San Mateo County High School Graduates' Enrollment in SMCCCD: SMCCCD Take Rates, 2005-2009*
- *Which Schools Do Freshman Choose? Higher Education Choices for First-Time Freshmen: 1995-2009*
- *Which High Schools Send Their Graduates to CSM, 1995-2009?*

High School Performance

- *Academic Profile of San Mateo County Feeder Schools, 2009-2010*
- *San Mateo County Public High School Graduates' Math and English Placements and Outcomes, 2009-2010*

Overview

San Mateo County High School Graduates: High Rate of College Preparedness

San Mateo County has a higher rate of high school graduates than the state as a whole (88.1% vs. 80.6% statewide).[6] Between the years 1990 and 2009, the numbers of high school graduates in San Mateo County, counting public and private, have steadily increased by 24.4% (+1,226).

Overall, the proportion of San Mateo County high school graduates enrolling in any segment of higher education has remained relatively stable over several decades. In 2009, 62% enrolled in a college or university, in 2000 - 59%, and in 1990 - 64%.

In addition, San Mateo County high school graduates are more likely to enroll directly in college upon high school graduation than their statewide counterparts: 62% vs. 48%.

---

[6] Until 2011, when it was disbanded by the Governor, the California Postsecondary Education Commission (CPEC) has tracked San Mateo County high school graduates from both public and private schools enrolling in various segments of California Higher Education. They include: University of California (UC), California State University (CSU), and California Community Colleges (CCC). Data analyzed in this Section, High Schools, have been extracted from CPEC as well as SMCCCD databases.

CSM as a Top Choice: "Take" Rates

CSM has been the top choice as a public institution of higher education, including community colleges, CSU's, and UC campuses—for decades. The top 5 destinations are CSM, Skyline College, City College of San Francisco, San Francisco State University, and Cañada.

The proportion of San Mateo County high school graduates who attend a California community college also has remained remarkably stable since 1990. In 2009 there were 6,257 high school graduates, of whom 62% (3,856) enrolled in a university or college. Of those who enrolled in an institution of higher education, 53% (2,035) enrolled in a California community college. Or another perspective is to consider that 33% (2,035) of San Mateo County high school graduates attended a community college vs. 31% (1,839) in 2000.

In 2009 of those who enrolled in a San Mateo County community college (1,446), more than half (754) enrolled at CSM. Of those who enrolled in any community college in the state, CSM enrolled 2 out 5 (20%).

For the period 1995 to 2009, the numbers of San Mateo County high school graduates enrolling in CSM have declined by 19% (754 graduates in 2009 vs. 937 in 1995). CSM, however, continues to draw more than a third from the highest performing high schools in the county. Those with the highest API[7] scores (of 800 or higher) comprised 36% of CSM freshman in 2009 and include: Mills, Burlingame, Carlmont, and Aragon high schools. The proportions of CSM's "take" from the highest performing schools, as measured by API, have fluctuated over the past 2 decades.

High School Graduates: Placement and Foundation Course Success

Each year 1,200 to 1,500 students take placement tests and enroll in English, ESL, and mathematics coursework. In the most recent study, over a period of 2 years (2009 and 2010), including summer terms, approximately half of those test takers were recent San Mateo County high school graduates. At least one third of them place into transfer-level mathematics (35%) and transfer-level English (33%). These proportions have been

---

[7] The Academic Performance Index (API) is a measure of annual academic performance for California schools.

consistent for decades.

Within this study period, of those 155 students who placed in high-level mathematics, Math 251, *Calculus with Analytic Geometry*, 63% earned a grade of "C" or higher. Of the 275 students who placed in Math 811, *Arithmetic Review*, 53% passed.

Of the 434 students who placed into transfer-level ENGL 100, *Composition and Reading*, 69% earned a grade of "C" or higher. Of the 77 students who placed into ENGL 828, *Basic Composition and Reading*, 68% earned a grade of "C" or higher.

Where Do San Mateo County High School Graduates Pursue Higher Education?
San Mateo County Take Rates: 1990-2009

Key Findings:

- In 2009, 3,856 (62%) of San Mateo County high school graduates enrolled in a university or college.
- Of those who enrolled in an institution of higher education, 53% enrolled in a California community college.
- The percentage of enrollments in California community colleges has remained fairly stable.

Where High School Graduates Enroll as Freshmen

Year	High School Graduates	Number of Graduates and Percent of Yearly Total									
		University of California		California State University		California Private Colleges & Universities*		California Community Colleges		Total All Colleges and Universities	
2009	6,257	799	12.8%	1,022	16.3%	N/A	N/A	2,035	32.5%	3,856	61.6%
2008	6,652	879	13.2	956	14.4	111	1.7	2,087	31.4	4,033	60.6
2007	6,408	923	14.4	976	15.2	223	3.5	2,033	31.7	4,155	64.8
2006	6,282	953	15.2	817	13.0	191	3.0	2,181	34.7	4,142	65.9
2005	6,219	766	12.3	859	13.8	124	2.0	2,171	34.9	3,920	63.0
2004	6,201	732	11.8	867	14.0	118	1.9	2,024	32.6	3,741	60.3
2003	6,073	770	12.7	733	12.1	129	2.1	1,936	31.9	3,568	58.8
2002	5,934	733	12.4	785	13.2	65	1.1	1,995	33.6	3,578	60.3
2001	5,951	690	11.6	796	13.4	166	2.8	1,952	32.8	3,604	60.6
2000	5,925	713	12.0	711	12.0	220	3.7	1,839	31.0	3,483	58.8
1999	5,608	664	11.8	676	12.1	158	2.8	1,584	28.2	3,082	55.0
1998	5,478	632	11.5	635	11.6	134	2.4	1,960	35.8	3,361	61.4
1997	5,207	600	11.5	548	10.5	175	3.4	1,797	34.5	3,120	59.9
1996	5,160	606	11.7	534	10.3	196	3.8	1,904	36.9	3,240	62.8
1995	5,376	488	9.1	439	8.2	141	2.6	2,501	46.5	3,569	66.4
1990	5,031	515	10.2	585	11.6	123	2.4	2,007	39.9	3,230	64.2

*A small percentage (approximately 10%) of private institutions in the state are not reported here.

Source: California Postsecondary Education Commission, http://www.cpec.ca.gov.

San Mateo County High School Graduates'
Enrollment in SMCCCD
SMCCCD Take Rates: 2005-2009

Key Findings:

- For decades, CSM has been the top choice community college for San Mateo County high school graduates.
- In 2009, for example, of 6,257 San Mateo County high school graduates, 2,035 (33%) enrolled as freshmen in a California community college.
- Of those who enrolled in a California community college, nearly 40% enrolled in College of San Mateo.

Community Colleges Where San Mateo County High School Graduates Enroll

		High School Graduates Enrolling in California Community Colleges (CCC)											
						SMCCCD							
	High School					Total		Skyline		Cañada		CSM	
Year	Graduates	Total CCCs		Other CCCs									
2009	6,257	2,035	32.5%	589	9.4%	1,446	23.1%	408	6.5%	284	4.5%	754	12.1%
2008	6,652	2,087	31.4	565	8.5	1,522	22.9	501	7.5	311	4.7	710	10.7
2007	6,408	2,033	31.7	606	9.5	1,427	22.3	352	5.5	318	5.0	757	11.8
2006	6,282	2,181	34.7	680	10.8	1,501	23.9	471	7.5	311	4.9	719	11.4
2005	6,219	2,171	34.9	675	10.9	1,496	24.1	470	7.6	318	5.1	708	11.4
2000	5,925	1,839	31.0	368	6.2	1,471	24.8	439	7.4	332	5.6	700	11.8
1995	5,376	2,501	46.5	524	9.7	1,977	36.8	628	11.7	412	7.7	937	17.4

Note: Percentages represent proportions of the total public and private high school graduates for the year.
Source: California Postsecondary Education Commission, http://www.cpec.ca.gov.

Which Schools Do Freshmen Choose?
Higher Education Choices for First-time Freshmen: 1995-2009

Key Findings:

- For San Mateo County high school graduates, CSM has been the top choice as a public institution of higher education, including community colleges, CSU's, and UC campuses—for decades.
- Nearly twice as many San Mateo County high school graduates enroll in CSM as enroll in the second ranking institution, Skyline College.
- Of those San Mateo County high school graduates who chose to enroll in a San Mateo County community college, more than half (52%) enrolled in CSM.
- Of those San Mateo County high school graduates students who enrolled in any community college in the state, approximately 40% (2 out of 5) enroll in CSM.

Top Public Higher Education Destinations of San Mateo County High School Graduates

Institution	Number of Graduates and Percent of Yearly Total							
	1995		**2000**		**2005**		**2009**	
College of San Mateo*	**937**	**26.3%**	**700**	**20.3%**	**708**	**18.3%**	**754**	**20.2%**
Skyline College*	628	17.6	439	12.7	470	12.1	408	10.9
City College of San Francisco*	127	3.6	111	3.2	282	7.3	334	8.9
San Francisco State University	140	3.9	231	6.7	293	7.6	310	8.3
Cañada College*	412	11.5	332	9.6	318	8.2	284	7.6
UC Davis	149	4.2	165	4.8	183	4.7	158	4.2
San José State University	89	2.5	154	4.5	148	3.8	154	4.1
UC Santa Cruz	54	1.5	99	2.9	117	3.0	127	3.4
Cal Poly, SLO	69	1.9	68	2.0	84	2.2	106	2.8
CSU Chico	29	0.8	55	1.6	70	1.8	100	2.7
UC Santa Barbara	72	2.0	74	2.1	97	2.5	99	2.6
Sonoma State University	23	0.6	38	1.1	42	1.1	88	2.4
Foothill College*	233	6.5	94	2.7	196	5.1	85	2.3
UC Berkeley	86	2.4	113	3.3	93	2.4	80	2.1
UC Los Angeles	59	1.7	89	2.6	75	1.9	62	1.7
All Other Colleges & Universities (n=162)	462	12.9	685	19.9	697	18.0	587	15.7
Total	3,856	100%	3,920	100%	3,483	100%	3,569	100%

* Community College

Note: Data sorted in descending order of 2009 enrollment.

Which High Schools Send Their Graduates to CSM?
San Mateo County Feeder Schools: 1995-2009

Key Findings:

- Trend data for the total number of San Mateo County high school graduates enrolling as freshman at CSM are shown in the following table, 1995 – 2009.
- Although the total number of San Mateo County high school graduates enrolling at CSM has declined 19.5% during this period of time, individual high schools have substantially increased their enrollment.
- High schools' API score are also presented as a measure of a school's performance on the statewide measure of overall performance.

San Mateo County High School Graduates Enrolling as Freshmen

High School	1995		2000		2005		2006		2007		2008		2009		2009 API*
Carlmont	44	4.7%	38	5.4%	55	7.8%	52	7.2%	70	9.2%	67	9.4%	81	10.7%	827
San Mateo	80	8.5	43	6.1	43	6.1	66	9.2	62	8.2	64	9.0	74	9.8	743
Aragon	88	9.4	70	10.0	73	10.3	74	10.3	73	9.6	77	10.8	72	9.5	822
Mills	101	10.8	57	8.1	47	6.6	40	5.6	56	7.4	44	6.2	66	8.8	846
Burlingame	72	7.7	50	7.1	44	6.2	50	7.0	54	7.1	39	5.5	55	7.3	836
El Camino	80	8.5	61	8.7	49	6.9	38	5.3	29	3.8	41	5.8	41	5.4	774
Half Moon Bay	33	3.5	33	4.7	42	5.9	44	6.1	26	3.4	45	6.3	38	5.0	741
South San Francisco	65	6.9	45	6.4	35	4.9	23	3.2	40	5.3	50	7.0	37	4.9	764
Hillsdale	101	10.8	54	7.7	44	6.2	49	6.8	63	8.3	56	7.9	34	4.5	774
Sequoia	30	3.2	10	1.4	24	3.4	35	4.9	29	3.8	29	4.1	28	3.7	740
Junipero Serra	27	2.9	32	4.6	15	2.1	22	3.1	21	2.8	18	2.5	27	3.6	N/A
Capuchino	46	4.9	38	5.4	32	4.5	31	4.3	40	5.3	15	2.1	26	3.4	714
Menlo-Atherton	12	1.3	10	1.4	14	2.0	21	2.9	18	2.4	5	0.7	24	3.2	771
All others (n=52)	158	16.8	159	22.7	191	27.0	174	24.2	176	23.3	160	22.5	151	20.0	N/A
Total	937	100%	700	100%	708	100%	719	100%	757	100%	710	100%	754	100%	

Notes: Data sorted in descending order of 2009 enrollment. *The Academic Performance Index (API) is a measure of the annual academic performance and growth of California schools. The API is calculated from student scores on statewide standardized tests, and ranges from a low of 200 to a high of 1,000, with a target score of 800.
Source: California Postsecondary Education Commission, http://www.cpec.ca.gov.

Academic Profile of San Mateo County Feeder Schools
2009-2010

Key Findings:

- The top 16 San Mateo County high school whose graduates enroll at CSM are compared in terms of their academic performance as measured by 4 statewide indicators: A-G Completion Rate, EAP English and EAP Math pass rates, and API.
- In addition, the percent change in the number of students enrolling from individual high schools over the past 10 years is displayed.

Academic Performance Index, A-G Completion, and Early Assessment Program Rates of Select San Mateo County High Schools

High School	2009 A-G Completion Rate	2010 EAP English	2010 EAP Math	2009 Base API	2009 CSM Enrollment		10-Yr Percent Change Enrollment
Mills	71.2%	37%	28%	846	66	8.8%	13.8
Burlingame	68.6	42	14	836	55	7.3	14.6
Carlmont	58.7	36	27	827	81	10.7	161.3
Aragon	62.4	38	22	822	72	9.5	7.5
Terra Nova	46.7	25	18	775	24	3.2	41.2
El Camino	N/A	28	18	774	41	5.4	5.1
Hillsdale	61.2	26	7	774	34	4.5	-39.3
Menlo-Atherton	73.0	38	33	771	24	3.2	200.0
South San Francisco	N/A	20	10	764	37	4.9	-19.6
Woodside	53.8	24	17	750	24	3.2	166.7
San Mateo	51.0	31	24	743	74	9.8	34.5
Half Moon Bay	50.0	26	12	741	38	5.0	35.7
Sequoia	41.5	20	22	740	28	3.7	86.7
Capuchino	37.1	23	12	714	26	3.4	-25.7
Peninsula (Continuation)	N/A	N/A	N/A	506	22	2.9	69.2
Junipero Serra	N/A	N/A	N/A	N/A	27	3.6	-10.0
Total/County Average	46.2%	29%	20%	N/A	754	100%	

Notes: 1. The Academic Performance Index (API) is a measure of the annual academic performance and growth of California schools. The API is calculated from student scores on statewide standardized tests, and ranges from a low of 200 to a high of 1,000, with a target score of 800.

2. A-G completion rate indicates the percentage of graduates who have fulfilled the subject breadth requirements for entry as freshmen in the University of California or California State University systems.

3. The Early Assessment Program (EAP) for College Readiness measures the readiness of high school juniors for college-level English and mathematics.

Source: California Postsecondary Education Commission, http://www.cpec.ca.gov.

Math and English Placements and Outcomes of San Mateo County Public High School Graduates
2009-2010

Data Included

- Table A: *Mathematics Course Placements of San Mateo County Public High School Graduates*
- Table B: *English Course Placements of San Mateo County Public High School Graduates*
- Table C: *Grade in First Math Course Taken by San Mateo County Public High School Graduates*
- Table D: *Grade in First English Course Taken by San Mateo County Public High School Graduates*

Notes and Key Findings:

- The tables below present the math and English placements and outcomes of 2009 and 2010 San Mateo County high school graduates who enrolled at CSM from January 1, 2009 through December 31, 2010 (6 terms).
- At least one-third of San Mateo County high school graduates place into transfer-level math (35%) and transfer-level English (33%).
- Tables C and D below present the grades earned by San Mateo County high school graduates in their first math and English courses at CSM.

Mathematics Course Placements of San Mateo County Public High School Graduates

Course Placement	Count and Percent of Students Tested	
MATH 811/802	294	20.6%
MATH 111	136	9.5
MATH 110	188	13.2
MATH 115/120/122	306	21.4
MATH 125/130/145/147/200/222/241	350	24.5
MATH 251	155	10.9
Total	1,429	100.1

Table A

English Course Placements of San Mateo County Public High School Graduates

Course Placement	Count and Percent of Students Tested	
Below ENGL 828 (Take READ first)	91	6.8
ENGL 828	77	5.8
ENGL 838	220	16.5
ENGL 848	509	38.2
ENGL 100	434	32.6
Total	1,331	99.9

Table B

Grade in First Math Course Taken by San Mateo County Public High School Graduates

COURSE	# Students Enrolled	Percent of Students Earning								
		A	B	C	D	F	P	NP	W	Inc.
MATH 811	275	-	-	-	-	-	52.7	29.1	18.2	-
MATH 802	19	5.3	26.3	21.1	5.3	5.3	-	-	36.8	-
MATH 110	188	8.5	19.2	28.7	8.0	11.2	-	-	24.5	-
MATH 111	136	22.8	18.4	20.6	8.1	16.2	-	-	14.0	-
MATH 115	1	-	100.0	-	-	-	-	-	-	-
MATH 120	228	8.3	21.9	29.8	9.2	12.7	-	-	17.5	0.4
MATH 122	77	23.4	19.5	11.7	10.4	15.6	-	-	19.5	-
MATH 125	51	15.7	27.5	23.5	2.0	19.6	-	-	11.8	-
MATH 130	71	18.3	25.4	15.5	7.0	14.1	-	-	19.7	-
MATH 145	-	-	-	-	-	-	-	-	-	-
MATH 147	2	-	50.0	-	-	-	-	-	50.0	-
MATH 200	140	19.3	20.0	20.0	12.9	7.9	-	-	20.0	-
MATH 222	40	20.0	25.0	20.0	5.0	10.0	-	-	20.0	-
MATH 241	46	17.4	17.4	13.0	-	2.2	-	-	50.0	-
MATH 251	155	18.1	23.9	21.3	9.7	9.7	-	-	17.4	-

Table C

Grade in First English Course Taken by San Mateo County Public High School Graduates

COURSE	# Students Enrolled	Percent of Students Earning								
		A	B	C	D	F	P	NP	W	Inc.
READ	91	31.9	9.9	15.4	-	9.9	6.6	4.4	20.9	-
ENGL 828	77	9.1	31.2	27.3	7.8	7.8	-	-	16.9	-
ENGL 838	220	10.0	30.9	23.6	17.7	5.9	-	-	11.8	-
ENGL 848	509	14.5	36.4	20.2	10.2	6.9	-	-	11.2	0.6
ENGL 100	434	18.9	31.1	18.7	9.7	5.1	-	-	16.6	-

Table D

CSM Student Profile

In This Section

Demographic
- *CSM Student Gender Profile: 1995-2011*
- *CSM Student Age Profile: 1995-2011*
- *CSM Student Ethnicity Profile: 1995-2011*
- *CSM Student Ethnicity: Detailed Profile, Fall 2007 vs. Fall 2011*
- *Ethnicity: CSM Compared to San Mateo County, 2010*

Academics
- *CSM Student Prior Education Levels Profile: 1994-2010*
- *CSM Student Total Units and Courses, Fall 2004 -2011*

Specific Populations
- *CSM Concurrent High School Student Profile: Summer 2007-Spring 2011*
- *CSM First Generation College Students Profile 2010-2011*
- *Profile of CSM Lifelong Learners, Fall 2008 – Fall 2011*
- *CSM Intercollegiate Student-Athlete Profile, 2009/10-2010/11*
- *San Mateo Adult School Alumni Enrolled in ESL at CSM, Spring 2012*

Overview

One of the most distinctive and significant characteristics of CSM is its student diversity—of age, ethnicity, cultural heritage, lifestyle, work demands, and history of academic achievement and preparation. In the context of such diversity, the challenge for CSM is to stay relevant while serving students with complex needs, goals, and experiences.

Gender and Age

Historically, the proportions of male and female students at CSM have been roughly equivalent. In Fall 2011: Female – 49.2% vs. Male – 48.5%. CSM also historically has enrolled slightly more female students. For example, 51.9% of CSM students were female in Fall 1995. In comparison to statewide community college enrollment, the CSM female student population is somewhat smaller proportionally than statewide figures. Over the past 15 years, the statewide averages of female students have ranged from

approximately 52% - 56% of total student enrollment.

The age profile has been shifting: historically, students under the age of 25 have been the biggest population and the numbers of young students appear to be increasing. In Fall 2011, they were more than half (58%) the population, an increase of 9 percentage points since Fall 1995.

In Fall 2011 nearly one-third (30%) were 30 years or older. Perhaps reflecting the economic challenges of the past decade, the subpopulation showing the greatest decrease are students ages 30-39: in Fall 1995 they comprised 17.9% and in Fall 2011 they comprised 12.8% (-5.1).

Ethnicity

Ethnicity data are collected from students' CCC Apply applications and are thus self-identified. Today the application includes a range of 24 ethnic categories. The "Multi-Ethnic" option was added after 2007 and, in fact, in the most recent data reported here, a significant number (11%) now identify themselves as Multi-Ethnic. One, therefore, needs to be cautious when comparing current data with historical data, as the categories are not precisely parallel.

The nature of CSM's student body has changed in striking ways since Fall 1982—the earliest date when ethnicity data was reliably compiled by CSM. Whites then represented 76% of CSM's student population. In a dramatic contrast, in Fall 2011 nearly one-half (45%) of students are non-White, as noted above. 11% identify as Multi-racial. Since Fall 1995 there have been some minor fluctuations in proportional representation, but the most dramatic is the decline of students who identify as White: 52% in 1995 vs. 34% in Fall 2011.

Among subpopulations, there have been several notable shifts, which may be artifacts of how students desire to identify themselves. In a comparison of Fall 2007 vs. Fall 2011 more students proportionally identified themselves as Asian and fewer as Chinese. In addition, more students proportionally identified themselves as Hispanic, and significantly fewer as Mexican/Mexican-American/Chicano or other Hispanic subpopulations. These shifts may reflect a whole host of issues—the inclusion of the

Multi-Ethnic category and the increase in numbers who consciously choose not to self-identify as well as immigration and economic policies which affect enrollment.

Prior Education Levels and Course Enrollment Profile

In Fall 2010, nearly three-quarters (73%) of students indicated that their highest level of education attained was a high school diploma and 16% indicated they had earned a baccalaureate degree. For the 16-year period, Fall 2004-Fall 2010, the numbers earning baccalaureate degrees increased proportionally (6%) and those earning high school diplomas decreased (7%). These shifts may have implications for programs and services.

The "typical" CSM student course-load has remained stable over time. The "typical" CSM student enrolls in approximately 7.5 units each semester, translating into a typical student course-load of 2.5 courses per student (enrollments ÷ census enroll). In addition, in Fall 2011, nearly three-quarters of CSM students enrolled in fewer than 12 units; 23% enrolled in 12 -17.5 units; and approximately 3% enrolled in 18 units or more.

Profiles of Specific Populations

This section also includes findings from various recent studies of subpopulations of students. A few notable findings include:

Concurrent High School Students: Concurrently enrolled students are comprised of three types of High School students: they are taking CSM classes at the CSM campus or enrolled in a CSM class online, they are enrolled in CSM courses offered at a high school campus, or they are enrolled in CSM's Middle College High School (MCHS) program, taking classes on the CSM campus.

For the period 2007-2008 and 2010-2011, 4,300 students (unduplicated) enrolled in 10, 843 courses. With the exception of MCHS students, they generally take only 1 or 2 courses. During this period they represented only 4.3% of the overall population. The proportional share of this population enrollment is declining: from 4.9% in 2007-08 to 3.2% in 2010-11.

Concurrently enrolled students generally are quite successful: they successfully completed 83% of all the courses enrolled; the overall successful course completion

rate, on the other hand, for that period is 69% - 70%. Though there are variations associated with the setting, these students are predominately female and primarily White (34%), Asian (27%), and Hispanic (12%). Perhaps the most counter-intuitive finding is that younger students (even under 15 years) complete course work at a rate higher than older students (17 or older). See Table H for detail.

First Generation Students: 18% of applicants are first-generation college students, of whom the largest proportion of students is Hispanic (43%).

Lifelong Learners: The numbers of Lifelong Learners have been steadily decreasing. In Fall 2011, they comprised 12% of enrollment. In terms of this group's proportional representation in the total student population, Lifelong Learners have declined from 19% in Fall 2009. In Fall 2011 more than half were 40 years or older and had previously earned a post-secondary educational degree.

Intercollegiate Athletes: More than 8 of 10 (85%) student-athletes who had completed their intercollegiate athletic eligibility requirements transferred to a baccalaureate institution. In contrast, the transfer rate for all California community college students is 15%.

San Mateo Adult School Alumni: More than one-quarter of those who enroll in ESL coursework at CSM were originally students in the San Mateo Adult School program. In this group, large proportions are Hispanic (41%) and Asian (35%) as well as 30 years or older (59%).

CSM Student Gender Profile
1995-2011

Data Included:
- Table A: *CSM Snapshot: Student Gender Fall 2011*
- Table B: *CSM Student Gender: 16-Year Perspective*
- Table C: *CSM Student Gender: Intervals of Change*

Key Findings:
- The proportion of male and female students has remained relatively stable since Fall 1995.
- Male and female students are roughly equivalent in terms of their proportional representation in the CSM student body.

CSM Snapshot: Student Gender Fall 2011
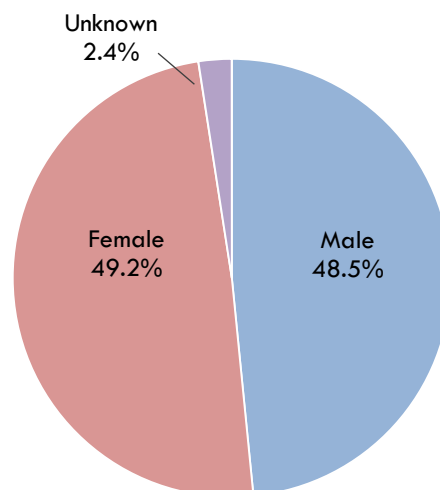
Source: SMCCCD Student Database, First Census
Table A

CSM Student Gender: 16-Year Perspective

Gender	Number of Students and Percent of Term/Year Total								16-yr Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2011		
Female	5,967	51.9%	5,546	51.0%	5,598	50.9%	5,182	49.2%	-2.7
Male	5,502	47.8	5,256	48.3	5,212	47.4	5,110	48.5	0.7
Total	11,506	100%	10,872	100%	10,998	100%	10,540	100%	---

Notes: 16-year change represents the change, expressed in percentage points, in percent share of the total. Total includes "Unknown."
Source: SMCCCD Student Database, First Census
Table B

CSM Student Gender: Intervals of Change

	Female	Male	Total
Student Enrollment Count			
Fall 2011	5,182	5,110	10,540
Fall 2005	5,598	5,212	10,998
Fall 2000	5,546	5,256	10,872
Fall 1995	5,967	5,502	11,506
Percent of Annual Total			
Fall 2011	49.2%	48.5%	100%
Fall 2005	50.9	47.4	100
Fall 2000	51.0	48.3	100
Fall 1995	51.9	47.8	100
Intervals of Change			
2005–2011	-1.7	1.1	
2000–2005	-0.1	-1.0	
1995–2000	-0.8	0.5	
16-Year Change 1995–2011	-2.7	0.7	

Notes: Intervals of change represent the change, expressed in percentage points, in percent share of the total. Total includes "Unknown."
Source: SMCCCD Student Database, First Census
Table C

CSM Student Age Profile
1995-2011

Data Included:

- Table A: *CSM Snapshot: Student Age Fall 2011*
- Table B: *CSM Student Age: 16-Year Perspective*
- Table C: *CSM Student Age: Intervals of Change*

Key Findings:

- In Fall 2011, more than half (58%) of students were under 25 years of age. This proportion has increased by 9 percentage points since Fall 1995.
- Overall, the age distribution of CSM students has remained relatively stable over the past 16 years, 1995 – 2011.
- In Fall 2011, nearly 1/3 (30%) of CSM students are 30 years of age or older.

CSM Snapshot: Student Age Fall 2011
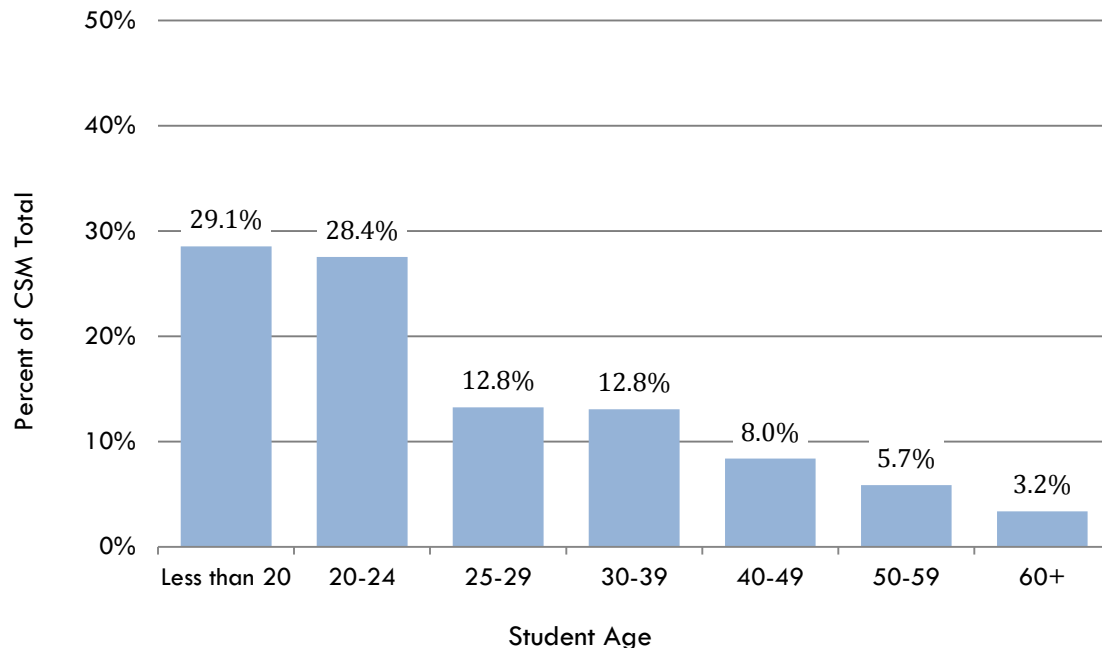
Source: SMCCCD Student Database, First Census

Table A

CSM Student Age: 16-Year Perspective

Age in years	Number of Students and Percent of Term/Year Total								16-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2011		
Less than 20	2,623	22.8%	2,628	24.2%	2,977	27.1%	3,064	29.1%	6.3
20-24	3,017	26.2	2,715	25.0	2,948	26.8	2,994	28.4	2.2
25-29	1,620	14.1	1,386	12.7	1,349	12.3	1,354	12.8	-1.3
30-39	2,063	17.9	1,831	16.8	1,529	13.9	1,348	12.8	-5.1
40-49	1,256	10.9	1,215	11.2	1,102	10.0	842	8.0	-2.9
50-59	569	4.9	639	5.9	720	6.5	597	5.7	0.8
60+	358	3.1	458	4.2	371	3.4	341	3.2	0.1
Total	11,506	100%	10,872	100%	10,998	100%	10,540	100%	---

Note: 16 year change represents the change, expressed in percentage points, in percent share of the total.
Source: SMCCCD Student Database, First Census
Table B

CSM Student Age: Intervals of Change

	Less than 20	20-24	25-29	30-39	40-49	50-59	60+	Total
Student Enrollment Count								
Fall 2011	3,064	2,994	1,354	1,348	842	597	341	10,540
Fall 2005	2,977	2,948	1,349	1,529	1,102	720	371	10,998
Fall 2000	2,628	2,715	1,386	1,831	1,215	639	458	10,872
Fall 1995	2,623	3,017	1,620	2,063	1,256	569	358	11,506
Percent of Annual Total								
Fall 2011	29.1%	28.4%	12.8%	12.8%	8.0%	5.7%	3.2%	100%
Fall 2005	27.1	26.8	12.3	13.9	10.0	6.5	3.4	100
Fall 2000	24.2	25.0	12.7	16.8	11.2	5.9	4.2	100
Fall 1995	22.8	26.2	14.1	17.9	10.9	4.9	3.1	100
Intervals of Change								
2005–2011	2.0	1.6	0.6	-1.1	-2.0	-0.9	-0.1	
2000–2005	2.9	1.8	-0.5	-2.9	-1.2	0.7	-0.8	
1995–2000	1.4	-1.2	-1.3	-1.1	0.3	0.9	1.1	
16-Year Change								
1995–2011	6.3	2.2	-1.2	-5.1	-2.9	0.7	0.1	

Note: Change intervals represent the change, expressed in percentage points, in percent share of the total.
Source: SMCCCD Student Database, First Census
Table C

CSM Student Ethnicity Profile
1995-2011

Data Included:
- Table A: *CSM Snapshot: Student Ethnicity Fall 2011*
- Table B: *CSM Student Ethnicity: 16-Year Perspective*
- Table C: *CSM Student Ethnicity: Intervals of Change*

Key Findings:
- In Fall 2011, non-White students comprise nearly 1/2 (45%) of the CSM student body.
- Since Fall 1995, with the exception of a significant decline in the proportion of White students, the ethnic distribution of CSM students has remained relatively stable.
- White students have registered the largest decline (-17.5 percentage points) as a proportion of the CSM student body since Fall 1995.

CSM Snapshot: Student Ethnicity Fall 2011

Bar chart — Percent of CSM Total by ethnicity:
- African American: 3.5%
- Asian: 15.4%
- Filipino: 6.9%
- Hispanic: 19.1%
- Native American: 0.3%
- White: 34.4%
- Multi-Ethnic: 11.3%
- Others & Unknown: 9.1%

Source: SMCCCD Student Database

Table A

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

CSM Student Ethnicity: 16-Year Perspective

Ethnicity	Number of Students and Percent of Term/Year Total								16-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2011		
African American	432	3.8%	345	3.2%	429	3.9%	373	3.5%	-0.2
Asian	1,851	16.1	2,385	21.9	1,985	18.0	1,625	15.4	-0.7
Filipino	791	6.9	698	6.4	818	7.4	726	6.9	0.0
Hispanic	1,825	15.9	1,819	16.7	2,200	20.0	2,012	19.1	3.2
Native American	66	0.6	65	0.6	62	0.6	31	0.3	-0.3
White	5,977	51.9	4,915	45.2	4,340	39.5	3,627	34.4	-17.5
Multi-Ethnic	--	--	--	--	--	--	1,188	11.6	---
Others/Unknown	564	4.9	645	5.9	1,164	10.6	958	9.1	4.2
Total	11,506	100%	10,872	100%	10,998	100%	10,540	100%	---

Notes: 16-year change represents the change, expressed in percentage points, in percent share of the total. The Multi-Ethnic category was introduced in 2009.
Source: SMCCCD Student Database, First Census
Table B

CSM Student Ethnicity: Intervals of Change

	African American	Asian	Filipino	Hispanic	Native American	White	Multi-Ethnic	Others/ Unknown	Total
Enrollment Count									
Fall 2011	373	1,625	726	2,012	31	3,627	958	1,188	10,540
Fall 2005	429	1,985	818	2,200	62	4,340	---	1,164	10,998
Fall 2000	345	2,385	698	1,819	65	4,915	---	645	10,872
Fall 1995	432	1,851	791	1,825	66	5,977	---	564	11,506
Percent of Annual Total									
Fall 2011	3.5%	15.4%	6.9%	19.1%	0.3%	34.4%	11.3%	9.1%	100%
Fall 2005	3.9	18.0	7.4	20.0	0.6	39.5	---	10.6	100
Fall 2000	3.2	21.9	6.4	16.7	0.6	45.2	---	5.9	100
Fall 1995	3.8	16.1	6.9	15.9	0.6	51.9	---	4.9	100
Intervals of Change									
2005–2011	-0.4	-2.6	-0.5	-0.9	-0.3	-5.0	7.5	-1.5	
2000–2005	0.7	-3.9	1.0	3.3	0.0	-5.7	---	4.7	
1995–2000	-0.6	5.8	-0.5	0.9	0.0	-6.7	---	1.0	
16-Yr Change 1995–2011	-0.2	-0.7	0.0	3.2	-0.3	-17.5	7.5	4.2	

Notes: Intervals of change represent the change, expressed in percentage points, in percent share of the total. The Multi-Ethnic category was introduced in 2009.
Source: SMCCCD Student Database, First Census.
Table C

CSM Student Ethnicity
Detailed Profile, Fall 2007 vs. Fall 2011

Key Findings:

- The data provided below display the number and percent of students for the full-range of ethnicity categories (24) available for self-identification by new and continuing CSM students, Fall 2007 vs. Fall 2011.

- The collapsed or 'standard' reporting categories are also displayed and include: African American, Asian, Filipino, Hispanic, Native American, White, and Multi-Race.

- The ethnic student profile of the CSM student population has remained very stable during this time. Overall, the proportion of White students has declined -6 percentage points (38.7% vs. 32.7%). The Asian Indian student share has also declined by a full percentage point (1.2% vs. 0.3%), which, although small, presents a relatively large impact. Filipino, Native American, and Pacific Islander students' ethnic representation have remained the same, while African American, Asian, and Hispanic students have experienced relatively slight decreases in proportional enrollment.

- The expanded categories for various ethnicities reveal some significant shifts when comparing Fall 2007 vs. Fall 2011—e.g., Chinese, and Mexican/Mexican American/Chicano. When interpreting these and all self-reported data, it is important to note that all responses are made on the basis of an individual student's personal self-identification and interpretation of the various categories available for selection. These categories are not precise and are a mixture of ethnic, cultural, geo-political, citizenship, and national origin.

CSM Snapshot: Student Ethnicity Fall 2007 vs. Fall 2011

Ethnicity	Subcategory	Fall 2007		Fall 2011	
		Enrolled	Percent	Enrolled	Percent
Total African American		**424**	**3.8%**	**353**	**3.3%**
Total Asian		**1,687**	**15.0**	**1,503**	**14.3**
	Asian	18	0.2	1,037	9.8
	Chinese	1,170	10.4	337	3.2
	Japanese	181	1.6	44	0.4
	Korean	97	0.9	19	0.2
	Laotian	9	0.1	4	0.0
	Cambodian	8	0.1	5	0.0
	Vietnamese	70	0.6	16	0.2
	Other Asian	N/A	N/A	41	0.4
Total Asian Indian		**134**	**1.2**	**27**	**0.3**
Total Filipino		**728**	**6.5**	**674**	**6.4**
Total Hispanic		**2,208**	**19.7**	**1,972**	**18.7**
	Hispanic	22	0.2	1,336	12.7
	Mexican, Mexican-American, Chicano	1,039	9.3	309	2.9
	Central American	424	3.8	117	1.1
	South American	356	3.2	102	1.0
	Other Hispanic	367	3.3	108	1.0
Total Native American		**51**	**0.5**	**39**	**0.4**
Total Pacific Islander		**250**	**2.2**	**223**	**2.1**
	Pacific Islander	107	1.0	210	2.0
	Guamanian	8	0.1	2	0.0
	Hawaiian	19	0.2	1	0.0
	Samoan	21	0.2	2	0.0
	Other Pacific Islander	95	0.8	8	0.1
Total White Non-Hispanic		**4,332**	**38.7**	**3,447**	**32.7**
Total Multi Races		**N/A**	**N/A**	**751**	**7.1**
Total Other/Unknown		**1,389**	**13.4**	**1,551**	**14.7**
	Other Non-White	249	2.2	78	0.7
	Decline to State	737	6.6	117	1.1
	Unknown/Missing	403	3.6	1,356	12.9
Grand Total		**11,203**	**100.0**	**10,540**	**100.0**

Note: The "Multi-Races" category was not available until Fall 2009. Subcategory data are available only for Asian, Hispanic, Pacific Islander, and Unknown. Percentages measure share of total student population.
Source: SMCCCD Student Database, First Census

Ethnicity: CSM Compared to San Mateo County
2010

Data Included:

- Table A: *Ethnicity: CSM Students Compared to San Mateo County, 2010 (chart)*
- Table B: *Ethnicity: CSM Students Compared to San Mateo County, 2010 (table)*

Notes and Key Findings:

- African American, Asian, and Hispanic, Pacific Islander, and Multi-Ethnic students roughly approximate the ethnic composition of all San Mateo County residents 18 years or older.
- White students constitute the single largest underrepresented group in terms of their proportional representation in San Mateo County at large: 45.0% vs. 34.2% (-10.8%).
- At the time of publication, San Mateo County ethnicity estimates for 2011 were not yet available from the California Department of Finance Research unit.

Ethnicity: CSM Students Compared to San Mateo County, 2010
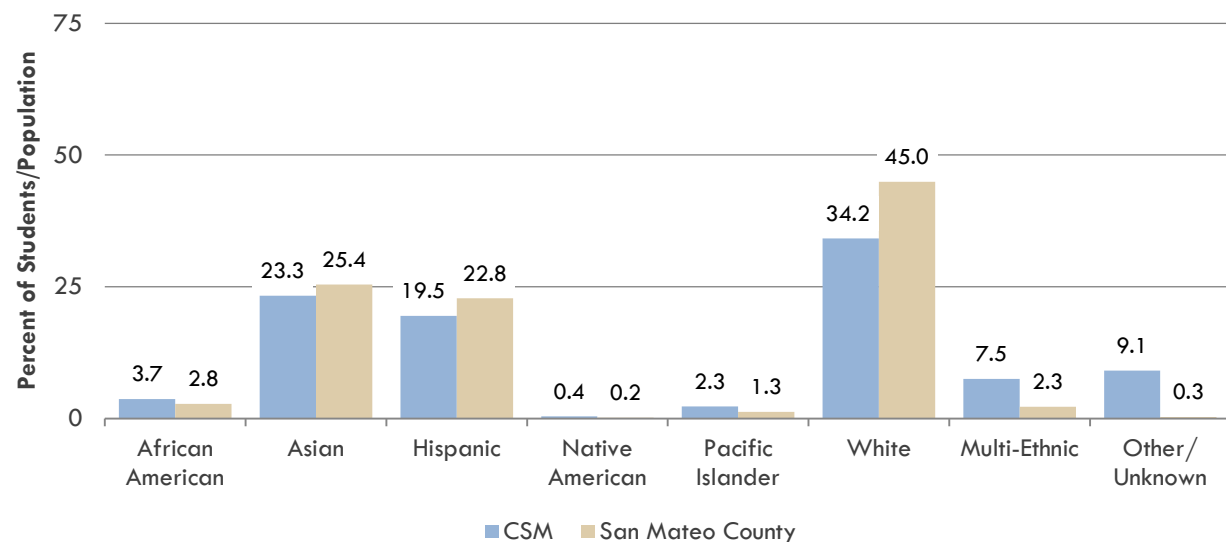
Sources: SMCCCD Student Database, First Census, Fall 2010. U.S. Census Bureau; Census 2010, Summary File 1; Hispanic or Latino, and Not Hispanic or Latino by Race for the Population 18 years and over (Matrix P11); generated by PRIE, using American FactFinder; http://factfinder2.census.gov, 8 November 2011.

Table A

Ethnicity: CSM Students Compared to San Mateo County, 2010

Ethnicity	CSM		San Mateo County
	Count	Percent	Percent
African American	389	3.7	2.8
Asian	2,472	23.3	25.4
Hispanic	2,062	19.5	22.8
Native American	38	0.4	0.2
Pacific Islander	247	2.3	1.3
White	3,622	34.2	45.0
Multi-Ethnic	792	7.5	2.3
Other/ Unknown	966	9.1	0.3
Total	10,588	100	100

Sources: SMCCCD Student Database, First Census, Fall 2010. U.S. Census Bureau; Census 2010, Summary File 1; Hispanic or Latino, and Not Hispanic or Latino by Race for the Population 18 years and over (Matrix P11); generated by PRIE, using American FactFinder; http://factfinder2.census.gov, 8 November 2011.

Table B

CSM Student Prior Education Levels Profile
1994 – 2010

Data Included:
- Table A: *CSM Snapshot: Student Prior Education Levels Fall 2010*
- Table B: *CSM Student Prior Education Level: 16-Year Perspective*

Key Findings:
- Nearly ¾ (72.7%) of Fall 2010 students highest level of prior educational attainment is a high school diploma. (See Table A)
- The second largest group of students have earned baccalaureate degrees or higher: 16.3%. (See Table A)
- Table B displays student prior education levels, Fall 1994 – Fall 2010. Earners of baccalaureate degrees and higher have registered the greatest proportional increase: +6.4%. The proportion of students with high school diplomas declined approximately the same amount during this period of time: -6.6%.

CSM Snapshot: Student Prior Education Levels Fall 2010
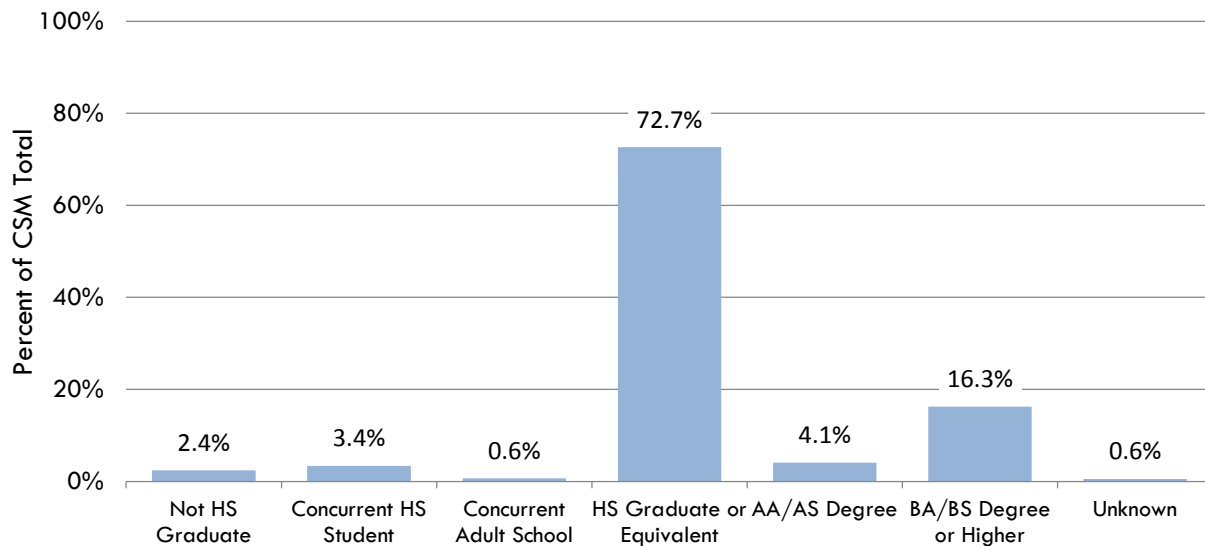
Source: SMCCCD Student Database, First Census

Table A

CSM Student Prior Education Level: 16-Year Perspective

Prior Education Level	Number of Students and Percent of Yearly Total								16-Year Change
	Fall 1994		Fall 2000		Fall 2005		Fall 2010		
Not HS Graduate	169	1.4%	275	2.5%	309	2.8%	254	2.4%	1.0
Concurrent HS Student	181	1.5	344	3.2	441	4.0	359	3.4	1.9
Concurrent Adult School	85	0.7	98	0.9	104	0.9	68	0.6	-0.1
HS Graduate or Equivalent	9,509	79.2	7,464	68.7	7,671	69.7	7,693	72.7	-6.6
AA/AS Degree	841	7.0	556	5.1	509	4.6	430	4.1	-2.9
BA/BS Degree or Higher	1,188	9.9	2,069	19.0	1,901	17.3	1,724	16.3	6.4
Unknown	26	0.2	66	0.6	63	0.6	60	0.6	0.3
Total	11,999	100%	10,872	100%	10,998	100%	10,588	100%	---

Note: 16-year change represents the change, expressed in percentage points, in percent share of the total.

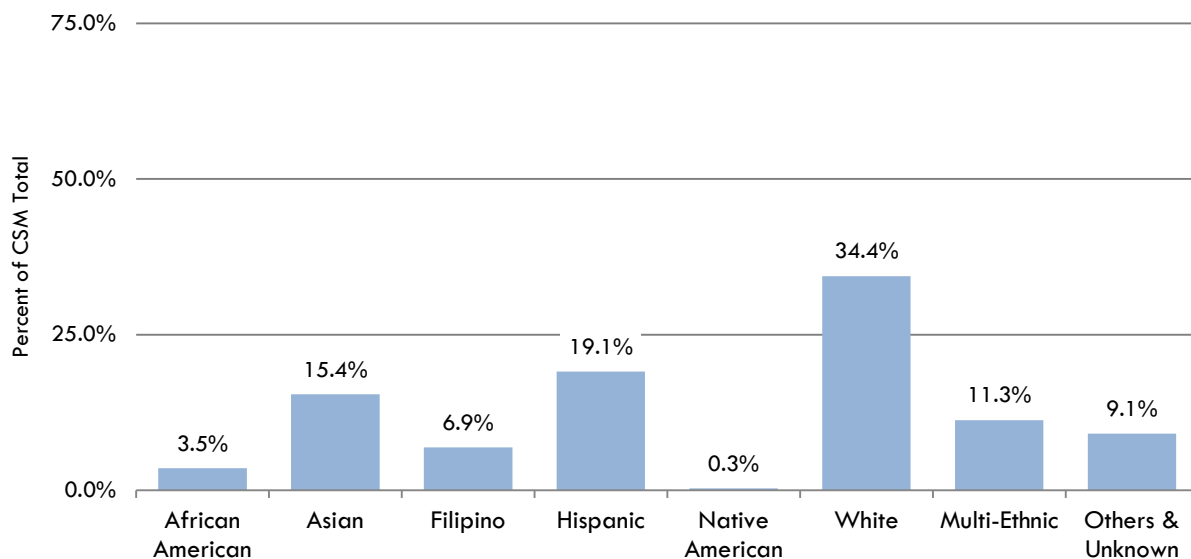Source: SMCCCD Student Database, First Census

Table B

CSM Student Total Units and Courses
Fall 2004-Fall 2011

Data Included:
- Table A: *CSM Student Total Units: Central Tendencies*
- Table B: *Percentage of Students by Total Unit Load*
- Table C: *CSM Student Total Number of Courses: Central Tendencies*
- Table D: *Percentage of Students by Total Number of Courses*

Findings:
- Student course enrollment patterns, as measured in terms of the average number and total number of units taken, have remained stable over time. The 'typical' CSM student enrolls in approximately 7.5 units each semester. This translates into approximately 2.5 courses per student (enrollments ÷ census enroll). See Table A.
- Table B displays the total number of units enrolled in terms of various unit ranges. In Fall 2011, nearly ¾ (74.4%) of CSM students enrolled in fewer than 12.0 units; 22.9% enrolled in 12.0 – 17.5 units; and 2.7% enrolled in 18.0 units or more. This enrollment pattern has also remained stable over time.

CSM Student Total Units: Central Tendencies

	Mean (Average)	Median	Mode	Census Enroll	Enrollments	FTES
Fall 2011	7.47	6.0	3.0	10,165	25,286	3,551
Fall 2010	7.23	6.0	3.0	9,771	22,016	3,734
Fall 2009	7.09	6.0	3.0	10,569	24,053	4,137
Fall 2008	7.10	6.0	3.0	10,190	22,938	3,978
Fall 2007	7.09	6.0	3.0	10,138	22,889	3,982
Fall 2006	6.87	5.5	3.0	11,303	26,423	3,918
Fall 2005	7.32	6.0	3.0	10,223	24,686	3,988
Fall 2004	7.37	6.0	3.0	---	---	---

Note: Fall 2011 data as of 9/9/2011
Table A

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Percentage of Students by Total Unit Load

	Total Number of Units Enrolled						Census		
	0.5	1.0 - 2.5	3.0 - 6.5	7.0 - 11.5	12.0 - 17.5	18.0+	Enroll	Enrollments	FTES
Fall 2011	1.6	8.2	42.6	22.0	22.9	2.7	10,165	25,286	3,551
Fall 2010	3.1	9.3	41.6	21.7	21.4	2.9	9,771	22,016	3,734
Fall 2009	2.6	11.2	42.0	19.8	21.7	2.8	10,569	24,053	4,137
Fall 2008	2.2	10.9	43.8	18.5	21.7	3.0	10,190	22,938	3,978
Fall 2007	2.5	8.9	46.1	18.3	20.9	3.3	10,138	22,889	3,982
Fall 2006	5.5	10.5	42.6	17.5	20.3	3.3	11,303	26,423	3,918
Fall 2005	2.2	9.4	43.1	19.2	22.9	3.2	10,223	24,686	3,988
Fall 2004	1.8	8.2	44.2	19.9	23.0	3.0	---	---	---

Note: Fall 2011 data as of 9/9/2011
Table B

CSM Student Total Number of Courses: Central Tendencies

	Mean	Median	Mode	Census Enroll	Enrollments	FTES
Fall 2011	2.49	2.0	1.0	10,165	25,286	3,551
Fall 2010	2.44	2.0	1.0	9,771	22,016	3,734
Fall 2009	2.44	2.0	1.0	10,569	24,053	4,137
Fall 2008	2.42	2.0	1.0	10,190	22,938	3,978
Fall 2007	2.44	2.0	1.0	10,138	22,889	3,982
Fall 2006	2.41	2.0	1.0	11,303	26,423	3,918
Fall 2005	2.55	2.0	1.0	10,223	24,686	3,988
Fall 2004	2.53	2.0	1.0	---	---	---

Note: Fall 2011 data as of 9/9/2011.
Table C

Percentage of Students by Total Number of Courses

	Total Number of Courses						Census		
	1	2	3	4	5	6+	Enroll	Enrollments	FTES
Fall 2011	36.8	20.0	16.3	16.5	6.8	3.6	10,165	25,286	3,551
Fall 2010	40.2	18.9	14.8	15.1	7.0	4.1	9,771	22,016	3,734
Fall 2009	41.3	18.2	13.8	15.5	7.0	4.3	10,569	24,053	4,137
Fall 2008	42.1	18.4	13.4	14.2	7.7	4.3	10,190	22,938	3,978
Fall 2007	42.2	18.6	12.4	14.5	7.5	4.8	10,138	22,889	3,982
Fall 2006	44.1	17.4	13.3	13.1	6.9	5.1	11,303	26,423	3,918
Fall 2005	39.2	17.8	14.7	14.8	7.9	5.6	10,223	24,686	3,988
Fall 2004	38.3	19.0	14.3	15.5	8.0	4.9	---	---	---

Note: Fall 2011 data as of 9/9/2011.
Table D

CSM Concurrent High School Student Profile
Summer 2007 – Spring 2011 (12 terms, including Summer)

Data Included:

- Table A: *Concurrent Students Snapshot, 2010-2011*
- Table B: *Concurrent Students Overview, 2007-2011*
- Table C: *Concurrent Students: Ethnicity, 2007-2011*
- Table D: *Concurrent Students: Gender, 2007-2011*
- Table E: *Concurrent Students: Age, 2007-2011*
- Table F: *Concurrent Students: Total Terms Enrolled, 2007-2011*
- Table G: *Concurrent Students: Successful Course Completion, 2007 – 2011*
- Table H: *Concurrent Students: Successful Course Completion by Discipline and by Age, 2007 - 2011*
- Table I: *Concurrent Students: Unduplicated Headcount by Academic Year, 2007-2011*
- Table J: *Concurrent Students: Unduplicated Headcount by Term and Location, 2007 – 2011*
- Table K: *Course Enrollments per Student by Location, 2007-2011*
- Table L: *Concurrent Students: Course Enrollments by Semester Type, 2007-2011*
- Table M: *Concurrent Students: Year-by-Year Course Enrollments, 2007-2011*
- Table N: *Concurrent Students: Discipline Area Enrollment Counts, 2007-2011*
- Table O: *Concurrent Students: High School of Origin, 2007-2011*

Concurrent Students Snapshot, 2010-2011

Total concurrent students enrolled (Concurrent Students, Unduplicated):	703
Concurrent students as a percentage of all CSM students	4.2%
Total number of courses enrolled:	1,471 courses
Concurrent student course enrollments as a percentage of all CSM course enrollments:	2.4%
Average number of courses enrolled:	2.1 courses
Average number of terms enrolled:	1.3 terms

Notes: "Total number of concurrent students enrolled" presents an unduplicated headcount among CSM Campus and Middle College students only. "Total number of course enrollments" presents the sum of all of the courses that all students have taken over the 3-term span. For example, 12 students who each enroll in 3 courses make up 36 course enrollments.

Source: SMCCCD Student Database, Academic History

Table A

Key Findings:

- This report examines concurrently enrolled high school students at CSM over a 4-year period of time (2007-08, 2008-09, 2009-10, 2010-11), for a combined total of 12 terms (Summer, Fall, and Spring). Concurrent students can be enrolled as students taking courses on the CSM campus, online CSM courses, CSM courses offered at a high school campus, or taking CSM campus courses while enrolled in CSM's Middle College program. In some cases, students will be enrolled at various points in time in all of the various enrollment options or "locations" available to San Mateo County high school students.

- Overall, a total of 4,300 high school students (unduplicated) enrolled in 10,843 courses between 2007-08 and 2010-11. (See Table B) On average, a concurrent high school student takes 2.5 CSM courses and is enrolled 1.7 terms.

- Table C displays the ethnicity of concurrent students, 2007-08 through 2010-11. Asian and White students comprise 61% of all concurrent students. The ethnic representation of concurrent students varies by "campus location" where a student is enrolled.

- Table D displays the gender of concurrent students, 2007-08 through 2010-11: 53% female; 44% male. The gender composition of concurrent students varies by "campus location."

- Table E displays the age of concurrent students for the 2010-11 year only: students aged 17 and above comprise 46% of concurrent students. Students aged 15 or less comprise 25% of concurrent students. As is the case with gender and ethnicity, the age of concurrent students varies considerably by "campus location."

- Table G examines the successful course completion rates (grade = A, B, C, or P) of all concurrent high school students, 2007-08 through 2010-11. 82.6% of all courses enrolled are successfully completed by concurrent students. This figure compares to a CSM Collegewide successful course completion rate of 69% - 70% for all students. Successful course completion rates vary considerably by "campus location."

- Table H displays successful course completion rates by (1) academic subject/disciplinary area, and (2) age. Overall, younger concurrent students successfully complete coursework at a rate considerably greater than older students: Less than 15 – 88.2%; 15 – 88.0%; 16 – 81.6%; 17 – 77.4%; 18 – 69.7%; 19+ - 58.4%. With the exception of vocational coursework, successful course completion variations in the disciplinary subject matter of range from 75.6% to 89.4%.

- Table I examines trends in enrollment headcounts for various "campus locations" of concurrent students between 2007-08 and 2010-11. During this period of time, the total concurrent student population has declined 35.9% (-603 students). The largest decline has occurred for high school students taking classes on the CSM campus (but not part of Middle College High School): -43.7%. In contrast, the MCHS population has remained stable during this period of time. The number of concurrent high school students taking CSM courses offered at a high school campus has declined 31.4%.

- Table J displays concurrent enrollment headcounts for various "campus locations" by each term—i.e., Summer, Fall, and Spring—between 2007-08 and 2010-11.

- Table K displays the course enrollments of concurrent students by various "campus locations." With the exception of MCHS populations, concurrent students are taking slightly less than 2.0 courses. In other words, a 'typical' concurrent student (non-MCHS) takes 1 or 2 courses only.

- As a proportion of all CSM course enrollments, concurrent enrollments (10,843) represent 4.3% of the collegewide total, 2007-08 through 2010-11. This proportional share of total CSM course enrollments has declined from 4.9% in 2007-08 to 3.2% in 2010-11. (See Table M)

- Table N presents the disciplinary subject area of courses enrolled by concurrent high school students, 2007-08 through 2010-11. As a point of comparative reference, the proportions of all CSM course enrollments for each disciplinary subject area are also displayed. Nearly one-half (47.0%) of all courses enrolled in by concurrent students are in the "Arts/Humanities" subject areas. The other disciplinary subject areas taken by concurrent students are as follows: Math – 12.4%; Kinesiology – 10.5%; Social Sciences – 9.3%; Physical Sciences – 5.8%; English – 5.4%; Biological Sciences – 3.9%; Business – 2.6%; CTE – 2.0%; Computer Science/Engineering – 1.1%.

- Nearly two-thirds (61.7%) of all concurrent students are enrolled at one of the 7 campuses of the San Mateo Union High School District (Hillsdale, Aragon, Mills, San Mateo, Burlingame, Capuchino, and Peninsula).

Concurrent Students Overview, 2007-2011

Total concurrent students enrolled (Concurrent Students, Unduplicated):	4,300
Concurrent students as a percentage of all CSM students	9.2%
Total number of courses enrolled:	10,843 courses
Concurrent student course enrollments as a percentage of all CSM course enrollments:	4.3%
Average number of courses enrolled:	2.5 courses
Average number of terms enrolled:	1.7 terms

Notes: "Total number of concurrent students enrolled" presents an unduplicated headcount across all locations and all years. "Total number of course enrollments" presents the sum of all of the courses that all students have taken over the 12-term span. For example, 12 students who each enroll in 3 courses make up 36 course enrollments.

Source: SMCCCD Student Database, Academic History

Table B

Concurrent Students: Ethnicity, 2007-2011

Ethnicity	CSM Campus	Middle College HS	HS Campus	All Locations (Unduplicated)
African American	2.6%	1.2%	3.0%	2.6%
Asian	30.7	12.3	15.6	26.7
Filipino	2.8	1.2	3.6	3.0
Hispanic	10.0	15.2	14.8	11.5
Native American	0.3	0.4	0.4	0.3
Pacific Islander	1.4	1.2	1.9	1.6
White	32.0	47.5	41.9	34.2
Multi-Ethnic	5.1	6.1	5.7	4.6
Other & Unknown	15.1	14.8	13.2	15.5
Total	100%	100%	100%	100%

Notes: For each location, the student count is an unduplicated count (counts students only once) over the entire 12-term span. Students who have taken courses at more than one location have been counted once for each location attended. For example, a student who took a course on a high school campus in one term and then took a course on the CSM campus in another term, has been included in the ethnicity counts for both the High School campus as well as the CSM campus. For "All Locations," the student count is an unduplicated count across all locations over the entire 12-term span. The Multi-Ethnic category was introduced in 2009.

Source: SMCCCD Student Database, Academic History

Table C

Concurrent Students: Gender, 2007-2011

Gender	CSM Campus	Middle College HS	HS Campus	All Locations (Unduplicated)
Female	54.3%	65.6%	48.3%	53.4%
Male	43.2	31.6	47.9	43.6
Total	100%	100%	100%	100%

Notes: For each location, the student count is an unduplicated count (counts students only once) over the entire 12-term span. Students who have taken courses at more than one location have been counted once for each location attended. For example, a student who took a course on a high school campus in one term and then took a course on the CSM campus in another term, has been included in the gender counts for both the High School campus as well as the CSM campus. For "All Locations," the student count is an unduplicated count across all locations over the entire 12-term span. Data on students whose genders are unknown or unreported are not included.
Source: SMCCCD Student Database, Academic History
Table D

Concurrent Students: Age, 2010-2011

Age in Years	2010-11			
	CSM Campus	Middle College HS	HS Campus	All Locations (Unduplicated)
Less than 15	9.8%	0%	3.8%	9.9%
15	16.1	0.0	15.2	15.5
16	26.5	19.8	28.3	28.7
17	31.8	61.7	31.2	31.6
18	13.9	17.3	18.6	11.9
19 and over	1.9	1.2	3.0	2.4
Total	100%	100%	100%	100%
Mean Age	16.3	17.0	16.6	16.3

Notes: "Age" for the 2010-11 academic year is determined by a student's age as of the end date of the earliest term attended. For each location, the student count is an unduplicated count (counts students only once) for the 2010-11 academic year. Students who have taken courses at more than one location have been counted once for each location attended. For example, a student who took a course on a high school campus in one term and then took a course on the CSM campus in another term, has been included in the age counts for both the High School campus as well as the CSM campus. For "All Locations," the student count is an unduplicated count across all locations for the 2010-11 academic year. Data on students whose ages are unknown or unreported are not included.
Source: SMCCCD Student Database, Academic History
Table E

Concurrent Students: Total Terms Enrolled, 2007-2011

Number of Terms	Students (Unduplicated)	Percent
1 only	2,552	59.3%
2	1,051	24.4
3	330	7.7
4	195	4.5
5	94	2.2
6 or more	78	1.8
Total Students	4,300	100%
Average Number of Terms		1.7 terms

Note: Data present the total number of terms in which a Concurrent Student enrolls. The student count is an unduplicated count (counts students only once) over the entire 12-term span.
Source: SMCCCD Student Database, Academic History
Table F

Concurrent Students: Successful Course Completion, 2007 - 2011

	CSM Campus	Middle College HS	HS Campus	All Locations
Total Course Enrollments	6,191	1,962	2,690	10,843
Percent of Total	57.1%	18.1%	24.8%	100.0%
Success Rate	81.7%	72.4%	92.1%	82.6%

Notes: "Total course enrollments" presents the sum of all of the courses that students at each location have taken over the 12-term span. For example, 12 students who each enroll in 3 courses make up 36 course enrollments. "Percent of Total" presents the distribution of course enrollments across locations. "Success Rate" presents the percentage of course enrollments with a passing or satisfactory grade.

Source: SMCCCD Database, Academic History
Table G

Concurrent Students: Successful Course Completion by Discipline and by Age, 2007 - 2011

| Discipline | Student Term Age in Years | | | | | | | | | | | | | |
| | Less than 15 | | 15 | | 16 | | 17 | | 18 | | 19 and over | | Total | |
	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success
Arts/Humanities	167	85.6%	327	85.3%	793	79.6%	1,024	76.4%	332	72.9%	19	68.4%	2,662	78.5%
Biological Sciences	22	77.3	58	81.0	118	83.9	161	75.8	47	74.5	2	50.0	408	78.7
Business	1	100.0	2	100.0	35	91.4	59	81.4	35	51.4	3	33.3	135	75.6
Computer Science/ Engineering	10	90.0	13	92.3	31	71.0	44	90.9	20	85.0	1	0.0	119	84.0
English	24	79.2	61	82.0	131	78.6	234	76.1	97	71.1	18	55.6	565	75.9
Mathematics	124	88.7	150	90.0	342	78.7	574	71.1	130	59.2	8	75.0	1,328	75.7
Kinesiology	115	99.1	169	96.4	286	92.7	374	85.6	140	78.6	12	66.7	1,096	89.4
Physical Sciences	60	83.3	128	96.1	121	80.2	205	78.5	62	67.7	1	100.0	577	82.1
Social Sciences	7	85.7	56	87.5	270	87.8	507	83.8	123	74.0	10	30.0	973	83.4
CTE (Vocational)	4	50.0	19	26.3	48	41.7	84	51.2	45	40.0	3	66.7	203	44.3
Total	534	88.2%	983	88.0%	2,175	81.6%	3,266	77.4%	1,031	69.7%	77	58.4%	8,066	79.4%

Notes: "Count" presents a number of course enrollments. "Success" denotes Success Rate and presents the percentage of course enrollments with a passing or satisfactory grade. "Student term age" is determined by a student's age as of the end date of the term during which a course is taken. Data include course enrollments taken on CSM campus only. Data do **not** include course enrollments taken on high school campuses.
Source: SMCCCD Database, Academic History
Table H

Concurrent Students: Unduplicated Headcount by Academic Year, 2007-2011

Academic Year	Unduplicated Count of Students and Percent Change from Prior Year							
	CSM Campus		Middle College HS		HS Campus		All Locations (Unduplicated)	
2007-08	1,089	---	81	---	459	---	1,536	---
2008-09	1,157	6.2	75	-7.4	452	-1.5	1,574	2.5
2009-10	1,127	-2.6	73	-2.7	350	-22.6	1,456	-7.5
2010-11	635	-43.7	84	15.1	240	-31.4	933	-35.9
Total Headcount, 2007-2011 (Unduplicated)	3,332	---	244	---	1,117	---	4,300	---

Note: "Academic Year" spans Summer, Fall, and Spring semesters. For example, 2010-11 academic year = Summer 2010 + Fall 2010 + Spring 2011. The percentage of change is calculated from the prior academic year. Student counts for the CSM Campus, MCHS, and the HS Campus are unduplicated (counts students only once) for each academic year. 'All Locations' unduplicated count is less than the sum of the 3 locations as some students enrolled at different locations over this period of time.
Source: SMCCCD Student Database, Academic History
Table I

Concurrent Students: Unduplicated Headcount by Term and Location, 2007 - 2011

Year	Term	CSM Campus	Middle College HS	HS Campus	All Locations (Unduplicated)
Summer	2007-08	663	17	---	680
	2008-09	719	1	---	720
	2009-10	724	9	11	744
	2010-11	393	32	---	425
Fall	2007-08	268	56	297	621
	2008-09	324	57	297	678
	2009-10	328	61	295	684
	2010-11	177	61	217	455
Spring	2007-08	375	50	357	782
	2008-09	314	65	371	750
	2009-10	286	55	248	589
	2010-11	182	59	199	440
Total (Duplicated)		4,753	523	2,292	7,568
Total Headcount, 2007-2011 (Unduplicated)		3,332	244	1,117	4,300

Notes: The student count is an unduplicated count (counts students only once) by term and location only. For example, each row presents an unduplicated headcount only for a given term. Students are counted once for each term they attend. "Total Headcount, 2007-2011" counts students once *per location* for the entire 12-term span. Thus, a student who attends MCHS Spring 2009 and the CSM Campus Summer 2009 is counted as both a "CSM Campus" and an MCHS student over the 12-term span.
Source: SMCCCD Student Database, Academic History
Table J

Concurrent Students: Course Enrollments per Student by Location, 2007-2011

| | Total Students, Course Enrollments, and Average # of Course Enrollments per Student | | | | | | | | | | | |
| | CSM Campus | | | Middle College HS | | | HS Campus | | | All Locations (Unduplicated) | | |
Academic Year	Students	Enrollments	Avg.	Students	Enrollments	Avg.	Students	Enrollments	Avg.	Students	Enrollments	Avg.
2007-08	1,089	1,798	1.7	81	503	6.2	459	782	1.7	1,536	3,083	2.0
2008-09	1,157	1,726	1.5	75	508	6.8	452	819	1.8	1,574	3,053	1.9
2009-10	1,127	1,678	1.5	73	469	6.4	350	660	1.9	1,456	2,807	1.9
2010-11	635	989	1.6	84	482	5.7	240	429	1.8	933	1,900	2.0

Note: "Academic Year" spans Summer, Fall, and Spring semesters. For example, 2010-11 academic year = Summer 2010, Fall 2010, and Spring 2011. Student count is an unduplicated count (counts students only once) for each location and for each academic year attended. For example, a student who attends MCHS in Spring 2009 and at a high school campus in Fall and Spring 2009 is counted once for MCHS's 2007-08 academic year and once for HS Campus's 2008-09 academic year. "Enrollments" presents the number of courses in which students at each location have enrolled for a given academic year. For example, in any given year, 12 students who each enroll in 3 courses make up 36 course enrollments. "All Locations," presents an unduplicated count across all locations.
Source: SMCCCD Student Database, Academic History
Table K

Concurrent Students: Course Enrollments by Semester Type, 2007-2011

| | 2010-2011 | | All Years 2007-2011 | |
Semester Type	Enrollments	Percent	Enrollments	Percent
Summer	558	29.4%	3,417	31.5%
Fall	667	35.6	3,715	34.3
Spring	665	35.0	3,711	34.2
Total	1,900	100%	10,843	100%

Note: "Enrollments" presents the number of courses in which students at all locations have enrolled for a given time frame. For example, 12 students who each enroll in 3 courses make up 36 course enrollments. "Academic Year" spans Summer, Fall, and Spring semesters. For example, 2010-11 academic year = Summer 2010 + Fall 2010 + Spring 2011.
Source: SMCCCD Student Database, Academic History
Table L

Concurrent Students: Year-by-Year Course Enrollments, 2007-2011

Academic Year	Concurrent High School Students			Concurrent H.S. Course Enrollments as a Percentage of All CSM Course Enrollments
	Number of Students	Number of Enrollments	Avg # of Enrollments	
2007-08	1,536	3,083	2.01	4.9%
2008-09	1,574	3,053	1.94	4.8
2009-10	1,456	2,807	1.93	4.3
2010-11	933	1,900	2.04	3.2
Total Headcount, 2007-2011 (Unduplicated)	4,300	10,843	2.52	4.3%

Note: "Number of Concurrent H.S. Students" is an unduplicated count (counts students only once) for each academic year. For example, a student who attends in Spring 2009 as well as in Fall and Spring 2009 is counted once for the 2007-08 academic year and once for the 2008-09 academic year. "Academic Year" spans Summer, Fall, and Spring semesters. For example, 2010-11 academic year = Summer 2010, Fall 2010, and Spring 2011. "Total Headcount 2007-2011" presents an unduplicated count of students for the entire 12-term span.
Source: SMCCCD Student Database, Academic History
Table M

Concurrent Students: Discipline Area Course Enrollment Counts, 2007-2011

Discipline Area	Concurrent H.S. Students			All CSM Course Enrollments
	# of Course Enrollments	Percent of Total	Course Enrollments as a Percentage of All CSM Enrollments	
Arts/Humanities	5,100	47.0%	10.4%	49,112
Mathematics	1,342	12.4	5.6	19,026
Kinesiology	1,143	10.5	4.4	15,370
Social Sciences	1,008	9.3	2.8	4,494
Physical Sciences	632	5.8	4.3	36,526
English	584	5.4	1.6	23,899
Biological Sciences	418	3.9	2.2	26,259
Business	281	2.6	1.8	14,622
CTE (Vocational)	215	2.0	0.8	35,773
Computer Science/Engineering	120	1.1	2.7	26,812
Total Course Enrollments	10,843	100%	4.3%	251,893

Note: "Course Enrollments" presents the total number of courses in which a student population has enrolled over the entire 12-term span, including Summer terms. For example, 12 students who each enroll in 3 courses make up 36 course enrollments.
Source: SMCCCD Student Database, Academic History
Table N

Concurrent Students: High School of Origin, 2007-2011

High School	2010-11		All Years 2007-2011	
	Students	Percent	Students	Percent
Hillsdale	143	23.9%	970	22.6%
Aragon	68	11.4	482	11.2
Mills	51	8.5	461	10.7
San Mateo	58	9.7	360	8.4
Burlingame	47	7.9	272	6.3
Carlmont	41	6.9	210	4.9
Half Moon Bay	9	1.5	156	3.6
Notre Dame	11	1.8	104	2.4
Woodside	7	1.2	86	2.0
Serra	10	1.7	81	1.9
Capuchino	4	0.7	69	1.6
Sequoia	9	1.5	57	1.3
Menlo-Atherton	8	1.3	53	1.2
South San Francisco	4	0.7	42	1.0
Terra Nova	8	1.3	42	1.0
Peninsula	4	0.7	40	0.9
Westmoor	12	2.0	32	0.7
Crystal Springs Upland	2	0.3	28	0.7
Mercy	3	0.5	28	0.7
St. Francis	5	0.8	28	0.7
El Camino	9	1.5	27	0.6
Mt. Eden	0	0.0	25	0.6
All others (n=103)	38	6.4	348	8.1
Unknown	47	7.9	299	7.0
Total	598	100%	4,300	100%

Note: For "2010-2011," the student count is an unduplicated count (counts students only once) for Summer and Fall 2010 and for Spring 2011. For "All Years 2007-2011," the student count is an unduplicated count over the entire 12-term span.
Source: SMCCCD Student Database, Academic History
Table O

CSM First Generation College Student Ethnic Profile
2010-2011

Data Included:
- Table A: *Ethnic Profile of First Generation College Applicants to CSM (chart)*
- Table B: *Ethnic Profile of First Generation College Applicants to CSM (table)*

Key Findings:
- Between July 1, 2010 – September 15, 2011, 16,800 prospective students applied for admission at CSM. 18.0% (n = 3,031) of all applicants come from families where no parent or guardian had ever attended college.

- There are significant ethnic differences among these 3,301 applicants who would be first generation college students. 42.5% of all first generation applicants are Hispanic. The first-generation college status of other ethnic groups is as follows: Asian – 26.2%; White – 22.1%; Multi-Ethnic – 12.8%; African American – 5.6%; Filipino – 4.5%; Pacific Islander – 3.2%; and Native American – 2.0%.

Ethnic Profile of First Generation College Applicants to CSM
(duplicated headcount, n=3,031)
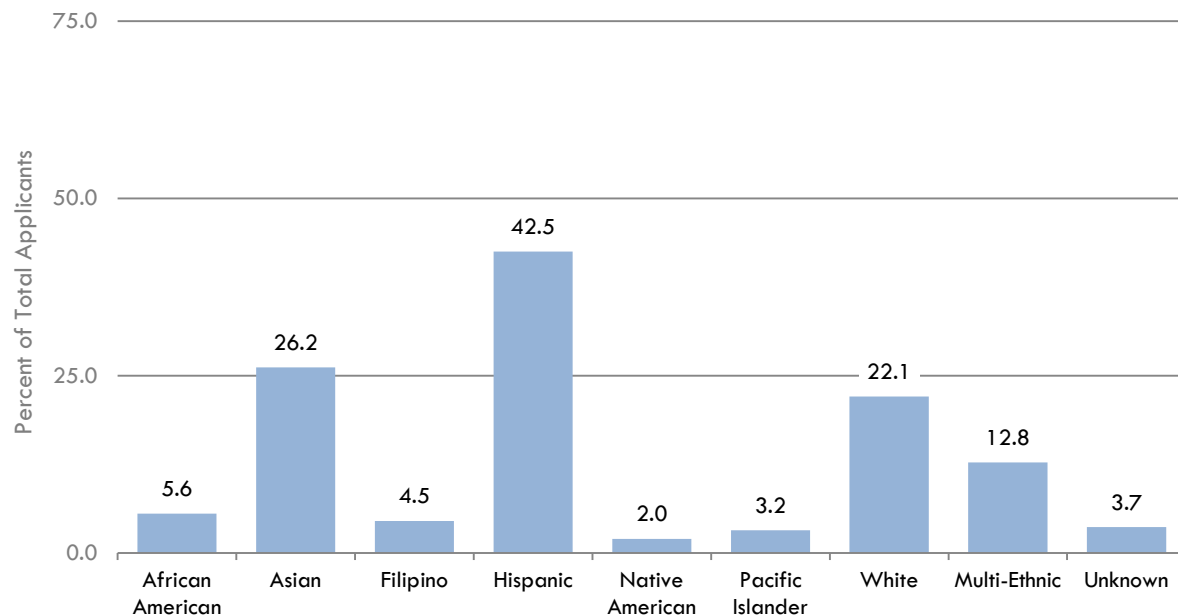
Note: Applicants who checked more than 1 ethnicity are counted in multiple ethnic categories, hence sum of percents will be greater than 100%.

Source: CCCCO, CCCApply, July 1, 2010 through September 15, 2011

Table A

Ethnic Profile of First Generation College Applicants to CSM
(duplicated headcount, n=3,031)

Ethnicity	Count	Percent
African American	169	5.6
Asian	794	26.2
Filipino	137	4.5
Hispanic	1,289	42.5
Native American	61	2.0
Pacific Islander	98	3.2
White	669	22.1
Multi Races	388	12.8
Unknown	111	3.7
Total	3,031	

Note: Applicants who checked more than 1 ethnicity are counted in multiple ethnic categories, hence sum of percents will be greater than 100%.

Source: CCCCO, CCCApply, July 1, 2010 through September 15, 2011

Table B

Profile of CSM Lifelong Learners
Fall 2008 – Fall 2011

Data Included:

- Table A: *Lifelong Learners as a Share of Total Enrollment, Fall 2008 – Fall 2011*
- Table B: *Headcount of Lifelong Learners, Fall 2008 – Fall 2011*
- Table C: *Ages of Lifelong Learners, Fall 2011*
- Table D: *Ethnicity of Lifelong Learners, Fall 2011*
- Table E: *Residential Area of Lifelong Learners, Fall 2011*
- Table F: *Enrollment Status of Lifelong Learners, Fall 2011*
- Table G: *Prior Education Level of Lifelong Learners, Fall 2011*
- Table H: *Number of Courses Enrolled by Lifelong Learners, Fall 2011*
- Table I: *Lifelong Learner Course Enrollments by Discipline, Fall 2011*

Key Findings:

- For the purposes of this analysis, 'Lifelong Learners' (LL) are defined as students enrolling in one course only in a given semester or enrolled in multiple courses in the same discipline only (e.g., P.E. activity, music, etc.). Concurrently enrolled high school students are excluded from this analysis.
- In relation to total CSM enrollment, the proportion of LL's has been steadily decreasing between Fall 2009 – Fall 2011: 19.1% vs. 12.4% (Table A)
- In terms of absolute numbers, LL's have declined 31.0% since Fall 2009. (Table B)
- 53.8% of LL's are 40 years or older. (Table C) In contrast, only 16.9% of the total Fall 2011 CSM population is 40 or older.
- 50.2% of LL's have previously earned a post-secondary educational degree. (Table G)
- The vast majority (81.0%) of LL's enroll in only 1 course per term. (Table H)
- Nearly 2/3 (64.0%) of all LL's enroll in two broad subject areas: Physical Education/Kinesiology and Art/Music/Photography. (Table I)

Lifelong Learners as a Share of Total Enrollment, Fall 2008 – Fall 2011
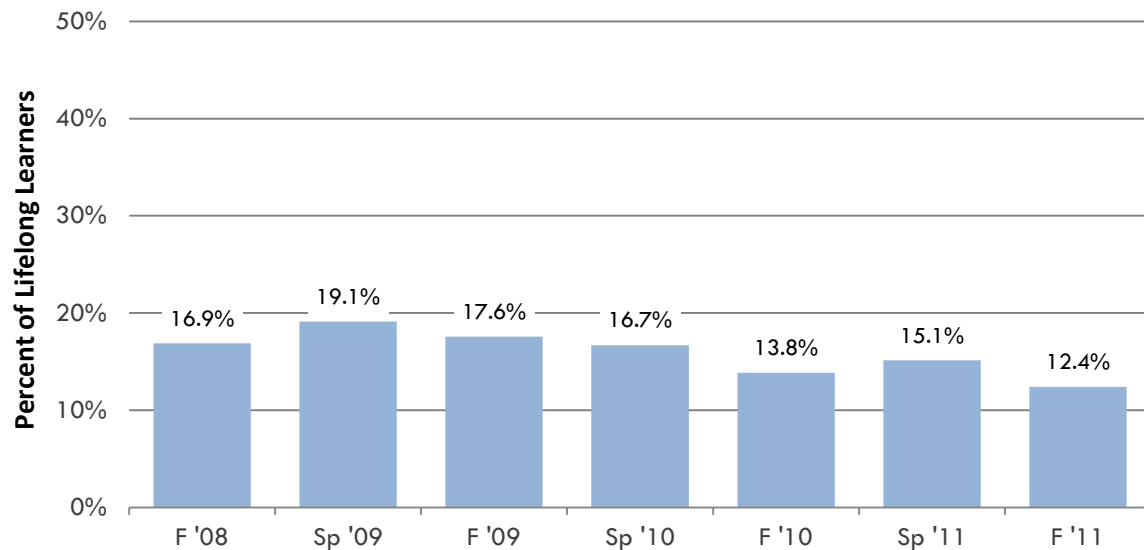
Source: SMCCCD Student Database
Table A

Headcount of Lifelong Learners, Fall 2008 – Fall 2011

Semester	Lifelong Learners	% of Enrollment	Total CSM Enrollment
Fall 2008	1,892	16.9	11,215
Spring 2009	2,180	19.1	11,405
Fall 2009	2,022	17.6	11,508
Spring 2010	1,950	16.7	11,679
Fall 2010	1,465	13.8	10,588
Spring 2011	1,524	15.1	10,078
Fall 2011	1,305	12.4	10,540

Source: SMCCCD Student Database
Table B

Ages of Lifelong Learners, Fall 2011

Age in Years	Count	Percent
Younger than 20	51	3.9
20 – 24	188	14.5
25 – 29	150	11.6
30 – 34	126	9.7
35 – 39	86	6.6
40 – 49	206	15.9
50 – 59	263	20.3
60 and older	228	17.6
Total	1,298	100

Source: SMCCCD Student Database
Table C

Ethnicity of Lifelong Learners, Fall 2011

	Count	Percent
African American	35	2.7
Asian	240	18.4
Filipino	50	3.8
Hispanic	149	11.4
Native American	3	.2
Pacific Islander	18	1.4
White	630	48.3
Multi-Ethnic	88	6.7
Others/Unknown	92	7.0
Total	1,305	100

Source: SMCCCD Student Database
Table D

Residential Area of Lifelong Learners, Fall 2011

	Count	Percent
CSM Service Area	752	58.1
Cañada Service Area	218	16.8
Skyline Service Area	167	12.9
San Francisco County	59	4.6
Santa Clara County	25	1.9
Alameda County	43	3.3
Contra Costa County	7	0.5
Other outside service area	23	1.8
Total	1,294	100

Source: SMCCCD Student Database
Table E

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

Enrollment Status of Lifelong Learners, Fall 2011

	Count	Percent
Continuing Student	832	63.8
Returning Student	226	17.3
Returning Transfer Student	140	10.7
First-Time Transfer Student	81	6.2
First-Time Student	26	2.0
Total	1,305	100

Source: SMCCCD Student Database
Table F

Prior Education Level of Lifelong Learners, Fall 2011

	Count	Percent
Concurrent Adult School	1	0.1
HS Graduate or Equivalent	566	43.4
Associate Degree	96	7.4
Bachelor Degree or Higher	558	42.8
Unknown/Unreported	84	6.4
Total	1,305	100

Source: SMCCCD Student Database
Table G

Number of Courses Enrolled by Lifelong Learners, Fall 2011

	Count	Percent
1	1,057	81.0
2	162	12.4
3	72	5.5
4	11	0.8
5	2	0.2
6	1	0.1
Total	1,305	100

Source: SMCCCD Student Database
Table H

Lifelong Learner Course Enrollments by Discipline, Fall 2011

Discipline	LL Course Enrollments	Percent of Total LL Enrollments	Total CSM Enrollment	LL Enroll as a Percent of Discipline Enrollment
Physical Education/Kinesiology	615	37.1	2,449	25.1
Art/Music/Photography	445	26.9	2,320	19.2
Business	288	17.4	2,005	14.4
Math/Computer	98	5.9	3,360	2.9
Language Arts	88	5.3	4,872	1.8
Occupational	45	2.7	2,613	1.7
Social Sciences/Humanities	43	2.6	4,659	0.9
Science	29	1.8	2,926	1.0
Library	6	0.4	77	7.8
Total	1,657	100	25,904	

Source: SMCCCD Student Database
Table I

CSM Intercollegiate Student-Athlete Profile
2009/10 - 2010/11

Data Included:

- Table A: *CSM Intercollegiate Athletics: 2010/11*
- Table B: *CSM Intercollegiate Athletics: 2009/10*

Key Findings:

- More than 8 of every 10 (85%) student-athletes who have completed their 2nd year of intercollegiate athletic eligibility transferred to a 4-year college or university. In comparison, the statewide transfer rate for **all** California community college students is 15%.
- Nearly 2/3 (62%) of student-athletes who transferred also received transfer scholarships in the amount of $2.66 million.

CSM Intercollegiate Athletics: 2010/11

Sport	# of Student-Athletes	GPA	Transfers	Scholarships	Total Amount
Baseball	14	3.08	13	9	$66,000
Basketball, W	6	3.18	6	4	28,000
Cross Country, M	1	3.02	1	0	0
Cross Country, W	0	3.08	0	0	0
Football	32	2.70	21	14	820,000
Softball	6	2.87	4	3	60,000
Swim & Dive, M	4	2.77	2	0	0
Swim & Dive, W	5	2.97	5	1	1,500
Track & Field, M	3	2.66	3	0	0
Track & Field, W	1	3.09	1	0	0
Water Polo, W	2	2.98	2	0	0
Total 2010/11	74	2.86	59	31	$975,500

Source: CSM Intercollegiate Athletics Department

Table A

Definitions

Student Athletes:	Total number of student athletes completing their 2nd year of intercollegiate athletic eligibility.
GPA:	Composite GPA of student athletes in all coursework completed at CSM.
Transfers:	Number of student athletes who transferred to a 4-year institution, in-state and out-of-state.
Scholarships:	Number of student athletes who received academic and/or athletic scholarships awarded by the transfer institution.
Total Amount:	Monetary sum of scholarships awarded by the transfer institution.

CSM Intercollegiate Athletics: 2009/10

Sport	# of Student-Athletes	GPA	Transfers	Scholarships	Total Amount
Baseball	18	2.97	15	12	$45,000
Basketball, W	8	2.38	5	2	50,000
Cross Country, M	1	3.17	0	0	0
Cross Country, W	1	3.25	1	0	0
Football	30	2.72	26	26	1,475,000
Softball	7	2.82	4	2	65,000
Swim & Dive, M	2	3.10	2	0	0
Swim & Dive, W	5	3.04	5	0	0
Track & Field, M	10	2.73	8	6	50,000
Track & Field, W	1	3.23	1	0	0
Water Polo, W	3	3.06	3	0	0
Total 2009/10	**86**	**2.82**	**77**	**48**	**$1,685,000**

Source: CSM Intercollegiate Athletics Department

Table B

Definitions

Student Athletes:	Total number of student athletes completing their 2nd year of intercollegiate athletic eligibility.
GPA:	Composite GPA of student athletes in all coursework completed at CSM.
Transfers:	Number of student athletes who transferred to a 4-year institution, in-state and out-of-state.
Scholarships:	Number of student athletes who received academic and/or athletic scholarships awarded by the transfer institution.
Total Amount:	Monetary sum of scholarships awarded by the transfer institution.

Profile of San Mateo Adult School (SMAS) Alumni Enrolled in CSM ESL Coursework
Spring 2012

Data Included:
- Table A: *Percentage of the Spring 2012 ESL Population That Are SMAS Alumni*
- Table B: *Ethnicity of Spring 2012 SMAS Alumni*
- Table C: *Age of Spring 2012 SMAS Alumni*
- Table D: *Education Level of Spring 2012 SMAS Alumni*
- Table E: *ESL Courses Taken During SMAS Alumni First Term at CSM*
- Table F: *Success and Retention Rates of SMAS Alumni*
- Table G: *Total ESL Courses Taken at CSM by SMAS Alumni*
- Table H: *Cumulative Units Earned at CSM by SMAS Alumni*
- Table I: *Cumulative Units Earned at SMCCCD by SMAS Alumni*
- Table J: *Degrees and Certificates Earned by SMAS Alumni*

Key Findings:
- More than one-quarter (25.5%) of all CSM students enrolled in ESL coursework were originally students at the San Mateo County Adult School program
- These former SMAS students are predominantly Hispanic (41.3%), Asian (34.9%), and White (15.1%). In addition, 58.8% are 30 years or older.
- 14.3% of former SMAS students have completed education beyond the equivalent of high school in their native country.

Percentage of the Spring 2012 ESL Population That Are SMAS Alumni

$$\frac{126\ SMAS\ Alumni}{494\ Spring\ 2012\ ESL\ Students} = 25.5\%$$

Table A

Ethnicity of Spring 2012 SMAS Alumni

	Count	Percent
Asian	44	34.9
Black	1	0.8
Filipino	2	1.6
Hispanic	52	41.3
White	19	15.1
Multi Races	5	4.0
Unknown	3	2.4
Total	126	100

Table B

Age of Spring 2012 SMAS Alumni

	Count	Percent
Younger than 20	6	4.8
20-24 years	26	20.6
25-29 years	20	15.9
30-39 years	43	34.1
40-49 years	24	19.0
50-59 years	4	3.2
60 years and older	3	2.5
Total	126	100

Table C

Education Level of Spring 2012 SMAS Alumni

	Count	Percent
Not a HS graduate & no longer in HS	20	15.9
Currently enrolled in Adult School	10	7.9
Received HS diploma	39	31.0
GED, HS certificate of equivalency	3	2.4
Foreign secondary diploma/certificate	35	27.8
Associate degree	2	1.6
Bachelor degree or higher	16	12.7
Unknown	1	0.8
Total	126	100

Table D

ESL Courses Taken During SMAS Alumni First Term at CSM

		Count	Percent
ESL 400	Basic Composition	1	0.4
ESL 825	Writing Non-Native Speakers I	8	2.8
ESL 826	Writing Non-Native Speakers II	35	12.3
ESL 827	Writing Non-Native SpeakersIII	17	6.0
ESL 828	Writing Non-Native Speakers IV	10	3.5
ESL 845	Conv for Non-Native Speakers I	31	10.9
ESL 846	Conv for Non-Native SpeakersII	22	7.7
ESL 847	Conv for Non-Native Spkrs III	16	5.6
ESL 848	Conv Non-Native Spkrs IV	15	5.3
ESL 849	Conversation Workshop	2	0.7
ESL 850	Individual Writing Instruction	8	2.8
ESL 855	Reading Non-Native Speakers I	21	7.4
ESL 856	Reading Non-Native Spkrs II	19	6.7
ESL 857	Reading Non-Native SpeakersIII	27	9.5
ESL 880MC	Basic Grammar Non-Native Spk I	22	7.7
ESL 891	Accent Reduction for NNS	2	0.7
ESL 895	Indv. Reading Improvement NNS	12	4.2
ESL 896	Vocabulary for NNS Speakers I	12	4.2
ESL 897	Vocabulary for NNS Speakers II	4	1.4
Total		284	100

Table E

Success and Retention Rates of SMAS Alumni

		Count	Success Rate	Retention Rate
ESL 400	Basic Composition	3	0.0	33.3
ESL 825	Writing Non-Native Speakers I	17	58.8	82.4
ESL 826	Writing Non-Native Speakers II	62	71.0	83.9
ESL 827	Writing Non-Native SpeakersIII	43	81.4	90.7
ESL 828	Writing Non-Native Speakers IV	31	67.7	83.9
ESL 845	Conv for Non-Native Speakers I	40	77.5	90.0
ESL 846	Conv for Non-Native SpeakersII	47	85.1	95.7
ESL 847	Conv for Non-Native Spkrs III	37	73.0	73.0
ESL 848	Conv Non-Native Spkrs IV	28	75.0	89.3
ESL 849	Conversation Workshop	2	0.0	50.0
ESL 850	Individual Writing Instruction	23	43.5	69.6
ESL 855	Reading Non-Native Speakers I	28	71.4	82.1
ESL 856	Reading Non-Native Spkrs II	42	69.0	78.6
ESL 857	Reading Non-Native SpeakersIII	46	58.7	69.6
ESL 880MC	Basic Grammar Non-Native Spk I	26	96.2	100.0
ESL 891	Accent Reduction for NNS	4	50.0	50.0
ESL 895	Indv. Reading Improvement NNS	31	64.5	80.6
ESL 896	Vocabulary for NNS Speakers I	23	52.2	65.2
ESL 897	Vocabulary for NNS Speakers II	14	35.7	50.0
ESL 898	Comp Grammar Rev for NonNative	5	80.0	100.0
Total		552		

Table F

Total ESL Courses Taken at CSM by SMAS Alumni

	Count	Percent
1-2	19	15.1
3-6	62	49.2
7-9	19	15.1
10-12	17	13.5
13-23	9	7.1
Total	126	100

Table G

Cumulative Units Earned at CSM by SMAS Alumni

	Count	Percent
0 units	13	12.0
1.0 to 3.0 units	7	6.5
5.0 to 11.0 units	31	28.7
11.5 to 24.0 units	35	32.4
26.5 to 44.5 units	17	15.7
60.0 to 83.0 units	5	4.6
Total	108	100

Table H

Cumulative Units Earned at SMCCCD by SMAS Alumni

	Count	Percent
0 units	8	7.7
1.0 to 6.5 units	16	15.4
7.0 to 14.5 units	32	30.8
16.0 to 24.0 units	23	22.1
26.5 to 50.0 units	18	17.3
60.0 to 93.5 units	7	6.7
Total	104	100

Table I

Degrees and Certificates Earned by SMAS Alumni

2 certificates earned.

Table J

This page intentionally left blank.

Enrollment: History and Trends

In This Section

Enrollment History
- *CSM Enrollment History, Fall 1995 – Fall 2011*

Enrollment Profile
- *CSM Day vs. Evening Enrollment Profile, 1995 – 2010*
- *CSM Enrollment Status, 1994 – 2010*
- *Cross-Enrollment of CSM Students within SMCCCD, 1995 – 2010*

Course Enrollments
- *CSM Course Enrollments, Spring 2011*
- *CSM Courses by Enrollment per Section, Spring 2011*
- *CSM Courses by Success Rate, Fall 2010*

SMCCCD Enrollments
- *SMCCCD Enrollments, Cañada, CSM, and Skyline, Fall 1985 – Fall 2010*

Overview

Since 1968, when enrollment was an all-time high of 17,795, CSM has witnessed fluctuations in the student population and these vacillations reflect a variety of issues. Demand, program capacity, funding constraints and revenue boosts, student fee increases, economic trends, demographic shifts—all, in some capacity, influence enrollment.

In Fall 2011 enrollment was 10,540 students. Since Fall 1995 it has declined by 8% (966 students) and since 2002 by 16% (2,039) when enrollment was at a high of 12,579 students.

The fluctuations are reflected in CSM's proportional share of the overall SMCCCD enrollment. In 1985 it was 50% vs. 38% in Fall 2011. Skyline's enrollment is steadily increasing: in Fall 2011 it accounted for 37% and Cañada for 26%. As the SMCCCD shifts to a Basic Aid funding model and FTES generation no longer triggers increased

revenues to the colleges, enrollment trends for all three colleges may change.

Day and Evening Trends and Enrollment Status

In the most recent study, in Fall 2010 nearly half (48%) of students attends classes in the day only and approximately one third attend in the evening only. The proportion of students attending in the evening only has declined by 6% since Fall 1995 but, at the same time, the proportion enrolling in both day and evening courses has increased by 3%.

The majority of students are "continuing" students (62%), having attended one of the 3 prior semesters. The proportion of continuing students has increased 12% since Fall 1994. "Returning" students (enrolled in more than 3 semesters prior) account for nearly 9% and first-time students 12%.

Cross-Enrollment of Students within SMCCCD

A steadily increasing number of students are enrolled in one of or both CSM's sister colleges. In Fall 2010, 84% enrolled in CSM only while 16% took coursework at other SMCCCD colleges: CSM and Cañada (7%); CSM and Skyline (8%); and all 3 SMCCCD campuses (1%).

Course Enrollments

These tables list the top 100 courses in Spring 2011 sorted by enrollment and enrollment per section. The 5 top enrolled classes are ENGL 100, PSYC 100. ENGL 110, MATH 120, and SOCI 100. A table is also included for Fall 2010 with the top 100 courses sorted by success rate. The college-wide success rate is 69% and those ranking at or above the college average span multiple disciplines and include foundation, lab, and fitness courses. These data need to be interpreted cautiously as course enrollment and success data vary greatly by section.

CSM Enrollment History
First Census Student Enrollment: Fall 1995 – Fall 2011

Snapshot: Fall 2011 enrollment was 10,540 students.

Data Included:
- Table A: *CSM Student Enrollment: 16-Year Perspective (chart)*
- Table B: *CSM Student Enrollment: 16-Year Perspective (table)*

Key Findings:
- Overall, CSM total headcount has fluctuated considerably between since Fall 1995.
- Currently, total enrollment is at its lowest point since Fall 1995. Fall 2011 enrollment has declined by 966 students (8%) since Fall 1995.
- Fall 2011 enrollment has fallen by 16% (2,039) since CSM's peak enrollment in Fall 2002.

CSM Student Enrollment: 16-Year Perspective
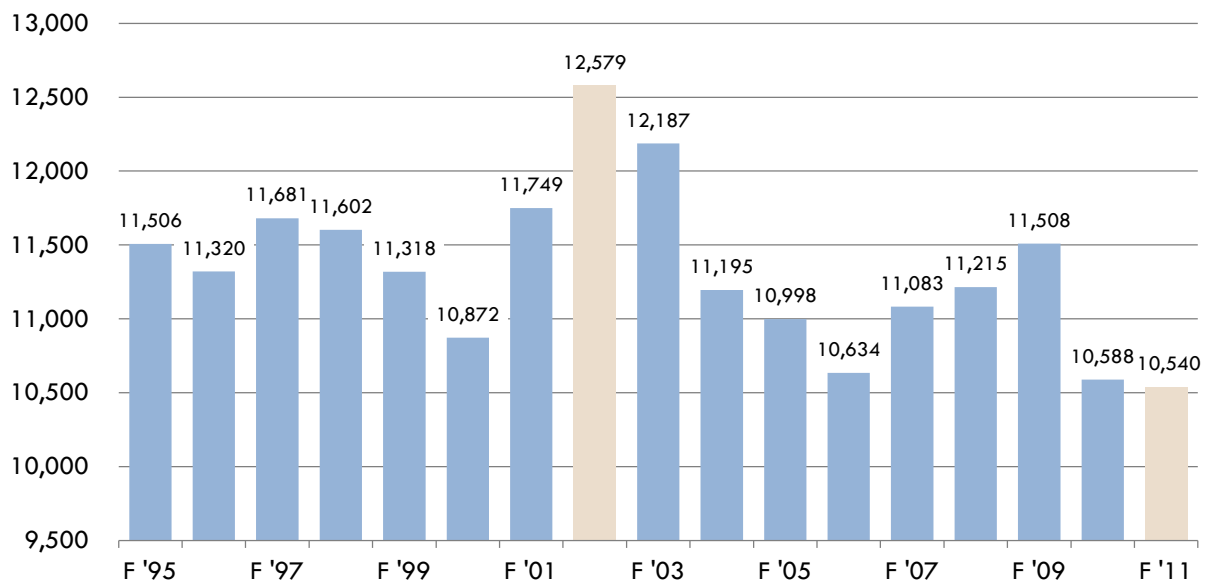
Source: SMCCCD Student Database, First Census
Table A

CSM Student Enrollment: 16-Year Perspective

	Count	Percent Change
Fall 2011	10,540	-0.5%
Fall 2010	10,588	-8.0
Fall 2009	11,508	2.6
Fall 2008	11,215	1.2
Fall 2007	11,083	4.2
Fall 2006	10,634	-3.3
Fall 2005	10,998	-1.8
Fall 2004	11,195	-8.1
Fall 2003	12,187	-3.1
Fall 2002	12,579	7.1
Fall 2001	11,749	8.1
Fall 2000	10,872	-3.9
Fall 1999	11,318	-2.4
Fall 1998	11,602	-0.7
Fall 1997	11,681	3.2
Fall 1996	11,320	-1.6
Fall 1995	11,506	---

Source: SMCCCD Student Database, First Census
Table B

CSM Student Day vs. Evening Enrollment Profile
1995-2010

Data Included:
- Table A: *CSM Snapshot: Student Day vs. Evening Enrollment Fall 2010*
- Table B: *CSM Student Day vs. Evening Enrollment: 15-Year Perspective*
- Table C: *CSM Student Day vs. Evening Enrollment: 5-Year Increments of Change*

Key Findings:
- Approximately 1/3 of CSM students attend class in the evenings only.
- Nearly 1/2 (48%) of CSM students attend classes in the day only.
- While the proportion of student enrolling in the evening only has declined by 6% since Fall 1995, the proportion of students enrolling in both day and evening courses has increased by 3%.

CSM Snapshot: Student Day vs. Evening Enrollment Fall 2010
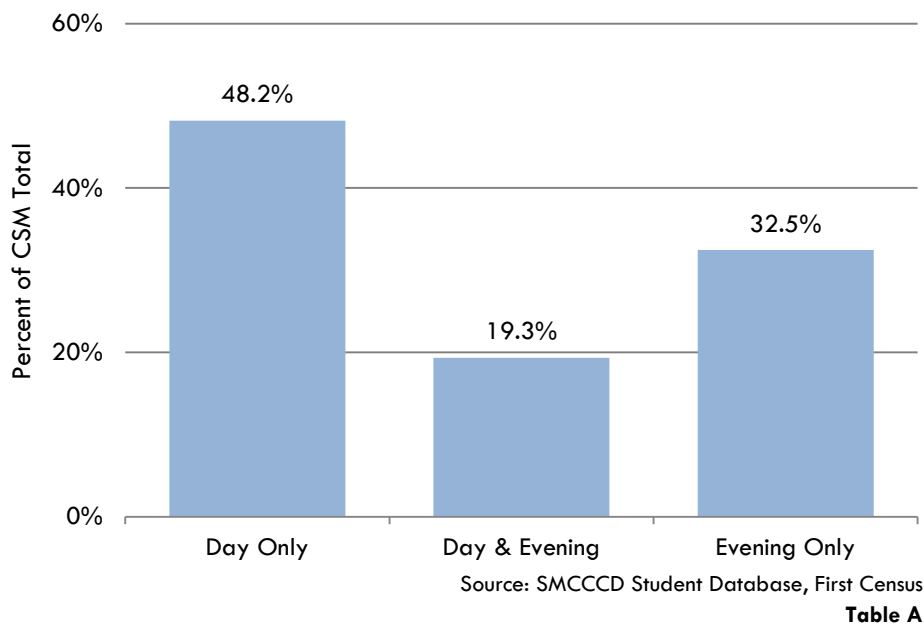
Source: SMCCCD Student Database, First Census

Table A

CSM Student Day vs. Evening Enrollment: 15-Year Perspective

	Number of Students and Percent of Term/Year Total								15-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2010		
Day Only	5,299	46.1%	4,869	44.8%	4,987	45.3%	5,104	48.2%	2.1
Day & Evening	1,838	16.0	1,724	15.9	2,191	19.9	2,048	19.3	3.3
Evening Only	4,369	38.0	4,279	39.4	3,811	34.7	3,436	32.5	-5.5
Total	11,506	100%	10,872	100%	10,998	100%	10,588	100%	---

Note: 15-year change represents the change, expressed in percentage points, in percent share of the total.
Source: SMCCCD Student Database, First Census
Table B

CSM Student Day vs. Evening Enrollment: 5-Year Increments of Change

	Day Only	Day & Evening	Evening Only	Total
Student Enrollment Count				
Fall 2010	5,104	2,914	1,402	10,588
Fall 2005	4,987	2,948	1,349	10,998
Fall 2000	4,869	2,715	1,386	10,872
Fall 1995	5,299	3,017	1,620	11,506
Percent of Annual Total				
Fall 2010	48.2%	19.3%	32.5%	100%
Fall 2005	45.3	19.9	34.7	100
Fall 2000	44.8	15.9	39.4	100
Fall 1995	46.1	16.0	38.0	100
5-Year Change				
2005–2010	2.9	-0.6	-2.2	
2000–2005	0.6	4.1	-4.7	
1995–2000	-1.3	-0.1	1.4	
15-Year Change 1995–2010	2.1	3.3	-5.5	

Note: 5- and 15- year change represent the change, expressed in percentage points, in percent share of the total.
Source: SMCCCD Student Database, First Census
Table C

CSM Student Enrollment Status
1994-2010

Snapshot: The majority of CSM students are continuing students.

Data Included:
- Table A: *CSM Snapshot: Student Enrollment Status Fall 2010*
- Table B: *CSM Student Enrollment Status: 16-Year Perspective*
- Table C: *CSM Student Enrollment Status: 5-Year Increments of Change*

Key Findings:
- Table A displays the enrollment status of Fall 2010 students. Continuing students comprise nearly 2/3 (61.6%) of all students. A student may register as continuing if enrolled in any of 3 prior semesters. Conversely, a "returning" student is one who was enrolled at a point in time more than 3 semesters prior to the current term.
- The proportion of "continuing" students has steadily increased since Fall 1994 (+12.7%) and "concurrently enrolled" high school students have increased slightly during this time. (See Table B.)

CSM Snapshot: Student Enrollment Status Fall 2010 (n=10,588)
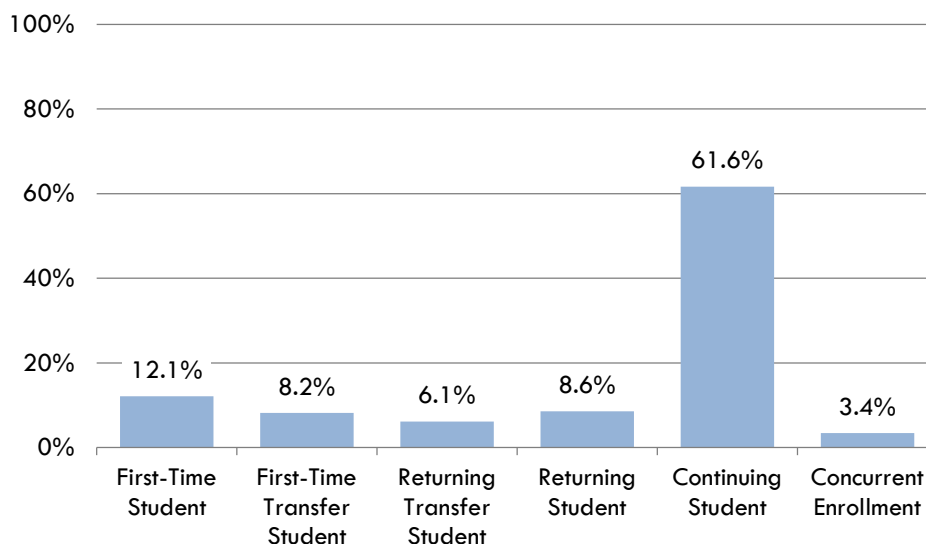
Source: SMCCCD Student Database, First Census
Table A

CSM Student Enrollment Status: 16-Year Perspective

Enrollment Status	Enrollment Count and Percent of Annual Total								16-Yr Change
	Fall 1994		Fall 2000		Fall 2005		Fall 2010		
First-Time	1,974	16.5%	1,507	14.0%	1,384	13.4%	1,282	11.9%	-4.6
First-Time Transfer	1,447	12.1	1,046	9.7	951	9.2	866	8.0	-4.1
Returning Transfer	1,124	9.4	651	6.0	691	6.7	649	6.0	-3.4
Returning	1,501	12.5	1,252	11.6	1,203	11.6	908	8.4	-4.1
Continuing	5,729	47.9	6,022	55.7	5,838	56.4	6,526	60.6	12.7
Concurrent Enrollment	194	1.6	324	3.0	282	2.7	357	3.3	1.7
Total	11,969	100%	10,802	100%	10,350	100%	10,588	100%	---

Note: 16-year change represents the change, expressed in percentage points, in percent share of the total from 1994 to 2010.
Source: SMCCCD Student Database, First Census
Table B

CSM Student Enrollment Status: 5-Year Increments of Change

	First-Time	First-Time Transfer	Returning Transfer	Returning	Continuing	Concurrent Enrollment	Total
Enrollment Count							
Fall 1994	1,974	1,447	1,124	1,501	5,729	194	11,969
Fall 2000	1,507	1,046	651	1,252	6,022	324	10,802
Fall 2005	1,384	951	691	1,203	5,838	282	10,350
Fall 2010	1,282	866	649	908	6,526	357	10,588
Percent of Total							
Fall 1994	16.5	12.1	9.4	12.5	47.9	1.6	100
Fall 2000	14.0	9.7	6.0	11.6	55.7	3.0	100
Fall 2005	13.4	9.2	6.7	11.6	56.4	2.7	100
Fall 2010	12.1	8.2	6.1	8.6	61.6	3.4	100
5-Year Change							
Fall 2000	-2.5	-2.4	-3.4	-0.9	7.8	1.4	
Fall 2005	-0.6	-0.5	0.6	0.0	0.7	-0.3	
Fall 2010	-1.3	-1.0	-0.5	-3.0	5.2	0.6	
16-Year Change 1994 - 2010	-4.6	-4.1	-3.4	-4.1	12.7	1.7	

Note: 5- and 16- year change represent the change, expressed in percentage points, in percent share of the total.
Source: SMCCCD Student Database, First Census.
Table C

Cross-Enrollment of CSM Students within SMCCCD
1995-2010

## Data Included:

- Table A: *CSM Snapshot: Student Cross-Enrollment Fall 2010*
- Table B: *CSM Student Cross-Enrollment: 15-Year Perspective*
- Table C: *CSM Student Cross-Enrollment: 5-Year Increments of Change*

Key Findings:

- 84% of Fall 2010 CSM students enrolled at CSM solely for coursework. Conversely, 16% enrolled in coursework at other SMCCCD colleges: CSM and Cañada (7%); CSM and Skyline (8%); and all 3 SMCCCD campuses (1%). (See Table A)
- Table B considers CSM student cross-enrollment over a 15-year period of time: Fall 1995 – Fall 2010. These data indicate a steadily increasing number of CSM students taking coursework at the other campuses of the SMCCCD.

CSM Snapshot: Student Cross-Enrollment Fall 2010
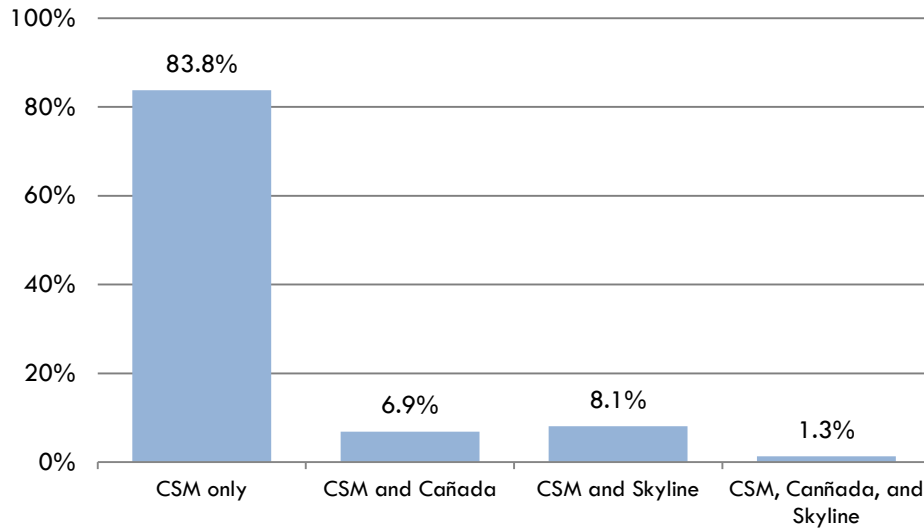
Source: SMCCCD Student Database, First Census

Table A

CSM Student Cross-Enrollment: 15-Year Perspective

Enrollment Status	Enrollment Count and Percent of Annual Total								15-Yr Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2010		
CSM only	11,219	95.0%	10,286	92.9%	9,616	89.3%	9,038	83.8%	-11.2
CSM and Cañada	276	2.3	344	3.1	490	4.6	740	6.9	4.6
CSM and Skyline	295	2.5	423	3.8	612	5.7	872	8.1	5.6
CSM, Cañada, and Skyline	17	0.1	20	0.2	46	0.4	141	1.3	1.2
Total	11,807	100%	11,073	100%	10,764	100%	10,791	100%	---

Note: 15-year change represents the change, expressed in percentage points, in percent share of the total from 1995 to 2010.
Source: SMCCCD Student Database, First Census
Table B

CSM Student Enrollment Status: 5-Year Increments of Change

	CSM only	CSM and Cañada	CSM and Skyline	CSM, Cañada, and Skyline	Total
Enrollment Count					
Fall 1995	11,219	276	295	17	11,807
Fall 2000	10,286	344	423	20	11,073
Fall 2005	9,616	490	612	46	10,764
Fall 2010	9,038	740	872	141	10,791
Percent of Total					
Fall 1995	95.0	2.3	2.5	0.1	100
Fall 2000	92.9	3.1	3.8	0.2	100
Fall 2005	89.3	4.6	5.7	0.4	100
Fall 2010	83.8	6.9	8.1	1.3	100
5-Year Change					
Fall 2000	-2.1	0.8	1.3	0.1	
Fall 2005	-3.6	1.5	1.9	0.2	
Fall 2010	-5.5	2.3	2.4	0.9	
15-Year Change 1995 - 2010	-11.2	4.6	5.6	1.2	

Note: 5- and 15- year change represent the change, expressed in percentage points, in percent share of the total.
Source: SMCCCD Student Database, First Census.
Table C

CSM Course Enrollments
Spring 2011

Note:

- The following table lists the top 100 courses in descending order of course enrollment.

Top 100 Courses by Enrollment Size

Course	Title	Sections	Enrollment	Enrollment per Section
ENGL 100	Composition and Reading	28	736	26.3
PSYC 100	General Psychology	7	531	75.9
ENGL 110	Compos., Lit. & Crit. Thinking	19	517	27.2
MATH 120	Intermediate Algebra	12	437	36.4
SOCI 100	Introduction to Sociology	9	380	42.2
MATH 200	Elem. Probability & Statistics	10	341	34.1
SPCH 120	Interpersonal Communication	10	329	32.9
ENGL 848	Intro to Comp and Reading	12	319	26.6
BIOL 100	Intro to the Life Sciences	6	303	50.5
ASTR 100	Introduction To Astronomy	8	299	37.4
SPCH 100	Public Speaking	10	294	29.4
PLSC 210	American Politics	8	288	36.0
MATH 110	Elementary Algebra	7	254	36.3
PHIL 100	Introduction to Philosophy	5	246	49.2
ECON 100	Principles of Macro Economics	5	241	48.2
FITN 116	Body Conditioning	6	235	39.2
MATH 811	Arithmetic Review	6	231	38.5
MUS. 100	Fundamentals of Music	6	218	36.3
ACTG 100	Accounting Procedures	5	215	43.0
ENGL 838	Intensive Intro to Comp/Reading	8	215	26.9
ACTG 121	Financial Accounting	5	211	42.2
BIOL 110	Genl Principles of Biology	7	209	29.9
FITN 334	Yoga	6	207	34.5
FITN 201/202	Beg Interm Weight Training	8	201	25.1
ETHN 101	Intro to Ethnic Studies I	4	197	49.3
ETHN 102	Intro to Ethnic Studies II	4	194	48.5
HIST 201	United States History I	5	194	38.8
ECON 102	Princ. Of Micro Economics	5	183	36.6
BIOL 250	Anatomy	6	166	27.7
MATH 111	Elementary Algebra I	5	155	31.0
FILM 100	Introduction to Film	3	153	51.0
BUS. 315/316/317	Keyboarding I II Skillbldg	8	145	18.1
ACTG 131	Managerial Accounting	3	144	48.0
MATH 112	Elementary Algebra II	5	144	28.8
MATH 130	Analytic Trigonometry	4	141	35.3

Course	Title	Sections	Enrollment	Enrollment per Section
HSCI 100	General Health Science	3	140	46.7
CIS 110	Introduction to CIS	4	129	32.3
PSYC 200	Developmental Psychology	2	129	64.5
ENGL 165	Advanced Composition	5	127	25.4
CRER 120	Life and Career Planning	3	126	42.0
HIST 202	United States History II	3	124	41.3
BIOL 130	Human Biology	3	121	40.3
CRER 121	Planning for Student Success	4	121	30.3
BUS. 100	Contemporary American Business	3	118	39.3
BUSW 415	Spreadsheet I	3	117	39.0
CHEM 220	General Chemistry II	4	116	29.0
MATH 251	Calcu/Analytic Geometry I	3	111	37.0
MUS. 202	Music Listening and Enjoyment	3	110	36.7
ADAP 110	Adapted General Conditioning	3	108	36.0
GEOL 100	Survey of Geology	2	108	54.0
TEAM 110	Basketball	4	108	27.0
ACTG 145	QuickBooksPayroll/Merchndising	3	106	35.3
NURS 808	Open Skills Laboratory	1	105	105.0
FITN 237	Total Core Training	2	104	52.0
ACTG 144	QuickBooks Set-up/Service Bus.	3	103	34.3
MATH 252	Calcu/Analytic Geometry II	3	102	34.0
MATH 125	Elementary Finite Mathematics	3	99	33.0
ASTR 101	Astronomy Laboratory	3	98	32.7
ART 101/801	Art & Arch frm Anct World to M	4	97	24.3
BIOL 240	General Microbiology	4	95	23.8
LIBR 100	Intro to Library Reseach	3	95	31.7
ENGL 102	English Practicum	4	92	23.0
MATH 222	Precalculus	3	92	30.7
CHEM 192	Elementary Chemistry	3	91	30.3
PLSC 200	National, State & Local Govt	2	91	45.5
PHIL 244	Contemp Social & Moral Issues	2	89	44.5
ANTH 110	Cultural Anthropology	2	88	44.0
ESL 828	Writing Non-Native Spkrs IV	3	88	29.3
HIST 310	California History	2	88	44.0
MATH 123	Intermediate Algebra II	3	88	29.3
MATH 241	Applied Calculus I	3	87	29.0
CHEM 210	General Chemistry I	3	86	28.7
ESL 827	Writing Non-Native Spkrs III	3	86	28.7
DGME 100	Media in Society	2	83	41.5
ESL 857	Reading Non-Native Spkrs III	3	83	27.7
CRER 126	Career Choices I: Assessment	4	82	20.5
PHIL 103	Critical Thinking	2	82	41.0
ADMJ 120	Criminal Investigation	2	79	39.5
HIST 100	History of Western Civ. I	2	79	39.5
ESL 400	Comp For Non-Native Speakers	3	78	26.0

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Course	Title	Sections	Enrollment	Enrollment per Section
FITN 220	Weight Conditioning/Vars. Ftbl	2	78	39.0
ART 102/802	Art & Arch Ren & Bar Europe	4	77	19.3
ENGL 828	Basic Comp and Read	3	75	25.0
ADAP 140	Adapted Weight Trning	2	72	36.0
ADMJ 102	Principles/Procedures of Just.	2	72	36.0
READ 830	College and Career Reading	3	72	24.0
TEAM 135	Advanced Football & Condition	1	72	72.0
TEAM 148	Indoor Soccer	3	72	24.0
ASTR 125	Stars and Galaxies	1	71	71.0
DANC 151	Beginning Social Dance	1	71	71.0
NURS 666	Careers Exploration in Nursing	2	70	35.0
READ 825	Intro to College Reading	3	70	23.3
AQUA 127	Swim For Conditioning	3	69	23.0
BIOL 260	Introductory Physiology	3	69	23.0
ART 665MI	Ceramics	4	68	17.0
MUS. 301	Piano I	3	68	22.7
MATH 122	Intermediate Algebra I	2	67	33.5
ART 223/224/225/226	Oil/Acrylic Painting I II	8	66	8.3
ASL 112	American Sign Language II	2	65	32.5
PSYC 105	Experimental Psychology	1	65	65.0

CSM Courses by Enrollment per Section
Spring 2011

Note:

- The following table lists the top 100 courses in descending order of enrollment per section.

Top 100 Courses by Enrollment per Section

Course	Title	Sections	Enrollment	Enrollment per Section
NURS 808	Open Skills Laboratory	1	105	105.0
PSYC 100	General Psychology	7	531	75.9
TEAM 135	Advanced Football & Condition	1	72	72.0
ASTR 125	Stars and Galaxies	1	71	71.0
DANC 151	Beginning Social Dance	1	71	71.0
PSYC 105	Experimental Psychology	1	65	65.0
PSYC 200	Developmental Psychology	2	129	64.5
ETHN 265	Evolution of Hip Hop Culture	1	63	63.0
ACTG 103	Ten-Key Skills	1	60	60.0
ACTG 162	Intermediate Accounting II	1	60	60.0
PSYC 225	Theories of Personality	1	60	60.0
ETHN 288	African-American Cinema	1	57	57.0
PHYS 100	Descriptive Intro to Physics	1	57	57.0
ANTH 180	Magic, Science & Religion	1	56	56.0
OCEN 100	Oceanography	1	55	55.0
ESL 850	Writing Workshop	1	54	54.0
GEOL 100	Survey of Geology	2	108	54.0
FITN 237	Total Core Training	2	104	52.0
FILM 100	Introduction to Film	3	153	51.0
BIOL 100	Intro to the Life Sciences	6	303	50.5
PSYC 201	Child Development	1	50	50.0
ETHN 101	Intro to Ethnic Studies I	4	197	49.3
PHIL 100	Introduction to Philosophy	5	246	49.2
ACTG 161	Intermediate Accounting I	1	49	49.0
ACTG 165	Cost Accounting	1	49	49.0
ARCH 100	Survey-Contemp Architecture	1	49	49.0
ETHN 351	Primal Mind & Cultural Divers	1	49	49.0
PSYC 110	Courtship, Marriage & Family	1	49	49.0
ETHN 102	Intro to Ethnic Studies II	4	194	48.5
ECON 100	Principles of Macro Economics	5	241	48.2
ACTG 131	Managerial Accounting	3	144	48.0
BLDG 735	ADA Building Requirements	1	48	48.0
MATH 253	Calcu/Analytic Geometry III	1	48	48.0
GEOG 100	Physical Geography	1	47	47.0
HSCI 100	General Health Science	3	140	46.7

Course	Title	Sections	Enrollment	Enrollment per Section
ETHN 440	Cultural Exper of Asian-Amer	1	46	46.0
FITN 134	Track and Trail Aerobics	1	46	46.0
PSYC 410	Abnormal Psychology	1	46	46.0
PLSC 200	National, State & Local Govt	2	91	45.5
ACTG 164	Govenmental & Nonprofit Actg	1	45	45.0
DGME 115	Digital Video Production	1	45	45.0
SOSC 304	Intervention, Treatment & Rec	1	45	45.0
VARS 133	Offensive Varsity Football Lab	1	45	45.0
PHIL 244	Contemp Social & Moral Issues	2	89	44.5
ANTH 110	Cultural Anthropology	2	88	44.0
ETHN 300	Introduction to LaRaza Studies	1	44	44.0
HIST 310	California History	2	88	44.0
HUM. 114	Film & Literature in 20th Cent	1	44	44.0
HUM. 125	Tech/Contemp Society/Human V	1	44	44.0
VARS 100	Varsity Baseball	1	44	44.0
ACTG 100	Accounting Procedures	5	215	43.0
ADMJ 100	Intro. to Admin. of Justice	1	43	43.0
FITN 680MD	Plyometric Conditioning	1	43	43.0
SOCI 141	Race and Ethnic Relations	1	43	43.0
SOCI 100	Introduction to Sociology	9	380	42.2
ACTG 121	Financial Accounting	5	211	42.2
ADMJ 106	Legal Aspects of Evidence	1	42	42.0
BLDG 740	Mechanical Code	1	42	42.0
CRER 120	Life and Career Planning	3	126	42.0
DENT 732	Dental Science II	1	42	42.0
FIRE 793	Firefighter I Academy	1	42	42.0
SOSC 314	Indiv. AOD Counseling Process	1	42	42.0
VARS 185	Varsity Track & Field (M & W)	1	42	42.0
DGME 100	Media in Society	2	83	41.5
HIST 202	United States History II	3	124	41.3
BUS. 180	Marketing	1	41	41.0
FITN 207	Periodized Weight Conditioning	1	41	41.0
GEOG 110	Cultural Geography	1	41	41.0
HIST 102	History American Civ	1	41	41.0
HUM. 140	Cult Heritage SF & Envirn	1	41	41.0
PHIL 103	Critical Thinking	2	82	41.0
BIOL 130	Human Biology	3	121	40.3
ADMJ 104	Intro. to Criminal Law	1	40	40.0
DANC 121	Contemporary Modern Dance	1	40	40.0
FIRE 715	FT1-Fire Protection Organizatn	1	40	40.0
MUS. 680MH	Advanced Band	1	40	40.0
MUS. 680MI	Afro-Latin Percussion Ensmbl I	1	40	40.0
PLSC 215	Contemp Political Issues	1	40	40.0
R.E. 121	Legal Aspects of Real Estate I	1	40	40.0
SOSC 301	Introduction to Alcohol/Drug	1	40	40.0

Course	Title	Sections	Enrollment	Enrollment per Section
ADMJ 120	Criminal Investigation	2	79	39.5
HIST 100	History of Western Civ. I	2	79	39.5
BUS. 100	Contemporary American Business	3	118	39.3
FITN 116	Body Conditioning	6	235	39.2
BUSW 415	Spreadsheet I	3	117	39.0
DGME 118	Basic Audio	1	39	39.0
FIRE 730	(FT5) Fire Behavior & Combust.	1	39	39.0
FITN 220	Weight Conditioning/Vars. Ftbl	2	78	39.0
INDV 120	Badminton	1	39	39.0
PLSC 130	International Relations	1	39	39.0
HIST 201	United States History I	5	194	38.8
MATH 811	Arithmetic Review	6	231	38.5
ADAP 155	Adapted Back Care	1	38	38.0
BUS. 401	Business Communications	1	38	38.0
DGME 212	Media Desgn II:Adobe Photoshop	1	38	38.0
HIST 260	Women In American History	1	38	38.0
ASTR 100	Introduction To Astronomy	8	299	37.4
ASTR 103	Observational Astronomy	1	37	37.0
FIRE 745	(FT3) Fire Protection Sys/Eqpt	1	37	37.0
FIRE 795	Emergency Medical Tech I Basic	1	37	37.0
MATH 251	Calcu/Analytic Geometry I	3	111	37.0
MUS. 275	History Of Jazz	1	37	37.0
PSYC 300	Social Psychology	1	37	37.0

CSM Courses by Success Rate
Fall 2010

Notes:
- The following table lists courses with enrollments of 100 students or more in descending order of success rate.
- The Fall 2010 College-wide success rate is 69%.

Courses with Enrollments of 100 or More by Success Rate

Course	Title	Sections	Enrollment	Enrollment per Section	Success Rate
NURS 808	Open Skills Laboratory	1	107	107.0	97.2
ADAP 875	Adapted Evaluation	2	154	77.0	89.6
MUS. 202	Music Listening and Enjoyment	3	116	38.7	84.5
PSYC 200	Developmental Psychology	2	121	60.5	81.0
ENGL 102	English Practicum	4	108	27.0	77.8
CRER 120	Life and Career Planning	3	112	37.3	77.7
MUS. 100	Fundamentals of Music	6	207	34.5	77.3
FITN 116	Body Conditioning	4	161	40.3	77.0
FITN 201/202	Beg Interm Weight Training	8	210	26.3	76.7
HSCI 100	General Health Science	3	147	49.0	76.2
SPCH 120	Interpersonal Communication	11	348	31.6	73.3
BUS. 100	Contemporary American Business	3	119	39.7	73.1
READ 830	College and Career Reading	4	108	27.0	73.1
BIOL 110	Genl Principles of Biology	7	226	32.3	73.0
ETHN 102	Intro Ethnic Studies II	4	168	42.0	72.6
FITN 334	Yoga	5	184	36.8	72.3
CIS 110	Introduction to CIS	4	122	30.5	72.1
ENGL 110	Compos., Lit. & Crit. Thinking	13	360	27.7	71.7
ACTG 131	Managerial Accounting	3	116	38.7	69.8
ECON 102	Principles of Micro Economics	4	147	36.8	68.7
ETHN 101	Intro to Ethnic Studies I	4	196	49.0	68.4
SPCH 100	Public Speaking	11	296	26.9	67.2
PSYC 100	General Psychology	7	498	71.1	67.1
CRER 121	Planning for Student Success	5	139	27.8	66.9
CHEM 210	General Chemistry I	6	180	30.0	66.7
ENGL 100	Composition and Reading	30	820	27.3	66.1
ACTG 145	QuickBooksPayroll/Merchndising	3	106	35.3	66.0
BUS. 315/316/ 317/416	Keyboarding I II Skillbldg Spreadsht II	11	204	18.5	65.7
MATH 122	Intermediate Algebra I	4	142	35.5	65.5
ENGL 848	Intensive Intro to Comp/Reading	16	431	26.9	65.0
FILM 100	Introduction to Film	3	137	45.7	65.0
ENGL 838	Intensive Intro toComp/Reading	9	242	26.9	64.5
ETHN 300	Introduction to LaRaza Studies	2	138	69.0	64.5

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Course	Title	Sections	Enrollment	Enrollment per Section	Success Rate
ACTG 121	Financial Accounting	5	221	44.2	64.3
ECON 100	Principles of Macro Economics	5	221	44.2	63.8
FITN 237	Total Core Training	2	111	55.5	63.1
MATH 200	Elem. Probability & Statistics	7	274	39.1	62.0
ASTR 100	Introduction To Astronomy	8	258	32.3	61.2
MATH 125	Elementary Finite Math	4	138	34.5	60.9
ENGL 828	Basic Composition and Reading	4	108	27.0	59.3
MATH 241	Applied Calculus I	4	135	33.8	57.8
MATH 130	Analytic Trigonometry	4	127	31.8	57.5
SOCI 100	Introduction To Sociology	8	352	44.0	57.4
BIOL 130	Human Biology	3	128	42.7	57.0
ACTG 100	Accounting Procedures	5	213	42.6	56.8
PHIL 100	Introduction to Philosophy	5	237	47.4	56.1
GEOL 100	Survey of Geology	2	109	54.5	56.0
MATH 110	Elementary Algebra	8	311	38.9	55.9
HIST 202	United States History II	3	127	42.3	55.1
MATH 112	Elementary Algebra II	3	102	34.0	54.9
BIOL 250	Anatomy	6	157	26.2	54.1
MATH 120	Intermediate Algebra	12	463	38.6	54.0
MATH 811	Arithmetic Review	9	341	37.9	54.0
MATH 111	Elementary Algebra I	8	254	31.8	49.6
BIOL 100	Intro to the Life Sciences	5	232	46.4	47.8
PLSC 210	American Politics	10	323	32.3	47.1
MATH 251	Calculus/Analytic Geometry I	5	187	37.4	46.5
HIST 201	United States History I	5	206	41.2	38.3

SMCCCD Enrollments: Cañada, CSM, and Skyline
Fall 1985 – Fall 2011

Data Included:

- *Table A: SMCCCD Enrollments: Cañada, CSM, and Skyline, Fall 1985 – Fall 2011*
- Table B: SMCCCD Enrollments: 26-Year Perspective

Key Findings:

- CSM's proportional share of total SMCCCD enrollment has declined significantly since Fall 1985: 50% vs. 38%.
- While Cañada's share of total District enrollment has remained stable, Skyline's share has increased by 11 points.

SMCCCD Enrollments: Cañada, CSM, and Skyline, Fall 1985 – Fall 2011
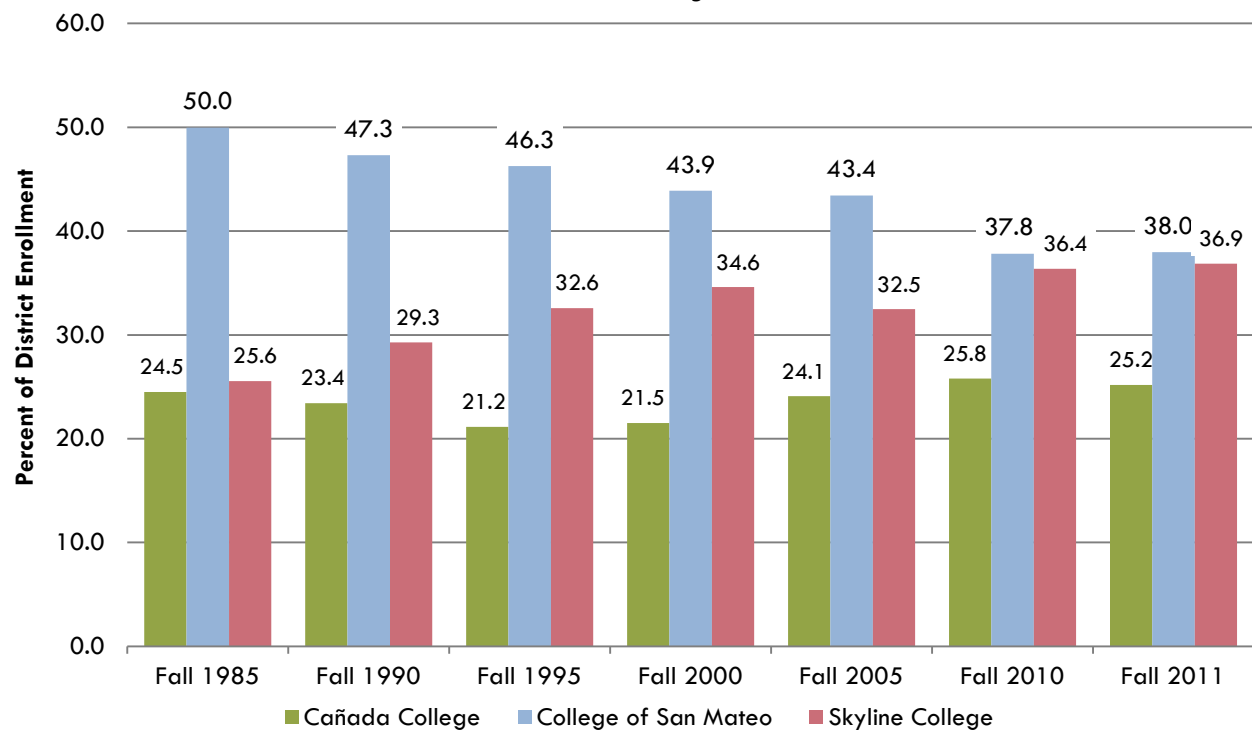
Source: SMCCCD Student Database, First Census

Table A

SMCCCD Enrollments: 26-Year Perspective

| | Number of Students and Percent of District Total | | | | | | District Total |
	Cañada		CSM		Skyline		
Fall 2011	6,992	25.2%	10,540	38.0%	10,236	36.9%	27,768
Fall 2010	7,222	25.8	10,588	37.8	10,180	36.4	27,990
Fall 2005	6,099	24.1	10,998	43.4	8,225	32.5	25,322
Fall 2000	5,332	21.5	10,872	43.9	8,573	34.6	24,777
Fall 1995	5,261	21.2	11,506	46.3	8,104	32.6	24,871
Fall 1990	7,567	23.4	15,272	47.3	9,451	29.3	32,290
Fall 1985	7,088	24.5	14,454	50.0	7,393	25.6	28,935

Source: SMCCCD Student Database, First Census

Table B

Student Outcomes

In This Section

Accountability Reporting for the Community Colleges (ARCC)
- *ARCC Performance Indicators, 2007 – 2012*

Basic Skills
- *CSM Basic Skills Initiative (BSI): Fall 2007 to Fall 2011*

Progression Beyond Basic Skills
- *Tracking Student Progression through English, Fall 2003 – Fall 2011*
- *Tracking Student Progression through ESL, Fall 2003 – Fall 2011*
- *Tracking Student Progression through Math, Fall 2000 – Spring 2010*

Course Completion
- *Successful Course Completion by Gender: Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11*
- *Successful Course Completion by Age: Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11*
- *Successful Course Completion by Ethnicity: Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11*

Degrees and Certificates
- *CSM Degrees and Certificates by Gender: Fall 2006 to Summer 2011*
- *CSM Degrees and Certificates by Age: Fall 2006 to Summer 2011*
- *CSM Degrees and Certificates by Ethnicity: Fall 2006 to Summer 2011*
- *Student Right-to-Know Degree/Certificate Completion Rates: 1997-2000 to 2007-2010*

Majors
- *College of San Mateo Declared Majors: Fall 2011*

Placement
- *Student Placement Test Results, 2008-2012*

Overview

External Mandates

This Section, *Student Outcomes*, presents an array of data and information about the successes and challenges facing CSM's students, including success as defined and reported by external entities.

Accountability Reporting for the Community Colleges (ARCC) was established by the state legislature to collect and report a standard set of performance indicators for all the system's community colleges. As the *CSM ARCC Fast Facts* reports, in Spring 2012 CSM ranked above the statewide average on 5 of the 7 indicators reported. (See Section, *Fast Facts*, for summary data.)

The Basic Skills Initiative (BSI) was also established by the California Community Colleges Chancellor's Office to promote a standard systemwide set of measures for basic skills and to enhance individual college efforts to improve student outcomes. As findings for the period Fall 2007-Fall 2011 indicate, approximately one-half of new students are placed into basic skills mathematics, a proportion that has increased over the last 3 years; 8% place into basic skills English.

Successful course completion rates for basic skills classes are lower than the overall course completion rates for all mathematics and English classes. Data for 9 basic skills indicators are included in this Section.

<u>Note</u>: A basic skills class is defined as one whose units do not apply to an Associate Degree.

Progression Beyond Basic Skills Studies

CSM's PRIE has conducted an extensive, multi-semester study tracking students' initial enrollment and subsequent success at key "entry" points for courses in English, mathematics, and ESL. Successful course completion data are aggregated by ethnicity. Depending upon the course and discipline, there are differentials among ethnic groups.

The data should be considered in the context that historically 61% of all students enroll

in two semesters or fewer: 44% of all students enroll in one semester only; another 17% in two semesters only.

Placement

For the period 2008-2012, approximately 70% of new first-time students placed below transfer-level mathematics and English coursework. These proportions have been stable for several decades despite changes in placement instruments and the demographics of CSM's students. (See *Student Placement Results, 2008-2012.*)

Successful Course Completion by Gender, Age and Ethnicity

For the academic year, 2010-2011, the overall course completion rate was 69% and the withdrawal ("W") rate was 16%—a pattern of success that has been consistent for the last 20 years.

Women are slightly more successful than men: 71% vs. 67% for course completion and 16% vs. 17% for withdrawal rate. When success rates are analyzed by age, the differences are more striking: younger students have the lowest course completion rate: 66% for students ages 20-24 vs. 79% for those 50 years or older. In addition, younger students have the highest withdrawal rate, 18%.

The Section also includes ethnicity data for rates of course completion and withdrawal, and differences among the ethnic groups are apparent. Asian students have the most successful course completion rate at 75%. Pacific Islanders have the lowest rate for course completion at 57% and the highest rate for withdrawal, 20%.

Degrees and Certificates

During the period Fall 2006-Summer 2011 (15 terms), students earned 4,233 degrees and certificates. Similar to rates of course completion and withdrawal, women earned a larger proportion of these awards, 54% vs. 44%.

More than ¾ (77%) of all awards earned were by students ages 20-39. (However, only 53% of all students are in this age category.) Students younger than 20 are the least successful award earners: they comprise 29% of the population but earn only 4% of the awards.

The ethnic distribution of award earners closely mirrors the student population as a whole. The most successful award earners are Whites – 34%, Hispanics – 20%, and Asians -16%.

The federally mandated Student Right-to-Know (SRTK) Degree/Certificate rates tracks all award earners over 3-year "cohort" periods. Except for the most recent cohort, for which we have data (2007-2010), CSM ranked above the statewide average for 12 years.

In a comparative ranking of the 111 community colleges for the 2007-2010 cohort, Skyline ranked 15th, CSM 45th, and Cañada, 108th.

Majors

Data about students' majors are collected from students' initial CCCApply application—prior to actual enrollment in coursework. As reported in this section, in Fall 2011 a large proportion of students (32%) were "undeclared" or "undecided"—a typical proportion. Self-reported data about majors collected at initial enrollment may or may not correlate with the actual courses in which students subsequently enroll, graduate, or transfer and, thus, should be treated cautiously.

Accountability Reporting for the Community Colleges (ARCC)
Performance Indicators
2007-2012

Background: In 2004, the California Community Colleges Chancellor's Office (CCCCO) was authorized by the state legislature to design and implement a performance measurement system that contained common performance indicators for the system and for its colleges. This comprehensive system has become known as "ARCC" (Accountability Reporting for the Community Colleges).

In 2007, the first report was published. Today, ARCC provides data for 7 student performance indicators for all Community Colleges, individual colleges, and individual college "peer groups." Peer colleges are identified by the CCCCO to establish standardized comparison groups for each community college. Peer groups ensure that individual colleges can compare themselves to similar colleges in terms of its students, local environments, and larger institutional mission.

The data presented here include the complete six-year ARCC dataset for CSM, 2007 - 2012. During this period of time CSM has consistently ranked above nearly all ARCC performance indicators for the system as a whole and for its peer groups.

1. Student Progress & Achievement Rate

Year	CSM	Statewide	Peer Group
2007	59.8%	52.0%	58.1%
2008	60.2%	51.2%	57.4%
2009	59.5%	51.8%	55.4%
2010	62.5%	52.3%	55.7%
2011	58.4%	53.6%	56.8%
2012	58.0%	53.6%	56.9%

2. Percent of Students Who Earned at Least 30 Units

Year	CSM	Statewide	Peer Group
2007	73.5%	70.3%	72.9%
2008	73.5%	70.4%	72.6%
2009	73.2%	71.2%	73.2%
2010	74.4%	72.4%	74.6%
2011	73.5%	72.8%	74.8%
2012	75.2%	73.5%	76.2%

3. Persistence Rate

Year	CSM	Statewide	Peer Group
2007	71.0%	69.3%	69.3%
2008	73.2%	68.3%	70.7%
2009	69.0%	69.2%	71.3%
2010	74.9%	68.7%	71.1%
2011	77.8%	67.6%	73.1%
2012	76.5%	71.3%	74.2%

4. Annual Successful Course Completion Rate for Vocational Courses

Year	CSM	Statewide	Peer Group
2007	78.8%	77.3%	84.4%
2008	81.3%	78.2%	79.8%
2009	80.4%	77.7%	75.7%
2010	80.9%	77.5%	75.8%
2011	79.6%	77.0%	75.7%
2012	78.8%	76.7%	75.8%

5. Annual Successful Course Completion Rate for Basic Skills Courses

Year	CSM	Statewide	Peer Group
2007	60.5%	60.4%	67.2%
2008	62.5%	60.5%	66.9%
2009	58.5%	60.5%	62.1%
2010	63.5%	61.5%	63.8%
2011	56.8%	61.4%	63.0%
2012	59.5%	62.0%	63.8%

6. Basic Skills Improvement Rate

Year	CSM	Statewide	Peer Group
2007	N/A	50.4%	N/A
2008	62.4%	50.0%	54.3%
2009	58.9%	51.2%	55.3%
2010	52.4%	50.1%	55.0%
2011	57.6%	58.6%	57.3%
2012	60.2%	58.6%	58.1%

7. ESL Improvement Rate

Year	CSM	Statewide	Peer Group
2007	N/A	N/A	N/A
2008	58.7%	44.7%	39.3%
2009	61.9%	50.1%	41.3%
2010	58.7%	53.2%	41.5%
2011	54.1%	54.6%	49.4%
2012	52.5%	64.6%	48.8%

*For details see: CSM's *Accountability Reporting for the Community Colleges (ARCC), Performance Indicators, 2007-2012* http://collegeofsanmateo.edu/institutionalresearch/ studentoutcomes.asp, and "*Focus on Results, Accountability Reporting for the Community Colleges, Report to the Legislature, March 31, 2012.*" http://extranet.cccco.edu/Divisions/TechResearchInfoSys/ Research/ARCC.aspx

CSM Basic Skills Initiative (BSI)
Fall 2007 to Fall 2011

Key Findings:

- The Basic Skills Initiative (BSI) is a grant-funded initiative from the California Community Colleges Chancellor's Office as part of the statewide strategic planning process. The goal of the BSI was to improve student access and success through the development of 9 common measures associated with basic skills courses. Measures are reported each Fall term and colleges are encouraged to use this information for self-assessment and program improvement.

- Approximately one-half (52.1%) of new CSM students initially place into a basic skills math coursework—MATH 811, 802, 110, 111, or 112. In comparison, 5.8% of students place into basic skills English coursework—ENGL 828.

- There has been a steady increase (+8.1%) in the proportion of students placing into basic skills math coursework in the past 3 years. The proportion of students placing into basic skills coursework in all other disciplines has remained relatively stable during this period of time.

- Successful course completion rates are as follows: math – 53.8%; English – 54.8%. In comparison, the overall successful course completion rate in all math and English coursework is 57.9% and 62.1%, respectively.

BSI Indicators	Year	All Basic Skills Courses	Discipline-Specific Basic Skills Data				
			Math	English	Reading	ESL	Study Skills
1. Percentage of New Students Assessed into Basic Skills Courses	2007	28.3%	10.7%	5.9%	12.1%	78.3%	N/A
	2008	31.5%	15.7%	5.3%	10.0%	81.4%	N/A
	2009*	52.0%	44.0%	4.1%	10.0%	98.9%	N/A
	2010	57.6%	50.9%	4.5%	9.9%	98.9%	N/A
	2011	61.5%	52.1%	5.8%	11.1%	92.7%	N/A
2. Number of Basic Skills Sections Offered	2007	61 (100%)	5 (8.2%)	7 (11.5%)	9 (14.8%)	36 (59.0%)	4 (6.6%)
	2008	65 (100%)	8 (12.3%)	7 (10.8%)	10 (15.4%)	36 (55.4%)	4 (6.2%)
	2009*	82 (100%)	31 (37.8%)	6 (7.3%)	10 (12.2%)	33 (40.2%)	2 (2.4%)
	2010	73 (100%)	29 (39.7%)	5 (6.8%)	10 (13.7%)	28 (38.4%)	1 (1.4%)
	2011	78 (100%)	30 (38.5%)	6 (7.7%)	11 (14.1%)	30 (38.5%)	1 (1.3%)

Note: Basic Skills courses are those whose units are not AA/AS applicable.
*MATH 110/111/112 became Basic Skills effective Fall 2009.

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

BSI Indicators	Year	All Basic Skills Courses	Discipline-Specific Basic Skills Data				
			Math	English	Reading	ESL	Study Skills
3. Percentage of Section Offerings that are Basic Skills	2007	4.8%	6.3%	8.1%	45.0%	92.4%	100.0%
	2008	5.3%	9.2%	7.5%	47.6%	92.3%	100.0%
	2009*	7.1%	36.5%	6.8%	45.5%	91.7%	100.0%
	2010	7.7%	34.9%	5.8%	47.6%	90.3%	100.0%
	2011	8.2%	35.7%	6.6%	50.0%	90.9%	33.3%
4. Unduplicated Number of Students Enrolled in Basic Skills Courses	2007	965	235	168	140	492	39
	2008	1,035	252	196	166	513	62
	2009*	1,613	982	155	139	472	49
	2010	1,588	1,040	135	145	432	17
	2011	1,608	1,013	146	158	450	18
5. Student Success Rate in Basic Skills Courses	2007	56.7%	68.9%	53.3%	43.4%	55.5%	72.1%
	2008	62.6%	61.5%	52.5%	64.7%	63.9%	74.6%
	2009*	53.3%	50.3%	43.9%	59.3%	56.3%	76.9%
	2010	56.7%	53.8%	54.8%	59.5%	60.1%	82.4%
	2011	60.3%	56.8%	54.8%	71.4%	63.1%	88.9%
6. Student Retention Rate in Basic Skills Courses	2007	77.1%	77.0%	78.7%	72.4%	77.5%	81.4%
	2008	81.3%	79.0%	87.7%	78.2%	80.7%	85.7%
	2009*	74.2%	73.9%	76.4%	74.3%	73.1%	87.8%
	2010	76.8%	76.6%	80.0%	72.3%	77.0%	88.2%
	2011	79.6%	80.9%	82.9%	73.8%	77.9%	94.4%
7. Student Course Repetition Rate in Basic Skills Courses	2007	19.5%	14.8%	27.8%	9.4%	22.2%	18.2%
	2008	22.6%	20.5%	22.8%	15.8%	23.0%	8.3%
	2009*	23.8%	22.7%	26.6%	12.1%	24.5%	12.5%
	2010	29.2%	31.3%	25.9%	14.3%	25.6%	0.0%
	2011	30.8%	34.9%	23.3%	10.5%	26.4%	0.0%
8. Fall-to-Fall Persistence Rate of Basic Skills Students	2007	50.7%	52.7%	60.0%	46.7%	53.6%	52.0%
	2008	49.2%	54.0%	52.4%	45.7%	48.2%	56.4%
	2009*	51.3%	52.8%	60.7%	48.8%	50.3%	62.9%
	2010	51.0%	52.3%	53.5%	48.2%	48.5%	65.3%
	2011	54.2%	55.2%	59.3%	46.9%	56.0%	47.1%
9. Percentage of Basic Skills Sections Taught by Full-time Faculty	2007	70.5%	20.0%	71.4%	88.9%	69.4%	100.0%
	2008	64.6%	25.0%	71.4%	100.0%	58.3%	100.0%
	2009*	58.5%	35.5%	83.3%	90.0%	63.6%	100.0%
	2010	67.1%	41.4%	60.0%	100.0%	82.1%	100.0%
	2011	56.4%	26.7%	100.0%	100.0%	60.0%	100.0%

Note: Basic Skills courses are those whose units are not AA/AS applicable.
*MATH 110/111/112 became Basic Skills effective Fall 2009.

Tracking Student Progression through Core Disciplines
English, Math, and ESL

This information tracks CSM student's initial enrollment and subsequent success at the various "entry points" for courses in 3 disciplines: English, mathematics, and ESL. In addition, students who begin at various entry points are tracked across time for eventual completion of subsequent "milestone" coursework in these disciplines. Milestone courses are those satisfying CSU and UC General Education transfer requirements in mathematics and English composition. Milestone tracking for English and ESL students is extended, in a separate report, which considers progression beyond ENGL 100 to course work satisfying the CSU GE and/or IGETC Critical Thinking transfer requirements. Additional milestone tracking for math students analyzes subsequent enrollment in any coursework above MATH 241. An ethnic profile of all milestone completers is also presented.

The tracking period of time varies for the disciplines and courses analyzed. This is to allow for sufficient CSM enrollment time to capture eventual student success in sequences of courses that may require several semesters to complete. Student outcomes in English and ESL are tracked Fall 2003 – Fall 2011; math tracking is Fall 2000 – Spring 2010.

Initial enrollment in the following courses are tracked as noted above:

- ENGL 828, 838, 848, 100
- ESL 400
- MATH 811, 802, 110, 111, 120, 122

CSM Student Success Indicator
Progression Beyond Basic Skills
ENGL 828 ⟶ ENGL 100
Fall 2003 – Fall 2011

ENGL 828

ENGL 100

**ENGL 828
to
ENGL 100**

	Ethnicity			Ethnicity			Ethnicity
	Count	Percent		Count	Percent		Completion Rate
African American	108	9.1		21	6.2		19.4
Asian	167	14.0		69	20.3		41.3
Filipino	104	8.7		27	7.9		26.0
Hispanic	237	19.9		61	17.9		25.7
Pacific Islander	60	5.0		17	5.0		28.3
White	227	19.1		73	21.5		32.2
Multi Races	12	1.0		1	0.3		8.3
Other/Unknown	276	23.2		71	20.9		25.7
Total	1,191	100		340	100		28.5

Notes: The study only considered those students whose first English course was ENGL 828, taken between Fall 2003 and Fall 2010. Coursework subsequent to ENGL 828 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
ENGL 828 ⟶ ENGL 100 ⟶ and Beyond (ENGL 110+)*
Fall 2003 – Fall 2011

ENGL 828

ENGL 100

ENGL 110+*
(ENGL 110/135/165;
SOSC 111;
PHIL 103/200)

ENGL 828 to ENGL 110+*	1,191 Students Initially Enrolling in ENGL 828		156 Students Successfully Completing ENGL 110+		13.1% ENGL 828/ENGL 110+ Completion Rate
	Ethnicity		**Ethnicity**		**Ethnicity**
	Count	**Percent**	**Count**	**Percent**	**Completion Rate**
African American	108	9.1	5	3.2	4.6
Asian	167	14.0	43	27.6	25.7
Filipino	104	8.7	14	9.0	13.5
Hispanic	237	19.9	37	23.7	15.6
Pacific Islander	60	5.0	9	5.8	0.2
White	227	19.1	29	18.6	12.8
Multi Races	12	1.0	1	0.6	8.3
Other/Unknown	276	23.2	18	11.6	6.5
Total	1,191	100	156	100	13.1

Notes: The study only considered those students whose first English course was ENGL 828, taken between Fall 2003 and Fall 2010. Coursework subsequent to ENGL 828 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

* Coursework satisfying CSU GE and/or IGETC Transfer requirements (Critical Thinking).

CSM Student Success Indicator
Progression Beyond Basic Skills
ENGL 838 ⟶ ENGL 100
Fall 2003 – Fall 2011

ENGL 838

ENGL 100

ENGL 838
to
ENGL 100

	Ethnicity			Ethnicity			Ethnicity
	Count	Percent		Count	Percent		Completion Rate
African American	124	6.6		43	5.5		34.7
Asian	256	13.6		146	18.6		57.0
Filipino	186	9.9		79	10.1		42.5
Hispanic	401	21.3		138	17.6		34.4
Pacific Islander	91	4.8		31	3.9		34.1
White	443	23.6		198	25.2		44.7
Multi Races	40	2.1		12	1.5		30.0
Other/Unknown	340	18.1		139	17.7		40.9
Total	1,881	100		786	100		41.8

Notes: The study only considered those students whose first English course was ENGL 838, taken between Fall 2003 and Spring 2011. Coursework subsequent to ENGL 838 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
ENGL 838 ⟶ ENGL 100 ⟶ and Beyond (ENGL 110+)*
Fall 2003 – Fall 2011

ENGL 838

ENGL 100

ENGL 110+*
(ENGL 110/135/165;
SOSC 111;
PHIL 103/200)

ENGL 838 to ENGL 110+*	1,881 Students Initially Enrolling in ENGL 838		424 Students Successfully Completing ENGL 110+**		22.5% ENGL 838/ENGL 110+ Completion Rate
	Ethnicity		**Ethnicity**		**Ethnicity**
	Count	**Percent**	**Count**	**Percent**	**Completion Rate**
African American	124	6.6	20	4.7	16.1
Asian	256	13.6	88	20.8	34.4
Filipino	186	9.9	33	7.8	17.7
Hispanic	401	21.3	72	17.0	18.0
Pacific Islander	91	4.8	18	4.2	19.8
White	443	23.6	112	26.4	25.3
Multi Races	40	2.1	8	1.9	20.0
Other/Unknown	340	18.1	73	17.2	21.5
Total	1,881	100	424	100	22.5

* Coursework satisfying CSU GE and/or IGETC Transfer requirements (Critical Thinking).
** Some students completed more than one course within this category, resulting in more course completions (440) than in students completing courses (424).

Notes: The study only considered those students whose first English course was ENGL 838, taken between Fall 2003 and Spring 2011. Coursework subsequent to ENGL 838 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
ENGL 848 ⟶ ENGL 100
Fall 2003 – Fall 2011

ENGL 848

ENGL 100

ENGL 848
to
ENGL 100

	Ethnicity			Ethnicity			Ethnicity
	Count	Percent		Count	Percent		Completion Rate
African American	168	3.9		58	2.7		34.5
Asian	698	16.2		449	21.1		64.3
Filipino	461	10.7		220	10.3		47.7
Hispanic	740	17.2		338	15.9		45.7
Pacific Islander	127	3.0		55	2.6		43.3
White	1,289	30.0		649	30.5		50.3
Multi Races	131	3.0		51	2.4		38.9
Other/Unknown	687	16.0		310	14.5		45.1
Total	4,301	100		2,130	100		49.5

Notes: The study only considered those students whose first English course was ENGL 848, taken between Fall 2003 and Spring 2011. Coursework subsequent to ENGL 848 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
ENGL 848 ⟶ ENGL 100 ⟶ and Beyond (ENGL 110+)*
Fall 2003 – Fall 2011

ENGL 848

ENGL 100

ENGL 110+*
(ENGL 110/135/165;
SOSC 111;
PHIL 103/200)

ENGL 848 to ENGL 110+*	4,301 Students Initially Enrolling in ENGL 848		1,294 Students Successfully Completing ENGL 110+**		30.1% ENGL 848/ENGL 110+ Completion Rate
	Ethnicity		**Ethnicity**		**Ethnicity**
	Count	**Percent**	**Count**	**Percent**	**Completion Rate**
African American	168	3.9	24	1.9	14.3
Asian	698	16.2	328	25.3	47.0
Filipino	461	10.7	127	9.8	27.5
Hispanic	740	17.2	198	15.3	26.8
Pacific Islander	127	3.0	28	2.2	22.0
White	1,289	30.0	405	31.3	31.4
Multi Races	131	3.0	23	1.8	17.6
Other/Unknown	687	16.0	161	12.5	23.4
Total	4,301	100	1,294	100	30.1

* Coursework satisfying CSU GE and/or IGETC Transfer requirements (Critical Thinking).
** Some students completed more than one course within this category, resulting in more course completions (1,352) than in students completing courses (1,294).

Notes: The study only considered those students whose first English course was ENGL 848, taken between Fall 2003 and Spring 2011. Coursework subsequent to ENGL 848 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
ESL 400 ⟶ ENGL 100
Fall 2003 – Fall 2011

ESL 400

ENGL 100

**ESL 400
to
ENGL 100**

	Ethnicity			Ethnicity			Ethnicity
	Count	Percent		Count	Percent		Completion Rate
African American	0	0.0		--	--.-		--.-
Asian	75	37.1		54	43.9		72.0
Filipino	8	4.0		5	4.1		62.5
Hispanic	53	26.2		26	21.1		49.1
Pacific Islander	0	0.0		--	--.-		--.-
White	32	15.8		20	16.3		62.5
Multi Races	1	0.5		0	0.0		0.0
Other/Unknown	33	16.4		18	14.6		54.5
Total	202	100		123	100		60.9

Notes: The study only considered those students whose first English course was ESL 400, taken between Fall 2003 and Spring 2011. Coursework subsequent to ESL 400 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
ESL 400 ⟶ ENGL 100 ⟶ and Beyond (ENGL 110)*
Fall 2003 – Fall 2011

ESL 400

ENGL 100

ENGL 110+*
(ENGL 110/135/165;
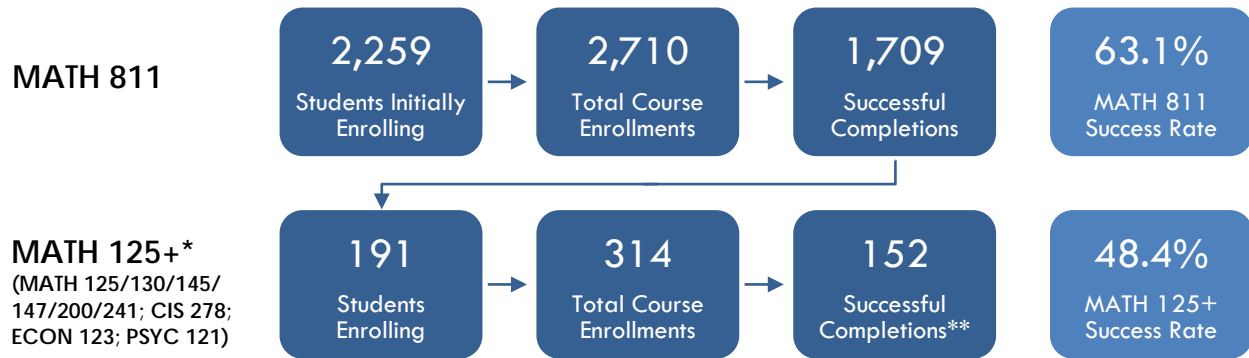**SOSC 111;**
PHIL 103/200)

ESL 400 to ENGL 110+*	202 Students Initially Enrolling in ESL 400		71 Students Successfully Completing ENGL 110+		35.1% ESL 400/ENGL 110+ Completion Rate
	Ethnicity		**Ethnicity**		**Ethnicity**
	Count	Percent	Count	Percent	Completion Rate
African American	0	0.0	--	--.-	--.-
Asian	75	37.1	38	53.5	50.7
Filipino	8	4.0	3	4.2	37.5
Hispanic	53	26.2	8	11.3	15.1
Pacific Islander	0	0.0	--	--.-	--.-
White	32	15.8	12	16.9	37.5
Multi Races	1	0.5	0	0.0	0.0
Other/Unknown	33	16.4	10	14.1	30.3
Total	202	100	71	100	35.1

* Coursework satisfying CSU GE and/or IGETC Transfer requirements (Critical Thinking).
** Some students completed more than one course within this category, resulting in more course completions (80) than in students completing courses (71).

Notes: The study only considered those students whose first English course was ESL 400, taken between Fall 2003 and Spring 2011. Coursework subsequent to ESL 400 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 811 ⟶ MATH 125+
Fall 2000 – Fall 2008

MATH 811

2,259	2,710	1,709	63.1%
Students Initially Enrolling	Total Course Enrollments	Successful Completions	MATH 811 Success Rate

MATH 125+*
(MATH 125/130/145/147/200/241; CIS 278; ECON 123; PSYC 121)

191	314	152	48.4%
Students Enrolling	Total Course Enrollments	Successful Completions**	MATH 125+ Success Rate

**MATH 811
   to
MATH 125+***

	Ethnicity			Ethnicity			Ethnicity
	Count	Percent		Count	Percent		Completion Rate
African American	233	10.3		4	3.1		1.7
Asian	105	4.6		15	11.7		14.3
Filipino	159	7.0		8	6.3		5.0
Hispanic	480	21.2		29	22.7		6.0
Pacific Islander	89	3.9		2	1.6		2.2
White	589	25.9		39	30.5		6.6
Multi Races	9	0.4		0	0.0		0.0
Other/Unknown	598	26.5		31	24.2		5.2
Total	2,259	100		128	100		5.7

* Transfer math sequence.
** Some students completed more than one course within this category, resulting in more course completions (152) than in students completing courses (128).

Notes: The study only considered those students whose first math course was MATH 811, taken between Fall 2000 and Fall 2008. Coursework subsequent to MATH 811 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 811 ⟶ MATH 125+* ⟶ and Beyond (MATH 242+)†
Fall 2000 – Fall 2008

MATH 811

MATH 125+*
**(MATH 125/130/145/
147/200/241; CIS 278;
ECON 123; PSYC 121)**

MATH 242+†
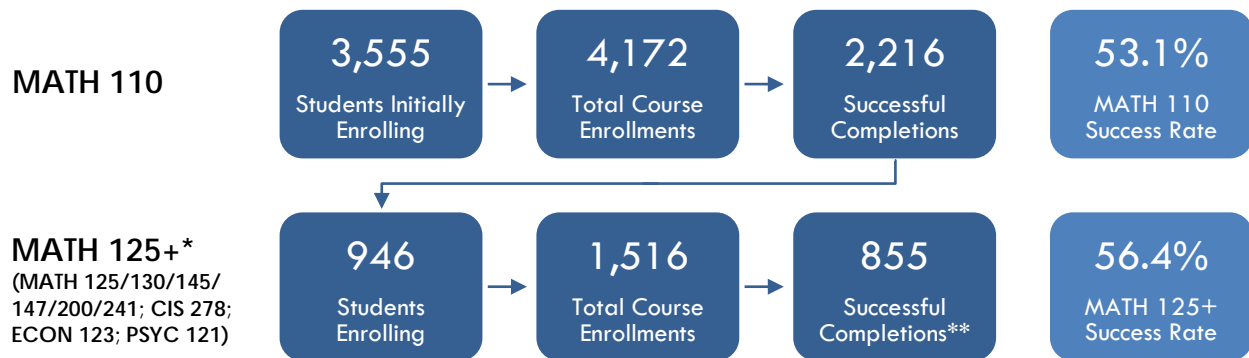**(MATH 242/251/252/
253/268/270/275)**

**MATH 811
to
MATH 242+†**

	2,259 Students Initially Enrolling in MATH 811		8 Students Successfully Completing MATH 242+‡		0.4% MATH 811/MATH 242+ Completion Rate
	Ethnicity		**Ethnicity**		**Ethnicity**
	Count	**Percent**	**Count**	**Percent**	**Completion Rate**
African American	233	10.3	0	0.0	0.0
Asian	105	4.6	4	50.0	3.8
Filipino	159	7.0	0	0.0	0.0
Hispanic	480	21.2	2	25.0	0.4
Pacific Islander	89	3.9	0	0.0	0.0
White	589	25.9	1	12.5	0.2
Multi Races	9	0.4	0	0.0	0.0
Other/Unknown	598	26.5	1	12.5	0.2
Total	2,259	100	8	100	0.4

* Transfer math sequence.
† Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).
‡ Some students completed more than one course within this category, resulting in more course completions (15) than in students completing courses (8).

Notes: The study only considered those students whose first math course was MATH 811, taken between Fall 2000 and Fall 2008. Coursework subsequent to MATH 811 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 802 ⟶ MATH 125+*
Fall 2000 – Spring 2009

MATH 802

| 30 Students Initially Enrolling | → | 32 Total Course Enrollments | → | 16 Successful Completions | | 50.0% MATH 802 Success Rate |

MATH 125+*
(MATH 125/130/145/
147/200/241; CIS 278;
ECON 123; PSYC 121)

| 4 Students Enrolling | → | 4 Total Course Enrollments | → | 4 Successful Completions | | 100% MATH 125+ Success Rate |
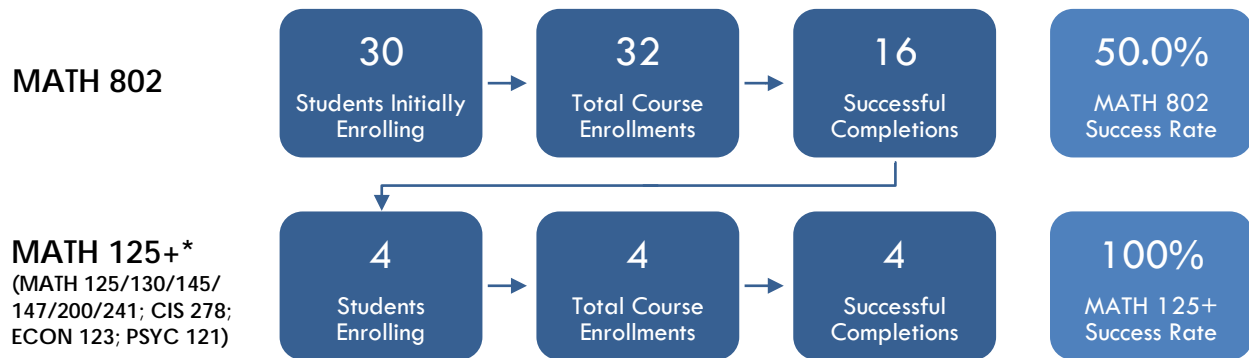
**MATH 802
to
MATH 125+***

	Ethnicity			Ethnicity			Ethnicity
	Count	Percent		Count	Percent		Completion Rate
African American	3	10.0		0	0.0		0.0
Asian	3	10.0		0	0.0		0.0
Filipino	0	0.0		--	--.-		--.-
Hispanic	7	23.3		0	0.0		0.0
Pacific Islander	1	3.3		0	0.0		0.0
White	11	36.7		3	75.0		27.3
Multi Races	1	3.3		0	0.0		0.0
Other/Unknown	4	13.3		1	25.0		25.0
Total	30	100		4	100		13.3

* Transfer math sequence.

Notes: The study only considered those students whose first math course was MATH 802, taken between Fall 2000 and Spring 2009. Coursework subsequent to MATH 802 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 802 ⟶ MATH 125+* ⟶ and Beyond (MATH 242+)†
Fall 2000 – Spring 2009

MATH 802

MATH 125+*
(MATH 125/130/145/
147/200/241; CIS 278;
ECON 123; PSYC 121)

MATH 242+†
(MATH 242/251/252/
253/268/270/275)

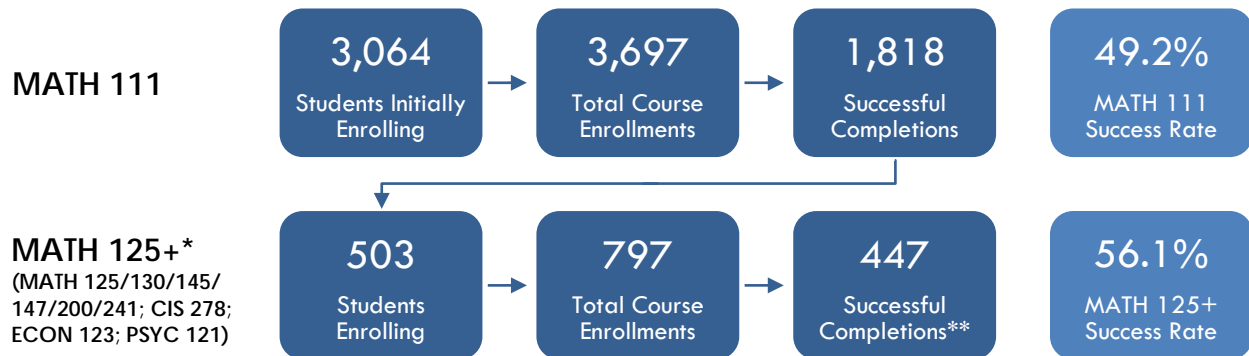| MATH 802 to MATH 242+†	30 Students Initially Enrolling in MATH 802		0 Students Successfully Completing MATH 242+		0% MATH 802/MATH 242+ Completion Rate
	Ethnicity		**Ethnicity**		**Ethnicity**
	Count	Percent	Count	Percent	Completion Rate
African American	3	10.0	0	0.0	0.0
Asian	3	10.0	0	0.0	0.0
Filipino	0	0.0	--	--.-	--.-
Hispanic	7	23.3	0	0.0	0.0
Pacific Islander	1	3.3	0	0.0	0.0
White	11	36.7	0	0.0	0.0
Multi Races	1	3.3	0	0.0	0.0
Other/Unknown	4	13.3	0	0.0	0.0
Total	30	100	0	100	0.0

* Transfer math sequence.
† Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).

Notes: The study only considered those students whose first math course was MATH 802, taken between Fall 2000 and Spring 2009. Coursework subsequent to MATH 802 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 110 ⟶ MATH 125+*
Fall 2000 – Spring 2010

MATH 110

| 3,555 Students Initially Enrolling | → | 4,172 Total Course Enrollments | → | 2,216 Successful Completions | | 53.1% MATH 110 Success Rate |

MATH 125+*
(MATH 125/130/145/147/200/241; CIS 278; ECON 123; PSYC 121)

| 946 Students Enrolling | → | 1,516 Total Course Enrollments | → | 855 Successful Completions** | | 56.4% MATH 125+ Success Rate |

MATH 110 to MATH 125+*

	Ethnicity			Ethnicity			Ethnicity
	Count	**Percent**		**Count**	**Percent**		**Completion Rate**
African American	146	4.1		15	2.2		10.3
Asian	382	10.7		103	14.7		27.0
Filipino	318	8.9		52	7.4		16.4
Hispanic	497	14.0		94	13.4		18.9
Pacific Islander	114	3.2		21	3.0		18.4
White	1,358	38.2		287	40.9		21.1
Multi Races	50	1.4		9	1.3		18.0
Other/Unknown	690	19.4		120	17.2		17.4
Total	3,555	100		701	100		19.7

* Transfer math sequence.
** Some students completed more than one course within this category, resulting in more course completions (855) than in students completing courses (701).

Notes: The study only considered those students whose first math course was MATH 110, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 110 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 110 ⟶ MATH 125+ ⟶ and Beyond (MATH 242+)†
Fall 2000 – Spring 2010

MATH 110

MATH 125+*
(MATH 125/130/145/
147/200/241; CIS 278;
ECON 123; PSYC 121

MATH 242+†
(MATH 242/251/252/
253/268/270/275)

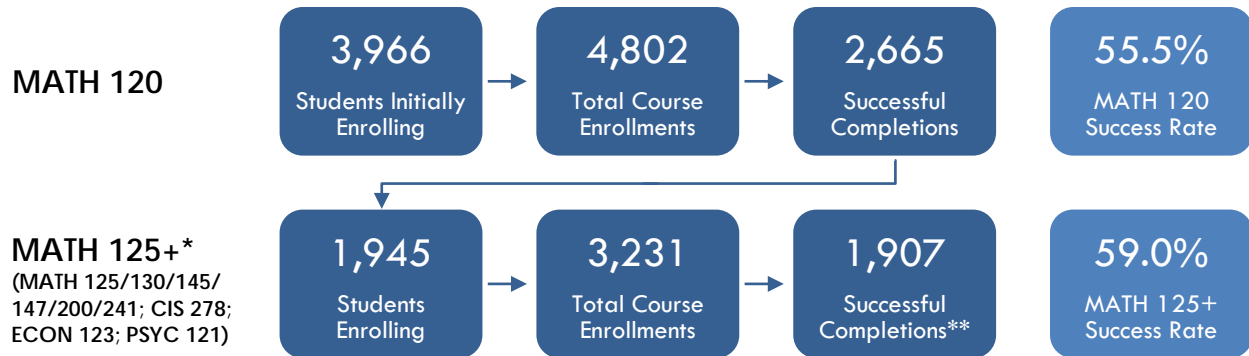| MATH 110 to MATH 242+†	3,555 Students Initially Enrolling in MATH 110		49 Students Successfully Completing MATH 242+‡		1.4% MATH 110/MATH 242+ Completion Rate
	Ethnicity		**Ethnicity**		**Ethnicity**
	Count	**Percent**	**Count**	**Percent**	**Completion Rate**
African American	146	4.1	0	0.0	0.0
Asian	382	10.7	15	30.6	3.9
Filipino	318	8.9	2	4.1	0.6
Hispanic	497	14.0	8	16.3	1.6
Pacific Islander	114	3.2	2	4.1	1.8
White	1,358	38.2	16	32.7	1.2
Multi Races	50	1.4	0	0.0	0.0
Other/Unknown	690	19.4	6	12.2	0.9
Total	3,555	100	49	100	1.4

* Transfer math sequence.

† Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).

‡ Some students completed more than one course within this category, resulting in more course completions (95) than in students completing courses (49).

Notes: The study only considered those students whose first math course was MATH 110, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 110 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 111 ⟶ MATH 125+*
Fall 2000 – Fall 2009

MATH 111

| 3,064 Students Initially Enrolling | → | 3,697 Total Course Enrollments | → | 1,818 Successful Completions | | 49.2% MATH 111 Success Rate |

MATH 125+*
(MATH 125/130/145/
147/200/241; CIS 278;
ECON 123; PSYC 121)

| 503 Students Enrolling | → | 797 Total Course Enrollments | → | 447 Successful Completions** | | 56.1% MATH 125+ Success Rate |

MATH 111 to MATH 125+*

	Ethnicity			Ethnicity			Ethnicity
	Count	Percent		Count	Percent		Completion Rate
African American	176	5.7		11	2.9		6.3
Asian	237	7.7		44	11.8		18.6
Filipino	235	7.7		22	5.9		9.4
Hispanic	473	15.4		62	16.6		13.1
Pacific Islander	104	3.4		17	4.5		16.3
White	1,119	36.5		144	38.5		12.9
Multi Races	23	0.8		2	0.5		8.7
Other/Unknown	697	22.7		72	19.3		10.3
Total	3,064	100		374	100		12.2

* Transfer math sequence.
** Some students completed more than one course within this category, resulting in more course completions (447) than in students completing courses (374).

Notes: The study only considered those students whose first math course was MATH 111, taken between Fall 2000 and Fall 2009. Coursework subsequent to MATH 111 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 111 ⟶ MATH 125+* ⟶ and Beyond (MATH 242+)†
Fall 2000 – Fall 2009

MATH 111

MATH 125+*
(MATH 125/130/145/
147/200/241; CIS 278;
ECON 123; PSYC 121)

MATH 242+†
(MATH 242/251/252/
253/268/270/275)

MATH 111 to MATH 242+†	3,064 Students Initially Enrolling in MATH 111		17 Students Successfully Completing MATH 242+‡		0.6% MATH 111/MATH 242+ Completion Rate
	Ethnicity		**Ethnicity**		**Ethnicity**
	Count	**Percent**	**Count**	**Percent**	**Completion Rate**
African American	176	5.7	1	5.9	0.6
Asian	237	7.7	3	17.6	1.3
Filipino	235	7.7	0	0.0	0.0
Hispanic	473	15.4	4	23.5	0.8
Pacific Islander	104	3.4	0	0.0	0.0
White	1,119	36.5	7	41.2	0.6
Multi Races	23	0.8	0	0.0	0.0
Other/Unknown	697	22.7	2	11.8	0.3
Total	3,064	100	17	100	0.6

* Transfer math sequence.
† Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).
‡ Some students completed more than one course within this category, resulting in more course completions (33) than in students completing courses (17).

Notes: The study only considered those students whose first math course was MATH 111, taken between Fall 2000 and Fall 2009. Coursework subsequent to MATH 111 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 120 ⟶ MATH 125+*
Fall 2000 – Spring 2010

MATH 120

3,966	4,802	2,665	55.5%
Students Initially Enrolling	Total Course Enrollments	Successful Completions	MATH 120 Success Rate

MATH 125+*
(MATH 125/130/145/147/200/241; CIS 278; ECON 123; PSYC 121)

1,945	3,231	1,907	59.0%
Students Enrolling	Total Course Enrollments	Successful Completions**	MATH 125+ Success Rate

MATH 120 to MATH 125+*

	Ethnicity			Ethnicity			Ethnicity
	Count	Percent		Count	Percent		Completion Rate
African American	127	3.2		28	1.9		22.0
Asian	697	17.6		306	20.3		43.9
Filipino	401	10.1		141	9.4		35.2
Hispanic	497	12.5		157	10.4		31.6
Pacific Islander	89	2.2		27	1.8		30.3
White	1,423	35.9		579	38.4		40.7
Multi Races	51	1.3		16	1.1		31.4
Other/Unknown	681	17.1		253	16.7		37.2
Total	3,966	100		1,507	100		38.0

* Transfer math sequence.
** Some students completed more than one course within this category, resulting in more course completions (1,907) than in students completing courses (1,507).

Notes: The study only considered those students whose first math course was MATH 120, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 120 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 120 ⟶ MATH 125+* ⟶ and Beyond (MATH 242+)†
Fall 2000 – Spring 2010

MATH 120

MATH 125+*
(MATH 125/130/145/
147/200/241; CIS 278;
ECON 123; PSYC 121)

MATH 242+†
(MATH 242/251/252/
253/268/270/275)

MATH 120 to MATH 242+†	3,966 Students Initially Enrolling in MATH 120		185 Students Successfully Completing MATH 242+‡		4.7% MATH 120/MATH 242+ Completion Rate
	Ethnicity		**Ethnicity**		**Ethnicity**
	Count	Percent	Count	Percent	Completion Rate
African American	127	3.2	3	1.6	2.4
Asian	697	17.6	67	36.2	9.6
Filipino	401	10.1	13	7.0	3.2
Hispanic	497	12.5	16	8.6	3.2
Pacific Islander	89	2.2	3	1.6	3.4
White	1,423	35.9	56	30.3	3.9
Multi Races	51	1.3	3	1.6	5.9
Other/Unknown	681	17.1	24	13.0	3.5
Total	3,966	100	185	100	4.7

* Transfer math sequence.

† Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).

‡ Some students completed more than one course within this category, resulting in more course completions (347) than in students completing courses (185).

Notes: The study only considered those students whose first math course was MATH 120, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 120 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 122 ⟶ MATH 125+*
Fall 2000 – Spring 2010

MATH 122

| 1,341 Students Initially Enrolling | → | 1,518 Total Course Enrollments | → | 849 Successful Completions | | 55.9% MATH 122 Success Rate |

MATH 125+*
(MATH 125/130/145/147/200/241; CIS 278; ECON 123; PSYC 121)

| 516 Students Enrolling | → | 838 Total Course Enrollments | → | 481 Successful Completions** | | 57.4% MATH 125+ Success Rate |
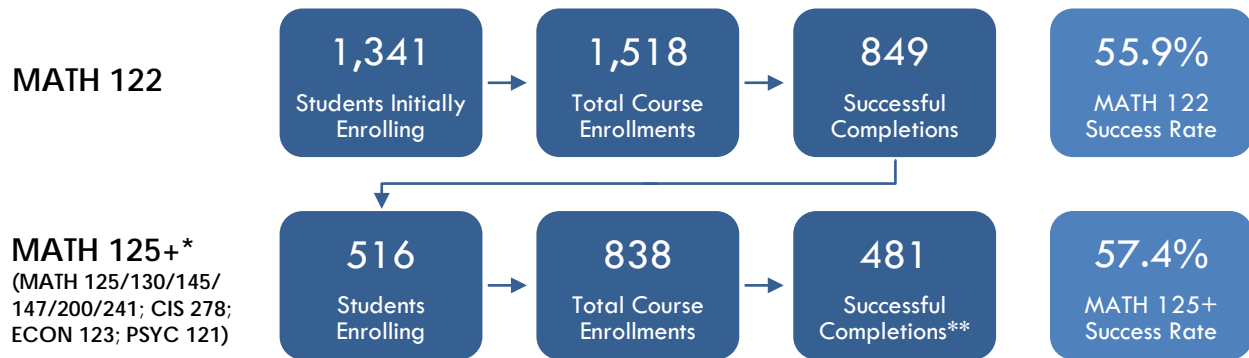
MATH 122
to
MATH 125+*

	Ethnicity			Ethnicity			Ethnicity
	Count	**Percent**		**Count**	**Percent**		**Completion Rate**
African American	42	3.1		7	1.8		9.5
Asian	173	12.9		66	17.3		38.2
Filipino	105	7.8		26	6.8		24.8
Hispanic	171	12.8		50	13.1		29.2
Pacific Islander	29	2.2		7	1.8		24.1
White	542	40.4		155	40.7		28.6
Multi Races	15	1.1		1	0.3		6.7
Other/Unknown	264	19.7		69	18.1		26.1
Total	1,341	100		381	100		28.4

* Transfer math sequence.
** Some students completed more than one course within this category, resulting in more course completions (481) than in students completing courses (381).

Notes: The study only considered those students whose first math course was MATH 122, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 122 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

CSM Student Success Indicator
Progression Beyond Basic Skills
MATH 122 ⟶ MATH 125+* ➙ and Beyond (MATH 242+)†
Fall 2000 – Spring 2010

MATH 122

MATH 125+*
(MATH 125/130/145/
147/200/241; CIS 278;
ECON 123; PSYC 121)

MATH 242+†
(MATH 242/251/252/
253/268/270/275)

MATH 122 to MATH 242+†	1,341 Students Initially Enrolling in MATH 122		41 Students Successfully Completing MATH 242+‡		3.1% MATH 122/MATH 242+ Completion Rate
	Ethnicity		**Ethnicity**		**Ethnicity**
	Count	**Percent**	**Count**	**Percent**	**Completion Rate**
African American	42	3.1	0	0.0	0.0
Asian	173	12.9	17	41.5	9.8
Filipino	105	7.8	3	7.3	2.9
Hispanic	171	12.8	6	14.6	3.5
Pacific Islander	29	2.2	1	2.4	3.4
White	542	40.4	11	26.8	2.0
Multi Races	15	1.1	0	0.0	0.0
Other/Unknown	264	19.7	3	7.3	1.1
Total	1,341	100	41	100	3.1

* Transfer math sequence.
† Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).
‡ Some students completed more than one course within this category, resulting in more course completions (70) than in students completing courses (41).

Notes: The study only considered those students whose first math course was MATH 122, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 122 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

Successful Course Completion by Gender
Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11

## Data Included:
- Table A: *Course Success and Withdrawal by Gender: 2010-11 Academic Year (Fall + Spring)*
- Table B: *Course Completion by Gender: Count, Success Rate, and Withdraw Rate, Academic Years 2007-08 to 2010-11 (Fall + Spring)*

Key Findings:
- Table A displays rates of successful course completion by gender. Female students have a somewhat a higher rate of successful course completion rate than male students: 71% vs. 67%.
- Table A also displays data for withdrawal ("W") rates: 16% for female students vs. 17% for males.
- Table B displays rates of successful course completion and "W" rates for 4 consecutive academic years 2007-08 through 2010-11. These data indicate the same patterns of success and "W" rates described in the above bullets.

Course Success and Withdrawal by Gender: 2010-11 Academic Year (Fall + Spring)
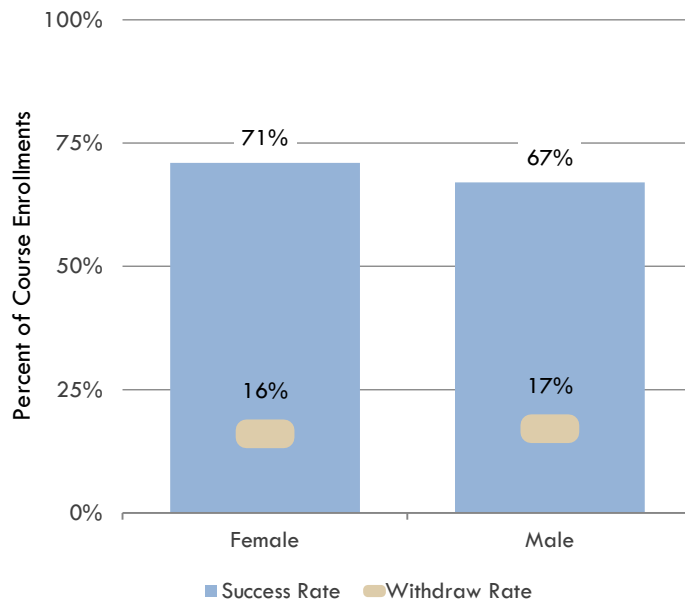
Note: Data are from Fall and Spring semesters, combined. Success = A, B, C, and P only. Does not include students with a D, F, or Incomplete. Data do not include those for whom gender is unrecorded.

Source: SMCCCD Student Database

Table A

Course Completion by Gender: Count, Success Rate, and Withdraw Rate Academic Years 2007-08 to 2010-11 (Fall + Spring)

	2007-08			2008-09			2009-10			2010-11		
	Count	SR	WR	Count	SR	WR	Count	SR	WR	Count	SR	WR
Female	26,788	70%	17%	26,849	71%	16%	27,515	71%	15%	24,109	71%	16%
Male	26,358	69	16	25,835	68	17	26,351	67	16	25,497	67	17
Total	54,990	70%	16%	55,132	70%	16%	56,445	70%	15%	52,099	69%	16%

Notes: SR=Success Rate. WR=Withdraw Rate. Count represents the total number of course enrollments. Data are from Fall and Spring semesters, combined. Success = A, B, C, and P only. Does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

Table B

Successful Course Completion by Age
Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11

Data Included:

- Table A: *Course Success and Withdrawal by Age: 2010-11 Academic Year (Fall + Spring)*
- Table B: *Course Completion by Age: Count, Success Rate, and Withdraw Rate, Academic Years 2007-08 to 2010-11 (Fall + Spring)*

Key Findings:

- Overall, 69% of all CSM courses were successfully completed in the 2010-11 academic year. Table A displays rates of successful course completion by various age categories.
- Younger students have the lowest successful course completion rates while older students have the highest successful course completion rates. These rates range from 66% for students aged 20 – 24 to 79% for students 50 years or older. (See Table A)
- Table A also displays data for withdrawal ("W") rates. Overall, 16% of all CSM courses attempted resulted in a "W."
- Younger students have the highest "W" rates while older students have the lowest "W" rates. (See Table A)
- Table B displays rates of successful course completion and "W" rates for 4 consecutive academic years 2007-08 through 2010-11. These data indicate the same patterns of success and "W" rates for various age groups described in the above bullets.
- Although not shown here, these patterns of overall success and "W" rates have been consistently represented in CSM data for more than 20 years.

Course Success and Withdrawal by Age: 2010-11 Academic Year (Fall + Spring)

Note: Data are from Fall and Spring semesters, combined. Success = A, B, C, and P only. Does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

Table A

Course Completion by Age: Count, Success Rate, and Withdraw Rate
Academic Years 2007-08 to 2010-11 (Fall +Spring)

	2007-08			2008-09			2009-10			2010-11		
	Count	SR	WR	Count	SR	WR	Count	SR	WR	Count	SR	WR
19 or less	16,714	66%	17%	16,387	66%	17%	17,051	66%	15%	16,034	67%	16%
20-24	17,770	66	18	17,522	66	19	18,109	66	18	16,962	66	18
25-29	5,673	72	16	5,703	73	16	6,003	73	16	5,671	69	18
30-34	3,256	76	14	3,385	75	15	3,526	73	16	3,156	75	14
35-39	2,631	76	14	2,501	75	15	2,333	73	16	2,069	73	17
40-49	3,990	76	14	3,945	77	12	3,793	76	14	3,359	76	14
50+	4,161	81	11	4,353	81	11	4,233	83	10	3,386	79	12
Unrecorded	795	73	12	1,336	77	12	1,397	73	10	1,462	78	11
Total	54,990	70%	16%	55,132	70%	16%	56,445	70%	15%	52,099	69%	16%

Notes: SR=Success Rate. WR=Withdraw Rate. Count represents the total number of course enrollments. Academic Year data (e.g., 2010-11) are from Fall and Spring semesters, combined. Success = A, B, C, and P only. Does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

Table B

Successful Course Completion by Ethnicity
Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11

Data Included:
- Table A: *Course Success and Withdrawal by Ethnicity: 2010-11 Academic Year (Fall + Spring)*
- Table B: *Course Completion by Ethnicity: Count, Success Rate, and Withdraw Rate, Academic Years 2007-08 to 2010-11 (Fall + Spring)*

Key Findings:
- Overall, CSM students successfully completed 69% of all courses in the 2010-11 academic year. Table A displays rates of successful course completion by various ethnicity categories.
- Ethnic variations in successful course completion rates range from 57% for Pacific Islanders to 75% for Asian students. (See Table A)
- Table A also displays data for withdrawal ("W") rates. Overall, 16% of all CSM courses attempted resulted in a "W." These rates vary from 13% to 20%.
- Table B displays rates of successful course completion and "W" rates for 4 consecutive academic years 2007-08 through 2010-11. These data indicate the same patterns of success and "W" rates for various ethnic groups described in the above bullets.

Course Success and Withdrawal by Ethnicity: 2010-11 Academic Year (Fall + Spring)
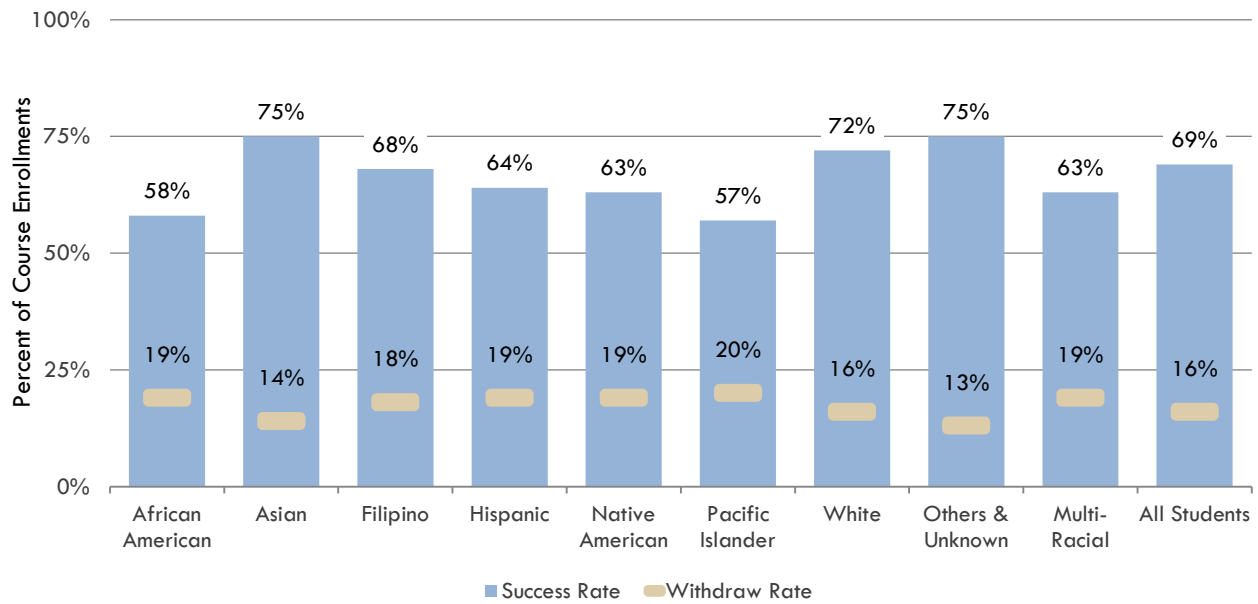
Note: Data are from Fall and Spring semesters, combined. Success = A, B, C, and P only. Does not include students with a D, F, or Incomplete.
Source: SMCCCD Student Database
Table A

Course Completion by Ethnicity: Count, Success Rate, and Withdraw Rate Academic Years 2007-08 to 2010-11 (Fall + Spring)

	2007-08			2008-09			2009-10			2010-11		
	Count	SR	WR	Count	SR	WR	Count	SR	WR	Count	SR	WR
African American	2,341	62%	18%	2,296	61%	17%	2,270	61%	16%	2,047	58%	19%
Asian	8,621	75	15	8,724	75	15	8,804	75	14	8,091	75	14
Filipino	3,939	66	18	3,733	68	18	3,889	70	16	3,746	68	18
Hispanic	10,982	63	20	11,267	63	20	11,255	64	18	10,132	64	19
Native American	319	60	20	324	64	18	265	66	17	191	63	19
Pacific Islander	1,509	63	19	1,536	64	17	1,511	59	19	1,470	57	20
White	19,806	73	15	19,310	73	15	19,424	72	14	16,898	72	16
Others & Unknown	7,473	71	15	7,942	71	15	9,027	69	15	4,867	75	13
Multi-Racial	---	---	---	---	---	---	---	---	---	4,657	63	19
Total	54,990	70%	16%	55,132	70%	16%	56,445	70%	15%	52,099	69%	16%

Notes: SR=Success Rate. WR=Withdraw Rate. Count represents the total number of course enrollments. Academic Year data (e.g., 2010-11) are from Fall and Spring semesters, combined. Success = A, B, C, and Cr only. Does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

Table B

CSM Degrees and Certificates by Gender
Fall 2006 to Summer 2011 (15 Terms)

Data Included:
- Table A: *CSM Degrees and Certificates by Gender*
- Table B: *CSM Degrees and Certificates by Gender by Academic Year*
- <u>Note</u>: Tables A and B contain data spanning 15 terms, Fall 2006 – Summer 2011. For comparative purposes a Fall 2010 gender profile is also included in Table A. Findings, included below, are conclusions based upon this 15-term period.

Key Findings:
- A total of 4,233 Degrees and Certificates were awarded, Fall 2006 – Summer 2011. Female students earn a larger proportion of these awards than male students: 54.4% vs. 44.1%. (See Table A)
- The proportion of female students earning awards is greater than male students for each award type—i.e., AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Specialization. (See Table A)
- The above gender disproportions are also reflected for each year's data presented in Table B.

CSM Degrees and Certificates by Gender

	Associate Degrees						Certificates						Total Degrees and Certificates		Student Gender Fall 2010
	Arts		Science		Total		Achievement		Specialization		Total				
Female	774	56.4%	356	52.6%	1,130	55.1%	741	52.1%	430	56.6%	1,171	53.6%	2,301	54.4%	48.4
Male	583	42.5	314	46.4	897	43.8	659	46.3	312	41.1	971	44.5	1,868	44.1	49.1
Unknown	16	1.2	7	1.0	23	1.1	23	1.6	18	2.4	41	1.9	64	1.5	2.5
Total	1,373	100%	677	100%	2,050	100%	1,423	100%	760	100%	2,183	100%	4,233	100%	100%

Note: Data span 15 terms from Fall 2006 through Summer 2011.
Source: SMCCCD Student Database, Term Degrees Certificates and First Census
Table A

CSM Degrees and Certificates by Gender by Academic Year

	Female	Male	Unknown	Total
All AA/AS				
2006-07	209 (54.1%)	173 (44.8%)	4 (1.0%)	386 (100%)
2007-08	215 (53.8)	180 (45.0)	5 (1.3)	400 (100)
2008-09	230 (53.2)	197 (45.6)	5 (1.2)	432 (100)
2009-10	259 (55.9)	197 (42.5)	7 (1.5)	463 (100)
2010-11	217 (58.8)	150 (40.7)	2 (0.5)	369 (100)
Grand Total	1,130 (55.1%)	897 (43.8%)	23 (1.1%)	2050 (100%)
All CA/CS				
2006-07	201 (60.9%)	127 (38.5%)	2 (0.6%)	330 (100%)
2007-08	239 (56.5)	179 (42.3)	5 (1.2)	423 (100)
2008-09	196 (46.2)	222 (52.4)	6 (1.4)	424 (100)
2009-10	285 (55.0)	218 (42.1)	15 (2.9)	518 (100)
2010-11	250 (51.2)	225 (46.1)	13 (2.7)	488 (100)
Grand Total	1,171 (53.6%)	971 (44.5%)	41 (1.9%)	2,183 (100%)
All Degrees and Certificates				
2006-07	410 (57.3%)	300 (41.9%)	6 (0.8%)	716 (100%)
2007-08	454 (55.2)	359 (43.6)	10 (1.2)	823 (100)
2008-09	426 (49.8)	419 (48.9)	11 (1.3)	856 (100)
2009-10	544 (55.5)	415 (42.3)	22 (2.2)	981 (100)
2010-11	467 (54.5)	375 (43.8)	15 (1.8)	857 (100)
Grand Total	2,301 (54.4%)	1,868 (44.1%)	64 (1.5%)	4,233 (100%)

Notes: Data span 15 terms from Fall 2006 through Summer 2011. The academic year is comprised of three terms: Fall, Spring, and Summer, in that order. For example, the 2006-07 academic year is comprised of Fall 2006, Spring 2007, and Summer 2007.
Source: SMCCCD Student Database, Term Degrees Certificates and First Census
Table B

CSM Degrees and Certificates by Age
Fall 2006 to Summer 2011 (15 Terms)

Data Included:

- Table A: *CSM Degrees and Certificates by Age*
- Table B: *CSM Degrees and Certificates by Age by Academic Year*
- <u>Note</u>: Tables A and B contain data spanning 15 terms, Fall 2006 – Summer 2011. For comparative purposes a Fall 2010 age profile is also included in Table A. Findings, included below, are conclusions based upon this 15-term period.

Key Findings:

- A total of 4,233 Degrees and Certificates were awarded, Fall 2006 – Summer 2011. More than ¾ of all awards (76.6%) are earned by students 20 – 39. In comparison, only 53% of all CSM students are in this age range. (See Table A)
- Conversely, although students younger than 20 comprise 28.5% of all students, they represent only 3.8% of all award earners. (See Table A)
- Approximately the same relationship between age and earning awards is found for each award type—i.e., AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Specialization. (See Table A)
- The above age-related disproportions in award earning are also reflected for each year's data presented in Table B.

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

CSM Degrees and Certificates by Age

	Associate Degrees						Certificates							Total Degrees and Certificates		Student Age Fall 2010
	Arts		Science		Total		Achievement		Specialization		Total					
Younger than 20	46	3.4%	9	1.3%	55	2.7%	72	5.1%	34	4.5%	106	4.9%	161	3.8%	28.5
20 - 24	776	56.5	259	38.3	1,035	50.5	458	32.2	122	16.1	580	26.6	1,615	38.2	27.5
25 - 29	224	16.3	162	23.9	386	18.8	307	21.6	117	15.4	424	19.4	810	19.1	13.2
30 - 39	160	11.7	148	21.9	308	15.0	290	20.4	220	28.9	510	23.4	818	19.3	13.1
40 - 49	104	7.6	70	10.3	174	8.5	175	12.3	152	20.0	327	15.0	501	11.8	8.4
50 - 59	54	3.9	23	3.4	77	3.8	93	6.5	89	11.7	182	8.3	259	6.1	5.9
60 and older	9	0.7	6	0.9	15	0.7	28	2.0	26	3.4	54	2.5	69	1.6	3.4
Total	1,373	100%	677	100%	2,050	100%	1,423	100%	760	100%	2,183	100%	4,233	100%	0%

Note: Data span 15 terms from Fall 2006 through Summer 2011.
Source: SMCCCD Student Database, Term Degrees Certificates and First Census
Table A

CSM Degrees and Certificates by Age by Academic Year

	Younger than 20	20 - 24	25 - 29	30 - 39	40 - 49	50 - 59	60 and older	Total
All AA/AS								
2006-07	11 (2.8%)	198 (51.3%)	73 (18.9%)	63 (16.3%)	24 (6.2%)	14 (3.6%)	3 (0.8%)	386 (100%)
2007-08	17 (4.3)	210 (52.5)	69 (17.3)	58 (14.5)	32 (8.0)	12 (3.0)	2 (0.5)	400 (100)
2008-09	15 (3.5)	215 (49.8)	92 (21.3)	53 (12.3)	37 (8.6)	20 (4.6)	0 (0.0)	432 (100)
2009-10	6 (1.3)	230 (49.7)	91 (19.7)	67 (14.5)	41 (8.9)	20 (4.3)	8 (1.7)	463 (100)
2010-11	6 (1.6)	182 (49.3)	61 (16.5)	67 (18.2)	40 (10.8)	11 (3.0)	2 (0.5)	369 (100)
Grand Total	55 (2.7%)	1,035 (50.5%)	386 (18.8%)	308 (15.0%)	174 (8.5%)	77 (3.8%)	15 (0.7%)	2,050 (100%)
All CA/CS								
2006-07	10 (3.0%)	77 (23.3%)	58 (17.6%)	85 (25.8%)	54 (16.4%)	32 (9.7%)	14 (4.2%)	330 (100%)
2007-08	17 (4.0)	79 (18.7)	96 (22.7)	114 (27.0)	69 (16.3)	39 (9.2)	9 (2.1)	423 (100)
2008-09	24 (5.7)	124 (29.2)	72 (17.0)	91 (21.5)	69 (16.3)	37 (8.7)	7 (1.7)	424 (100)
2009-10	28 (5.4)	139 (26.8)	100 (19.3)	115 (22.2)	71 (13.7)	47 (9.1)	18 (3.5)	518 (100)
2010-11	27 (5.5)	161 (33.0)	98 (20.1)	105 (21.5)	64 (13.1)	27 (5.5)	6 (1.2)	488 (100)
Grand Total	106 (4.9%)	580 (26.6%)	424 (19.4%)	510 (23.4%)	327 (15.0%)	182 (8.3%)	54 (2.5%)	2,183 (100%)
All Degrees and Certificates								
2006-07	21 (2.9%)	275 (38.4%)	131 (18.3%)	148 (20.7%)	78 (10.9%)	46 (6.4%)	17 (2.4%)	716 (100%)
2007-08	34 (4.1)	289 (35.1)	165 (20.0)	172 (20.9)	101 (12.3)	51 (6.2)	11 (1.3)	823 (100)
2008-09	39 (4.6)	339 (39.6)	164 (19.2)	144 (16.8)	106 (12.4)	57 (6.7)	7 (0.8)	856 (100)
2009-10	34 (3.5)	369 (37.6)	191 (19.5)	182 (18.6)	112 (11.4)	67 (6.8)	26 (2.7)	981 (100)
2010-11	33 (3.9)	343 (40.0)	159 (18.6)	172 (20.1)	104 (12.1)	38 (4.4)	8 (0.9)	857 (100)
Grand Total	161 (3.8%)	1,615 (38.2%)	810 (19.1%)	818 (19.3%)	501 (11.8%)	259 (6.1%)	69 (1.6%)	4,233 (100%)

Notes: Data span 15 terms from Fall 2006 through Summer 2011. The academic year is comprised of three terms: Fall, Spring, and Summer, in that order. For example, the 2006-07 academic year is comprised of Fall 2006, Spring 2007, and Summer 2007.
Source: SMCCCD Student Database, Term Degrees Certificates and First Census
Table B

CSM Degrees and Certificates by Ethnicity
Fall 2006 to Summer 2011 (15 Terms)

Data Included:

- Table A: *CSM Degrees and Certificates by Ethnicity*
- Table B: *CSM Degrees and Certificates by Ethnicity by Academic Year*
- <u>Note</u>: Tables A and B contain data spanning 15 terms, Fall 2006 – Summer 2011. For comparative purposes a Fall 2010 ethnicity profile is also included in Table A. Findings, included below, are conclusions based upon this 15-term period.

Key Findings:

- A total of 4,233 Degrees and Certificates were awarded, Fall 2006 – Summer 2011. The ethnic distribution of award earners closely approximates the ethnic composition of the total CSM student population. (See Table A)
- Approximately the same relationship between ethnicity and earning awards is found for each award type—i.e., AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Specialization. (See Table A)
- The above ethnicity-related proportionality in award earning are also reflected for each year's data presented in Table B.

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

CSM Degrees and Certificates by Ethnicity

	Associate Degrees						Certificates						Total Degrees and Certificates		Student Ethnicity Fall 2010
	Arts		Science		Total		Achievement		Specialization		Total				
African American	75	5.5%	11	1.6%	86	4.2%	42	3.0%	28	3.7%	70	3.2%	156	3.7%	3.7%
Asian	213	15.5	78	11.5	291	14.2	205	14.4	168	22.1	373	17.1	664	15.7	16.1
Filipino	72	5.2	114	16.8	186	9.1	85	6.0	32	4.2	117	5.4	303	7.2	7.2
Hispanic	275	20.0	126	18.6	401	19.6	284	20.0	145	19.1	429	19.7	830	19.6	19.5
Native American	6	0.4	3	0.4	9	0.4	5	0.4	2	0.3	7	0.3	16	0.4	0.4
Pacific Islander	49	3.6	10	1.5	59	2.9	18	1.3	15	2.0	33	1.5	92	2.2	2.3
White	459	33.4	240	35.5	699	34.1	551	38.7	181	23.8	732	33.5	1,431	33.8	34.2
Multi Races	1	0.1	0	0.0	1	0.0	2	0.1	0	0.0	2	0.1	3	0.1	7.5
Other/ Unknown	223	16.2	95	14.0	318	15.5	231	16.2	189	24.9	420	19.2	738	17.4	9.1
Total	1,373	100%	677	100%	2,050	100%	1,423	100%	760	100%	2,183	100%	4,233	100%	100%

Note: Data span 15 terms from Fall 2006 through Summer 2011.
Source: SMCCCD Student Database, Term Degrees Certificates and First Census
Table A

CSM Degrees and Certificates by Ethnicity by Academic Year

	African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White Non-Hispanic	Multi Races	Other/ Unknown	Total
All AA/AS										
2006-07	13 (3.4)	59 (15.3)	45 (11.7)	77 (19.9)	2 (0.5)	16 (4.1)	142 (36.8)	0 (0.0)	32 (8.3)	386 (100)
2007-08	17 (4.3)	72 (18.0)	34 (8.5)	74 (18.5)	1 (0.3)	14 (3.5)	130 (32.5)	0 (0.0)	58 (14.5)	400 (100)
2008-09	20 (4.6)	66 (15.3)	30 (6.9)	84 (19.4)	2 (0.5)	10 (2.3)	163 (37.7)	0 (0.0)	57 (13.2)	432 (100)
2009-10	18 (3.9)	58 (12.5)	47 (10.2)	94 (20.3)	1 (0.2)	14 (3.0)	147 (31.7)	0 (0.0)	84 (18.1)	463 (100)
2010-11	18 (4.9)	36 (9.8)	30 (8.1)	72 (19.5)	3 (0.8)	5 (1.4)	117 (31.7)	1 (0.3)	87 (23.6)	369 (100)
Grand Total	86 (4.2)	291 (14.2)	186 (9.1)	401 (19.6)	9 (0.4)	59 (2.9)	699 (34.1)	1 (0.0)	318 (15.5)	2050 (100)
All CA/CS										
2006-07	12 (3.6)	66 (20.0)	12 (3.6)	57 (17.3)	2 (0.6)	3 (0.9)	159 (48.2)	0 (0.0)	19 (5.8)	330 (100)
2007-08	18 (4.3)	85 (20.1)	37 (8.7)	85 (20.1)	0 (0.0)	3 (0.7)	159 (37.6)	0 (0.0)	36 (8.5)	423 (100)
2008-09	17 (4.0)	61 (14.4)	16 (3.8)	99 (23.3)	2 (0.5)	8 (1.9)	168 (39.6)	0 (0.0)	53 (12.5)	424 (100)
2009-10	15 (2.9)	78 (15.1)	32 (6.2)	112 (21.6)	2 (0.4)	13 (2.5)	146 (28.2)	0 (0.0)	120 (23.2)	518 (100)
2010-11	8 (1.6)	83 (17.0)	20 (4.1)	76 (15.6)	1 (0.2)	6 (1.2)	100 (20.5)	2 (0.4)	192 (39.3)	488 (100)
Grand Total	70 (3.2)	373 (17.1)	117 (5.4)	429 (19.7)	7 (0.3)	33 (1.5)	732 (33.5)	2 (0.1)	420 (19.2)	2183 (100)
All Degrees and Certificates										
2006-07	25 (3.5)	125 (17.5)	57 (8.0)	134 (18.7)	4 (0.6)	19 (2.7)	301 (42.0)	0 (0.0)	51 (7.1)	716 (100)
2007-08	35 (4.3)	157 (19.1)	71 (8.6)	159 (19.3)	1 (0.1)	17 (2.1)	289 (35.1)	0 (0.0)	94 (11.4)	823 (100)
2008-09	37 (4.3)	127 (14.8)	46 (5.4)	183 (21.4)	4 (0.5)	18 (2.1)	331 (38.7)	0 (0.0)	110 (12.9)	856 (100)
2009-10	33 (3.4)	136 (13.9)	79 (8.1)	206 (21.0)	3 (0.3)	27 (2.8)	293 (29.9)	0 (0.0)	204 (20.8)	981 (100)
2010-11	26 (3.0)	119 (13.9)	50 (5.8)	148 (17.3)	4 (0.5)	11 (1.3)	217 (25.3)	3 (0.4)	279 (32.6)	857 (100)
Grand Total	156 (3.7)	664 (15.7)	303 (7.2)	830 (19.6)	16 (0.4)	92 (2.2)	1431 (33.8)	3 (0.1)	738 (17.4)	4233 (100)

Notes: Data span 15 terms from Fall 2006 through Summer 2011. The academic year is comprised of three terms: Fall, Spring, and Summer, in that order. For example, the 2006-07 academic year is comprised of Fall 2006, Spring 2007, and Summer 2007.

Source: SMCCCD Student Database, Term Degrees Certificates and First Census

Table B

Student Right-to-Know Degree/Certificate Completion Rates
1997-2000 to 2007-2010

Key Findings:

- With the exception of one cohort year (2004-2007), CSM Degree/Certificate completion rates have ranked above the statewide average for all California community college campuses.

Comparison of CSM Degree/Certificate Completion Rates to Statewide Average, 1997-2000 to 2007-2010

Cohort	CSM	Statewide Average
2007-2010	23.0%	24.4%
2006-2009	19.2	16.7
2005-2008	27.1	24.1
2004-2007	24.7	24.8
2003-2006	34.1	25.1
2002-2005	51.8	36.0
2001-2004	43.8	35.3
2000-2003	42.8	33.7
1999-2002	41.7	34.8
1998-2001	44.0	30.6
1997-2000	43.7	32.7
1996-1999	39.6	32.0
1995-1998	39.9	34.3

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.

Ranking of California Community Colleges by Associate Degree/Certificate Completion Rates, 2007-2010

Rank	College Name	Completion Rate		Rank	College Name	Completion Rate
1	De Anza	59.8		36	El Camino	25.3
2	Foothill	46.0		37	Butte	25.1
3	Santa Barbara City	38.2		38	L.A. I.T.V.	25.0
4	Irvine Valley	36.8		39	Folsom Lake	24.8
5	Orange Coast	34.8		40	Fullerton	24.7
6	Moorpark	33.4		**Statewide Average**		**24.4**
7	Santa Rosa	33.3		41	Palomar	24.1
8	Las Positas	33.1		42	West Valley	23.7
9	Cuesta	32.3		43	San Diego Mesa	23.4
10	Mira Costa	32.0		44	Riverside	23.2
11	Pasadena City	31.6		**45**	**San Mateo**	**23.0**
12	Allan Hancock	31.4		46	Siskiyous	22.9
13	**Skyline**	**30.8**		47	Coalinga	22.6
14	Santiago Canyon	30.6		48	Reedley	22.6
15	Diablo Valley	30.5		49	Marin	22.5
16	Glendale	29.4		50	San Joaquin Delta	22.4
17	Saddleback	29.3		51	Santa Ana	22.4
18	Feather River	28.9		52	Chabot	22.2
19	Lake Tahoe	28.7		53	Hartnell	21.9
20	Napa Valley	28.6		54	Antelope Valley	21.9
21	Citrus	28.6		55	East L.A.	21.9
22	San Diego Miramar	28.4		56	Santa Monica City	21.5
23	Ohlone	27.5		57	Mendocino	21.5
24	Sierra	27.5		58	Cuyamaca	21.3
25	Canyons	26.8		59	Victor Valley	21.2
26	Cabrillo	26.4		60	Los Medanos	21.2
27	Cypress	26.3		61	American River	21.0
28	Mt. San Antonio	26.2		62	Lassen	20.9
29	Golden West	26.1		63	Taft	20.8
30	Grossmont	26.0		64	Coastline	20.8
31	Contra Costa	26.0		65	Mission	20.7
32	Monterey	25.9		66	Solano	20.6
33	Ventura	25.6		67	Crafton Hills	20.5
34	L.A. Pierce	25.4				
35	San Francisco City	25.4				

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.

Rank	College Name	Completion Rate	Rank	College Name	Completion Rate
69	Cerritos	20.3	91	Alameda	17.4
70	Evergreen Valley	20.3	92	Lemoore	17.3
71	L.A. Valley	20.3	93	Desert	17.2
72	Sacramento City	20.2	94	Modesto	16.6
73	Sequoias	20.2	95	Shasta	16.5
74	Oxnard	20.0	96	Cerro Coso	16.4
75	Imperial Valley	19.9	97	Rio Hondo	15.7
76	Bakersfield	19.4	98	L.A. City	15.4
77	Yuba	19.3	99	L.A. Mission	15.3
78	Columbia	19.2	100	Berkeley City	15.2
79	Copper Mountain	19.1	101	San Diego City	15.2
80	San Jose City	19.0	102	L.A. Harbor	14.5
81	Barstow	19.0	103	Merced	14.4
82	Redwoods	18.8	104	West L.A.	13.9
83	Mt. San Jacinto	18.8	105	L.A. Trade-Tech	13.6
84	Cosumnes River	18.6	106	San Bernardino	13.0
85	Chaffey	18.6	107	Gavilan	13.0
86	Southwestern	18.1	**108**	**Cañada**	**13.0**
87	Porterville	18.1	109	Merritt	9.5
88	Laney	17.9	110	Compton	8.5
89	Fresno City	17.6	111	Southwest L.A.	6.9
90	Long Beach City	17.4			

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.

CSM Declared Majors
Fall 2011[1]

Sorted By Enrollment Count, Alphabetical Order, Program Area

Findings & Issues when Considering Data:

- A large proportion (31.7%) of CSM students are 'undeclared' or 'undecided' about their course of study.
- Students' majors are primarily captured at the time students complete their application for admission via CCCApply—prior to enrolling.
- The CCCApply question is optional and many students skip the question.
- Students may update their majors via WebSMART at any point in time after registration.
- All statements about majors are self-declared and do not require approval or verification.
- Self-report data regarding intentions and goals may be highly unreliable.
- There is no necessary relationship between students' self-declared major and actual enrollment in courses associated with or leading to completion of their specified major.
- CCCApply includes majors which CSM does not offer.

Declared Majors Sorted by Enrollment Count[1]

Rank	Major Description	Count	Percent	Notes
1	Undeclared Major	3,386	31.7	
2	Nursing	717	6.7	Includes "Practical & Vocational Nursing"
3	Accounting	437	4.1	
4	Self-Enrichment	375	3.5	
5	Business Management & Administration	368	3.4	Includes "Business Administration"
6	Administration of Justice	298	2.8	
7	Psychology	285	2.7	
8	Fire Control Technology	273	2.6	
9	Art/Photography	267	2.5	
10	Gen Liberal Arts & Social Science	235	2.2	
11	Business and Commerce, General	207	1.9	
12	Music	205	1.9	
13	English	204	1.9	
14	Computer & Information Science	194	1.8	
15	Engineering, General	193	1.8	
16	Life Sciences - General	175	1.6	
17	Life Sciences - Biological	173	1.6	
18	Broadcasting Arts/Multimedia	145	1.4	
19	Cosmetology	140	1.3	

Rank	Major Description	Count	Percent	Notes
20	Human Services	131	1.2	
21	Electronic & Electrical Technology	124	1.2	Includes "Electrical Technology"
22	Fire Sprinkler Technology	96	0.9	
23	Early Childhood Education/Child Development	84	0.8	
24	Physical Education	81	0.8	
25	Graphic Arts	78	0.7	
26	Architecture	68	0.6	
27	Sociology	67	0.6	
28	Real Estate	65	0.6	
29	Mathematics	56	0.5	
30	English As a Foreign Language	55	0.5	Includes "Limited English Ability"
31	Alcohol & Other Drug Studies	54	0.5	
31	Computer Sciences, General	54	0.5	
31	Economics	54	0.5	
34	Marketing & Purchasing	53	0.5	
35	Chemistry, General	51	0.5	
36	Dental Occupations	49	0.5	
37	Dental Assisting	47	0.4	
37	Life Sciences - Biotechnology	47	0.4	Includes "Biotechnology"
39	Spanish	46	0.4	
40	History	44	0.4	
40	Political Science & Government	44	0.4	
42	Educational Assistants	42	0.4	
43	Building Inspection	41	0.4	
44	Business, Banking and Finance	40	0.4	
45	Radiological Technologies	37	0.3	
46	Film/Film History	34	0.3	
47	Civil Engineer/Construction Technology	31	0.3	
48	Business, Business Information Processing	28	0.3	
48	Physics & Physical Sciences	28	0.3	
50	Horticulture - Ornamental	27	0.3	
51	Japanese	26	0.2	
52	Law	25	0.2	
53	Drafting Technology	24	0.2	
53	Horticulture - Environmental	24	0.2	
53	Italian	24	0.2	
53	Medical Assisting	24	0.2	
57	Journalism, Printed Media	23	0.2	
58	Engineering Technology-General	21	0.2	
59	Allied Health	20	0.2	
59	Computer Programming	20	0.2	
59	French	20	0.2	

Rank	Major Description	Count	Percent	Notes
62	Automotive/Automotive Technology	19	0.2	Includes "Automotive"
62	Fashion Design/Merchandising	19	0.2	
62	Philosophy	19	0.2	
65	Chinese	18	0.2	
65	Speech	18	0.2	
67	Construction Crafts Technology	17	0.2	
67	Environmental Design General	17	0.2	
67	Paralegal/Legal Assistant	17	0.2	
67	Speech, Debate & Forensic	17	0.2	
71	Aeronautics/Aviation Technology	14	0.1	
71	Family Relations & Child Development	14	0.1	
71	Geology	14	0.1	
71	Hotel & Restaurant Management	14	0.1	
75	Anthropology	12	0.1	
75	Interior Design	12	0.1	
75	Welding Technology	12	0.1	
78	International Trade	11	0.1	
79	Foreign Language	10	0.1	
79	Other Computer Science, Specif	10	0.1	
81	Foods and Nutrition	8	0.1	
81	Other Interdisciplinary	8	0.1	
83	Emergency Medical Technician	7	0.1	
83	German	7	0.1	
83	Human Development	7	0.1	
86	Astronomy	6	0.1	
86	Electromechanical Technology	6	0.1	
86	Ethnic Studies	6	0.1	
86	Floristry	6	0.1	
86	Industrial Technologies	6	0.1	
86	Respiratory Therapy	6	0.1	
92	Culinary Services	5	0.0	
92	Recreation and Tourism	5	0.0	
94	Biomedical Communication	4	0.0	
95	Data Processing	3	0.0	
95	Environmental Technology	3	0.0	
97	Oceanography	2	0.0	
98	Atmospheric Science & Meteorology	1	0.0	
98	Business Economics	1	0.0	
98	Consumer Homemaking Education	1	0.0	
98	International Relations	1	0.0	
98	Life Sciences - Pre Nursing	1	0.0	
98	Pharmacology, Human and Animal	1	0.0	

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Rank	Major Description	Count	Percent	Notes
98	Refrigerator Systems	1	0.0	
	TOTAL	**10,670**	**100.0**	

[1]Total number of majors = 104.

Alphabetical Listing of Declared Majors: Fall 2011[1]

Rank	Major Description	Count	Percent	Notes
3	Accounting	437	4.1	
6	Administration of Justice	298	2.8	
71	Aeronautics/Aviation Technology	14	0.1	
31	Alcohol & Other Drug Studies	54	0.5	
59	Allied Health	20	0.2	
75	Anthropology	12	0.1	
26	Architecture	68	0.6	
9	Art/Photography	267	2.5	
86	Astronomy	6	0.1	
98	Atmospheric Science & Meteorology	1	0.0	
62	Automotive/Automotive Technology	19	0.2	Includes "Automotive"
94	Biomedical Communication	4	0.0	
18	Broadcasting Arts/Multimedia	145	1.4	
43	Building Inspection	41	0.4	
11	Business and Commerce, General	207	1.9	
98	Business Economics	1	0.0	
5	Business Management & Administration	368	3.4	Includes "Business Administration"
44	Business, Banking and Finance	40	0.4	
48	Business, Business Info Processing	28	0.3	
35	Chemistry, General	51	0.5	
65	Chinese	18	0.2	
47	Civil Engineer/Construction Technology	31	0.3	
14	Computer & Information Science	194	1.8	
59	Computer Programming	20	0.2	
31	Computer Sciences, General	54	0.5	
67	Construction Crafts Technology	17	0.2	
98	Consumer Homemaking Education	1	0.0	
19	Cosmetology	140	1.3	
92	Culinary Services	5	0.0	
95	Data Processing	3	0.0	
37	Dental Assisting	47	0.4	
36	Dental Occupations	49	0.5	
53	Drafting Technology	24	0.2	
23	Early Childhood Education/Child Development	84	0.8	
31	Economics	54	0.5	
42	Educational Assistants	42	0.4	
86	Electromechanical Technology	6	0.1	
21	Electronic & Electrical Technology	124	1.2	Includes "Electrical Technology"
83	Emergency Medical Technician	7	0.1	
58	Engineering Technology-General	21	0.2	

Rank	Major Description	Count	Percent	Notes
15	Engineering, General	193	1.8	
13	English	204	1.9	
30	English As a Foreign Language	55	0.5	Includes "Limited English Ability"
67	Environmental Design General	17	0.2	
95	Environmental Technology	3	0.0	
86	Ethnic Studies	6	0.1	
71	Family Relations & Child Development	14	0.1	
62	Fashion Design/Merchandising	19	0.2	
46	Film/Film History	34	0.3	
8	Fire Control Technology	273	2.6	
22	Fire Sprinkler Technology	96	0.9	
86	Floristry	6	0.1	
81	Foods and Nutrition	8	0.1	
79	Foreign Language	10	0.1	
59	French	20	0.2	
10	General Liberal Arts & Social Science	235	2.2	
71	Geology	14	0.1	
83	German	7	0.1	
25	Graphic Arts	78	0.7	
40	History	44	0.4	
53	Horticulture - Environmental	24	0.2	
50	Horticulture - Ornamental	27	0.3	
71	Hotel & Restaurant Management	14	0.1	
83	Human Development	7	0.1	
20	Human Services	131	1.2	
86	Industrial Technologies	6	0.1	
75	Interior Design	12	0.1	
98	International Relations	1	0.0	
78	International Trade	11	0.1	
53	Italian	24	0.2	
51	Japanese	26	0.2	
57	Journalism, Printed Media	23	0.2	
52	Law	25	0.2	
17	Life Sciences - Biological	173	1.6	
37	Life Sciences - Biotechnology	47	0.4	Includes "Biotechnology"
16	Life Sciences - General	175	1.6	
98	Life Sciences - Pre Nursing	1	0.0	
34	Marketing & Purchasing	53	0.5	
29	Mathematics	56	0.5	
53	Medical Assisting	24	0.2	
12	Music	205	1.9	
2	Nursing	717	6.7	Includes "Practical & Vocational Nursing"

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Rank	Major Description	Count	Percent	Notes
97	Oceanography	2	0.0	
79	Other Computer Science, Specif	10	0.1	
81	Other Interdisciplinary	8	0.1	
67	Paralegal/Legal Assistant	17	0.2	
98	Pharmacology, Human and Animal	1	0.0	
62	Philosophy	19	0.2	
24	Physical Education	81	0.8	
48	Physics & Physical Sciences	28	0.3	
40	Political Science & Government	44	0.4	
7	Psychology	285	2.7	
45	Radiological Technologies	37	0.3	
28	Real Estate	65	0.6	
92	Recreation and Tourism	5	0.0	
98	Refrigerator Systems	1	0.0	
86	Respiratory Therapy	6	0.1	
4	Self-Enrichment	375	3.5	
27	Sociology	67	0.6	
39	Spanish	46	0.4	
65	Speech	18	0.2	
67	Speech, Debate & Forensic	17	0.2	
1	Undeclared Major	3,386	31.7	
75	Welding Technology	12	0.1	
	TOTAL	**10,670**	**100.0**	

[1]Total number of majors = 104.

Declared Majors Sorted by Program Area[1]

Program Area	Major Description	Count	Rank	Notes
Accounting	Accounting	437	3	
Administration of Justice	Administration of Justice	298	6	
Alcohol and Other Drug Studies	Alcohol & Other Drug Studies	54	31	
Architecture	Architecture	68	26	
Art: Fine Arts	Art/Photography	267	9	
Broadcast and Electronic Media	Broadcasting Arts/Multimedia	145	18	
Building Inspection Technology	Building Inspection	41	43	
Business	Business and Commerce, General	207	11	
	Business Economics	1	98	
	Business Management & Administration	368	5	Includes "Business Administration"
	Business, Banking and Finance	40	44	
	Business, Business Info Processing	28	48	
	Data Processing	3	95	
	International Relations	1	98	
	International Trade	11	78	
	Marketing & Purchasing	53	34	
Chemistry	Chemistry, General	51	35	
Computer & Information Science	Computer & Information Science	194	14	
	Computer Programming	20	59	
	Computer Sciences, General	54	31	
	Other Computer Science, Specif	10	79	
Cosmetology	Cosmetology	140	19	
Dental Assisting	Dental Assisting	47	37	
	Dental Occupations	49	36	
Drafting/CAD	Drafting Technology	24	53	
Electronic & Electrical Technology	Electromechanical Technology	6	86	
	Electronic & Electrical Technologies	124	21	Includes "Electrical Technology"
Engineering	Civil Engineer/Construction Technology	31	47	
	Engineering Technology-General	21	58	
	Engineering, General	193	15	
English	English	204	13	
Film	Film/Film History	34	46	
Fire Technology	Emergency Medical Technician	7	83	
	Fire Control Technology	273	8	
Foreign Languages	Chinese	18	65	
	Foreign Language	10	79	

Program Area	Major Description	Count	Rank	Notes
Foreign Languages (cont.)	French	20	59	
	German	7	83	
	Italian	24	53	
	Japanese	26	51	
	Spanish	46	39	
Geological Sciences	Geology	14	71	
	Oceanography	2	97	
Graphics	Graphic Arts	78	25	
Horticulture	Environmental Design General	17	67	
	Floristry	6	86	
	Horticulture - Environmental	24	53	
	Horticulture - Ornamental	27	50	
Interdisciplinary Studies	Other Interdisciplinary	8	81	
Journalism	Journalism, Printed Media	23	57	
Liberal Arts & Social Sciences	Anthropology	12	75	
	Economics	54	31	
	Gen Liberal Arts & Social Science	235	10	
	History	44	40	
	Philosophy	19	62	
	Political Science & Government	44	40	
	Psychology	285	7	
	Sociology	67	27	
Life Sciences	Life Sciences - Biological	173	17	
	Life Sciences - Biotechnology	47	37	Includes "Biotechnology"
	Life Sciences - General	175	16	
	Life Sciences - Pre Nursing	1	98	
Mathematics	Mathematics	56	29	
Music	Music	205	12	
Nursing	Nursing	717	2	Includes "Practical & Vocational Nursing"
Physical Education	Physical Education	81	24	
Physical Science	Astronomy	6	86	
	Physics & Physical Sciences	28	48	
Real Estate	Real Estate	65	28	
Self-Enrichment	Self-Enrichment	375	4	
Speech Communication	Speech	18	65	
	Speech, Debate & Forensic	17	67	
Sprinkler Fitter	Fire Sprinkler Technology	96	22	
Undeclared Major	Undeclared Major	3,386	1	
Other	Aeronautics/Aviation Technology	14	71	
	Allied Health	20	59	

Program Area	Major Description	Count	Rank	Notes
Other (cont.)	Atmospheric Science & Meteorology	1	98	
	Automotive/Automotive Technology	19	62	Includes "Automotive"
	Biomedical Communication	4	94	
	Construction Crafts Technology	17	67	
	Consumer Homemaking Education	1	98	
	Culinary Services	5	92	
	Early Childhood Ed/Child Development	84	23	
	Educational Assistants	42	42	
	English As a Foreign Language	55	30	Includes "Limited English Ability"
	Environmental Technology	3	95	
	Ethnic Studies	6	86	
	Family Relations & Child Development	14	71	
	Fashion Design/Merchandising	19	62	
	Foods and Nutrition	8	81	
	Hotel & Restaurant Management	14	71	
	Human Development	7	83	
	Human Services	131	20	
	Industrial Technologies	6	86	
	Interior Design	12	75	
	Law	25	52	
	Medical Assisting	24	53	
	Paralegal/Legal Assistant	17	67	
	Pharmacology, Human and Animal	1	98	
	Radiological Technologies	37	45	
	Recreation and Tourism	5	92	
	Refrigerator Systems	1	98	
	Respiratory Therapy	6	86	
	Welding Technology	12	75	
	TOTAL	**10,670**		

[1]Total number of majors = 104

Student Placement Test Results
2008 – 2012

Key Findings:

- Approximately 70% of CSM's new, first-time students consistently place below transfer-level mathematics and English coursework. The proportions have remained relatively stable for more than a decade.

Rates of Student Math, English, and Reading Placement, 2008 - 2012

	Fall 2008	2010-11	2011-12
Math Placement			
Basic Skills	17%	53%	52%
AA/AS Degree Applicable	53	20	21
Transfer Level	30	27	27
English Placement			
Basic Skills	12%	8%	6%
AA/AS Degree Applicable	61	61	63
Transfer Level	27	32	32
Reading Placement			
Basic Skills	11%	11%	11%
AA/AS Degree Applicable	32	32	32
Transfer Level	58	58	58

Note: MATH 110/111/112 became Basic Skills effective Fall 2009, which accounts for the dramatic shift in the proportion of students placing into basic skills math coursework.

Source: SMCCCD Student Database

Student Outcomes: Transfer

In This Section

Transfer
- *CSM Fast Facts: Transfer, Spring 2011*
- *CSM Snapshot Today: CSU and UC Transfer, 2010-11*

Transfer Rates (SRTK)
- *What is Student Right-to-Know (SRTK)?*
- *Student Right-to-Know (SRTK) Transfer Rates, 1997-00 to 2007-10*
- *Student Right-to-Know (SRTK) Cohort Pools, 1995-98 to 2007-10*

CSM's Proportional Share of SMCCCD Transfers
- *What is CSM's Share of SMCCCD's CSU & UC Transfers, 1989-90 to 2009-10*

Long-Term Trends in Transfer
- *How Do CSM's Long-Term UC & CSU Transfer Numbers Compare to the Statewide Numbers, 1989-90 to 2009-10?*

Transfer Majors
- *Degrees and Majors of CSM Transfer Students to CSU & USC, 1999 to 2009*

Transfer to UC and CSU
- *How Does SMCCCD Compare to Statewide Transfers to CSU and UC, 2005-06?*
- *Which CSU Campuses Do CSM Transfer Students Attend, 1989-90 to 2009-10?*
- *Which UC Campuses Do CSM Transfer Students Attend, 1989-90 to 2009-10?*
- *Which CSU/UC Campuses Do CSM Transfer Students Attend, 1989-90 to 2009-10?*
- *Ethnic Profile of CSM Transfer Students to CSU & UC, 1994-95 to 2009-10*

Student Athletes
- *Profile of CSM Student Athlete Transfers, 2009/10 – 2010/11*

Overview

Data tracing CSM's history of transfer to the CSU and the UC systems reveal successes and ongoing challenges. Both need to be considered in the context of larger statewide trends as well as CSM- and SMCCCD-specific issues.

One of the most troubling issues that now concerns the assessment of CSM's and other community colleges' student transfer performance is access to accurate institutional data. In November 2011 funding for the California Postsecondary Education Commission (CPEC) was eliminated from the state's budget. Historically, CPEC has maintained over 30 years of postsecondary data for the evaluation of student progress: it has been the only provider of consistent longitudinal data for the California community colleges about their students' transfer success into the CSU and UC systems.

In addition, historically there has been no single agency providing reliable longitudinal transfer data about community college students' transfer to private California baccalaureate institutions or to higher education institutions out-of-state.

At the same time, information regarding California community college transfers to California private colleges and transfers to out-of-State colleges is not systematically collected or reported. For CSM, data gathered from various sources indicate that approximately 250 CSM students transfer to either California private colleges or enroll out-of-State.

Transfer Trends

Transfer rates are calculations based upon tracking 3-year cohorts of students. For the most recent cohort (2007-10) for which we have data, CSM's rate was 16.9%—above the statewide average of 15.2% and higher than Cañada's (16.6%) or Skyline's (12.3%). When all 111 community colleges are ranked for this period, CSM ranked 40th. In fact since 1995 CSM's transfer rate has been consistently above the statewide average as much as 15 points (with the exception of one cohort).

However, despite this history of success, the numbers of CSM's transfers have declined.

For 2010-2011 there were 520 transfers combined to UC (144) and CSU (376), with

approximately another 250 transfers to private institutions—770 total transfers. In contrast, in 1989-90 CSM transferred 915 students to UC and CSU alone: over this period this represents a decline to UC and CSU of -5.9% and -50.7% respectively. In other words, over the past 21 years, CSM's combined total of UC and CSU transfers have decreased -43.2%; this decline does not mirror CSM's total enrollment decline (-26.9%) for the same period.

Additionally, during this period the UC system increased the total number of transfers by nearly 100% and the CSU system by 25%.

Transfer Destinations

Over 21 year period, CSM transferred more than 13,000 students to all 23 CS campus and all 9 UC campuses. The vast majority (76%) enrolled at only 6 campuses of the 32-campus public university system. They include in order of magnitude: San Francisco State University (SFSU); San Jose State University (SJSU); California State University, East Bay (CSUEB); University of California, Berkeley; University of California, Davis; and California State University, Sacramento (CSUS).

The 3 CSU campuses closest to CSM (SFSU, SJSU, CSUEB) account for more than three-quarters (77%) of all transfers to the CSU system. UC Berkeley, UC Davis, and UC Los Angeles account for more than two-thirds of CSM transfers to the UC system, with UC Davis replacing UC Berkeley as the most popular UC destination.

Ethnicity Profile

The ethnic profile of the most recent transfers to the UC and CSU systems does not precisely mirror the ethnic composition of CSM's students overall; however, we are witnessing an increase in the proportion of Hispanic students who successfully transfer: Since 2001-2002, the proportion of Hispanic transfers to CSU nearly doubled—13% vs. 25% in 2009-2010. In addition, the proportion of Hispanic transfers to UC has increased slightly: 8% vs. 10%.

The proportion of White transfer students more closely reflects the proportion of White CSM students overall (36%). African American and Filipino students, however, remained underrepresented and of concern, proportions which are also reflected in statewide

trends. Asian students, other the other hand, represent nearly 28% of all transfers to the UC and CSU systems combined, and comprise 50% of all transfers to UC and 15% of transfers to CSU.

College of San Mateo
Fast Facts: Transfer
Spring 2011

Snapshot (Transfers enrolled 2010-2011)[1]

- UC Transfer: 144
- CSU Transfer: 376
- Private & Out-of-State Institutions: 250 (high estimate)

- Total Transfers: 770
- % of Fall 2011 Total Enrolled: 7.4%
- Total Fall 2011 Enrollment: 10,540

Trends in Numbers of Transfers (1989-1990 – 2010-2011)

- Over the past 21 years, CSM's combined total of UC and CSU transfers have decreased -43.2%; this decline does not mirror CSM's total enrollment decline (-26.9%) for the same period.

- The number of CSM transfers to UC and CSU have declined -5.9% and -50.7% respectively.

- For this period UC has increased the total number of California Community College transfer students by +95.7%. The CSU system has increased its statewide transfer population by +24.9%.

_____

Top Transfer Destinations (1989-1990 – 2009-2010) [2]

- Over a 21-year period of time 13,180 CSM students transferred to all 23 campuses of the CSU system and all 9 campuses of the UC system, combined.

- More than three-quarters (76%) of all CSM transfers enrolled at only 6 campuses of the 32 public universities in California: SFSU – 31%; SJSU – 16%; CSU East Bay – 11%; UC Berkeley – 7%; UC Davis – 7%; CSU Sacramento – 4%.

- The 3 CSU campuses closest geographically to CSM (SFSU, SJSU, and CSUEB) enroll more than three-quarters (77%) of all CSM transfers to the CSU system.

- UCB, UCD, and UCLA together enroll more than two-thirds (67%) of all CSM transfers to the UC system.

- UC Davis has replaced UC Berkeley as the most popular destination UC campus for CSM transfers.

- In 1989/90, UCB enrolled 41%, of CSM transfers to UC vs. 19% for UCD. In contrast, in 2009-10 UCB enrolled 27% of CSM transfers to UC vs. 29% enrolling at UCD.

CSM's Share of SMCCCD to CSU and UC (1989-1990 vs. 2009-2010)

- In 1989/90, CSM students accounted for the nearly two-thirds (64%) of all SMCCCD transfer students to UC and CSU combined; nearly three-quarters (73%) of transfers to UC; and 63% of CSU transfers.

- Twenty years later (2009/10), CSM's share of all SMCCCD transfer students to UC and CSU combined had declined 16 points (48%). Similarly, CSM's share of UC transfers and CSU transfers had declined 19 points (54%) and 18 points (45%), respectively.

Top Transfer Majors and Degrees Awarded (1999-2009) [3]

- The top 5 major fields for degrees awarded at UC and CSU of study are: Social Sciences (25%); Business (21%); Humanities (8%); Engineering (7%); and Biological Sciences (7%).

- The top 5 transfer majors are: Social Sciences (23%); Business (19%); Engineering (7%); Biological Sciences (6 %); and Art & Music (6%).

Transfers Rates (2007-2010 + Trends) [4]

- CSM's most recent (2007-10) transfer rate is 16.9% compared to a statewide community college rate of 15.2%. In comparison, Cañada's rate is 16.6% and Skyline's rate is 12.3%.

- When all 111 California Community Colleges are ranked by transfer rates, CSM ranks 40th , Cañada 41st , and Skyline 82nd .

- With the exception of one year, since transfer rates have been calculated and reported by U.S. Department of Education (1995), CSM's transfer rate has been consistently above the statewide average, as much as 15 points.

Ethnicity Profile (2009-2010 + Trends)

- The ethnic composition of the most recent CSM transfers to the CSU and UC systems combined does not exactly mirror the CSM population at large. However, the proportion of Hispanic transfers does reflect the proportion of CSM Hispanic students: 19% vs. 20% of all CSM students enrolled in Fall 2010. African American students comprise .8% of transfers vs. 4% of all CSM students. Filipino students comprise 3% transfers vs. 7% of all CSM students. White students represent 36% of transfers vs. 34% of all CSM students.

- The largest discrepancy is for Asian students who comprise represent 28% of all transfers to the CSU and UC systems combined, but 16% of all Fall 2010 CSM students.

- Since 2001-2002, the proportion of Hispanic transfers to CSU has nearly doubled: 13% vs. 25%.

- In comparison, the percentage of Hispanic transfers to UC has slightly increased: 8% vs.10%.

- Asian students comprise 50% of all CSM transfers to UC vs. 15% of CSU transfers.

- The underrepresentation of African American and Filipino transfer students compared to their proportional enrollment in all California Community Colleges is also reflected in comparative statewide figures.

Note[1]: *All transfer data are for the University of California and California State University systems only. Transfer data for students transferring to out-of-state and California private colleges and universities are not available. The data presented here are the most recently available as of August 2012.*

Note[2]: *The data for the time period below has been derived from California Postsecondary Education Commission's (CPEC) databases which historically have been the reliable repository of systemwide transfer data for transfer to the UC and CSU systems. Since the closure of CPEC in 2011, parallel data are not currently available. The re-activation of CPEC's longitudinal tracking and transfer reporting databases are currently under discussion by a variety of California post-secondary educational institutions and agencies. PRIE will update this information as soon as it becomes available.*

Note[3]: *Degrees awarded are counted by year that CSU/UC degree was conferred, irrespective of student's year of transfer admission and declared major at the time of transfer. "Major" constitutes what students initially declare upon transfer enrollment in UC or CSU. Hence, the degree and transfer major counts do not match.*

Note[4]: *The U.S. Department of Education calculates transfer rates using a "cohort" study—i.e., a group of students who are first-time freshmen and are enrolled full-time (12 units or more) and their subsequent transfer outcomes are measured over a period of time (3 years after initially enrolling).*

Historically transfer rates have varied widely year-by-year; therefore, conclusions drawn about differences in college ranking and between years should be made cautiously.

Sources: California Community College Data Mart, www.cccco.edu
             California Postsecondary Education Commission, www.cpec.ca.gov
             SMCCCD Student Database

CSM Snapshot Today: CSU and UC Transfers
2010-11

Key Findings:

- Currently, 72.3% of CSM transfer students enrolled at one of the 23 campuses in CSU compared to 27.7% enrolling in one of the 9 campuses of UC.

CSM Snapshot Today: CSU and UC Transfers, 2010-11
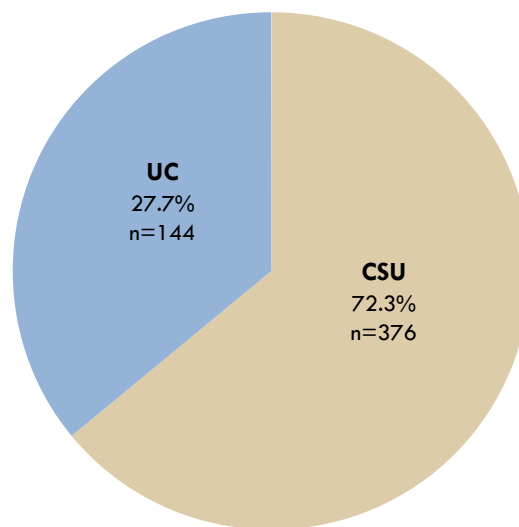
Note: Prior to the elimination of CPEC, California community college transfer data were published in December for the prior academic year, e.g., 2009-10 data were published December 2010. Currently, transfer data is available in an abbreviated format from the UC and CSU Systemwide Offices on an irregular basis.

What is Student Right-to-Know (SRTK)?

"Student Right-To-Know" (SRTK) refers to a Federally-mandated public disclosure of a college's Completion Rate and Transfer Rate. The intent of SRTK is to provide to the consumer a statistic of comparable effectiveness that they can use in the determination of college choice. All colleges nationwide are effectively required to participate in the disclosure of rates by January, 2000. SRTK is a "cohort" study; that is, a group of students who are first-time freshmen who are enrolled full time and are degree-seeking is identified in a fall term and their outcomes are measured over a period of time. The outcomes that the two SRTK rates measure are Completion (the total number of students in the cohort who earn either a degree, a certificate, or who successfully completed a two-year-equivalent transfer-preparatory program) and Transfer (the total number of cohort non-completers who were identified as having enrolled in another institution).

For more information on CSM's SRTK completion rates and transfer rates not posted here, go to http://srtk.cccco.edu/index.asp.

Student Right-to-Know (SRTK) Transfer Rates
1997-2000 to 2007-2010

Data Included:

- Table A: *Comparison of CSM Transfer Rates to Statewide Average, 1997-2000 to 2007-2010*
- Table B: *Ranking of California Community Colleges by Transfer Rates, 2007-2010*

Key Findings:

- With the exception of one cohort year (2002-2005), CSM transfer rates have ranked above the statewide average for all California community college campuses.

Comparison of CSM Transfer Rates to Statewide Average, 1997-2000 to 2007-2010

Cohort	CSM	Statewide Average
2007-2010	16.9%	15.2%
2006-2009	19.2	16.7
2005-2008	19.3	17.9
2004-2007	40.0	25.1
2003-2006	36.3	24.7
2002-2005	28.5	29.6
2001-2004	27.7	21.4
2000-2003	28.3	22.1
1999-2002	33.1	23.6
1998-2001	32.4	27.0
1997-2000	32.0	25.5
1996-1999	33.3	25.1
1995-1998	36.3	23.1

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table A

Ranking of California Community Colleges by Transfer Rates, 2007-2010

Rank	College Name	Completion Rate		Rank	College Name	Completion Rate
1	Siskiyou	28.7%		37	Sacramento City	17.0%
2	Santa Barbara City	28.0		38	Columbia	17.0
3	Lassen	27.3		39	L.A. Harbor	16.9
4	Santa Monica City	26.6		**40**	**San Mateo**	**16.9**
5	Marin	25.6		**41**	**Canada**	**16.6**
6	L.A. I.T.V.	25.0		42	Mt. San Jacinto	16.5
7	Lake Tahoe	24.8		43	Desert	16.1
8	Monterey	24.4		44	Napa Valley	16.1
9	West Valley	24.1		45	Redwoods	16.0
10	San Jose City	23.8		46	Las Positas	16.0
11	San Diego Mesa	22.6		47	Cabrillo	16.0
12	Diablo Valley	21.3		48	Mendocino	15.7
13	Feather River	21.1		49	Lemoore	15.7
14	Cuesta	21.0		50	Shasta	15.7
15	West L.A.	20.9		51	Cerritos	15.5
16	Irvine Valley	20.6		52	Chaffey	15.5
17	Coalinga	20.5		53	San Diego City	15.5
18	Orange Coast	20.5		54	San Diego Miramar	15.4
19	Mira Costa	19.5		55	Mt. San Antonio	15.4
20	Moorpark	18.9		56	Antelope Valley	15.4
21	Cypress	18.8		57	San Francisco City	15.2
22	Pasadena City	18.3		**Statewide Average**		15.2
23	Fullerton	18.1		58	Saddleback	14.9
24	Golden West	18.0		59	Berkeley City	14.8
25	Glendale	17.6		60	Sierra	14.6
26	Foothill	17.5		61	L.A. Pierce	14.6
27	Ohlone	17.5		62	Cerro Coso	14.5
28	Compton	17.5		63	Riverside	14.4
29	Barstow	17.5		64	Cuyamaca	14.3
30	Mission	17.5		65	Butte	14.2
31	Merritt	17.5		66	Citrus	14.1
32	Chabot	17.2		67	American River	14.0
33	Grossmont	17.2		68	Yuba	13.8
34	Solano	17.1		69	De Anza	13.8
35	Ventura	17.0				
36	Canyons	17.0				

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Rank	College Name	Completion Rate	Rank	College Name	Completion Rate
70	Bakersfield	13.7%	92	Coastline	11.3%
71	Southwestern	13.6	93	Hartnell	11.2
72	Modesto	13.6	94	Southwest L.A.	11.1
73	Contra Costa	13.3	95	Fresno City	10.9
74	Folsom Lake	13.3	96	Oxnard	10.4
75	Merced	13.0	97	Reedley	10.3
76	Victor Valley	12.9	98	El Camino	10.3
77	Cosumnes River	12.8	99	East L.A.	10.2
78	Palomar	12.8	100	Allan Hancock	10.0
79	San Bernardino	12.6	101	Porterville	9.8
80	San Joaquin Delta	12.5	102	Alameda	9.7
81	Long Beach City	12.3	103	Laney	9.6
82	**Skyline**	**12.3**	104	Imperial Valley	9.5
83	Crafton Hills	12.2	105	L.A. Trade-Tech	9.5
84	Los Medanos	12.0	106	Santa Ana	9.1
85	L.A. City	12.0	107	Sequoias	9.0
86	Santiago Canyon	11.9	108	Palo Verde	8.0
87	Gavilan	11.9	109	Taft	6.7
88	Santa Rosa	11.8	110	Copper Mountain	6.6
89	Evergreen Valley	11.7	111	Rio Hondo	0.1
90	L.A. Mission	11.5			
91	L.A. Valley	11.5			

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.

Table B

Student Right-to-Know (SRTK) Cohort Pools
1995-1998 to 2007-2010

Notes and Key Findings:

- The data displayed in this table are used in the Federally-mandated reporting of the nation's community college transfer and degree/certificate completion rates. Colleges included in this report are SMCCCD colleges, neighboring California community colleges (CCC's), two of the consistently top CCC transfer institutions, and the entire CCC system, combined.

- The "SRTK" cohort used to track and calculate transfer and completion rates is the number of students enrolling in a given Fall term who are first-time freshmen and enrolled full time. These characteristics define an entering student as "degree- or transfer-seeking." This cohort is subsequently tracked over a period of 3 years to determine its transfer and completion rates.

- A revised Federal tracking methodology was implemented, effective 2003-2006, and this cohort date is used to calculate the 5 year change (2003/06 through 2007/10) cohort pool sizes. Prior years' data are included in a college's public record and are included here for historical documentation.

- These data indicate a decline of -5.9% in the size of CSM's cohort of "degree- or transfer-seeking" students. The same decline is registered for Skyline. In comparison, the statewide cohort pool has increased by +20.4%; increases are also registered at the other CCC's.

Student Right-to-Know (SRTK) Cohort Pools: 1995-1998 to 2007-2010

Baseline ⟶

College	1995-1998	1996-1999	1997-2000	1998-2001	1999-2002	2000-2003	2001-2004	2002-2005	2003-2006	2004-2007	2005-2008	2006-2009	2007-2010	5 Year Change
CSM	631	495	506	509	151	138	137	193	615	600	885	401	579	-5.9%
Cañada	194	115	79	106	39	26	31	38	192	212	326	179	193	+0.5
Skyline	425	230	220	258	141	119	76	98	390	268	567	399	367	-5.9
Foothill	389	434	352	481	826	511	504	362	594	696	981	644	650	+9.4
De Anza	1,029	1,149	1,041	884	1,826	887	874	905	1,720	1,549	2,829	2,136	1,889	+9.8
Chabot	323	388	337	337	269	348	369	233	777	879	1,182	814	883	+13.6
CCSF	258	311	401	419	359	563	401	443	1,290	1,320	1,981	1,418	1,412	+9.5
Cabrillo	411	372	330	363	328	286	341	257	611	695	956	621	682	+11.6
Santa Barbara	735	711	672	748	644	835	841	619	1,089	1,163	2,083	1,259	1,298	+19.2
Santa Monica	797	794	951	1,152	1,207	1,417	1,331	821	1,711	2,461	3,516	2,211	2,286	+33.6
Statewide Total	36,461	39,843	40,973	42,415	37,593	39,809	40,742	30,444	82,632	86,982	128,018	93,104	99,448	+20.4

Notes: Five year change represents the percent change from 2003-2006 to 2007-2010. "Student Right-To-Know" (SRTK) refers to a Federally-mandated public disclosure of a college's Completion Rate and Transfer Rate. All colleges nationwide are required to participate in the disclosure of rates.

SRTK is a "cohort" study. The SRTK Cohort is a group of students who are: first-time freshmen, enrolled full time in credit coursework, and are therefore considered to be "degree-seeking." There is no measurement of "intent" other than these criteria. These students are identified in a fall term (e.g., Fall 2007) and their outcomes are measured over a 3-year period of time (e.g., through Fall 2010). The SRTK Cohort produces two measures. The first measure is the Completion Rate (the total number of students in the cohort who earn either a degree, a certificate, or who successfully completed a two-year-equivalent transfer-preparatory program—i.e., 60 transferable units). The second measure is the Transfer Rate (the total number of cohort non-completers who were identified as having enrolled at a UC or CSU campus or another California community college campus). The tracking period of the cohorts is three (3) years, at which time the SRTK rates are calculated and made public. For more information, visit http://srtk.cccco.edu/intsrtk.html.

Source: U.S. Department of Education, Integrated Post-Secondary Education Data System--Graduation Rate Survey

What is CSM's Share of SMCCCD's CSU & UC Transfers?
1989-90 to 2009-10

Data Included:
- Table A: *SMCCCD Transfers to CSU and UC: 10-Academic Year Increments of Change*
- Table B: *SMCCCD Transfers to CSU and UC: 10-Academic Year Increments of Change*

Key Findings:
- In 1989/90, CSM students accounted for the nearly two-thirds (64.1%) of all SMCCCD transfer students to UC and CSU combined, and nearly three-quarters (73.2%) of transfers to UC and 62.5% of CSU transfers.
- Twenty years later (2009/10) CSM's share of all SMCCCD transfer students to UC and CSU combined had declined 18 points (45.9%). Similarly, CSM's share of UC transfers and CSU transfers had declined 19 points (54/2%) and 17.5 points (45.0%), respectively.

SMCCCD Transfers to CSU and UC: 10-Academic Year Increments of Change

	1989-90			1999-00			2009-10		
	CSU	UC	Total	CSU	UC	Total	CSU	UC	Total
CSM									
Transfers (n)	762	153	915	435	144	579	242	136	378
Pct of District Total	62.5%	73.2%	64.1%	46.1%	64.3%	49.6%	45. 0%	54.2%	45.9%
CAÑADA									
Transfers (n)	183	22	205	129	21	150	67	34	135
Pct of District Total	15.0%	10.5%	14.4%	13.7%	9.4%	12.8%	12.5%	13.5%	16.4%
SKYLINE									
Transfers (n)	274	34	308	380	59	439	229	81	310
Pct of District Total	22.5%	16.3%	21.6%	40.3%	26.3%	37.6%	42.6%	32.3%	37.7%

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, http://cpec.ca.gov.
**Table A**

SMCCCD Transfers to CSU and UC: 10-Academic Year Increments of Change

	1989-90			1999-00			2009-10		
	CSU	UC	Total	CSU	UC	Total	CSU	UC	Total
Number of Transfers									
CSM	762	153	915	435	144	579	242	136	378
Cañada	183	22	205	129	21	150	67	34	135
Skyline	274	34	308	380	59	439	229	81	310
Total SMCCCD	1,219	209	1,428	944	224	1,168	538	251	823
Percent of District Total									
CSM	62.5%	73.2%	64.1%	46.1%	64.3%	49.6%	45.0%	54.2%	45.9%
Cañada	15.0	10.5	14.4	13.7	9.4	12.8	12.5	13.5	16.4
Skyline	22.5	16.3	21.6	40.3	26.3	37.6	42.6	32.3	37.7

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, http://cpec.ca.gov.
Table B

How Do CSM's Long Term Transfer Rates to UC & CSU Compare to the Statewide Transfer Numbers?
1989-90 to 2009-10

Data Included:
- Table A: *Trends in Numbers of Transfer Students: UC and CSU, 1989-90 to 2009-10*
- Table B: *CSM Transfer Students Attending CSU and UC, 1989-90 to 2009-10*
- Table C: *Statewide Transfer Students Attending CSU and UC, 1989-90 to 2009-10*

Key Findings:
- Table A illustrates the overall decline in numbers of CSM transfers to UC and CSU compared to the total numbers of California community college transfers.
- Since 1989/90, the number of CSM transfers to UC and CSU have declined by -11.1% and 68.2%, respectively (Table A).
- For the period 1989/90 – 2009/10, UC has increased the total number of California community college transfer students by 79.9%. The CSU system, in contrast, has reduced its statewide transfer population by 17.5% during this period of time (Table A & C).
- Table B displays yearly CSM transfer counts to both UC and the CSU during this 21-year period of time. 2009/10 witnessed a -37.5% decline in the number of CSM transfers to CSU from the previous year. This precipitous decline largely reflects CSU Systemwide and local CSU campus policy decisions to restrict the number of transfer admissions in order to accommodate incoming freshmen from California high schools.
- Table B indicates a 21-year shift in the proportion of CSM transfers enrolling at UC vs. CSU. In 1989/90, 83.3% of CSM transfers enrolled at UC compared to 16.7% at CSU. In 2009/10, 64% enrolled at UC compared to 36% at CSU.

Trends in Numbers of Transfer Students: UC and CSU, 1989-90 to 2009-10

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, *Transfer Pathways Report*, December 2010, www.cpec.ca.gov.
Table A

CSM Transfer Students Attending CSU and UC, 1989-90 to 2009-10

| Full Year | Total Transfer Students | Transfers To | | Percentage Distribution | | Percent Change Prior Year | | |
		CSU	UC	CSU	UC	CSU	UC	Total Transfer Students
2009-10	378	242	136	64.0	36.0	-37.5	3.0	-27.2
2008-09	519	387	132	74.6	25.4	-8.5	-8.3	-8.5
2007-08	567	423	144	74.6	25.4	3.4	0.7	2.7
2006-07	552	409	143	74.1	25.9	21.7	-10.1	11.5
2005-06	495	336	159	67.9	32.1	6.3	5.3	6.0
2004-05	467	316	151	67.7	32.3	-15.3	26.9	-5.1
2003-04	492	373	119	75.8	24.2	-13.1	-35.3	-19.7
2002-03	613	429	184	70.0	30.0	-4.0	-11.1	-6.3
2001-02	654	447	207	68.3	31.7	8.8	16.9	11.2
2000-01	588	411	177	69.9	30.1	-5.5	22.9	1.6
1999-00	579	435	144	75.1	24.9	-4.8	-7.7	-5.5
1998-99	613	457	156	74.6	25.4	-7.1	6.1	-4.1
1997-98	639	492	147	77.0	23.0	-14.1	6.5	-10.1
1996-97	711	573	138	80.6	19.4	-4.3	-9.8	-5.5
1995-96	752	599	153	79.7	20.3	5.1	10.1	6.1
1994-95	709	570	139	80.4	19.6	2.3	-14.7	-1.5
1993-94	720	557	163	77.4	22.6	-0.4	28.3	5.0
1992-93	686	559	127	81.5	18.5	-1.6	-20.6	-5.8
1991-92	728	568	160	78.0	22.0	-12.3	3.2	-9.3
1990-91	803	648	155	80.7	19.3	-15.0	1.3	-12.2
1989-90	915	762	153	83.3	16.7	---	---	---
20-Year Total/Chg	13,180	9,993	3,187	75.8	24.2	-68.2	-11.1	-58.7

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, *Transfer Pathways Report*, December 2010, www.cpec.ca.gov.
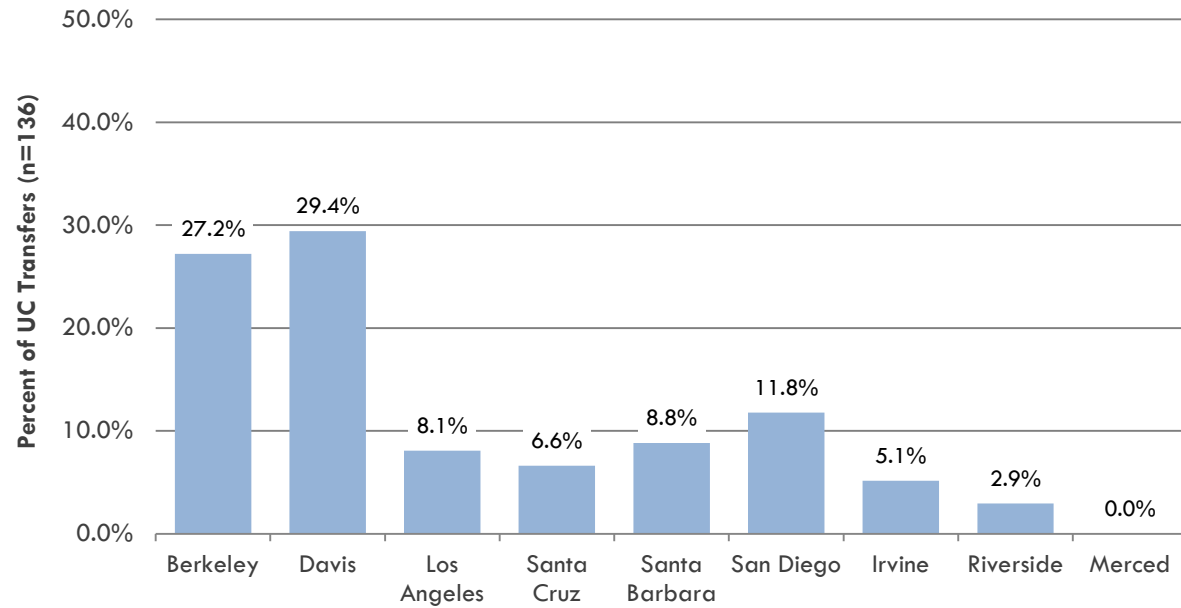**Table B**

Statewide Transfer Students Attending CSU and UC, 1989-90 to 2009-10

| Full Year | Total Transfer Students | Transfers To | | Percentage Distribution | | Percent Change Prior Year | | |
		CSU	UC	CSU	UC	CSU	UC	Total Transfer Students
2009-10	52,341	37,651	14,690	71.9	28.1	-24.3	4.1	-18.1
2008-09	63,876	49,768	14,108	77.9	22.1	-9.5	1.0	-7.3
2007-08	68,934	54,970	13,964	79.7	20.3	1.1	0.3	0.9
2006-07	68,302	54,379	13,923	79.6	20.4	3.3	1.1	2.9
2005-06	66,405	52,640	13,765	79.3	20.7	-2.0	4.2	-0.7
2004-05	66,904	53,693	13,211	80.3	19.7	11.1	5.0	9.9
2003-04	60,897	48,317	12,580	79.3	20.7	-4.8	-1.6	-4.1
2002-03	63,524	50,744	12,780	79.9	20.1	0.6	4.0	1.3
2001-02	62,718	50,427	12,291	80.4	19.6	5.4	9.6	6.2
2000-01	59,073	47,858	11,215	81.0	19.0	0.4	3.6	1.0
1999-00	58,501	47,674	10,827	81.5	18.5	6.1	6.4	6.1
1998-99	55,120	44,943	10,177	81.5	18.5	-1.2	-0.4	-1.1
1997-98	55,718	45,504	10,214	81.7	18.3	-5.8	-2.7	-5.3
1996-97	58,811	48,314	10,497	82.2	17.8	-0.8	-3.5	-1.3
1995-96	59,568	48,687	10,881	81.7	18.3	3.8	-0.5	3.0
1994-95	57,851	46,912	10,939	81.1	18.9	5.6	0.0	4.5
1993-94	55,359	44,419	10,940	80.2	19.8	8.4	9.5	8.6
1992-93	50,973	40,980	9,993	80.4	19.6	-8.7	0.2	-7.1
1991-92	54,872	44,900	9,972	81.8	18.2	-3.8	-0.6	-3.2
1990-91	56,702	46,672	10,030	82.3	17.7	2.3	22.9	5.4
1989-90	53,774	45,610	8,164	84.8	15.2	---	---	---
20-Year Total/Chg	1,250,223	1,005,062	245,161	80.4	19.6	-17.5	79.9	-2.7

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, *Transfer Pathways Report*, December 2010, www.cpec.ca.gov.
Table C

Degrees and Majors of CSM Transfer Students to CSU & UC
1999 to 2009

Data Included:
- Table A: *Trends in Number of Transfer Students: UC and CSU, 1989-90 to 2009-10*
- Table B: *CSM Transfer Students Attending CSU and UC, 1989-90 to 2009-10*

Key Findings:
- Table A displays the major field of study for all degrees awarded to CSM transfer students at the various campuses of the UC and CSU, 1999 – 2009.
- The top 5 major fields of study are: Social Sciences (24.9%); Business (21.0%); Humanities (7.5%); Engineering (6.9%); and Biological Sciences (6.6%) (Table A).
- Table B displays the major field of study for CSM transfer students at the time of transfer. The top 5 transfer majors are: Social Sciences (23.0%): Business (18.6%); Engineering (6.8%); Biological Sciences (6.0%); and Art & Music (5.7%).

CSM Transfers to CSU and UC by Degrees Earned, 1999-2009

Major (CIP Classification)	CSU Count	UC Count	Total (CSU and UC)		
			Count	Percent	Rank
Social Sciences	622	647	1,269	24.9	1
Business	925	147	1,072	21.0	2
Humanities	337	43	380	7.5	3
Engineering	224	129	353	6.9	4
Biological Sciences	112	225	337	6.6	5
Art and Music	207	67	274	5.4	6
English & Literature	182	72	254	5.0	7
Mass Communications	172	61	233	4.6	8
Health Professions	170	9	179	3.5	9
Computer Science	88	51	139	2.7	10
Education	121	13	134	2.6	11
Agriculture	14	72	86	1.7	12
Health & Physical Education	73	3	76	1.5	13
Mathematics	12	48	60	1.2	14
Environmental Studies	29	29	58	1.1	15
Architecture	28	28	56	1.1	16
Human Services	35	16	51	1.0	17
Physical Sciences	14	29	43	0.8	18
Foreign Language	27	10	37	0.7	19
Unknown Discipline	0	5	5	0.1	20
Total	3,392	1,704	5,096	100.0	

Notes: Students are included by year that CSU/UC degree was conferred, irrespective of student's year of admission and of declared major while in community college. For more information about Classification of Instructional Programs (CIP) Classifications, visit http://nces.ed.gov/ipeds/cipcode.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table A

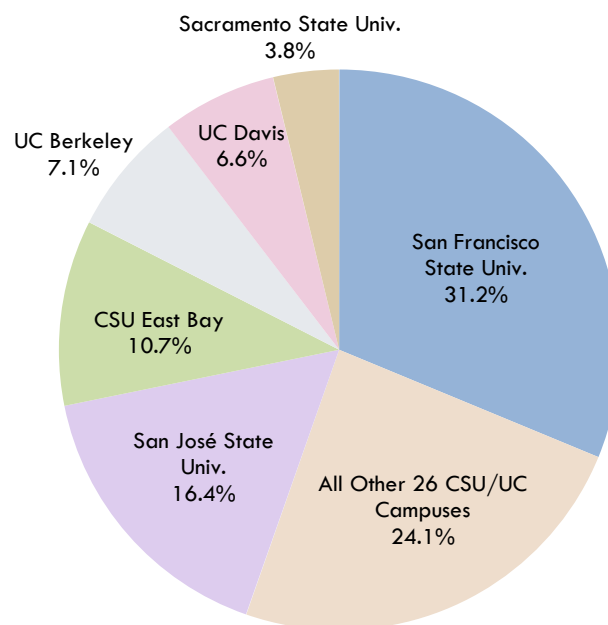## CSM Transfers to CSU and UC by Major, 2000-2009

Major (CIP Classification)	CSU Count	UC Count	Total (CSU and UC)		
			Count	Percent	Rank
Social Sciences	430	477	907	23.0	1
Business	620	116	736	18.6	2
Unknown Discipline	87	236	323	8.2	3
Engineering	164	105	269	6.8	4
Biological Sciences	114	123	237	6.0	5
Art and Music	174	51	225	5.7	6
Humanities	202	19	221	5.6	7
Mass Communications	135	49	184	4.7	8
Computer Science	125	23	148	3.7	9
English & Literature	101	29	130	3.3	10
Health Professions	125	0	125	3.2	11
Health & Physical Education	79	0	79	2.0	12
Education	73	0	73	1.8	13
Agriculture	6	55	61	1.5	14
Physical Sciences	12	38	50	1.3	15
Mathematics	19	28	47	1.2	16
Environmental Studies	22	15	37	0.9	17
Architecture	20	14	34	0.9	18
Foreign Language	18	5	23	0.6	19
Human Services	15	7	22	0.6	20
Undeclared	19	0	19	0.5	21
Total	2,560	1,390	3,950	100.0	

Notes: Includes Fall term transfers only. Students are classified according to the major declared upon CSU/UC admission.
For more information about Classification of Instructional Programs (CIP) Classifications, visit http://nces.ed.gov/ipeds/cipcode.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table B

How Does SMCCCD Compare to Statewide Transfers to CSU & UC?
2005-06 to 2009-10

Note:

- The following table shows CSU and UC transfer number trends over a 5-year period.

Statewide and SMCCCD Transfers to CSU and UC: 5-Year Change

Year	Total Transfer Students	Transfers To		Percentage Distribution		Percent Change Prior Year		
		CSU	UC	CSU	UC	CSU	UC	Total
STATEWIDE								
2009-10	52,341	37,651	14,690	71.9	28.1	-24.3	4.1	-18.1
2008-09	63,876	49,768	14,108	77.9	22.1	-9.5	1.0	-7.3
2007-08	68,934	54,970	13,964	79.7	20.3	1.1	0.3	0.9
2006-07	68,302	54,379	13,923	79.6	20.4	3.3	1.1	2.9
2005-06	66,405	52,640	13,765	79.3	20.7	-2.0	4.2	-0.7
SMCCCD								
2009-10	789	538	251	68.2	31.8	-37.4	0.4	-28.9
2008-09	1,110	860	250	77.5	22.5	-6.9	0.0	-5.5
2007-08	1,174	924	250	78.7	21.3	2.6	6.8	3.4
2006-07	1,135	901	234	79.4	20.6	14.3	-13.0	7.4
2005-06	1,057	788	269	74.6	25.4	0.8	8.5	2.6
CSM								
2009-10	378	242	136	64.0	36.0	-37.5	3.0	-27.2
2008-09	519	387	132	74.6	25.4	-8.5	-8.3	-8.5
2007-08	567	423	144	74.6	25.4	3.4	0.7	2.7
2006-07	552	409	143	74.1	25.9	21.7	-10.1	11.5
2005-06	495	336	159	67.9	32.1	6.3	5.3	6.0
CAÑADA								
2009-10	101	67	34	66.3	33.7	-44.6	-22.7	-38.8
2008-09	165	121	44	73.3	26.7	-9.7	33.3	-1.2
2007-08	167	134	33	80.2	19.8	13.6	43.5	18.4
2006-07	141	118	23	83.7	16.3	-2.5	21.1	0.7
2005-06	140	121	19	86.4	13.6	0.8	26.7	3.7

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Year	Total Transfer Students	Transfers To		Percentage Distribution		Percent Change Prior Year		
		CSU	UC	CSU	UC	CSU	UC	Total
SKYLINE								
2009-10	310	229	81	73.9	26.1	-34.9	9.5	-27.2
2008-09	426	352	74	82.6	17.4	-4.1	1.4	-3.2
2007-08	440	367	73	83.4	16.6	-1.9	7.4	-0.5
2006-07	442	374	68	84.6	15.4	13.0	-25.3	4.7
2005-06	422	331	91	78.4	21.6	-4.3	11.0	-1.4

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, *Transfer Pathways Report*, December 2010, www.cpec.ca.gov.

Which CSU Campuses Do CSM Transfer Students Attend?
1989-90 to 2009-10

Data Included:
- Table A: *CSM Snapshot Today: Student Transfers to CSU Campuses, 2009-10*
- Table B: *CSM Transfers to CSU Campuses, 1989-90 through 2009-10*
- Table C: *CSM Student Transfers to CSU: 21-Year Perspective*
- Table D: *SMCCCD Student Transfers to CSU: 21-Year Perspective*

Key Findings:
- San Francisco State University is the primary choice for CSM transfers within the California State University system (CSU) (Table A and B).
- Over a 21-year period of time, 41.2% (4,118) of all CSM transfers enrolled at SFSU. San Jose State University is the second most popular CSU campus for CSM transfers, enrolling 21.6% (2,164) of our students. CSU East Bay accounts for 14.1% (1,412) of CSM transfers within the CSU system as a whole (Table B).
- Taken together, the 3 CSU campuses closest in geographical proximity to CSM (SFSU, SJSU, and CSUEB) enroll more than three-quarters (76.9%) of all CSM transfers (Table B).

CSM Snapshot: Student Transfers to CSU Campuses, 2009-10
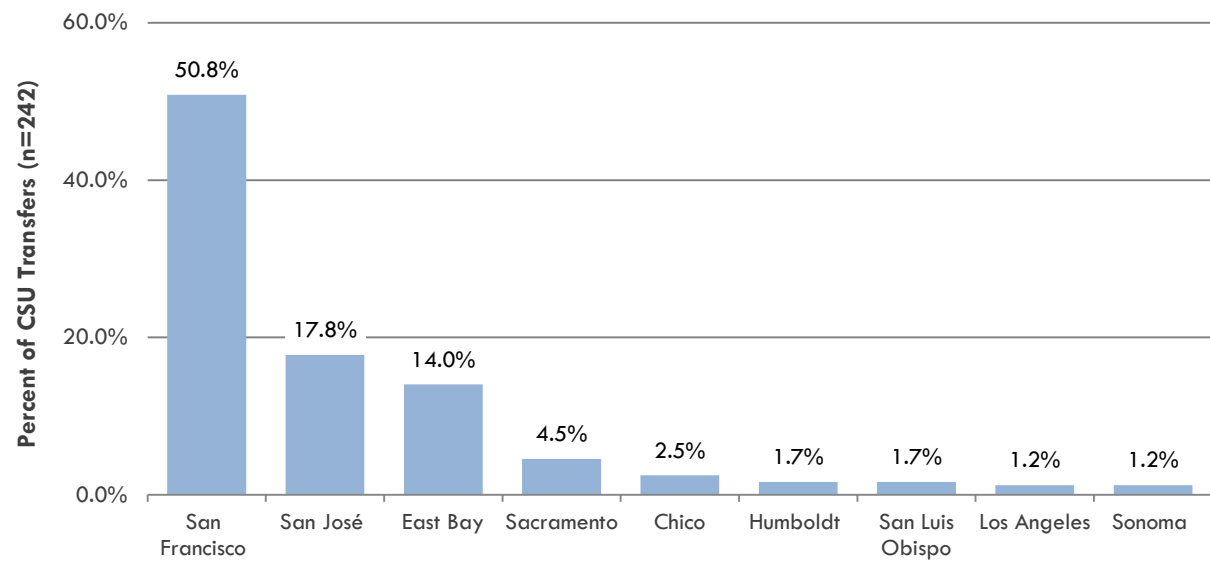
Notes: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010. Transfers to the following campuses were below 1% and were not included in the chart: Bakersfield, Channel Islands, Dominguez Hills, Fresno, Fullerton, Long Beach, Maritime Academy, Monterey Bay, Northridge, Pomona, San Bernardino, San Diego, San Marcos, and Stanislaus.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.

Table A

## CSM Transfers to CSU Campuses, 1989-90 through 2009-10

Campus	Transfers
Channel Islands	0
Maritime Academy	1
Bakersfield	3
San Marcos	5
San Bernardino	9
Dominguez Hills	17
Monterey Bay	32
Los Angeles	40
Fullerton	40
Stanislaus	44
Pomona	48
Northridge	65
Fresno	88
Humboldt	107
Long Beach	138
Sonoma	183
San Diego	306
Chico	317
San Luis Obispo	356
Sacramento	500
East Bay	1,412
San José	2,164
San Francisco	4,118

Total Numbers of Transfers (n=9,993)

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
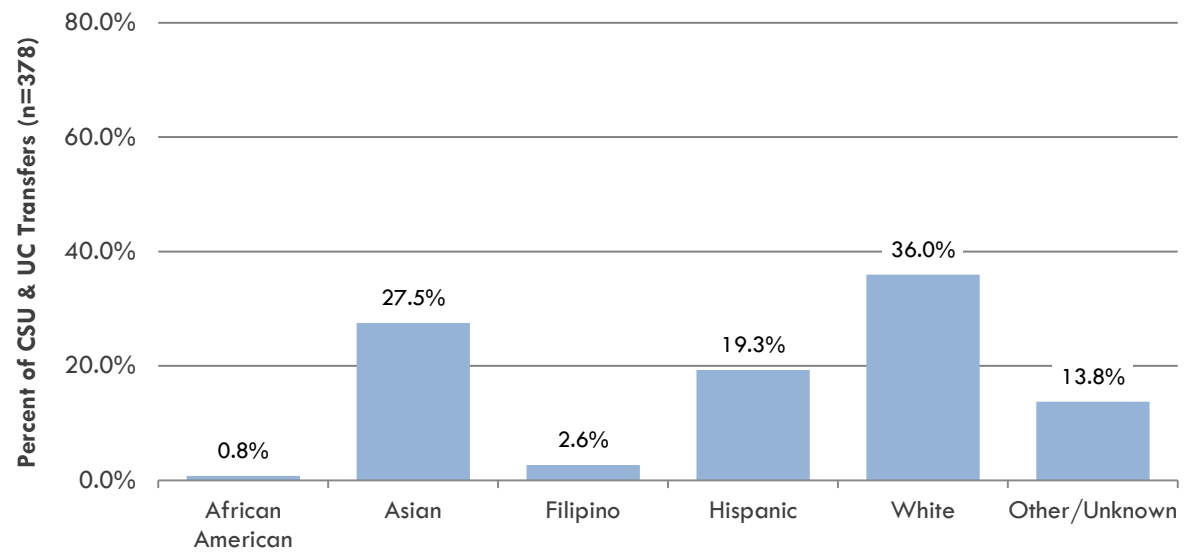**Table B**

CSM Student Transfers to CSU: 20-Year Perspective

Campus	Number of Transfers and Percent of Total									
	1989-90		**1994-95**		**1999-00**		**2004-05**		**2009-10**	
San Francisco	285	37.4%	216	37.9%	193	44.4%	160	50.6%	123	50.8%
San José	151	19.8	109	19.1	106	24.4	61	19.3	43	17.8
East Bay	85	11.2	103	18.1	53	12.2	34	10.8	34	14.0
Sacramento	65	8.5	28	4.9	12	2.8	13	4.1	11	4.5
Chico	41	5.4	25	4.4	12	2.8	3	0.9	6	2.5
Humboldt	9	1.2	6	1.1	5	1.1	4	1.3	4	1.7
San Luis Obispo	39	5.1	21	3.7	10	2.3	9	2.8	4	1.7
Los Angeles	3	0.4	3	0.5	1	0.2	2	0.6	3	1.2
Sonoma	13	1.7	8	1.4	6	1.4	5	1.6	3	1.2
Long Beach	12	1.6	10	1.8	2	0.5	7	2.2	2	0.8
Monterey Bay	0	0.0	0	0.0	2	0.5	0	0.0	2	0.8
Northridge	8	1.0	2	0.4	4	0.9	2	0.6	2	0.8
Dominguez Hills	1	0.1	1	0.2	0	0.0	0	0.0	1	0.4
Fresno	5	0.7	12	2.1	4	0.9	1	0.3	1	0.4
Fullerton	3	0.4	1	0.2	2	0.5	1	0.3	1	0.4
San Bernardino	1	0.1	0	0.0	1	0.2	0	0.0	1	0.4
San Diego	29	3.8	21	3.7	20	4.6	11	3.5	1	0.4
Bakersfield	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0
Channel Islands	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Maritime Academy	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Pomona	5	0.7	2	0.4	0	0.0	2	0.6	0	0.0
San Marcos	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Stanislaus	6	0.8	1	0.2	2	0.5	1	0.3	0	0.0
Total CSU	762	100%	570	100%	435	100%	316	100%	242	100%

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
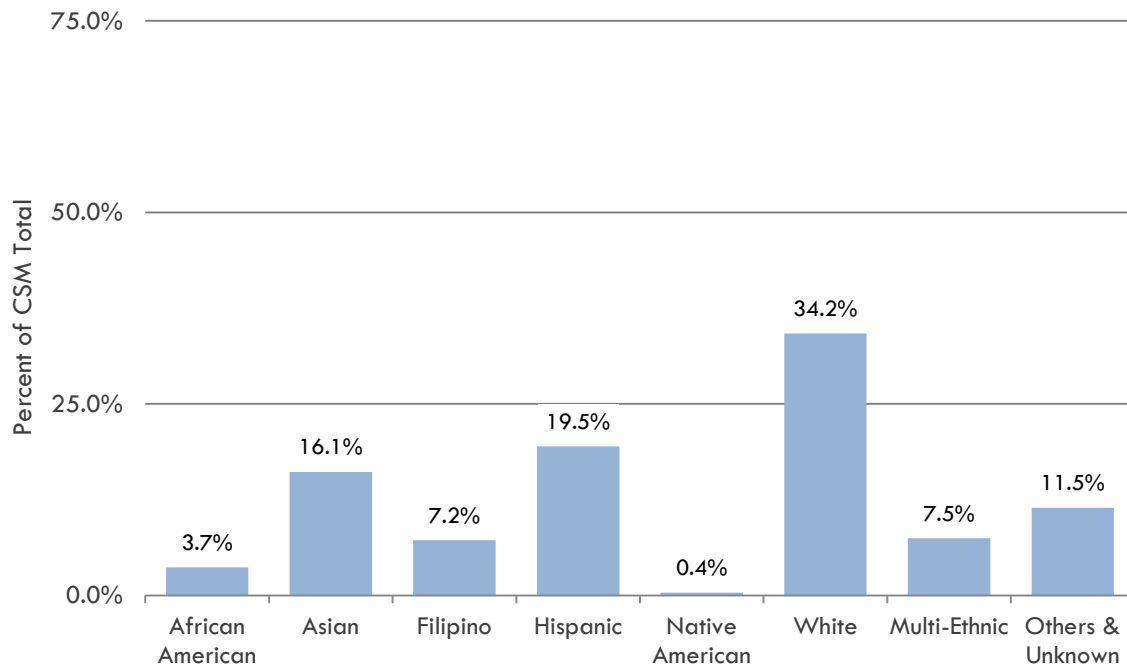**Table C**

SMCCCD Student Transfers to CSU: 20-Year Perspective

| Campus | Number of Transfers and Percent of Total | | | | | | | | | |
	1989-90		1994-95		1999-00		2004-05		2009-10	
San Francisco	542	44.5%	492	46.2%	513	54.3%	462	59.1%	311	57.8%
San José	218	17.9	169	15.9	169	17.9	126	16.1	71	13.2
East Bay	129	10.6	162	15.2	108	11.4	68	8.7	80	14.9
Sacramento	84	6.9	49	4.6	28	3.0	25	3.2	20	3.7
Chico	57	4.7	44	4.1	20	2.1	10	1.3	8	1.5
Humboldt	18	1.5	10	0.9	11	1.2	5	0.6	5	0.9
San Luis Obispo	45	3.7	27	2.5	12	1.3	18	2.3	6	1.1
Los Angeles	5	0.4	3	0.3	2	0.2	3	0.4	6	1.1
Sonoma	27	2.2	19	1.8	17	1.8	11	1.4	5	0.9
Long Beach	17	1.4	14	1.3	9	1.0	10	1.3	4	0.7
Monterey Bay	0	0.0	0	0.0	6	0.6	2	0.3	4	0.7
Northridge	9	0.7	6	0.6	8	0.8	4	0.5	4	0.7
Dominguez Hills	2	0.2	1	0.1	3	0.3	2	0.3	3	0.6
Fresno	9	0.7	19	1.8	4	0.4	1	0.1	2	0.4
Fullerton	5	0.4	2	0.2	2	0.2	4	0.5	3	0.6
San Bernardino	3	0.2	1	0.1	2	0.2	2	0.3	1	0.2
San Diego	36	3.0	38	3.6	26	2.8	18	2.3	2	0.4
Bakersfield	1	0.1	2	0.2	0	0.0	1	0.1	1	0.2
Channel Islands	0	0.0	0	0.0	0	0.0	1	0.1	0	0.0
Maritime Academy	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
Pomona	5	0.4	3	0.3	1	0.1	4	0.5	1	0.2
San Marcos	0	0.0	1	0.1	1	0.1	0	0.0	0	0.0
Stanislaus	7	0.6	2	0.2	2	0.2	5	0.6	0	0.0
Total CSU	1,219	100%	1,064	100%	944	100%	782	100%	538	100%

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table D

Which UC Campuses Do CSM Transfer Students Attend?
1989-90 to 2009-10

Data Included:
- Table A: *CSM Snapshot: Student Transfers to UC Campuses, 2009-10*
- Table B: *CSM Student Transfers to UC Campuses, 1989-90 through 2009-10*
- Table C: *CSM Student Transfers to UC: 21-Year Perspective*
- Table D: *SMCCCD Student Transfers to UC: 21-Year Perspective*

Key Findings:
- UC Berkeley is the primary choice for CSM transfers within the University of California system. Over a 21-year period of time, 29.3% (935) of all CSM transfers enrolled at UCB. UC Davis is the second most popular UC campus for CSM transfers, enrolling 27.3% (870) of our students. UC Los Angeles accounts for 10.7% (340) of CSM transfers within the UC system as a whole.
- Taken together, these 3 UC campuses (UCB, UCD, and UCLA) enroll more than two-thirds (67.3%) of all CSM transfers.
- Over this period of time, UC Davis has replaced UC Berkeley as the most popular destination campus for CSM transfers. In 1989/90, UCB enrolled 41.2%, of CSM transfers and UCD 19.0%. In contrast, UCB enrolled 27.2% of CSM transfers vs. 29.4% enrolling at UCD.

CSM Snapshot: Student Transfers to UC Campuses, 2009-10

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table A

CSM Student Transfers to UC Campuses, 1989-90 through 2009-10

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table B

CSM Student Transfers to UC: 20-Year Perspective

| Campus | Number of Transfers and Percent of Total | | | | | | | | | |
	1989-90		1994-95		1999-00		2004-05		2009-10	
Davis	29	19.0%	41	29.5%	39	27.1%	40	26.5%	40	29.4%
Berkeley	63	41.2	38	27.3	45	31.3	38	25.2	37	27.2
San Diego	5	3.3	7	5.0	5	3.5	18	11.9	16	11.8
Santa Barbara	20	13.1	10	7.2	13	9.0	9	6.0	12	8.8
Los Angeles	23	15.0	17	12.2	18	12.5	18	11.9	11	8.1
Santa Cruz	8	5.2	22	15.8	13	9.0	16	10.6	9	6.6
Irvine	3	2.0	2	1.4	3	2.1	8	5.3	7	5.1
Riverside	2	1.3	2	1.4	8	5.6	4	2.6	4	2.9
Merced	N/A	---	N/A	---	N/A	---	N/A	---	0	---
Total UC	153	100%	139	100%	144	100%	151	100%	136	100%

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table C

SMCCCD Student Transfers to UC: 20-Year Perspective

| Campus | Number of Transfers and Percent of Total | | | | | | | | | |
	1989-90		1994-95		1999-00		2004-05		2009-10	
Davis	41	19.6%	67	29.1%	63	28.1%	86	34.7%	78	31.1%
Berkeley	90	43.1	63	27.4	65	29.0	63	25.4	70	27.9
San Diego	5	2.4	8	3.5	9	4.0	21	8.5	24	9.6
Santa Barbara	22	10.5	18	7.8	23	10.3	12	4.8	17	6.8
Los Angeles	27	12.9	28	12.2	29	12.9	24	9.7	22	8.8
Santa Cruz	15	7.2	38	16.5	21	9.4	27	10.9	23	9.2
Irvine	7	3.3	4	1.7	4	1.8	11	4.4	9	3.6
Riverside	2	1.0	4	1.7	10	4.5	4	1.6	7	2.8
Merced	N/A	---	N/A	---	N/A	---	N/A	---	1	0.4
Total UC	209	100%	230	100%	224	100%	248	100%	251	100%

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table D

Which CSU/UC Campuses Do CSM Transfer Students Attend?
1989-90 to 2009-10

Key Findings:

- Over a 21-year period of time (1989/90 – 2009/10), 13,180 CSM students transferred to the 23 campuses of the CSU System and the 9 campuses of the UC system, combined.
- 76% of all CSM transfers enrolled at only 6 campuses of the 32 public universities in California.
- Nearly one-half (48%) of all CSM transfers enroll at SFSU and SJSU alone.

Top CSU/UC Campus Destinations of CSM Transfer Students, 1989-90 to 2009-10
(n=13,180)

Sacramento State Univ. 3.8%
UC Davis 6.6%
UC Berkeley 7.1%
CSU East Bay 10.7%
San José State Univ. 16.4%
San Francisco State Univ. 31.2%
All Other 26 CSU/UC Campuses 24.1%

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.

Ethnic Profile of CSM Transfer Students to CSU and UC
1994-95 to 2009-10

Data Included:

- Table A: *CSM Snapshot Today: Ethnic Profile of Student Transfers to CSU, 2009-10*
- Table B: *Ethnic Profile of CSM Student Transfers to CSU: 8-Year Perspective*
- Table C: *Ethnic Profile of Statewide Student Transfers to CSU: 8-Year Perspective*
- Table D: *CSM Snapshot: Ethnic Profile of Student Transfers to UC, 2009-10*
- Table E: *Ethnic Profile of CSM Student Transfers to UC: 15-Year Perspective*
- Table F: *Ethnic Profile of Statewide Student Transfers to UC: 15-Year Perspective*
- Table G: *CSM Snapshot: Ethnic Profile of Student Transfers to CSU & UC, 2009-10*
- Table H: *Ethnic Profile of CSM Student Transfers to CSU & UC: 8-Year Perspective*
- Table I: *Ethnic Profile of Statewide Student Transfers to CSU & UC: 8-Year Perspective*
- Table J: *CSM Snapshot: Student Ethnicity: Fall 2010*
- Table K: *California Community Colleges Statewide Student Ethnicity: Fall 2010*

Key Findings:

- The ethnic composition of the most recent CSM transfers to the CSU System does not exactly mirror the CSM population at large (See Tables A & J.) The largest increase in the proportion of populations who transfer are Hispanics. (See Table B.)
- Table A displays the ethnic distribution of CSM transfers to the CSU System for the most recent year (2009/10). The comparison ethnic profile of the total CSM student population (Fall 2010) is shown in Table H. This comparison reveals the following differential in the ethnicity of transfers vs. all CSM students: African American – 0.8% vs. 3.7%; Asian – 14.9% vs. 16.1%; Filipino – 2.5% vs. 7.2%; Hispanic – 24.8% vs. 19.5%; White – 39.7% vs. 34.2%.
- Table B displays CSM transfers to CSU over the past 8 years. Asian students are increasingly less likely to transfer to the CSU today (14.9%) compared to 2001/02 when they comprised 25.3% of CSU transfers. In comparison, Hispanic transfers represented 12.5% of CSU transfers in 2001/02 vs. 24.8% of transfers in 2009/10.
- Table C displays the ethnic distribution of all California community college (CCC) transfers to the CSU System for the past 8 years (2001/02 - 2009/10). The comparison ethnic profile of the **total** CCC student population (Fall 2010) is shown in Table K. This comparison reveals the following differential in the ethnicity of transfers vs. all CCC students: African American – 7.3% vs. 4.9%; Asian – 17.0% vs. 12.0%; Filipino – 3.2% vs. 3.1%; Hispanic – 23.8% vs. 33.9%; White – 34.0% vs. 32.5%.
- The ethnic composition of the most recent CSM transfers to the UC System does not exactly mirror the CSM population at large (See Tables D & J.) There are several significant differentials.
- Table D displays the ethnic distribution of CSM transfers to the UC System for the

most recent year (2009/10). The comparison ethnic profile of the total CSM student population (Fall 2010) is shown in Table H. This comparison reveals the following differential in the ethnicity of transfers vs. all CSM students: African American – 0.7% vs. 3.7%; Asian – 50.0% vs. 16.1%; Filipino – 2.9% vs. 7.2%; Hispanic – 9.6% vs. 19.5%; White – 29.4% vs. 34.2%.

- Table E displays CSM transfers to UC over the past 15 years. Asian students are increasingly more likely to transfer to the UC today (50.0%) compared to 1994/95 when they comprised 36.7% of UC transfers. In comparison, Hispanic transfers represented 12.9% of UC transfers in 1994/95 vs. 9.6% of transfers more recently in 2009/10. During this period of time, the proportion of White transfers to UC declined from 33.8% to 29.4%.

- Table F displays CCC transfers to UC over the past 15 years. Statewide, Asian students are increasingly more likely to transfer to the UC today (32.1%) compared to 1994/95 when they comprised 23.9% of UC transfers. The other largest shift in the ethnicity profile of statewide UC transfers is the decline in White students: 47.8% vs. 35.2%.

- Tables G and H displays the ethnicity distribution of all CSM transfers to both UC and CSU Systems, combined. Table I presents the same data for all CCC transfers.

CSM Snapshot Today: Ethnic Profile of Student Transfers to CSU, 2009-10
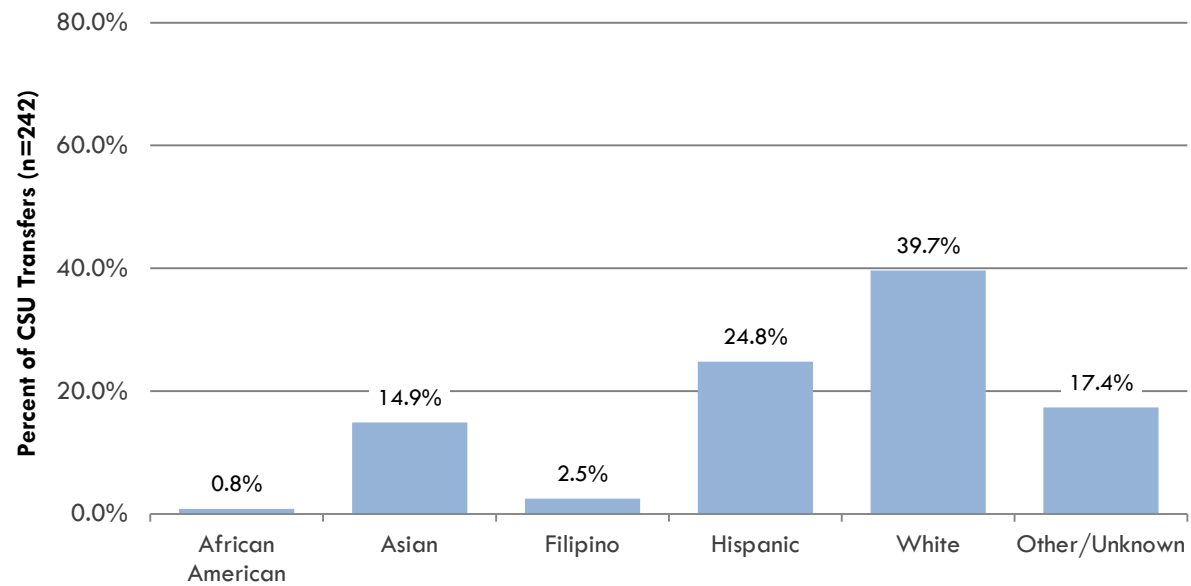
Note: Ethnicity transfer data are not available for CSU prior to the 2001-02 academic year. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table A

Ethnic Profile of CSM Student Transfers to CSU: 8-Year Perspective

Ethnicity	Number of Transfers and Percent of Total					
	2001-02		2004-05		2009-10	
African American	3	0.7%	4	1.3%	2	0.8%
Asian	113	25.3	83	26.3	36	14.9
Filipino	31	6.9	18	5.7	6	2.5
Hispanic	56	12.5	42	13.3	60	24.8
White	128	28.6	101	32.0	96	39.7
Other/Unknown	116	26.0	68	21.5	42	17.4
Total	447	100%	316	100%	242	100%

Note: Ethnicity transfer data are not available for CSU prior to the 2001-02 academic year. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table B

Ethnic Profile of Statewide Student Transfers to CSU: 8-Year Perspective

Ethnicity	Number of Transfers and Percent of Total					
	2001-02		2004-05		2009-10	
African American	2,464	4.9%	2,643	4.9%	2,310	4.4%
Asian	6,149	12.2	6,981	13.0	8,898	17.0
Filipino	1,829	3.6	1,905	3.5	1,682	3.2
Hispanic	10,432	20.7	12,361	23.0	12,460	23.8
White	18,713	37.1	19,535	36.4	17,821	34.0
Other/Unknown	10,886	21.6	10,268	19.1	9,170	17.5
Total	50,473	100%	53,693	100%	52,341	100%

Note: Ethnicity transfer data are not available for CSU prior to the 2001-02 academic year. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table C

CSM Snapshot Today: Ethnic Profile of Student Transfers to UC, 2009-10
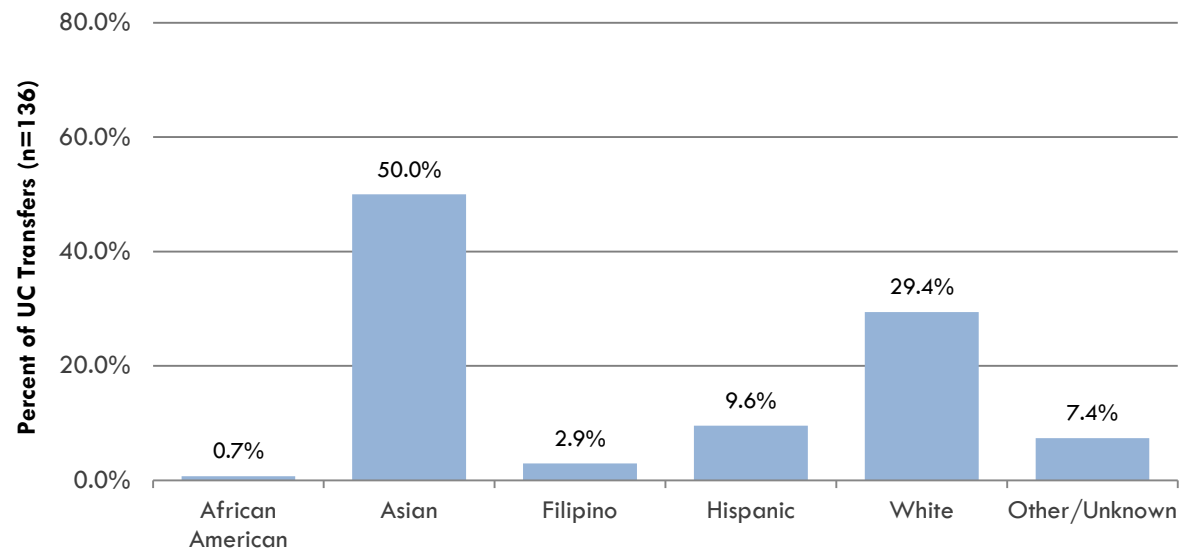
Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table D

Ethnic Profile of CSM Student Transfers to UC: 15-Year Perspective

| Ethnicity | Number of Transfers and Percent of Total | | | | | | | | | |
	1994-95		1999-00		2001-02		2004-05		2009-10	
African American	3	2.2%	2	1.4%	1	0.5%	0	0.0%	1	0.7%
Asian	51	36.7	72	50.0	118	57.0	75	49.7	68	50.0
Filipino	5	3.6	8	5.6	8	3.9	8	5.3	4	2.9
Hispanic	18	12.9	7	4.9	17	8.2	11	7.3	13	9.6
White	47	33.8	38	26.4	39	18.8	45	29.8	40	29.4
Other/Unknown	15	10.8	17	11.8	24	11.6	12	7.9	10	7.4
Total	139	100%	144	100%	207	100%	151	100%	136	100%

Note: Data for the 2001-02 academic year are provided for comparability with CSU transfer data. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table E

Ethnic Profile of Statewide Student Transfers to UC: 15-Year Perspective

| Ethnicity | Number of Transfers and Percent of Total | | | | | | | | | |
	1994-95		1999-00		2001-02		2004-05		2009-10	
African American	364	3.3%	92	0.8%	100	0.8%	356	2.7%	454	3.1%
Asian	2,614	23.9	2,612	24.1	3,060	24.8	3,849	29.1	4,709	32.1
Filipino	305	2.8	314	2.9	393	3.2	405	3.1	430	2.9
Hispanic	1,455	13.3	1,432	13.2	1,915	15.5	1,974	14.9	2,428	16.5
White	5,232	47.8	4,763	44.0	4,956	40.2	5,145	38.9	5,175	35.2
Other/Unknown	969	8.9	1,614	14.9	1,904	15.4	1,482	11.2	1,494	10.2
Total	10,939	100%	10,827	100%	12,328	100%	13,211	100%	14,690	100%

Note: Data for the 2001-02 academic year are provided for comparability with CSU transfer data. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table F

CSM Snapshot: Ethnic Profile of Student Transfers to CSU & UC, 2009-10

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table G

Ethnic Profile of CSM Student Transfers to CSU & UC: 8-Year Perspective

Ethnicity	Number of Transfers and Percent of Total					
	2001–02		2004–05		2009–10	
African American	4	0.6%	4	0.9%	3	0.8%
Asian	231	35.3	158	33.8	104	27.5
Filipino	39	6.0	26	5.6	10	2.6
Hispanic	73	11.2	53	11.3	73	19.3
White	167	25.5	146	31.3	136	36.0
Other/Unknown	140	21.4	80	17.1	52	13.8
Total	654	100%	467	100%	378	100%

Note: Ethnicity transfer data are not available for CSU prior to the 2001-02 academic year. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table H

Ethnic Profile of Statewide Student Transfers to CSU & UC: 8-Year Perspective

Ethnicity	Number of Transfers and Percent of Total					
	2001–02		2004–05		2009–10	
African American	2,564	4.1%	2,999	4.5%	2,764	4.1%
Asian	9,209	14.7	10,830	16.2	13,607	20.3
Filipino	2,222	3.5	2,310	3.5	2,112	3.2
Hispanic	12,347	19.7	14,335	21.4	14,888	22.2
White	23,669	37.7	24,680	36.9	22,996	34.3
Other/Unknown	12,790	20.4	11,750	17.6	10,664	15.9
Total	62,801	100%	66,904	100%	67,031	100%

Note: Ethnicity transfer data are not available for CSU prior to the 2001-02 academic year. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, www.cpec.ca.gov.
Table I

CSM Snapshot: Student Ethnicity Fall 2010

Source: SMCCCD Student Database
Table J

California Community Colleges Statewide Student Ethnicity: Fall 2010
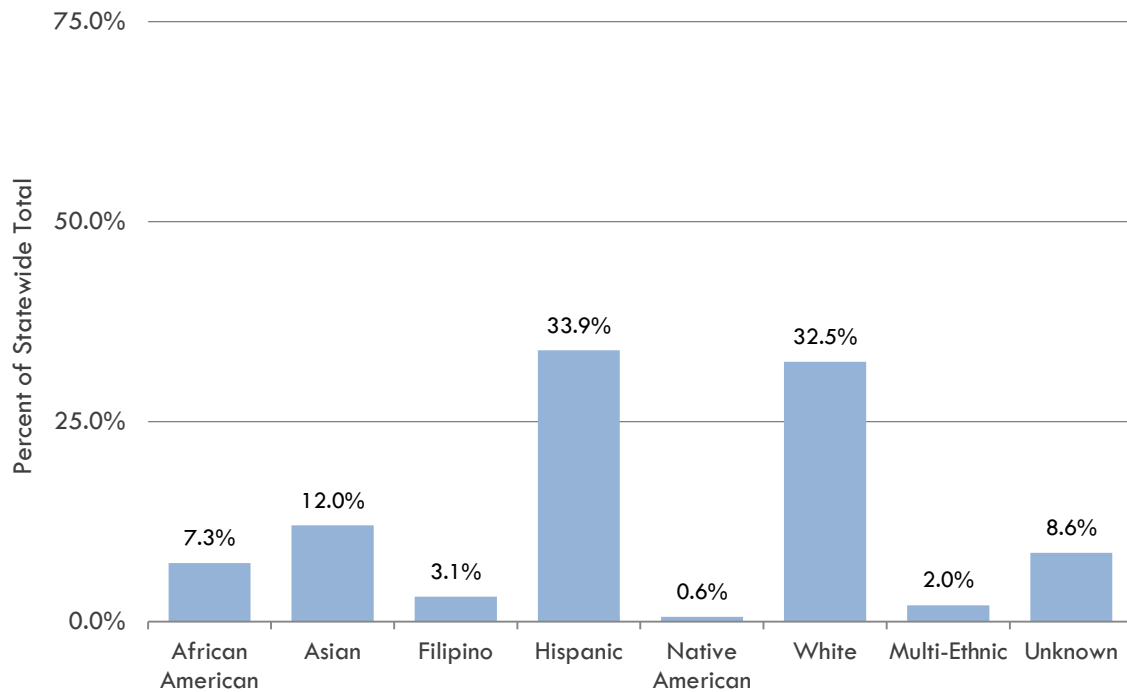
Source: CCCCO Data Mart, www.cccco.edu, accessed 11/1/11
Table K

Profile of CSM Student Athlete Transfers
2009/10 - 2010/11

Data Included:

- Table A: *CSM Student Athlete Transfer by Sport, 2009/10 - 2010/11*
- Table B: *CSM Student Athlete Transfers by Ethnicity, 2009/10 -2010/11*
- Table C: *CSM Student Athlete Transfers by Type of Institution, 2009/10 -2010/11*
- Table D: *Institutions to Which CSM Student Athletes Have Transferred, 2009/10-2010/11*

Key Findings:

- In two academic years combined, (2009/10 and 2010/11), 114 CSM student athletes transferred to 4 year colleges and universities.

- This number (114) represents a 72% transfer rate for intercollegiate athletes completing their 2nd year of eligibility at CSM. In contrast, the collegewide transfer rate for 2007-2010 Student-Right-to-Know cohort is 16.9%.

- African American student athletes comprise 29% (n = 33) of all intercollegiate athletic transfers. Pacific Islanders represent 10% of transfers.

- The official transfer data reports provided to California community colleges are limited to tracking transfers enrolling at UC and CSU, only. This report track CSM student athletes transferring to UC, CSU, California private colleges and universities, and out-of-state and Canadian institutions.

- While CPEC reports indicate only 2 African American transfers to CSU and 1 African American transfer to UC in 2009/10. This report reveals the large number of students of color not tracked by the CPEC databases. Only 2 African Student athletes transferred to a UC or CSU campus; 31 transferred to an out-of-state or a California private college.

CSM Student Athlete Transfers by Sport, 2009/10 - 2010/11

	Numbers of Athletes and Percents of Total					
Sport	2009-10		2010-11		Both Years Combined	
Football	26	42.6%	24	45.3%	50	43.9%
Baseball	16	26.2	14	26.4	30	26.3
Swim/Water Polo	6	9.8	6	11.3	12	10.5
Track/Cross-Country	7	11.5	1	1.9	8	7.0
Basketball	3	4.9	5	9.4	8	7.0
Softball	3	4.9	3	5.7	6	5.3
Total	61	100%	53	100%	114	100%

Source: CSM Intercollegiate Athletics Department
Table A

CSM Student Athlete Transfers by Ethnicity, 2009/10 – 2010/11

	Numbers of Athletes and Percents of Total					
Ethnicity	2009-10		2010-11		Both Years Combined	
African American	20	32.8%	13	24.5%	33	28.9%
Asian	3	4.9	8	15.1	11	9.6
Filipino	1	1.6	0	0.0	1	0.9
Hispanic	3	4.9	4	7.5	7	6.1
Native American	1	1.6	0	0.0	1	0.9
Pacific Islander	5	8.2	6	11.3	11	9.6
White	28	45.9	22	41.5	50	43.9
Total	61	100%	53	100%	114	100%

Source: CSM Intercollegiate Athletics Department
Table B

CSM Student Athlete Transfers by Type of Institution, 2009/10 – 2010/11

	Numbers of Athletes and Percents of Total					
Institution Type	2009-10		2010-11		Both Years Combined	
In-State Public	22	36.1%	10	18.9%	32	28.1%
In-State Private	3	4.9	12	22.6	15	13.2
Out of State	36	59.0	31	58.5	67	58.8
Total	61	100%	53	100%	114	100%

Source: CSM Intercollegiate Athletics Department
Table C

Institutions to Which CSM Student Athletes Have Transferred, 2009/10 - 2010/11

In-State Public

- CSU Northridge
- Sacramento State University
- San Francisco State University (SFSU)
- San José State University (SJSU)
- Sonoma State University
- UC Berkeley
- UC Davis
- UC San Diego
- UC Santa Barbara
- UC Santa Cruz
- UCLA

In-State Private

- Academy of Art
- Menlo College
- Notre Dame de Namur University
- Palo Alto University
- Saint Edwards University
- Santa Clara University
- University of San Diego
- University of San Francisco
- University of Southern California (USC)

Out of State

- Arizona State University
- Bemidji State University
- Boise State University
- Brigham Young University
- Coastal Carolina University
- Colorado State University-Pueblo
- Concordia University-Portland
- Dixie State University
- Eastern New Mexico University
- Ferris State University
- Florida Institute of Technology
- Fort Lewis College
- Georgia School of Design
- Kentucky State University
- Lamar University
- Lethridge University (Canada)
- Lindenwood University
- Missouri Valley College
- Montana State University
- New Mexico State University
- Nicholls State University
- Northern Arizona University
- Oregon State University
- Portland State University
- Simon Fraser University
- Southeast Missouri State University
- Southwest Baptist University
- St. Gregory's University
- St. Mary's University
- Texas College
- Texas Southern University
- Trinity University - IL
- University of Hawaii
- University of Houston
- University of Laverne
- University of Nevada-Reno
- University of Oregon
- University of Saint Mary's
- University of Southern Mississippi
- University of Texas El Paso (UTEP)

<u>Out of State</u>

- University of Texas Pan America
- University of Washington
- Upper Iowa University
- Valdosta State University
- Weber State University
- West Virginia Tech

- Western Kentucky University
- Western State College
- William Jewell College
- Wingate University
- York College

Source: CSM Intercollegiate Athletics Department
Table D

Instructional Programs

In This Section

Program Review
- *Core Program and Student Success Indicators, College Totals, Spring 2012 Program Review Cycle, Academic Years 2008/09-2010/11*

Program Review: Distance Education
- *Delivery Mode Course Comparison Distance Education vs. Traditional Mode, Student Success Indicators, Spring 2012 Program Review Cycle, Fall 2009 to Fall 2011*

Curriculum Mix Analysis
- *Instructional Program Types, Fall 2007 vs. Fall 2010*

Instructional Productivity
- *Instructional Productivity and Efficiency (WSCH, Magnitude, Load), Fall 2007 vs. Fall 2012*

Overview

This Section includes a variety of reports about instructional programs that comprise program review or present different perspectives in understanding program productivity and efficiency. As a comprehensive college, CSM faces the challenge of offering the most appropriate mix of high-capacity and lower enrolled courses, especially in the context of limited resources. In addition, a variety of programs also have specific labor-contract or accreditation-specific limitations to course enrollment (e.g. English composition courses and nursing) and these issues must be considered when examining standard calculations of productivity.

Program Review

Included in this section is the report of college totals for instructional program review (Spring 2012 cycle) prepared by PRIE. The report, *Core Measures of Student Success Indicators, 2008/08-2010/11*, includes a various data about student success (e.g. successful course completion and retention) as well as standard productivity measures

(e.g. Load). Since 2008, division-level and program-specific reports of these core measures have been prepared annually for more than 80 individual instructional programs. They are posted online: http://collegeofsanmateo.edu/programreview.

In addition, similar delivery-mode comparison reports are prepared for disciplines that offer online courses. Included in this section is the college report for the Spring 2012 program review cycle.

Note: during the Fall 2012 semester the Academic Senate has been developing recommendations for improvements to program review and the data templates.

Key Terms for this Section

FTES: An acronym for a "full-time equivalent student," FTES is used by the state as the measure for attendance accounting verification. Also a student workload measure represents 525 class (contact) hours in a full academic year.

Load: This represents the ratio between the faculty member's hours of instruction per week ("faculty load") and the weekly hours of enrolled students in his or her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member's load. The State's productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

The current, Fall 2012 target for Load is 550.

WSCH: An acronym for "Weekly Student Contact Hours," WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES.

Curriculum Mix Analysis

Instructional Program Types, Fall 2007 vs. 2011 represents comparative data for types of instructional offerings: in Fall 2011 79% of total enrollment was in transferable courses. The largest proportional change in enrollment is Career and Technical Education (CTE) courses: In Fall 2007 CTE represented 24% of all enrollments vs. 20% in Fall 2011. In Fall 2011, CSM is also had fewer enrollments in the Pre-Collegiate and Kinesiology categories.

Instructional Productivity and Efficiency, Fall 2007 vs. Fall 2011

In a comparison of Fall 2007 vs. Fall 2011, total course enrollments (seat counts) decreased by 4% and the numbers of sections decreased by 18%. At the same time, Load increased 15% from 505 in Fall 2007 to 544 in Fall 2011.

This section also includes extensive program-specific data sorted by the size of the program and by WSCH, Magnitude, and Load. These reports are helpful in understanding selected measures of how programs are growing and shrinking.

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

Core Program and Student Success Indicators, College Totals
Spring 2012 Program Review Cycle, Academic Years 2008/09-2010-11

INDICATOR	Academic Year			Projections		
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Enrollments/Dup. Headcount	56,485	57,699	52,945	52,170	50,400	48,630
WSCH	248,013.17	249,516.31	221,741	213,484.66	200,348.57	187,212.49
FTES	8,267.1	8,317.2	7,391.4	7,116.2	6,678.3	6,240.4
LOAD (WSCH/FTEF)*	563	591	576	590	596	602
Retention %	84%	85%	84%	84%	84%	84%
Success %	70%	70%	69%	69%	68%	68%
Classroom Teaching FTEF						
Full-time FTEF	223.69	218.9	214.8			
Adjunct FTEF	198.27	181.1	147.76			
Overload FTEF (F-T Faculty)	15.63	19.71	19.41			
Retired FTEF	2.68	2.74	2.88			
Total FTEF	440.27	422.45	384.85			
Percent Full-time	51%	52%	56%			
Reassigned FTEF	37.29	43.97	52.1			
Number of Sections	1847	1774	1599			
% Vocational Education	27%	26%	25%			
% Transferable	60%	61%	61%			
% Degree Applicable	7%	7%	8%			
% Basic Skills	5%	5%	5%			

Projection Methodology

Linear projections based upon 3 years' prior data, using simple linear regression trend analysis. <u>NOTE</u>: Not intended as a goal or target.

Notes: Academic Year = Fall + Spring only.

Successful Course Completion Rates: 2010-11

Demographic Variable	Count	Col%	Success	Non-Success	Withdraw	% Success	% Non-Success	% Withdraw
Ethnicity								
Asian	8,091	16	6,067	2,024	1,114	75	25	14
Black	2,047	4	1,185	862	388	58	42	19
Filipino	3,746	7	2,562	1,184	659	68	32	18
Hispanic	10,132	19	6,490	3,642	1,898	64	36	19
Native Am	191	0	120	71	36	63	37	19
Pac Islander	1,470	3	837	633	294	57	43	20
White	16,898	32	12,180	4,718	2,624	72	28	16
Other	4,867	9	3,630	1,237	651	75	25	13
Multi-Racial	4,657	9	2,943	1,714	900	63	37	19
Total	52,099	100	36,014	16,085	8,564	69	31	16
Gender								
Female	24,109	46	17,030	7,079	3,939	71	29	16
Male	25,497	49	17,122	8,375	4,302	67	33	17
Unrecorded	2,493	5	1,862	631	323	75	25	13
Total	52,099	100	36,014	16,085	8,564	69	31	16
Age								
19 or less	16,034	31	10,664	5,370	2,557	67	33	16
20-24	16,962	33	11,155	5,807	3,115	66	34	18
25-29	5,671	11	3,908	1,763	1,034	69	31	18
30-34	3,156	6	2,368	788	454	75	25	14
35-39	2,069	4	1,516	553	362	73	27	17
40-49	3,359	6	2,568	791	471	76	24	14
50+	3,386	6	2,691	695	416	79	21	12
Unrecorded	1,462	3	1,144	318	155	78	22	11
Total	52,099	100	36,014	16,085	8,564	69	31	16

DEFINITIONS:

Enrollments/Dup.Headcount:
Sum of end-of-term enrollments.

WSCH:
"Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.

Retention%:
The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

Success%:
The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

FTEF:
"Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.

LOAD (Productivity) WSCH/FTEF:
Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.

Reassigned FTEF:
Faculty assigned to projects to which there is no course/CRN.

FTES:
Full-Time Equivalent Students. Definition to be supplied.

Instructional Indicators, College Total, Fall Terms, 2008-2010

INDICATOR	Fall Term 2008	2009	2010
Enrollments/Dup.Headcount	27747	28936	26610
WSCH	122260.7	124593.94	113444.25
FTES	4075.4	4153.1	3781.5
LOAD (WSCH/FTEF)*	534	582	588
Retention %	84%	84%	84%
Success %	70%	69%	69%
Classroom Teaching FTEF			
Full-time FTEF	112.19	108.43	110.11
Adjunct FTEF	107.12	94.52	72.66
Overload FTEF (F-T Faculty)	8.57	10.33	9.28
Retired FTEF	0.87	0.94	0.94
Total FTEF	228.75	214.22	193
Percent Full-time	49%	51%	57%
Reassigned FTEF	21.03	19.49	22.84
Number of Sections	965	895	797
% Vocational Education	27%	25%	25%
% Transferable	61%	62%	61%
% Degree Applicable	7%	8%	9%
% Basic Skills	5%	5%	5%

DEFINITIONS:

Enrollments/Dup.Headcount:
Sum of end-of-term enrollments.

WSCH:
"Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.

Retention%:
The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

Success%:
The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

FTEF:
"Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.

LOAD (Productivity) WSCH/FTEF:
Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.

Reassigned FTEF:
Faculty assigned to projects to which there is no course/CRN.

FTES:
Full-Time Equivalent Students. Definition to be supplied.

Instructional Indicators, College Total, Spring Terms, 2008-2010

INDICATOR	Spring Term 2009	2010	2011
Enrollments/Dup. Headcount	28738	28763	26335
WSCH	125752.47	124922.37	108296.74
FTES	4191.7	4164.1	3609.9
LOAD (WSCH/FTEF)*	595	600	564
Retention %	83%	85%	83%
Success %	70%	71%	70%
Classroom Teaching FTEF			
Full-time FTEF	111.51	110.47	104.68
Adjunct FTEF	91.15	86.58	75.1
Overload FTEF (F-T Faculty)	7.06	9.38	10.13
Retired FTEF	1.81	1.8	1.94
Total FTEF	211.52	208.23	191.85
Percent Full-time	53%	53%	55%
Reassigned FTEF	16.26	24.48	29.26
Number of Sections	882	879	802
% Vocational Education	28%	28%	25%
% Transferable	60%	60%	62%
% Degree Applicable	7%	7%	8%
% Basic Skills	5%	5%	5%

DEFINITIONS:

Enrollments/Dup.Headcount:
Sum of end-of-term enrollments.

WSCH:
"Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.

Retention%:
The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

Success%:
The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

FTEF:
"Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.

LOAD (Productivity) WSCH/FTEF:
Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.

Reassigned FTEF:
Faculty assigned to projects to which there is no course/CRN.

FTES:
Full-Time Equivalent Students. Definition to be supplied.

Instructional Indicators, College Total, Summer Terms, 2008-2010

INDICATOR	Summer Term		
	2009	2010	2011
Enrollments/Dup.Headcount	9414	8445	8143
WSCH	33560.3	28855.61	27933.81
FTES	1118.7	961.9	931.1
LOAD (WSCH/FTEF)*	614	612	567
Retention %	91%	91%	91%
Success %	81%	82%	81%
Classroom Teaching FTEF			
Full-time FTEF	0	0	0
Adjunct FTEF	39.69	32.14	31.48
Overload FTEF (F-T Faculty)	14.9	15.03	17.77
Retired FTEF	0.1	0	0
Total FTEF	54.69	47.18	49.25
Percent Full-time	0%	0%	0%
Reassigned FTEF	8.59	6.99	10.04
Number of Sections	272	230	238
% Vocational Education	21%	21%	21%
% Transferable	69%	69%	70%
% Degree Applicable	6%	7%	7%
% Basic Skills	4%	3%	3%

DEFINITIONS:

Enrollments/Dup.Headcount:
Sum of end-of-term enrollments.

WSCH:
"Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.

Retention%:
The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)
.
Success%:
The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

FTEF:
"Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.

LOAD (Productivity) WSCH/FTEF:
Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.

Reassigned FTEF:
Faculty assigned to projects to which there is no course/CRN.

FTES:
Full-Time Equivalent Students. Definition to be supplied.

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

Delivery Mode Course Comparison: Distance Education vs. Traditional Mode
Student Success Indicators
Spring 2012 Program Review Cycle, Fall 2009 to Fall 2011

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	50	181	54	164	75	166	179	511
#Enrollments	1,408	6,104	1,542	5,484	2,229	5,282	5,179	16,870
% Success	58.2	63	54.3	63	61.8	61.9	58.6	63
% Retention	78.7	82	73.5	82.3	79.4	81.3	77.4	81.8

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	1,006	19.4	2,661	15.8	676	812	67.2	80.7	1,934	2,268	72.7	85.2
Black	199	3.8	569	3.4	76	143	38.2	71.9	268	462	47.1	81.2
Filipino	356	6.9	1,336	7.9	184	263	51.7	73.9	822	1,078	61.5	80.7
Hispanic	796	15.4	3,343	19.8	413	597	51.9	75.0	1,893	2,636	56.6	78.9
Native Am	26	0.5	70	0.4	17	24	65.4	92.3	43	57	61.4	81.4
Pac Islander	97	1.9	459	2.7	50	75	51.5	77.3	224	356	48.8	77.6
White	1,793	34.6	5,434	32.2	1,090	1,402	60.8	78.2	3,548	4,490	65.3	82.6
Other	413	8.0	1,527	9.1	226	303	54.7	73.4	901	1,219	59.0	79.8
Unrecorded	493	9.5	1,471	8.7	302	392	61.3	79.5	991	1,242	67.4	84.4
Total	5,179	100	16,870	100	3,034	4,011	58.6	77.4	10,624	13,808	63	81.8
Gender												
Female	2,962	57.2	7,727	45.8	1,793	2,353	60.5	79.4	5,012	6,351	64.9	82.2
Male	2,011	38.8	8,509	50.4	1,106	1,487	55.0	73.9	5,164	6,903	60.7	81.1
Unrecorded	206	4.0	634	3.8	135	171	65.5	83.0	448	554	70.7	87.4
Age												
19 or less	639	12.3	6,804	40.3	333	484	52.1	75.7	4,242	5,680	62.3	83.5
20-24	1,539	29.7	5,865	34.8	825	1,144	53.6	74.3	3,436	4,632	58.6	79.0
25-29	902	17.4	1,470	8.7	501	702	55.5	77.8	976	1,207	66.4	82.1
30-34	618	11.9	732	4.3	387	483	62.6	78.2	506	595	69.1	81.3
35-39	433	8.4	458	2.7	291	349	67.2	80.6	333	383	72.7	83.6
40-49	608	11.7	662	3.9	392	479	64.5	78.8	493	557	74.5	84.1
50+	368	7.1	517	3.1	258	305	70.1	82.9	370	432	71.6	83.6
Unrecorded	72	1.4	362	2.1	47	65	65.3	90.3	268	322	74.0	89.0
Total	5,179	100	16,870	100	3,034	4,011	58.6	77.4	10,624	13,808	63	81.8

DEFINITIONS AND NOTES:
Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered.
The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) **Indicates no distance course offered and no comparison**

Prepared by the Office of Planning, Research, and Institutional Effectiveness (PRIE)
Collegeofsanmateo.edu/prie

Instructional Program Types
Fall 2007 vs. Fall 2011

Data Included:

- Table A: *CSM Snapshot: Enrollment by Curriculum Offerings, Fall 2011*
- Table B: *Program Mix Summary, Fall 2007 vs. Fall 2011*

Key Findings:

- The below represents enrollments according to commonly used classifications for community college programs:
    - Basic Skills Courses, 8%
    - Pre-Collegiate Courses/AA/AS Degree Applicable, 7%
    - Transfer Courses (both UC and CSU), 56%
    - CTE Courses, 20%
    - Kinesiology Courses, 10%
- Overall, 79% of total enrollment is in transferable courses, comprised of Transfer, Kinesiology, and CTE courses, as shown in the shaded area below.
- Table B shows a comparison of the Fall 2007 and Fall 2011 program mix, and includes WSCH, FTEF, and Load.

CSM Snapshot: Enrollment by Curriculum Offerings, Fall 2011

Pre-Collegiate Courses, 1,784
AA/AS Degree Applicable but Not Transferable

Basic Skills Courses, 2,110
Not Applicable Toward AA/AS Degree

Transfer Courses, 14,447
UC/CSU Transferable

CTE Courses, 5,080
71.7% Transferable

Kinesiology Courses, 2,451
100% Transferable

Note: indicates transferable enrollment (79.4%, n=20,542).

Table A
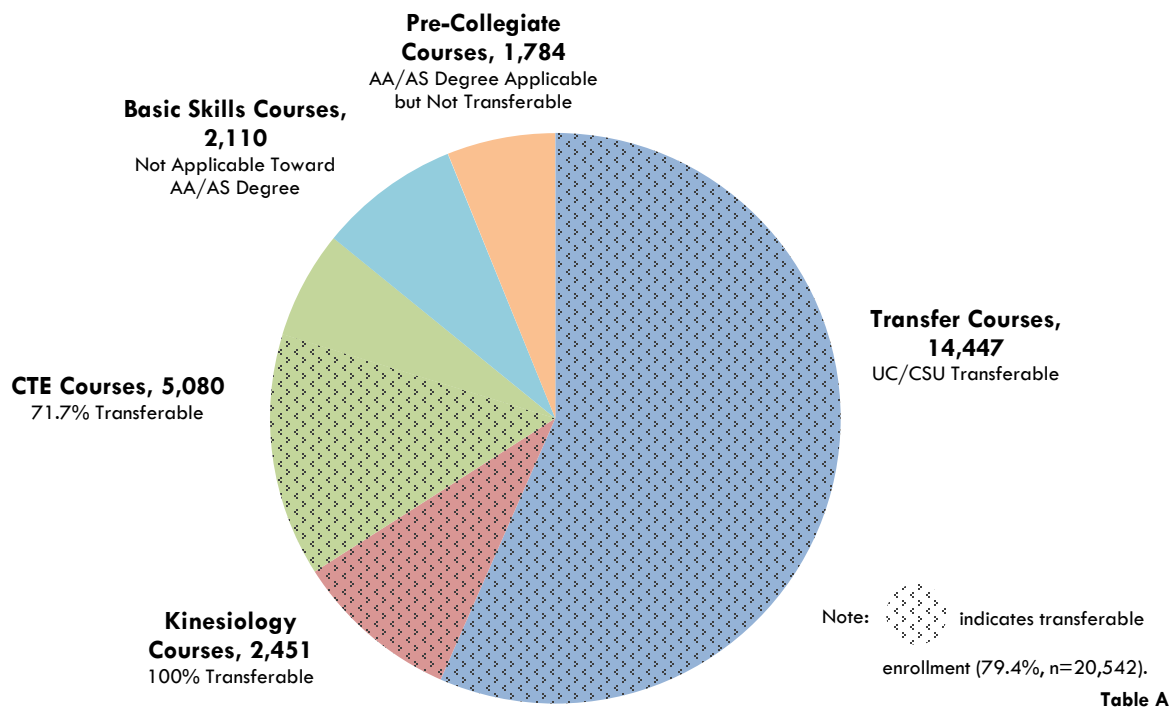
Program Mix Summary, Fall 2007 vs. Fall 2011

Program	WSCH		FTEF		Enrollment		LOAD
	Hrs/Week	%	Units	%	Count	%	WSCH/FTEF
Basic Skills *(Units do not apply to AA/AS Degree)*							
Fall 2007	8,652	7.3%	17.9	7.6%	2,152	7.8%	483.6
Fall 2011	9,411	8.8%	18.4	9.2%	2,110	8.2%	512.7
Difference (% chg)	758 (+8.8%)		0.5 (+2.6%)		-42 (-2.0%)		29 (+6%)
Transfer *(UC/CSU Transferable)*							
Fall 2007	60,033	50.4%	114.8	48.7%	14,265	51.4%	523.0
Fall 2011	58,857	54.7%	108.3	54.3%	14,447	55.8%	543.4
Difference (% chg)	-1,176 (-2.0%)		-6.5 (-5.6%)		182 (+1.3%)		20.4 (+4%)
CTE *(72% of Enrollments Transferable)*							
Fall 2007	29,287	24.6%	68.1	28.9%	6,674	24.1%	430.1
Fall 2011	22,451	20.9%	41.8	21.0%	5,080	19.6%	537.0
Difference (% chg)	-6,837 (-23.3%)		-26.3 (-38.6%)		-1,594 (-23.9%)		106.8 (+25%)
Kinesiology *(100% of Enrollments Transferable)*							
Fall 2007	11,585	9.7%	14.6	6.2%	2,644	9.5%	795.1
Fall 2011	8,241	7.7%	14.2	7.1%	2,451	9.5%	581.7
Difference (% chg)	-3,344 (-28.9%)		0.4 (-2.8%)		-193 (-7.3%)		-213.4 (-27%)
Pre-Collegiate *(AA/AS Degree Applicable but Not Transferable)*							
Fall 2007	9,456	7.9%	20.5	8.7%	2,002	7.2%	461.3
Fall 2011	8,555	8.0%	16.8	8.4%	1,784	6.9%	510.5
Difference (% chg)	-901 (-9.5%)		-3.7 (-18.3%)		-218 (-10.9%)		49.3 (+11%)
College Total							
Fall 2007	119,015	100%	235.83	100%	27,737	100%	504.7
Fall 2011	107,515	100%	199.41	100%	25,872	100%	539.2
Difference (% chg)	-11,499 (-9.7%)		-36.4 (-15.4%)		-1,865 (-6.7%)		34.5 (+7%)

Note: Transfer courses do not include CTE and Kinesiology coursework.

Table B

Instructional Productivity and Efficiency
Fall 2007 vs. Fall 2010

Collegewide Instructional Productivity and Efficiency Totals, Fall 2007 – Fall 2010

Semester	Enrollments	FTEF	FTES	WSCH	Load	Sections
Fall 2007	27,737	235.83	3,967.22	119,015	505	1,149
Fall 2008	27,758	228.63	3,975.45	119,263	522	1,113
Fall 2009	28,938	214.47	4,135.15	124,055	578	1,058
Fall 2010	26,632	192.68	3,731.41	111,942	581	945
Total	**111,065**	**871.61**	**15,809.23**	**474,274**	**544**	**4,265**
Change from Fall 2007 to Fall 2010	*-1105*	*-43.15*	*-235.81*	*-7072*	*76*	*-204*
% Change from Fall 2007 to Fall 2010	*-4.0%*	*-18.3%*	*-5.9%*	*-5.9%*	*15.1%*	*-17.8%*

Instructional Productivity and Efficiency, Fall 2007 vs. Fall 2010
Programs Sorted by Size and by WSCH, Magnitude, and Load

Data Included:

- Table A: *Large Programs Sorted by Fall 2010 WSCH*
- Table B: *Large Programs Sorted by Magnitude*
- Table C: *Large Programs Sorted by Load*
- Table D: *Medium Programs Sorted by Fall 2010 WSCH*
- Table E: *Medium Programs Sorted by Magnitude*
- Table F: *Medium Programs Sorted by Load*
- Table G: *Small Programs Sorted by Fall 2010 WSCH*
- Table H: *Small Programs Sorted by Magnitude*
- Table I: *Small Programs Sorted by Load*

Large Programs Sorted by Fall 2010 WSCH

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Mathematics	2,517	2,943	13,241	15,500	2,260	17.1%	614
English & Literature	2,090	2,354	8,893	10,544	1,651	18.6%	453
English	2,029	2,257	8,706	10,253	1,547	17.8%	452
Physical Education (Combined Depts.)	2,644	2,485	11,585	8,664	-2,921	-25.2%	655
Biology & Health Science	1,486	1,344	7,293	7,552	259	3.6%	715
Biology	1,108	1,194	6,588	7,102	514	7.8%	713
Art	849	897	5,516	5,345	-171	-3.1%	581
Cosmetology	223	218	3,608	4,587	978	27.1%	1,274
Chemistry	422	428	3,854	3,948	94	2.4%	599
English Second Language	934	827	3,730	3,586	-145	-3.9%	437
Accounting	890	1,192	3,989	3,525	-464	-11.6%	666
Music	1,122	1,000	4,680	3,311	-1,370	-29.3%	502
Psychology	1,124	974	3,804	3,302	-503	-13.2%	937
Speech Communication	687	736	2,790	3,101	312	11.2%	506
Nursing	559	498	2,165	2,942	777	35.9%	274
ART 2-D	260	310	2,314	2,860	546	23.6%	696
Physical Education - Fitness	921	991	3,583	2,827	-756	-21.1%	785

Notes: Large Programs = WSCH > 2,500 for Fall 2010.
Magnitude = % change Fall 2007 to Fall 2010, or $\frac{Fall\ 2010 - Fall\ 2007}{Fall\ 2007}$

Table A

Large Programs Sorted by Magnitude

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Nursing	559	498	2,165	2,942	777	35.9%	274
Cosmetology	223	218	3,608	4,587	978	27.1%	1,274
ART 2-D	260	310	2,314	2,860	546	23.6%	696
English & Literature	2,090	2,354	8,893	10,544	1,651	18.6%	453
English	2,029	2,257	8,706	10,253	1,547	17.8%	452
Mathematics	2,517	2,943	13,241	15,500	2,260	17.1%	614
Speech Communication	687	736	2,790	3,101	312	11.2%	506
Biology	1,108	1,194	6,588	7,102	514	7.8%	713
Biology & Health Science	1,486	1,344	7,293	7,552	259	3.6%	715
Chemistry	422	428	3,854	3,948	94	2.4%	599
Art	849	897	5,516	5,345	-171	-3.1%	581
English Second Language	934	827	3,730	3,586	-145	-3.9%	437
Accounting	890	1,192	3,989	3,525	-464	-11.6%	666
Psychology	1,124	974	3,804	3,302	-503	-13.2%	937
Physical Education - Fitness	921	991	3,583	2,827	-756	-21.1%	785
Physical Education (Combined Depts.)	2,644	2,485	11,585	8,664	-2,921	-25.2%	655
Music	1,122	1,000	4,680	3,311	-1,370	-29.3%	502

Notes: Large Programs = WSCH > 2,500 for Fall 2010.

Magnitude = % change Fall 2007 to Fall 2010, or $\frac{Fall\ 2010 - Fall\ 2007}{Fall\ 2007}$

Table B

Large Programs Sorted by Load

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Cosmetology	223	218	3,608	4,587	978	27.1%	1,274
Psychology	1,124	974	3,804	3,302	-503	-13.2%	937
Physical Education - Fitness	921	991	3,583	2,827	-756	-21.1%	785
Biology & Health Science	1,486	1,344	7,293	7,552	259	3.6%	715
Biology	1,108	1,194	6,588	7,102	514	7.8%	713
ART 2-D	260	310	2,314	2,860	546	23.6%	696
Accounting	890	1,192	3,989	3,525	-464	-11.6%	666
Physical Education (Combined Depts.)	2,644	2,485	11,585	8,664	-2,921	-25.2%	655
Mathematics	2,517	2,943	13,241	15,500	2,260	17.1%	614
Chemistry	422	428	3,854	3,948	94	2.4%	599
Art	849	897	5,516	5,345	-171	-3.1%	581
Speech Communication	687	736	2,790	3,101	312	11.2%	506
Music	1,122	1,000	4,680	3,311	-1,370	-29.3%	502
English & Literature	2,090	2,354	8,893	10,544	1,651	18.6%	453
English	2,029	2,257	8,706	10,253	1,547	17.8%	452
English Second Language	934	827	3,730	3,586	-145	-3.9%	437
Nursing	559	498	2,165	2,942	777	35.9%	274

Notes: Large Programs = WSCH > 2,500 for Fall 2010.
Magnitude = % change Fall 2007 to Fall 2010, or $\frac{Fall\ 2010 - Fall\ 2007}{Fall\ 2007}$

Table C

Medium Programs Sorted by Fall 2010 WSCH

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Computer Information Science	406	454	1,773	2,382	609	34.3%	522
Fire Science Technology	348	335	2,864	2,338	-526	-18.4%	913
DGME	0	612	0	2,314	2,314	0%	420
Ethnic Studies	809	766	2,426	2,308	-117	-4.8%	773
Physical Education - Varsity Sports	253	260	2,805	2,240	-565	-20.2%	715
History	620	649	1,923	1,947	24	1.2%	608
Business & Management	699	516	2,364	1,901	-463	-19.6%	680
Foreign Languages	985	470	4,230	1,850	-2,380	-56.3%	631
Astronomy	432	471	1,583	1,757	174	11.0%	874
Political Science	551	522	1,713	1,736	24	1.4%	531
Business	642	447	2,181	1,694	-487	-22.3%	708
Sociology	509	537	1,697	1,611	-86	-5.1%	671
Physics	207	242	1,243	1,582	339	27.2%	486
Business Microcomputer Applications	498	590	1,381	1,513	132	9.6%	658
Philosophy	391	441	1,449	1,323	-126	-8.7%	643
Administration of Justice	308	348	1,021	1,311	291	28.5%	632
Electronics Technology	141	282	751	1,283	532	70.9%	444
Spanish	228	248	1,027	1,248	220	21.4%	720
Photography	177	176	1,243	1,151	-92	-7.4%	554
Economics	393	372	1,211	1,116	-95	-7.9%	620
Physical Education Adaptive/Corrective	455	397	1,255	1,037	-218	-17.4%	741
Reading	378	397	1,332	1,031	-301	-22.6%	516
Physical Education - Team Sport	210	244	1,302	1,010	-292	-22.4%	407
Dental Assisting	214	261	865	987	122	14.1%	416
Art History	168	218	640	885	245	38.3%	776
Career and Personal Development	684	655	1,035	856	-179	-17.3%	713

Notes: Medium Programs = 750 <= WSCH <= 2,500 for Fall 2010.
Magnitude = % change Fall 2007 to Fall 2010, or $\frac{Fall\ 2010 - Fall\ 2007}{Fall\ 2007}$

Table D

Medium Programs Sorted by Magnitude

| Programs | Enrollments | | WSCH | | | | Fall 2010 Load |
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Electronics Technology	141	282	751	1,283	532	70.9%	444
Art History	168	218	640	885	245	38.3%	776
Computer Information Science	406	454	1,773	2,382	609	34.3%	522
Administration of Justice	308	348	1,021	1,311	291	28.5%	632
Physics	207	242	1,243	1,582	339	27.2%	486
Spanish	228	248	1,027	1,248	220	21.4%	720
Dental Assisting	214	261	865	987	122	14.1%	416
Astronomy	432	471	1,583	1,757	174	11.0%	874
Business Microcomputer Applications	498	590	1,381	1,513	132	9.6%	658
Political Science	551	522	1,713	1,736	24	1.4%	531
History	620	649	1,923	1,947	24	1.2%	608
Ethnic Studies	809	766	2,426	2,308	-117	-4.8%	773
Sociology	509	537	1,697	1,611	-86	-5.1%	671
Photography	177	176	1,243	1,151	-92	-7.4%	554
Economics	393	372	1,211	1,116	-95	-7.9%	620
Philosophy	391	441	1,449	1,323	-126	-8.7%	643
Career and Personal Development	684	655	1,035	856	-179	-17.3%	713
Physical Education Adaptive/Corrective	455	397	1,255	1,037	-218	-17.4%	741
Fire Science Technology	348	335	2,864	2,338	-526	-18.4%	913
Business & Management	699	516	2,364	1,901	-463	-19.6%	680
Physical Education - Varsity Sports	253	260	2,805	2,240	-565	-20.2%	715
Business	642	447	2,181	1,694	-487	-22.3%	708
Physical Education - Team Sport	210	244	1,302	1,010	-292	-22.4%	407
Reading	378	397	1,332	1,031	-301	-22.6%	516
Foreign Languages	985	470	4,230	1,850	-2,380	-56.3%	631
DGME	0	612	0	2,314	2,314	N/A	420

Notes: Medium Programs = 750 <= WSCH <= 2,500 for Fall 2010.
Magnitude = % change Fall 2007 to Fall 2010, or $\frac{Fall\ 2010 - Fall\ 2007}{Fall\ 2007}$

Table E

Medium Programs Sorted by Load

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Fire Science Technology	348	335	2,864	2,338	-526	-18.4%	913
Astronomy	432	471	1,583	1,757	174	11.0%	874
ART History	168	218	640	885	245	38.3%	776
Ethnic Studies	809	766	2,426	2,308	-117	-4.8%	773
Physical Education Adaptive/Corrective	455	397	1,255	1,037	-218	-17.4%	741
Spanish	228	248	1,027	1,248	220	21.4%	720
Physical Education - Varsity Sports	253	260	2,805	2,240	-565	-20.2%	715
Career and Personal Development	684	655	1,035	856	-179	-17.3%	713
Business	642	447	2,181	1,694	-487	-22.3%	708
Business & Management	699	516	2,364	1,901	-463	-19.6%	680
Sociology	509	537	1,697	1,611	-86	-5.1%	671
Business Microcomputer Applications	498	590	1,381	1,513	132	9.6%	658
Philosophy	391	441	1,449	1,323	-126	-8.7%	643
Administration of Justice	308	348	1,021	1,311	291	28.5%	632
Foreign Languages	985	470	4,230	1,850	-2,380	-56.3%	631
Economics	393	372	1,211	1,116	-95	-7.9%	620
History	620	649	1,923	1,947	24	1.2%	608
Photography	177	176	1,243	1,151	-92	-7.4%	554
Political Science	551	522	1,713	1,736	24	1.4%	531
Computer Information Science	406	454	1,773	2,382	609	34.3%	522
Reading	378	397	1,332	1,031	-301	-22.6%	516
Physics	207	242	1,243	1,582	339	27.2%	486
Electronics Technology	141	282	751	1,283	532	70.9%	444
DGME	0	612	0	2,314	2,314	0.0%	420
Dental Assisting	214	261	865	987	122	14.1%	416
Physical Education - Team Sport	210	244	1,302	1,010	-292	-22.4%	407

Notes: Medium Programs = 750 <= WSCH <= 2,500 for Fall 2010.
Magnitude = % change Fall 2007 to Fall 2010, or $\frac{Fall\ 2010 - Fall\ 2007}{Fall\ 2007}$

Table F

Small Programs Sorted by Fall 2010 WSCH

| Programs | Enrollments | | WSCH | | | | Fall 2010 Load |
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Social Science	209	227	689	735	46	6.7%	487
Business Windows Applications	361	395	760	641	-118	-15.6%	493
Dance	434	298	1,268	629	-640	-50.4%	698
Architecture	89	119	756	577	-179	-23.7%	940
Film	183	137	660	565	-95	-14.5%	753
Geology	73	134	302	563	261	86.2%	1,005
ART 3 –D	48	77	413	545	132	32.0%	665
Anthropology	105	152	319	456	137	43.0%	760
Health Science	378	150	705	450	-255	-36.2%	750
Humanities	233	142	736	449	-287	-39.0%	621
Alcohol & Other Drug Studies	163	144	541	443	-98	-18.1%	554
Real Estate	361	136	1,191	408	-783	-65.8%	680
Aquatics	119	133	447	399	-48	-10.8%	665
Engineering	43	72	233	389	156	67.1%	522
Drafting Technology	65	54	490	369	-121	-24.7%	385
Physical Education - Theory	151	99	509	365	-144	-28.3%	421
Literature	61	97	188	291	103	55.0%	485
Geography	98	94	294	282	-12	-4.1%	705
Building Inspection	191	83	626	257	-369	-59.0%	428
Oceanography	155	59	637	248	-389	-61.1%	1239
Management	57	69	183	207	24	12.9%	518
American Sign Language	152	86	614	181	-434	-70.6%	301
Physical Education - Individual Sport	101	63	415	157	-258	-62.2%	628
Chinese	141	51	591	153	-438	-74.1%	765
Italian	147	45	631	149	-483	-76.5%	743
Horticulture	165	43	603	135	-468	-77.6%	277
Japanese	140	40	589	120	-469	-79.6%	600
METE	12	28	48	118	70	145.0%	588
Paleontology	30	27	120	113	-7	-5.5%	567
Library Science	19	50	45	79	34	75.2%	1,051
Developmental Learning Skills	76	17	58	19	-39	-66.9%	289
Human Services	152	0	581	0	-581	-100.0%	0

Small Programs Sorted by Fall 2010 WSCH (cont.)

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Admin of Justice - Public Safety	0	161	0	0	0	0	0
Electrical Apprenticeship	168	128	0	0	0	0	0
Sprinkler Fitter Apprentice	200	148	0	0	0	0	0
Aeronautics	15	0	50	0	-50	-100.0%	0
Broadcasting Arts	83	0	423	0	-423	-100.0%	0
Consumer Arts and Science	60	0	180	0	-180	-100.0%	0
Cooperative Education	193	0	577	0	-577	-100.0%	0
French	117	0	524	0	-524	-100.0%	0
German	60	0	254	0	-254	-100.0%	0
Graphics	135	0	801	0	-801	-100.0%	0
Journalism	40	0	153	0	-153	-100.0%	0
MANU	21	0	84	0	-84	-100.0%	0
Machine Tool Technology	18	0	72	0	-72	-100.0%	0
Multimedia	271	0	1,026	0	-1,026	-100.0%	0
Welding	96	0	768	0	-768	-100.0%	0
PLUM	195	0	1,103	0	-1,103	-100.0%	0

Notes: Small Programs = WSCH < 750 for Fall 2010.

Magnitude = % change Fall 2007 to Fall 2010, or $\frac{Fall\ 2010 - Fall\ 2007}{Fall\ 2007}$

Table G

Small Programs Sorted by Magnitude

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
METE	12	28	48	118	70	145.0%	588
Geology	73	134	302	563	261	86.2%	1,005
Library Science	19	50	45	79	34	75.2%	1,051
Engineering	43	72	233	389	156	67.1%	522
Literature	61	97	188	291	103	55.0%	485
Anthropology	105	152	319	456	137	43.0%	760
ART 3 -D	48	77	413	545	132	32.0%	665
Management	57	69	183	207	24	12.9%	518
Social Science	209	227	689	735	46	6.7%	487
Geography	98	94	294	282	-12	-4.1%	705
Paleontology	30	27	120	113	-7	-5.5%	567
Aquatics	119	133	447	399	-48	-10.8%	665
Film	183	137	660	565	-95	-14.5%	753
Business Windows Applications	361	395	760	641	-118	-15.6%	493
Alcohol & Other Drug Studies	163	144	541	443	-98	-18.1%	554
Architecture	89	119	756	577	-179	-23.7%	940
Drafting Technology	65	54	490	369	-121	-24.7%	385
Physical Education - Theory	151	99	509	365	-144	-28.3%	421
Health Science	378	150	705	450	-255	-36.2%	750
Humanities	233	142	736	449	-287	-39.0%	621
Dance	434	298	1,268	629	-640	-50.4%	698
Building Inspection	191	83	626	257	-369	-59.0%	428
Oceanography	155	59	637	248	-389	-61.1%	1,239
Physical Education - Individual Sport	101	63	415	157	-258	-62.2%	628
Real Estate	361	136	1,191	408	-783	-65.8%	680
Developmental Learning Skills	76	17	58	19	-39	-66.9%	289
American Sign Language	152	86	614	181	-434	-70.6%	301
Chinese	141	51	591	153	-438	-74.1%	765
Italian	147	45	631	149	-483	-76.5%	743
Horticulture	165	43	603	135	-468	-77.6%	277
Japanese	140	40	589	120	-469	-79.6%	600
Human Services	152	0	581	0	-581	-100.0%	0
Aeronautics	15	0	50	0	-50	-100.0%	0
Broadcasting Arts	83	0	423	0	-423	-100.0%	0

Small Programs Sorted by Magnitude (cont.)

| Programs | Enrollments | | WSCH | | | | Fall 2010 Load |
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Consumer Arts and Science	60	0	180	0	-180	-100.0%	0
Cooperative Education	193	0	577	0	-577	-100.0%	0
French	117	0	524	0	-524	-100.0%	0
German	60	0	254	0	-254	-100.0%	0
Graphics	135	0	801	0	-801	-100.0%	0
Journalism	40	0	153	0	-153	-100.0%	0
MANU	21	0	84	0	-84	-100.0%	0
Machine Tool Technology	18	0	72	0	-72	-100.0%	0
Multimedia	271	0	1,026	0	-1,026	-100.0%	0
Welding	96	0	768	0	-768	-100.0%	0
PLUM	195	0	1,103	0	-1,103	-100.0%	0
Admin of Justice - Public Safety	0	161	0	0	0	0%	0
Electrical Apprenticeship	168	128	0	0	0	0%	0
Sprinkler Fitter Apprentice	200	148	0	0	0	0%	0

Notes: Small Programs = WSCH < 750 for Fall 2010.

Magnitude = % change Fall 2007 to Fall 2010, or $\frac{Fall\ 2010 - Fall\ 2007}{Fall\ 2007}$

Table H

Small Programs Sorted by Load

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Oceanography	155	59	637	248	-389	-61.1%	1,239
Library Science	19	50	45	79	34	75.2%	1,051
Geology	73	134	302	563	261	86.2%	1,005
Architecture	89	119	756	577	-179	-23.7%	940
Chinese	141	51	591	153	-438	-74.1%	765
Anthropology	105	152	319	456	137	43.0%	760
Film	183	137	660	565	-95	-14.5%	753
Health Science	378	150	705	450	-255	-36.2%	750
Italian	147	45	631	149	-483	-76.5%	743
Geography	98	94	294	282	-12	-4.1%	705
Dance	434	298	1,268	629	-640	-50.4%	698
Real Estate	361	136	1,191	408	-783	-65.8%	680
Aquatics	119	133	447	399	-48	-10.8%	665
ART 3 -D	48	77	413	545	132	32.0%	665
Physical Education - Individual Sport	101	63	415	157	-258	-62.2%	628
Humanities	233	142	736	449	-287	-39.0%	621
Japanese	140	40	589	120	-469	-79.6%	600
METE	12	28	48	118	70	145.0%	588
Paleontology	30	27	120	113	-7	-5.5%	567
Alcohol & Other Drug Studies	163	144	541	443	-98	-18.1%	554
Engineering	43	72	233	389	156	67.1%	522
Management	57	69	183	207	24	12.9%	518
Business Windows Applications	361	395	760	641	-118	-15.6%	493
Social Science	209	227	689	735	46	6.7%	487
Literature	61	97	188	291	103	55.0%	485
Building Inspection	191	83	626	257	-369	-59.0%	428
Physical Education - Theory	151	99	509	365	-144	-28.3%	421
Drafting Technology	65	54	490	369	-121	-24.7%	385
American Sign Language	152	86	614	181	-434	-70.6%	301
Developmental Learning Skills	76	17	58	19	-39	-66.9%	289
Horticulture	165	43	603	135	-468	-77.6%	277
Human Services	152	0	581	0	-581	-100.0%	0
Aeronautics	15	0	50	0	-50	-100.0%	0

Small Programs Sorted by Load (cont.)

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Broadcasting Arts	83	0	423	0	-423	-100.0%	0
Consumer Arts and Science	60	0	180	0	-180	-100.0%	0
Cooperative Education	193	0	577	0	-577	-100.0%	0
French	117	0	524	0	-524	-100.0%	0
German	60	0	254	0	-254	-100.0%	0
Graphics	135	0	801	0	-801	-100.0%	0
Journalism	40	0	153	0	-153	-100.0%	0
MANU	21	0	84	0	-84	-100.0%	0
Machine Tool Technology	18	0	72	0	-72	-100.0%	0
Multimedia	271	0	1,026	0	-1,026	-100.0%	0
Welding	96	0	768	0	-768	-100.0%	0
PLUM	195	0	1,103	0	-1,103	-100.0%	0
Admin of Justice - Public Safety	0	161	0	0	0	0	0
Electrical Apprenticeship	168	128	0	0	0	0	0
Sprinkler Fitter Apprentice	200	148	0	0	0	0	0

Notes: Small Programs = WSCH < 750 for Fall 2010.

Magnitude = % change Fall 2007 to Fall 2010, or $\frac{Fall\ 2010 - Fall\ 2007}{Fall\ 2007}$

Table I

This page intentionally left blank.

Student Services and Other Supports

In This Section

Target Populations
- *Disabled Students Programs and Services (DSPS) Program Participation, 2005/06 – 2009/10*
- *Extended Opportunity Programs and Services (EOPS) Program Participation, 2005/06 – 2009/10*

Financial Aid Awards
- *CSM Financial Aid Awards, 2005/06 – 2009/10*

Campus Safety
- *CSM Campus Crime Statistics, 1991 – 2010*

Overview

Student Services provides assistance to thousands of students a year to help ensure they meet their educational goals. And integration of instructional and student services programs has been a long, valued tradition at CSM and this collaboration has been critical to supporting student success and persistence. The broad array of student support services include:

- Assessment Center
- Admissions and Enrollment Services
- Articulation
- CalWorks
- Career Services
- Counseling Services
- Counseling Support Center
- Child Development Center
- Disabled Students Programs & Services Resources
- Extended Opportunity Program and Services (EOPS)/CARE

- Financial Aid/Scholarships
- Health Services Center
- High School Relations
- International Students Program
- Multicultural Center
- Psychological Services
- Scholarships
- Student Life & Leadership Development
- Transfer Services
- Veteran Services
- Veterans Resource and Opportunity Center (VROC)

Special Populations

This Section includes 5-year trend data for DSPS, EOPS, and Financial Aid for the period 2005/6 – 2009/10.

The most recent data available for crime statistics are also included in this section—further evidence that CSM continues to be a very safe environment for its students and the campus community.

Financial Aid: Increase in Awards

CSM has made an intensive effort to increase the numbers of students receiving financial assistance—critical for many students to remain in school. As indicated in the Section, *College Index*, the total amount of financial aid awarded continues to grow (Indicator 1.12):

Financial Aid Snapshot:

Year	Awards	Change
2008/09:	$4,988,079	---
2009/10:	$7,637,662	+53.1%
2010/11:	$9,017,512	+18.1%
2011/12:	$9,615,848	+6.6%

Disabled Students Programs and Services (DSPS)
Program Participation
2005/06-2009/10

Key Findings:

- The number of students with disabilities has increased 36% (+198 students) during this period of time.
- The largest increases in specifically identified disabilities were in the number of learning disabled and psychologically disabled students, +10% (+11 students) and 22% (+13 students), respectively.
- Students categorized as "Other Disability" type increased 137% (+155).

DSPS Program Enrollment: 5-Year Perspective

Primary Disability Type	2005/06		2006/07		2007/08		2008/09		2009/10		5-Year Change
Mobility Impaired	151	27.1%	149	25.0%	137	21.0%	119	15.7%	129	17.1%	-10.0
Learning Disabled	109	19.6	104	17.4	121	18.6	134	17.7	120	15.9	-3.7
Psychological Disability	60	10.8	62	10.4	73	11.2	104	13.7	92	12.2	1.4
Acquired Brain Injury	78	14.0	75	12.6	76	11.7	80	10.6	79	10.5	-3.5
Developmentally Delayed Learner	4	0.7	10	1.7	18	2.8	25	3.3	24	3.2	2.5
Visually Impaired	22	3.9	27	4.5	19	2.9	21	2.8	19	2.5	-1.4
Hearing Impaired	19	3.4	14	2.3	16	2.5	18	2.4	12	1.6	-1.8
Speech/Language Impaired	1	0.2	5	0.8	5	0.8	9	1.2	12	1.6	1.4
Other Disability	113	20.3	151	25.3	186	28.6	248	32.7	268	35.5	15.2
Total	557	100%	597	100%	651	100%	758	100%	755	100%	+35.5%

Notes: 1. Data sorted in descending order of 2009/10 program enrollment.

2. The Disabled Students Programs and Services (DSPS) program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers.

3. 5-Year Change represents the change, expressed in percentage points, in percent share of the total for individual disability types. "Total" row represents percent change in overall number of DSPS students.

Source: CCCCO Data Mart, http://www.cccco.edu/CommunityColleges/DataMart/tabid/848/Default.aspx.

Extended Opportunity Programs and Services (EOPS)
Program Participation
2005/06-2009/10

Key Findings:

- The number of students participating in the EOPS program dramatically declined (-27%) in 2009/10 due to budget reductions from the State Chancellor's Office.

EOPS Program Enrollment: 5-Year Perspective

EOPS Status	2005/06		2006/07		2007/08		2008/09		2009/10		5-Year Change
EOPS Participant	505	98.1%	525	98.5%	526	98.5%	633	97.5%	359	95.7%	-2.4
EOPS and CARE Participant	10	1.9	8	1.5	8	1.5	16	2.5	16	4.3	2.4
Total	515	100%	533	100%	534	100%	649	100%	375	100%	-27.2%

Notes: 1. The Extended Opportunity Programs and Services (EOPS) program's primary goal is to increase college access and support services for students disadvantaged by language, social, economic and educational factors. EOPS offers academic and support counseling, financial aid and other support services.

2. The Cooperative Agencies Resources for Education (CARE) program was created to expand services for EOPS students who are welfare-dependent single heads of household enrolled full time in the community colleges system.

3. 5-Year Change represents the change, expressed in percentage points, in percent share of the total. "Total" row represents percent change in overall number of EOPS students.

Source: CCCCO Data Mart, http://www.cccco.edu/CommunityColleges/DataMart/tabid/848/Default.aspx

CSM Financial Aid Awards
2005/06 – 2009/10

Data Included:

- Table A: *CSM Snapshot: Financial Aid Awards, 2009-2010*
- Table B: *CSM Financial Aid Awards, 5 Year Perspective*
- Table C: *CSM Financial Aid Awards: 05/06 to 09/10 Comparison*

Key Findings:

- During the past 5 years, more than 32,000 CSM students (duplicated) have received financial aid in the amount of $24.7 million.
- The most common awards for students are Pell Grants and BOGW, which account for 79.5% of total financial aid dollars awarded.
- The total amount of financial aid dollars awarded to students has increased by 85.2% since 2005/06.

CSM Snapshot: Financial Aid Awards, 2009-2010

Award Description	Count	Total ($)
Board of Governor's Fee Waiver (BOGW): Part A-1 based on TANF recipient status	341	$ 80,804
BOGW: Part B based on income standards	3,165	976,132
BOGW: Part C based on financial need	1,747	591,080
Fee Waiver – Dependent child of Deceased Law Enforcement/Fire Suppression	0	0
Fee Waiver – Dependent child of deceased or disabled Veteran	37	9,706
Fee Waiver – Dependent surviving spouse or child of deceased victims of September 11, 2001 terrorist attack	1	364
Academic Competitiveness Grant	72	51,465
Cal Grant B	90	108,329
Cal Grant C	10	4,248
CARE Grant	15	9,000
Chafee Grant	7	30,000
EOPS Grant	0	0
Pell Grant	1,517	4,822,882
Supplemental Educational Opportunity Grant (SEOG)	447	203,150
Parent Loan for Undergraduate Students (PLUS)	1	7,500
Stafford Loan, subsidized	116	407,764
Stafford Loan, unsubsidized	30	69,869
Federal Work Study (FWS, Federal share)	47	138,636
Other Work Study and matching funds	27	126,733
Total Awards	7,670	$ 7,637,662

Notes: Students may have received more than one award type.
Table A

CSM Financial Aid Awards: 5-Year Perspective

Award Description	Count	Total ($)
Board of Governor's Fee Waiver (BOGW): Part A-1 based on TANF recipient status	1,295	$ 266,000
BOGW: Part B based on income standards	14,821	4,283,731
BOGW: Part C based on financial need	6,129	1,920,221
Fee Waiver – Dependent child of Deceased Law Enforcement/Fire Suppression	62	14,487
Fee Waiver – Dependent child of deceased or disabled Veteran	51	12,156
Fee Waiver – Dependent surviving spouse or child of deceased victims of September 11, 2001 terrorist attack	1	364
Academic Competitiveness Grant	141	97,490
Cal Grant B	639	826,368
Cal Grant C	70	27,270
CARE Grant	52	64,590
Chafee Grant	30	106,338
EOPS Grant	465	162,400
Pell Grant	4,951	13,447,633
Supplemental Educational Opportunity Grant (SEOG)	2,635	1,071,953
Parent Loan for Undergraduate Students (PLUS)	17	128,898
Stafford Loan, subsidized	343	1,064,214
Stafford Loan, unsubsidized	66	164,137
Federal Work Study (FWS, Federal share)	213	604,517
Other Work Study and matching funds	109	459,761
Total	32,090	$24,722,528

Notes: Data represent total awards from 2005/06 through 2009/10. Students may have received more than one award type.
Table B

CSM Financial Aid Awards: 2005/06 to 2009/10 Comparison

Award Description	Number of Awards and Total Dollars				Percent Change in Total $
	2005/06		2009/10		
Board of Governor's Fee Waiver (BOGW): Part A-1 based on TANF recipient status	250	$ 58,448	341	$ 80,804	38.2%
BOGW: Part B based on income standards	2,993	1,014,911	3,165	976,132	-3.8
BOGW: Part C based on financial need	1,013	352,287	1,747	591,080	67.8
Fee Waiver – Dependent child of Deceased Law Enforcement/Fire Suppression	0	0	0	0	0.0
Fee Waiver – Dependent child of deceased or disabled Veteran	0	0	37	9,706	---
Fee Waiver – Dependent surviving spouse or child of deceased victims of September 11, 2001 terrorist attack	0	0	1	364	---
Academic Competitiveness Grant	0	0	72	51,465	---
Cal Grant B	144	187,775	90	108,329	-42.3
Cal Grant C	21	8,496	10	4,248	-50.0
CARE Grant	10	19,000	15	9,000	-52.6
Chafee Grant	0	0	7	30,000	---
EOPS Grant	100	48,750	0	0	---
Pell Grant	821	1,903,042	1,517	4,822,882	153.4
Supplemental Educational Opportunity Grant (SEOG)	550	219,670	447	203,150	-7.5
Parent Loan for Undergraduate Students (PLUS)	5	36,734	1	7,500	-79.6
Stafford Loan, subsidized	52	124,440	116	407,764	227.7
Stafford Loan, unsubsidized	3	4,821	30	69,869	1,349.3
Federal Work Study (FWS, Federal share)	50	100,924	47	138,636	37.4
Other Work Study and matching funds	17	44,229	27	126,733	186.5
Total	6,029	$ 4,123,527	7,670	$7,637,662	85.2

Notes: Students may have received more than one award type.
Table C

CSM Campus Crime Statistics
1991 - 2010

Data Included:

- Table A: *Number of Incidents Reported to CSM College Security Office, 1991 - 2010*
- Table B: *Number of Arrests at CSM, 1991 - 2010*

Notes and Findings:

- In compliance with the Federal Public Law 101-542, the Student Right-to-Know and Campus Security Act of 1990 (Cleary Act), all colleges and universities across the nation are required to publicly report campus crime statistics to students and staff members. The following data presents crime statistics on the property of College of San Mateo.
- As of the date of publication, the most recent available data are for 2010.
- As these data indicate, CSM is a very safe campus, with relatively few incidents or arrests.

Number of Incidents Reported to CSM College Security Office for Specified Offenses: 1991 – 2010

Offense	Reported Occurrences by Year																			
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Homicide / Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses [Forcible]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses [Non-Forcible]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Aggravated Assault	9	5	2	1	3	2	6	6	5	3	1	0	0	0	0	0	0	0	0	0
Burglary	21	14	23	19	20	15	23	4	7	9	2	22	8	15	16	9	7	3	0	0
Motor Vehicle Theft	11	7	6	12	8	6	10	4	13	5	5	5	1	3	4	0	0	0	0	2
Arson	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Hate / Prejudice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table A

Number of Arrests at CSM for Specified Offenses: 1991 - 2010

Offense	Number of Arrests by Year																			
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Drug-Abuse Laws	0	0	0	0	0	2	0	0	0	1	0	0	4	0	1	0	0	0	0	0
Weapons Possession	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Alcohol Laws	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	1	0	0	2

Table B

This page intentionally left blank.

Career and Technical Education (CTE)

In This Section

Industry and Occupation Reports
- *Digital Media Jobs by Occupation Report, SF Bay Area, 2011*
- *Digital Media Occupation Report, SF Bay Area, 2011*
- *Fitness Trainers and Aerobic Instructors Jobs by Occupation Report, SF Bay Area, 2011*
- *Fitness Trainers and Aerobic Instructors Occupation Report, SF Bay Area, 2011*
- *Registered Nurses Occupation Report, SF Bay Area, 2011*
- *Registered Nurses Occupation Report, San Mateo County, 2011*

Overview

This Section, *Career and Technical Education (CTE)*, contains illustrations of labor market studies available to inform decision-making regarding CSM's workforce development and CTE programs. The EMSI (Economic Modeling Specialists) reports included here provide perspectives on job growth in the San Francisco Bay Area for the fields of digital media, fitness training, and nursing.[1] These reports, as well as other data, are used to help guide course design, external grants development, and degree and certificate program planning.

CSM's Office of Planning, Research, and Institutional Development has access to EMSI tools and can conduct relevant studies, as requested by the college community, for a full range of disciplines.

Trends

As noted in the Section, *Instructional Programs*, in Fall 2011 CTE courses comprised 20% of all courses, of whom the vast majority (72%) were transferable. Since Fall 2007 the CTE proportion of total courses has shrunk by 4% as CSM eliminated low-demand programs.

As the Bay Area Council Economic Institute (2012) details, the Bay Area is the center of an innovation hub and driving a new wave of dynamic startups and the technology

---

[1] Economic Modeling Specialists Intl. http://www.economicmodeling.com/

boom in information technologies and high-end manufacturing.[2] In this environment, in the wake of the "Great Recession," CSM faces the challenge of creating and sustaining programs which demand a highly educated workforce.

---

[2] Bay Area Council Economic Institute. (2012). *Innovation and Investment: Building Tomorrow's Economy in the Bay Area.* Retrieved from
http://www.bayareaeconomy.org/media/files/pdf/BayAreaEconomicProfile2012Web.pdf

San Mateo County Community College District

College of San Mateo

1700 W. Hillsdale Blvd.
San Mateo, California 94402

Jobs by Occupation Report:
Digital Media (DGME)

Eight-County San Francisco Bay Area

 Economic Modeling Specialists, Inc. | www.economicmodeling.com

Region Info

Region: 8 County SF Bay Area

County Areas: Alameda, California (6001), Contra Costa, California (6013), Marin, California (6041), San Francisco, California (6075), San Mateo, California (6081), Santa Clara, California (6085), Santa Cruz, California (6087), Sonoma, California (6097)

SOC Code	Description	2010 Jobs	2011 Jobs	2012 Jobs	2013 Jobs	2014 Jobs	2015 Jobs	2016 Jobs	2017 Jobs	Change	% Change	Openings	% Openings	Annual Openings	2011 Median Hourly Wage
27-1011	Art directors	8,395	8,535	8,696	8,833	8,955	9,065	9,145	9,241	846	10%	2,184	26%	312	$19.02
27-1014	Multi-media artists and animators	8,876	9,042	9,271	9,466	9,638	9,793	9,902	10,039	1,163	13%	2,581	29%	369	$19.90
27-3011	Radio and television announcers	2,180	2,214	2,237	2,257	2,275	2,290	2,300	2,313	133	6%	599	27%	86	$14.85
27-3012	Public address system and other announcers	765	765	780	792	802	812	818	825	60	8%	213	28%	30	$11.29
27-3021	Broadcast news analysts	304	306	310	313	316	318	320	322	18	6%	79	26%	11	$19.67
27-3022	Reporters and correspondents	2,164	2,211	2,206	2,204	2,204	2,204	2,212	2,208	44	2%	553	26%	79	$14.12
27-3031	Public relations specialists	10,711	11,043	11,287	11,524	11,757	11,987	12,208	12,455	1,744	16%	3,576	33%	511	$29.05
27-3041	Editors	5,236	5,422	5,474	5,520	5,562	5,600	5,632	5,675	439	8%	1,461	28%	209	$22.54
27-3099	Media and communication workers, all other	2,379	2,446	2,498	2,541	2,579	2,611	2,631	2,659	280	12%	684	29%	98	$17.22
27-4011	Audio and video equipment technicians	2,224	2,253	2,282	2,310	2,337	2,363	2,388	2,413	189	8%	669	30%	96	$19.68
27-4012	Broadcast technicians	938	945	947	949	953	956	960	962	24	3%	247	26%	35	$21.23
27-4013	Radio operators	17	17	17	17	17	17	17	17	0	0%	4	24%	1	$21.08
27-4014	Sound engineering technicians	816	824	829	836	842	848	855	868	52	6%	249	31%	36	$22.93
27-4031	Camera operators, television, video, and motion picture	1,012	1,026	1,045	1,061	1,075	1,087	1,096	1,105	93	9%	283	28%	40	$24.15
27-4032	Film and video editors	1,184	1,204	1,228	1,250	1,270	1,289	1,304	1,324	140	12%	367	31%	52	$25.58
27-4099	Media and communication equipment workers, all other	765	767	783	797	809	821	828	837	72	9%	210	27%	30	$23.99
43-9031	Desktop publishers	725	728	714	702	692	682	675	668	(57)	(8%)	91	13%	13	$17.26
	Total	48,690	49,746	50,603	51,374	52,082	52,743	53,294	53,934	5,244	11%	14,049	29%	2,007	$21.64

Data Sources and Calculations

Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department.

San Mateo County Community College District

College of San Mateo

1700 W. Hillsdale Blvd.
San Mateo, California 94402

Occupation Report:
Digital Media (DGME)

Eight-County San Francisco Bay Area

Region Info

Region: 8 County SF Bay Area

County Areas: Alameda, California (6001), Contra Costa, California (6013), Marin, California (6041), San Francisco, California (6075), San Mateo, California (6081), Santa Clara, California (6085), Santa Cruz, California (6087), Sonoma, California (6097)

Selected Occupations

Occupation	Education Level
Art directors (SOC 27-1011)	Degree plus work experience
Multi-media artists and animators (SOC 27-1014)	Bachelor's degree
Radio and television announcers (SOC 27-3011)	Long-term on-the-job training
Public address system and other announcers (SOC 27-3012)	Long-term on-the-job training
Broadcast news analysts (SOC 27-3021)	Degree plus work experience
Reporters and correspondents (SOC 27-3022)	Degree plus work experience
Public relations specialists (SOC 27-3031)	Bachelor's degree
Editors (SOC 27-3041)	Bachelor's degree
Media and communication workers, all other (SOC 27-3099)	Long-term on-the-job training
Audio and video equipment technicians (SOC 27-4011)	Long-term on-the-job training
Broadcast technicians (SOC 27-4012)	Associate's degree
Radio operators (SOC 27-4013)	Moderate-term on-the-job training
Sound engineering technicians (SOC 27-4014)	Postsecondary vocational award
Camera operators, television, video, and motion picture (SOC 27-4031)	Moderate-term on-the-job training
Film and video editors (SOC 27-4032)	Bachelor's degree
Media and communication equipment workers, all other (SOC 27-4099)	Moderate-term on-the-job training
Desktop publishers (SOC 43-9031)	Postsecondary vocational award

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

Executive Summary

Basic Information	
2010 Occupational Jobs	48,690
2017 Occupational Jobs	53,934
Total Change	5,244
Total % Change	10.76%
Openings	14,049
2011 Median Hourly Earnings	$21.64

Economic Indicators	
2010 Location Quotient	1.52
2017 Location Quotient	1.55

Source: EMSI Complete Employment - 2011.4
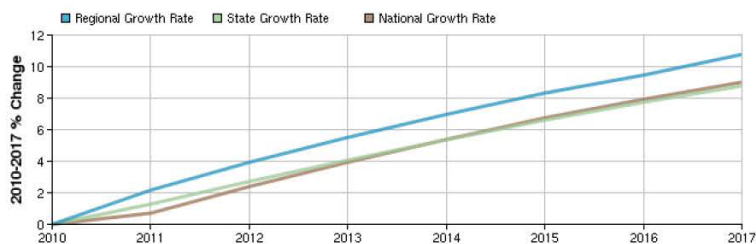
Occupational Change Summary

Region	2010 Jobs	2017 Jobs	Change	% Change	Openings	2011 Median Hourly Earnings
Regional Total		48,690	53,934	5,244	11%	14,049	$21.64
State Total		200,559	218,163	17,604	9%	53,856	$19.27
National Total		1,315,479	1,434,034	118,555	9%	369,622	$16.63

Source: EMSI Complete Employment - 2011.4

Top Industries for Selected Occupations
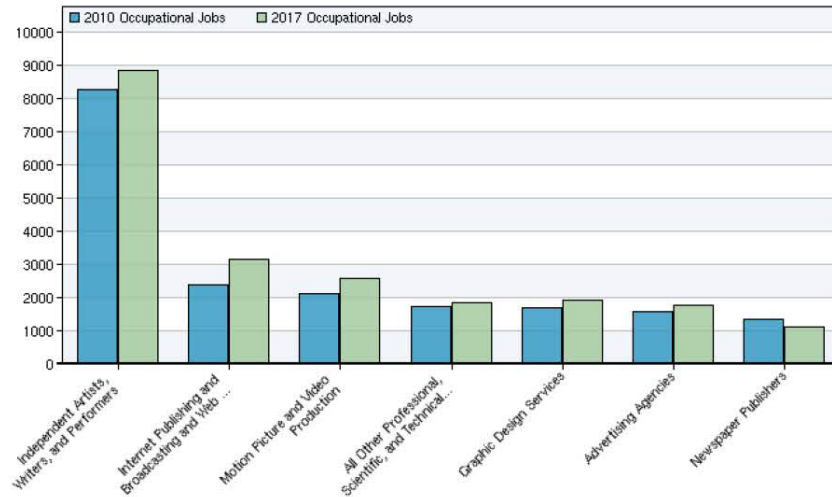
NAICS Code	Name	2010 Jobs	2017 Jobs	Change	% Change
711510	Independent Artists, Writers, and Performers	8,284	8,829	545	7%
519130	Internet Publishing and Broadcasting and Web Search Portals	2,369	3,160	791	33%
512110	Motion Picture and Video Production	2,104	2,586	482	23%
541990	All Other Professional, Scientific, and Technical Services	1,715	1,834	119	7%
541430	Graphic Design Services	1,698	1,909	211	12%
541810	Advertising Agencies	1,570	1,771	201	13%
511110	Newspaper Publishers	1,363	1,110	(253)	(19%)

Source: EMSI Complete Employment - 2011.4

Occupational Breakdown
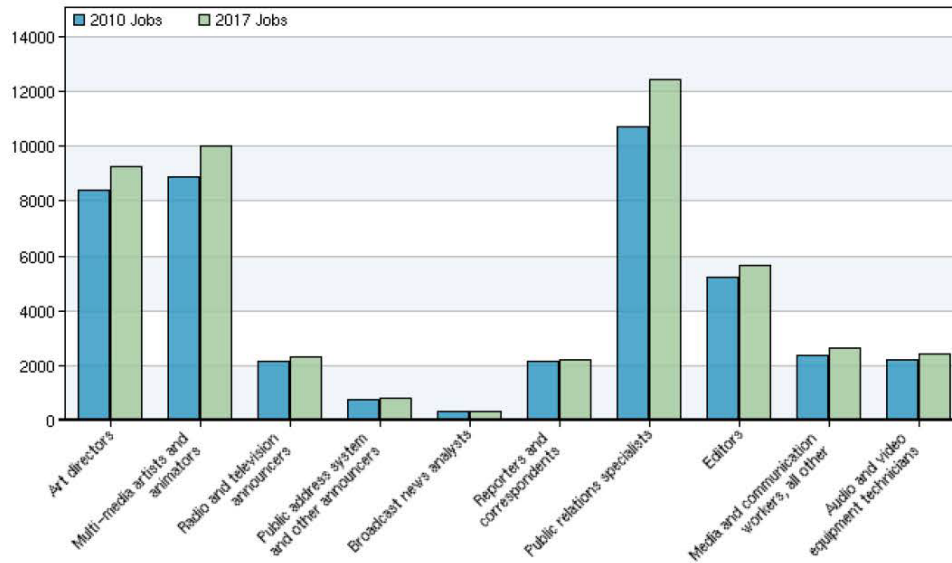
SOC Code	Description	2010 Jobs	2017 Jobs	Openings	Median Hourly Earnings
27-1011	Art directors	8,395	9,241	2,184	$19.02
27-1014	Multi-media artists and animators	8,876	10,039	2,581	$19.90
27-3011	Radio and television announcers	2,180	2,313	599	$14.85
27-3012	Public address system and other annoι	765	825	213	$11.29
27-3021	Broadcast news analysts	304	322	79	$19.67
27-3022	Reporters and correspondents	2,164	2,208	553	$14.12
27-3031	Public relations specialists	10,711	12,455	3,576	$29.05
27-3041	Editors	5,236	5,675	1,461	$22.54
27-3099	Media and communication workers, all	2,379	2,659	684	$17.22
27-4011	Audio and video equipment technicians	2,224	2,413	669	$19.68
27-4012	Broadcast technicians	938	962	247	$21.23
27-4013	Radio operators	17	17	4	$21.08
27-4014	Sound engineering technicians	816	868	249	$22.93
27-4031	Camera operators, television, video, aι	1,012	1,105	283	$24.15
27-4032	Film and video editors	1,184	1,324	367	$25.58
27-4099	Media and communication equipment ν	765	837	210	$23.99
43-9031	Desktop publishers	725	668	91	$17.26
	Total	**48,690**	**53,934**	**14,049**	**$21.64**

Source: EMSI Complete Employment - 2011.4

Occupation Distribution

County	2010 Jobs
San Francisco, CA (6075)	14,676
Santa Clara, CA (6085)	9,335
Alameda, CA (6001)	8,244
San Mateo, CA (6081)	5,641
Contra Costa, CA (6013)	4,039
Marin, CA (6041)	2,988
Sonoma, CA (6097)	2,356
Santa Cruz, CA (6087)	1,411

Source: EMSI Complete Employment - 2011.4

Location Quotient Breakdown

*Bubble size represents 2010 jobs in each occupation.
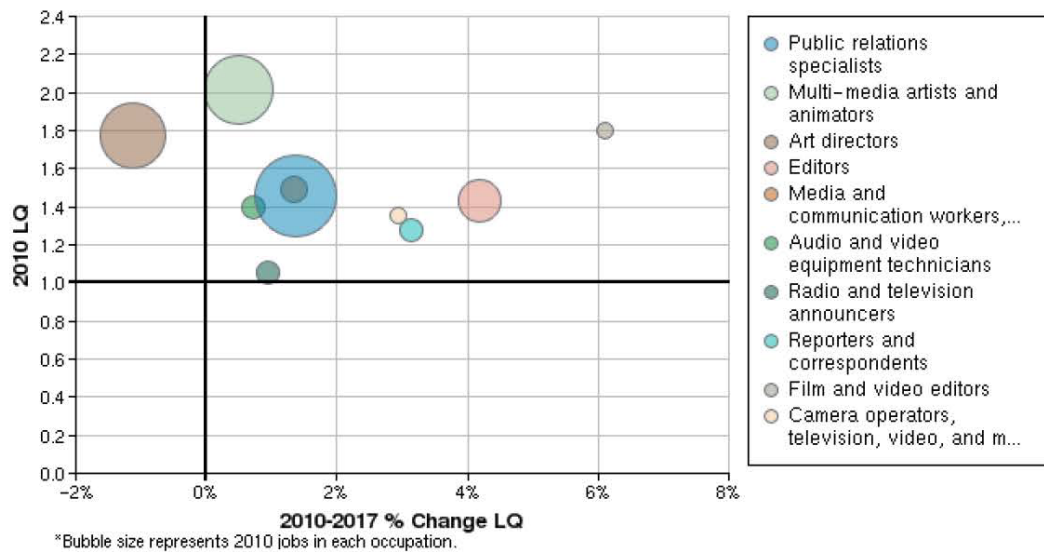
SOC Code	Description	2010 Jobs	2010 LQ	2017 LQ
27-3031	Public relations specialists	10,711	1.46	1.48
27-1014	Multi-media artists and animators	8,876	2.02	2.03
27-1011	Art directors	8,395	1.77	1.75
27-3041	Editors	5,236	1.43	1.49
27-3099	Media and communication workers, all other	2,379	1.49	1.51
27-4011	Audio and video equipment technicians	2,224	1.40	1.41
27-3011	Radio and television announcers	2,180	1.06	1.07
27-3022	Reporters and correspondents	2,164	1.28	1.32
27-4032	Film and video editors	1,184	1.80	1.91
27-4031	Camera operators, television, video, and motion picture	1,012	1.36	1.40
27-4012	Broadcast technicians	938	0.98	1.00
27-4014	Sound engineering technicians	816	1.64	1.71
27-4099	Media and communication equipment workers, all other	765	1.47	1.53
27-3012	Public address system and other announcers	765	1.43	1.39
43-9031	Desktop publishers	725	0.97	0.97
27-3021	Broadcast news analysts	304	1.16	1.16
27-4013	Radio operators	17	0.62	0.61
	Total	**48,690**	**1.52**	**1.55**

Source: EMSI Complete Employment - 2011.4

Data Sources and Calculations

Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department.

San Mateo County Community College District

College of San Mateo

1700 W. Hillsdale Blvd.
San Mateo, California 94402

Jobs by Occupation Report:
Fitness Trainers and Aerobics Instructors

Eight-County San Francisco Bay Area

Economic Modeling Specialists, Inc. | www.economicmodeling.com

Region Info

Region: 8 County SF Bay Area

County Areas: Alameda, California (6001), Contra Costa, California (6013), Marin, California (6041), San Francisco, California (6075), San Mateo, California (6081), Santa Clara, California (6085), Santa Cruz, California (6087), Sonoma, California (6097)

SOC Code	Description	2010 Jobs	2011 Jobs	2012 Jobs	2013 Jobs	2014 Jobs	2015 Jobs	2016 Jobs	2017 Jobs	Change	% Change	Openings	% Openings	Annual Openings	2011 Median Hourly Wage
39-9031	Fitness trainers and aerobics instructors	10,040	10,183	10,483	10,764	11,031	11,289	11,522	11,738	1,698	17%	2,987	30%	427	$18.69
	Total	**10,040**	**10,183**	**10,483**	**10,764**	**11,031**	**11,289**	**11,522**	**11,738**	**1,698**	**17%**	**2,987**	**30%**	**427**	**$18.69**

Source: EMSI Complete Employment - 2011.4

Data Sources and Calculations

Industry Data
In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Occupation Data
Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

State Data Sources
This report uses state data from the following agencies: California Labor Market Information Department.

San Mateo County Community College District

College of San Mateo

1700 W. Hillsdale Blvd.
San Mateo, California 94402

Occupation Report:
Fitness Trainers and Aerobics Instructors

Eight-County San Francisco Bay Area

Region Info
Region: 8 County SF Bay Area

County Areas: Alameda, California (6001), Contra Costa, California (6013), Marin, California (6041), San Francisco, California (6075), San Mateo, California (6081), Santa Clara, California (6085), Santa Cruz, California (6087), Sonoma, California (6097)

Selected Occupations

Occupation	Education Level
Fitness trainers and aerobics instructors (SOC 39-9031)	Postsecondary vocational award

Executive Summary

Basic Information	
2010 Occupational Jobs	10,040
2017 Occupational Jobs	11,738
Total Change	1,698
Total % Change	16.91%
Openings	2,987
2011 Median Hourly Earnings	$18.69

Economic Indicators	
2010 Location Quotient	1.36
2017 Location Quotient	1.34

Source: EMSI Complete Employment - 2011.4

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Occupational Change Summary
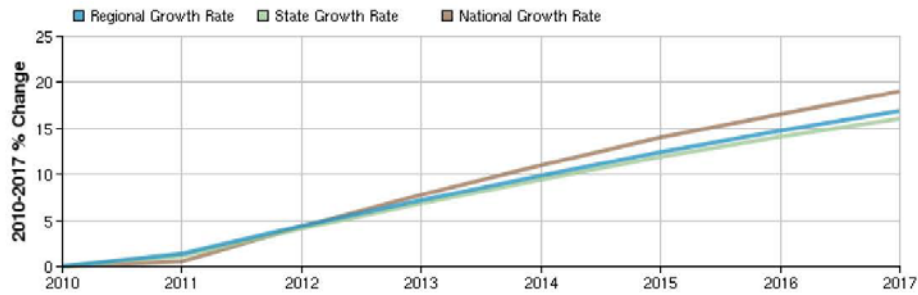
Region	2010 Jobs	2017 Jobs	Change	% Change	Openings	ly Earnings
Regional Total	10,040	11,738	1,698	17%	2,987	$18.69
State Total	35,905	41,676	5,771	16%	10,410	$16.05
National Total	303,180	360,873	57,693	19%	100,315	$12.79

Source: EMSI Complete Employment - 2011.4

Top Industries for Selected Occupation
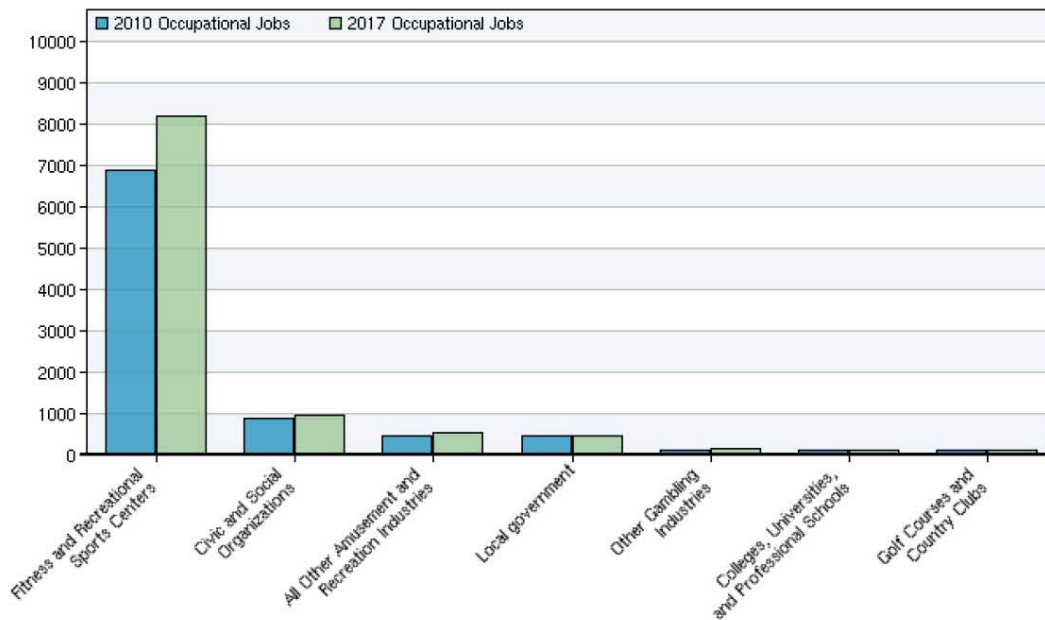
NAICS Code	Name	2010 Jobs	2017 Jobs	Change	% Change
713940	Fitness and Recreational Sports Centers	6,869	8,174	1,305	19%
813410	Civic and Social Organizations	867	959	92	11%
713990	All Other Amusement and Recreation Industries	456	536	80	18%
930000	Local government	448	472	24	5%
713290	Other Gambling Industries	109	136	27	25%
611310	Colleges, Universities, and Professional Schools	107	128	21	20%
713910	Golf Courses and Country Clubs	98	109	11	11%

Source: EMSI Complete Employment - 2011.4

San Mateo County Community College District

College of San Mateo

1700 W. Hillsdale Blvd.
San Mateo, California 94402

Occupation Report:
Registered Nurses (Associate Degree)

Eight-County San Francisco Bay Area Region

Region Info

Name: 8 County SF Bay Area
County Areas: Alameda, California (6001), Contra Costa, California (6013), Marin, California (6041), San Francisco, California (6075), San Mateo, California (6081), Santa Clara, California (6085), Santa Cruz, California (6087), Sonoma, California (6097)

Selected Occupations

Occupation	Education Level
Registered nurses (SOC 29-1111)	Associate's degree

Executive Summary

Basic Information	
2010 Occupational Jobs	49,642
2017 Occupational Jobs	56,343
Total Change	6,701
Total % Change	13.50%
Openings	13,001
2011 Median Hourly Earnings	$48.42

Economic Indicators	
2010 Location Quotient	0.78
2017 Location Quotient	0.77

Source: EMSI Complete Employment - 2011.4
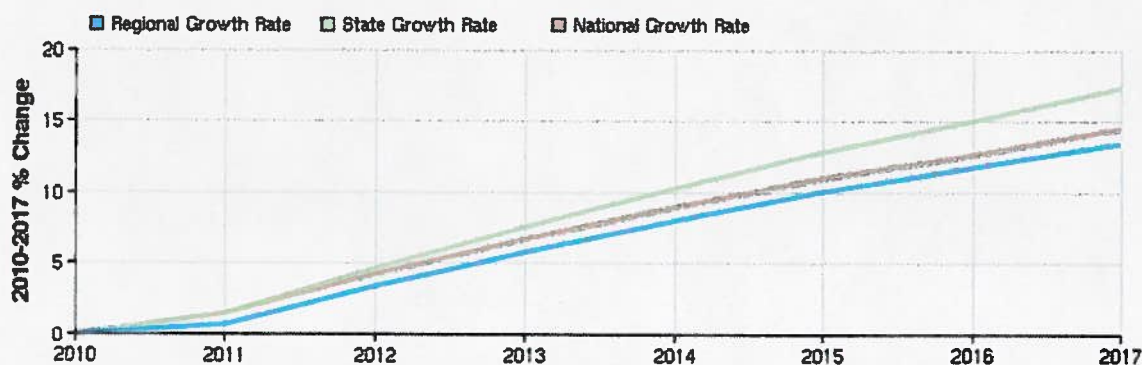
emsi   Economic Modeling Specialists. Inc. I www.economicmodeling.com   2

Occupational Change Summary

Region	2010 Jobs	2017 Jobs	Change	% Change	Openings	2011 Median Hourly Earnings
Regional Total	49,642	56,343	6,701	13%	13,001	$48.42
State Total	231,350	271,577	40,227	17%	69,139	$39.48
National Total	2,619,935	3,001,246	381,311	15%	711,320	$30.38

Source: EMSI Complete Employment - 2011.4

Top Industries for Selected Occupation
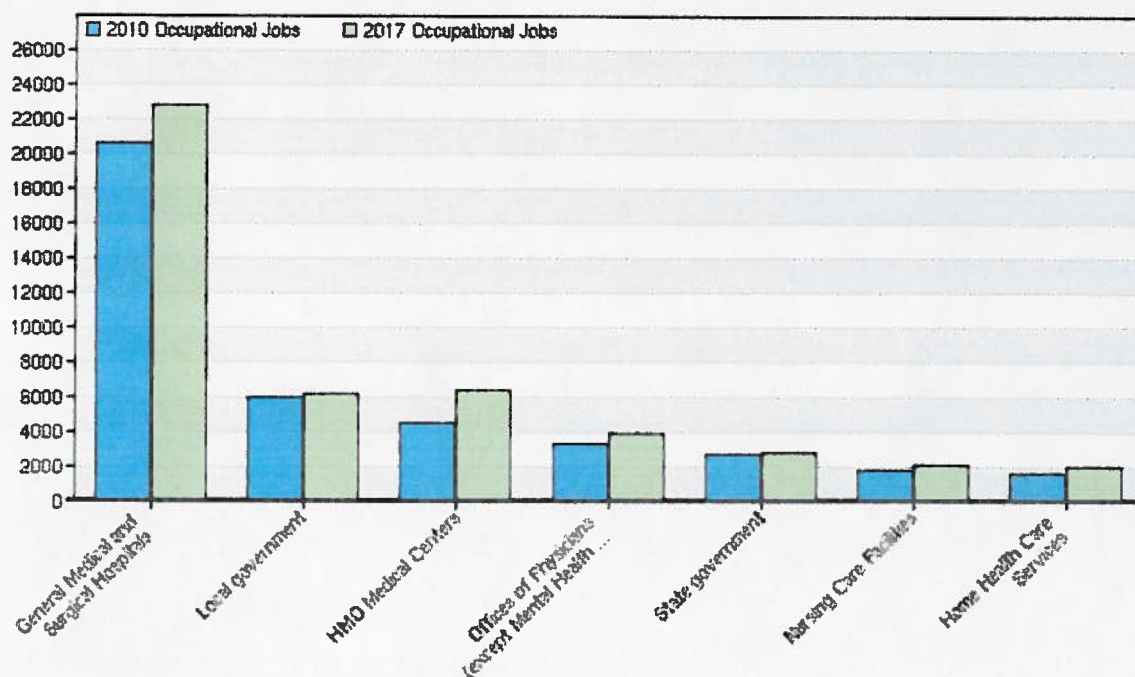
NAICS Code	Name	2010 Jobs	2017 Jobs	Change	% Change
622110	General Medical and Surgical Hospitals	20,627	22,836	2,209	11%
930000	Local government	6,007	6,193	186	3%
621491	HMO Medical Centers	4,501	6,425	1,924	43%
621111	Offices of Physicians (except Mental Health Specialists)	3,327	3,858	531	16%
920000	State government	2,660	2,816	156	6%
623110	Nursing Care Facilities	1,810	2,123	313	17%
621610	Home Health Care Services	1,638	1,984	346	21%

Source: EMSI Complete Employment - 2011.4

Occupation Distribution

County	2010 Jobs
Alameda, CA (6001)	12,753
Santa Clara, CA (6085)	11,850
San Francisco, CA (6075)	8,238
Contra Costa, CA (6013)	5,755
San Mateo, CA (6081)	4,621
Sonoma, CA (6097)	3,427
Marin, CA (6041)	1,859
Santa Cruz, CA (6087)	1,140

Source: EMSI Complete Employment - 2011.4

emsi   Economic Modeling Specialists, Inc. I www.economicmodeling.com   5

Location Quotient Breakdown

*Bubble size represents 2010 jobs in each occupation.
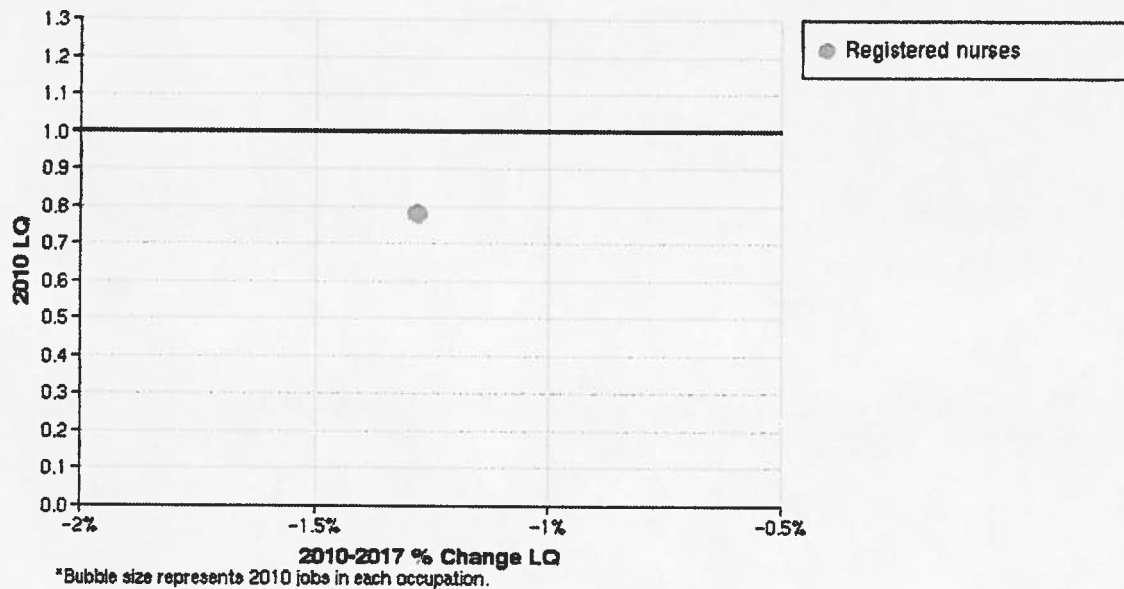
SOC Code	Description	2010 Jobs	2010 LQ	2017 LQ
29-1111	Registered nurses	49,642	0.78	0.77
	Total	49,642	0.78	0.77

Source: EMSI Complete Employment - 2011.4

Data Sources and Calculations

Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the

emsi   Economic Modeling Specialists, Inc. I www.economicmodeling.com   6

Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department.

San Mateo County Community College District

College of San Mateo

1700 W. Hillsdale Blvd.
San Mateo, California 94402

Occupation Report:
Registered Nurses (Associate Degree)

Eight-County San Francisco Bay Area
San Mateo County Region

emsi   Economic Modeling Specialists, Inc. I www.economicmodeling.com

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Region Info

Region: San Mateo, California (6081)

Selected Occupations

Occupation	Education Level
Registered nurses (SOC 29-1111)	Associate's degree

Executive Summary

Basic Information	
2010 Occupational Jobs	4,621
2017 Occupational Jobs	5,155
Total Change	534
Total % Change	11.56%
Openings	1,106
2011 Median Hourly Earnings	$48.49

Economic Indicators	
2010 Location Quotient	0.67
2017 Location Quotient	0.65

Source: EMSI Complete Employment - 2011.4
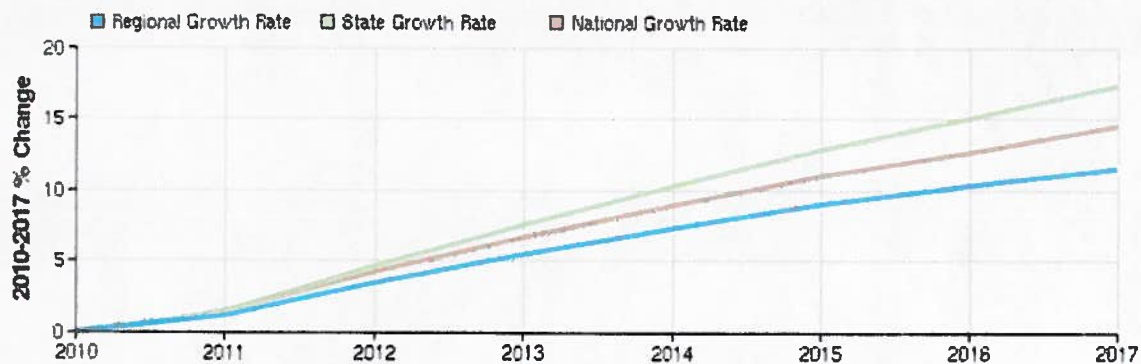
Occupational Change Summary

emsi   Economic Modeling Specialists, Inc. I www.economicmodeling.com   2

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Region	2010 Jobs	2017 Jobs	Change	% Change	Openings	2011 Median Hourly Earnings
Regional Total	4,621	5,155	534	12%	1,106	$48.49
State Total	231,350	271,577	40,227	17%	69,139	$39.48
National Total	2,619,935	3,001,246	381,311	15%	711,320	$30.38

Source: EMSI Complete Employment - 2011.4

Top Industries for Selected Occupation
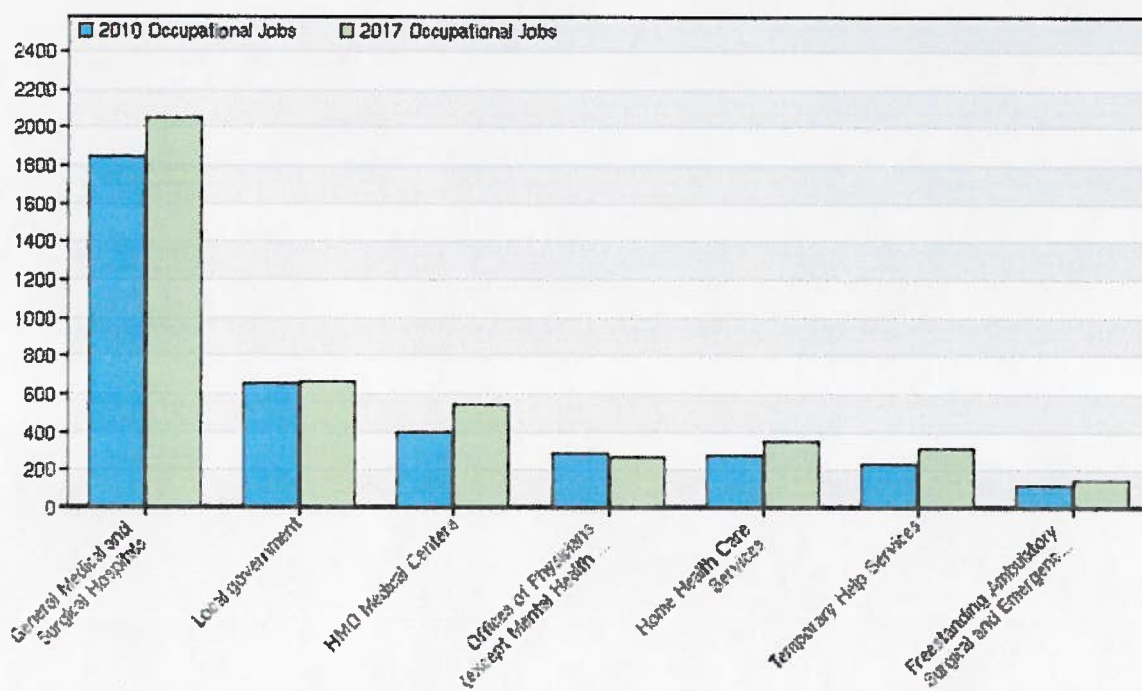
NAICS Code	Name	2010 Jobs	2017 Jobs	Change	% Change
622110	General Medical and Surgical Hospitals	1,850	2,051	201	11%
930000	Local government	654	664	10	2%
621491	HMO Medical Centers	401	546	145	36%
621111	Offices of Physicians (except Mental Health Specialists)	282	270	-12	-4%
621610	Home Health Care Services	274	350	76	28%
561320	Temporary Help Services	227	313	86	38%
621493	Freestanding Ambulatory Surgical and Emergency Centers	122	147	25	20%

Source: EMSI Complete Employment - 2011.4

Location Quotient Breakdown

*Bubble size represents 2010 jobs in each occupation.
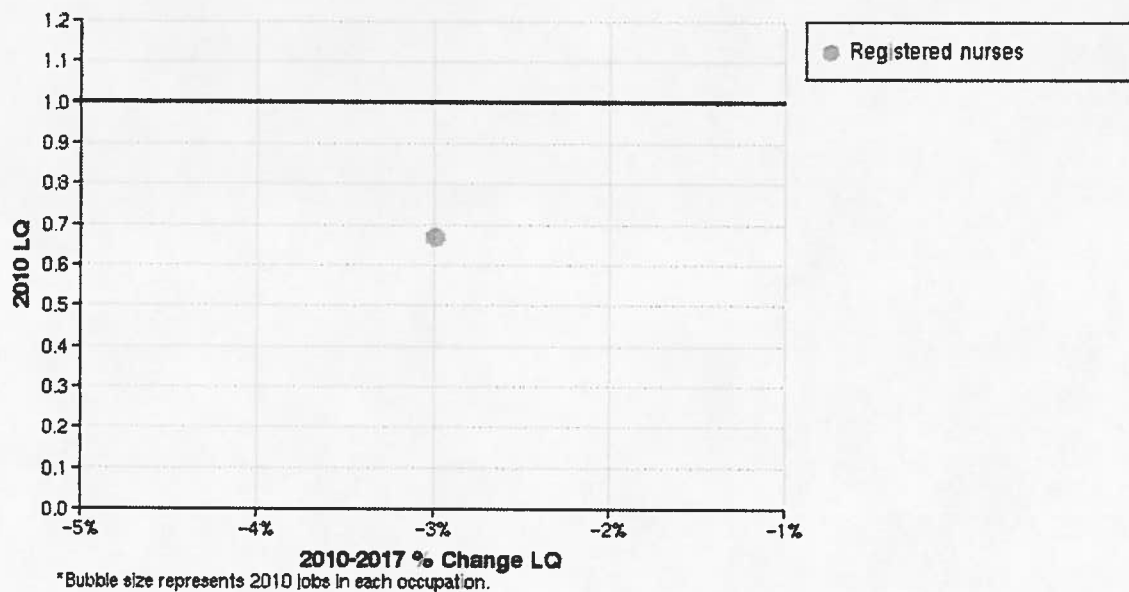
SOC Code	Description		2010 Jobs	2010 LQ	2017 LQ
29-1111	Registered nurses		4,621	0.67	0.65
		Total	4,621	0.67	0.65

Source: EMSI Complete Employment - 2011.4

Data Sources and Calculations

Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department.

College Community

In This Section

Employees
- *CSM Employee Gender Fall 2008 vs. Spring 2012*
- *CSM Employee Ethnicity: Fall 2008 vs. Spring 2012*
- *CSM Employee Ages by Years of Service by* Classification (Retirement Projections)

Overview

In Spring 2012 CSM had 563 employees, employing more women than men (54% vs. 46%). Its workforce has shrunk by 113 employees (17%) as compared to Fall 2008.

A critical issue for long-term planning is the fact that a sizable number of employees now fall into the "retirement zone"—over the age of 55 with more than 10 years of experience. These include 54% of full-time faculty, 50% of adjuncts, and 71% of administrators.

Spring 2012 data indicating employees' ethnicity should be interpreted cautiously as a greater number of individuals "declined to state" as compared to Fall 2008 (20% vs. 5%).

CSM Employee Gender
Fall 2008 vs. Spring 2012

Data Included:
- Table A: *CSM Employees by Classification and Gender, Spring 2012 and Fall 2008*
- Table B: *CSM Employees by Gender: 3-Year Change, Fall 2008 – Spring 2012*

Notes and Findings:
- Table A displays the count and gender of CSM employees, Spring 2012 and Fall 2008, by various employment categories: classified staff, administrator, full-time faculty, adjunct faculty, full-time non-instructional faculty, and adjunct non-instructional faculty.
- Table B compares the changes in the number of staff by gender, Fall 2008 vs. Spring 2012. Employee counts have declined for both genders. Overall, the total number of CSM employees has declined 17% (-113) during this period of time.

CSM Employees by Classification and Gender, Spring 2012 and Fall 2008

Spring 2012	Classified		Administrator/ Academic Supervisors		Full-time Faculty: Instructional		Full-time Faculty: Non-Instructional		Adjunct Instructional		Adjunct Non-Instructional		Total Employees	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	81	65.3%	12	70.6%	55	50.0%	9	75.0%	113	45.2%	35	70.0%	305	54.2%
Male	43	34.7	5	29.4	55	50.0	3	25.0	137	54.8	15	30.0	258	45.8
Total Gender	124	100%	17	100%	110	100%	12	100%	250	100%	50	100%	563	100%
Fall 2008														
Female	89	59.7%	12	63.2%	64	52.5%	13	72.2%	163	46.4%	11	64.7%	352	52.1%
Male	60	40.3	7	36.8	58	47.5	5	27.8	188	53.6	6	35.3	324	47.9
Total Gender	149	100%	19	100%	122	100%	18	100%	351	100%	17	100%	676	100%

Source: SMCCCD Human Resources Database, accessed July 2012 and September 2008.

Table A

CSM Employees by Gender: 3-Year Change, Fall 2008 - Spring 2012

	Number of Employees and Percent of Total				Fall 2008 vs. Spring 2012	
	Fall 2008		Spring 2012		Difference	Percent Change
Female	352	52.1%	305	54.2%	-47	-13.4%
Male	324	47.9	258	45.8	-66	-20.4
Total Gender	676	100.0%	563	100.0%	-113	-16.7%

Source: SMCCCD Human Resources Database, accessed September 2008 and July 2012.

Table B

CSM Employee Ethnicity
Fall 2008 vs. Spring 2012

Data Included:
- Table A: *CSM Employees by Classification and Ethnicity, Spring 2012*
- Table B: *CSM Employees by Classification and Ethnicity, Fall 2008*
- Table C: *CSM Employees by Classification: 3-Year Change, Fall 2008 – Spring 2012*

Notes and Findings:
- Table A displays the count and ethnicity of CSM employees, Spring 2012, by various employment categories: classified staff, administrator, full-time faculty, adjunct faculty, full-time non-instructional faculty, and adjunct non-instructional faculty.
- Table B provides the same data for CSM employees, Fall 2008.
- Table C compares the changes in the number of staff in various employment categories, Fall 2008 vs. Spring 2012. All employee categories have declined, with the exception of Adjunct Non-Instructional Faculty. Overall, the total number of CSM employees has declined 17% (-113) during this period of time.

CSM Employees by Classification and Ethnicity, Spring 2012

	Classified		Administrator/ Academic Supervisors		Full-time Faculty: Instructional		Full-time Faculty: Non-Instructional		Adjunct Instructional		Adjunct Non-Instructional		Total Employees	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	0	0.0%	2	11.8%	5	4.5%	3	25.0%	8	3.2%	0	0.0%	18	3.2%
Asian	11	8.9	0	0.0	14	12.7	1	8.3	24	9.6	4	8.0	54	9.6
Hispanic	13	10.5	2	11.8	5	4.5	1	8.3	13	5.2	7	14.0	41	7.3
Native American	0	0.0	0	0.0	1	0.9	0	0.0	1	0.4	0	0.0	2	0.4
Pacific Islander	11	8.9	0	0.0	2	1.8	0	0.0	2	0.8	1	2.0	16	2.8
White	50	40.3	8	47.1	67	60.9	5	41.7	163	65.2	29	58.0	322	57.2
Other/Decline to State	39	31.5	5	29.4	16	14.5	2	16.7	39	15.6	9	18.0	110	19.5
Total Ethnicity	124	100%	17	100%	110	100%	12	100%	250	100%	50	100%	563	100%

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; does not include short-term employees or student employees. "Full-time Faculty" includes tenured and tenure-track faculty.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table A

CSM Employees by Classification and Ethnicity, Fall 2008

	Classified		Administrator/ Academic Supervisors		Full-time Faculty: Instructional		Full-time Faculty: Non-Instructional		Adjunct Instructional		Adjunct Non-Instructional		Total Employees	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	5	3.4%	2	10.5%	6	4.9%	6	33.3%	13	3.7%	0	0.0%	32	4.7%
Asian	30	20.1	0	0.0	17	13.9	1	5.6	38	10.8	3	17.6	89	13.2
Hispanic	18	12.1	2	10.5	4	3.3	2	11.1	21	6.0	4	23.5	51	7.5
Native American	0	0.0	0	0.0	1	0.8	0	0.0	1	0.3	0	0.0	2	0.3
Pacific Islander	4	2.7	0	0.0	0	0.0	0	0.0	3	0.9	0	0.0	7	1.0
White	81	54.4	14	73.7	92	75.4	8	44.4	260	74.1	9	52.9	464	68.6
Other/Decline to State	11	7.4	1	5.3	2	1.6	1	5.6	15	4.3	1	5.9	31	4.6
Total Ethnicity	149	100%	19	100%	122	100%	18	100%	351	100%	17	100%	676	100%

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; does not include short-term employees or student employees. "Full-time Faculty" includes tenured and tenure-track faculty.

Source: SMCCCD Human Resources Database, accessed September 2008.

Table B

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

CSM Employees by Classification: 3-Year Change, Fall 2008 – Spring 2012

	Number of Employees and Percent of Total				Fall 2008 vs. Spring 2012	
	Fall 2008		**Spring 2012**		**Difference**	**Percent Change**
Classified	149	22.0%	124	22.0%	-25	-16.8%
Administrator/Academic Supervisory	19	2.8	17	3.0	-2	-10.5
Full-time Faculty: Instructional	122	18.0	110	19.5	-12	-9.8
Full-time Faculty: Non-Instructional	18	2.7	12	2.1	-6	-33.3
Instructional Adjunct	351	51.9	250	44.4	-101	-28.8
Non-Instructional Adjunct	17	2.5	50	8.9	+33	+194.1
Total Employees	676	100.0%	563	100.0%	-113	-16.7%

Notes: "Difference" is calculated as decrease or increase in the number of employees, 2008 - 2012. Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; does not include short-term employees or student employees. "Full-time Faculty" includes tenured and tenure-track faculty.

Source: SMCCCD Human Resources Database, accessed September 2008 and July 2012.

Table C

CSM Employee Ages by Years of Service by Classification
Spring 2012

Data Included:
- Table A: *CSM Instructional Full-time Faculty by Age and Years of Service*
- Table B: *CSM Non-Instructional Faculty by Age and Years of Service*
- Table C: *CSM Instructional Part-time Faculty by Age and Years of Service*
- Table D: *CSM Non-Instructional Part-time Faculty by Age and Years of Service*
- Table E: *CSM Classified Staff by Age and Years of Service*
- Table F: *CSM Academic Supervisors and Executive/Administrators by Age and Years of Service*

Notes and Findings:
- Tables A through F display the age distribution of CSM faculty and staff.
- Counts of those whose age and years of service combine to make retirement decisions likely are highlighted in bold text.
- The proportion of employees in the "retirement zone," over the age of 55 and with more than 10 years of service, are as follows:
    - Full-time instructional faculty: 54%
    - Full-time non-instructional faculty: 50%
    - Adjunct instructional faculty: 39%
    - Adjunct non-instructional faculty: 31%
    - Classified staff: 22%
    - Administrators: 71%

CSM Instructional Full-time Faculty by Age and Years of Service: Spring 2012

Years of Service	Age in Years								
	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	1	2	0	1	2	1	0	0	0
6 – 10	0	1	6	3	1	1	1	1	0
11 – 15	0	1	1	6	4	2	2	3	0
16 – 20	0	0	0	0	7	4	4	0	1
21 – 25	0	0	0	0	4	6	9	12	1
26 – 30	0	0	0	0	0	1	7	2	4
31+	0	0	0	0	0	0	1	1	6
Total Faculty	1	4	7	10	18	5	24	18	12

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. "Full-time Faculty" includes tenured and tenure-track faculty. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table A

CSM Non-Instructional Faculty by Age and Years of Service: Spring 2012

Years of Service	Age in Years								
	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	0	0	0	0	0	0	0	0	0
6 – 10	0	0	0	1	1	1	0	0	0
11 – 15	0	0	0	1	0	0	0	1	0
16 – 20	0	0	0	0	0	0	0	0	0
21 – 25	0	0	0	0	1	1	2	0	0
26 – 30	0	0	0	0	0	0	1	0	0
31+	0	0	0	0	0	0	0	0	2
Total Faculty	0	0	0	2	2	2	3	1	2

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table B

CSM Instructional Part-time Faculty by Age and Years of Service: Spring 2012

	Age in Years								
Years of Service	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	8	11	7	7	13	3	6	6	2
6 – 10	1	5	12	13	14	8	10	10	3
11 – 15	0	0	1	4	6	8	13	6	10
16 – 20	0	0	0	2	2	5	5	3	9
21 – 25	0	0	0	1	2	0	1	6	4
26 – 30	0	0	0	0	1	2	3	1	1
31+	0	0	0	0	0	0	1	6	8
Total Faculty	9	16	20	27	38	26	39	38	37

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table C

CSM Non-Instructional Part-time Faculty by Age and Years of Service: Spring 2012

	Age in Years								
Years of Service	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	1	5	0	4	1	5	1	0	1
6 – 10	0	3	3	0	3	0	2	4	0
11 – 15	0	0	2	0	0	1	3	2	0
16 – 20	0	0	0	0	0	1	0	1	2
21 – 25	0	0	0	0	1	0	0	2	0
26 – 30	0	0	0	0	0	0	0	1	0
31+	0	0	0	0	0	0	0	1	0
Total Faculty	1	8	5	4	5	7	6	9	3

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table D

CSM Classified Staff by Age and Years of Service: Spring 2012

Years of Service	Age in Years									
	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	1	5	2	3	5	3	3	0	0	0
6 – 10	0	4	7	5	2	7	5	8	2	0
11 – 15	0	0	0	5	3	4	4	5	4	0
16 – 20	0	0	0	2	6	2	1	4	1	0
21 – 25	0	0	0	0	0	5	0	1	1	1
26 – 30	0	0	0	0	0	2	2	2	0	1
31+	0	0	0	0	0	0	1	3	2	0
Total Faculty	1	9	9	15	16	23	16	23	10	2

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; does not include short-term employees or student employees. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table E

CSM Academic Supervisors and Executive/Administrators by Age and Years of Service: Spring 2012

Years of Service	Age in Years								
	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	0	0	1	0	1	0	0	1	0
6 – 10	0	0	0	0	0	0	0	2	0
11 – 15	0	1	0	0	0	0	2	0	0
16 – 20	0	0	0	0	0	0	1	0	0
21 – 25	0	0	0	0	2	0	1	3	1
26 – 30	0	0	0	0	0	0	0	0	0
31+	0	0	0	0	0	0	0	1	0
Total Faculty	0	1	1	0	3	0	4	7	1

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table F

This page intentionally left blank.

Survey Research

In This Section

Campus Climate and Satisfaction Surveys, 2010, 2011, and 2012

- *CSM's Student Campus Climate & Satisfaction Survey, Spring 2012, Narrative Analysis*
- *CSM's Student Campus Climate & Satisfaction Survey, Comparative Data, 2010, 2011, and 2012*
- *CSM's Campus Climate & Satisfaction Surveys, Classified Staff and Faculty & Administrators, Spring 2012, Narrative Analysis*
- *Classified Staff Campus Climate & Satisfaction Survey, 2010 to 2012 Comparative Data*
- *Faculty and Administrators Campus Climate & Satisfaction Survey, 2010 to 2012 Comparative Data*

Overview

A key set of tools that support informed decision-making at CSM is survey research. Survey research involves questionnaires, or surveys, of CSM's students, employees, or others from the community. Results are used to improve services and programs, learn about emerging community needs, or shape new innovations.

Campus Climate and Satisfaction Surveys

During the last three years CSM has conducted *Campus Climate and Satisfaction Surveys* of students, classified staff, and faculty and administrators. These surveys are designed to address key accreditation issues as well as guide program improvement. Comparative data for each group of respondents are included in this Section along with narrative analyses.

Findings indicate that students as well as employees are consistently enthusiastic about CSM. In the most recent Spring 2112 survey, 93% indicated they are "proud to be a CSM student."

In the Spring 2012 survey, 100% of classified staff indicated they like working at CSM and would recommend CSM to a family member or a friend who is a prospective student. In

the faculty/administrator's survey, 90.6% indicated they like working at CSM and 88% would recommend CSM to a family member or a friend who is a prospective student.

In addition to the CSM-designed *Campus Climate and Satisfaction Surveys,* in 2010 CSM administered the standardized and nationally-recognized *Noel-Levitz* Student Satisfaction Inventory to more than 1,800 student respondents.

All survey findings and analyses are available online in institutional research website for CSM's Office of Planning, Research, and Institutional Effectiveness: http://collegeofsanmateo.edu/institutionalresearch/

Other Annual or Ad Hoc Surveys

CSM also routinely conducts other surveys, including many ad hoc surveys intended to illicit constituencies' feedback. Examples of academic term or annual surveys include:

- Satisfaction surveys of Distance Education students
- Program Review-related surveys of Learning Support Centers users
- Institutional-level (General Education) SLO's surveys of students
- Program-level SLO surveys of students who file for degrees
- Feedback surveys of the college community concerning institutional plans and or decision-making, including program review processes
- Surveys of Distance Education students who withdraw

CSM's Student Campus Climate & Satisfaction Survey
Spring 2012
Narrative Analysis

<u>OVERVIEW OF SURVEY COMPOSITION</u>

In May through June 2011, CSM conducted the *CSM Student Campus Climate and Satisfaction Survey (CSM Student Survey).* All CSM students were invited to participate and a link to the online survey was emailed to students enrolled in Spring 2012 (9,039 email addresses). The college received 1,132 unique responses, a return of 13%.[1] This is a substantial number of respondents for a higher education setting.

This survey probed students' satisfaction with campus climate and a spectrum of the student experience and included such areas as:

- Overall impressions and attitudes about CSM;
- Campus safety and security;
- Effectiveness of channels of communication;
- Diversity awareness, overall campus climate, and CSM as a respectful place;
- Satisfaction with facilities and equipment;
- Effectiveness of student support programs and services, including the library; and
- Effectiveness of instructional programs and offerings

Fast Fasts Finding
Students expressed very high levels of satisfaction with CSM throughout the 101-item survey: 93% indicated they were "proud to be a CSM student."

Survey Content: Spring 2010, Spring 2011, Spring 2012
The 2012 *CSM Student Survey* was also conducted in 2011 and 2010. It was initially developed in 2010 by CSM's Office of Planning, Research, and Institutional Effectiveness (PRIE). PRIE staff reviewed numerous models of campus climate and satisfaction surveys used at both 2-year and 4-year institutions along with several CSM surveys used in previous years for accreditation purposes.

The 2012 survey contains 101 question items and 7 questions about the demographics of the respondents. Questions were formulated about campus climate and the overall student experience. The survey also contained several questions about campus climate that parallel the faculty/administrators and classified staff satisfaction surveys, also conducted in Spring 2010, 2011, 2012.

A significant change in the 2012 and 2011 *CSM Student Survey* was the addition of questions that probed the extent to which CSM student made gains in the various

---

[1] Students were offered the opportunity of winning an iPad as an incentive to participate in the survey. The gift was made possible through donations to CSM held by the San Mateo County Community Colleges Foundation.

institutional-level, General Education Student Learning Outcomes (SLO's).[2]

Survey Organization
The survey is organized into the following areas:
- *Personal Interactions at CSM*
- *My CSM Experience*
- *Impressions of CSM**
- *CSM as a Respectful Place*
- *Based on My Experience, I can…[SLO section]*
- *CSM Overall*
- *Demographics [of Student Respondents]*

*Note: For reporting purposes, "My CSM Experience" responses are grouped into the following categories: Academic Advising, Academic Services, Campus Climate, Campus Support Services, Concern for the Individual, Facilities, Instructional Effectiveness, Library, Registration Effectiveness, Responsiveness to Diversity, Safety and Security, and Student Centeredness.

DATA REPORTS

Narrative analysis is based on the findings accessible online at the PRIE website:
http://collegeofsanmateo.edu/institutionalresearch/csm_community-studentccss_2012%20.asp

Seven reports are available to provide the campus community with various perspectives when they analyze the data. They include:
- *Comprehensive Data* (includes data for all satisfaction levels, e.g. "Agree Strongly ↔ Disagree Strongly").
- *Summary Data* (summarizes satisfaction levels, e.g. "Total Agree" and "Total Disagree").
- *Ranked Responses* (data are ranked within thematic categories according to levels of satisfaction or agreement).
- *Comparative Data, 2010, 2011, and 2012* (includes comparative data; also includes percentage points change from 2010 to 2012 and from 2011 to 2012).
- *General Education SLO's (*includes summary, comprehensive, ranked, and comparative data)

---

[2] In Spring 2010, in addition to administering the *CSM Student Survey*, CSM also simultaneously conducted the standardized and nationally-recognized *Noel-Levitz* to which CSM had 1,810 student respondents. In the *Noel-Levitz*, CSM was allowed to include CSM-specific questions that probed the extent to which CSM student made gains in the various institutional-level, General Education SLO's. Since CSM did not conduct the *Noel-Levitz* in Spring 2011, a section addressing SLO's was included in the Spring 2011 and 2012 versions of the *CSM Student Survey*.

In addition, other question-items previously addressed by *Noel-Levitz* were added to the Spring 2011 *CSM Student Survey*. They included items concerned with academic advising, assessment and course placement, the clarity of stated program requirements, and the availability of computer and lab equipment.

A separate seven-item section on Library usage developed for the Spring 2010 *CSM Student Survey* was collapsed into three library-related items in the Spring 2011 and 2012 versions. In addition, the Spring 2011 and 2012 versions included a new question-item addressing campus climate for LGBT students.

- *Summary Data by Age*
- *Summary Data by Ethnicity*

METHODS OF ANALYSIS

Conducted by PRIE staff, this narrative analysis identifies highlights of strengths and challenges for CSM. It does not address all response items. Discussion is organized into themes and includes comparative analysis of the findings for the *CSM Student Survey* conducted in 2010 and 2011 and with, where pertinent, the 2010 *Noel-Levitz* student survey.[3]

Generally, this analysis discusses data in terms of total satisfaction and dissatisfaction levels (e.g. a sum of "agree strongly" and "agree" or "disagree" and "strongly disagree"). CSM does not use "Neutral" as a response option but does use "Does not Apply."

Highlights
The 2012 *CSM Student Survey* indicated extremely high levels of satisfaction with CSM: in the vast majority of question-items, 90% or more indicated satisfaction; only 3 items indicated satisfaction levels below 80%. With a few exceptions, results from this year's version of the *CSM Student Survey* were better than last year's (which were already quite positive). In addition, they were consistently higher than in 2010 and some items show significant improvement (4-5% or greater).

Generally, variations of a few percentage points between the two years of data are not significant as minor fluctuations are customary in surveys of large populations. However, given that CSM has now collected 3 years of data, we can confidently identify extremely positive "trends" in how CSM's students experience CSM. The data clearly illustrate areas of success and improvement for CSM—an institution that is thriving, growing, and improving.

Given the consistently high levels of satisfaction, possible areas of concern can be identified only when question-items are ranked by levels of satisfaction. Ranking of selected items is, therefore, addressed in this narrative analysis. Analysis of selected comparative data from Spring 2010 and Spring 2011 also suggests institutional strengths and concerns.

---

[3] For reasons of length, not all items covered solely by the 2010 *Noel-Levitz* could be included in the Spring 2011 and 2012 *CSM Student Survey*.

STRENGTHS

Students' Positive Overall Experience at CSM
Overall, Spring 2012 students expressed very high levels of satisfaction with CSM, comparable to and in most cases higher than in Spring 2011 and 2010. These high levels of satisfaction are reflected in a variety of question items that probed at overall campus climate and the extent to which students feel valued, welcomed, and a sense of campus pride.

Several key questions demonstrated the overall satisfaction of CSM students:
In the 2012 *CSM Student Survey*, 93.3% indicated that they "were proud to be a CSM student." When asked if they would choose to attend CSM (if starting over), 91.4% said yes and 97.6% would recommend CSM to a family member or friend. When asked to rate their overall educational experience, 92.7% had a positive response (52% rated their overall experience as "excellent"; and 40.7% rated it "good").

Students Feel Welcomed & Respected
Generally students feel "respected" at CSM—a theme that emerged in both the Spring 2010 and 2011 versions of the *CSM Student Survey*. In the 2012 *CSM Student Survey*, the Section, "CSM as a Respectful Place," asks students to rank how CSM "respects" students according to 11 distinct demographic delimiters (e.g. gender, ethnicity, age groups, etc.). In <u>all</u> but two categories students indicated 96.4% or higher levels of satisfaction—extremely high ratings.

(Note: Two categories with high satisfaction levels, but ranked the lowest in the section, also suggest a theme from earlier surveys: "Students with family responsibilities" (95.4%) and "Students with job responsibilities" (93%).

Students were also asked to rate the overall "friendliness" of their personal interactions with other students, campus offices and personnel, and faculty; all three areas showed improvement as compared to 2010. They see their most 'friendly" interactions as ranked first with faculty (84.3%), followed by staff (81.7%), and students (75.8%)

When students were asked about their "Impressions of CSM," this positive theme is further reflected in their ranking of adjectival descriptors. In all but one item they indicated increased satisfaction levels from previous years, and there were extremely high levels of satisfaction throughout (85% to 98.4%). The 6th highest ranked descriptors (96.4% to 98.4%) indicate a sense of CSM as a tolerant, welcoming place, and for the first time, "Up-to-Date" is among these 6 items. These words and phrases include in highest ranking order: "Safe," "Friendly," "Respectful," "Tolerant of Diversity," "Welcoming," and "Up-to-Date." This ranking is comparable to the previous years' findings, with the exception of "Up-to-Date," up 8% from 2010.

Responsiveness to Diversity
Consistent with the Spring 2010 and 2011 surveys, the Spring 2012 findings include very positive responses to campus climate questions explicitly addressing diversity. In the section, "Impressions of CSM," the phrase "Tolerant of Diversity" remains among the mostly highly ranked (97.8%). In the 57-question Section, "My CSM Experience," <u>the</u> top

ranked item (98.3%) also explicitly addresses diversity: "CSM is supportive all students—regardless of ethnicity, gender, religious beliefs, lifestyle, background, or sexual orientation." In addition, the entire Section, "CSM as a Respectful Place" addresses all aspects of diversity—not only were all 12 items highly rated (85.4% to 99.3%), they were slightly higher than in previous years. Clearly, the majority of students report pride in CSM and a sense that their unique attributes are respected.

Responsiveness to diversity also includes the issue of whether a free exchange of ideas is tolerated and encouraged on campus. Consistent with the previous years, in the 2012 survey, students report high levels of satisfaction with items concerned with the free exchange of ideas. Students indicate that CSM "values students' opinions" (91.2%) and encourages the "open discussion of controversial topics" (91.8%). In addition, students perceive that faculty encourage students to "examine different points of view" (91.1%).

Instructional Effectiveness (Faculty & Programs)
As in previous years, students generally report high levels of satisfaction with their faculty and instructional programs. In the 2012 survey, 93.7% indicate that they have learned a great deal from their courses and that grading practices are fair (90.9%). Students also reported that class assignments "challenged" them to do their best work (91.5%) and that program requirements are "clear and reasonable" (92%).

When asked about their experiences with faculty, 93.6% indicate that most instructors are "genuinely interested in teaching and their students" and 92.6% report they are "comfortable" approaching an instructor to ask questions. In addition, 89% indicate that the "overall quality of teaching is excellent" while 91.3% report that "most faculty carefully prepare" for classes. These findings are consistent with or slightly higher than those from Spring 2010.

Improvement in Instructional Effectiveness: Availability of Classes
When asked in the 2010 *Noel-Levitz* whether a "good variety of classes" are offered or scheduled at "convenient times," students' responses ranked below the national average. This was mirrored in 2010 *CSM Student Survey* in which a number of students indicated that they are not completely satisfied with the availability of classes. (76% indicated satisfaction, comparably among the lower ranking items.) In 2011 there was an increase in satisfaction: 81%. This year 84.3% indicated satisfaction with the availability of classes, up 8.3% since 2010. These two years of improvement is an extremely promising finding, especially as CSM has undergone several years of consolidating its offerings.

Communicating Information & Processes
In a variety of ways, CSM continues to communicate effectively key "types" of information. In 2012, 93.5% indicated they received useful information from the schedule and catalog, 93.5% found useful information on the website, and 92.3% found the website "easy to navigate." These areas showed slight increases in satisfaction as compared to previous years.

Also consistent with previous years' responses, students indicated that they are informed about the "consequences of unethical behavior " (95.4%); in a related

question, 94.9% indicate that the college and faculty give clear information about what "constitutes cheating."

Facilities and Safety
Extremely positive perceptions about college facilities suggest CSM's campus is an institutional strength. The 2012 findings show improvement since 2010 when, even then (in the midst of campus renovation), students expressed high level of satisfaction. When asked explicitly whether they "like the CSM campus and feel comfortable [here]," 95.9% expressed agreement (up 3% from Spring 2010). The question concerned with "ample places to meet and study" (85.1%) is up significantly 11.4% from 2010. And one of the top ranked (94.6%) items is concerned with classrooms as "clean, neat, and conducive to learning."

Student indicate similar quite positive responses regarding the adequacy of lab and computer facilities: 93.4% indicated that lab equipment was "sufficiently up to date" and 94.6% indicated satisfaction with computer equipment, slightly higher than last year.

Clearly, students have positive perceptions about CSM's new campus facilities and recent renovations.

In 2010 several items in the *Noel-Levitz* were explicitly concerned with facilities and had ratings above the national average, including the adequacy of lab and computer equipment. In this year's *CSM Student Survey students were* asked similar questions which yielded similar positive responses: 91% indicated that lab equipment was "sufficiently up to date" and 93% indicated satisfaction with computer equipment.

The perception of CSM as a "safe" campus also continues to be one of CSM's strengths. In 2010 the issue of campus safety showed some of the highest rated satisfaction levels in both *CSM Student Survey* and the *Noel-Levitz.* This year the word "Safe" was ranked highest (98.4%) for words or phrases used to describe CSM, higher than in 2011 and 2010 surveys.

General Education SLO's
The 10-item section, "Based on my experience at CSM," measures students' self-assessed gains in mastering CSM's General Education (GE) Student Learning Outcomes (SLO's). Questions covered all the GE SLO's thematic areas: Effective Communication, Quantitative Skills, Critical Thinking, Social Awareness and Diversity, and Ethical Responsibility. (For detail about SLO's, see: http://collegeofsanmateo.edu/sloac/.)

Students were asked to rate "agreement" with statements about the skills or knowledge they have acquired using a 6-point agreement scale. The survey instrument did not identify this section as an SLO assessment.

Students reported very high levels of agreement, ranging from 96.7% to 98.9%. All items had increases in satisfaction since 2010, ranging from +2.8% to +5%.

Improvements: CSM as an "Academic" Institution

In the section "Impressions of CSM," students rank adjectives and phrases describing CSM. Several descriptors related to the college's academic identity as an institution showed increased levels of satisfaction as compared to 2010: "Improving"(96.6%, up 2.3%); "Changing with the Times"(95.1%, up 3.9%); "Intellectually challenging" (92.4%, up 3%); and "Academically rigorous"(89.6%, up 5.6%);

Also related to CSM's credibility as an academic institutions are 3 questions concerned with student behavior on campus in the Section, "My CSM Experience." Students reported a positive change in perception since 2010: "students understand how to behave in the classroom and on campus" (85.7%, up 5.6%) and "there is clear sense of appropriate and inappropriate behavior on campus"(86.4%, up 4.4%). Most students also believe faculty effectively handle rudeness or inappropriate behavior (89.2%, up 4.2%). However, for some students at CSM, there are issues about civility and what constitutes acceptable behavior in a college environment as these items remain among the lowest ranked.

Improvements: Campus Services and Academic Advising

Students also indicate satisfaction with personnel in support services, up slightly from previous years. Personnel in "student support services" (89.2%) and admissions and registration (87%) are reported as "informed and helpful."

The 4 items explicitly addressing issues related academic advising in "My CSM Experience" have improved levels of satisfaction from the previous year, ranging from 86.7% to 89.4%. The items include whether a students knows what courses to take to graduate or transfer, and whether his or her or academic advisor is approachable and knowledgeable about program requirements (Q37, Q48, Q50, and Q51.) These questions were asked in the 2010 *Noel-Levitz* survey.

This suggests improvement. In the 2010 *Noel-Levitz*, responses to academic advising were mixed. Questions concerned with whether the student's academic advisor is "approachable" and is "knowledgeable about program requirements" ranked <u>below</u> the national average.

CHALLENGES & THEMES TO INVESTIGATE

In general, as noted earlier, CSM students indicated very high levels of satisfaction with CSM in surveys conducted in 2010 and 2011. In 2012, students expressed even higher levels of satisfaction for the vast majority of questions, 80%-100% satisfaction. In fact, in the *CSM Survey*, the lowest ranked item for satisfaction (62.7%) still indicates that a majority of students were satisfied in that area.

The "Challenges & Themes" section is intended to identify themes in which items ranked either among the 20 lowest rated in *CSM Student Survey.* The challenges or themes suggested here are subtle issues and were suggested in previous surveys, including the 2010 *Noel-Levitz.*

Possible Challenge: Aspects of Campus Climate & Diversity
While CSM students report extremely high levels of satisfaction with virtually all question probes related to diversity, a small number of students do perceive problems with sexual harassment and a sense of racial tensions. This is consistent with 2010 and 211 findings.

In the *CSM Student Survey*, one question item was explicitly concerned with sexual harassment: "I think sexual harassment is a problem at CSM." While 83.3% did not think it a problem, 16.7% agreed with the statement, up slightly from the previous year. Despite the overall very positive response, a small group,154 individuals, indicated dissatisfaction.

When asked whether CSM "handles complaints of sexual harassment fairly," 90.4% agreed, clearly a very positive response, up 2% from 2010. Yet 9.6% disagreed, the latter group including 90 individuals.

In addition, a small group of students perceive ethnic or racial "tensions in the classroom": 19.3 % or 188 individuals reporting perceiving racial tensions; conversely 80.7% or 769 individuals disagreed with the statement. This is consistent with findings from previous surveys.

Possible Challenge: "Being Welcomed" vs. "Belonging"
As noted above, students feel genuinely welcomed by the faculty and staff they encounter and by the "friendly" campus as a whole.

However, though showing improvement as compared to Spring 2011 and 2010 surveys, a small proportion of students don't feel a strong sense of "belonging" to the campus or report that the college is not concerned about students as individuals. In the section in which students were asked to describe CSM through a word or phrase, the second lowest ranked item was "concern about me as an individual" (85%, up 5.9%). In the section, "My CSM Experience," among the lowest ranked items, include being "valued as an individual on campus" and or "[that] CSM is genuinely concerned about me as an individual." In fact, 27.7% (263 students) report feeling "isolated within the CSM community…because of my background." (Conversely, 73% or 685 students did not report feeling isolated.)

In 2010 these themes surfaced in the *Noel-Levitz.* Items ranked below the national average included the statements about whether students know "what's happening on campus" and whether they think "most students feel a sense of belonging on campus." In addition, the "institution's commitment to commuters" "ranked <u>below</u> the national average.

Sensitivity to Working Adults with Families
A lack of a sense of "belonging" is surely connected to the fact that CSM is a commuter campus. In related themes, when asked whether CSM and faculty "accommodate" working students and those raising families, a small proportion of students (approximately 12%) were not satisfied. Among the 20 lowest ranked items for

the Section, "My CSM Experience," includes:

> Q25. "Generally, CSM programs and services accommodate working students"
> (87.4%; 88% in 2010).

> Q26. "Generally, understand the needs of people raising families" (87.6%; 89.2%
> in 2010).

> Q27. "Generally, CSM programs and services accommodate then needs of
> people who have to work" (87.4%; 88.4% in 2010).

Possible Challenge: CSM's Identity

It should be noted that in the Section, "Impressions of CSM," students indicated high levels of agreement with <u>all</u> the phrases, from 85% to 98.4%. However, in a pattern similar to last year's survey, the 2 items ranked lowest (85%) in agreement levels included phrases describing CSM as "Cutting Edge" and "Concerned about me as an individual." In fact, the phrase, "Cutting Edge" showed a negative (-9.8%) shift in satisfaction levels from 2010. This ranking perhaps continues to suggest that some students may be concerned with CSM's credibility as a <u>contemporary</u> academic institution adapting to a rapidly changing world. However, it should be noted that simultaneously the phrase "Up-to-date" is ranked highly at 96.4%—CSM may be perceived as modern, but not cutting edge.

As noted earlier, items related to appropriate student behavior showed improvement from previous surveys, yet these items still remain among the 10 lowest ranked. For some students at CSM, there continues to be concerns about civility and what constitutes acceptable behavior in a college environment.

Possible Challenge: Channels for Complaints and Getting Help

Students have positive views about the approachability of their instructors. They indicate they <u>can</u> approach their instructors when they have questions about assignments or readings (92.6%). However, consistently with previous years' findings, some students indicate difficulties as they negotiate selected college processes.

As in previous years, students were asked whether they know where to get help for a class in which they are having problems or to register a complaint about a faculty or staff member. These were among the overall lowest ranking items for satisfaction, 83.5% and 62.7% respectively.[4] Also among the lowest rated items was the issue of "being notified early if they are doing poorly in classes" (71.3%).

Clearly, some students continue to face communication problems and feeling of isolation when they are having difficulties at CSM.

---

[4] A concern with how CSM handles complaints was also suggested the 2010 *Noel-Levitz*: the item regarding the availability of "channels for expressing student complaints" was ranked below the national average.

PROFILE OF STUDENT RESPONDENTS

Overall, student survey respondents have similar demographic characteristics to the general CSM student population with slight differences. They are predominately female, somewhat older, and somewhat more likely to be full-time students than the general population in Spring 2011. Their ethnicity generally reflects that of the general student population.
(For complete demographic data see data reports: http://collegeofsanmateo.edu/ institutionalresearch/csm_community-studentccss_2012%20.asp)

CSM Student Survey Students
- Respondents were somewhat more likely to be full-time students (37% vs. 32%)
- Respondents were somewhat older (37% 30 years and above vs. 31%)
- Women were more likely to respond (57% vs. 49%)
- The ethnicity of respondents roughly approximated the general student population:
  - African American (2% vs. 3)
  - Hispanic (19% vs. 19%)
  - Pacific Islander (2% vs. 2%)
  - Filipino (6% vs. 7%)
  - Multi-Racial (8% vs. 12%)
  - White (35% vs. 34%)

- The day only and mix of day + evening enrollment patterns of respondents closely mirrored the general student population:
  - Day only (52% vs. 48%)
  - Day + Evening (17% vs. 20%)

- The employment status of respondents is as follows:
  - 68% were employed
  - 12% were working more than 40 hours a week;
  - 29% of were unemployed (12% of whom were looking for work); and
  - 3% were retired.

Student Campus Climate & Satisfaction Survey
2010-2012 Comparative Data

Notes:

- Data compare the total percentages of respondents who "Agree" or "Strongly Agree" with each question item.
- "Change" represents the change, expressed in percentage points, in percent share of the total.
- "---" indicates a comparable question was not asked in that year in this particular survey instrument. [Comparable questions were, however, used in the Noel-Levitz survey which CSM also administered in June 2010.]
- Trendlines are illustrative and are not to scale.
- Total respondents: Spring 2010 n=1,118; Spring 2011 n=1,397; Spring 2012 n=1,132.
- "Does Not Apply" responses are not factored here into comparative data.
  For reporting purposes, the responses to the section "My CSM Experience" are grouped into the following categories: Academic Advising, Academic Services, Campus Climate, Campus Support Services, Concern for the Individual, Facilities, Instructional Effectiveness, Library, Registration Effectiveness, Responsiveness to Diversity, Safety and Security, and Student Centeredness.

Student Campus Climate & Satisfaction Survey: 2010 – 2012 Comparative Data

Personal Interactions at CSM	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
1. Interaction with students	77.8	79.7	81.7		3.9	2.0
2. Interaction with staff	70.9	74.8	75.8		4.9	1.0
3. Interaction with faculty	83.6	83.5	84.3		0.7	0.8

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
My CSM Experience: Academic Advising						
37. I know which courses I need to graduate or transfer.	86.9	88.0	89.4		2.5	1.4
48. My academic advisor is approachable.	---	82.5	86.7		---	4.2
50. My academic advisor is knowledge-able about program requirements.	---	82.4	88.1		---	5.7
51. My academic advisor is knowledge-able about transfer requirements or requirements at other institutions.	---	81.4	87.5		---	6.1
My CSM Experience: Academic Services						
42. There are ample places on campus for me to meet and study with other students.	83.7	93.2	95.1		11.4	1.9
43. If I have a problem with my classes, I know where I can get help on campus.	78.4	79.7	83.5		5.1	3.8
52. Assessment and course placement processes are reasonable.	---	90.8	90.3		---	(0.5)
53. Program requirements are clear and reasonable.	---	91.7	91.5		---	(0.2)
My CSM Experience: Campus Climate						
3. I feel that CSM encourages the free and open discussion of controversial topics.	90.9	91.2	91.8		0.9	0.6
9. I think that sexual harassment is a problem at CSM.*	15.9*	14.6*	16.7*		0.8*	2.1*
10. I have confidence that CSM handles complaints of sexual harassment fairly.	88.4	90.6	90.4		2.0	(0.2)
11. I perceive racial or ethnic tensions in the classroom.*	17.4*	18.2*	19.3*		1.9*	1.1*
15. I can easily obtain useful information from CSM's website.	89.8	91.6	92.3		2.5	0.7
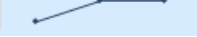
*Note that this question-item is negatively worded.

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
18. I like the CSM campus and feel comfortable here.	92.9	96.3	95.9		3.0	(0.4)
20. The CSM environment can generally be characterized as one of mutual respect between students and faculty.	94.3	92.3	94.7		0.4	2.4
24. I find the college website easy to navigate.	86.7	89.7	88.7		2.0	(1.0)
29. There is a clear sense of appropriate and inappropriate behavior on this campus.	82.0	83.1	86.4		4.4	3.3
30. Most students are happy to be enrolled at CSM.	89.4	90.6	89.9		0.5	(0.7)
31. I am proud to be a student at CSM.	91.8	92.6	93.3		1.5	0.7
32. Students understand how to behave in the classroom and on campus.	80.1	81.2	85.7		5.6	4.5
33. CSM values students' opinions.	91.8	89.4	91.2		(0.6)	1.8
My CSM Experience: Campus Support Services						
38. Personnel in student support services are informed and helpful.	88.8	87.0	89.2		0.4	2.2
My CSM Experience: Concern for the Individual						
13. I feel the CSM is genuinely concerned with my welfare.	81.6	83.2	83.3		1.7	0.1
28. I feel valued as an individual on campus.	84.6	85.8	87.3		2.7	1.5
My CSM Experience: Facilities						
41. Classrooms are clean, neat, and conducive to learning.	91.8	94.5	94.6		2.8	0.1
54. Lab equipment is sufficiently up to date.	---	90.8	93.4		---	2.6
55. Computer equipment is sufficiently up to date.	---	92.4	94.6		---	2.2
My CSM Experience: Instructional Effectiveness						
12. I am able to get the classes I want most of the time.	75.9	81.4	84.2		8.3	2.8
14. I obtain useful information from the college catalog and schedule of classes.	95.0	96.3	93.5		(1.5)	(2.8)
16. Faculty encourage students to examine different points of view.	89.8	88.3	91.1		1.3	2.8
17. Overall, the quality of teaching is excellent.	88.2	87.7	89.0		0.8	1.3
21. Overall, class assignments have challenged me to do my best work.	88.9	90.5	91.0		2.1	0.5

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
22.	Most faculty prepare carefully for their courses.	88.2	89.1	91.3		3.1	2.2
23.	Overall, I have learned a great deal from my courses.	93.6	93.1	93.7		0.1	0.6
34.	Faculty effectively handle rudeness or inappropriate student behavior in educational settings.	85.0	86.8	89.2		4.2	2.4
35.	If I have questions about course assignments or readings, I feel comfortable approaching my instructor to ask questions.	92.3	91.6	92.6		0.3	1.0
39.	Overall, the grading practices (exams, quizzes, papers, etc.) used to evaluate students are fair.	89.9	90.2	90.9		1.0	0.7
40.	Students are notified early if they are doing poorly in class.	70.7	72.8	71.3		0.6	(1.5)
44.	The college and my instructors give clear information of what is considered cheating or dishonesty in class.	94.2	95.9	94.9		0.7	(1.0)
46.	I am aware of the consequences for unethical behavior (cheating, academic dishonesty, plagiarism, etc.).	95.0	95.4	95.4		0.4	0.0
My CSM Experience: Library							
49.	Resources in the CSM Library reflect the needs of the students.	---	90.7	93.0		---	2.3
56.	The library has an adequate collection (books, periodicals, and online resources) for student research.	---	91.8	92.1		---	0.3
57.	The library maintains sufficient operating hours for student access.	---	87.2	86.8		---	(0.4)
My CSM Experience: Registration Effectiveness							
36.	Personnel in admissions and registration are informed and helpful.	88.4	88.0	87.0		(1.4)	(1.0)
My CSM Experience: Responsiveness to Diversity							
1.	CSM is supportive of all students- regardless of ethnicity, gender, religious beliefs, lifestyle, background, or sexual orientation	97.9	96.3	98.3		0.4	2.0
4.	CSM supports a community of diverse cultures.	97.4	96.9	96.5		(0.9)	(0.4)
5.	CSM's campus culture is supportive of my background and values.	94.3	93.8	94.8		0.5	1.0
6.	Other students at CSM are respectful of my background and values.	90.5	91.4	93.4		2.9	2.0

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
7.	At times, because of my background, I feel isolated within the CSM community.*	26.1*	26.6*	27.7*		1.6*	1.1*
8.	Men and women are treated equally at CSM.	92.6	92.6	94.1		1.5	1.5
25.	Generally, CSM's programs and services accommodate working students.	88.0	88.1	87.4		(0.6)	(0.7)
26.	Generally, faculty understand the needs of people raising families.	89.2	88.6	87.6		(1.6)	(1.0)
27.	Generally, faculty understand the needs of people who have to work.	88.4	86.5	87.4		(1.0)	0.9
My CSM Experience: Safety and Security							
19.	I feel safe on campus.	94.3	96.2	96.8		2.5	0.6
My CSM Experience: Student Centeredness							
2.	Most instructors are genuinely interested in teaching and students	92.7	92.9	93.6		0.9	0.7
45.	CSM provides an environment that encourages personal growth.	92.3	93.3	94.6		2.3	1.3
47.	If I were to have complaint about a faculty or staff member, I know where to get help.	60.2	59.8	62.7		2.5	2.9
Impressions of CSM							
1.	CSM is…Friendly	97.0	96.6	97.8		0.8	1.2
2.	CSM is…Welcoming	96.1	95.9	97.5		1.4	1.6
3.	CSM is…Respectful	95.5	95.8	97.8		2.3	2
4.	CSM is…Safe	94.6	96.8	98.4		3.8	1.6
5.	CSM is…Tolerant of diversity	97.9	97.0	97.8		(0.1)	0.8
6.	CSM is…Caring	90.9	92.5	93.5		2.6	1.0
7.	CSM is…Improving	93.3	96.3	95.6		2.3	(0.7)
8.	CSM is…Tolerant of differing perspectives & ideas	94.2	94.7	96.3		2.1	1.6
9.	CSM is…Cooperative	94.5	94.9	95.8		1.3	0.9
10.	CSM is…Up-to-date	88.4	94.2	96.4		8.0	2.2
11.	CSM is…Cutting edge	94.8	84.0	85.0		(9.8)	1.0
12.	CSM is…Changing with the times	91.2	95.4	95.1		3.9	(0.3)
13.	CSM is…Concerned about me as an individual	79.1	82.1	85.0		5.9	2.9

*Note that this question-item is negatively worded.

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
14. CSM is…Intellectually challenging	89.4	91.6	92.4		3.0	0.8
15. CSM is…Academically rigorous	84.0	87.3	89.6		5.6	2.3
CSM as a Respectful Place						
1. CSM respects…Students of my race/ethnicity	96.8	97.6	98.4		1.6	0.8
2. CSM respects…Students of my socio-economic status	96.6	97.1	97.9		1.3	0.8
3. CSM respects…Students of my gender	98.6	98.4	99.3		0.7	0.9
4. CSM respects…Students with my religious beliefs	95.9	96.3	97.6		1.7	1.3
5. CSM respects…Students with my sexual orientation	97.7	99.0	98.5		0.8	(0.5)
6. CSM respects…Students with my political beliefs	95.6	95.4	96.6		1.0	1.2
7. CSM respects…Students with my immigration background	96.5	97.6	98.0		1.5	0.4
8. CSM respects…Students with physical, psychological, or learning disabilities like mine	96.7	97.5	98.1		1.4	0.6
9. CSM respects…Students in my age group	96.1	96.0	96.4		0.3	0.4
10. CSM respects…Students with family responsibilities	93.5	95.2	95.4		1.9	0.2
11. CSM respects…Students with job responsibilities	92.9	94.0	93.0		0.1	(1.0)
12. CSM respects…Students who are LGBT (Lesbian, Gay, Bisexual, and Transgender/ Transsexual).	---	97.6	97.7		---	0.1

Student Campus Climate & Satisfaction Survey: General Education Student Learning Outcomes
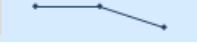
Based on my experience at CSM...	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
1. I can express ideas and provide supporting evidence effectively in writing	94.6	97.0	98.4		3.8	1.4
2. I can express ideas and provide supporting evidence effectively orally	93.7	97.2	98.1		4.4	0.9
3. I can comprehend, interpret, and analyze information I read	95.5	98.1	98.9		3.4	0.8
4. I can comprehend, interpret, and analyze information I hear	95.8	97.7	98.6		2.8	0.9
5. I can communicate effectively in a group or team situation	93.6	96.9	98.1		4.5	1.2
6. I can comprehend, interpret, and analyze numerical and or quantitative calculations, including those presented in graphs, tables, and charts	91.7	96.0	96.7		5.0	0.7
7. I can effectively identify, develop, and evaluate arguments	93.7	97.9	98.2		4.5	0.3
8. I can effectively assess the legitimacy or adequacy of different types of information	94.2	97.9	98.0		3.8	0.1
9. I can work effectively with others of diverse backgrounds and acknowledge the value of diverse opinions and backgrounds	95.4	98.3	98.6		3.2	0.3
10. I can identify ethical issues and evaluate their consequences	94.9	97.6	98.3		3.4	0.7

Student Campus Climate & Satisfaction Survey: CSM Overall

1. Would you recommend CSM to a family member or friend?	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Yes	96.4	96.9	97.6		1.2	0.7
No	3.6	3.1	2.4		(1.2)	(0.7)

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

2. Overall, how would you rate your educational experience at CSM?	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Excellent	44.3	49.4	52.0		7.7	2.6
Good	47.4	43.5	40.7		(6.7)	(2.8)
Fair	7.0	6.1	6.6		(0.4)	0.5
Poor	1.2	1.0	0.7		(0.5)	(0.3)

3. If I were starting over, I would attend CSM.	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Yes	90.8	91.0	91.4		0.6	0.4
No	9.2	9.0	8.6		(0.6)	(0.4)

4. How would you describe CSM's reputation in the community?	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Excellent	39.5	46.5	52.0		12.5	5.5
Good	51.7	44.4	41.9		(9.8)	(2.5)
Fair	8.2	8.1	5.5		(2.7)	(2.6)
Poor	0.5	1.0	0.6		0.1	(0.4)

Student Campus Climate & Satisfaction Survey: Demographics

1. During the Spring 2010/11 term, how many units were you enrolled in?	2010	2011	2012	Change '10-'12	Change '11-'12
12+ units	35.8	38.7	37.0	1.2	(1.7)
6-11 units	31.4	32.9	31.9	0.5	(1.0)
Fewer than 6 units	32.8	28.4	31.1	(1.7)	2.7

2. Which types of classes do you most frequently attend at CSM?	2010	2011	2012	Change '10-'12	Change '11-'12
A mix of day and evening classes	17.2	17.1	16.4	(0.8)	(0.7)
A mix of online and on-campus classes	7.0	8.8	9.4	2.4	0.6
Day classes	44.8	50.0	52.1	7.3	2.1
Evening classes	25.2	19.8	17.2	(8.0)	(2.6)
Online classes	5.4	4.0	4.8	(0.6)	0.8
Weekend classes	0.5	0.1	0.1	(0.4)	0.0

3. My age is:	2010	2011	2012	Change '10-'12	Change '11-'12
19 or younger	15.3	19.7	19.4	4.1	(0.3)
20-25 years	28.2	29.1	30.7	2.5	1.6
26-30 years	13.0	11.8	12.5	(0.5)	0.7
31-39 years	12.9	14.5	12.0	(0.9)	(2.5)
40-49 years	11.9	11.8	13.0	1.1	1.2
50 or older	18.7	13.0	12.5	(6.2)	(0.5)

4. My gender	2010	2011	2012	Change '10-'12	Change '11-'12
Female	60.5	59.6	57.4	(3.1)	(2.2)
Male	39.5	40.4	42.6	3.1	2.2

5. My Ethnicity	2010	2011	2012	Change '10-'12	Change '11-'12
African American or Black	2.3	3.1	2.4	0.1	(0.7)
Asian	21.8	20.7	21.6	(0.2)	0.9
Filipino	5.6	6.2	5.9	0.3	(0.3)
Hispanic/Latino	14.8	17.4	19.1	4.3	1.7
Native American	0.5	0.7	0.5	0	(0.2)
Pacific Islander	2.4	1.6	2.2	(0.2)	0.6
White	42.4	38.9	35.3	(7.1)	(3.6)
Multi-Racial	5.0	6.7	7.7	2.7	1
Other	5.1	4.7	5.2	0.1	0.5

6. My Work	2010	2011	2012	Change '10-'12	Change '11-'12
10-20 hours per week	17.7	18.9	19.0	1.3	0.1
21-40 hours per week	25.1	25.8	27.0	1.9	1.2
Fewer than 10 hours per week	9.5	10.5	10.5	1	0
More than 40 hours per week	13.8	11.8	11.9	(1.9)	0.1
Retired	---	2.5	2.8	---	0.3
Unemployed	---	17.4	17.1	---	(0.3)
Unemployed AND looking for work	---	13.0	11.8	---	(1.2)
Not working	33.9	---	---	---	---

CSM's Campus Climate & Satisfaction Surveys
Classified Staff and Faculty & Administrators
Spring 2012
Narrative Analysis

OVERVIEW OF SURVEY COMPOSITION

During May and June 2012 CSM's Office of Planning, Research, and Institutional Effectiveness (PRIE) conducted two employee campus climate & satisfaction surveys. They were administrated online to all CSM employees [1]: the *Classified Staff Campus Climate & Satisfaction Survey* (49 respondents) and the *Faculty & Administrators Campus Climate & Satisfaction Survey* (121 respondents).[2] [3] This is the third year in which these particular employee surveys were administered.

Fast Fasts Findings
100% of classified staff indicated they like working at CSM and would recommend CSM to a family member or a friend who is a prospective student. 90.6% of faculty indicated they like working at CSM and 88% would recommend CSM to a family member or a friend who is a prospective student.

Background
While CSM has historically conducted many accreditation-related satisfaction surveys, it developed new campus climate survey instruments in Spring 2010. PRIE staff reviewed a variety of campus climate and employee surveys employed by numerous 2-year and 4-year institutions as well as CSM's past accreditation instruments. The results were two survey instruments: one designed for faculty and administrators as a group and one designed for classified staff.[4]

There have been a few modifications since 2010; however, both surveys contained a common thematic structure to allow for comparison of attitudes between the two study populations.

The common thematic areas include:
- Overall impressions and attitudes about CSM;
- Attitudes regarding co-workers, senior administration, workload, on-the-job recognition, and supervision;

---

[1] Employees were given the incentive to participate of winning an iPod Nano; funds used were from the San Mateo County Community College Foundation; no college funds were used.
[2] This is this the third time CSM has administered these surveys. In 2011, 48 classified staff and 123 faculty and administrators participated 2010; in 2010, 44 classified staff and 101 faculty and administrators participated.
[3] Data concerning demographics of participants are included in the last section of this narrative. In Spring 2012, CSM had 124 classified staff and 439 faculty and/or administrators.
[4] New question items were added in 2011about customer service (for staff), the Library, and campus climate for LBGT employees and students. In 2012 a section about the District Office was added which was also used by Cañada and Skyline in their employee surveys.

- Opportunities for training and professional development;
- Work and family balance;
- Campus safety and security;
- Effectiveness of channels of communication, shared governance, and institutional planning;
- Diversity awareness, overall campus climate, and CSM as a respectful place;
- Satisfaction with facilities, maintenance, and technology support;
- Effectiveness of student support programs and services, including the library and labs; and
- Effectiveness of instructional programs and offerings.

These themes were organized within the surveys into categories in the following order:

1. *Personal Interactions at CSM*
2. *Impressions of CSM*
3. *Overall Attitude toward CSM*
4. *Career Opportunities*
5. *Communication*
6. *Co-workers*
7. *Job Attitudes*
8. *Workload*
9. *Recognition, Supervision*
10. *Training & Professional Development*
11. *Work & Family/Life Balance*
12. *Diversity Awareness*
13. *Campus & Facilities*
14. *Equipment & Technology*
15. *Programs and Services*
16. *Governance & Planning*
17. *CSM's Senior Leadership*
18. *District Office* [new for 2012]

Survey respondents were also asked questions unique to their employee group: e.g., faculty were asked about issues pertaining to academic freedom and using the library for course assignments; staff were asked about issues pertaining to their "customer service" levels, etc.[5] Both surveys contained items used in and parallel to the *CSM Student Campus Climate & Satisfaction Survey (CSM Student Survey)*, also administrated simultaneously in Spring 2012.

DATA REPORTS

Narrative analysis in based on the findings accessible online at the PRIE website: http://collegeofsanmateo.edu/institutionalresearch/csm_community-employeeccss.asp.asp

Four reports are available for each employee group (8 total) to provide the campus community with various perspectives when they analyze the data. They include:

- *Comprehensive Data* (includes data for all satisfaction levels, e.g. "Agree Strongly ↔ Disagree Strongly").
- *Summary Data* (summarizes satisfaction levels, e.g. "Total Agree" and "Total Disagree").

---

[5] Note: faculty and administrators were grouped together and, while several questions were designed as unique to faculty, none were unique to administrators.

- *Ranked Responses* (data are ranked within thematic categories according to levels of satisfaction or agreement).
- *Comparative Data, 2010, 2011, and 2012* (includes comparative data; also includes percentage points change from 2010 to 2012 and from 2011 to 2012).

METHODS OF ANALYSIS

Developed by staff from PRIE, this narrative analysis highlights the strengths and challenges for CSM identified in the surveys. As there are more than 150 questions in 2012 for each group, the narrative does not address all response items. Generally, this analysis discusses data from both surveys in terms of <u>total</u> satisfaction and dissatisfaction levels (e.g. a sum of "Agree" + "Agree Strongly").

Trends Analysis for Each Employee Groups
Discussion contains, where appropriate, trend analysis of the 3 years of data for 2010, 2011, and 2012 for each employee group. Several notable differences or similarities between data for 2012 and the preceding years are noted.

Generally, variations of a few percentage points between the two years of data are not significant; minor fluctuations are customary in surveys of large populations. This discussion does address several, but not all, fluctuations of 4% or greater. Some question items show significant change in attitudes, 20% or more from preceding years.

In addition, where appropriate, the comparative analysis includes data from the *CSM Student Survey, 2012.*

Ranking of selected items within a topic area is also addressed, particularly as a means to understand the themes within the context of generally high levels of satisfaction for both surveys.

Comparative Analysis
Several important question-items indicate "challenges" for CSM employees; however, both surveys indicate overall and consistent levels of satisfaction with CSM.

In 2012, the *Classified Staff Survey* included 152 questions: in comparison with 2010, 126 showed positive change, 23 negative change, and 3 no change. The *Faculty/Administrator Survey* includes 151 items, with 88 showing positive change and 63 negative change.[6]

The number of respondents to the *Classified Staff Survey* has slightly increased since the survey was first offered in this form: Spring 2010, n=44, Spring 2011, n=48, and Spring 2012, n=49. Overall, the satisfaction levels were high in 2010 and 2011, with a few areas of concern. This year, the findings show <u>even higher</u> levels of satisfaction in most topic

---

[6] The *Classified Staff* Survey includes one question item not used in the *Faculty Survey:* Section, "Co-Workers." Question 9. "Providing excellent 'customer service' is valued in my area."

areas; in addition, there are also several questions with significantly higher levels of satisfaction than in 2010, as much as a 37% increase. Even the question items that suggested areas of concern in 2011 and 2012, consistently showed improvement.

The number of respondents to the *Faculty & Administrators Survey* has also slightly increased since the survey was first administered: Spring 2010, n=101, Spring 2011, n=123, Spring 2012, n=127. In Spring 2012 those respondents who identified their employee classification included full-time faculty 59% (68), adjunct faculty 37% (42), and administrators 4% (5), proportions consistent with previous years' surveys. As in results from the classified staff, overall the satisfaction levels were generally high in 2010 and 2011, with areas of concern; in general, satisfaction levels are not as high as those of classified staff. This year findings show increases in satisfaction in most topic sections as compared to 2010, with many items showing significant improvement (+5%).

STRENGTHS
Trends, Highlights, Changes in Perspective

Overall Positive Attitudes toward CSM
Classified staff respondents have very positive overall attitudes toward CSM; in fact, on some items 100% showed satisfaction. (100% satisfaction is unusual in employee surveys.) 100% indicated they like working at CSM and would recommend CSM to a family member or a friend who is a prospective student (up 7% from 2010.) They are proud to be employees at CSM (97.9%); they would recommend CSM to a family member or friend looking for a job (86.7%), and a healthy majority would choose to work at CSM if starting over (91%, up 5.1% from 2010). A large majority indicated they expect to be working for CSM in 5 years (91.1%). These findings are consistent with or better than the last two years.

This overall positive attitude is also seen in the first section of the survey in which staff were asked to rate the "friendliness" of their "personal interactions" with students, staff, faculty, administrators, and district personnel. In this area staff also indicated very high levels of satisfaction (79.2%-93.9%). There were significant increases in satisfaction with interactions with administrators (91.9%, up 9.2% from 2010) and with district personnel (79.2%, up 8.4% from 2010). Over the last three years, staff consistently rate their interactions with students the highest (93.2% for 2012).

Faculty, like staff, have very positive overall attitudes toward CSM; 90.6% indicated they like working at CSM and 88% would recommend CSM to a family member or a friend who is a prospective student. They are proud to be employees at CSM (89.7 %); they would recommend CSM to a family member or friend looking for a job (86.%). They would choose to work at CSM if starting over (80.2%, a decrease of 4.3% from 2010) and a large majority indicated they expect to be working for CSM in 5 years (86.1%, up 6.8% from 2010). These findings are consistent with the last two years'.

This overall positive attitude is also seen in the section in which faculty rated the "friendliness" of their "personal interactions" with students, staff, faculty, administrators, and district personnel. Faculty also indicated high levels of satisfaction (69.2%-95.8%). Over the last three years, faculty consistently rate their interactions with students the

highest (95.8% for 2012). In this section, the lowest rated item, "interactions with district personnel," also showed the greatest change from 2010, 69.2%, an increase of 5.6%.

Overall Campus Climate

This positive attitude is further reflected in classified staff ranking of adjectival descriptors in the section, "Impressions of CSM," a section common to faculty and student surveys as well. Respondents were asked to rank the terms to complete the sentence: "CSM is…." For 9 of the 15 phrases, 90% or more of staff indicated satisfaction. In this section there were significant increases since 2010 in all but one area, with 100% agreement for the adjectives "Friendly" and "Welcoming." These two adjectives have been the highest rated in the 3 years of this year: overall staff continue to view CSM as a welcoming place, tolerant of diversity.

Staff and Faculty/Administrators: Contrasting Views of CSM as Academically Rigorous?

In the section, "Impressions of CSM," classified staff view of CSM is more "Academically Rigorous" and "Intellectually Challenging" than in previous surveys. In 2010 "Academically Rigorous" was ranked near the bottom as 13th out of 15 items. "Intellectually Challenging" was ranked 10th. In 2012 they were ranked 3rd and 6th, respectively, significant increases of 25.7% and 12.6%. The phrase "Up-to-date" also showed an increase of 8.2% with 90.7% indicating agreement. Even the two phrases which continue to be ranked lowest showed significant increases in agreement: "Concerned about me as an individual" 78.6.% indicated agreement, up 15.4% since 2010. The phrase "Cutting edge" also improved slightly (2.8%) with 57.8% indicating agreement.

Staff may not universally view CSM as "cutting edge" but this group of respondents definitely sees CSM as more modern and academically challenging than in past years. (Note: this view of CSM as <u>not</u> being "Cutting edge" was also suggested in 2012's *CSM Student Campus Climate and Satisfaction* Survey which contains some parallel questions; at the same time, students also rated "Academically Rigorous" more highly than in previous years.)

Faculty respond to the section "Impressions of CSM," with generally high levels of satisfaction and continue to share with classified staff a view of CSM as welcoming place, tolerant of diversity. Consistent with the classified staff perspective, they rank as the highest the following adjectives and phrases "Friendly," "Respectful," "Welcoming," "Tolerant of Diversity," and "Safe." Even though the phrases, "Cutting edge" and "Concerned about me as an individual" showed the most increase in satisfaction (respectively +9.2% and +13.3), they are among the lowest ranked (57.8% and 78.6%, respectively). (This is consistent with past years.) As a point of view very different from classified staff, the faculty ranking of the phrase, "Academically rigorous" showed the most negative change (79.5%, a decrease of 16.4%). They also do not see CSM as "Intellectually Challenging" as their staff colleagues (73.6%, faculty/administrators vs. 94.4%, classified staff.)

Positive Attitudes about their Workplace "Sphere"

Classified staff clearly like the nature of their work, sentiments expressed in two previous years' surveys. Significantly 100% said they like their jobs. Up 7.2% since 2010, 97.8%

reported a sense of accomplishment at work. They have the freedom to make decisions that affect their work (87.2%) and have the opportunity to use their "skills and talents" (97.8%, up 14.1% from 2010). They are pleased with the physical environment in which they work: 85.4% indicated they have the work space to do their jobs effectively (up 11% from 2010) and they believe they have the equipment they need (91.5%). And in one of the most significant indicators of job happiness, they also indicated a sense of "control over the work related tasks [they] undertake"(84.8%, up 5.7 since 2010). Of the 9 items in the "Job Attitude" category, 7 showed increased satisfaction compared to previous years.[7]

Faculty also indicate very high levels of satisfaction in the section "Job Attitudes," though not quite as high as this group of staff: 95.7% said they like their jobs and reported a sense of accomplishment at work. They have the opportunity to use their skills and talents (95.6%). They too report the freedom to make decisions that affect their work (84.1%, a decrease of 7.4% from 2010.) They have the workspace (89.5%) and the equipment they need to do their work effectively (88.6%). They also indicated a greater sense of "control over the work related tasks [they] undertake" (85.8%, up 6.5% from 2010).

Positive Attitudes about their Workplace: Co-workers
In addition to overall satisfaction with the nature of their jobs, CSM's classified staff like the people with whom they work within their immediate "sphere"—their co-workers and the administrators with whom they interact. In the section on "Co-workers" the range of satisfaction levels is extremely high: 93.5% to 100%. All the items also showed improvement from previous years' already high satisfaction levels. In fact, they registered 100% satisfaction in 3 areas: "good working relationships with [staff] co-workers"; "good working relationships with [faculty]co-workers"; and "providing excellent customer service is value in my area." They feel "respected" by faculty (93.6%), staff (97.8%), and administrators (95.7%, up 7.6% from 2010).

Faculty share a positive view of their co-workers. In the section on "Co-workers" the range of satisfaction levels is high: 82.7% to 99.1%. They indicated satisfaction with "good working relationships with [staff] co-workers" (99.1%) and "good working relationships with [faculty]co-workers" (93.9%). They also view their faculty peers as "interested in teaching and their students" (94.8%). There is some change (–/+) in levels within this section compared to 2010.

Improvements: Attitudes towards Supervisors
An important indicator of job morale is employee attitudes towards their supervisors. For classified staff, 6 of the 7 items comprising the section, "Supervision," showed considerable increases in satisfaction from previous surveys. Staff respondents report being highly satisfied with the quality of those relationships, 80% -91.7%, suggesting an overall increase in morale. For example, they indicate that their supervisors understand

---

[7] Note: Several studies of faculty job satisfaction in higher education indicate that faculty do receive job satisfaction from working in their discipline and "administrating to clients"—in other words, the work itself. In addition, "pleasant, concerned and enthusiastic co-workers" positively affect job satisfaction (Milosheff, 1990).

their work (91.3%, up 9.9% from 2010); provide feedback about the quality of their work (87%, up 10.8% from 2010); and praise them when they do good work (91.1%, up 7.8% from 2010).

For the faculty survey, <u>all</u> 7 items comprising the section, "Supervision," showed improvement in satisfaction from 2010 (+.4% to 7.3%). Faculty report being satisfied with the quality of those relationships, 72.6% -86.5%, also suggesting an overall increase in morale. For example, they indicate that their supervisors understand their work (85.5%, up 7.4% from 2010); provide feedback about the quality of their work (72.6%, up 6.3% from 2010); and praise them when they do good work (74.3%, up 5.1% from 2010).

Attitudes towards Senior Leadership: Improvement

The increase in morale suggested by the Section on "Supervision," is also suggested in improved confidence in leadership. For the Section, "CSM's Senior Leadership," classified staff responses to the 6 question items ranged from 78.6% to 95.6% indicating satisfaction, with very significant increases for all items, from 10% to 22.5%. For example, when asked whether employees "truly respect CSM's leadership," 80.5% indicate satisfaction, up 26.7% from 2010. When asked if there is a climate of mutual respect among staff and administrators, 78.6% indicated a positive response, up 22.5% since 2010. And when asked if they have confidence in CSM's leadership, 88.6% indicated satisfaction, up 13%.

The increase in morale suggested by the Section on "Supervision," is also suggested in improved confidence in leadership. For the Section, "CSM's Senior Leadership," classified staff responses to the 6 question items ranged from 78.6% to 95.6% satisfaction, with very significant increases for all items, from 10% to 22.5%. For example, when asked whether employees "truly respect CSM's leadership," 80.5% indicate satisfaction, up 26.7% from 2010. When asked if there is a climate of mutual respect among staff and administrators, 78.6% indicated a positive response, up 22.5% since 2010. And when asked if they have confidence in CSM's leadership, 88.6% indicated satisfaction, up 13%. When asked if CSM's leadership (including the president, vice presidents, and deans) respects employees, 95.6% indicated satisfaction, up 15.1% from 2012).

As noted above, faculty ratings in general this year are not as high as those of classified staff; in some cases there are considerable differences in perspectives. This is also true for the section, "CSM's Senior Leadership." Yet all the 6 questions show increases in satisfaction, some significant. For example, when asked whether employees "truly respect CSM's leadership," 68.7% indicate satisfaction, up 9.1% from 2010 and up 12.5% from 2011. When asked if there is a climate of mutual respect among staff and administrators, 68.5% indicated a positive response, up 4.1% since 2010. And when asked if they have confidence in CSM's leadership, 73% indicated satisfaction, up 11.3%. When asked if CSM's leadership (including the president, vice presidents, and deans) respects employees, 80.7% indicated satisfaction.

New Section: Attitudes towards the District Office

A similarly very positive view toward the District Office was expressed in the section new to the 2012 survey, "District Office." Responses to the 4 times in this section ranged from 76.7% to 93.9%. When asked in the section "Personal interactions at CSM" (rating

interactions with students, faculty staff, administrators, and district personnel), staff indicated the least satisfaction with district personnel, 79.2%, up 8.4% from 2010.

Faculty expressed lower levels of satisfaction than classified staff. Responses to the 4 items in the section "District Office" ranged from 68.1% to 78%%. When asked in the section "Personal interactions at CSM" (rating interactions with students, faculty staff, administrators, and district personnel), faculty also indicated the least satisfaction with district personnel, 69.2%, up 5.6% from 2010 and up 10.3% from 2011.

Note: the Section, "District Office" was added in 2012. CSM's sister colleges will be using these same core questions in their accreditation related surveys.

Improvements: Professional Development and Training
This section has had the relatively lowest levels of satisfaction in previous iterations of this survey, suggesting problematic issues around access to professional development and related issues. What is significant about the 2012 classified staff responses is the marked improvement in levels of satisfaction, increases of 9% to 17.4%. For example, 73% indicated they had access to training or professional development, a jump of 17.4% since 2010.

Faculty were more mixed in the Section, "Training and Professional Development." A question concerning the availability of release time showed improvement (77.8% up 5.8 from 2010) Questions regarding opportunities to attend conferences and training and to take flexible leave and bank units showed negative changes (-5% or more).

Planning Question: *Has CSM actually made available increased options for staff or are respondents voicing an overall change in morale and more positive view of opportunities for them at CSM.*

IMPROVEMENTS & CHALLENGES

Improvements & Challenges: Workload and Shared Governance
As noted above, classified staff respondents expressed very high levels of satisfaction with CSM and revealed significant positive changes in their views from earlier surveys. Compared to other question items, however, the 4 items in the section, "Workload," indicated dissatisfaction. When asked to indicate whether their work unit was adequately staffed, only 51.1% indicated affirmation; however, this response was an improvement from 44.2% in 2010. And fewer individuals indicated that their workload had increased this year than in the previous years.

In comparison to 2010 results, faculty also expressed higher levels of satisfaction on all but one of the items in the Section, "Workload." However, all the items in this section remain among the faculty/administrator survey's lowest ranked. The greatest increase was the item asking whether the faculty member's "work unit is adequately staffed (51.9%, up 16.3% from 2010).

Improvements & Challenges: Shared Governance
In the section "Governance and Planning" 90.6% of classified staff indicated that

strategic planning is used for institutional change and 88.9% indicated that they thought that the institutional planning processes as a whole is effective (an increase of 20.9% from 2010)—very high levels of satisfaction. 100% of classified staff also indicated their understood the purposes of the planning committee in which [he or she] participates. 70% indicated that shared governance is working well. However, the 5 items that explicitly addressed "shared governance" and "staff participation" were ranked comparatively the lowest, from 77.8% to 67.6%. (Again, even several of these items showed increased satisfaction as compared to 2010.)

Understanding CSM's decision-making processes appeared the biggest challenge for classified staff and was ranked the lowest for this section at 61.1%.

Faculty shared some staff concerns and in some cases indicated lower levels of agreement though also improvement form previous years. 76.8% of faculty/administrators indicated that strategic planning is used for institutional change (up 7.2 % from 2010). 68.5% indicated that the institutional planning processes as a whole is effective (up 6.5% from 2010). 58.5% indicated that shared governance is working well. And 56% indicated their understand CSM's decision making processes.

Improvements & Challenges: Other Areas to Examine

Among the areas which may have showed positive change yet also indicate concerns:
- Campus-wide communication
- Concern about the individual (similar to themes in the student survey)
- Sufficiency of tutorial services
- Perceptions about ethnic tensions and sexual harassment (in the context of high levels of satisfaction with diversity issues; similar to themes in the student survey)
- Improvements and barriers to Innovation

EVALUATION OF SURVEY INSTRUMENTS

Both sets of respondents were asked to evaluate the survey instruments' ease of use and whether the instruments reflected issues important to the respondents.

Both employee groups indicate a high rate of satisfaction with their respective instruments.

		Question Items	Total Agree	Total Disagree	Count
Survey Impressions: Faculty & Administrators	1.	This survey was easy to use.	91.0% (101)	9.0% (10)	111
	2.	This survey adequately addressed issues that are important to me.	78.6% (88)	21.4% (24)	112

Survey Impressions: Classified staff	1.	This survey was easy to use.	86.7% (39)	13.3% (6)	45
	2.	This survey adequately addressed issues that are important to me.	95.5% (42)	4.5% (2)	44

Demographics: Faculty/Administrators Respondents

1. Employment Status	Count	Pct
Adjunct Faculty	42	36.5
Full-time Faculty	68	59.1
Administrator	5	4.3
Retired or Post-Retirement	0	0.0
Number of Faculty & Administrators	115	

2. Years Worked in SMCCCD	Count	Pct
1 to 5	19	16.5
6 to 10	21	18.3
11 to 20	40	34.8
21 or more	35	30.4
Number of Faculty & Administrators	115	

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

3. Ethnicity	Count	Pct
African American or Black	2	1.9
Asian	11	10.2
Hispanic/Latino	5	4.6
Native American	0	0.0
Pacific Islander	2	1.9
White	74	68.5
Multi-Racial	11	10.2
Other	3	2.8
Number of Faculty & Administrators	108	

4. My gender	Count	Pct
Female	59	53.2
Male	52	46.8
Number of Faculty & Administrators	111	

Demographics: Classified Staff Respondents

1. Employment Status	Count	Pct
Full-time Staff	41	85.4
Part-time Staff	7	14.6
Number of Staff	48	

2. Years Worked in SMCCCD	Count	Pct
1 to 5	16	33.3
6 to 10	13	27.1
11 to 20	13	27.1
21 or more	6	12.5
Number of Staff	48	

3. Ethnicity	Count	Pct
African American	0	0.0
Asian	11	25.6
Hispanic/Latino	5	11.6
Pacific Islander	1	2.3
White	23	53.5
Multi-Racial	3	7.0
Number of Staff	43	

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

4. My gender:	Count	Pct
Female	33	70.2
Male	14	29.8
Number of Staff	47	

<u>REFERENCES</u>

Johnson, Gina M. (2009). What is it that satisfies faculty?: rank as a consideration in factors related to job satisfaction. Presented at the 2009 meeting of the Association of Institutional Research in the Upper Midwest. Retrieved from http://www.oir.umn.edu/static/papers/AIRUM_2009/AIRUM_2009_What_satisfies_faculty_paper.pdf

Klein, Jaime & Takeda-Tinker, Becky (2009). The impact of leadership on community college faculty job satisfaction. *Academic Leadership: the Online Journal*, 9(2). Retrieved from http://www.academicleadership.org/article/the-impact-of-leadership-on-community-college-faculty-job-satisfaction

Milosheee, Ellen (1990). Factors contributing to job satisfaction in the community college. *Community College Review, 18*(1). Available from http://crw.sagepub.com/content/18/1/12.extract

Classified Staff Campus Climate & Satisfaction Survey
2010-2012 Comparative Data

Notes:
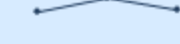
- Data compare the total percentages of respondents who "Agree" or "Strongly Agree" with each question item.
- "Change" represents the change, expressed in percentage points, in percent share of the total.
- "---" indicates a comparable question was not asked in that year in this particular survey instrument.
- Trendlines are illustrative and are not to scale.
- Total respondents: Spring 2010, n=44; Spring 2011, n=48; Spring 2012, n=49.

Classified Staff Campus Climate & Satisfaction Survey: 2010-2012 Comparative Data

Personal Interactions at CSM	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
1. Interaction with students	92.9	89.6	93.9		1.0	4.3
2. Interaction with staff	92.8	91.7	91.7		(1.1)	0.0
3. Interaction with faculty	83.4	75.0	87.5		4.1	12.5
4. Interaction with administrators	82.5	72.9	91.7		9.2	18.8
5. Interaction with district personnel	70.8	83.0	79.2		8.4	(3.8)

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Impressions of CSM						
1. CSM is...Friendly	92.9	97.9	100.0		7.1	2.1
2. CSM is...Welcoming	90.5	93.6	100.0		9.5	6.4
3. CSM is...Respectful	90.7	93.6	91.3		0.6	(2.3)
4. CSM is...Safe	89.7	91.5	95.7		6.0	4.2
5. CSM is...Tolerant of diversity	87.8	84.8	95.7		7.9	10.9
6. CSM is...Caring	85.4	86.7	93.5		8.1	6.8
7. CSM is...Improving	81.6	81.8	88.6		7.0	6.8
8. CSM is...Tolerant of differing perspectives & ideas	75.6	76.7	80.9		5.3	4.2
9. CSM is...Cooperative	85.7	84.4	81.8		(3.9)	(2.6)
10. CSM is...Up-to-date	82.5	84.1	90.7		8.2	6.6
11. CSM is...Cutting edge	55.0	51.2	57.8		2.8	6.6

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012
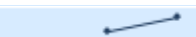
	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
12. CSM is…Changing with the times	82.9	81.8	83.7		0.8	1.9
13. CSM is…Concerned about me as an individual	63.2	65.9	78.6		15.4	12.7
14. CSM is…Intellectually challenging	81.8	78.4	94.4		12.6	16.0
15. CSM is…Academically rigorous	71.4	76.5	97.1		25.7	20.6
Overall Attitude Toward CSM						
1. I am proud to say that I am an employee of CSM.	97.6	97.9	97.9		0.3	0.0
2. I would recommend CSM to a family member or friend who is looking for a job.	88.4	91.3	86.7		(1.7)	(4.6)
3. I would recommend CSM to a family member or a friend who is a prospective student.	93.0	97.8	100.0		7.0	2.2
4. I expect that I will still be working for CSM in 5 years.	85.0	74.4	86.0		1.0	11.6
5. If I were to start over, I would choose to work at CSM.	86.0	93.0	91.1		5.1	(1.9)
6. Overall, I like working for CSM.	100.0	97.8	100.0		0.0	2.2
Career Opportunities						
1. My supervisor encourages me to build a career at CSM.	61.1	59.5	66.7		5.6	7.2
2. There is opportunity here for people to advance their careers.	63.2	51.2	63.6		0.4	12.4
3. Staff are evaluated in an appropriate and reasonable manner.	72.5	68.9	77.3		4.8	8.4
4. Procedures and policies for hiring staff are clearly stated.	87.5	85.0	88.1		0.6	3.1
5. I feel that excellence in my job is acknowledged.	74.4	79.5	86.7		12.3	7.2
6. Overall, supervisors listen and respond to classified staff concerns.	70.0	65.1	83.7		13.7	18.6
7. There is high respect for classified staff in my area.	80.5	75.6	88.4		7.9	12.8
Communications						
1. There is open, two-way communication in my department/ division.	78.0	75.6	80.4		2.4	4.8
2. There is open, two-way communication between departments and/or between divisions.	52.8	66.7	60.5		7.7	(6.2)

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
3.	There is open, two-way communication throughout the college.	57.9	48.6	58.1		0.2	9.5
4.	At CSM, conflicts are handled civilly.	84.2	84.2	94.9		10.7	10.7
5.	CSM gives me information about the things I need to know.	70.7	70.5	70.5		(0.2)	(0.0)
6.	Overall, I feel informed and aware of College matters that affect me.	70.7	63.0	72.1		1.4	9.1
7.	I am provided with adequate information about institutional planning activities and efforts.	71.8	64.4	75.0		3.2	10.6
8.	I understand my role in managing conflict.	76.9	85.4	90.0		13.1	4.6
9.	CSM offers constructive avenues for managing conflict.	72.2	74.3	82.4		10.2	8.1
10.	I feel that the CSM encourages the free and open discussion of controversial topics.	73.7	66.7	79.1		5.4	12.4
11.	CSM regularly reviews all policies, procedures, and publications to assure accurate representation of its services.	81.1	71.9	78.8		(2.3)	6.9
Co-Workers							
1.	I have good working relationships with my co-workers who are staff.	95.3	93.5	100.0		4.7	6.5
2.	I have good working relationships with my co-workers who are faculty.	94.7	97.7	100.0		5.3	2.3
3.	Employees in my work area work effectively as a team.	87.8	86.7	95.5		7.7	8.8
4.	Co-workers care about each other at CSM.	92.9	88.6	93.6		0.7	5.0
5.	Faculty members with whom I interact treat me with respect.	92.5	97.7	93.5		1.0	(4.2)
6.	Staff members with whom I interact treat me with respect.	95.3	95.7	97.8		2.5	2.1
7.	Administrators with whom I interact treat me with respect.	88.1	93.5	95.7		7.6	2.2
8.	Most faculty are genuinely interested in teaching and their students.	91.2	87.2	94.4		3.2	7.2
9.	Providing excellent "customer service" is valued in my area.	95.3	97.8	100.0		4.7	2.2

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Job Attitude							
1.	I like my job.	95.3	97.8	100		4.7	2.2
2.	My job gives me the opportunity to use my skills and talents.	83.7	91.5	97.8		14.1	6.3
3.	I get a sense of accomplishment from my work.	90.7	91.5	97.9		7.2	6.4
4.	I am given the freedom to make decisions that affect my work.	87.8	89.4	87.2		(0.6)	(2.2)
5.	CSM provides an environment that encourages personal growth.	82.1	69.0	76.1		(6.0)	7.1
6.	I have the work or office space I need to do my job effectively.	74.4	87.0	85.4		11.0	(1.6)
7.	I have the equipment I need to do my job effectively.	88.4	91.5	91.5		3.1	(0.0)
8.	I feel I have control over what work-related tasks I undertake.	79.1	87.2	84.8		5.7	(2.4)
9.	My ideas for improving my unit are taken seriously.	75.6	77.8	81.8		6.2	4.0
Recognition							
1.	I am recognized when I do good work.	85.7	87.0	84.0		(1.7)	(3.0)
2.	I feel valued as an individual on campus.	85.4	76.7	87.0		1.6	10.3
3.	Someone else usually gets the credit for the work I've done.*	11.1*	28.6*	12.5*		1.4*	(16.1)*
4.	I am appreciated when I put in extra effort.	75.0	76.6	79.2		4.2	2.6
5.	I feel that CSM is genuinely concerned with my welfare.	75.6	69.0	78.3		2.7	9.3
Workload							
1.	My workload has increased in the last year.	92.7	93.0	86.0		(6.7)	(7.0)
2.	My workload is manageable and appropriate to my assignment.	78.6	73.3	71.7		(6.9)	(1.6)
3.	My job description accurately reflects what I do in my job.	65.0	62.8	55.8		(9.2)	(7.0)
4.	My work unit is adequately staffed.	44.2	41.3	51.1		6.9	9.8
Supervision							
1.	My supervisor understands my work.	81.4	84.4	91.3		9.9	6.9
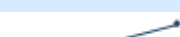
*Note that the question-item is worded negatively.
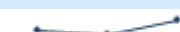
		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
2.	My supervisor treats me with respect.	95.3	91.3	91.7		(3.6)	0.4
3.	My supervisor praises me when I do good work.	83.3	84.4	91.1		7.8	6.7
4.	I can count on my supervisor's support when I face tough issues.	82.1	95.2	82.2		0.1	(13.0)
5.	My supervisor provides me with feedback about the quality of my work.	76.2	84.4	87.0		10.8	2.6
6.	My supervisor keeps me informed about changes that affect my work.	75.0	82.2	80.0		5.0	(2.2)
7.	My supervisor motivates me to perform my best.	70.0	74.4	76.7		6.7	2.3
Training & Professional Development							
1.	CSM makes paid time available to me for training or professional development activities.	63.2	66.7	72.2		9.0	5.5
2.	I have access to training or professional development activities I choose to participate in.	55.6	64.3	73.0		17.4	8.7
3.	I have received enough training and education to work effectively.	78.9	90.9	90.2		11.3	(0.7)
4.	I am encouraged to learn new skills.	61.5	71.4	78.4		16.9	7.0
5.	I have opportunities to attend conferences, workshops, or training relevant to my job.	61.5	66.7	73.2		11.7	6.5
Work & Family/Life Balance							
1.	My work schedule allows time for my personal/family responsibilities.	90.5	88.9	97.8		7.3	8.9
2.	I am satisfied with my schedule.	90.7	87	90.9		0.2	3.9
3.	I can balance my personal/family responsibilities with my current workload.	93.0	93.3	88.9		(4.1)	(4.4)
4.	CSM values a work/life balance.	84.6	86.0	97.5		12.9	11.5
Diversity Awareness							
1.	I perceive racial or ethnic tensions on campus.*	34.2*	33.3*	20.5*		(13.7)*	(12.8)*
2.	The right of faculty to present unpopular or controversial ideas in the classroom is valued and respected.	68.4	66.7	86.4		18.0	19.7
3.	Men and women are treated equally at CSM.	78.1	83.3	83.3		5.2	0.0

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
4.	I have confidence that CSM handles complaints of sexual harassment fairly.	92.3	90.6	97.0		4.7	6.4
5.	CSM is supportive of all students--regardless of ethnicity, gender, religious beliefs, lifestyle, background, age, or sexual orientation.	92.1	87.8	95.6		3.5	7.8
6.	CSM is supportive of all employees--regardless of ethnicity, gender, religious beliefs, lifestyle, background, age, or sexual orientation.	82.1	95.3	97.7		15.6	2.4
7.	Other faculty, administrators, and staff at CSM are respectful of my background and values.	86.8	100.0	95.2		8.4	(4.8)
8.	At times, because of my background, I feel isolated within the CSM community.*	29.7*	25.0*	24.4*		(5.3)*	(0.6)*
9.	I think that sexual harassment is a problem at CSM.*	8.6*	9.3*	10.0*		1.4*	0.7*
10.	I feel CSM has a culturally diverse curriculum.	68.0	61.3	80.6		12.6	19.3
11.	CSM effectively accommodates students with disabilities.	83.8	95.1	94.7		10.9	(0.4)
12.	CSM effectively accommodates employees with disabilities.	77.8	89.5	94.3		16.5	4.8
13.	The College has provided me with opportunities to increase my understanding of diverse groups (i.e., different ethnicities, disabled, gender, age, alternative life styles, etc.).	81.1	79.1	95.1		14.0	16.0
14.	I believe CSM is supportive of LGBT students (Lesbian, Gay, Bisexual, and Transgender/Transsexual).	---	88.9	94.9		N/A	6.0
15.	I believe CSM is supportive of LGBT employees (Lesbian, Gay, Bisexual, and Transgender/Transsexual).	---	94.3	97.4		N/A	3.1
Campus & Facilities							
1.	I feel safe on campus during daylight hours.	100.0	100.0	100.0		0.0	0.0

*Note that the question-item is worded negatively.

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
2.	I feel safe on campus during the evening or at night.	79.4	83.3	89.5		10.1	6.2
3.	Overall, Campus Security provides high quality services to the CSM community.	85.4	90.9	95.5		10.1	4.6
4.	Campus facilities (i.e., classrooms, washrooms, offices) are adequately maintained.	58.5	76.1	80.0		21.5	3.9
5.	Campus landscaping is adequately maintained.	90.7	93.3	97.8		7.1	4.5
6.	Offices and classrooms are clean, neat, and conducive to learning.	78.4	89.7	95.0		16.6	5.3
Equipment & Technology							
1.	The college maintains and upgrades technology and equipment to meet instructional needs.	93.1	95.1	92.9		(0.2)	(2.2)
2.	Computer equipment provided is adequate to meet my needs.	92.9	91.3	92.9		(0.0)	1.6
3.	The college plans for and supports technology innovation.	94.3	92.9	88.9		(5.4)	(4.0)
4.	CSM supports technology services to ensure that instructional needs are being met.	88.9	100.0	94.4		5.5	(5.6)
5.	CSM maintains educational equipment and materials in good working condition.	96.9	100.0	100.0		3.1	0.0
6.	When I have technical problems with equipment, I receive prompt technical support.	95.3	97.9	97.7		2.4	(0.2)
Programs & Services							
1.	Computer labs maintain sufficient operating hours to meet the needs of students.	52.6	78.9	88.5		35.9	9.6
2.	If necessary, I know where to refer students for various campus support services.	82.1	88.6	93.0		10.9	4.4
3.	Overall, CSM provides high quality student support services (e.g., counseling, financial aid, health services, EOPS, etc.).	87.5	78.4	90.0		2.5	11.6
4.	Adequate tutorial services are provided to meet the needs of students.	54.5	54.5	71.0		16.5	16.5

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
5.	Curricular and instructional innovations can be readily initiated.	63.2	65.0	73.9		10.7	8.9
6.	Instructional programs are consistent with the goals of CSM's mission statement.	88.0	79.3	93.5		5.5	14.2
7.	CSM assesses Student Learning Outcomes and uses the results to make improvements.	77.3	81.5	88.9		11.6	7.4
8.	CSM encourages the use of various teaching methodologies to accommodate the different learning styles of students.	54.5	85.0	91.7		37.2	6.7
9.	Courses are offered regularly to provide students the opportunity to complete their program of study within a reasonable time.	62.1	67.7	80.0		17.9	12.3
10.	Instructional programs reflect the educational needs of students and surrounding communities.	64.0	68.8	78.6		14.6	9.8
11.	Student Services programs reflect the educational needs of students and surrounding communities.	76.9	75.9	90.3		13.4	14.4
12.	Instructional programs are assessed, reviewed, and modified regularly.	81.0	76.9	84.2		3.2	7.3
13.	Student Services programs are assessed, reviewed, and modified regularly.	82.6	82.8	90.9		8.3	8.1
14.	The college provides the job and career preparation programs which its community needs.	60.7	72.2	85.2		24.5	13.0
15.	Generally, students receive excellent customer service at CSM.	---	87.5	92.5		N/A	5.0
16.	The library has an adequate collection (books, periodicals, and online resources) for student research.	---	85.7	95.8		N/A	10.1
17.	The library has an adequate collection (books, periodicals, and online resources) for faculty and staff research and other needs.	---	79.2	95.8		N/A	16.6
18.	The library maintains sufficient operating hours for student access.	---	70.8	92.3		N/A	21.5
19.	The library maintains sufficient operating hours for faculty and staff access.	---	80.0	96.0		N/A	16.0

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Governance & Planning						
1. I am familiar with CSM's "College Institutional Priorities, 2008-2011."	69.7	67.6	71.1		1.4	3.5
2. CSM works actively toward fulfilling its mission and vision.	96.8	91.4	97.1		0.3	5.7
3. CSM mission statement guides institutional planning and decision-making.	93.3	87.5	93.8		0.5	6.3
4. Overall, the shared governance process is working well at CSM.	77.4	67.7	70.0		(7.4)	2.3
5. The role of all constituencies in shared governance is clearly stated and publicized.	78.1	70.6	77.8		(0.3)	7.2
6. All constituencies have adequate opportunity to participate in the development of financial plans and budgets.	71.0	81.8	85.2		14.2	3.4
7. College budget decisions are based upon input from all college constituencies.	66.7	62.9	75.9		9.2	13.0
8. Appropriate and timely financial information is provided regularly throughout CSM.	78.8	82.5	79.4		0.6	(3.1)
9. CSM actively encourages staff participation in <u>decision-making</u> processes.	48.6	68.3	67.6		19.0	(0.7)
10. I understand CSM's <u>decision-making</u> processes.	47.4	56.4	61.1		13.7	4.7
11. All constituency groups work collaboratively toward the achievement of "College Institutional Priorities, 2008-2011."	80.0	76.9	88.0		8.0	11.1
12. I understand the purpose(s) of the planning committees in which I participate.	100.0	81.3	100.0		0.0	18.7
13. I understand my personal role on the institutional committees in which I participate.	93.8	84.2	95.2		1.4	11.0
14. I believe the institutional <u>planning</u> process as a whole is effective.	68.0	72.4	88.9		20.9	16.5
15. Strategic planning is used to identify needed areas of improvement and set goals for institutional change.	93.1	87.9	90.6		(2.5)	2.7
16. The role of classified staff in shared governance is clearly stated and publicized.	58.1	52.8	67.6		9.5	14.8

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
17. Classified staff have a substantive and clearly defined role in institutional governance.	52.9	52.9	64.5		11.6	11.6
18. Classified staff have adequate opportunity to participate in the development of financial plans and budgets.	60.0	51.4	52.9		(7.1)	1.5
CSM's Senior Leadership						
1. CSM's leadership, which includes the President, Vice Presidents and Deans, respects employees.	80.5	91.1	95.6		15.1	4.5
2. I have confidence in CSM's leadership.	75.6	77.3	88.6		13.0	11.3
3. Employees truly respect CSM's leadership.	53.8	68.4	80.5		26.7	12.1
4. CSM's leaders understand employees' concerns.	70.0	69.2	80.0		10.0	10.8
5. Overall, college administrators listen and respond to staff concerns.	65.0	76.2	84.6		19.6	8.4
6. Overall, there is a climate of mutual trust and respect among staff and administrators.	56.1	76.9	78.6		22.5	1.7
District Office						
1. The District Office provides necessary services that support CSM's mission.	---	---	93.9		N/A	N/A
2. The District Office adheres to clearly defined policies consistent with the mission of the District.	---	---	93.1		N/A	N/A
3. There are clear divisions of authority and responsibility between and among the District Office, Governing Board, and CSM.	---	---	76.7		N/A	N/A
4. The Board of Trustees, the District Office, and the College function as mutually supporting yet independent self-governing	---	---	86.2		N/A	N/A
Survey Impressions						
1. This survey was easy to use.	93.0	97.8	86.7		(6.3)	(11.1)
2. This survey adequately addressed issues that are important to me.	86.0	91.3	95.5		9.5	4.2

Classified Staff Campus Climate & Satisfaction Survey: Demographics

1. Employment Status	2010	2011	2012	Change '10-'12	Change '11-'12
Full-time Staff	95.3	97.9	85.4	(9.9)	(12.5)
Part-time Staff	2.3	2.1	14.6	12.3	12.5
Retired or Post-Retirement	2.3	0.0	0.0	(2.3)	---
Number of Staff	43	47	48		

2. Years Worked in SMCCCD	2010	2011	2012	Change '10-'12	Change '11-'12
1 to 5	27.9	38.3	33.3	5.4	(5.0)
6 to 10	23.3	14.9	27.1	3.8	12.2
11 to 20	27.9	27.7	27.1	(0.8)	(0.6)
21 or more	20.9	19.1	12.5	(8.4)	(6.6)
Number of Staff	43	47	48		

3. Ethnicity	2010	2011	2012	Change '10-'12	Change '11-'12
African American or Black	4.9	2.3	0.0	(4.9)	(2.3)
Asian	22.0	15.9	25.6	3.6	9.7
Hispanic/Latino	4.9	18.2	11.6	6.7	(6.6)
Middle Eastern	0.0	0.0	0.0	---	---
Native American	0.0	0.0	0.0	---	---
Pacific Islander	0.0	4.5	2.3	2.3	(2.2)
White	58.5	50.0	53.5	(5.0)	3.5
Multi-Racial	2.4	9.1	7.0	4.6	(2.1)
Other	7.3	0.0	0.0	(7.3)	---
Number of Staff	41	44	43		

4. My gender	2010	2011	2012	Change '10-'12	Change '11-'12
Female	69.0	66.7	70.2	1.2	3.5
Male	31.0	33.3	29.8	(1.2)	(3.5)
Number of Staff	42	45	47		

Faculty & Administrators Campus Climate & Satisfaction Survey
2010-2012 Comparative Data

Notes:

- Data compare the total percentages of respondents who "Agree" or "Strongly Agree" with each question item.
- "Change" represents the change, expressed in percentage points, in percent share of the total.
- "---" indicates a comparable question was not asked in that year in this particular survey instrument.
- Trendlines are illustrative and are not to scale.
- Total respondents: Spring 2010, n=101; Spring 2011, n=123; Spring 2012, n=127.
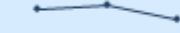
Faculty & Administrators Campus Climate & Satisfaction Survey: 2010-2012 Comparative Data

Personal Interactions at CSM	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
1. Interaction with students	98.1	97.5	95.8		(2.3)	(1.7)
2. Interaction with staff	94.1	91.8	90.5		(3.6)	(1.3)
3. Interaction with faculty	91.1	89.3	88.9		(2.2)	(0.4)
4. Interaction with administrators	78.5	79.0	79.8		1.3	0.8
5. Interaction with district personnel	63.6	58.9	69.2		5.6	10.3

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Impressions of CSM						
1. CSM is…Friendly	95.9	94.3	93.3		(2.6)	(1.0)
2. CSM is…Welcoming	91.8	94.2	90.6		(1.2)	(3.6)
3. CSM is…Respectful	89.7	86.8	90.8		1.1	4.0
4. CSM is…Safe	88.9	87.5	87.9		(1.0)	0.4
5. CSM is…Tolerant of diversity	86.3	89.2	89.7		3.4	0.5
6. CSM is…Caring	85.3	81.4	80.5		(4.8)	(0.9)
7. CSM is…Improving	73.1	74.4	77.9		4.8	3.5
8. CSM is…Tolerant of differing perspectives & ideas	79.4	81.1	81.9		2.5	0.8
9. CSM is…Cooperative	77.9	78.5	80.3		2.4	1.8
10. CSM is…Up-to-date	69.8	75.2	75.0		5.2	(0.2)

College of San Mateo Educational Master Plan: Information Update, 2012   September 14, 2012

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
11. CSM is…Cutting edge	47.3	53.8	56.5		9.2	2.7
12. CSM is…Changing with the times	77.3	79.3	77.4		0.1	(1.9)
13. CSM is…Concerned about me as an individual	53.1	55.8	66.4		13.3	10.6
14. CSM is…Intellectually challenging	75.8	76.4	80.0		4.2	3.6
15. CSM is…Academically rigorous	95.9	94.3	79.5		(16.4)	(14.8)
Overall Attitude Toward CSM						
1. I am proud to say that I am an employee of CSM.	90.8	94.1	89.7		(1.1)	(4.4)
2. I would recommend CSM to a family member or friend who is looking for a job.	84.4	83.3	86.0		1.6	2.7
3. I would recommend CSM to a family member or a friend who is a prospective student.	89.7	92.5	88.0		(1.7)	(4.5)
4. I expect that I will still be working for CSM in 5 years.	79.3	77.6	86.1		6.8	8.5
5. If I were to start over, I would choose to work at CSM.	84.5	85.6	80.2		(4.3)	(5.4)
6. Overall, I like working for CSM.	94.8	93.3	90.6		(4.2)	(2.7)
Career Opportunities						
1. My supervisor encourages me to build a career at CSM.	64.5	64.4	64.9		0.4	0.5
2. There is opportunity here for people to advance their careers.	54.0	62.5	64.5		10.5	2.0
3. Classroom teaching assignments are awarded fairly.	74.4	82.4	81.7		7.3	(0.7)
4. Non-teaching faculty assignments are awarded fairly.	66.7	74.7	72.5		5.8	(2.2)
5. Faculty are evaluated in an appropriate and reasonable manner.	62.0	69.2	70.3		8.3	1.1
6. Procedures and policies for hiring faculty are clearly stated.	76.7	85.3	82.1		5.4	(3.2)
7. The tenure review process for faculty is systematic, timely, and fair.	70.3	72.4	78.5		8.2	6.1
8. I feel that excellence in teaching on my part is acknowledged.	56.8	66.1	66.4		9.6	0.3
Communications						
1. There is open, two-way communication in my department/ division.	79.8	86.0	82.8		3.0	(3.2)
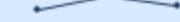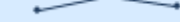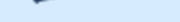
		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
2.	There is open, two-way communication between departments and/or between divisions.	63.4	65.7	74.0		10.6	8.3
3.	There is open, two-way communication throughout the college.	60.5	52.3	62.5		2.0	10.2
4.	At CSM, conflicts are handled civilly.	77.2	82.0	75.0		(2.2)	(7.0)
5.	CSM gives me information about the things I need to know.	79.6	73.1	79.8		0.2	6.7
6.	Overall, I feel informed and aware of College matters that affect me.	81.1	71.4	79.6		(1.5)	8.2
7.	I am provided with adequate information about institutional planning activities and efforts.	85.6	76.5	82.7		(2.9)	6.2
8.	I understand my role in managing conflict.	79.6	76.8	80.2		0.6	3.4
9.	CSM offers constructive avenues for managing conflict.	67.5	65.5	67.7		0.2	2.2
10.	I feel that CSM encourages the free and open discussion of controversial topics.	70.0	67.0	61.8		(8.2)	(5.2)
11.	CSM regularly reviews all policies, procedures, and publications to assure accurate representation of its services.	78.8	77.5	76.9		(1.9)	(0.6)
Co-Workers							
1.	I have good working relationships with my co-workers who are staff.	99.0	99.1	99.1		0.1	0.0
2.	I have good working relationships with my co-workers who are faculty.	94.7	94.0	93.9		(0.8)	(0.1)
3.	Employees in my work area work effectively as a team.	82.6	87.3	87.2		4.6	(0.1)
4.	Co-workers care about each other at CSM.	89.2	86.7	82.7		(6.5)	(4.0)
5.	Faculty members with whom I interact treat me with respect.	94.7	91.5	91.2		(3.5)	(0.3)
6.	Staff members with whom I interact treat me with respect.	96.9	100.0	97.4		0.5	(2.6)
7.	Administrators with whom I interact treat me with respect.	87.2	86.3	81.8		(5.4)	(4.5)
8.	Most faculty are genuinely interested in teaching and their students.	92.7	96.6	94.8		2.1	(1.8)

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Job Attitude							
1.	I like my job.	96.9	97.5	95.7		(1.2)	(1.8)
2.	My job gives me the opportunity to use my skills and talents.	93.7	97.4	95.6		1.9	(1.8)
3.	I get a sense of accomplishment from my work.	97.9	98.3	95.7		(2.2)	(2.6)
4.	I am given the freedom to make decisions that affect my work.	91.5	94.9	84.1		(7.4)	(10.8)
5.	CSM provides an environment that encourages personal growth.	75.8	79.1	73.9		(1.9)	(5.2)
6.	I have the work or office space I need to do my job effectively.	92.6	90.4	89.5		(3.1)	(0.9)
7.	I have the equipment I need to do my job effectively.	88.3	87.2	88.6		0.3	1.4
8.	I feel I have control over what work-related tasks I undertake.	79.3	90.4	85.8		6.5	(4.6)
Recognition							
1.	I am recognized when I do good work.	62.9	68.9	66.7		3.8	(2.2)
2.	I feel valued as an individual on campus.	75.0	74.1	74.3		(0.7)	0.2
3.	Someone else usually gets the credit for the work I've done.*	17.0*	19.1*	22.0*		5.0*	2.9*
4.	I am appreciated when I put in extra effort.	61.5	61.4	59.5		(2.0)	(1.9)
5.	I feel that CSM is genuinely concerned with my welfare.	60.0	58.1	67.9		7.9	9.8
Workload							
1.	My workload has increased in the last year.	75.0	74.5	78.3		3.3	3.8
2.	My workload is manageable and appropriate to my assignment.	60.4	65.3	62.5		2.1	(2.8)
3.	My job description accurately reflects what I do in my job.	70.3	78.2	68.2		(2.1)	(10.0)
4.	My work unit is adequately staffed.	35.6	43.5	51.9		16.3	8.4
Supervision							
1.	My supervisor understands my work.	78.1	85.2	85.5		7.4	0.3
2.	My supervisor treats me with respect.	83.0	90.4	86.5		3.5	(3.9)
3.	My supervisor praises me when I do good work.	69.2	74.6	74.3		5.1	(0.3)
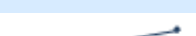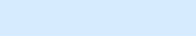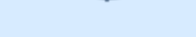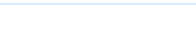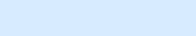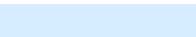
*Note that the question-item is worded negatively.
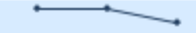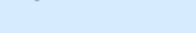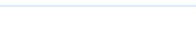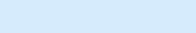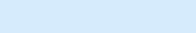
		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
4.	I can count on my supervisor's support when I face tough issues.	77.2	81.6	77.6		0.4	(4.0)
5.	My supervisor provides me with feedback about the quality of my work.	66.3	68.1	72.6		6.3	4.5
6.	My supervisor keeps me informed about changes that affect my work.	81.7	87.0	86.2		4.5	(0.8)
7.	My supervisor motivates me to perform my best.	67.0	73.1	72.6		5.6	(0.5)
Training & Professional Development							
1.	CSM makes release time available to me for training or professional development activities.	72.0	79.3	77.8		5.8	(1.5)
2.	I have access to paid time or release time for training or professional development activities I choose to participate in.	72.6	77.3	72.5		(0.1)	(4.8)
3.	I have received enough training and education to work effectively.	81.3	90.2	80.8		(0.5)	(9.4)
4.	I am encouraged to learn new skills.	73.9	76.3	75.0		1.1	(1.3)
5.	I have opportunities to attend conferences, workshops, or training relevant to my job.	80.2	81.9	75.0		(5.2)	(6.9)
6.	Faculty are fairly provided with flexible leave and unit banking opportunities.	81.7	74.7	76.0		(5.7)	1.3
Work & Family/Life Balance							
1.	My work schedule allows time for my personal/family responsibilities.	83.7	79.1	80.0		(3.7)	0.9
2.	I am satisfied with my schedule.	72.2	77.6	84.8		12.6	7.2
3.	I can balance my personal/family responsibilities with my current workload.	81.3	80.0	79.3		(2.0)	(0.7)
4.	CSM values a work/life balance.	61.4	68.3	71.2		9.8	2.9
Diversity Awareness							
1.	I perceive racial or ethnic tensions on campus.*	26.0*	24.1*	21.8*		(4.2)*	(2.3)*
2.	The right of faculty to present unpopular or controversial ideas in the classroom is valued and respected.	82.9	83.9	80.2		(2.7)	(3.7)
3.	Men and women are treated equally at CSM.	87.0	87.6	80.6		(6.4)	(7.0)

*Note that the question-item is worded negatively.

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
4.	I have confidence that CSM handles complaints of sexual harassment fairly.	84.0	88.2	80.0		(4.0)	(8.2)
5.	CSM is supportive of all students--regardless of ethnicity, gender, religious beliefs, lifestyle, background, age, or sexual orientation.	90.7	92.1	90.9		0.2	(1.2)
6.	CSM is supportive of all employees--regardless of ethnicity, gender, religious beliefs, lifestyle, background, age, or sexual orientation.	89.4	92.0	85.6		(3.8)	(6.4)
7.	Other faculty and staff at CSM are respectful of my background and values.	88.4	94.7	87.0		(1.4)	(7.7)
8.	At times, because of my background, I feel isolated within the CSM community.*	22.5*	15.5*	19.0*		(3.5)*	3.5*
9.	I think that sexual harassment is a problem at CSM.*	14.1*	9.1*	12.5*		(1.6)*	3.4*
10.	I believe faculty are willing, when appropriate, to incorporate racial, ethnic, and gender perspectives into their courses.	89.3	91.9	82.7		(6.6)	(9.2)
11.	I feel CSM has a culturally diverse curriculum.	76.7	83.8	78.6		1.9	(5.2)
12.	CSM effectively accommodates students with disabilities.	93.6	91.2	89.8		(3.8)	(1.4)
13.	CSM effectively accommodates employees with disabilities.	90.8	94.7	92.0		1.2	(2.7)
14.	The College has provided me with opportunities to increase my understanding of diverse groups (i.e., different ethnicities, disabled, gender, age, alternative life styles, etc.).	84.0	86.1	81.0		(3.0)	(5.1)
15.	I believe CSM is supportive of LGBT students (Lesbian, Gay, Bisexual, and Transgender/Transsexual).	---	92.5	90.2		N/A	(2.3)
16.	I believe CSM is supportive of LGBT employees (Lesbian, Gay, Bisexual, and Transgender/Transsexual).	---	94.4	90.6		N/A	(3.8)

*Note that the question-item is worded negatively.

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Campus & Facilities							
1.	I feel safe on campus during daylight hours.	97	98.3	100.0		3.0	1.7
2.	I feel safe on campus during the evening or at night.	78.7	80.2	87.1		8.4	6.9
3.	Overall, Campus Security provides high quality services to the CSM community.	86.2	84.2	87.9		1.7	3.7
4.	Campus facilities (i.e., classrooms, washrooms, offices) are adequately maintained.	72.2	74.6	83.3		11.1	8.7
5.	Campus landscaping is adequately maintained.	87.4	92.2	94.5		7.1	2.3
6.	Classrooms are clean, neat, and conducive to learning.	76.3	85.5	86.0		9.7	0.5
Equipment & Technology							
1.	The college maintains and upgrades technology and equipment to meet instructional needs.	81.9	82.6	88.9		7.0	6.3
2.	Computer equipment provided is adequate to meet my needs.	85.6	82.9	85.2		(0.4)	2.3
3.	The college plans for and supports technology innovation.	76.5	81.6	84.4		7.9	2.8
4.	CSM supports technology services to ensure that instructional needs are being met.	86.5	88.2	91.1		4.6	2.9
5.	CSM maintains educational equipment and materials in good working condition.	84.3	86.7	92.4		8.1	5.7
6.	The college relies on faculty expertise to acquire educational equipment and materials that support instruction.	85.0	91.8	85.7		0.7	(6.1)
7.	When I have technical problems with equipment, I receive prompt technical support.	92.5	91.4	95.2		2.7	3.8
Programs & Services							
1.	Computer labs maintain sufficient operating hours to meet the needs of students.	67.7	65.8	74.1		6.4	8.3
2.	If necessary, I know where to refer students for various campus support services.	89.6	85.7	89.8		0.2	4.1

		2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
3.	Overall, CSM provides high quality student support services (e.g., counseling, financial aid, health services, EOPS, etc.).	80.5	89.3	84.0		3.5	(5.3)
4.	Adequate tutorial services are provided to meet the needs of students.	47.5	59.2	58.7		11.2	(0.5)
5.	Curricular and instructional innovations can be readily initiated.	59.3	63.9	67.0		7.7	3.1
6.	Instructional programs are consistent with the goals of CSM's mission statement.	88.0	92.3	84.8		(3.2)	(7.5)
7.	CSM assesses Student Learning Outcomes and uses the results to make improvements.	75.0	83.2	76.9		1.9	(6.3)
8.	CSM encourages the use of various teaching methodologies to accommodate the different learning styles of students.	80.4	83.5	86.3		5.9	2.8
9.	Courses are offered regularly to provide students the opportunity to complete their program of study within a reasonable time.	75.3	70.1	72.1		(3.2)	2.0
10.	Instructional programs reflect the educational needs of students and surrounding communities.	82.6	82.7	76.0		(6.6)	(6.7)
11.	Student Services programs reflect the educational needs of students and surrounding communities.	84.9	85.1	86.4		1.5	1.3
12.	Instructional programs are assessed, reviewed, and modified regularly.	78.5	89.0	82.4		3.9	(6.6)
13.	Student Services programs are assessed, reviewed, and modified regularly.	86.8	90.1	86.4		(0.4)	(3.7)
14.	The college provides the job and career preparation programs which its community needs.	77.8	78.0	81.0		3.2	3.0
15.	Generally, students receive excellent customer service at CSM.	---	81.4	85.9		N/A	4.5
16.	The library has an adequate collection (books, periodicals, and online resources) for student research.	---	81.8	88.9		N/A	7.1

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
17. The library has an adequate collection (books, periodicals, and online resources) for faculty and staff research and other needs.	---	74.7	78.8		N/A	4.1
18. The library maintains sufficient operating hours for student access.	---	81.1	77.5		N/A	(3.6)
19. The library maintains sufficient operating hours for faculty and staff access.	---	86.5	85.7		N/A	(0.8)
Governance & Planning						
1. I am familiar with CSM's "College Institutional Priorities, 2008-2011."	74.2	65.8	68.2		(6.0)	2.4
2. CSM works actively toward fulfilling its mission and vision.	87.5	86.5	81.8		(5.7)	(4.7)
3. CSM mission statement guides institutional planning and decision-making.	83.1	83.2	80.4		(2.7)	(2.8)
4. Overall, the shared governance process is working well at CSM.	58.8	53.7	58.5		(0.3)	4.8
5. The role of all constituencies in shared governance is clearly stated and publicized.	73.6	69.4	66.3		(7.3)	(3.1)
6. All constituencies have adequate opportunity to participate in the development of financial plans and budgets.	68.8	62.9	68.5		(0.3)	5.6
7. College budget decisions are based upon input from all college constituencies.	65.0	60.4	64.4		(0.6)	4.0
8. Appropriate and timely financial information is provided regularly throughout CSM.	77.1	85.0	74.5		(2.6)	(10.5)
9. CSM actively encourages faculty participation in decision-making processes.	74.2	61.2	70.1		(4.1)	8.9
10. I understand CSM's decision-making processes.	62.9	61.0	56.0		(6.9)	(5.0)
11. All constituency groups work collaboratively toward the achievement of "College Institutional Priorities, 2008-2011."	71.8	68.4	71.3		(0.6)	2.8
12. I understand the purpose(s) of the planning committees in which I participate.	86.2	92.8	85.9		(0.3)	(6.9)
13. I understand my personal role on the institutional committees in which I participate.	90.9	90.5	85.7		(5.2)	(4.8)

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
14. I believe the institutional planning process as a whole is effective.	62.2	66.7	68.7		6.5	2.0
15. Strategic planning is used to identify needed areas of improvement and set goals for institutional change.	69.6	84.0	76.8		7.2	(7.2)
CSM's Senior Leadership						
1. CSM's leadership, which includes the President, Vice Presidents and Deans, respects employees.	80.2	80.5	80.7		0.5	0.2
2. I have confidence in CSM's leadership.	61.7	69.6	73.0		11.3	3.4
3. Employees truly respect CSM's leadership.	59.6	56.2	68.7		9.1	12.5
4. CSM's leaders understand employees' concerns.	68.1	67.9	69.4		1.3	1.5
5. Overall, college administrators listen and respond to faculty concerns.	69.2	71.3	73.8		4.6	2.5
6. Overall, there is a climate of mutual trust and respect among faculty and administrators.	64.4	57.7	68.5		4.1	10.8
District Office						
1. The District Office provides necessary services that support CSM's mission.	---	---	78.0		N/A	N/A
2. The District Office adheres to clearly defined policies consistent with the mission of the District.	---	---	76.3		N/A	N/A
3. There are clear divisions of authority and responsibility between and among the District Office, Governing Board, and CSM.	---	---	75.3		N/A	N/A
4. The Board of Trustees, the District Office, and the College function as mutually supporting yet independent self-governing	---	---	68.1		N/A	N/A
Survey Impressions						
1. This survey was easy to use.	89.9	92.4	91.0		1.1	(1.4)
2. This survey adequately addressed issues that are important to me.	82.5	86.6	78.6		(3.9)	(8.0)

College of San Mateo Educational Master Plan: Information Update, 2012

September 14, 2012

Faculty & Administrators Campus Climate & Satisfaction Survey: Demographics

1. Employment Status	2010	2011	2012	Change '10-'12	Change '11-'12
Adjunct Faculty	31.3	38.5	36.5	5.2	(2.0)
Full-time Faculty	61.6	55.7	59.1	(2.5)	3.4
Administrator	5.1	4.9	4.3	(0.8)	(0.6)
Retired or Post-Retirement	2.0	0.8	0.0	(2.0)	(0.8)
Number of Faculty	99	122	115		

2. Years Worked in SMCCCD	2010	2011	2012	Change '10-'12	Change '11-'12
1 to 5	17.2	16.1	16.5	(0.7)	0.4
6 to 10	15.2	25.0	18.3	3.1	(6.7)
11 to 20	41.4	30.6	34.8	(6.6)	4.2
21 or more	26.3	28.2	30.4	4.1	2.2
Number of Faculty	99	124	115		

3. Ethnicity	2010	2011	2012	Change '10-'12	Change '11-'12
African American or Black	2.1	4.3	1.9	(0.2)	(2.4)
Asian	10.5	12.2	10.2	(0.3)	(2.0)
Hispanic/Latino	6.3	6.1	4.6	(1.7)	(1.5)
Middle Eastern	---	0.9	---	---	---
Native American	0	0.9	0.0	0.0	(0.9)
Pacific Islander	0	0.9	11.9	11.9	11.0
White	68.4	69.6	68.5	0.1	(1.1)
Multi-Racial	6.3	5.2	10.2	3.9	5.0
Other	6.3	---	2.8	---	---
Number of Faculty	95	115	108		

4. My gender:	2010	2011	2012	Change '10-'12	Change '11-'12
Female	60.6	56.3	53.2	(7.4)	(3.1)
Male	39.4	43.7	46.8	7.4	3.1
Number of Faculty	94	119	111		

Skyline
COLLEGE

Education Master Plan
2013-2019

For approval by the Board of Trustees of the San Mateo Community College District on April 24, 2013

Skyline College
ACHIEVE
3300 College Drive
San Bruno, CA 94066

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 2

TABLE OF CONTENTS

Office of Planning, Research & Institutional Effectiveness

CONTEXT FOR EDUCATION PLANNING

Located on the San Francisco Peninsula, in San Bruno, Skyline College is a public Associate's degree granting institution. The College primarily serves northern San Mateo County and residents drawn from the southern portion of San Francisco whose boundary is five miles north of the College. The campus consists of 111-acres bounded by residential developments and the Golden Gate National Recreation Area. Brisbane, Colma, Daly City, Millbrae, Pacifica, and South San Francisco are the closest communities to Skyline College. The City of San Bruno is adjacent to San Francisco International Airport. Although served by the San Mateo Transportation District buses, the campus is not situated near major transportation corridors.

Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD), a district that enrolls approximately 40,000 students each year. During the 2011/12 academic year, approximately 45 percent of these students enrolled at Skyline College, 42 percent enrolled at the College of San Mateo, and 29 percent enrolled at Cañada College[1]. The district is governed by a five-member District Board of Trustees that operates independently from County government and whose membership is elected at large by County voters every four years.

San Mateo County is situated between San Francisco County to the north, Santa Cruz to the south, and Santa Clara to the east. The northern portion of Santa Clara county and east side of the San Francisco Peninsula are often referred to as the Silicon Valley, home to many of the world's high technology companies including Adobe Systems, Apple Computer, Cisco Systems, Google, eBay, Oracle and Yahoo! The boundaries of Silicon Valley are not easily fixed; it is more a regional state of mind than a geographical location. The result is that intellectual capital in the Peninsula is considerable, lending itself to new products and innovations including the Bay Area's emerging biotechnology industry.

Taken as a whole, San Mateo County is remarkably affluent and well-educated. Median family incomes ($101,578) outstrip both California ($57,708) and the nation as whole ($50,046). Twenty-seven percent of adults possess a bachelor's degree and 17 percent have graduate or professional degrees. The escalating housing market in the county produced a median house price of $784,800 in 2010. These statistics, however, belie a more complete picture of the challenges facing both the county and the College. There are neighborhoods within San Mateo County where median family incomes are lower, less than $30,000 annually, when Bay Area sustainable wage data require an income of $65,000 for a family of four. In these areas fewer adults have earned bachelor's degrees. Approximately one-fifth of San Mateo County residents cannot pay for basic necessities. Although surrounded by affluence in one of the wealthiest counties in California, some families have been hit harder than others. These economic disparities impact Skyline College's highly diverse student population. As a result, a better life through higher education is too often out of reach for those who need higher education to achieve financial self-sufficiency. Thus, Skyline College must work harder and better to ensure that its community has the opportunity to access higher education for a better life. The college's Mission-Vision-Values and goals statements set a path to meeting this need.

---

[1] Percentages add to more than 100 because students may enroll in courses at multiple colleges.

Skyline College Education Master Plan - 4

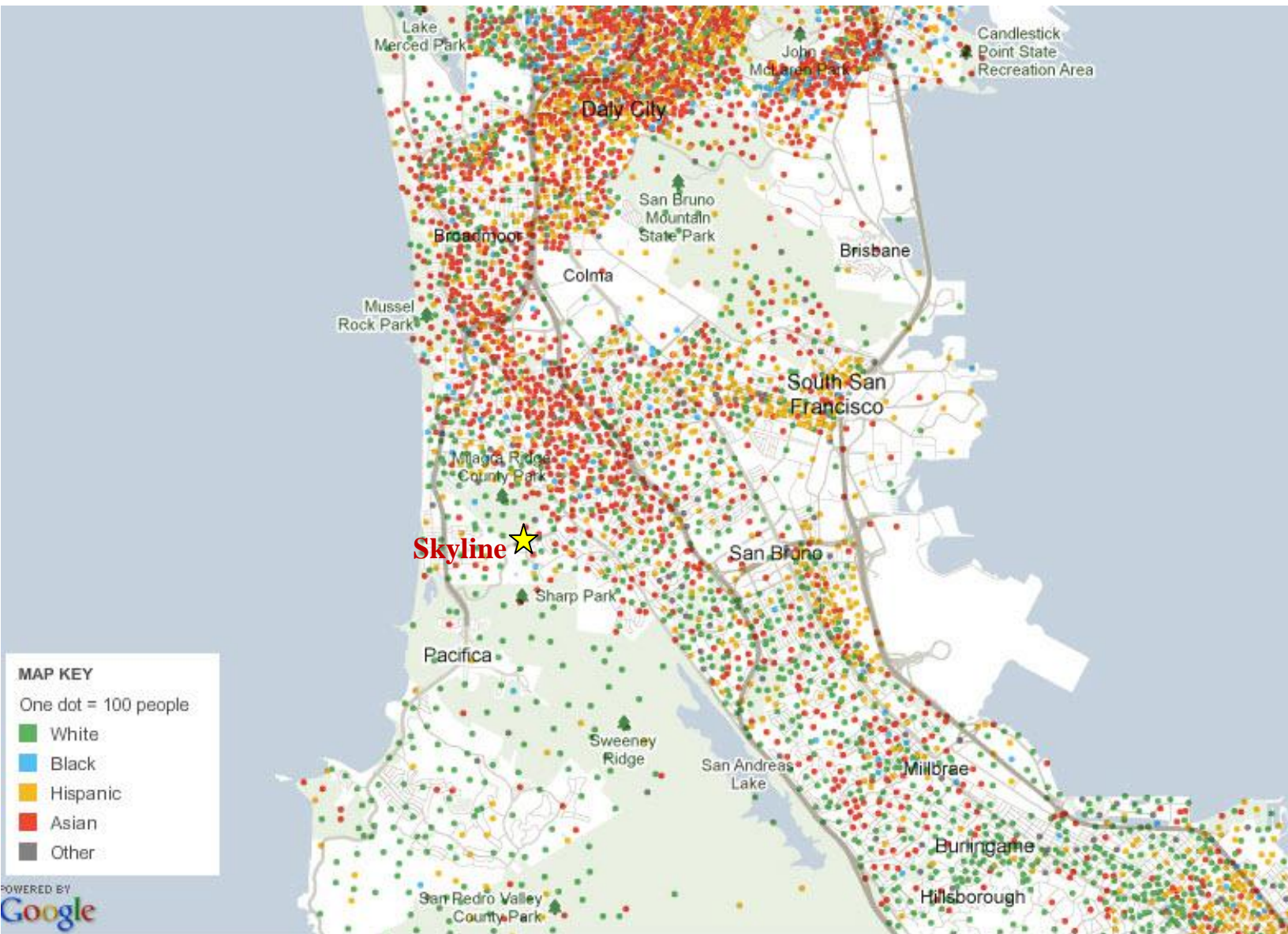# Distribution of Households Earning Under $30K
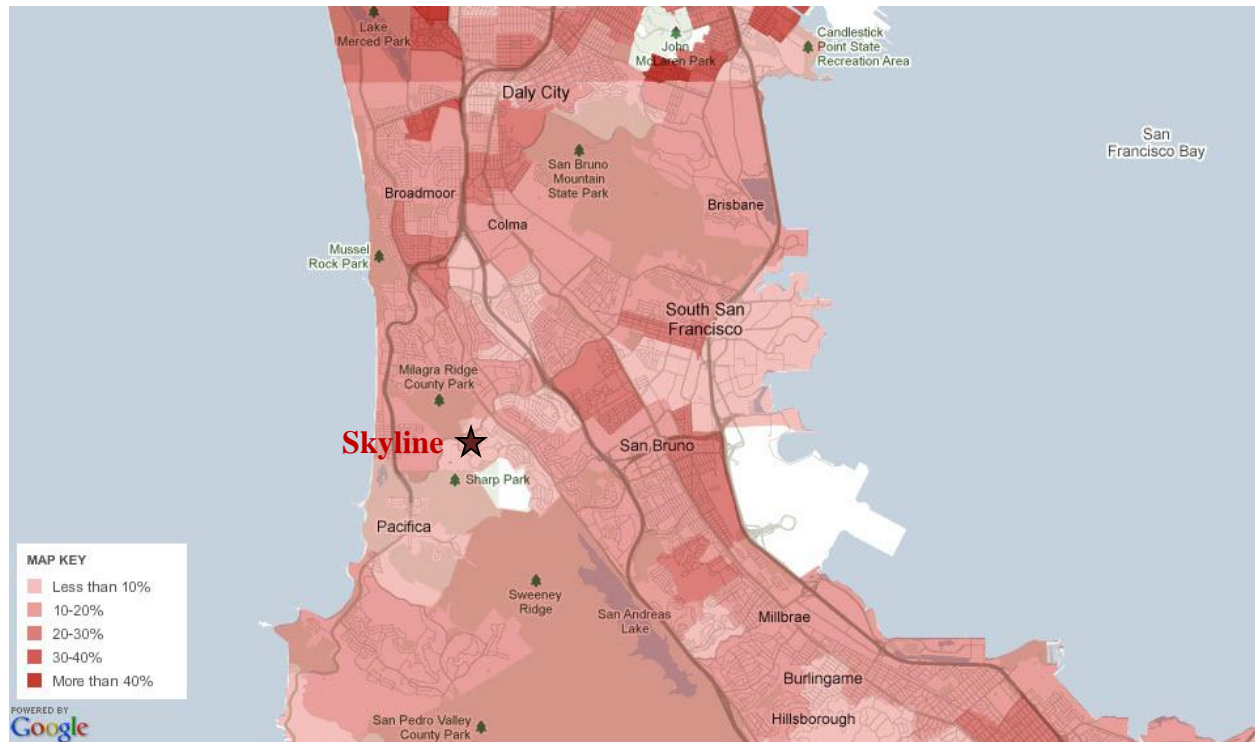
(Source: 2010 Census Data, San Mateo County Demographics Web Page and New York Times online resource titled: *Mapping America: Every City, Every Block*.)

Distribution of Racial and Ethnicity Groups

(Source: Fall 2010 as reported in Skyline College's Annual Report 2011-2012.)

      As shown in the previous graphic, an analysis of the racial and ethnic distribution shows that Skyline College is located in a particularly diverse population characterized by clustering by ethnicity group. From this population, the college enrolls a student body comprised of 23% Asian/Pacific Islander, 21% White, 19% Hispanic, 17% Filipino, 12% Multi-ethnic, 5%

Office of Planning, Research & Institutional Effectiveness

Other/Unreported, 4% African American. The Enrollment and Student Demographics section of this plan provides a more detailed analysis of the college changing demographics and enrollment trends.

The Skyline College Annual Report 2011-2012 indicates that 42 associate degrees and 52 certificate programs are offered by the college. Nine hundred and ninety two course sections were offered in fall 2012 almost all of which were convened at its main campus at 3300 College Drive in San Bruno. In fall 2012 the college offered 78 online courses and 10 Hybrid courses (combining online and on campus instruction) as well as 10 Learning Communities serving specific populations. Seven course sections are planned in five off-campus locations for the Fall 2012 term.

The College has been accredited by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC-ACCJC) since 1971. Skyline College also holds specialized accreditation for many of its programs: Automotive Technology-National Automotive Technicians Education Foundation (NATEF); Business Programs including degrees in Accounting, Business Administration, Business Management, International Logistics, International Trade, Lawyers Assistant, Multimedia Technology and Office Management-Accreditation Council of Business Schools and Programs (ACBSP), Cosmetology-approved program by the Board of Barbering and Cosmetology, Consumer Affairs Division State of California; Emergency Medical Technician-San Mateo County Emergency Medical Services Agencies (local); Massage Therapy-National Certification Board for Therapeutic Massage and Bodywork (NCBTMB)–assigned school; Respiratory Therapy-Committee on Accreditation for Respiratory Therapy; and Surgical Technology-Commission on Accreditation of Allied Health Education Programs. The College does not operate not-for-credit programs.

Over the past decade, Skyline College has undergone extensive construction and modernization to meet the needs of the educational and facilities master planning program. An extensive "access" plan was developed and the college site was reconfigured to address access and mobility needs of the community. In November 2001, the voters of San Mateo County passed Measure C, authorizing SMCCCD to issue $207 million in general obligation bonds to fund facilities capital improvements. Subsequently, in November 2005, Measure A was passed, authorizing the District to issue an additional $468 million in general obligation bonds to continue to execute facilities capital improvements. The capital improvements funded with these resources have enabled Skyline College to provide students with state-of-the-art facilities for many programs. In June of 2010 voters approved a parcel tax, Measure G, which provided the colleges with additional operating funds necessary to continue services in the face of continuing State budget cuts. This enabled the college to support additional class sections, additional student support services, extended library hours, Transfer Initiatives, and Basic Skills/College Success Initiatives. The parcel tax is limited to a four-year period, but is renewable if the board of trustees pursues it with the voters of San Mateo County.

Skyline College engaged in an extensive planning process to develop the education master plan. An independent consultant supported the effort beginning with interviewing key stakeholders at Skyline College. Extensive campus, district and community wide dialogue with College administrators, faculty, staff, and students guided the development of this report. Data and information were drawn from Skyline College internal sources, community needs assessment research, President's Council meetings, Success Summit meetings, joint district-Workforce Investment Board (WIB) survey research, the California Community College Chancellor's Office, the California Postsecondary Education Commission, the California Department of Labor, and from local, state, and federal databases available through the Internet. Additional input is gathered from the community through a series of President's Breakfasts and a Chamber Mixer held on campus during which members completed a Chamber Mixer Survey. Other surveys conducted by the Office of Research and Planning such as the Employee Voice Survey and the Community College Survey of Student Engagement (CCSSE) Survey added both qualitative and quantitative data to the formulation of this plan. Additionally, board goals, board values, district strategic plan and college strategic priorities were all considered in the development of this plan. Internal planning processes, annual planning, program review and Annual Administrative Leadership and Unit Review were all part of the development process. Collectively, these data and information-gathering processes converge in this document with the intent of providing the College guidance about new opportunities to serve its many communities.

CURRENT STATUS

Environmental Scan

Demographics

- Population in California will increase by 41 percent from the year 2010 to 2060. San Mateo County's predicted growth rate (29 percent) is nearly three-quarters that of the states forecasted growth. San Francisco County is estimated to grow by 15 percent during this time period.[1]

- Between 2010 and 2020, the number of 18-24 year olds in San Mateo County is projected to increase by 9 percent—growing from 55,643 in 2010 to 60-836 in 2020.[2]

- San Mateo County is projected to see a change in its demographics by 2020. Between 2010 and 2020, the county's White population is projected to decrease by 10 percent. This is the only group projected to decrease in population. Increasing populations are Black (13 percent), American Indian (11 percent), Asian (12 percent), Native Hawaiian and other Pacific Islander (14 percent), Hispanic (14 percent), and Multi-Race (36 percent).[3]

- From 2008/09 to 2010/11, San Mateo County has seen a slight increase in the number of high school graduates. Specifically, the number of graduates has increase from 5,366 to 5,839, respectively—an increase of approximately nine percent.[4]

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 8

- From 2008/09 to 2010/11, the number of high school graduates in San Francisco County has remained fairly consistent. There was an increase of nearly 400 between 2008/09 and 2009/10 but then a decrease of over 200 in the subsequent year where there were a total of 3,874 graduates. [4]

- The race/ethnicity of high school graduates in both San Mateo and San Francisco counties has remained fairly consistent from 2008/09 to 2010/11. The largest change is a four percent decrease in White graduates and a four percent increase in Hispanic graduates.[4]

Employment

- Over 40 percent of projected job openings in San Mateo County in 2017 require an education level of a postsecondary vocational award or higher.

- For 2017 projected job openings in San Mateo County that require an Associate's Degree, 40 percent come from *newly created* jobs.

- The top five occupations segments driven by new job growth in San Mateo County are: business and financial operations; Computer and mathematical science; life, physical and social science; arts design, entertainment, sports and media; and health care support.

- These five segments represent: 28 percent of current jobs, 32 percent of projected job opening in San Mateo County, and 48 percent of projected job opening from new growth.

Secondary Schools

- Nationally, the percent of high school completers who enrolled in a 2-year college increased from 21.4 percent in 2000 to 26.7 percent in 2010. During this time, the number of associate's degrees awarded increased by over 50 percent (564,933 in 1999/00 to 849,952 in 2009/10).[5]

- The number of first-time freshmen entering Skyline College has increased over time—by over 200 from 2001 to 2010.

- Enrollment from the top 10 feeder high schools has been at least 10 percent between 2005 and 2009.

- El Camino High and South San Francisco High, the top two "feeder" high schools to Skyline College, obtained API (Academic Performance index) scores of 799 and 785, respectively, in 2011. The statewide API performance target is 800.[6]

Skyline College Education Master Plan - 9

Technology and Learning

- Incoming students to higher education are increasingly computer literate and carry expectations for colleges to enhance their access to new technology. Technology-based course delivery will require increased resources.

- Over 6 million students enrolled in one or more online courses in the Fall of 2010.[7]

- Reports suggest that enrollment in distance learning at community colleges grew between 17 and 22 percent in the 2007-08.[8] Moreover, one survey indicates an 8.2 percent enrollment increase in distance education from Fall 2010 to Fall 2011—nationally.[9]

Enrollment and Student Demographics

Enrollment History

Over time, enrollment levels at Skyline College - as measured by counts of unique students and full-time equivalent students (FTES) - have varied considerably in the past ten years, as seen in Figure 1. After a downward trend from a previous high point of unduplicated headcount in 2002/03 of 18,121, Skyline College had its lowest count of unique students in the past decade in 2005/06 with 15,533 students. In the subsequent four years, Skyline College increased its headcount by over 3,500 students (or 24 percent) to a new high point of 18,021 students in 2009/10. Over the same three-year period, FTES increased 29 percent from 6,807 to 8,809. Although both measures experienced a four-five percent decrease in 2010/11 due to restrictions associated with a lower funded enrollment cap, the fact that the decrease in FTES was less than the number of unique students (421 vs. 714) suggests that much of the decrease comes from part-time students, and that there continues to be an increase in the number of full-time students enrolling at the college.

Skyline College Education Master Plan - 10

Figure 1

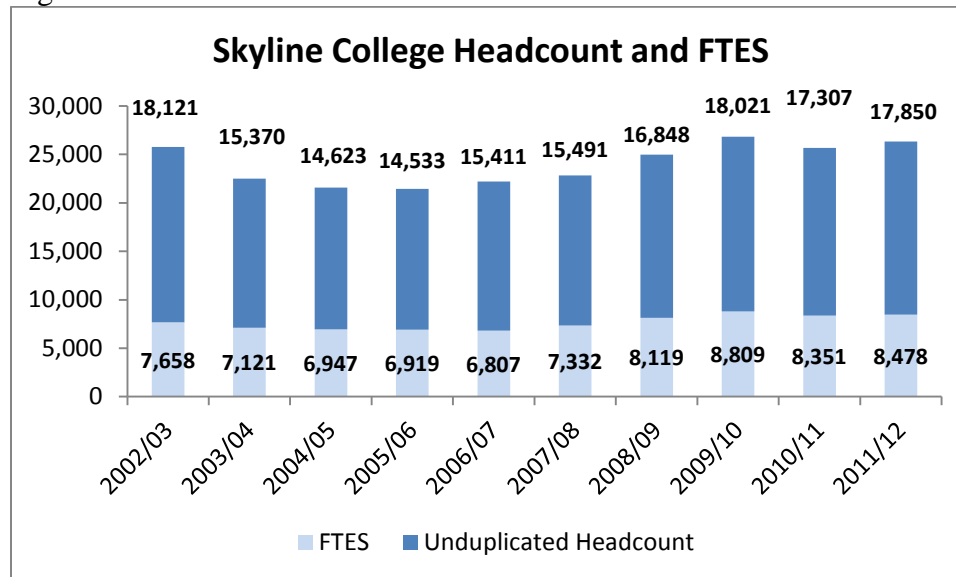## Skyline College Headcount and FTES

Figure 2 supports the conclusion that over time, full-time enrollment during the fall and spring semesters has increased while part-time enrollment has decreased. Specifically, the percent of students enrolled part-time at Skyline College *decreased* by seven percentage points from 2001/02 to 2011/12 (from 76 percent to 69 percent) while the percent of students who are full-time *increased* by seven percentage points over the same period of time (from 24 percent to 31 percent).

Figure 2 - Fall and Spring only

Skyline College
Trends in Student Attendance Status
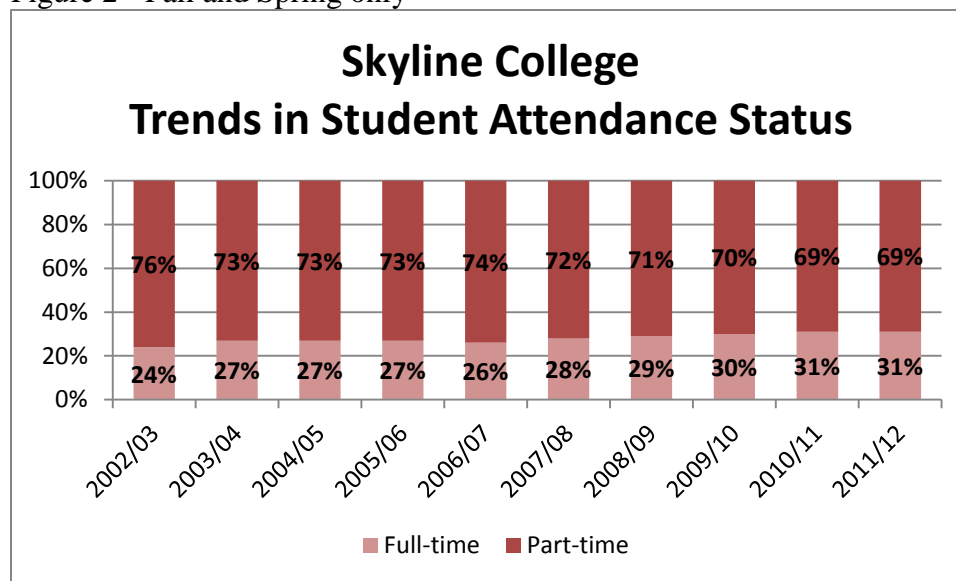
Providing a further foundation to understanding the increase in full-time student enrollment, younger students (ages 18-24) now make up a larger share of the total enrollment in

Office of Planning, Research & Institutional Effectiveness

2011/12 than they did four years prior (Table 1). Moreover, the increase in 18-24 year-olds was
large enough that even when other age groups (e.g. 25-29, 30-39) experienced raw headcount
increases, their relative share of the college's overall student population actually decreased
slightly.

Table 1 Skyline College Shifts in Age 2007-08 to 2011-12		
Age Range	Change in Share	Change in Headcount
<18	0.0%	250
18-24	6.0%	3199
25-29	-1.0%	763
30-39	-1.0%	593
40-49	-1.0%	105
50+	-2.0%	-73

Disaggregating the enrollment data by race/ethnicity reveals interesting trends in the last
ten years. All groups, except for African-American, decreased in enrollment during this time
period. After starting as the largest ethnicity group in Fall 2002, the White student population
became the second largest group on the campus in 2004 and then once again became the largest
group in Fall 2011.   It is also important to note that the difference between the top four groups in
2012 (approximately 600) is less than it was in 2002 (approximately 1,100). This indicates that
while the overall enrollment of the college has increased over these ten years (Figure 1), the
different race/ethnicity groups are becoming more evenly distributed.

Figure 3

Skyline College, Student Race/Ethnicity Enrollment Trends
Fall 2002 to Fall 2012

Legend: African American, Asian, Filipino, Hispanic, White

Data labels shown: 2,805; 2,573; 2,100; 1,727; 350; 2,291; 2,012; 1,902; 1,694; 396
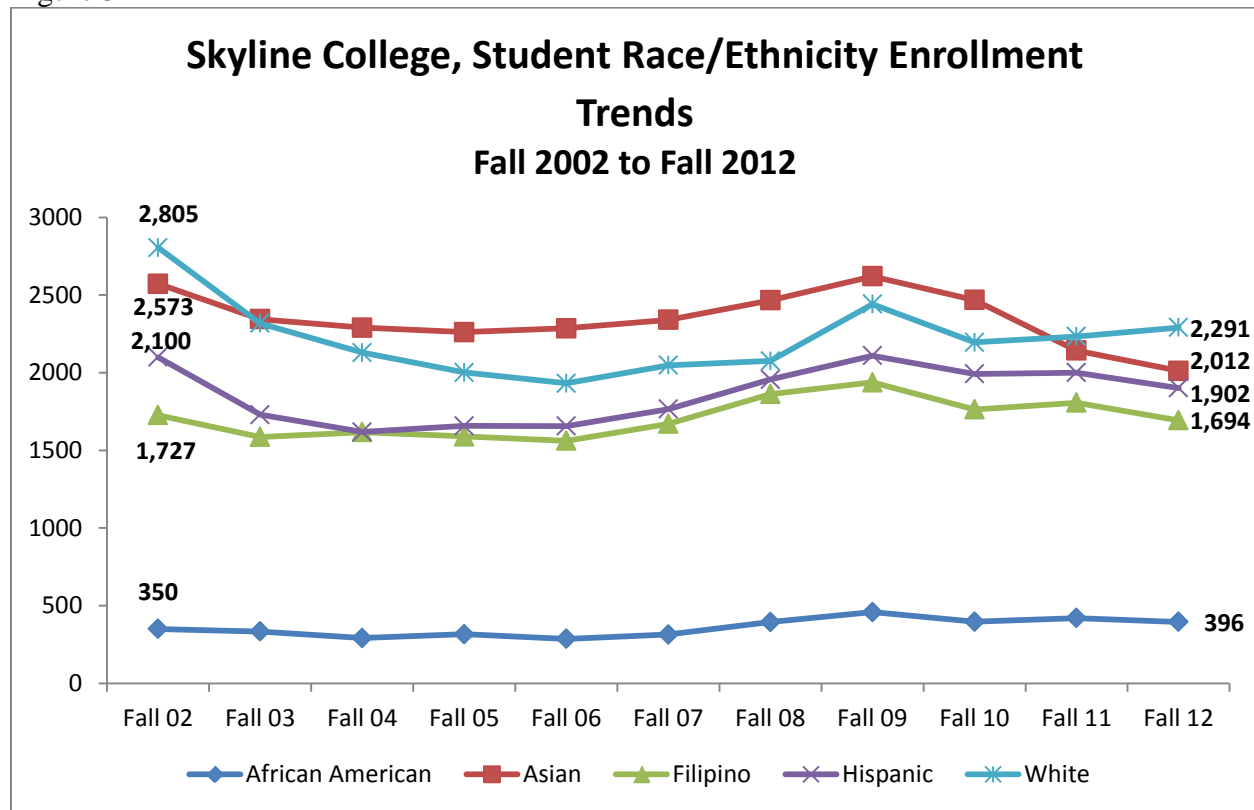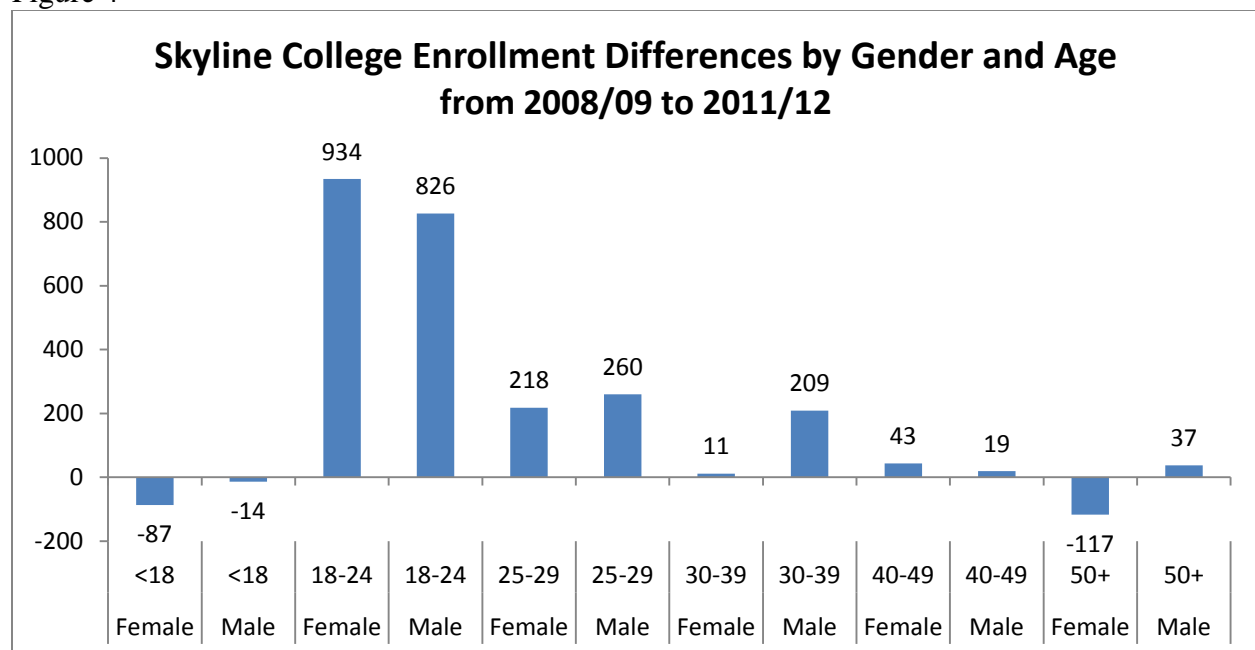
        Table 2 provides the number of students in each cell of the gender by age cross-tabulation, and Figure 4 provides the relative increase or decrease of each gender / age group between 2008/09 and 2011/12. Taken together, they show that not only did males and females of ages 18-24 constitute the largest student group in 2008/09, but they significantly increased their relative share of the student population in 2011/12. In 2008/09, 13,978 18-24 year-olds enrolled at Skyline College. In 2011/12, 15,738 18-24 year-olds were enrolled, representing a 13 percent increase of 1,760, which is nearly four times greater than the increase in headcount made by the next largest group of 25-29 year-olds (although this relative increase was also 13 percent).

        Combined with the findings discussed previously in this section, the trends suggest that Skyline College's increase in student population is most notably due to an increase in 18-24 year-old students who are more likely to enroll full-time. Moreover, the student population is now more diverse as race/ethnicity is more evenly distributed throughout the population than they were a decade ago.

Skyline College Education Master Plan - 13

Table 2 – Number of students by gender and age cross tabulation			
Gender	Age group	2008/09 # of students	2011/12 # of students
Female	<18	697	610
Male	<18	476	462
Female	18-24	7,064	7,998
Male	18-24	6,914	7,740
Female	25-29	2,099	2,317
Male	25-29	1,577	1,837
Female	30-39	1,911	1,922
Male	30-39	1,231	1,440
Female	40-49	1,206	1,249
Male	40-49	695	714
Female	50+	1,287	1,170
Male	50+	745	782

Figure 4

Skyline College Enrollment Differences by Gender and Age from 2008/09 to 2011/12

Secondary Schools

Because more 18- to 24-year-olds are enrolling at Skyline College, the most likely explanation for the increase in student enrollment is that more students are enrolling immediately after high school. Figure 5 illustrates that over time, the number of first-time students who enroll

Office of Planning, Research & Institutional Effectiveness

at Skyline College has increased by 375 from 648 in 2003 to 1,023 in 2012. Enrollment of first-time students peaked in 2008 with 1,130 students and then decreased over the next two years with the aforementioned constriction of offerings due to the decreased enrollment cap. Nevertheless, the 1,023 first-time students enrolled in the fall of 2012 is only 107 less than 2008 and represents a 36 percent increase from the previous fall. From the low in 2004 of 606 first-time students, this group increased 86 percent to the high of 1,130 in 2008 and nearly 70 percent to 1,023 in 2012.

Figure 5

Skyline College First-Time Students Fall Enrollment
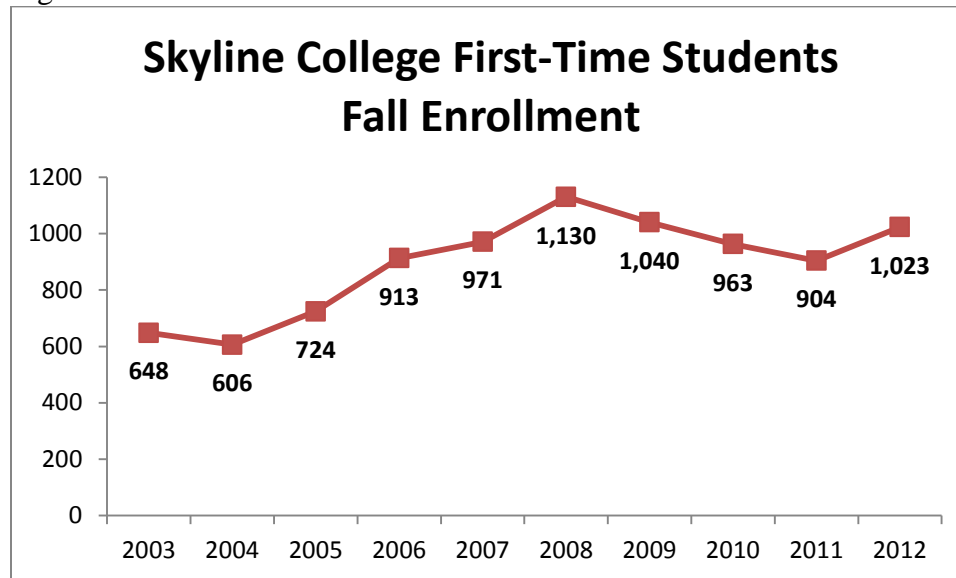
The increase in first-time students, however, may not be attributable to more students coming from Skyline College's top feeder high schools. Using the most recent data available from the California Postsecondary Education Commission, the estimated number of graduates from the top ten feeder high schools who subsequently enroll at Skyline College has been fairly consistent over five years shown in Figure 6, with the exception of 2007 where there was a slight decrease. Consequently, the increase in first-time Skyline College students is coming from either an increase in students from feeder high schools not among the top ten and/or an increase in the number of high schools from which students come. Given enrollment constraints at neighboring colleges such as City College of San Francisco, it is likely that at least some of the increase is coming from students from out-of-district high schools.

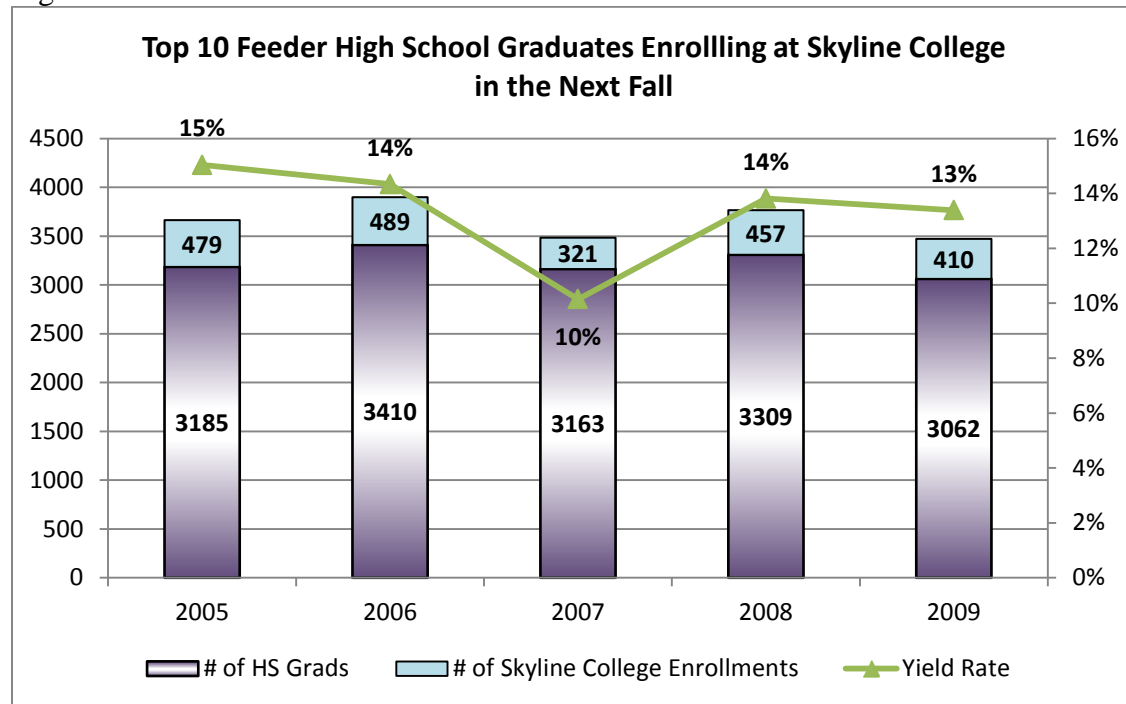Skyline College Education Master Plan - 15

Figure 6

Top 10 Feeder High School Graduates Enrollling at Skyline College in the Next Fall

- # of HS Grads
- # of Skyline College Enrollments
- Yield Rate

Data labels (by year):
- 2005: 3185 (HS Grads), 479 (Enrollments), 15% (Yield)
- 2006: 3410 (HS Grads), 489 (Enrollments), 14% (Yield)
- 2007: 3163 (HS Grads), 321 (Enrollments), 10% (Yield)
- 2008: 3309 (HS Grads), 457 (Enrollments), 14% (Yield)
- 2009: 3062 (HS Grads), 410 (Enrollments), 13% (Yield)

Degrees, Certificates and Transfer Outcomes

Degrees & Certificates

Figure 7 below provides the degrees and certificates granted by Skyline College from 2003 to 2012 and shows that there has been a notable increase in degrees earned and a decrease in certificates in the 10-year period. In 2012, 725 degrees were granted, representing an increase of over double the 2003 total of 346. For certificates, the 576 certificates granted in 2012 is 154 less than in 2003 but is the fourth largest total during this time period.

Office of Planning, Research & Institutional Effectiveness

Figure 7

Skyline College Degrees and Certificates
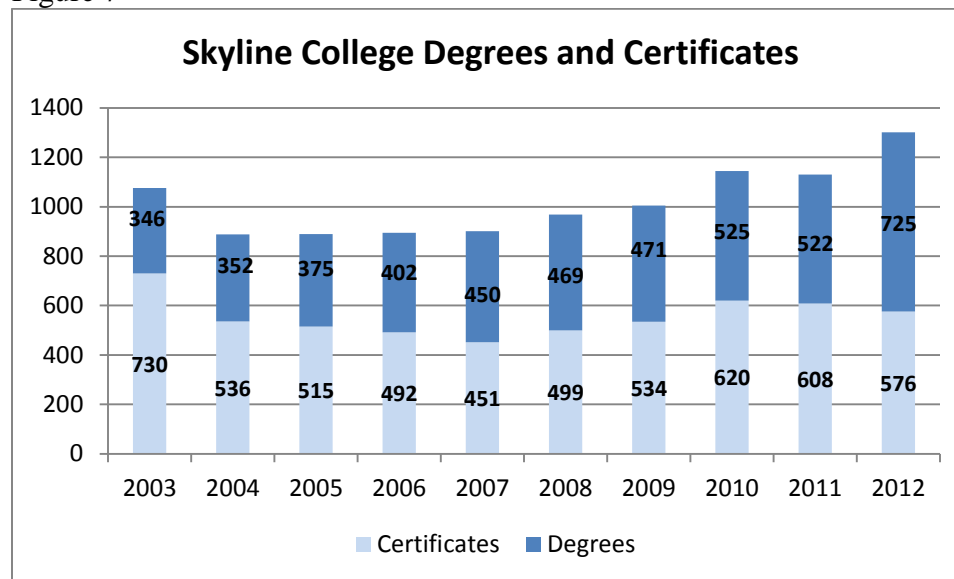
Transfer

The raw number of transfer students is an interesting metric to hold community colleges accountable for; while one of the community colleges' key missions is transfer to four-year institutions, successful transfer in California is highly dependent on the policies and conditions in existence in the California State University (CSU) and University of California (UC) systems. Figure 8 provides the 10-year history of transfer to the CSU and UC systems from Skyline College. UC transfers have ranged from 65 in 2001-02 to a high of 101 in 2010-11, representing a 55 percent increase over the time period. CSU transfers have varied from a high of 429 in 2002-03 to a low of 229 in 2009-10, when the CSU system experienced system-wide enrollment freezes. Skyline College's 2010-11 CSU transfer numbers nearly doubled from 2009-10, and rose back to levels not seen since 2002-03.

Skyline College Education Master Plan - 17

Figure 8
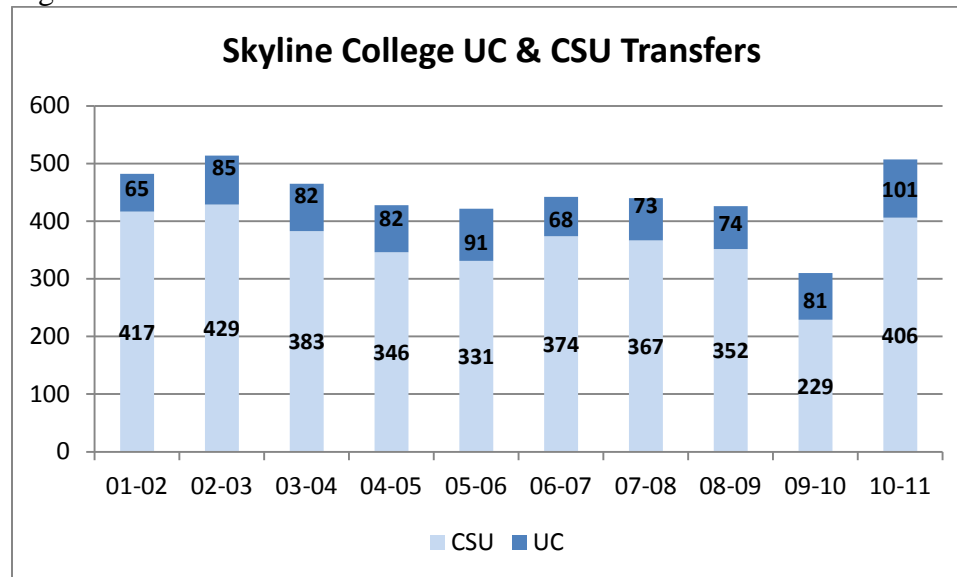
In terms of specific California public four-year colleges to which Skyline College students transfer, San Francisco State University (SFSU) has consistently been the top destination by a significant margin (see Table 3). From 2002-2009, the number of students who transferred to any one of the next four top destinations is approximately half or less than half of San Francisco State. In 2010, CSU enrollments were significantly constricted by state budget cuts, and this is evidenced by a marked drop in Skyline College transfer enrollments at both San Francisco State and San José State University (SJSU) when compared to previous years. Although overall degrees and certificates continued to increase in 2010 (see Figure 7), the drop in transfers to SFSU was 36 percent and to SJSU was 63 percent. In 2011, as the transfer milieu shifted back to increased access, the SFSU transfers rebounded to tie the highest number in the last ten years at 322. The story at the UC campuses has been less consistent, and Skyline College transfers students to these universities in smaller numbers.
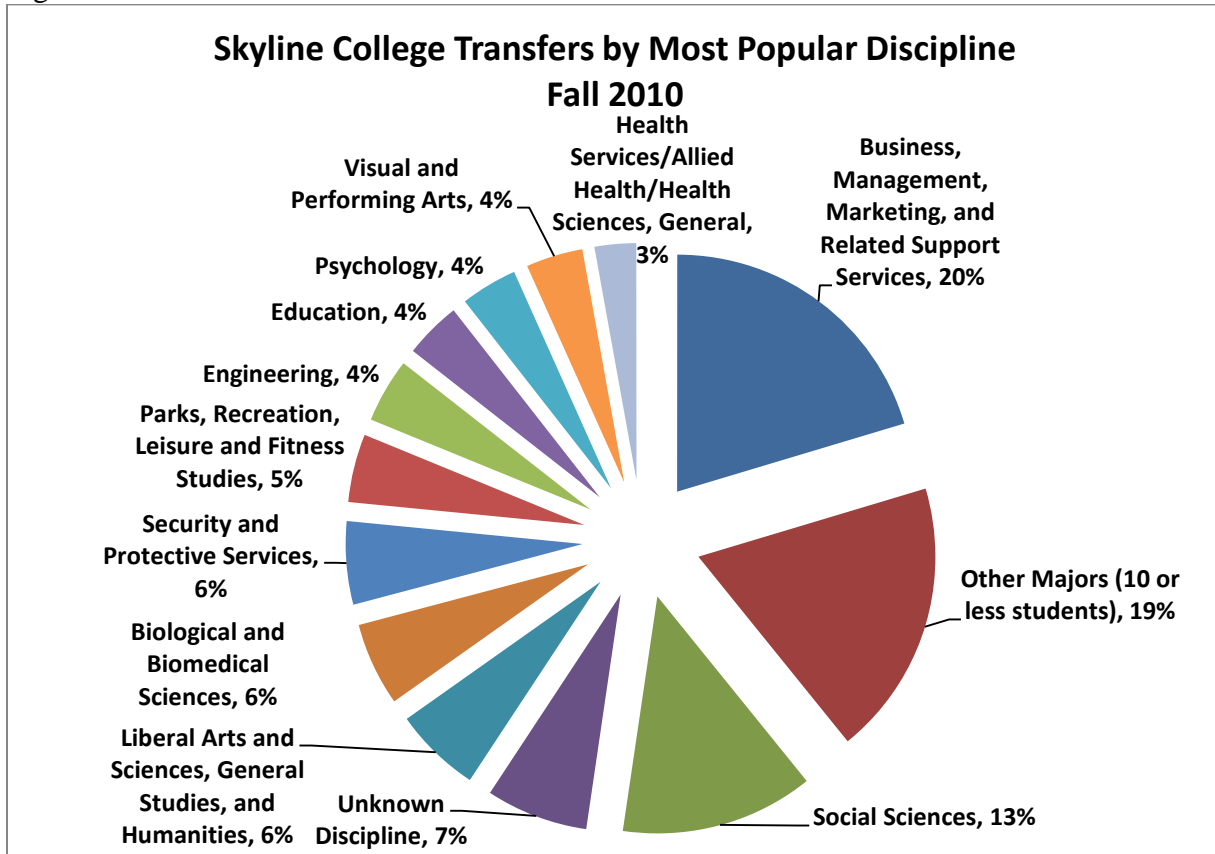
Table 3 – Top destination trends										
	2002	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
San Francisco State University	297	322	285	257	227	264	245	249	159	322
San José State University	44	38	35	25	43	46	54	35	13	19
University of California, Davis	23	42	37	41	35	25	23	39	28	35
California State University, East Bay	23	26	29	24	22	18	28	36	32	30
University of California, Berkeley	22	23	18	19	12	8	18	15	26	26
Source: California Postsecondary Education Commission & California Community College Chancellor's Office										

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 18

Students who do transfer to a four-year university are more likely to enroll in business management, marketing, and related support services courses than any other, with 20 percent of transfers enrolling (Figure 9). Social science is the discipline with the next highest enrollment rate (13 percent) and three disciplines each enroll six percent of transfers - security and protective services, biological and biomedical sciences, and liberal arts and sciences /general studies / humanities.

Figure 9

Skyline College Transfers by Most Popular Discipline Fall 2010

- Health Services/Allied Health/Health Sciences, General, 3%
- Business, Management, Marketing, and Related Support Services, 20%
- Visual and Performing Arts, 4%
- Psychology, 4%
- Education, 4%
- Engineering, 4%
- Parks, Recreation, Leisure and Fitness Studies, 5%
- Security and Protective Services, 6%
- Biological and Biomedical Sciences, 6%
- Liberal Arts and Sciences, General Studies, and Humanities, 6%
- Unknown Discipline, 7%
- Social Sciences, 13%
- Other Majors (10 or less students), 19%

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 19

Student Financial Considerations

Cost of Attendance and Financial Aid

In 2008, the estimated cost to attend a California community college was one quarter of a family's income. As shown in Figure 10, this is, on average, less than families in New York but the same as, if not greater than, other states with similar characteristics (Arizona, Florida, and Texas). Furthermore, the cost for California's families is also slightly higher than the national state average.

Figure 10
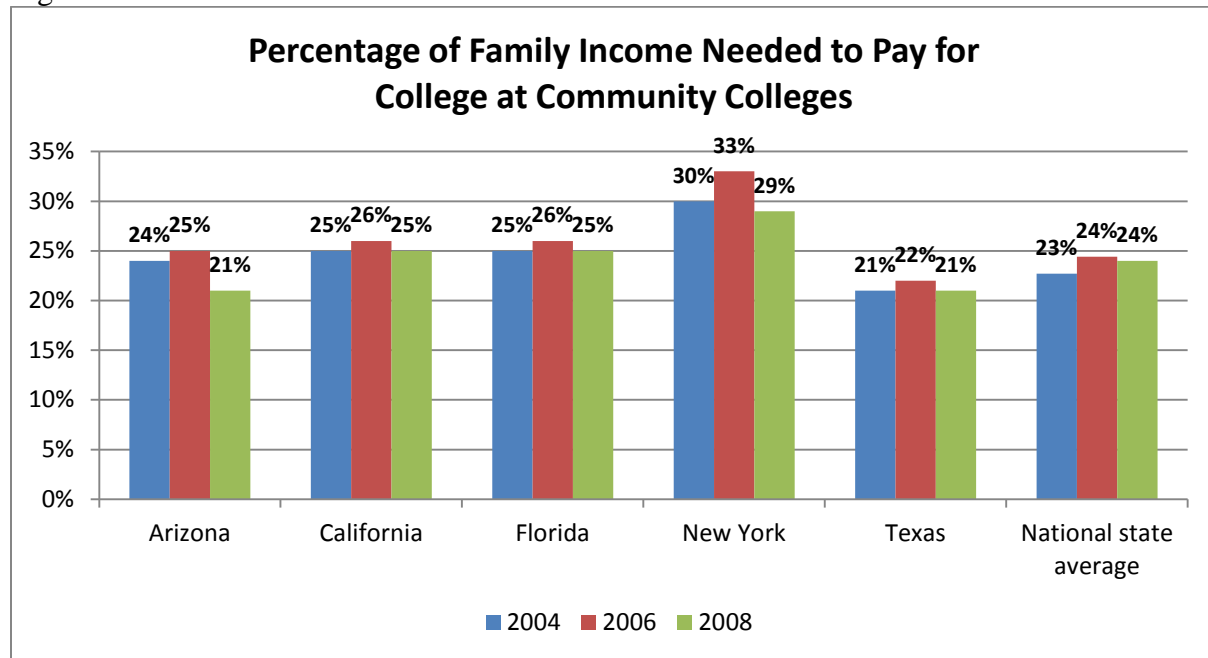
In addition to tuition and fees, estimated expenses for community college students include books and supplies, room and board, and other cost of living expenses. At Skyline College, the cost of attendance for a full-time California resident in 2011-12 who lived at home was an estimated $7,393 (Table 4). If the student lived off campus the cost increased to $18,151 and if the student was not a California resident the cost was an estimated $24,511.

Office of Planning, Research & Institutional Effectiveness

Table 4 - Estimated expenses for full-time beginning undergraduate students at Skyline College.			
	2009-10	**2010-11**	**2011-12**
Tuition and fees			
In-state	$821	$811	$1,111
Out-of-state	$6,169	$6,169	$7,471
Books and supplies	$1,638	$1,638	$1,638
Off Campus			
Room and board	$11,160	$11,160	$11,160
Other expenses	$4,242	$4,242	$4,242
Off Campus with Family			
Other expenses	$4,242	$4,644	$4,644

In an effort to make college attendance affordable, students look to financial aid resources to offset costs. Table 5 demonstrates that in 2010-11, more Skyline College students received grant or scholarship aid or state/local government grant or scholarships than any other type of financial aid. Furthermore, the amount of aid in each of these categories decreased between 2009-10 and 2010-11 except for institutional grants or scholarships.

Table 5 - Student aid to full-time, first-time undergraduate students at Skyline College						
Type of Aid	**Percent of students**			**Average amount of aid received**		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Grant or scholarship aid	44%	45%	58%	$4,317	$4,605	$4,402
Federal grants	28%	33%	42%	$4,051	$4,942	$4,867
Pell grants	28%	33%	42%	$3,711	$4,721	$4,674
Other federal grants	N/A	12%	12%	N/A	$594	$594
State/local government grant or scholarships	44%	43%	57%	$788	$1,007	$884
Institutional grants or scholarships	40%	1%	1%	$1,141	$938	$1,284
Student loan aid	1%	1%	1%	$4,043	$4,474	$4,130
Federal student loans	1%	1%	1%	$4,043	$4,474	$4,130
Other student loans	0%	0%	0%	—	—	—

Skyline College Education Master Plan - 21

Skyline College Fiscal and Human Capital Considerations

Budgets and Resources

The tables in this section use data from the Integrated Postsecondary Data System (IPEDS) and Peer Analysis System operated by the National Center for Education Statistics. These data are reported annually to IPEDS by each institution. The compiling of such data is complex, and should be interpreted as one lens to provide a foundation for understanding Skyline College's budgets and resources, and not as irrefutable information. The revenues and expenditures for Skyline College as reported in IPEDS are summarized in Table 6.

Table 6 - Skyline College revenues and expenditures FY 2011	
Revenues	
Tuition and Fees	$3,445,293
State appropriations	$12,030,575
Local appropriations	$25,609,022
Government grants and contracts	$11,481,182
Other core revenues	$3,615,366
Expenditures	
Instruction	$23,445,817
Research	$0
Public service	$0
Academic support	$1,696,266
Institutional support	$9,480,614
Student services	$4,089,770
Other core expenses	$23,267,553

IPEDS data were also used to compare Skyline College with 26 institutions in California that were of similar characteristics.[2] In Table 7 and Table 8, the core revenues and expenses per FTE student are compared, respectively.

---

[2] The comparison group includes: Canada College, College of Marin, College of San Mateo, College of the Desert, College of the Redwoods, Compton Community College Contra Costa College, Hartnell College, Imperial Valley College, Las Positas College, Los Angeles Southwest College, Los Medanos College, Mendocino College, Merced College, Miracosta College, Mission College, Napa Valley College, Ohlone College, Taft College, Victor Valley College, West Los Angeles College, Yuba College. These institutions are comparable in size to Skyline College and report their data to IPEDS according to GASB standards thereby permitting accurate comparisons. Convention holds that size is the first consideration when selecting comparative institutions. Other, subsequent selection criteria might include student demographics, total budgets, etc. A more detailed peer analysis is a direction the College may wish to pursue to confirm the initial data presented here.

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 22

Table 7 - Core revenues per FTE student by source: Fiscal year 2011		
Source	**Skyline College**	**Median of comparison group**
Tuition and fees	$583	$492
State appropriations	$2,036	$3,080
Local appropriations	$4,335	$3,067
Government grants and contracts	$1,943	$4,258
Other core revenues	$612	$604

Table 8 - Core expenses per FTE student, by function: Fiscal year 2011		
Category	**Skyline College**	**Median of comparison group**
Instruction	$3,968	$4,710
Academic support	$287	$954
Institutional support	$1,605	$1,659
Student services	$692	$1,355
Other core expenses	$3,938	$2,988

Tables 7 and 8 indicate that Skyline College receives less state appropriations and government grants and contracts than comparative institutions. This total difference (-$3,359) is not offset by the greater amounts of revenue received through tuition and fees, local appropriations, and other core revenues (+$1,367). These data also suggest that the college spends more per FTE on instruction than any other category. As discussed previously, these data should not be interpreted as the ultimate source for describing the revenues and expenditures of Skyline College, but rather be treated as a starting point for understanding college fiscal considerations.

Faculty Resources

During the fall semester of 2012, 132 full-time faculty members and 227 part-time faculty members delivered 994 sections of courses to a duplicated student count of 26,280 enrolled in one or more classes. Table 9 demonstrates that the number of sections taught in Fall 2012 is the second lowest in the most recent five Fall semesters as is the total census enrollment. Section reductions occurred in Fall 2010 not because of a reduction in demand but rather the aforementioned decrease in the funded enrollment cap, and thus the college's ability to offer such sections.

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 23

Table 9 - Section taught and enrollment					
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Total sections	1,020	1,059	908	999	994
Total census enrollment	24,935	28,315	26,598	27,448	26,283

Figure 11 shows that full-time faculty represent the majority of the instructors in sections taught between 10 a.m. and 2 p.m. While part-time faculty instructors are in the majority during other times of day. The latter is particularly true for course sections taught after 2 p.m., where part-time faculty members teach 73 – 83 percent of the course sections.

Figure 11

Class sections taught by faculty status by time of day, 2011-2012
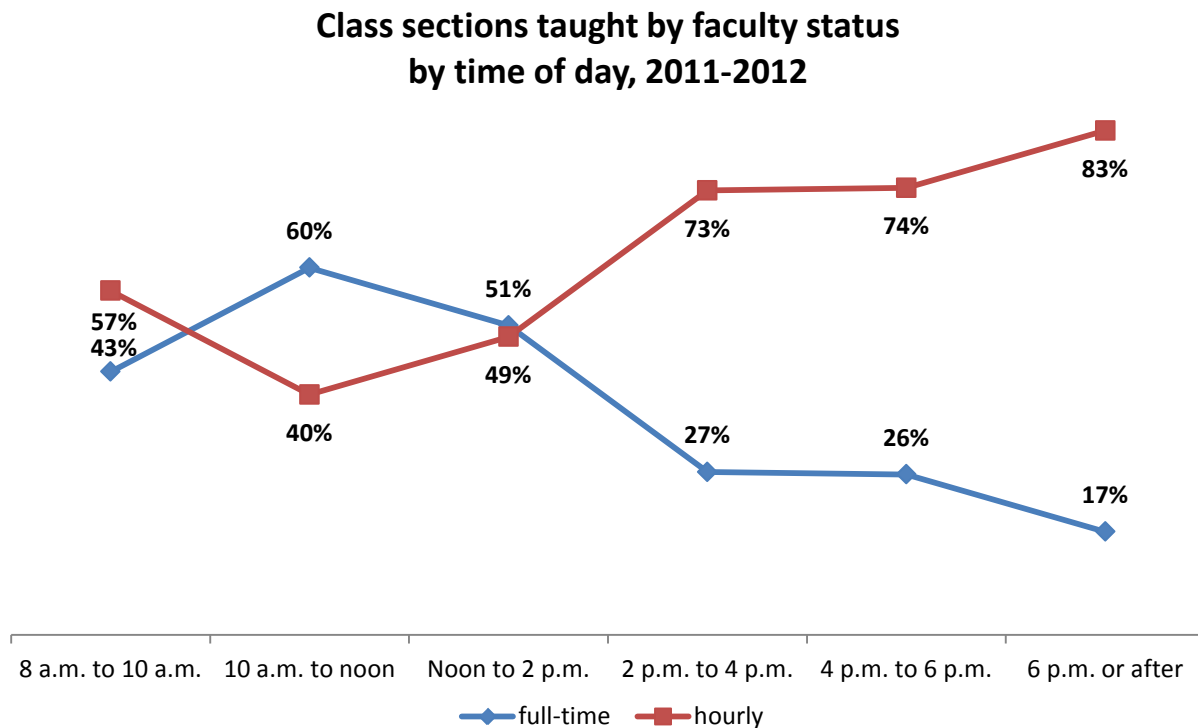
The combination of an increase in enrollment and decrease in course sections suggests that instructors are working with more students within the contexts of their classes. Table 10 shows that with the exception of 2009/10, the 2011/12 academic year shows the highest level of enrollment, FTES, and WSCH. This supports the conclusion that instructors at Skyline College are indeed working with a greater number of students than in past years.

Office of Planning, Research & Institutional Effectiveness

Table 10 - Skyline College instructional productivity and efficiency							
Academic Year	Census enrollment	End of term enrollment	FTEF	FTES	WSCH	Load	Sections
2007/08	54,456	43,621	393.4	7,332	219,911	559	2,290
2008/09	60,512	49,195	414.0	8,120	243,585	589	2,450
2009/10	65,941	54,822	408.4	8,809	264,282	647	2,389
2010/11	63,618	52,082	395.8	8,388	250,540	636	2,196
2011/12	65,673	54,636	422.1	8,478	254,346	603	2,359
Totals & Average	310,200	254,356	2,034	41,127	978,318	608	11,684

Census: Number of duplicated headcount at final census.
FTEF: Total number of full time equivalent faculty assigned.
FTES: Total number of full time equivalent students enrolled at first census.
WSCH: Weekly student contact hours generated by census enrollments.
Load: The ratio of WSCH to FTEF, used to measure productivity.
Sections: Total number of sections offered per semester.

Additional Topics

Developmental Education Courses

Over time, enrollment in developmental education courses has slightly increased in mathematics, held fairly steady in English and ESOL, and seen a continuous decrease in reading. The decrease in reading is due to a restructuring of the English and reading course sequences. Specifically, English and reading development education courses were merged to create new integrated English courses that covered the previous English and reading developmental education curricula. Consequently, the stand-alone developmental education courses in reading were phased out. There is no corresponding increase in English due to the fact that students who enrolled in reading developmental education courses were already enrolling in English developmental education courses as well.

Skyline College Education Master Plan - 25

Figure 12

Skyline College Developmental Education Course Enrollments
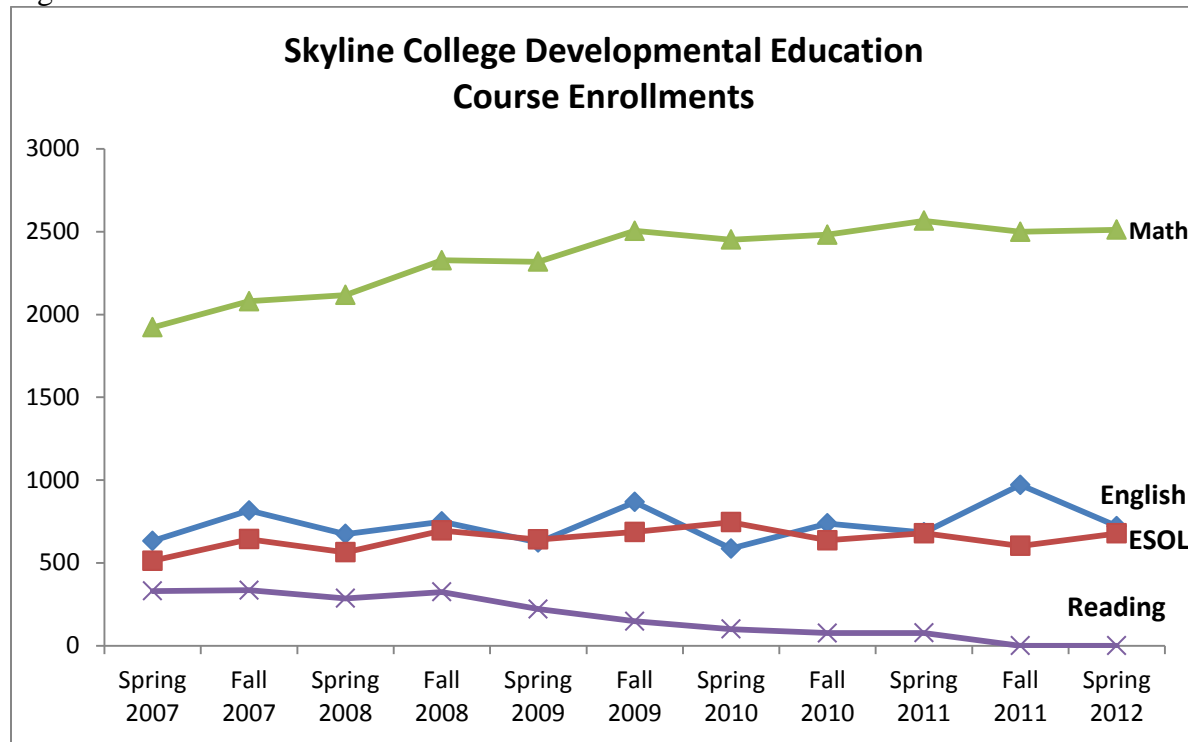
Center for International Trade Development

Skyline College addresses internationalism in three ways. The first is a non-instructional program in international trade (Center for International Trade Development), the second is an instructional program in international trade, and the third is its International Students program. In addition to an Associate's degree, four certificate options also are available including international trade, international business, import and export, legal aspects of international business, and global business practices. Four other community colleges in a 30-mile radius also host international studies programs, but they do not focus on trade issues to the same extent as Skyline College's program. This program befits California's ranking as the number one exporting state. The International Trade Development Center holds the promise of great synergies with the instructional program and has sponsored trips to international destinations, especially Brazil, in an effort to link local businesses in San Mateo with trade opportunities. The Center for International Trade is presently housed off-campus in the Chestnut Center.

Center for Workforce Development

Skyline College seeks business and industry partnerships through its Center for Workforce Development (CWD). The CWD collaborates with the San Mateo County Workforce Investment Board and the California Community College Chancellor's Office's Industry-Driven Regional Collaborative project to identify labor needs in the biotechnology area. The Center is also involved in other "career pathway" programs that seek to bridge gaps in college readiness,

Office of Planning, Research & Institutional Effectiveness

especially for English as a Second Language learners, and those seeking preparation to enter the medical field. CWD also is involved in promoting entrepreneurship and is currently partnering with the College's business division and the Daly City Enterprise Center to present a college credit course that teaches students the essentials of starting a business. Collaboration between CWD and the Center for International Trade Development produces many benefits for Skyline College.

Program Vitality

Over time, there have been fluctuations in enrollment levels within instructional departments. The subsequent tables show departments that have seen an increase in enrollment (Table 11) or a decrease in enrollment (Table 12) by ten FTES or more. Data here should be interpreted carefully as department size is not accounted for and thus there can be a large percent change with a relatively low change in FTES. For instance, astronomy experienced a significant percent increase in FTES even though the numerical change in FTES is not significant in comparison to the other departments included.

As discussed previously, the English and reading departments underwent a restructuring of their respective curricula. The impact of these changes is also seen here with a large decrease in the number of FTES as well as a large percent change in FTES. The large decrease in the number of FTES in English is due to the removal of Hours by Arrangement (HBA) in the Spring of 2009.

Table 11		
Departments Trending Upward from 2007/08 to 2011/12		
Department	Change in FTES	Percent change in FTES
Mathematics	183.78	21%
Psychology	131.82	63%
History	109.15	42%
Biology	91.12	17%
Art	69.39	22%
Cosmetology	62.43	29%
Chemistry	61.8	25%
Automotive Technology	54.81	18%
Physics	45.64	92%
Physical Education	39.11	7%
Business	38.26	19%
Early Childhood Education	33.91	24%
Music	31.23	13%
Sociology	30.19	62%
Counseling	27.96	37%

Astronomy	27.36	222%
Anthropology	26.69	58%
Economics	25.49	26%
Accounting	25.37	13%
Computer App/Office Tech.	25.2	19%
Health Sciences	19.42	29%
Administration of Justice	17.53	29%
Political Science	17.44	20%
Philosophy	16.30	21%
Cooperative Education	12.29	13%

Table 12 Departments Trending Downward from 2007/08 to 2011/12		
Department	Change in FTES	Percent change in FTES
Speech	-144.49	-84%
English	-78.88	-11%
Telecommunications	-70.72	-94%
Surgical Technology	-63.67	-91%
ESOL	-41.57	-17%
Foreign Languages	-30.00	-17%
Geology	-24.72	-57%
Real Estate	-10.92	-24%
Varsity Athletics	-10.07	-16%

Current Status of Distance Education

Figure 13 shows that enrollment in distance education courses has increased over time for Skyline College. Nevertheless, the levels of enrollment continue to represent a relatively small percent of the total enrollment at the college. Specifically, distance education enrollment represents anywhere from nine to 12 percent of the college's total enrollment during fall or spring semesters. Computer applications/office technology represents the largest subject area in which students enroll in distance education courses, followed by business, psychology, English, and math (Figure 14).

Figure 13

Skyline College
Number of Distance Education Enrollments

2,527   2,550   2,553   2,780   3,298   3,393

Fall 2009   Spring 2010   Fall 2010   Spring 2011   Fall 2011   Spring 2012

Figure 14

Skyline College
Distance Education Enrollments by Area

Comp. App/Office Tech.   Business   Psychology   English   Math
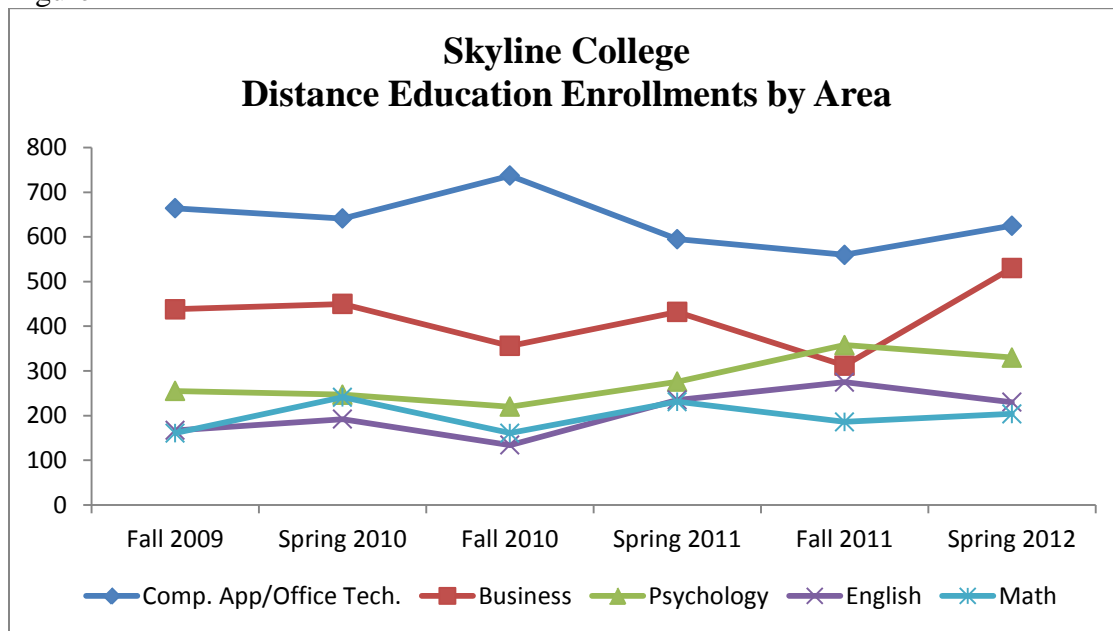
Scheduling of Courses

It is common across higher education institutions that courses are scheduled for peak times in the morning and again in the evening to accommodate working adults and other students for whom morning attendance is not possible. Figure 15 shows how course sections at Skyline College follow this trend as over half of the course sections are taught between the hours of 8 a.m. and noon. In addition, of the courses that are taught in the afternoon/evening, the majority happen at 6 p.m. or after, with fewer courses taught between 2 p.m. and 6 p.m. This time slot between 2 p.m. and 6 p.m. is often seen as a promising slot to fill course sections when the college has facility capacity concerns; however, it is extremely challenging to find students to fill sections at these times when they are opened.

Figure 15

Skyline College, Course Sections by Time of Day 2011-12

8 a.m. to 10 a.m.	10 a.m. to noon	Noon to 2 p.m.	2 p.m. to 4 p.m.	4 p.m. to 6 p.m.	6 p.m. or after
568	436	294	45	74	560

Office of Planning, Research & Institutional Effectiveness
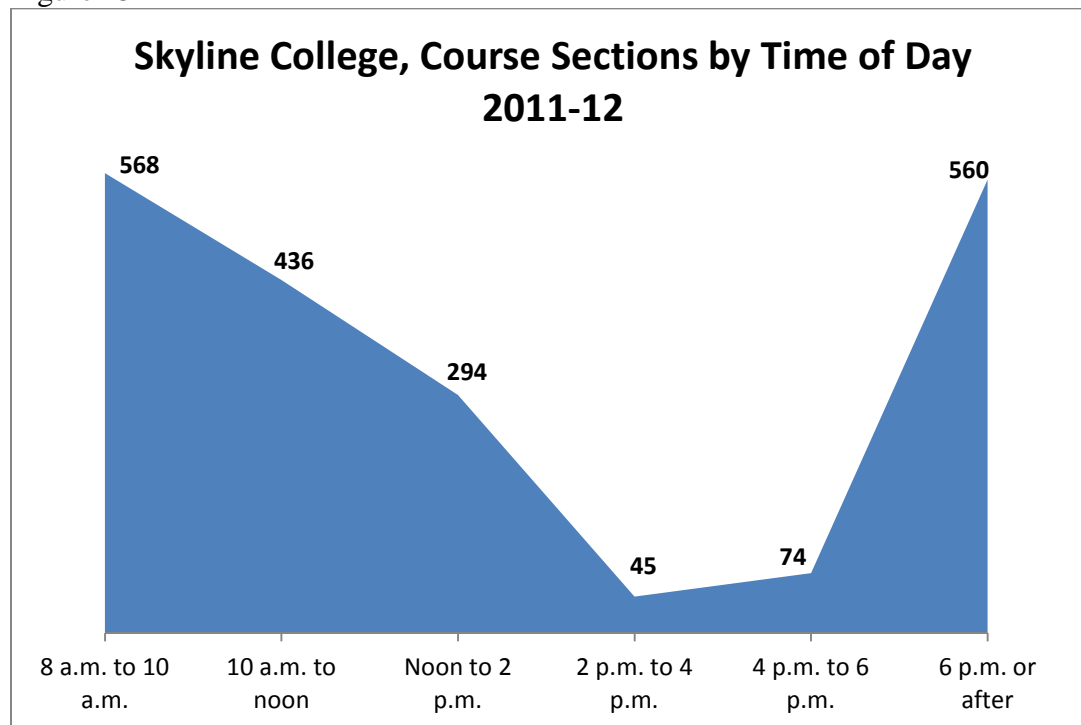
Regional Labor Market Data and Project Needs

An analysis of the Economic Modeling Specialists International (EMSI) labor market data was conducted by a partnership between The San Mateo Community College District, The San Mateo County Workforce Investment Board, and the San Mateo County Economic Development Association in order to ascertain how college programs are addressing the occupation needs of the community. It produced occupational employment projections of San Mateo County for the period 2012-2017. The dataset included current employment levels, projected openings due to growth, retirements and turnover, median hourly wages and the education level associated with each detailed occupation. Table 13 depicts the framework used and the resultant occupational titles.

Table 13 – Highest Levels of Employment 2012			
Rank	Occupation Title	Currently Employed	Percent of County
1	Sales and related occupations	63,562	14%
2	Office and administrative support occupations	57,011	10%
3	Management occupations	44,507	9%
4	Business and financial operations occupations	38,441	9%
5	Food preparation and serving related occupations	28,911	8%
6	Computer and mathematical science occupations	26,029	7%
7	Transportation and material moving occupations	24,239	5%
8	Personal care and service occupations	20,652	5%
9	Arts, design, entertainment, sports, and media occupations	19,453	5%
10	Life, physical, and social science occupations	18,890	4%
---	…All other occupations (N=13)	18,488	23%

Skyline College Education Master Plan - 31

The analysis drilled down into the dataset and ascertained the percentage of projected job opening that are new and the percentage resulting from turnover. Those results are presented in Table 14.

Table 14 - Occupational Titles and Job Openings			
Major Occupation Title	Projected 2017 Job Openings	Percent that are New Jobs	Percent from Turnover
Sales and related occupations	11,601	28%	72%
Office and administrative support occupations	7,786	18%	82%
Management occupations	7,560	33%	67%
Business and financial operations occupations	7,510	54%	46%
Food preparation and serving related occupations	6,818	22%	78%
Computer and mathematical science occupations	5,505	62%	38%
Transportation and material moving occupations	3,999	19%	81%
Personal care and service occupations	3,990	39%	61%
Arts, design, entertainment, sports, and media occupations	3,972	40%	60%
Life, physical, and social science occupations	3,179	49%	51%
Education, training, and library occupations	2,615	37%	63%
Healthcare practitioners and technical occupations	2,504	36%	64%
Building and grounds cleaning and maintenance occupations	2,346	32%	68%
Production occupations	2,180	8%	92%
Construction and extraction occupations	1,984	18%	82%
Installation, maintenance, and repair occupations	1,799	24%	76%
Architecture and engineering occupations	1,160	31%	69%
Healthcare support occupations	1,152	54%	46%
Protective service occupations	1,045	20%	80%
Community and social services occupations	697	34%	66%
Legal occupations	652	39%	61%
Farming, fishing, and forestry occupations	201	19%	81%
Military occupations	153	6%	94%

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 32

The next table groups employment and wage profiles by worker education level. There is a bimodal distribution of worker education level—short term training and BA Degree workers. The more educated the worker the higher the hourly wage.

Table 15 - Education Levels for Employment					
Worker Education Level	Total Current 2012 Employment	Percent of Total Current 2012 Employment	Total Projected 2017 Openings	Percent of Total Projected 2017 Openings	Current Median Hourly Wage
Short Term Training	134,147	31%	24,006	32%	$14.90
Moderate Training	49,740	11%	6,602	9%	$15.00
Long Term Training	32,274	7%	5,094	7%	$21.80
Related Work Exp	54,315	12%	8,316	11%	$21.90
Post Secondary Voc Awarded	29,712	7%	4,795	6%	$21.64
AA Degree	16,579	4%	3,020	4%	$28.15
BA Degree	93,313	21%	18,608	25%	$31.92
Grad Degree	25,984	6%	4,625	6%	$36.51

Table 16 depicts the source of job openings for San Mateo by worker education level. Jobs at both ends of the skills spectrum have strong new job growth.

Table 16 - Education Level and Projected Openings			
Worker Education Level	Total Projected 2017 Openings	Percent that are New Jobs	Percent from Turnover
Short Term Training	24,006	34%	66%
Moderate Training	6,602	5%	95%
Long Term Training	5,094	20%	80%
Related Work Exp	8,316	32%	68%
Post Secondary Voc Awarded	4,795	5%	95%
AA Degree	3,020	40%	60%
BA Degree	18,608	33%	67%
Grad Degree	4,625	19%	81%

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 33

Table 17 depicts the education level required for a broader array of occupational titles. Note the percentages of openings in the column labeled "Vocational Award or AA Degree".

Table 17 - Occupational Titles and Educational Requirements						
		Percent of Openings Requiring				
Occupational Title	**Projected 2017 Openings**	**On the Job Training**	**Work Experience**	**Vocational Award or AA Degree**	**BA or Grad Degree**	**Degree plus Work Experience**
Management	7,560	0%	30%	0%	19%	52%
Business and financial operations	**7,510**	**7%**	**0%**	**3%**	**68%**	**22%**
Computer and mathematical science	**5,505**	**0%**	**0%**	**18%**	**82%**	**0%**
Architecture and engineering	1,160	1%	0%	14%	85%	0%
Life, physical, and social science	**3,179**	**0%**	**0%**	**8%**	**92%**	**0%**
Community and social services	697	10%	0%	0%	90%	0%
Legal	652	13%	0%	13%	73%	1%
Education, training, and library	2,615	13%	6%	11%	69%	1%
Arts, design, entertainment, sports, & media	**3,972**	**47%**	**0%**	**5%**	**39%**	**8%**
Healthcare practitioners and technical	2,504	4%	0%	61%	35%	0%
Healthcare support	**1,152**	**71%**	**0%**	**29%**	**0%**	**0%**
Protective service	1,045	88%	11%	0%	0%	0%
Food preparation and serving related	6,818	97%	3%	0%	0%	0%
Building, grounds cleaning &maintenance	2,346	84%	16%	0%	0%	0%
Personal care and service	3,990	80%	5%	14%	0%	0%
Sales and related	11,601	40%	26%	18%	16%	0%
Office and administrative support	7,786	83%	16%	1%	0%	0%
Farming, fishing, and forestry	201	81%	16%	0%	0%	0%
Construction and extraction	1,984	87%	12%	0%	0%	0%
Installation, maintenance, and repair	1,799	45%	8%	47%	0%	0%
Production	2,180	90%	4%	5%	0%	0%
Transportation and material moving	3,999	86%	3%	0%	11%	0%

Using these data, the top five occupations being driven by new job growth were identified as: Business and financial operations; Computer and mathematical science; Life, physical and social science; Arts, design, entertainment, sports and media; and health care support.

Further data analysis produced additional closely related occupations to those depicted in Table 17. They are: Architecture and engineering and Healthcare practioners and technical.

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 34

The analysis conducted by the partnership went on to identify possible occupational segments in order to refine the data so that specific occupations might be targeted for educational opportunities within the District. Figure 16 displays these possible occupational segments.

Figure 16

Possible Occupational Segments

1. Life, physical & social science	**2. Healthcare***	**3. Business & Financial**
•44 detail occupations	•61 detail occupations	•30 detail occupations
•Current Jobs = 12,177	•Current Jobs = 24,269	•Current Jobs = 38,441
•Projected Openings = 3,179	•Projected Openings = 3,656	•Projected Openings = 7,510
•Most jobs require Post Secondary Degree/Certificate	•Jobs are a mix of training & Post Secondary Degree/Certificate	•Most jobs require Post Secondary Degree/Certificate

4. Art, design & new media		**5. Computers Math & Engineering***
•42 detail occupations		•35 detail occupations
•Current Jobs = 20,652		•Current Jobs = 31,007
•Projected Openings = 3,972		•Projected Openings = 6,297
•Jobs are a mix of training and Post Secondary Degree/Certificate		•Most jobs require Post Secondary Degree/Certificate

* Segments made up of two major occupational groups. Healthcare is the combination of Healthcare practitioners & technical occupations (SIC 29) and Healthcare support occupations (SIC 31). Computers Math & Engineering is the aggregate of Computer, math & science occupations (SIC 15) and Architecture & engineering occupations (SIC 17).

Figure 17 shows the number of jobs the five segments collectively account for. Note that these jobs pay an average wage of approximately 20% above the County average.

Figure 17

The five segments collectively account for
- 126, 000 current jobs (28% of county)
- 25,000 projected job openings (32% of county)
- 12,500 projected opening from new growth (48 % of county)
- Pay an average wage of roughly 20% above the county average
  (growth in this group raises county per capita income)

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 35

INTEGRATION OF THE EDUCATION PLAN WITH EXISTING PLANNING

Skyline College presently benefits from planning that is both operational and strategic in nature. This Education Plan seeks to incorporate existing work at Skyline College by offering a fresh look at the realities in the College's internal and external environment and to offer a set of recommendations based on research. Recommendations emanating from this Education Plan will require additional consideration in the course of existing and future planning. Accordingly, this Education Plan offers a framework and focused guidance for the College as it faces the future, but does not replace other types of planning that must occur. This is particularly true in the development of new instructional programs where this Education Plan can assist in evaluating present programs and in making recommendations about new programs, but cannot substitute for the professional judgment and further research required to optimally align programs.

Current Planning at the College is guided by the Institutional Planning Committee whose members are drawn college-wide from faculty, staff, and administrators. The flow chart below indicates the planning processes and how they are integrated with the budgeting and assessment processes.

Skyline College Integrated Planning and Budget Process

Office of Planning, Research & Institutional Effectiveness
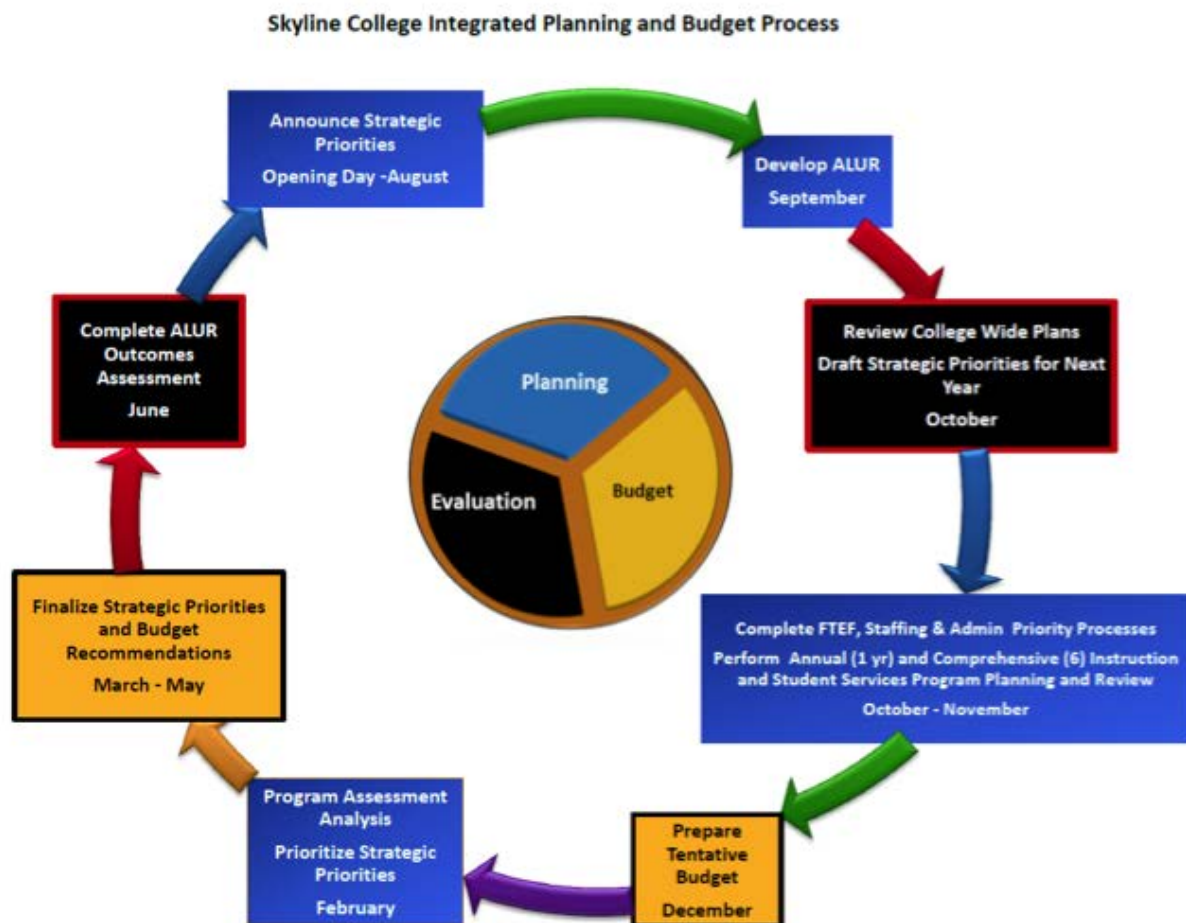
A Balanced Scorecard (BSC) was first implemented in 2005-06 to measure and communicate the extent to which the college achieves and implements its goals and strategies. The BSC is a strategic management system adopted by the Skyline College Institutional Planning Committee (a participatory governance committee) as a way to enhance the existing college-wide planning process. The BSC uses of a set of core indicators that define and measure institutional effectiveness and this effectiveness is viewed from four perspectives, each with a balance of financial and non-financial indicators and measures: Internal Stakeholders, External Stakeholders, Financial and Operational Performance, and Growth and Innovation. The BSC translates the college's Mission-Vision-Values into meaningful indicators which are directly linked to college goals and strategies. The BSC provides a vehicle for collaborative decision-making by measuring, tracking and communicating performance of goals and strategies. The Scorecard uses outcome measure goals that are established through a collaborative process of research, analysis and negotiation among the various constituency groups across the college. These outcome measure goals provide the means for assessing institutional goals and adjusting strategies for meeting these goals. The balanced scorecard is available via the web and provides a vehicle for collaborative decision making by measuring, tracking and communicating performance of goals and strategies.

Balanced Scorecard

A. External Stakeholders
How well do we respond to the needs of our students, the community, business, industry, the governments and accrediting agencies?

Strategies
1.2 & 8.3 Student Success and Access
1.3 & 6.1 Outreach and Responsiveness to Community Needs
3.1 & 8.1 Cultural Center for the Community
3.2 & 6.3 & 8.2 Marketing & Outreach

Effectiveness Indicators
Retention
Success & Access
Satisfaction and Perception
Employability
Marketing & Public Relations

C. Financial & Business Operations
How well do we manage our productivity, efficiency and fiscal responsibilities?

Strategies
4.1 Integrated Resource Planning
4.2 Updated Facilities

Effectiveness Indicators
Enrollment Productivity & Efficiency
Budget Efficiency
Facilities Planning

Vision Mission

D. Innovation & Growth
How well do we continuously improve and create value?

Strategies
1.1, 6.2, & 8.4 Innovative Programs, Services & Delivery
5.1 Comprehensive Staff Development

Effectiveness Indicators
Program/Service Enhancements
Grant Procurement
Staff Development Opportunities

B. Internal Stakeholders
How well do we respond to the needs of our college leadership, management, staff, faculty and the

Strategies
2.1 & 7.1 Integrated Planning/Performance Measurement
2.2 Effective Communication
2.3 Safe and Secure Campus

Effectiveness Indicators
Program and Service Quality
Employee Satisfaction
Safety

Office of Planning, Research & Institutional Effectiveness

Skyline College Education Master Plan - 37

Another element of the planning process is the Employee Voice Survey. The purpose of this survey is to measure employee perception and satisfaction with the Skyline College work environment as they related to the accreditation themes: 1) Institutional Commitment, 2) Dialogue, 3) Evaluation, Planning and Improvement, 4) Institutional Integrity, 5) Organization, and 6) Student Learning Outcomes. The results from the survey are used to inform responses to the accreditation standards and for other college-wide planning and improvement efforts. The survey will also be useful for establishing benchmarks for future studies and for evaluating the college's Mission-Vision-Values, goals and strategies.

The IPC has also implemented an extended cycle of planning requiring annual plans that also allow for a longer time horizon for complicated strategies as well as the opportunity to assess progress over multiple points of time. This has produced a noticeable clarity in the planning process. Ultimate oversight for planning and policy formulation is provided by the College Governance Council consisting of the College's president, vice presidents, and the presidents and vice presidents of the Academic Senate, Classified Council, and Associated Students. The Council is responsible for reviewing the progress and accomplishments of the units and committees and serves as the umbrella participatory governance committee for the College.

Current College Goals and Strategies

The goals and strategies of Skyline College represent the central focus of the institution's work and serve as the primary indicators of how the college is fulfilling its Mission-Vision-Values. College goals are aligned with the institution's strategic priorities (as outlined in the Skyline College Strategic Plan 2012 – 2017) in addition to the Skyline College Stewardship for Equity, Equal Employment, and Diversity (SEEED) committee's vision statements. This integration can be seen in the figure below.

Integration Matrix of College Goals, Equity Vision and Strategic Priorities

	Goal, vision or priority #	1	2	3	4	5	6	1 ISLO 1-5	2 ISLO 1-5	3 ISLO 1-5	4 ISLO 1-5	5 ISLO 1-5	6 ISLO 1-5	7 ISLO 1-5	8 ISLO 1-5
STRATEGIC PRIORITIES	1							X		X	X	X		X	
	2							X		X	X	X			
	3								X	X		X	X	X	X
	4							X		X	X	X			
	5							X		X	X	X		X	X
	6								X			X	X		X
SEEED VISION	1	X		X		X	X				X			X	
	2		X	X	X	X	X				X				X
	3		X	X		X						X		X	
	4		X		X			X		X					
	5	X		X		X	X		X						X
	6	X	X		X	X		X		X	X				
	7			X	X	X		X		X	X				
	8		X		X	X						X		X	
	9	X		X		X	X	X		X					

Office of Planning, Research & Institutional Effectiveness

Skyline College goals and strategies were updated in 2012 and through the BSC are evaluated annually. The goals and strategies are as follows:

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.

    Strategy 1.1 INNOVATIVE PROGRAMS, SERVICES & MODES OF DELIVERY: An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.

    Strategy 1.2 STUDENT ACCESS & SUCCESS & EQUITY IN OUTCOMES: Student access, success, and equity in outcomes through availability, quality and assessment of support services and student learning outcomes, for all student populations.

    Strategy 1.3 OUTREACH & RESPONSIVENESS TO COMMUNITY NEEDS: Broad outreach efforts that build partnerships and respond to educational community needs.

    Strategy 1.4 ASSESSMENT OF STUDENT LEARNING: Ensure that Skyline College assesses student learning at the course, program and institutional levels, engages in shared reflection on the results of these assessments, and uses the results to sustain or improve student learning.

2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication, and participatory governance.

    Strategy 2.1 INTEGRATED PLANNING & INSTITUTIONAL PERFORMANCE MEASUREMENT: An integrated planning system that responds to all stakeholders and tracks and measures college-wide performance indicators.

    Strategy 2.2 EFFECTIVE COMMUNICATION: Widespread, continuous and reliable communication that informs decision-making processes and ensures institutional effectiveness.

    Strategy 2.3 SAFE & SECURE CAMPUS: A safe and secure environment that includes staff trained in emergency procedures.

3. Fulfill the college's role as a leading academic and cultural center for the community.

    Strategy 3.1 CULTURAL CENTER FOR THE COMMUNITY: A position and presence in the community as a major cultural center.

    Strategy 3.2 MARKETING, OUTREACH & CONNECTIONS TO ACADEMIC & BUSINESS COMMUNITIES: Broad outreach and marketing efforts that incorporate continuous evaluation of community needs for comprehensive planning to build public awareness.

4. Provide human, physical, technological and financial resources to assure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.

    Strategy 4.1 INTEGRATED & EVIDENCE-BASED RESOURCE PLANNING SYSTEM: A comprehensive, integrated and evidence-based resource planning system that responds to all stakeholders and is tied to budget, program and services decisions.

    Strategy 4.2 UPDATED FACILITIES: Updated facilities that include timely replacement of equipment.

    Office of Planning, Research & Institutional Effectiveness

5. Recruit, retain and support a world-class faculty, staff and administration that is committed to ongoing improvement through access to opportunities for professional growth and advancement.

   Strategy 5.1 COMPREHENSIVE STAFF DEVELOPMENT PROGRAM: Unified and coordinated staff development programs that are dynamic, comprehensive and rich.

6. Play a central role in the preparation of the regions workforce and expand networks and partnerships with business, the community, and non-profit organizations.

   Strategy 6.1 OUTREACH & RESPONSIVENESS TO COMMUNITY NEEDS: Broad outreach efforts that build partnerships and respond to educational community needs.

   Strategy 6.2 INNOVATIVE PROGRAMS, SERVICES & MODES OF DELIVERY: An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.

   Strategy 6.3 MARKETING, OUTREACH & CONNECTIONS TO ACADEMIC & BUSINESS COMMUNITIES: Broad outreach and marketing efforts that incorporate continuous evaluation of community needs for comprehensive planning to build public awareness.

7. Establish and maintain fiscal stability and alignment of programs and services to the core Mission-Vision-Values, of the college.

   Strategy 7.1 INTEGRATED PLANNING & INSTITUTIONAL PERFORMANCE MEASUREMENT: An integrated planning system that responds to all stakeholders and tracks and measures college-wide performance indicators.

8. Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

   Strategy 8.1 CULTURAL CENTER FOR THE COMMUNITY: A position and presence in the community as a major cultural center.

   Strategy 8.2 MARKETING, OUTREACH & CONNECTIONS TO ACADEMIC & BUSINESS COMMUNITIES: Broad outreach and marketing efforts that incorporate continuous evaluation of community needs for comprehensive planning to build public awareness.

   Strategy 8.3 STUDENT ACCESS & SUCCESS & EQUITY IN OUTCOMES: Student access, success, and equity in outcomes through availability, quality and assessment of support services and student learning outcomes, for all student populations.

   Strategy 8.4 INNOVATIVE PROGRAMS, SERVICES & MODES OF DELIVERY: An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.

Strategic Priorities

The Skyline College Strategic Priorities for 2012-1017 are:

Facilities & Technology
    Skyline College will identify and scale technology-enabled approaches and upgraded facilities to improve teaching and learning. This strategic priority will extend our reach and multiply the benefit of interactive digital research and learning support through expanding our technological capacity. We will have the ability to focus on digital and web services and support for students, faculty and staff (eBooks, eAudio, eMagazines, online services for tutoring and supporting learning) shift our focus to web enhanced services across the college.

Student Services
    Skyline College will expand and enhance Student Services programs through innovation and the seamless delivery of services. This strategic priority includes intentional and systematic approaches that build strong collaborations with K-12 and four-year partners using the cohort model, non-traditional strategies to support veterans, military personnel and their families, and seamless linkages between instructional programs, job placement services and, business and industry.

Equity and Excellence
    Skyline College will develop and strengthen relationships both domestic and international to ensure excellence in practice for an increasingly diverse student population. This strategic priority will increase the number of international students through innovative outreach and increased capacity initiatives (e.g. residential agreements). Additionally, there will be a strong focus on improving student outcomes through a dedicated professional development center inquiry center, where research will serve as the foundation for improving institutional practice.

Comprehensive Community Connection
    Skyline College will engage in a comprehensive initiative to strengthen the community connections. This initiative will include an overarching outreach strategy that includes the development of a middle college and expanding concurrent enrollment. Finally, we will begin the discussions on the feasibility and benefits of a Vista Creative Arts Complex.

Instruction
    Skyline College will build on the strong educational foundations and college goals by enhancing accessibility, leading in workforce programs supporting the region, and providing learning opportunities that prepare students for their future. Skyline College faculty and staff keep abreast of emerging fields of study and engage in connecting academic programming with the needs of our students and community.

Fiscal Stability/Resource Development

Skyline College will maintain fiscal stability through strategic integrated planning and resource allocation and development. This strategic priority strives to maintain the sound fiscal health of the institution through a balanced general fund budget with a built-in reserve, ongoing resource development and revenue generation. The college aims to provide stable funding to be able to create permanent classified and administrator positions as well as develop initiatives to meet student and community needs.

SEEED Vision Statements

The Skyline College SEEED Committee Vision Statements are:

1.   Coordinated resources that work with the technology advisory committee and supports student and faculty through training, access and assessment.

2.   An institution devoted to global learning that draws on the collective resources of humanity and provides robust international and multicultural programs, services and initiatives.

3.   A transparent process reflecting the values of Skyline College serving our internal and external communities, promoting equity and cultural competency for all students staff and faculty through a lens of social justice and agency.

4.   Comprehensive community outreach and access with the promise of retention and success.

5.   A center for transformational inquiry that conducts, facilitates, and communicates research toward institutional effectiveness.

6.   A multiple points of entry online/offline model for students based on a distributed service online/offline model by staff and faculty. (SKYMAP/Path)

7.   Comprehensive and clearly defined educational pathways that bridge students' experiences from connection to completion and beyond.

8.   Holistic, seamlessly integrated guidance, planning, outreach, and instruction, designed and informed by the students' perspectives.

9.   A fully resourced, staffed, coordinated, integrated center for transformative scholarship, teaching, and learning that is both physical and web-based that positively affects student success.

Program Review and Annual Program Planning

The College also engages in program review and annual planning of all instructional and student services programs with integrated annual planning stacking up to a six-year comprehensive program review. The six-year comprehensive program review is coordinated through the Academic Senate and culminates in the preparation of a final report that integrates data acquisition with analysis of each program's strengths and challenges. All instructional and student services programs utilize data on enrollment, performance, and the ratio between weekly student contact hours (WSCH) and faculty full-time equivalent (FTE) assigned to that program provided by the Office of PRIE. The annual program planning provides information used in

Office of Planning, Research & Institutional Effectiveness

annual college planning and resource allocation. This integrated approach to the planning process will provide the instructional and student services area a longer planning horizon for developing new programs and refining existing programs along with annual planning that informs annual college budget and planning.

Planning. One of the major tools to aid in planning and management is the Skyline College Balanced Scorecard. The Scorecard will provides a common language and methodology for the college to evaluate whether it is making appropriate progress against a set of defined outcome measure goals. Planning flows to the BSC through the Administrative Leadership Unit Reviews, human resources plan, technology plan and enrollment management plan.

Integration. This Education Master Plan seeks to provide a solid basis for Skyline College to approach its future. It pulls together all information gathered through planning documents, processes, and discussions and translates it into a comprehensive plan for educational programs and services. This Education Master Plan:

1. Provides an analysis of the student demographic trends in relationship to the service area and suggests implications for both program and service development, implementation and evaluation and modification.

2. Explores the projected community college educational needs for San Mateo County.

3. Examines programs, services and initiatives that enable Skyline College to meet the needs for education through programs, support services, and organizational development.

4. Expresses recommendations developed as a result for extensive internal and external campus and community interviews involving the public, students, employees, employers, community based organizations, local government agencies and constituent stakeholders.

5. Explores policies and marketing strategies needed to meet public demand for education and services.

6. Examines integrated budget, planning and assessment processes necessary for the college to meet its Mission-Vision-Values.

7. Provides a comprehensive plan with recommendations for future programs, programs to strengthen and future initiatives.

PLANNING ASSUMPTIONS

Planning assumptions use the information from the environmental scan and the college's Mission-Vision-Values to establish a foundation for the Education Plan. The assumptions developed below will help guide Skyline College's efforts to respond to changes in its internal and external environments.

➢ While overall enrollment at Skyline College has fluctuated the last few years, the College's recent status as a Basic Aid institution means the College will no longer have to rely on enrollment growth as a source of funding and less emphasis will need to be placed on high school recruitment. Campus community members who participated in the development of this Educational Master Plan stressed the importance of the fact that the College should not lose sight of serving those in the community who need the College's services most; however, the focus will lessen on "chasing enrollment".

➢ Although residents of San Mateo County have, on average, high levels of income and education, there are places within its borders where the opposite is true. As a result, a better life through higher education is too often out of reach for those who need higher education to achieve financial self-sufficiency. Thus, Skyline College must continue its efforts to ensure that its community has the opportunity to access higher education for a better life.

➢ Planning that is integrated throughout all aspects of the institution is a necessity for the College to approach its future effectively. Planning will place the needs of students and potential learners first. Planning will occur through the lens of social justice and student equity.

➢ Planning documents should be clear, concise, coherent, and available to all major stakeholder groups so as to facilitate integration across the institution. All plans should contain "success factors" for strategies that are developed so that stakeholders can measure progress.

➢ California community college allocations have been cut drastically over the last several years, including significant cuts to categorical programs, i.e. the recent systematic deconstruction of the categorical programs, programs traditionally developed to serve underrepresented/marginalized/disenfranchised students. The college values indicate a deep and continued commitment to providing educational opportunity and to equitably serving all students. Integrated planning and budget processes should continue to prioritize equitably serving all students whether categorical resources are available from the state or not.

➢ Skyline College has an innovative, creative, entrepreneurial spirit that is evident throughout the institution in the form of unique model programs and services dedicated to providing every student with an avenue to success. The college should continue to cultivate the culture of innovation leading to exemplary programming and additional fiscal resources from external sources.

➢ Previous interviews with students yielded important information for the College to consider, including the fact that most students indicated that they chose Skyline College because of convenience. After they arrived, however, most found unexpected opportunities including quality instruction in a caring atmosphere. The College will continue this tradition, however accommodating students from neighboring areas whose college is experiencing accreditation difficulties will be a challenge to the College's capacity.

➢ Skyline College will to continue to document and share outcomes measurements in the format that is required by the state and accrediting bodies, but will also need to demonstrate its contributions in new and creative ways that provide a longitudinal view of student success and value added to the community.

➢ To meet local needs, the college will continue to prioritize transfer and general education programs as well as career and technical education and basic skills initiatives.

➢ Skyline College will continue to develop career pathways to increase its capacity to improve student access, retention, achievement, and college completion goals toward career technical education certificates, associate degrees and transfer to four-year institutions.

➢ The College will continue to integrate student friendly technology to increase efficiency, broaden student learning and knowledge as well as student access to anytime, anywhere support services and resources.

➢ Learners must be prepared to meet the rigors of a highly competitive global marketplace. The College will seek to establish multiple pathways including internationalization of the educational experience by enriching the college with a diverse community of learners, to prepare students to meet this challenge.

➢ Growth in the use of technology and its rapid obsolescence will result in increasing challenges in the areas of cost while not shortchanging other critical campus areas.

➢ Diverse learners will continue to represent a high proportion of the College's population in the future, and their needs and interests must be considered fully and addressed appropriately.

➢ With the limited options in higher education for underrepresented and underprepared students, and reduced categorical funding for special populations, the College will need to identify comprehensive strategies to overcome these challenges and respond to the needs of these populations.

➢ The College will continue its commitment to reach under-served populations and to respond with appropriate services and programs.

➢ Skyline College will maintain its "culture of evidence" while growing its "culture of inquiry" in which practitioners use data more effectively and efficiently to improve student learning.

➢ The need for workforce development programs, skills certificates, and other programs with fewer general education requirements will increase. Those who have obtained these skills may seek opportunities for career development, general education and lifelong learning that can lead to higher levels of degree attainment.

➢ There continues to be a need to form community partnerships with local industry, service providers, high schools, community-based organizations, and governmental organizations.

➢ Existing facilities not renovated in the construction funded by the passage of general obligation bonds will need to be renovated to accommodate student need. However, maximizing present facilities with creative scheduling and course content should be the first order of business.

EXISTING PROGRAMS TO STRENGTHEN

Analyses of emerging demographics, community needs assessment, labor market projections, and enrollment trends leads to conclusions about which programs the College already operates that ought to be strengthened (Table 18). This strengthening can be accomplished in joint efforts by program faculty and instructional administrators to pursue curricular enhancements based on competencies, alterations to class scheduling, delivery formats, creation of classes that more closely meet labor market demands, and in hiring qualified part-time faculty to add additional classes in new locations.

Table 18 - Skyline College Existing Programs to Strengthen		
Program Area	**Rationale**	**Desired Outcome**
Acceleration Project	Students do not reach transfer-level courses due to the length of developmental education course sequences.	Rigorous accelerated academic pathways increasing access to transfer-level courses.
African Diaspora Program	Filling a need in San Mateo County for developing educational programming and in support of globalizing Skyline Campus	Build partnerships with area institutions; bring programming to campus; become educational leader on the Peninsula
Automotive Technology	Strong labor market demand.	Potentially expand program to feature expanded certificate in hybrid and electric cars. Possible bio diesel. Additional CAAs.
Biotechnology Technician	The Bay Area shows no signs of slowing down in Biotechnology. Signature program for Skyline College	Work with WIB and biotechnology industry to identify technician needs in Bay Area.
Business Computer Systems & Management (BCM)	Office jobs are predicted to be in demand in Bay Area.	Now have accreditation, next step is to adjust the curriculum to address needs.
Computer Science	Enrollment has been declining. Few 2nd semester courses offered to build on core areas.	Refresh curriculum, potentially integrate with other disciplines.
Concurrent Enrollment	Concurrent enrollment can increase college access rates and ease the transition to college experience.	Increase the rate with which high school students take course at Skyline College.
Developmental Skills/Learning Skills	Data shows students beginning two levels below collegiate level have greatly reduced chance of success.	Continue experimenting with accelerated classes and other proven strategies to insure student success.
Digital Art	Addressing business and industry in the San Mateo emerging market sector.	Develop curriculum for both fine and graphic arts.
Distance Education	Skyline College distance education options continue to grow and students continue to want flexible scheduling. Colleges will have to compete on the quality of their online academic experience.	The creating of a new Center for Transformative Teaching and Learning (CTTL) with a focus on supporting faculty in quality in distance ed.
Early Childhood Education	Labor market demand	Expanded enrollments and graduates.

Office of Planning, Research & Institutional Effectiveness

English as a Second Language	Enrollments have trended downward, yet immigration to the Bay Area is constant. Need for ESL classes in the College's service area is localized to neighborhoods.	Developing programming for English Language school including supporting international students coming to study at the College.
Environmental Science	There is a need for environmental science programs in the area.	Develop additional environmental science courses and degrees/certificates.
Fashion Merchandising	San Mateo County is noted for upscale retail and affluent consumer purchases, especially for apparel.	More graduates, tighter connections with retailers and design industry.
Foreign Languages	Multilingual characteristics of Bay Area and the synergies that can result from tying languages together with the initiatives of the International Trade Center.	Robust programming on the credit and noncredit side. Possible focus on immigrant integration.
Health and Wellness	Increasing interest by all segments of the population due to increasing concern for community health issues.	Development of curriculum including certificates and degree. Need at least one full time faculty member.
International Trade	Market niche program with no identifiable competition	Further integration within business curriculum
International Students/Study Abroad	Opportunity to provide international experience for students.	In keeping with plans to internationalize the curriculum, study abroad is another avenue to achieve this goal.
Journalism	There is a local need for a journalism program.	Increase enrollment rates in journalism courses.
Learning Communities	Support for cohort based learning in CTE and transfer areas. Continue building support structure for learning communities.	Support faculty through professional development; building structure to support development of learning communities.
Medical Administrative Assistant	Strong labor market demand.	Align the program with Allied Health programs and move to SMT division.
Surgical Technology	Program represents market niche for Skyline College. Strong statewide employment outlook.	More enrollments. Better facilities and labs. Potential online collaboration with other community colleges.
Theater/Performing Arts	Continue supporting student and community interest in theater and performing arts	Development of curriculum including AAT in Theater
Warehousing and related programming	San Mateo County has increasing demands for career development in warehousing.	Certificate development stackable to a degree.
Youth Entrepreneurship Program (YEP)	YEP brings structured programming to underrepresented youth in San Mateo County leading to post-secondary education.	Continue to develop YEP and expand capacity to serve in neighboring communities.

RECOMMENDED NEW PROGRAMS

Through the participatory governance process, constituents discussed and developed the strategic priorities discussed previously. New programs and initiatives such as an online learning center, middle college, and ASL interpreter training also grew from these discussions. In addition, faculty, managers and staff members who were interviewed for the updating of this EMP suggested new programs in the areas of allied health, business and education. Developing new programs is neither easy nor inexpensive. The foregoing data and information in this Education Plan point to potential programs that Skyline College will want to consider in the short-term. It is beyond the scope of this plan, however, to recommend when and if these programs should be made available.

It is recommended that high costs programs be developed in conjunction with business, industry, or public sector partners. Several of the recommended programs can be built from existing programs and by combining faculty expertise. There are also programs that would be new endeavors for the College and ought to be pursued most logically when there are, or slightly ahead of, strong partnerships, especially in the medical field. All of these suggestions require further development and should be used only as a starting point in a rational process of program development. The College should also prepare for the introduction of other programs not on this list but which emerge as new opportunities that were unidentified by this Education Plan.

American Sign Language and Interpreter's Program

Responding to a local demand for American Sign Language and the elimination of ASL from neighboring colleges, Skyline College is well situated to develop a pathway for studying ASL with the possibility of developing a certificate. Additionally, initial research indicates a need for an interpreter program in the San Mateo County area. Both of these programs are currently understudy for possible further development.

Anesthesia Technologist

Technicians need formal training due to the complexity of computerized monitoring systems and the highly technical nature of the equipment used. Pasadena City College in partnership with Kaiser Permanente is the only community college in California with such a program. Preliminary investigations show there is a Bay Area job market for this occupation. The college currently possesses some of the needed equipment in conjunction with its surgical technician program which would reduce start up costs.

Educator Preparation Institute (EPI)

A new AA-Transfer degree in Elementary Education would allow students to explore teaching options at various levels at the beginning of their college experience. The ECE program at Skyline College proposes to expand its degree and certificate offerings to include 3 specific pathways related to teacher preparation that will be housed under one program, "Educator Preparation Institute" (EPI), in the Business Division. The 3 proposed pathways are pictured in the figure below, and involves 3 inter-related certificate and degree options: 1) Early Childhood Education (Certificate, AS degree, or AA-Transfer degree); 2) Early Childhood Special Education and Early Intervention (Certificate, AS/AS degree a future proposal); and 3) Elementary Education (School-age Certificate, AA-Transfer degree in Elementary Education). The goal is to establish "stackable" certificates across all 3 pathways.

Engineering/Physics

Many students who take Physics courses at Skyline do so on their path to completing an Engineering degree at other institutions. There has been an emphasis to increase the number of engineering and engineering related graduates nationally to meet the current and anticipated demands. With this growing demand, there is opportunity to expand Skyline's current programs to enhance educational pathways for engineering students and complement the current programs throughout the district. More students will be seeking these pathways at Skyline with the recent addition of a Physics AS-T.

New Business Certificates

The Business Division in considering new certificated to include a Lawyer's Assistant program and an Office Manager program. These titles more accurately reflect the job titles used in the field. Further, an entrepreneurship certificate is also under consideration.

Pre K through 16 Linkages

Closing the participation gap in higher education especially for low-income students and students of color is a Skyline College problem, a California problem, and a national problem. Any activities that bring about or strengthen collaborative relationships between and among families, middle schools, high schools, postsecondary institutions and business/industry should be pursued with vigor. In particular, the **early/middle college** model partners community colleges with high schools to create a five-year, seamless, accelerated program for secondary students to complete a college Associate's degree or certificate concurrently with a high school diploma. The College may wish to investigate ways to expand on the one extant early/middle college model in San Mateo County.

Skyline College Promise

The Skyline College Promise is a proposed program designed to increase student access, affordability, achievement and college completion for underrepresented high school students. The

Office of Planning, Research & Institutional Effectiveness

program will increase college-going rates for high school students in San Bruno while removing economic barriers and creating a viable workforce. The program will have an early outreach component, pre-collegiate preparation options, financial incentives for program participation, priority registration, support services, supplemental instruction, and a prescriptive program which guarantees college completion and/or transfer readiness at the end of two years.

Urban Music Academy

        The Urban Music Academy will be a certificated program within the Music Department that will offer classes in hip hop culture, performance in an urban music ensemble, and the business of independent music. It has two principal audiences, 1) students interested in going into the music business as performers, engineers, managers and so on, and 2) students who are part of the hip hop culture who are not comfortable in traditional academic pursuits. In the latter case, the UMA is a doorway for students who are attracted to the college by the courses in the certificate program and will be encouraged to stay for further studies. It will be both a CTE and a transfer program and is expected to be an attractive pathway to success for under-represented students.

ADDITIONAL INITIATIVES

        This section of the Education Plan discusses broad initiatives that Skyline College might pursue. These initiatives should operate at a macro level since they do not fall exclusively in the domain of one, or even a handful of, instructional or student service programs. Further, several of these initiatives have previously been mentioned; their use to the College is further explored below. Each will require a strong partnership between student services and instruction and the office of Planning, Research and Institutional Effectiveness (PRIE). The launch of a new Action Research Center will assist individuals and departments in using research to achieve College goals. Their successful pursuit will shape the total College over the planning period and will, in turn, effect the future development all instructional and student support programs. While these initiatives are presented separately, they are interrelated.

Action Research Center (ARC)

        Skyline College currently engages in a wide range of inquiry that often happens in isolation of each other and therefore can improve on the role of research throughout the campus. Development of the Action Research Center (ARC) will provide a more structured framework to how institutional research is conducted, how it is communicated, and how it contributes to the institution-wide dialogue focused on student success. Additionally the ARC will help researchers delve deeper into the assessment of academic programs, methods, etc. by introducing theoretical perspectives to the work and using this to help formulate strategic next steps based on the research findings.

Center for Transformative Teaching and Learning (CTTL)

The Center serves as a hub of innovation and professional development where faculty, staff, and administrators will find resources and opportunities that will help them strengthen student learning, engagement, support, and success. Through the integration of pedagogy, technology, and innovation, the Center provides an environment and tools that support the transformation of teaching and learning needed to empower and transform a global, diverse community of learners.

Center of Hip Hop Arts, Scholarship & Education

The Center of Hip Hop Education of Skyline College was envisioned in 2013 to 1) provide alternate educational and career opportunities for current and prospective students utilizing Hip Hop as an educational foundation, 2) research, evaluate, and teach current Hip Hop pedagogies and best practices through our Center of Transformative Teaching and Learning (CTTL) for our staff and faculty, and 3) provide service learning opportunities to promote social change in our communities.

The Center of Hip Hop Education of Skyline College is intended to serve our students, faculty and staff, and our communities-at-large. It will also provide linkages to existing programs and services such as Rock The School Bells, Center of Transformative Teaching and Learning, the Career Center, Youth Entrepreneurship Program, Urban Youth Society, Center of International Trade, Urban Music Academy, and the Sparkpoint Center to promote open access, student success, academic excellence, and community connections.

Community Outreach

The Community Outreach Department is a comprehensive approach to collegiate outreach, in-reach and community involvement that supports Skyline College's enrollment management strategy. The Department is comprised of three components: 1) outreach and recruitment to K-12 local area feeder schools and adult schools; 2) in-reach to current students connecting them to programs and support services, and promoting student engagement, and; 3) participation in local community events to develop and strengthen community partnerships.

Developmental Skills

The ability for students to move through required development skill class in an expeditious, yet quality manner plays a significant role in the long-term viability of Skyline College's transfer and vocational programs. The College has chosen to embed developmental education within respective instructional disciplines. This spreads the importance of developmental education throughout the College and allows competencies to become integrated throughout instructional programs. It also minimizes the chances that developmental education is the responsibility of a single unit, or silo, within the College. The College has begun to

experiment with acceleration in developmental education courses, a strategy that has proven successful at other community colleges.

Global Learning Initiative

Building on Skyline College's commitment to globalizing the campus, the Global Learning Initiative will provide structure for the college community in building cultural competence through programming on campus and abroad. The initiative will focus on developing our abilities, skill and knowledge of effectively interacting in and between multiple cultures. The Initiative will include support for faculty and student opportunities to study and learn abroad.

Library/Learning Resource Center

The Library's ongoing commitment is to provide students and faculty with resources, services, and facilities that directly contribute to the achievement of student learning outcomes at the course, program, and institutional levels. The library succeeds in providing resources that are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities. This commitment to providing sufficient library resources directly supports the Skyline College Strategic Priority #1 – Facilities and Technology

The Learning Center serves as the academic support hub for the institution. It provides learning skills courses, workshops and tutoring for a wide array of Skyline College classes with individualized or group tutoring available in drop-in, scheduled appointments, or online. To access the Learning Center resources, students are required to enroll in one of many Learning Skills courses, including a free course for students seeking peer tutoring. In addition to tutoring in Writing/Reading, Math, Science and ESOL, the Learning Center has recently added Spanish, Economics and Accounting to the regularly offered tutoring.

Noncredit and Not-for-Credit Community Education Classes

Skyline College does not offer noncredit classes in adult education and all not-for-credit classes are coordinated throughout the District by its Office of Community Education located on the College of San Mateo campus. Both noncredit and not-for-credit classes may be service opportunities that the College could pursue in low-literacy areas (noncredit) and in contract training (not-for-credit), especially for businesses and industries whose employees may be more interested in skill acquisition than in earning college credit. Similarly, the College might consider a range of not-for-credit classes and programs directed at older citizens, an emerging demographic in its service area, to meet their personal enrichment needs. Not-for-credit classes that may be especially attractive for Skyline College may be an expanded menu of entrepreneurship-related classes including starting businesses, franchising, and writing a business plan. Noncredit, or adult education, classes could be offered in cooperation with Community Based Organizations many of whom are already engaged in assisting adult learners but who may lack a standardized curriculum and the resultant inability to translate their courses seamlessly with the College.

Service Learning

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through service-learning students use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform. Service-learning can be applied in a wide variety of settings, and provides opportunities for Skyline College to extend its reach into the community. Students build character and become active participants as they work with others in their school and community to create service projects in areas such as education, public safety, and the environment. A survey of community and business people at a Chamber of Commerce mixer held on Skyline College's campus produced suggestions that Skyline College become more involved in the business community. Service learning would provide an avenue to accomplish this.

Stewardship for Equity, Equal Employment, & Diversity (SEEED)

As one of its primary responsibilities, the Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee is working on the development and implementation of a Comprehensive Diversity Framework for Skyline College. This framework is driven by the research question "How do our practices and processes in connection, entry, progress and completion impact campus equity and student success at Skyline College?" and is the result of work done over two years that focused on eight domains: Community Connections; Curricular and pedagogical approaches to equity; resources to succeed; student support services and processes; communication and dissemination of information; hiring/diversity; institutional climate; and leadership. The Comprehensive Diversity Framework will serve as the college's foundational document in understanding issues of equity, and its implementation will guide the institution's work in this area.

Strategic Enrollment Management

Overall enrollment planning and management is now being considered in the context of the college's new Basic Aid status. Strategic enrollment management involves close collaboration between instruction and student services in these areas: long-range planning, academic program development, marketing and recruitment, retention, and career planning and placement. The College is already engaged in significant retention strategies, including, among other efforts, learning communities, the Extended Opportunity Programs and Services (EOPS), and offering early registration to students who have completed an individual education plan. All staff interviewed in the course of this Education Plan clearly embrace the College's "Students First" philosophy. There is also a willingness to implement new procedures to help students and to provide longitudinal research that identifies student retention patterns by student demographics and experiences within the College. Collectively, the building blocks are in place for inserting new strategies within current enrollment management efforts.

Office of Planning, Research & Institutional Effectiveness

Student Support Services

Skyline College provides a wide array of student support services and will continue to develop strategies to meet the diverse needs of the changing student population over the next several years as other initiatives are developed. For example, learning community programs that serve students of color--ASTEP, Kababayan, MESA, and Puente--will increase in volume with the success of enrollment management strategies. The need for further integration of these support programs with instructional divisions–already a College strength--also is likely to increase. Similarly, if more nontraditional students are attracted to the College because of enrollment management efforts, the expansion of alternative solutions will be needed in the area of support services will increase, with a focus in alternative scheduling, increased online offerings and face-to-face programming.

As part of its comprehensive community outreach and strategic enrollment management efforts, Skyline College will develop and implement partnerships and targeted activities that will position the College to become a Hispanic Serving Institution (HSI). Nationally and statewide, Hispanics are the fastest and largest growing minority. Skyline College is committed to increasing access and providing quality higher education opportunities for the Hispanic community while meeting the training needs of business and industry.

New initiatives will create new opportunities for student support services especially in distance education, K-12 outreach, campus in-reach and community partnerships. The College is committed to expanding its online programs presents opportunities for the continued development of a suite of technologies for student services as they explore efficient processes for electronic registration, advising, follow-up, and learning support in conjunction with instructional divisions. Focus will be on designing 24/7access to support services that are seamless and maximize efficiency in the delivery of services. The external outreach agenda will strengthen partnerships with K-12 schools and adult schools. Data sharing between segments creates a forum to dialogue on factors that influence student success at Skyline College. External outreach efforts also include building and fostering relationships with our local and international communities to respond to the needs of the workforce training needs in the area and educational training needs abroad.

Additionally, Student Support Services focuses on in-reach to current students to promote and instructional programs.

Transition Programs

Student completion and success are at the heart of what we do at the College. Providing summer bridge programs to help high school direct students, re-entering adults, and international students will help these new students transition into college successfully. Students will be introduced to college level thinking skills, interpersonal skills, and effective study skills necessary for academic success. Additionally, the program will include writing and/or math "brush-up" programming in a friendly, stress-free setting. Students will be able to work with a counselor to

develop their educational plan and start off their college experience with a clearer sense of direction and expectation.

Veterans Resource Center

The Skyline College Veterans Resource Center provides home base for Skyline College veterans, military personnel and their families. The center is also designed to provide activities that will support a successful transition for returning veterans. The goal of the center is to provide individual and group activities focusing on career exploration, education planning, cultural and wellness seminars, and peer counseling. The Center also provides a quiet study space with computers, campus resources and areas just for quiet time.

Workforce Literacy

Given the diversity of the Bay Area including the number of recent immigrants, English literacy will be the necessary first component of Workplace Literacy. Skyline College may wish to consider service to this segment of incumbent and/or transitional workers and their employers. Workers must be able to communicate in English while moving on to master more complex work-related skills. Workplace Literacy skills include mathematical computation, reading, and critical thinking. Employees can acquire these skills simultaneously with English fundamentals. Providing English as a second language (ESL) classes on the job for those who have problems accessing programs outside of work has been shown to be very productive in other settings. Learning in the context of work can simultaneously improve work skills while improving language skills to elevate overall levels of Workplace Literacy.

RECOMMENDATIONS, SUGGESTED STRATEGIES, AND SUCCESS FACTORS

Education plans frequently generate considerable work in their wake. The recommendations below are intended to support the College in engaging in this work while not creating another layer of planning activity. Skyline College already has the building blocks in place to pursue strategic actions laid out by this plan and, in this regard, it is far ahead of those community colleges that have only superficial planning structures in place. Following each recommendation below are suggested strategies and suggestions for success factors that can provide the College with a mechanism to know whether progress toward these recommendations are being made. The College is the best judge of what specific strategies support these recommendations and may wish to add or refine to the following framework.

1. *Increase learning alternatives for students and other potential learners*. Current and future students are technologically sophisticated. All learners value time and convenience, causing the College to re-examine the format and delivery options for all learning experiences.

Office of Planning, Research & Institutional Effectiveness

a. Suggested Strategies:
  i. Support the focus on quality enhancements for distance education courses, especially in general education areas, that are available asynchronously as well as in hybrid modes.
  ii. Engage faculty in professional development aimed at using learning platforms and embedding technology in courses. Identify learning competencies, the unbundling of course content tied to these competencies, and the reuse of this unbundled content (learning objects) in other courses, both credit and non-credit.
  iii. Consider the possibility of employing an instructional designer to work with faculty to create common course platforms and to ease the transition from face to face instruction to successful online delivery.
  iv. Continue to express existing courses in competencies and share these competencies with current and prospective learners as well as employers. Use the language of competencies to drive college-wide discussions of learner needs. Synergies with Skyline College's progress in student learning outcomes provide a solid foundation for this strategy.
  v. Engagement in increasing learner alternatives does not mean re-engineering the curriculum. Participation in one or more learning object repositories may pay large dividends to Skyline College's efforts to speed development of new learning opportunities.

b. Potential Success Factors:
  i. Participation by distance education faculty in programs and services offered in the new Center for Transformative Teaching and Learning.
  ii. Employment of an Instructional Designer.

2. *Continue efforts to collaborate with K through 12 schools, especially at grade levels lower than juniors and seniors.* Skyline College has reinvigorated its relationships with local secondary schools recently. This will pay dividends as the College moves ahead and as the schools grapple with new "high stakes" testing standards. Research demonstrates that the first notions of attending college are formed in the junior high school and/or middle school years among both students and their parents.

a. Suggested Strategies:
  i. Investigate actions necessary to expand early/middle colleges within the San Mateo Community College District with the support of the secondary school districts.
  ii. Consider establishing a teacher assisting degree at the College to assist K through 12 districts to meet class size minimums.
  iii. Investigate the possibility of offering alternative certification for prospective K through 12 teachers through the Educator Preparation Institute.

Skyline College Education Master Plan - 57

    iv.   Conduct regular Skyline College faculty- and K through 12 faculty and administrator-to-administrator meetings to align curriculum, develop common assessments, and to develop programming to increase the awareness of secondary and middle school students about their career and further education opportunities.

   b.   Potential Success Factors:

    i.   Presentations are made each year by College faculty and staff to students in all the middle schools in Skyline College's service area.

    ii.   Outcomes of regular meetings between Skyline College faculty and teachers from the local high schools to discuss curriculum alignment issues, particularly in math and English disciplines.

    iii.   Increase participation in Skyline College's Jump Start program which brings summer programs on campus for children from low-income families that are aimed at building expectations in these children that they can go to college. Develop wider mechanisms to make parents aware of various avenues that can be taken to give their children an education.

3.   *Accelerate the use of research and outcome data in making program decisions*. Skyline College has very good internal data capability which can be used to guide strategy. The College has developed a strong culture of inquiry over the past several years in terms of its use and application of data and information in planning and decision-making. Current efforts should continue to be supported and expanded including the use of the Balanced Scorecard to measure institutional level outcomes, as well as a process for assessing student learning outcomes at the course and program levels. Additionally, future efforts will include the launch of an Action Research Center (ARC) whose sole purpose is to assist faculty and staff to use existing research to help guide their work as well as conduct their own research.

   a.   Suggested Strategies:

    i.   Harvest the data arising from the College's recent subscription to the National Student Clearinghouse which will help it to track former students' transfer patterns to both four-year public and private institutions as well as transfer to other community colleges.

    ii.   There are no higher education and K through 12 data sharing consortia operating in the San Mateo County. This constrains gathering rich data about students. Skyline College may wish to join forces with its education partners, perhaps under the auspices of the California Partnership for Achieving Student Success (CalPASS), to assess the feasibility of establishing such an entity.

        iii.   Create cohorts of students and track their progress through the institution, especially target groups that match emerging demographics in the College's service area.

        iv.   Use student progression data and transfer data in the program review processes.

    b.   Potential Success Factors:

        i.   Use of expanded outcome data in planning decisions to refine the picture of the progress made by student cohorts, such as developmental skills students referred to math, reading and English remedial courses.

        ii.   Publication of student outcome data that depict post-Skyline College experiences and the types of education students are engaged after attending the College.

4. *Consider new programs for which there is no current competition. Strengthen programs with an identified market niche.* This Education Plan has made initial identification of programs that represent competitive advantage for Skyline College and those new programs that might be implemented that also appear to have a competitive advantage. These information sources should be used to align programs in view of market realities.

    a.   Suggested Strategies:

        i.   Develop a schedule prioritized new programs for development based on competitor analyses and upon feedback from industry contacts and supplementary market research.

        ii.   Strengthen existing programs that already possess a competitive advantage.

        iii.   Develop an academic plan that makes use of the College's Annual Administrative Leadership and Unit Review Plans.

        iv.   Continually scan local labor markets, labor market research, and business/industry contacts to contribute to organizational intelligence about program potential.

        v.   Examine the desirability of noncredit classes as a vehicle for delivering short-term training to business/industry.

    b.   Potential Success Factors:

        i.   Creation of a schedule of prioritized programs for development.

        ii.   Implementation of new programs during the upcoming academic year.

5. *Review current programs for under-prepared students.* It is likely that the College will be doing more in this area, rather than less. Downward trends in enrollment are counterintuitive to what is now known about the preparation of high schools students and literacy levels in society in general.

    a.   Suggested Strategies:

       i.   Review enrollments in developmental education in closer detail to determine the reasons for enrollment declines. It would be helpful for future strategy to know whether declines are based on greater competition from other providers, changes in placement scores, the effect of secondary school reform, or other issues.

       ii.   Use ongoing contact with secondary schools to share information about competencies required for student success at Skyline College.

       iii.   Share the progress of developmental students with the secondary schools that they attended immediately before their enrollment at Skyline College.

       iv.   Address the potential competency gaps between the College's placement testing and the CAHSEE.

b.   Potential Success Factors:

       i.   Increased penetration of the developmental education market segment.

       ii.   Publication of data showing the demographics, past educational experiences, and progress of developmental students over a minimum of two fall terms.

       iii.   Commissioning of joint College-secondary school research that identifies skill gaps for students.

6.   *Seek ways to increase campus internationalization.* It is no secret to those in the Bay Area that they live in a global economy where knowledge of other cultures, languages, and laws is increasingly valued. Skyline College has a firm start in creating a holistic agenda for internationalization with its work in the International Student Program, the Study Abroad Program, the International Business program, cultural events, community outreach, student clubs, an international student center, the Center for International Trade, and efforts to integrate internationalization across the curriculum. An expanded or global perspective helps a student enter the work force with an ability to interact with people from all over the world and be open to a variety of ideas and world views. Further efforts to integrate this perspective within the total programming of the College will provide many advantages for students, faculty, and staff.

a.   Suggested Strategies:

       i.   Continue to sponsor cultural programs that make use of cultural expertise within existing communities located in Skyline College's service area including Filipino, Hispanic, Asian, African American communities.

       ii.   Explore funding to create Global Learning Initiative on campus that would promote diversity and knowledge about other countries and cultures through developing international initiatives such as studying abroad and student exchange.

       iii.   Synergistically build on the strength of existing programs that already seek to promote diversity: Kababayan, Puente, Math, Engineering, & Science Achievement (MESA), African-American Success Through Excellence and Persistence (ASTEP), and Women in Transition.

Office of Planning, Research & Institutional Effectiveness

iv.   Recruit more international students under the International Student Program.

v.   Explore the possibility of creating exchanges with other Colleges abroad for students, faculty, and staff. This might be accomplished through existing consortia sponsored by the National Association of Foreign Student Advisors or through Fulbright scholarships.

b.   Potential Success Factors:

i.   An increase in international student enrollment

ii.   An increase in local cultural expertise brought to campus and integrated within academic coursework

iii. Existence of exchange networks.

iv.   Increased synergy and interconnectedness between and among programs working to promote internationalization.

7.   *Seek new revenue sources through entrepreneurial actions*. Given the current state of funding, it is clear that Skyline College will only be able to partially meet the financial cost of innovative programs and services it wishes to provide. Therefore, thought needs to be directed toward increasing support from external resources and accelerated marketing of existing and future college services.

a.   Suggested Strategies:

i.   Accelerate fundraising efforts among key constituents. The College already has key supporters, many of whom are involved in the President's Council.

ii.   Consider adding a position dedicated to grant seeking and development.

b.   Potential Success Factors:

i.   Increases in unrestricted revenue for strategic program implementation

ii.   Expansion of fundraising and friend-raising networks

iii. Grants and contracts brought to the College as a direct result of the 501c3's standing with other foundations and nonprofit agencies.

Skyline College Education Master Plan - 61

ENVIRONMENTAL SCAN SOURCES

[1] California Department of Finance. State and County Total Population Projections, 2010-2060 (5-year increments). Retrieved February 21, 2013 at
http://www.dof.ca.gov/research/demographic/reports/projections/p-1/

[2] California Department of Finance. State and County Population Projections by Major Age Groups, 2010-2060 (by decade). Retrieved February 21, 2013 at
http://www.dof.ca.gov/research/demographic/reports/projections/p-1/

[3] California Department of Finance. State and County Population Projections by Race/Ethnicity, 2010-2060 (by decade). Retrieved February 21, 2013 at
http://www.dof.ca.gov/research/demographic/reports/projections/p-1/

[4] California Department of Education—Data Quest. California High School Graduates Data by County. Retrieved February 21, 2013 at
http://dq.cde.ca.gov/dataquest/page2.asp?level=County&subject=Graduates&submit1=Submit

[5] Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). *The Condition of Education 2012* (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

[6] California Department of Education—Data Quest. Annual Performance Index Data by School. Retrieved February 21, 2013 at
http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=API1&submit1=Submit

[7] Allen, I. Elaine, Seaman, Jeff. (November 2011). Going the Distance. Online Education in the United States, 2011. Quahog Research Group LLC and Babson Survey Research Group.

[8] Miller, Mary Helen. Distance Education's Rate of Growth Doubles at Community College. The Chronicle of Higher Education (April 13, 2010). Retrieved February 21, 2013 at
http://chronicle.com/blogs/wiredcampus/distance-educations-rate-of-growth-doubles-at-community-college/22540

[9] Instructional Technology Council. 2011 Distance Education Survey Results (April 2012). Retrieved February 21, 2013 at
http://www.itcnetwork.org/resources/articles-abstracts-and-research/87-2011-distance-education-survey-results-.html?catid=48%3Alibrary-articles-abstracts-research

San Mateo County Community College District

April 24, 2013

BOARD REPORT NO. 13-4-3B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jing Luan, Ph.D., Vice Chancellor, Educational Services and Planning, 358-6880

CURRICULAR ADDITIONS
CAÑADA COLLEGE AND SKYLINE COLLEGE

The addition of 24 courses to, and the deletion of four courses from the College catalogs are proposed by Cañada College and Skyline College at this time. The addition of five Associate Degrees, four Associate Degrees for Transfer, nine Certificates of Achievement, one Certificate of Specialization, and two Career/Skills Certificates are also proposed.

Each of the proposed courses and programs have been reviewed by the appropriate Division Dean and approved by the College Curriculum Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates in the review and approval process. The rigor of the approval process assures that each new program has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing program offerings.

RECOMMENDATION

It is recommended that the Board approve the attached curricular changes for Cañada College and Skyline College.

San Mateo County Community College District   April 24, 2013

PREPARED BY: Linda Hayes, Interim Vice President, Instruction
                     Cañada College

APPROVED BY: Alicia Carmen Aguirre, Curriculum Committee Chair
                     Cañada College

                     David Clay, Academic Senate President
                     Cañada College

                     Lawrence Buckley, President
                     Cañada College

PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

COMPUTER INFORMATION SCIENCE

242 COMPUTER ARCHITECTURE AND ASSEMBLY LANGUAGE (3.0) (day or evening)

Justification: This course is needed in order to create the AS-T in Computer Science as well as several CIS Certificates of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100; CIS 118.

Description: Basics of machine architecture, machine language, assembly language and operating systems. Representations of data types and structures along with instruction representation and execution, addressing modes, subroutine calls and return mechanisms, fixed point systems, and basic organization of the von Neumann machine are included.

Classification: AA/AS Degree; AS-T Degree; Certificate; CSU transferable.

262 DISCRETE MATHEMATICS FOR COMPUTER SCIENCE (3.0) (day or evening)

Justification: CIS 262 is a required core requirement course for the AS-T in Computer Science as well as several CIS Certificates of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100; CIS 250.

Description: Covers topics in discrete mathematics with emphasis on computer science applications. Includes logic, sets, functions and relations, mathematical induction, recursion, Boolean algebra, elementary number theory, probability, algebraic structures, statistics, graphs, counting and combinatorics.

Classification: AA/AS Degree; AS-T Degree; Certificate; CSU transferable.

294 <u>INTRODUCTION TO OBJECT ORIENTED PROGRAMMING: OBJECTIVE-C</u> (3.0) (day or evening)

Justification: CIS 294 is a required core requirement course for several CIS Certificates of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100; CIS 118.

Description: Introduction to programming and software engineering for computer science majors and computer professionals. A systematic approach to the design, implementation, and management of robust Objective-C computer programs. Course emphasizes Object Oriented programming design, programming documentation, testing and debugging techniques. This course conforms to the ACM CS1 standards.

Classification: AA/AS Degree; Certificate; CSU transferable.

PROPOSED CURRICULAR DELETIONS – CAÑADA COLLEGE

COMPUTER INFORMATION SCIENCE

251 <u>OPEN COMPUTER LAB I: C++</u>

Justification: This course is no longer needed. The content of this class has been folded into the lecture class (CIS 250) that was the co-requisite for this course.

253 <u>OPEN COMPUTER LAB II: C++</u>

Justification: 251 OPEN COMPUTER LAB I: C++

Justification: This course is no longer needed. The content of this class has been folded into the lecture class (CIS 250) that was the co-requisite for this course.

285 <u>OPEN COMPUTER LAB I: JAVA</u>

Justification: This course is no longer needed. The content of this class has been folded into the lecture class (CIS 284) that was the co-requisite for this course.

287 <u>OPEN COMPUTER LAB II: JAVA</u>

Justification: This course is no longer needed. The content of this class has been folded into the lecture class (CIS 286) that was the co-requisite for this course.

PROPOSED PROGRAM ADDITIONS – CAÑADA COLLEGE

Cañada College proposes to offer an Associate Degree, Associate Degree for Transfer and/or Certificate of Achievement (12 units or more), in the following programs:

ART

Studio Arts – Associate in Arts Degree for Transfer – 27-30 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for Transfer

Studio Arts – A.A. Degree (24 units in the major area + General Education and other requirements for the Associate Degree)

CAREER AND PERSONAL DEVELOPMENT

Pathways to Student Success – Certificate of Achievement (16 units)

COMPUTER INFORMATION SCIENCE

Computer Science – Associate in Science Degree for Transfer – 30 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for Transfer

Computer Science – C++ – Certificate of Achievement (16 units)
Computer Science – Java – Certificate of Achievement (16 units)
Computer Science – Objective C – Certificate of Achievement (16 units)

San Mateo County Community College District   April 24, 2013

PREPARED BY: Sarah Perkins, Ph.D., Vice President, Instruction
                    Skyline College

APPROVED BY: Nick Kapp, Ph.D., Curriculum Committee Chair
                    Skyline College

                    Leigh Anne Shaw, Academic Senate President
                    Skyline College

                    Regina Stanback Stroud, Ed.D., President
                    Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

BUSINESS

269 WAREHOUSING AND LOGISTICS (4.0) (day or evening)

Justification: This course will apply to a new CTE certificate in Warehousing and Logistics.

Prerequisite: None.

Recommended Preparation: None.

Description: Introduces students to warehouse operations and logistics. Topics include warehousing, software information systems used in warehousing, and warehouse safety. The course will include hands-on activities in relation to logistics and warehousing.

Classification: AA/AS Degree; Certificate; CSU transferable.

284 PURCHASING AND SUPPLY MANAGEMENT (3.0) (day or evening)

Justification: This course will apply to a new CTE certificate in Warehousing and Logistics (Domestic). This certificate will expand the logistics program certificates to include domestic warehousing. The program is being developed in collaboration with Goodwill Industries. The program will prepare students for employment, continuing education, and advancement in the field of (domestic) logistics and warehousing.

Prerequisite: None.

Recommended Preparation: None.

Description: Introduction to the basic principles of purchasing and supply chain management; its authority, responsibility, and expectations. Emphasis on understanding the purchasing and supply

processes, organizational concepts, policy, price and value analysis, and effects of purchasing functions on a company's profit or loss.

Classification: AA/AS Degree; Certificate; CSU transferable.

285 INVENTORY MANAGEMENT (3.0) (day or evening)

Justification: This course will apply to a new CTE certificate in Warehousing and Logistics (Domestic). This certificate will expand the logistics program certificates to include domestic warehousing. The program is being developed in collaboration with Goodwill Industries. The program will prepare students for employment, continuing education, and advancement in the field of (domestic) logistics and warehousing.

Prerequisite: None.

Recommended Preparation: BCM. 200 or equivalent.

Description: Introduction to inventory and materials management. Topics include inventory and materials management: types of inventory, forecasting and market analysis, types of demand systems, inventory changes, single order quantities, in-process and just-in-time inventory, distribution inventory systems, inventory control, valuation and measurement, simulation, and aggregate inventory control. The course will include hands-on activities in relation to inventory management.

Classification: AA/AS Degree; Certificate; CSU transferable.

286 TRANSPORTATION MANAGEMENT (3.0) (day or evening)

Justification: This course will apply to a new CTE certificate in Warehousing and Logistics (Domestic). This certificate will expand the logistics program certificates to include domestic warehousing. The program is being developed in collaboration with Goodwill Industries. The program will prepare students for employment, continuing education, and advancement in the field of (domestic) logistics and warehousing.

Prerequisite: None.

Recommended Preparation: None.

Description: Introduction to basic transportation concepts and the relevance of transportation in our economy. Characteristics of each mode of transportation including rail, highway, carrier pricing, pipelines, air and water will be discussed and evaluated.

Classification: AA/AS Degree; Degree; Certificate; CSU transferable.

296 NEW ECONOMY MARKETING (3.0) (day or evening)

Justification: This marketing course is meant to augment more traditional marketing courses and serve as a springboard for entrepreneurs as well as small business owners, managers and employees. Students will learn how to create marketing activities to support and grow small businesses, start ups, and entrepreneurial launches. Since the economy is shifting to more current topics such as embracing social responsibility, sustainability, green initiatives, customer relationship marketing, psychographic targeting as a way of attracting customers, brand as determined by the marketplace, social media feedback and

customer acquisition loops, and hybrid business formations that blend for-profit and non-profit business models, this course will help students realize what makes marketing sense for the business that they are a part of as founder, manager or employee. This course is recommended for transfer and can be used as an elective for students interested in obtaining an Associate Degree or certificate in Business Administration. The course is also applicable for entrepreneurs or students who want to obtain any Entrepreneurship Certificate at Skyline College.

Prerequisite: None.

Recommended Preparation: None.

Description: Overview of marketing trends in the new economy that includes: social media, branding new economy businesses, social responsibility and sustainability as marketing initiatives, small business "guerilla" marketing, customer relationship marketing, demographics and psychographics and targeting as a strategy for localized marketing.

Classification: AA/AS Degree; Certificate; CSU transferable.

297 <u>BUSINESS PLANNING FOR SUCCESS</u> (2.0) (day or evening)

Justification: This course will complement other courses in the Entrepreneurship and Small Business Management program and will apply to Associate Degrees and certificates in this area.

Prerequisite: None.

Recommended Preparation: BUS. 150 or equivalent.

Description: Conceive, develop and present a business plan that supports an entrepreneurial or small business idea. Work alongside other students as you learn about and implement a successful business plan. This capstone event to E-ship courses will culminate in a competition with other student's business plans.

Classification: AA/AS Degree; Certificate; CSU transferable.

CHEMISTRY

114 <u>SURVEY OF CHEMISTRY AND PHYSICS</u> (4.0) (day or evening)

Justification: This is a general education requirement needed for the Elementary Teacher Education Associate Degree for Transfer. It is a one semester course on chemistry and physics and is specifically designed for future elementary school teachers.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and MATH 110 or equivalent.

Description: A conceptual survey of physical science (physics and chemistry) intended for non-science majors at the GE level. A general discussion of the scientific method and techniques will be followed by physics, chemistry, and integrated topics. The laboratory portion will cover a hands-on exploration of phenomena discussed in lecture. The physics component of the course will discuss motion, force, energy,

electricity and magnetism, waves and light. The chemistry component of the course will focus on chemicals and reactions common in everyday life. Concepts relating to the nature and interactions of atoms, ions, and molecules will be presented. Students will also learn to use and evaluate information presented on product labels, in advertisement, and available through the internet. *Also listed as PHYS 114.*

Classification: AA/AS Degree; AA-T Degree; CSU transferable.

ENERGY SYSTEMS TECHNOLOGY MANAGEMENT

400 <u>CLEAN ENERGY CONCEPTS, POLICIES AND INDUSTRIES</u> (3.0) (day or evening)

Justification: This Career Technical Education (CTE) course provides the fundamental background and context for degree and certificate programs in the Energy Systems Technology and Management (ESTM) program, including solar, energy efficiency, building science, and business management and entrepreneurship.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Fundamental energy and sustainability concepts in the regional, state, and federal context including: climate change; greenhouse gas emissions calculation and management; historical, current, and emerging policies and regulations for greenhouse gas and energy generation and use, including economic impacts; alternative energy technology; industry practices and careers across energy and construction sectors.

Classification: AA/AS Degree; Certificate; CSU transferable.

402 <u>INTRODUCTION TO RESIDENTIAL CONSTRUCTION</u> (3.0) (day or evening)

Justification: This Career Technical Education (CTE) course provides crucial skill training for degree and certificate programs in the Energy Systems Technology and Management (ESTM) program, including solar, energy efficiency, building science, and business management and entrepreneurship. Students taking this course develop the foundational understanding of construction methods and materials to progress to Building Performance Assessment & Building Performance Retrofitting.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and completion of MATH 110, or MATH 111 and MATH 112, or BSU. 115, or equivalent; and ESTM 400.

Description: Fundamental residential construction concepts, terminology, and practices, including framing, HVAC, insulation, electrical, plumbing, materials, and hands-on construction basics. Emphasis on green and sustainable building practices and renovations. Main issues in California and Bay Area codes and historical building trends regarding energy and environmental standards.

Classification: AA/AS Degree; Certificate; CSU transferable.

411 <u>INTRODUCTION TO SOLAR PHOTOVOLTAICS (PV) SYSTEMS AND MARKETS</u> (3.0) (day or evening)

Justification: This Career Technical Education (CTE) course compliments other courses in the Environmental Technology program, including courses in solar, energy efficiency, and Introduction to Environmental Science. It prepares students to enter solar-related careers in the residential remodeling industry or other related industries in the energy and construction sectors. It prepares students for an industry-recognized certification.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and completion of MATH 110, or MATH 111 and MATH 112, or BSU. 115, or equivalent; and ESTM 400.

Description: Provides a foundation of knowledge and skills to understand the solar photovoltaics market and technology. Includes introduction to the global solar PV market, fundamentals of electricity and PV technology, introduction to incentive programs related to solar systems and fundamentals of the site survey process for a residential solar PV array.

Classification: AA/AS Degree; Certificate; CSU transferable.

412 SOLAR PHOTOVOLTAICS (PV) DESIGN FUNDAMENTALS (2.0) (day or evening)

Justification: This Career Technical Education (CTE) course provides the fundamental technical skills for degree and certificate programs in the Energy Systems Technology and Management (ESTM) program, including solar, energy efficiency, building science, and business management and entrepreneurship. Issues surrounding sustainability, the future of the planet, and quality of life represent major challenges for our society today. Solar electric (PV) systems continue to grow as a valuable renewable energy solution with increasing domestic and global demand. This course develops both skills and knowledge to give students practical experience on the critical role of system sizing estimation and preliminary design, and this will provide the student with skills that can improve marketability for the Solar industry.

Prerequisite: MATH 110, or MATH 111 and MATH 112, or BUS. 115, or equivalent; and ESTM 410 or ESTM 411, or equivalent.

Recommended Preparation: ESTM 400 or equivalent.

Description: Foundation of knowledge and skills to understand the site survey and to translate survey data into estimation and design of solar photovoltaics systems. Includes detailed methodology for site surveys, shade analysis, system sizing, string and inverter sizing, the use of software system design tools, graphical PV system design aids.

Classification: AA/AS Degree; Certificate; CSU transferable.

413 SOLAR PHOTOVOLTAICS (PV) FINANCE AND SALES (2.0) (day or evening)

Justification: This Career Technical Education (CTE) course provides crucial skill training included in degree and certificate programs in the Energy Systems Technology and Management (ESTM) program, including solar, energy efficiency, building science, and business management and entrepreneurship. Issues surrounding sustainability, the future of the planet, and quality of life represent major challenges for our society today. Solar electric (PV) systems continue to grow as a valuable renewable energy solution with increasing domestic and global demand. This course develops both skills and knowledge related to the economics and sales of Solar PV systems and technology, and provides the student with

skills that can lead to employment in the solar field. Applies to Skyline College Certificate of Achievement in Solar Technology.

Prerequisite: MATH 110, or MATH 111 and MATH 112, or BUS. 115, or equivalent; and ESTM 410 or ESTM 411, or equivalent.

Recommended Preparation: None.

Description: Economics and sales methodologies for residential solar PV energy systems. Methods and analysis of financing and investment for solar PV systems, including incentive programs and utility tariffs. Customer service and presentation skills and sales best practices. Focus on student's marketability in the renewable energy job marketplace.

Classification: AA/AS Degree; Certificate; CSU transferable.

421 PRINCIPLES OF BUILDING SCIENCE, HOW HOUSES WORK (3.0) (day or evening)

Justification: This Career Technical Education (CTE) course provides the fundamental background and context for degree and certificate programs in the Energy Systems Technology and Management (ESTM) program, including solar, energy efficiency, building science, and business management and entrepreneurship.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and completion of MATH 110, or MATH 111 and MATH 112, or BSU. 115, or equivalent; and ESTM 400.

Description: Exploration of how air flow, heat flow and moisture flow affect the health, comfort, durability and energy efficiency of the building. Students learn to identify, classify, and compare residential building components, systems, and materials and understand and explain sustainable building practices and building science fundamentals.

Classification: AA/AS Degree; Certificate; CSU transferable.

426 BUILDING PERFORMANCE RETROFITTING (4.0) (day or evening)

Justification: This Career Technical Education (CTE) course compliments other courses in the Energy Systems technology Management (ESTM) program, including courses in solar and energy efficiency. It prepares students to enter energy efficiency-related careers in the residential remodeling industry or other related industries that involve sustainability and energy efficiency. It prepares students for an industry-recognized certification.

Prerequisite: MATH 110, or MATH 111 and MATH 112, or BUS. 115, or equivalent; and ESTM 402 or ESTM 421 or ESTM 425 or ESTM 427, or equivalent.

Recommended Preparation: ESTM 400 or equivalent.

Description: Provides a foundation to perform "whole-house" retrofits for energy/water efficiency. Students apply theory to conduct hands-on retrofitting. Topics include building science, energy assessment reports, developing work scope, HVAC and envelope upgrades, air leakage and sealing,

insulation installation, moisture remediation, quality control. Preparation for Building Performance Institute certification exam.

Classification: AA/AS Degree; Certificate; CSU transferable.

427 <u>INTRODUCTION TO WHOLE HOME HEATING, VENTILATION AND COOLING (HVAC)</u>
    (3.0) (day or evening)

Justification: This Career Technical Education (CTE) course provides the fundamental background and context for degree and certificate programs in the Energy Systems Technology and Management (ESTM) program, including solar, energy efficiency, building science, and business management and entrepreneurship.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and completion of MATH 110, or MATH 111 and MATH 112, or BSU. 115, or equivalent; and ESTM 400.

Description: Overview of equipment, design, operation of residential heating, ventilation, and cooling systems. Appliance nameplates are decoded and the role of ducts and registers is explored. Students learn to use industry software to size equipment and ducts and design a simple space-conditioning system. Major challenges to energy use in new and existing systems.

Classification: AA/AS Degree; Certificate; CSU transferable.

428 <u>FIELD TRAINING AND EXAM PREPARATION FOR ENERGY EFFICIENCY</u> (0.5) (day or evening)

Justification: This Career Technical Education (CTE) course compliments other courses in the Environmental Technology program, including courses in solar PV, energy efficiency, and business development. It prepares students to complete requirements for industry-recognized credentials to enter careers in energy and construction industries or other related industries that involve sustainability and energy efficiency and renewable energy.

Prerequisite: None.

Recommended Preparation: ESTM 425 or equivalent.

Description: Hands-on, advanced field training course builds on fundamental knowledge, skills, and abilities for conducting home performance energy efficiency assessments. Students hone best practices for building systems assessment and data analysis, and producing technical reports with energy upgrade recommendations. Advanced preparation for Building Performance Institute (BPI) field certification exam.

Classification: AA/AS Degree; Certificate; CSU transferable.

441 <u>SOLAR THERMAL TECHNOLOGY AND DESIGN</u> (3.0) (day or evening)

Justification: This Career Technical Education (CTE) course provides crucial skill training for degree and certificate programs in the Energy Systems Technology and Management (ESTM) program, including solar, energy efficiency, building science, and business management and entrepreneurship.

Prerequisite: MATH 110, or MATH 111 and MATH 112, or BUS. 115, or equivalent.

Recommended Preparation: ESTM 400 or ESTM 410 or ESTM 411, or equivalent.

Description: Introduction to technology, concepts, and methods of sizing and designing solar hot water systems. Includes site survey, load analysis, rebates and permitting issues, and safety. Methods for identifying and selecting appropriate thermal systems, installation and operation practices, and use of balance-of-system components. Emphasis on student's marketability in the renewable energy job marketplace.

Classification: AA/AS Degree; Certificate; CSU transferable.

445 COMMERCIAL SOLAR PHOTOVOLTAICS (PV FINANCE AND SALES (2.0) (day or evening)

Justification: This Career Technical Education (CTE) course provides crucial skill training for degree and certificate programs in the Energy Systems Technology and Management (ESTM) program, including solar, energy efficiency, building science, and business management and entrepreneurship.

Prerequisite: MATH 110, or MATH 111 and MATH 112, or BUS. 115, or equivalent; and ESTM 410 or ESTM 411 or ESTM 412 or ESTM 413, or equivalent.

Recommended Preparation: ESTM 400 or equivalent.

Description: Advanced training in sales, finance, policy, and technology for commercial, institutional, and utility-scale PV solar installations. Includes best practices for sales and bidding, proposal analysis, finance options, incentives analysis, and case studies in project approval and development.

Classification: AA/AS Degree; Certificate; CSU transferable.

490 CAPSTONE PROJECT IN ENERGY SYSTEMS TECHNOLOGY MANAGEMENT (1.5-3.0) (day or evening)

Justification: This Career Technical Education (CTE) course provides crucial skill training for degree and certificate programs in the Energy Systems Technology and Management (ESTM) program, including solar, energy efficiency, building science, and business management and entrepreneurship.

Prerequisite: None.

Recommended Preparation: None.

Description: Seminar format course emphasizing fieldwork, case study project, internship, or other advanced, special topic. Focus on completing a portfolio piece for a client or employer, demonstrating breadth and depth of knowledge in ESTM, taken as one of the final courses in the certificate or degree program.

Classification: AA/AS Degree; Certificate; CSU transferable.

PHYSICS

114 SURVEY OF CHEMISTRY AND PHYSICS (4.0) (day or evening)

Justification: This is a general education requirement needed for the Elementary Teacher Education Associate Degree for Transfer. It is a one semester course on chemistry and physics and is specifically designed for future elementary school teachers.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and MATH 110 or equivalent.

Description: A conceptual survey of physical science (physics and chemistry) intended for non-science majors at the GE level. A general discussion of the scientific method and techniques will be followed by physics, chemistry, and integrated topics. The laboratory portion will cover a hands-on exploration of phenomena discussed in lecture. The physics component of the course will discuss motion, force, energy, electricity and magnetism, waves and light. The chemistry component of the course will focus on chemicals and reactions common in everyday life. Concepts relating to the nature and interactions of atoms, ions, and molecules will be presented. Students will also learn to use and evaluate information presented on product labels, in advertisement, and available through the internet. *Also listed as CHEM 114.*

Classification: AA/AS Degree; AA-T Degree; CSU transferable.

SPANISH

230 SPANISH FOR SPANISH SPEAKERS II (5.0) (day or evening)

Justification: This course will apply to the Spanish Associate Degree for Transfer.

Prerequisite: None.

Recommended Preparation: Completion of SPAN 220, or equivalent.

Description: Designed primarily for Spanish speaking students who are comfortable with oral communication. This course includes vocabulary development, spelling and accents, registers, dialectal variation, cultural readings and introduction to Spanish language literature of South America. Students expand on their own experience and values, and develop an appreciation of the diversity of the various Latino cultures and their influence in the US. Class is conducted entirely in Spanish.

Classification: AA/AS Degree; AA-T Degree; CSU transferable.

PROPOSED CURRICULAR DELETIONS – SKYLINE COLLEGE

None.

PROPOSED PROGRAM ADDITIONS – SKYLINE COLLEGE

Skyline College proposes to offer an Associate Degree, Associate Degree for Transfer, Certificate of Achievement (12 units or more), Certificate of Specialization (fewer than 18 units), and/or Career/Skills Certificate (fewer than 12 units) in the following programs:

BUSINESS

    Entrepreneurship and Small Business Management – A.S. Degree (38-40 units in the major area + General Education and other requirements for the Associate Degree)

    Green Entrepreneurship and Small Business Management – Certificate of Achievement (25-26 units)

    Entry Level Warehousing – Skills Certificate (4 units)

    Warehousing and Logistics – Certificate of Specialization (17 units)

EARLY CHILDHOOD EDUCATION

    Foundations in Early Childhood Education – Career Certificate (10 units)

EDUCATION

    Elementary Teacher Education – Associate in Arts Degree for Transfer – 48 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for Transfer

ENERGY SYSTEMS TECHNOLOGY MANAGEMENT

    Energy Systems Technology Management with an Emphasis in Solar Technology and Business – A.S. Degree (35.5-38.5 units in the major area + General Education and other requirements for the Associate Degree)
    Energy Systems Technology Management with an Emphasis in Energy Efficiency – A.S. Degree (34-37.5 units in the major area + General Education and other requirements for the Associate Degree)
    Energy Systems Technology Management with an Emphasis in Entrepreneurship and Small Business Management – A.S. Degree (35-38.5 units in the major area + General Education and other requirements for the Associate Degree)

    Residential Energy Efficiency – Certificate of Achievement (28-31 units)
    Solar Technology and Business – Certificate of Achievement (28-32 units)
    Solar Installation – Certificate of Achievement (27.5-32.5 units)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

    Proficiency in American Culture and English (PACE) – Certificate of Achievement (14 units)

SPANISH

    Spanish – Associate in Arts Degree for Transfer – 19-21 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for Transfer

BOARD REPORT NO. 13-4-100B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Janet L. Stringer, Dean, Science and Technology, Cañada College 306-3322

APPROVAL OF MODIFICATION OF SUBAWARD TO SAN FRANCISCO STATE UNIVERSITY FOR HSI-STEM GRANT FROM THE DEPARTMENT OF EDUCATION FOR CAÑADA COLLEGE

Cañada College was awarded a grant through the HSI-STEM program at the Department of Education, which was approved by the Board on October 12, 2011 (Board Report No. 11-10-100B). The program, "California Alliance for the Long-term Strengthening of Transfer Engineering Programs" (CALSTEP), is a collaborative proposal between Cañada College, San Francisco State University, and Los Angeles Pierce College.

The full award is for $5,959,145 over a five-year period from October 1, 2011 through September 30, 2016 – just under $1,200,000 per year. The original budget included a subcontract to San Francisco State University of $131,144 per year (excluding indirect costs) with the total for the entire grant period not to exceed $655,720. The budget has been revised so that the subcontract to San Francisco State University is not to exceed $687,388. The additional amount of $10,556 per year for the next three years will cover the cost of hiring four graduate students for the Summer Internship Program.

RECOMMENDATION

It is recommended that the Board approve the modification of the subcontract to San Francisco State University as described above.

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-101B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kay O'Neill, Director of Workforce Development, Cañada College, 306-3450

**ACCEPTANCE OF SUBAWARDS FOR A GRANT FROM THE SAN MATEO COUNTY
WORKFORCE INVESTMENT BOARD (WIB) FUNDING FOR MOBILE APPLICATION AND
CUSTOMER RELATIONS COHORT TRAINING FOR CAÑADA COLLEGE**

Cañada College has been awarded two grant sub-awards through the San Mateo County Workforce
Investment Board (WIB).

1. The Mobile Application Certificate Program award is for $98,307 total. This two-semester program
   for dislocated workers began in September 2012 and will culminate in May 2013. It consists of two
   existing CIS courses and an experimental lab in advanced iOS Programming.

2. The Customer Relations Program is for $87,478 total. This 15-week program for dislocated workers
   began in February 2013 and will culminate in June 2013. All courses in this program have been
   contextualized to prepare students for employment in the retail and hospitality sectors.

RECOMMENDATION

It is recommended that the Board accept the two grant subawards from the San Mateo County Workforce
Investment Board as described above.

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-102B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Josè D. Nuñez, Vice Chancellor, Facilities Planning Maintenance & Operations,
                   358-6836

<div align="center">

**APPROVAL OF CONTRACT AWARD FOR
COLLEGE OF SAN MATEO BUILDING 12 ROOF REPLACEMENT PROJECT**

</div>

The roof on College of San Mateo Building 12 has exceeded its useful service life and is experiencing leaks. In order to address the need for roof replacement, the District hired a roofing consultant, Allana Buick & Bers Inc., to develop plans and specifications to replace the roof.

This roof replacement project includes the removal of the existing roof and replacement with a new single-ply thermoplastic membrane roof over thermal insulation. Included in the project is the removal of existing mechanical equipment no longer in operation, replacement of the roof hatch, coring/roofing for future security cameras and roof drain upgrades. The project is planned for construction during the summer of 2013.

On April 3rd and 10th, 2013 the District published a legal notice in a local newspaper inviting pre-qualified C39 Licensed contractors to bid on this project, published notice on the District website, and notified contractors on the District's 2013 pre-qualified contractor list. On Friday April 12th four contractors submitted bids for the project as follows:

Contractor	Total Bid
Roofing Constructors Inc. dba Western Roofing Service	$362,468.00
Alcal Specialty Contracting, Inc.	$387,440.00
Southwest Construction & Property Management	$399,600.08
Enterprise Roofing Service, Inc.	$442,490.00

After bid opening, District staff conducted a due diligence investigation of the bid results to ascertain the lowest responsive, responsible bid that meets all the requirements of the project. In addition to pricing, bidders were evaluated for their conformance with bidding requirements. Based on this process, Roofing Constructors Inc. dba Western Roofing Service was deemed the lowest responsive, responsible bidder.

This project will be funded by Measure A general obligation bond funds.

RECOMMENDATION

It is recommended that the Board of Trustees award the contract for the CSM Building 12 Roof Replacement Project Bid #86660 to Roofing Constructors Inc. dba Western Roofing Service in an amount not to exceed $362,468.00.

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-105B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6869

ACCEPTANCE OF DISTRICT ACTUARIAL STUDY

The District has a plan that provides medical benefits to retirees. With the advent of GASB 45, the District is required to determine the overall liability of our post-retirement medical benefits plan every two years. This estimate uses assumptions about how much medical costs will increase in the future, the retirement and mortality rates of our employees and retirees and various other assumptions that may change from period to period. In addition, the District established the Futuris OPEB Trust in 2009, and started funding the liability. The Trust enables the District to invest in longer term investments and consequently receive a better return, which in turn reduces our liability.

	Feb, 2013	Feb, 2011	May, 2009
Total Liability	$ 125,352,953	$ 126,301,338	$ 150,588,200
Balance in Futuris Trust	$ 36,835,312	$ 15,643,762	$ -

The District continues to charge itself a benefit percentage that covers the future cost of current employees' retiree benefits. This charge is transferred to the Post Retirement Reserve Fund, which is the source of the transfers to the Futuris Trust.

RECOMMENDATION

It is recommended that the Board accept the actuarial study.

Total Compensation Systems, Inc.

San Mateo County Community College District
Actuarial Study of
Retiree Health Liabilities
As of February 1, 2013

Prepared by:
Total Compensation Systems, Inc.

Date: March 25, 2013

Total Compensation Systems, Inc.

Table of Contents

Total Compensation Systems, Inc.

San Mateo County Community College District
Actuarial Study of Retiree Health Liabilities

PART I: EXECUTIVE SUMMARY

A. Introduction

        San Mateo County Community College District engaged Total Compensation Systems, Inc. (TCS) to analyze liabilities associated with its current retiree health program as of February 1, 2013 (the valuation date). The numbers in this report are based on the assumption that they will first be used to determine accounting entries for the fiscal year ending June 30, 2013. If the report will first be used for a different fiscal year, the numbers will need to be adjusted accordingly.

        This report does not reflect any cash benefits paid unless the retiree is required to provide proof that the cash benefits are used to reimburse the retiree's cost of health benefits. Costs and liabilities attributable to cash benefits paid to retirees are reportable under Governmental Accounting Standards Board (GASB) Standards 25/27.

        This actuarial study is intended to serve the following purposes:

> ➤   To provide information to enable San Mateo CCD to manage the costs and liabilities associated with its retiree health benefits.

> ➤   To provide information to enable San Mateo CCD to communicate the financial implications of retiree health benefits to internal financial staff, the Board, employee groups and other affected parties.

> ➤   To provide information needed to comply with Governmental Accounting Standards Board Accounting Standards 43 and 45 related to "other postemployment benefits" (OPEB's).

Because this report was prepared in compliance with GASB 43 and 45, as appropriate, San Mateo CCD should not use this report for any other purpose without discussion with TCS. This means that any discussions with employee groups, governing Boards, etc. should be restricted to the implications of GASB 43 and 45 compliance.

        This actuarial report includes several estimates for San Mateo CCD's retiree health program. In addition to the tables included in this report, we also performed cash flow adequacy tests as required under Actuarial Standard of Practice 6 (ASOP 6). Our cash flow adequacy testing covers a twenty-year period. We would be happy to make this cash flow adequacy test available to San Mateo CCD in spreadsheet format upon request.

        We calculated the following estimates separately for active employees and retirees. As requested, we also separated results by the following employee classifications: AFSCME, Certificated Management, Certificated, Classified and Classified Management. We estimated the following:

> ➤   the total liability created. (The actuarial present value of total projected benefits or APVTPB)

> ➤   the ten year "pay-as-you-go" cost to provide these benefits.

> ➤   the "actuarial accrued liability (AAL)." (The AAL is the portion of the APVTPB attributable to employees' service prior to the valuation date.)

Total Compensation Systems, Inc.

.

> ➢   the amount necessary to amortize the UAAL over a period of 30 years.

> ➢   the annual contribution required to fund retiree benefits over the working lifetime of eligible employees (the "normal cost").

> ➢   The Annual Required Contribution (ARC) which is the basis of calculating the annual OPEB cost and net OPEB obligation under GASB 43 and 45.

We summarized the data used to perform this study in Appendix A. No effort was made to verify this information beyond brief tests for reasonableness and consistency.

All cost and liability figures contained in this study are estimates of future results. Future results can vary dramatically and the accuracy of estimates contained in this report depends on the actuarial assumptions used. Normal costs and liabilities could easily vary by 10 - 20% or more from estimates contained in this report.

B. General Findings

We estimate the "pay-as-you-go" cost of providing retiree health benefits in the year beginning February 1, 2013 to be $7,198,362 (see Section IV.A.). The "pay-as-you-go" cost is the cost of benefits for current retirees.

For current employees, the value of benefits "accrued" in the year beginning February 1, 2013 (the normal cost) is $2,539,987. This normal cost would increase each year based on covered payroll. Had San Mateo CCD begun accruing retiree health benefits when each current employee and retiree was hired, a substantial liability would have accumulated. We estimate the amount that would have accumulated to be $125,352,953. This amount is called the "actuarial accrued liability" (AAL). The remaining unamortized balance of the initial unfunded AAL (UAAL) is $118,118,531. This leaves a "residual" AAL of $7,234,422.

San Mateo CCD has established a GASB 43 trust for future OPEB benefits. The actuarial value of plan assets at January 31, 2013 was $34,870,628. This leaves a residual unfunded actuarial accrued liability (UAAL) of *negative* $27,636,206. We calculated the annual cost to amortize the residual unfunded actuarial accrued liability using a 7% discount rate. We used an open 30 year amortization period. The current year cost to amortize the residual unfunded actuarial accrued liability is *negative* $1,575,674.

Combining the normal cost with both the initial and residual UAAL amortization costs produces an annual required contribution (ARC) of $8,642,396. The ARC is used as the basis for determining expenses and liabilities under GASB 43/45. The ARC is used in lieu of (rather than in addition to) the "pay-as-you-go" cost.

We based all of the above estimates on employees as of January, 2013. Over time, liabilities and cash flow will vary based on the number and demographic characteristics of employees and retirees.

C. Description of Retiree Benefits

Following is a description of the current retiree benefit plan. District practices are based on Government Code sections collectively known as PEMHCA, which vary from collective bargaining agreements.

Total Compensation Systems, Inc.

	AFSCME	Certificated Management	Certificated	Classified	Classified Management
Benefit types provided	Medical, Part B	Medical, Part B	Medical, Part B	Medical, Part B	Medical, Part B
Duration of Benefits	Lifetime	Lifetime	Lifetime	Lifetime	Lifetime
Minimum Age Required Service	Retirement from Applicable Retirement System	Retirement from Applicable Retirement System	Retirement from Applicable Retirement System	Retirement from Applicable Retirement System	Retirement from Applicable Retirement System
Dependent Coverage	Yes	Yes	Yes	Yes	Yes
District Contribution %	100%	100%	100%	100%	100%
District Cap	$654 per month*	$654 per month*	$654 per month*	$654 per month*	$654 per month*

*The District contribution is changed periodically. Grandfathered employees and retirees receive benefits that may exceed this cap.

D. Recommendations

It is outside the scope of this report to make specific recommendations of actions San Mateo CCD should take to manage the substantial liability created by the current retiree health program. Total Compensation Systems, Inc. can assist in identifying and evaluating options once this report has been studied. The following recommendations are intended only to allow the District to get more information from this and future studies. Because we have not conducted a comprehensive administrative audit of San Mateo CCD's practices, it is possible that San Mateo CCD is already complying with some or all of our recommendations.

➤ We recommend that San Mateo CCD inventory all benefits and services provided to retirees – whether contractually or not and whether retiree-paid or not. For each, San Mateo CCD should determine whether the benefit is material and subject to GASB 43 and/or 45.

➤ We recommend that San Mateo CCD conduct a study whenever events or contemplated actions significantly affect present or future liabilities, but no less frequently than every two years, as required under GASB 43/45.

➤ We recommend that the District communicate the magnitude of these costs to employees and include employees in discussions of options to control the costs.

➤ Under GASB 45, it is important to isolate the cost of retiree health benefits. San Mateo CCD should have all premiums, claims and expenses for retirees separated from active employee premiums, claims, expenses, etc. To the extent any retiree benefits are made available to retirees over the age of 65 – *even on a retiree-pay-all basis* – all premiums, claims and expenses for post-65 retiree coverage should be segregated from those for pre-65 coverage. Furthermore, San Mateo CCD should arrange for the rates or prices of all retiree benefits to be set on what is expected to be a self-sustaining basis.

➤ San Mateo CCD should establish a way of designating employees as eligible or ineligible for future OPEB benefits. Ineligible employees can include those in ineligible job classes; those hired after a designated date restricting eligibility; those who, due to their age at hire cannot qualify for District-

Total Compensation Systems, Inc.

paid OPEB benefits; employees who exceed the termination age for OPEB benefits, etc.

> ➢ Several assumptions were made in estimating costs and liabilities under San Mateo CCD's retiree health program. Further studies may be desired to validate any assumptions where there is any doubt that the assumption is appropriate. (See Appendices B and C for a list of assumptions and concerns.) For example, San Mateo CCD should maintain a retiree database that includes – in addition to date of birth, gender and employee classification – retirement date and (if applicable) dependent date of birth, relationship and gender. It will also be helpful for San Mateo CCD to maintain employment termination information – namely, the number of OPEB-eligible employees in each employee class that terminate employment each year for reasons other than death, disability or retirement.

Respectfully submitted,

Geoffrey L. Kischuk, FSA, MAAA, FCA
Consultant
Total Compensation Systems, Inc.
(805) 496-1700

Total Compensation Systems, Inc.

PART II: BACKGROUND

A. Summary

Accounting principles provide that the cost of retiree benefits should be "accrued" over employees' working lifetime. For this reason, the Governmental Accounting Standards Board (GASB) issued in 2004 Accounting Standards 43 and 45 for retiree health benefits. These standards apply to all public employers that pay any part of the cost of retiree health benefits for current or future retirees (including early retirees).

B. Actuarial Accrual

To actuarially accrue retiree health benefits requires determining the amount to expense each year so that the liability accumulated at retirement is, on average, sufficient (with interest) to cover all retiree health expenditures without the need for additional expenses. There are many different ways to determine the annual accrual amount. The calculation method used is called an "actuarial cost method."

Under most actuarial cost methods, there are two components of actuarial cost - a "normal cost" and amortization of something called the "unfunded actuarial accrued liability." Both accounting standards and actuarial standards usually address these two components separately (though alternative terminology is sometimes used).

The normal cost can be thought of as the value of the benefit earned each year if benefits are accrued during the working lifetime of employees. This report will not discuss differences between actuarial cost methods or their application. Instead, following is a description of a commonly used, generally accepted actuarial cost method that will be permitted under GASB 43 and 45. This actuarial cost method is called the "entry age normal" method.

Under the entry age normal cost method, the actuary determines the annual amount needing to be expensed from hire until retirement to fully accrue the cost of retiree health benefits. This amount is the normal cost. Under GASB 43 and 45, normal cost can be expressed either as a level dollar amount or a level percentage of payroll.

The normal cost is determined using several key assumptions:

➢ The current *cost of retiree health benefits* (often varying by age, Medicare status and/or dependent coverage). The higher the current cost of retiree benefits, the higher the normal cost.

➢ The *"trend" rate* at which retiree health benefits are expected to increase over time. A higher trend rate increases the normal cost. A "cap" on District contributions can reduce trend to zero once the cap is reached thereby dramatically reducing normal costs.

➢ *Mortality rates* varying by age and sex. (Unisex mortality rates are not often used as individual OPEB benefits do not depend on the mortality table used.) If employees die prior to retirement, past contributions are available to fund benefits for employees who live to retirement. After retirement, death results in benefit termination or reduction. Although higher mortality rates reduce normal costs, the mortality assumption is not likely to vary from employer to employer.

➢ *Employment termination rates* have the same effect as mortality inasmuch as higher termination rates reduce normal costs. Employment termination can vary considerably between public agencies.

➢ The *service requirement* reflects years of service required to earn full or partial retiree benefits.

Total Compensation Systems, Inc.

> While a longer service requirement reduces costs, cost reductions are not usually substantial unless the service period exceeds 20 years of service.

➤ ***Retirement rates*** determine what proportion of employees retire at each age (assuming employees reach the requisite length of service). Retirement rates often vary by employee classification and implicitly reflect the minimum retirement age required for eligibility. Retirement rates also depend on the amount of pension benefits available. Higher retirement rates increase normal costs but, except for differences in minimum retirement age, retirement rates tend to be consistent between public agencies for each employee type.

➤ ***Participation rates*** indicate what proportion of retirees are expected to elect retiree health benefits if a significant retiree contribution is required. Higher participation rates increase costs.

➤ The ***discount rate*** estimates investment earnings for assets earmarked to cover retiree health benefit liabilities. The discount rate depends on the nature of underlying assets. For example, employer funds earning money market rates in the county treasury are likely to earn far less than an irrevocable trust containing a diversified asset portfolio including stocks, bonds, etc. A higher discount rate can dramatically lower normal costs. GASB 43 and 45 require the interest assumption to reflect likely *long term* investment return.

The assumptions listed above are not exhaustive, but are the most common assumptions used in actuarial cost calculations. The actuary selects the assumptions which - taken together - will yield reasonable results. It's not necessary (or even possible) to predict individual assumptions with complete accuracy.

If all actuarial assumptions are exactly met and an employer expensed the normal cost every year for all past and current employees and retirees, a sizeable liability would have accumulated (after adding interest and subtracting retiree benefit costs). The liability that would have accumulated is called the actuarial accrued liability or AAL. The excess of AAL over the ***actuarial value of plan assets*** is called the *unfunded* actuarial accrued liability (or UAAL). Under GASB 43 and 45, in order for assets to count toward offsetting the AAL, the assets have to be held in an irrevocable trust that is safe from creditors and can only be used to provide OPEB benefits to eligible participants.

The actuarial accrued liability (AAL) can arise in several ways. At inception of GASB 43 and 45, there is usually a substantial UAAL. Some portion of this amount can be established as the "transition obligation" subject to certain constraints. UAAL can also increase as the result of operation of a retiree health plan - e.g., as a result of plan changes or changes in actuarial assumptions. Finally, AAL can arise from actuarial gains and losses. Actuarial gains and losses result from differences between actuarial assumptions and actual plan experience.

Under GASB 43 and 45, employers have several options on how the UAAL can be amortized as follows:

➤ The employer can select an amortization period of 1 to 30 years. (For certain situations that result in a reduction of the AAL, the amortization period must be at least 10 years.)

➤ The employer may apply the same amortization period to the total combined UAAL or can apply different periods to different components of the UAAL.

➤ The employer may elect a "closed" or "open" amortization period.

➤ The employer may choose to amortize on a level dollar or level percentage of payroll method.

Total Compensation Systems, Inc.

PART III: LIABILITIES AND COSTS FOR RETIREE BENEFITS

A. Introduction.

We calculated the actuarial present value of projected benefits (APVPB) separately for each employee. We determined eligibility for retiree benefits based on information supplied by San Mateo CCD. We then selected assumptions for the factors discussed in the above Section that, based on plan experience and our training and experience, represent our best prediction of future plan experience. For each employee, we applied the appropriate factors based on the employee's age, sex and length of service.

We summarized actuarial assumptions used for this study in Appendix C.

B. Medicare

The extent of Medicare coverage can affect projections of retiree health costs.   The method of coordinating Medicare benefits with the retiree health plan's benefits can have a substantial impact on retiree health costs. We will be happy to provide more information about Medicare integration methods if requested.

C. Liability for Retiree Benefits.

For each employee, we projected future premium costs using an assumed trend rate (see Appendix C).   To the extent San Mateo CCD uses contribution caps, the influence of the trend factor is further reduced.

We multiplied each year's projected cost by the probability that premium will be paid; i.e. based on the probability that the employee is living, has not terminated employment and has retired. The probability that premium will be paid is zero if the employee is not eligible. The employee is not eligible if s/he has not met minimum service, minimum age or, if applicable, maximum age requirements.

The product of each year's premium cost and the probability that premium will be paid equals the expected cost for that year. We discounted the expected cost for each year to the valuation date February 1, 2013 at 7% interest.

Finally, we multiplied the above discounted expected cost figures by the probability that the retiree would elect coverage. A retiree may not elect to be covered if retiree health coverage is available less expensively from another source (e.g. Medicare risk contract) or the retiree is covered under a spouse's plan.

For any current retirees, the approach used was similar. The major difference is that the probability of payment for current retirees depends only on mortality and age restrictions (i.e. for retired employees the probability of being retired and of not being terminated are always both 1.0000).

We added the APVPB for all employees to get the actuarial present value of total projected benefits (APVTPB). The APVTPB is the estimated present value of all future retiree health benefits for all **current** employees and retirees. The APVTPB is the amount on February 1, 2013 that, if all actuarial assumptions are exactly right, would be sufficient to expense all promised benefits until the last current employee or retiree dies or reaches the maximum eligibility age.

Total Compensation Systems, Inc.

Actuarial Present Value of Total Projected Benefits at February 1, 2013

	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
Active: Pre-65	$15,411,437	$1,517,243	$550,412	$6,476,428	$4,851,243	$2,016,111
Post-65	$53,588,084	$3,615,833	$3,270,240	$25,406,080	$14,658,153	$6,637,778
Subtotal	$68,999,521	$5,133,076	$3,820,652	$31,882,508	$19,509,396	$8,653,889
Retiree: Pre-65	$3,339,915	$150,271	$114,894	$972,510	$2,102,240	$0
Post-65	$68,507,949	$283,616	$1,074,000	$44,109,879	$22,571,971	$468,483
Subtotal	$71,847,864	$433,887	$1,188,894	$45,082,389	$24,674,211	$468,483
Grand Total	$140,847,385	$5,566,963	$5,009,546	$76,964,897	$44,183,607	$9,122,372
Subtotal Pre-65	$18,751,352	$1,667,514	$665,306	$7,448,938	$6,953,483	$2,016,111
Subtotal Post-65	$122,096,033	$3,899,449	$4,344,240	$69,515,959	$37,230,124	$7,106,261

The APVTPB should be accrued over the working lifetime of employees. At any time much of it has not been "earned" by employees. The APVTPB is used to develop expense and liability figures. To do so, the APVTFB is divided into two parts: the portions attributable to service rendered prior to the valuation date (the past service liability or actuarial accrued liability under GASB 43 and 45) and to service after the valuation date but prior to retirement (the future service liability).

The past service and future service liabilities are each funded in a different way. We will start with the future service liability which is funded by the normal cost.

D. Cost to Prefund Retiree Benefits

1. Normal Cost

The average hire age for eligible employees is 36. To accrue the liability by retirement, the District would accrue the retiree liability over a period of about 24 years (assuming an average retirement age of 60). We applied an "entry age normal" actuarial cost method to determine funding rates for active employees. The table below summarizes the calculated normal cost.

Normal Cost Year Beginning February 1, 2013

	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
# of Employees	829	76	45	299	292	117
Per Capita Normal Cost						
Pre-65 Benefit	N/A	$816	$880	$939	$768	$877
Post-65 Benefit	N/A	$1,765	$3,449	$2,643	$1,749	$2,055
First Year Normal Cost						
Pre-65 Benefit	$709,242	$62,016	$39,600	$280,761	$224,256	$102,609
Post-65 Benefit	$1,830,745	$134,140	$155,205	$790,257	$510,708	$240,435
Total	$2,539,987	$196,156	$194,805	$1,071,018	$734,964	$343,044

Accruing retiree health benefit costs using normal costs levels out the cost of retiree health benefits over time and more fairly reflects the value of benefits "earned" each year by employees. This normal cost would increase each year based on covered payroll.

Total Compensation Systems, Inc.

2. Amortization of Unfunded Actuarial Accrued Liability (UAAL)

If actuarial assumptions are borne out by experience, the District will fully accrue retiree benefits by expensing an amount each year that equals the normal cost. If no accruals had taken place in the past, there would be a shortfall of many years' accruals, accumulated interest and forfeitures for terminated or deceased employees. This shortfall is called the actuarial accrued liability (AAL). We calculated the AAL as the APVTPB minus the present value of future normal costs.

The initial UAAL was amortized using a closed amortization period of 30 years. The District can amortize the remaining or residual UAAL over many years. The table below shows the annual amount necessary to amortize the UAAL over a period of 30 years at 7% interest. (Thirty years is the longest amortization period allowable under GASB 43 and 45.) GASB 43 and 45 will allow amortizing the UAAL using either payments that stay the same as a dollar amount, or payments that are a flat percentage of covered payroll over time. The figures below reflect the level percentage of payroll method.

Actuarial Accrued Liability as of February 1, 2013

	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
Active: Pre-65	$11,047,153	$1,085,783	$351,268	$4,848,034	$3,330,402	$1,431,666
Post-65	$42,457,936	$2,682,588	$2,489,730	$20,822,644	$11,194,676	$5,268,298
Subtotal	$53,505,089	$3,768,371	$2,840,998	$25,670,678	$14,525,078	$6,699,964
Retiree: Pre-65	$3,339,915	$150,271	$114,894	$972,510	$2,102,240	$0
Post-65	$68,507,949	$283,616	$1,074,000	$44,109,879	$22,571,971	$468,483
Subtotal	$71,847,864	$433,887	$1,188,894	$45,082,389	$24,674,211	$468,483
Subtot Pre-65	$14,387,068	$1,236,054	$466,162	$5,820,544	$5,432,642	$1,431,666
Subtot Post-65	$110,965,885	$2,966,204	$3,563,730	$64,932,523	$33,766,647	$5,736,781
Grand Total	$125,352,953	$4,202,258	$4,029,892	$70,753,066	$39,199,290	$7,168,447
Unamortized Initial UAAL	$118,118,531					
Plan assets at 1/31/13	$34,870,628					
Residual UAAL	($27,636,206)					
Residual UAAL Amortization at 7% over 30 Years	($1,575,674)					

3. Annual Required Contributions (ARC)

If the District determines retiree health plan expenses in accordance with GASB 43 and 45, costs will include both normal cost and one or more components of UAAL amortization costs. The sum of normal cost and UAAL amortization costs is called the Annual Required Contribution (ARC) and is shown below.

Total Compensation Systems, Inc.

Annual Required Contribution (ARC) Year Beginning February 1, 2013

	Total
Normal Cost	$2,539,987
Initial UAAL Amortization	$7,678,083
Residual UAAL Amortization	($1,575,674)
ARC	$8,642,396

The normal cost remains as long as there are active employees who may some day qualify for District-paid retiree health benefits. This normal cost would increase each year based on covered payroll.

4. Other Components of Annual OPEB Cost (AOC)

Expense and liability amounts may include more components of cost than the normal cost plus amortization of the UAAL. This will apply to employers that don't fully fund the Annual Required Cost (ARC) through an irrevocable trust.

➢ The annual OPEB cost (AOC) will include assumed interest on the net OPEB obligation (NOO). The annual OPEB cost will also include an amortization adjustment for the net OPEB obligation. (It should be noted that there is no NOO if the ARC is fully funded through a qualifying "plan".)

➢ The net OPEB obligation will equal the accumulated differences between the (AOC) and qualifying "plan" contributions.

Total Compensation Systems, Inc.

PART IV: "PAY AS YOU GO" FUNDING OF RETIREE BENEFITS

We used the actuarial assumptions shown in Appendix C to project ten year cash flow under the retiree health program. Because these cash flow estimates reflect average assumptions applied to a relatively small number of employees, estimates for individual years are **certain** to be *in*accurate. However, these estimates show the size of cash outflow.

The following table shows a projection of annual amounts needed to pay the District share of retiree health premiums.

Year Beginning February 1	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
2013	$7,198,362	$47,866	$108,476	$4,518,005	$2,432,656	$91,359
2014	$7,451,080	$56,296	$134,009	$4,676,238	$2,457,453	$127,084
2015	$7,941,413	$85,608	$162,037	$4,944,915	$2,549,403	$199,450
2016	$8,354,301	$115,225	$182,852	$5,150,594	$2,637,497	$268,133
2017	$8,707,557	$155,501	$203,216	$5,306,287	$2,706,632	$335,921
2018	$8,985,525	$199,269	$224,406	$5,404,847	$2,773,351	$383,652
2019	$9,264,551	$244,762	$249,164	$5,509,789	$2,828,587	$432,249
2020	$9,517,388	$287,382	$267,663	$5,588,697	$2,892,766	$480,880
2021	$9,760,754	$327,984	$294,674	$5,655,606	$2,949,037	$533,453
2022	$9,996,867	$369,363	$321,013	$5,712,560	$3,002,514	$591,417

Total Compensation Systems, Inc.

PART V: RECOMMENDATIONS FOR FUTURE VALUATIONS

To effectively manage benefit costs, an employer must periodically examine the existing liability for retiree benefits as well as future annual expected premium costs. GASB 43/45 require biennial valuations. In addition, a valuation should be conducted whenever plan changes, changes in actuarial assumptions or other employer actions are likely to cause a material change in accrual costs and/or liabilities.

Following are examples of actions that could trigger a new valuation.

➢ An employer should perform a valuation whenever the employer considers or puts in place an early retirement incentive program.

➢ An employer should perform a valuation whenever the employer adopts a retiree benefit plan for some or all employees.

➢ An employer should perform a valuation whenever the employer considers or implements changes to retiree benefit provisions or eligibility requirements.

➢ An employer should perform a valuation whenever the employer introduces or changes retiree contributions.

We recommend San Mateo CCD take the following actions to ease future valuations.

➢ We have used our training, experience and information available to us to establish the actuarial assumptions used in this valuation. We have no information to indicate that any of the assumptions do not reasonably reflect future plan experience. However, the District should review the actuarial assumptions in Appendix C carefully. If the District has any reason to believe that any of these assumptions do not reasonably represent the expected future experience of the retiree health plan, the District should engage in discussions or perform analyses to determine the best estimate of the assumption in question.

Total Compensation Systems, Inc.

<p align="center">**PART VI: APPENDICES**</p>

<p align="center">**APPENDIX A: MATERIALS USED FOR THIS STUDY**</p>

We relied on the following materials to complete this study.

➢ We used paper reports and digital files containing employee demographic data from the District personnel records.

➢ We used relevant sections of collective bargaining agreements provided by the District.

Total Compensation Systems, Inc.

APPENDIX B: EFFECT OF ASSUMPTIONS USED IN CALCULATIONS

While we believe the estimates in this study are reasonable overall, it was necessary for us to use assumptions which inevitably introduce errors. We believe that the errors caused by our assumptions will not materially affect study results. If the District wants more refined estimates for decision-making, we recommend additional investigation. Following is a brief summary of the impact of some of the more critical assumptions.

1. Where actuarial assumptions differ from expected experience, our estimates could be overstated or understated. One of the most critical assumptions is the medical trend rate. The District may want to commission further study to assess the sensitivity of liability estimates to our medical trend assumptions. For example, it may be helpful to know how liabilities would be affected by using a trend factor 1% higher than what was used in this study. There is an additional fee required to calculate the impact of alternative trend assumptions.

2. We used an "entry age normal" actuarial cost method to estimate the actuarial accrued liability and normal cost. GASB allows this as one of several permissible methods under GASB45. Using a different cost method could result in a somewhat different recognition pattern of costs and liabilities.

Total Compensation Systems, Inc.

APPENDIX C: ACTUARIAL ASSUMPTIONS AND METHODS

Following is a summary of actuarial assumptions and methods used in this study. The District should carefully review these assumptions and methods to make sure they reflect the District's assessment of its underlying experience. It is important for San Mateo CCD to understand that the appropriateness of all selected actuarial assumptions and methods are San Mateo CCD's responsibility. Unless otherwise disclosed in this report, TCS believes that all methods and assumptions are within a reasonable range based on the provisions of GASB 43 and 45, applicable actuarial standards of practice, San Mateo CCD's actual historical experience, and TCS's judgment based on experience and training.

ACTUARIAL METHODS AND ASSUMPTIONS:

ACTUARIAL COST METHOD: Entry age normal. The allocation of OPEB cost is based on years of service. We used the level percentage of payroll method to allocate OPEB cost over years of service.

Entry age is based on the age at hire for eligible employees. The attribution period is determined as the difference between the expected retirement age and the age at hire. The present value of future benefits and present value of future normal costs are determined on an employee by employee basis and then aggregated.

To the extent that different benefit formulas apply to different employees of the same class, the normal cost is based on the benefit plan applicable to the most recently hired employees (including future hires if a new benefit formula has been agreed to and communicated to employees).

AMORTIZATION METHODS: We used a level percent, closed 30 year amortization period for the initial UAAL. We used a level percent, open 30 year amortization period for any residual UAAL.

SUBSTANTIVE PLAN: As required under GASB 43 and 45, we based the valuation on the substantive plan. The formulation of the substantive plan was based on a review of written plan documents as well as historical information provided by San Mateo CCD regarding practices with respect to employer and employee contributions and other relevant factors.

Total Compensation Systems, Inc.

ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 27 (ASOP 27). Among other things, ASOP 27 provides that economic assumptions should reflect a consistent underlying rate of general inflation. For that reason, we show our assumed long-term inflation rate below.

> *INFLATION*:   We assumed 3% per year.

> *INVESTMENT RETURN / DISCOUNT RATE*: We assumed 7% per year. This is based on assumed long-term return on plan assets assuming 100% funding through Futuris. We used the "Building Block Method" as described in ASOP 27 Paragraph 3.6.2.

> *TREND:*   We assumed 4% per year. Our long-term trend assumption is based on the conclusion that, while medical trend will continue to be cyclical, the average increase over time cannot continue to outstrip general inflation by a wide margin. Trend increases in excess of general inflation result in dramatic increases in unemployment, the number of uninsured and the number of underinsured. These effects are nearing a tipping point which will inevitably result in fundamental changes in health care finance and/or delivery which will bring increases in health care costs more closely in line with general inflation. We do not believe it is reasonable to project historical trend vs. inflation differences several decades into the future.

> *PAYROLL INCREASE*:   We assumed 3% per year. This assumption applies only to the extent that either or both of the normal cost and/or UAAL amortization use the level percentage of payroll method. For purposes of applying the level percentage of payroll method, payroll increase must not assume any increases in staff or merit increases.

> *ACTUARIAL VALUE OF PLAN ASSETS (AVA):* We used asset values provided by San Mateo CCD. We used a 20 year smoothing formula with a 20% corridor around market value.

> The following are the calculations for the adjusted value of plan assets:

Futuris - Custom San Mateo CCD	Amount
(1) Market value at 1/31/13	$35,411,417
(2) Accumulated contributions (disbursements) at 7%	$34,842,166
(3) Value in (2) + 1/20 of (1) minus (2)	$34,870,628
(4) Value in (3) adjusted to minimum or maximum*	$34,870,628
(5) AVA at 1/31/13 adjusted to valuation date at 7%	$34,870,628

> * Minimum is 80% of market value; maximum is 120% of market value

Total Compensation Systems, Inc.

NON-ECONOMIC ASSUMPTIONS:

Economic assumptions are set under the guidance of Actuarial Standard of Practice 35 (ASOP 35).

MORTALITY

Employee Type	Mortality Tables
Certificated	2009 CalSTRS Mortality
Miscellaneous	2009 CalPERS Mortality for Miscellaneous Employees

RETIREMENT RATES

Employee Type	Retirement Rate Tables
Certificated	2009 CalSTRS Retirement Rates
Miscellaneous	2009 CalPERS Retirement Rates for School Employees

VESTING RATES

Employee Type	Vesting Rate Tables
Certificated	Retirement from applicable retirement systeme
AFSCME	Retirement from applicable retirement systeme
Classified	Retirement from applicable retirement systeme
Classified Management	Retirement from applicable retirement systeme

COSTS FOR RETIREE COVERAGE

There was not sufficient information available to determine whether there is an implicit subsidy for retiree health costs. Based on ASOP 6, there can be justification for using "community-rated" premiums as the basis for the valuation where the insurer is committed to continuing rating practices. This is especially true where sufficient information is not available to determine the magnitude of the subsidy. However, San Mateo CCD should recognize that costs and liabilities in this report could change significantly if either the current insurer changes rating practices or if San Mateo CCD changes insurers.

Retiree liabilities are based on actual retiree costs. Liabilities for active participants are based on the first year costs shown below. Subsequent years' costs are based on first year costs adjusted for trend and limited by any District contribution caps.

Employee Type	Future Retirees Pre-65	Future Retirees Post-65
AFSCME	Hired < 7/1/92: $13,756 Hired 7/1/92 to 6/30/95: $8,944 Hired > 6/30/95: $8,328	Hired < 7/1/92: $8,102 Hired 7/1/92 to 6/30/95: $7,826 Hired > 6/30/95: $7,103
Certificated	Hired < 9/8/93: $15,924 Hired > 9/7/93: $8,616	Hired < 9/8/93: $10,471 Hired > 9/7/93: $8,255
Certificated Management	Hired < 9/8/93: $15,924 Hired > 9/7/93: $8,616	Hired < 9/8/93: $10,471 Hired > 9/7/93: $8,255
Classified	Hired < 7/1/92: $13,756 Hired 7/1/92 to 6/30/94: $8,944 Hired > 6/30/94: $8,328	Hired < 7/1/92: $8,102 Hired 7/1/92 to 6/30/94: $7,826 Hired > 6/30/94: $7,103
Classified Management	Hired < 7/1/92: $13,756 Hired 7/1/92 to 6/30/94: $8,944 Hired > 6/30/94: $8,328	Hired < 7/1/92: $8,102 Hired 7/1/92 to 6/30/94: $7,826 Hired > 6/30/94: $7,103

Total Compensation Systems, Inc.

PARTICIPATION RATES

Employee Type	<65 Non-Medicare Participation %	65+ Medicare Participation %
Certificated Management	Hired >9/7/93: 95% Hired < 9/8/93: 100%	100%
Certificated	Hired >9/7/93: 95% Hired < 9/8/93: 100%	100%
AFSCME	Hired >6/30/92: 95% Hired < 7/1/92: 100%	100%
Classified	Hired >6/30/92: 95% Hired < 7/1/92: 100%	100%
Classified Management	Hired >6/30/92: 95% Hired < 7/1/92: 100%	100%

TURNOVER

Employee Type	Turnover Rate Tables
Certificated	2009 CalSTRS Termination Rates
Miscellaneous	2009 CalPERS Termination Rates for School Employees

SPOUSE PREVALENCE

To the extent not provided and when needed to calculate benefit liabilities, 80% of retirees assumed to be married at retirement. After retirement, the percentage married is adjusted to reflect mortality.

SPOUSE AGES

To the extent spouse dates of birth are not provided and when needed to calculate benefit liabilities, female spouse assumed to be three years younger than male.

Total Compensation Systems, Inc.

APPENDIX D: DISTRIBUTION OF ELIGIBLE PARTICIPANTS BY AGE

ELIGIBLE ACTIVE EMPLOYEES

Age	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
Under 25	5	1	0	0	3	1
25-29	32	5	0	3	21	3
30-34	72	8	2	18	34	10
35-39	76	7	4	21	33	11
40-44	95	9	3	39	30	14
45-49	114	9	7	44	39	15
50-54	123	18	6	37	48	14
55-59	134	14	8	45	44	23
60-64	120	3	12	53	33	19
65 and older	58	2	3	39	7	7
Total	829	76	45	299	292	117

ELIGIBLE RETIREES

Age	Total	AFSCME	Certificated Management	Certificated	Classified	Classified Management
Under 50	0	0	0	0	0	0
50-54	2	1	0	0	1	0
55-59	23	0	0	6	17	0
60-64	57	2	3	28	24	0
65-69	137	0	4	72	60	1
70-74	136	0	1	91	43	1
75-79	132	0	0	88	43	1
80-84	128	0	0	87	39	2
85-89	78	0	0	44	33	1
90 and older	64	0	0	33	30	1
Total	757	3	8	449	290	7

Total Compensation Systems, Inc.

APPENDIX E: CALCULATION OF GASB 43/45 ACCOUNTING ENTRIES

This report is to be used to calculate accounting entries rather than to provide the dollar amount of accounting entries. How the report is to be used to calculate accounting entries depends on several factors. Among them are:

1) The amount of prior accounting entries;

2) Whether individual components of the ARC are calculated as a level dollar amount or as a level percentage of payroll;

3) Whether the employer using a level percentage of payroll method elects to use for this purpose projected payroll, budgeted payroll or actual payroll;

4) Whether the employer chooses to adjust the numbers in the report to reflect the difference between the valuation date and the first fiscal year for which the numbers will be used.

To the extent the level percentage of payroll method is used, the employer should adjust the numbers in this report as appropriate to reflect the change in OPEB covered payroll. It should be noted that OPEB covered payroll should only reflect types of pay generating pension credits for plan participants. Please note that plan participants do not necessarily include all active employees eligible for health benefits for several reasons. Following are examples.

1) The number of hours worked or other eligibility criteria may differ for OPEB compared to active health benefits;

2) There may be active employees over the maximum age OPEB are paid through. For example, if an OPEB plan pays benefits only to Medicare age, any active employees currently over Medicare age are not plan participants;

3) Employees hired at an age where they will exceed the maximum age for benefits when the service requirement is met are also not plan participants.

Finally, GASB 43 and 45 require reporting covered payroll in RSI schedules regardless of whether any ARC component is based on the level percentage of payroll method. This report does not provide, nor should the actuary be relied on to report covered payroll.

GASB 45 Paragraph 26 specifies that the items presented as RSI "should be calculated in accordance with the parameters." The RSI items refer to Paragraph 25.c which includes annual covered payroll. Footnote 3 provides that when the ARC is based on covered payroll, the payroll measure may be the projected payroll, budgeted payroll or actual payroll. Footnote 3 further provides that comparisons between the ARC and contributions should be based on the same measure of covered payroll.

At the time the valuation is being done, the actuary may not know which payroll method will be used for reporting purposes. The actuary may not even know for which period the valuation will be used to determine the ARC. Furthermore, the actuary doesn't know if the client will make adjustments to the ARC in order to use it for the first year of the biennial or triennial period. (GASB 45 is silent on this.) Even if the actuary were to know all of these things, it would be a rare situation that would result in me knowing the appropriate covered payroll

Total Compensation Systems, Inc.

number to report. For example, if the employer uses actual payroll, that number would not be known at the time the valuation is done.

As a result, we believe the proper approach is to report the ARC components as a dollar amount. It is the client's responsibility to turn this number into a percentage of payroll factor by using the dollar amount of the ARC (adjusted, if desired) as a numerator and then calculating the appropriate amount of the denominator based on the payroll determination method elected by the client for the appropriate fiscal year.

If we have been provided with payroll information, we are happy to use that information to help the employer develop an estimate of covered payroll for reporting purposes. However, the validity of the covered payroll remains the employer's responsibility even if TCS assists the employer in calculating it.

Total Compensation Systems, Inc.

APPENDIX F: GLOSSARY OF RETIREE HEALTH VALUATION TERMS

Note: The following definitions are intended to help a *non*-actuary understand concepts related to retiree health valuations. Therefore, the definitions may not be actuarially accurate.

Actuarial Accrued Liability: The amount of the actuarial present value of total projected benefits attributable to employees' past service based on the actuarial cost method used.

Actuarial Cost Method: A mathematical model for allocating OPEB costs by year of service.

Actuarial Present Value of Total
Projected Benefits: The projected amount of all OPEB benefits to be paid to current and future retirees discounted back to the valuation date.

Actuarial Value of Assets: Market-related value of assets which may include an unbiased formula for smoothing cyclical fluctuations in asset values.

Annual OPEB Cost: This is the amount employers must recognize as an expense each year. The annual OPEB expense is equal to the Annual Required Contribution plus interest on the Net OPEB obligation minus an adjustment to reflect the amortization of the net OPEB obligation.

Annual Required Contribution: The sum of the normal cost and an amount to amortize the unfunded actuarial accrued liability. This is the basis of the annual OPEB cost and net OPEB obligation.

Closed Amortization Period: An amortization approach where the original ending date for the amortization period remains the same. This would be similar to a conventional, 30-year mortgage, for example.

Discount Rate: Assumed investment return net of all investment expenses. Generally, a higher assumed interest rate leads to lower normal costs and actuarial accrued liability.

Implicit Rate Subsidy: The estimated amount by which retiree rates are understated in situations where, for rating purposes, retirees are combined with active employees.

Mortality Rate: Assumed proportion of people who die each year. Mortality rates always vary by age and often by sex. A mortality table should always be selected that is based on a similar "population" to the one being studied.

Net OPEB Obligation: The accumulated difference between the annual OPEB cost and amounts contributed to an irrevocable trust exclusively providing retiree OPEB benefits and protected from creditors.

Normal Cost: The dollar value of the "earned" portion of retiree health benefits if retiree health benefits are to be fully accrued at retirement.

Total Compensation Systems, Inc.

OPEB Benefits:	Other PostEmployment Benefits. Generally medical, dental, prescription drug, life, long-term care or other postemployment benefits that are not pension benefits.
Open Amortization Period:	Under an open amortization period, the remaining unamortized balance is subject to a new amortization schedule each valuation. This would be similar, for example, to a homeowner refinancing a mortgage with a new 30-year conventional mortgage every two or three years.
Participation Rate:	The proportion of retirees who elect to receive retiree benefits. A lower participation rate results in lower normal cost and actuarial accrued liability. The participation rate often is related to retiree contributions.
Retirement Rate:	The proportion of active employees who retire each year. Retirement rates are usually based on age and/or length of service. (Retirement rates can be used in conjunction with vesting rates to reflect both age and length of service). The more likely employees are to retire early, the higher normal costs and actuarial accrued liability will be.
Transition Obligation:	The amount of the unfunded actuarial accrued liability at the time actuarial accrual begins in accordance with an applicable accounting standard.
Trend Rate:	The rate at which the cost of retiree benefits is expected to increase over time. The trend rate usually varies by type of benefit (e.g. medical, dental, vision, etc.) and may vary over time. A higher trend rate results in higher normal costs and actuarial accrued liability.
Turnover Rate:	The rate at which employees cease employment due to reasons other than death, disability or retirement. Turnover rates usually vary based on length of service and may vary by other factors. Higher turnover rates reduce normal costs and actuarial accrued liability.
Unfunded Actuarial Accrued Liability:	This is the excess of the actuarial accrued liability over assets irrevocably committed to provide retiree health benefits.
Valuation Date:	The date as of which the OPEB obligation is determined. Under GASB 43 and 45, the valuation date does not have to coincide with the statement date.
Vesting Rate:	The proportion of retiree benefits earned, based on length of service and, sometimes, age. (Vesting rates are often set in conjunction with retirement rates.) More rapid vesting increases normal costs and actuarial accrued liability.

BOARD REPORT NO. 13-4-104B   April 24, 2013

RESOLUTION NO. 13-6

BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA

RESOLUTION REGARDING BOARD ABSENCES

WHEREAS, California Education Code states a Governing Board member of a community college district may receive compensation for any meeting when absent if the Board, by resolution duly adopted, finds that at the time of the meeting, he or she is performing services outside the meeting for the community college district; he or she was ill or on jury duty; or the absence was due to a hardship deemed acceptable by the Board; and

WHEREAS, at the time of the April 10, 2013 meeting of the Board, Trustee Dave Mandelkern was absent due to hardship deemed acceptable by the Board;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the San Mateo County Community College District finds that under current law, Trustee Mandelkern is entitled to receive the regular compensation for the meetings at which he was absent.

REGULARLY PASSED AND ADOPTED this 24th day of April, 2013.

Ayes:

Noes:

Abstentions:

Attest: _____
       Karen Schwarz, Vice President-Clerk
       Board of Trustees

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-105B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

> **APPROVAL OF ADDITIONS AND REVISIONS TO BOARD POLICIES:**
> **2.25 PROHIBITION OF HARASSMENT**
> **2.34 COMPUTER AND NETWORK USE**
> **6.13 CURRICULUM DEVELOPMENT, PROGRAM REVIEW, AND PROGRAM VIABILITY**
> **6.16 STANDARDS OF SCHOLARSHIP**
> **6.32 INTELLECTUAL PROPERTY**

In the continuing effort to review and update Board Policies, additions and revisions to the above referenced policies are recommended.

Staff met with AFT representatives to discuss Policies 2.25, 2.34 (new) and 6.32. The additions and changes shown on the proposed policies were agreed upon by both District and AFT representatives. They were approved by the District Participatory Governance Council (DPGC) on April 15.

Policies 6.13 and 6.16 are within the purview of the District Academic Senate and were presented to DPGC as information items.

RECOMMENDATION

It is recommended that the Board approve the additions and revisions to Board Policies as shown on the attached.

CHAPTER 2: Administration
BOARD POLICY NO. 2.25 (BP 3430)

BOARD POLICY
San Mateo County Community College District

<u>*Subject*</u>**:**   2.25 ~~Policy on Sexual Harassment~~ Prohibition of Harassment
<u>*Revision Date:*</u>   ~~12/02~~ xx/xx
<u>*Policy References:*</u>   Education Code Sections 212.5; 44100; 66252; 66281.5; Government Code
                 Section 12950.1; Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section
                 2000e; Title IX, Education Amendments of 1972; Title 5 Sections 59320 et seq.
_____

1. ~~It is the policy of the San Mateo County Community College district to provide an educational and work environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. The District promotes a zero tolerance for behaviors of both employees and non-employees which constitute sexual harassment in its educational and workplace environment.~~

    All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation, including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, genetic information, medical condition, marital status, sex, gender, gender identification, gender expression, age, or sexual orientation of any individual, or because an individual is perceived to have one or more of the foregoing characteristics.

2. ~~This policy defines sexual harassment and sets forth a procedure for the investigation and resolution of complaints of sexual harassment by or against any faculty member, staff member, Board member or student within the District. Sexual harassment violates State and Federal laws, as well as this policy, and will not be tolerated. It is also illegal to retaliate against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation. Retaliation constitutes a violation of this policy.~~

    The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct may be subject to disciplinary action, up to and including termination or expulsion. Engaging in intimidating conduct or bullying against another employee through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyber bullying are strictly forbidden.

3. Any student or employee who believes that he or she has been harassed, bullied or retaliated against in violation of this policy and wishes to report such incidents should use the procedure provided by his/her supervisor or the office of the Vice President of Student Services. Supervisors are mandated to

2.25 Prohibition of Harassment (continued)

report all incidents of harassment and retaliation that come to their attention to the Vice Chancellor of Human Resources and Employee Relations.

3.4. This policy applies to all aspects of the academic and work environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any District activity. In addition, this policy applies to minors as well as adults, and to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, reemployment, transfer, leave of absence, training opportunities, assignment of work hours and projects, and compensation.

5. The Chancellor shall ensure that the institution undertakes education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

6. The Chancellor shall establish procedures that define harassment throughout the District. The Chancellor shall further establish procedures for employees, students and other members of the District community that provide for the investigation and resolution of complaints regarding harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students and agents.

9.7. The District ~~will~~ shall promptly investigate and resolve complaints of ~~sexual~~ harassment and~~, when there is a finding of sexual harassment,~~ will ~~insure~~ assure that any harm resulting from ~~that~~ the harassment will be promptly redressed by restoring any lost benefit or opportunity. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

8. This policy and related written procedures shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees on the District's public website.

9. It is the responsibility of each District employee and student to maintain a level of conduct that is compliant with this policy. Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

4. ~~It is the responsibility of each District employee and student to maintain a level of conduct that is in compliance with District policy. Employees who violate this policy may be subject to disciplinary action up to and including termination. Students who violate this policy may be subject to disciplinary measures up to and including expulsion.~~

5. ~~For purposes of this policy, sexual harassment is defined as unsolicited, unwelcome sexual advances, requests for sexual favors, and/or other conduct of a sexual nature, characteristically persistent, pervasive and/or sufficiently severe, when one or more of the following conditions exist:~~

   - ~~submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status, or progress;~~

   - ~~submission to, or rejection of, the conduct by the individual is used as a basis for employment, academic or professional development decisions affecting the individual;~~

2.25 Prohibition of Harassment (continued)

- the conduct has the purpose or the effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile or offensive work or educational environment;

- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors and awards, programs, or activities available at or through the District.

6. This definition encompasses two categories of sexual harassment:

a) "Quid pro quo" sexual harassment which occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

Examples of "quid pro quo" sexual harassment can include, but are not limited to: offering favors; educational or employment benefits, such as transfers or reassignments; favorable performance evaluations; support for transfers or reassignments; job duties, work shifts, reclassifications or changes to salary; favorable room assignments, equipment or materials in exchange for sexual favors.

b) "Hostile environment" or "third party" sexual harassment which occurs when unwelcome conduct based on sex is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive work or learning environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile.

7. Sexual harassment can consist of any form or combination of verbal, physical, visual or environment conduct. It need not be explicit or specifically directed at the victim. Sexually harassing conduct can occur between people of the same or different genders. The District standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Conduct such as the following may constitute sexual harassment if any of the other elements of sexual harassment, as defined in section 4 above, are present:

Verbal:
Inappropriate or offensive remarks, slurs, jokes or innuendoes based on sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.

Physical:
Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches grabbing,

2.25 Prohibition of Harassment (continued)

pinching, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

Visual or Written:
The display or circulation of offensive sexually-oriented visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

Environmental:
A work or academic environment that is permeated with sexually-oriented talk, innuendo, insults or abuse not relevant to the work being performed, or the subject matter of the class. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom. An environment may be hostile if unwelcome sexual behavior is directed specifically at an individual or if the individual merely witnesses unlawful harassment in the immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's work or learning.

8. When there are evaluative and/or direct supervisory responsibilities of one individual over another, romantic or sexual relationships between two individuals are inappropriate and strongly discouraged because of the inherent imbalance of power and potential for exploitation in such relationships.

A conflict of interest may exist if the employee must evaluate a student's or other employee's work or make decisions which affect the student or employee. The relationship may: create an appearance of impropriety; lead to charges of favoritism by other students or employees; and negatively impact the productivity and morale of others who observe and must interact with the two parties within the workplace or educational environment. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing.

An employee or student whose consensual relationship interferes with the ability of another employee to perform his/her job (or student to perform in the educational environment) may be subject to disciplinary action. Interference with employee or student performance may be documented by a failure to satisfactorily perform, or by the receipt of a valid complaint by a third party.

10. The District forbids any form of sexual harassment and, when there is a finding of sexual harassment, will insure that any harm resulting from that harassment will be promptly redressed by restoring any lost benefit or opportunity.

11. This policy will be disseminated to all employees annually, and shall be provided to each new employee. It will also be posted in a prominent place at each College and in the Chancellor's Office and will become a part of employee handbooks, online communications, and other applicable staff manuals. Copies of this policy will also be made available to students and will be printed, in whole or in part, in student handbooks and/or other student publications as appropriate.

12. Any person who believes that he/she has been subjected to sexual harassment in the District may obtain a copy of the District's Policy and Procedures for Unlawful Discrimination and Sexual Harassment complaints by contacting the Office of Human Resources, or Vice President for Student Services at each College. The District provides both informal and formal complaint resolution

2.25 Prohibition of Harassment (continued)

procedures; considers as serious matters all complaints of sexual harassment; is committed to full investigation and timely resolution; and takes steps to ensure that persons complaining of sexual harassment will not be subjected to retaliation or reprisals of any kind.

Pursuant to Title V of the California Code of Regulations, the designated Officer for employee and student complaints of sexual harassment is the Vice Chancellor of Human Resources and Employee Relations. Copies of the complaint procedures, including procedures for both informal and formal resolution, can be obtained by contacting the Office of Human Resources or Vice Presidents for Student Services.

13. Students should promptly notify their division/department administrator, counselor, chief executive officer, or Vice President for Student Services (who refer the complaints to the Vice Chancellor of Human Resources and Employee Relations), and employees should promptly notify their immediate supervisor, division/department administrator, chief executive officer, or Human Resources immediately to report any conduct which may constitute sexual harassment on the part of other employees, students, or other pesons.

14. Once the complaint has been made, the investigation will be conducted by the appropriate Title IX Officer immediately and will be acted upon in accordance with District Rules and Regulations. All matters related to complaints, investigations, findings and corrective actions will be held in strictest confidcence.

BOARD POLICY
<u>**San Mateo County Community College District**</u>

<u>*Subject*</u>**:**   2.34 Computer and Network Use
<u>*Revision Date:*</u>   xx/xx
<u>*Policy References:*</u>   Education Code Section 70902; Government Code Section 3543.1(b); Penal
                Code Section 502; California Constitution, Article 1 Section 1; 17 U.S. Code
                Sections 101 et seq.

_____

1. The District provides various electronic media, including laptop and/or desktop computers for use by employees. Employees are encouraged to use these media in their work to communicate with students, with each other and with the administration, and to improve their access to research and instructional tools.

2. District computers and networks are property of the District. Employees and students may use the District's network services and computers for personal purposes provided that such use does not directly interfere with the normal performance of duties, or with the normal operation of District systems or facilities. Use of these systems for unlawful purposes is not authorized and can constitute grounds for revocation of user privileges, removal of offensive material, and potentially result in disciplinary action.

3. While the District respects all employees' and students' right to privacy in work place communications, employees, students and others should realize that District communications systems are not always private. The District cannot routinely protect users' confidentiality in some situations. Some email or computer use, when created or stored on District equipment, may constitute a District record subject to disclosure under the California Public Records Act or other laws, or as a result of litigation. Users of District computer resources should be aware that such situations or laws may not permit the confidentiality of email or other documents or data on a computer in some circumstances.

4. The District shall not inspect, monitor, or disclose email or other computer files without the holder's consent, except (1) when required by and consistent with the law; (2) when there is a substantiated reason to believe that violations of law or provisions herein have taken place and the holder or user is the subject of suspicion; or (3) under time-dependent emergency circumstances or critical compelling circumstances.

    a. Substantiated reason means that reliable evidence indicates the probability that violation of law or provisions herein has occurred, as distinguished from rumor, gossip, speculation or other unreliable evidence.
    b. Time-dependent, emergency circumstances means where time is of the essence and where there is a high probability that delaying action would almost certainly result in critical compelling circumstances.
    c. Critical compelling circumstances means that a failure to act may result in significant bodily harm, significant property damage or loss, loss of significant evidence of the violation of law or provisions herein, significant liability to the District or District employees or students.

2.34 Computer and Network Use (continued)

5. Except in emergency circumstances as defined above, District inspection, monitoring or disclosure of emails or other documents or data must be authorized in advance and in writing by the Chancellor. This authority shall not be further delegated. Unless precluded by law, law enforcement or related agencies, the District shall make a full and complete written record of the rationale for such access, which shall be provided to the affected employee within two work days of obtaining access.

6. Authorization shall be limited to the least perusal of contents and the least action necessary to resolve the situation. All inspection and/or monitoring pursuant to this Section is limited to the specific computer hardware which the District has a substantiated reason to believe were used in the violations as alleged and described in the written authorization. All inspection and/or monitoring shall be limited to the investigation of the violations as alleged and described.

7. Users should be aware that during the performance of their duties, Information Technology Services personnel occasionally need to observe certain transactional addressing information to ensure proper functioning of the District's computer services, including email. Except as provided in this Section or by law, they shall not intentionally read the contents of email or other ~~electronically transmitted~~ documents, or to read transactional information where not germane to the foregoing purpose, or to disclose or otherwise use what they have seen.

8. Employees and students who use District computers and networks and the information they contain, and related resources, have a responsibility to respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

9. The District cannot and does not wish to be the arbiter of contents of documents in any physical or electronic media. The District shall not protect users from receiving transmitted or physically conveyed language or images which they may find offensive or objectionable in nature or content, regardless of whether such documents originated within or outside the District. Employees and students are strongly encouraged to use the same personal and professional courtesies and considerations in such communications as they would with face-to-face conversation.

CHAPTER 6: Educational Program
BOARD POLICY NO. 6.13 (BP 4020)

BOARD POLICY
San Mateo County Community College District

Subject: 6.13 Curriculum Development, Program Review, and Program Viability
Revision Date: 9/08 xx/xx
Policy References: Title 5 Sections 51000, 51022, 55100, 55130 and 55150; Education Code
                    Sections 70901(b), 70902(b) and 78016; U.S. Department of Education
                    Regulations on the Integrity of Federal Student Financial Aid Programs under
                    Title IV of the Higher Education Act of 1965; 34 Code of Federal Regulations
                    Sections 600.2, 600.24, 603.24 and 668.8

_____

1. The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. The Academic Senate Governing Council shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

2. In accordance with Title 5, Section 53200, and Board Policy 2.06, the Board of Trustees, through its designee, will consult collegially with the Academic Senate in the areas of curriculum development, educational program development, program review, and program viability and will primarily rely on the expertise of faculty in these academic and professional matters.

3. In consultation with the College President and Vice President of Instruction, or designees, each local Academic Senate Governing Council will approve the processes for Curriculum and Program Development, Program Review, and Program Viability and Discontinuance consistent with Title 5 and the Education Code. During the development of these processes, the Senate Presidents will consult collegially with their colleagues through the District Academic Senate Governing Council.

4. The processes for curriculum development, educational program development, program review, and program viability will culminate in recommendations to the Board of Trustees through the Chancellor, or designee, for approval of curricular additions, consolidations, and deletions. All new programs or program deletions shall be approved by the Board of Trustees and submitted to the California Community Colleges Chancellor's Office for approval as required.

5. A program is defined as an organized sequence of courses leading to a defined objective, a degree, a certificate, or transfer to another institution of higher education.

6. The Office of Instruction at each College will be responsible for maintenance of all records regarding curriculum and program development and program review.

7. Curriculum development, program review, and program viability shall also have District-wide oversight and coordination.

BOARD POLICY
San Mateo County Community College District

*Subject***:**   6.16 Standards of Scholarship
Revision Date: ~~12/08~~ xx/xx
Policy References: Education Code Section 70902(b)(3); Title 5 Sections 55020 et seq., 55030 et seq., and 55040 et seq.

_____

1. The District will establish procedures that define standards of scholarship consistent with Board policy and Title 5. These procedures shall address:

    a. grading practices (Policy/Procedure 6.21)

    b. academic record symbols (Policy/Procedure 6.21)

    c. grade point average (Policy/Procedure 6.21)

    d. credit by examination (Policy/Procedure 6.18)

    e. academic and progress probation (/Policy/Procedure 6.20)

    f. academic and progress dismissal (Policy/Procedure 6.20)

    g. academic renewal (Policy/Procedure 6.22)

    h. course repetition (Policy/Procedure 6.17)

    i. limits on remedial coursework (Policy/Procedure 6.17)

    j. grade changes (Policy/Procedure 6.23)

2. These procedures shall be published in the college catalogs.

CHAPTER 6: **Educational Program**
BOARD POLICY NO. 6.32 (BP 3715)

BOARD POLICY
<u>**San Mateo County Community College District**</u>

<u>*Subject*</u>**:**   6.32 ~~Educational Materials~~ Intellectual Property
<u>*Revision Date*</u>:   ~~9/08~~ xx/xx
<u>*Policy References*</u>: 17 US Code Sections 101 et seq; 35 US Code Sections 101 et. seq.; 37 Code of
                     Federal Regulations Section 1.1 et. seq.
_____

1. The District has an interest in establishing an environment that fosters and encourages the creativity of individual employees. In accordance with that goal, the purpose of this policy is to identify the owners of the Intellectual Property-rights to certain works that may be created by District employees, and to identify the uses that may be made of those works by employees and the District.

2. Intellectual Property means anything that is eligible for copyright, trademark, patent or other similar protection including, but not limited to, books, articles, dramatic and musical works, poetry, instructional materials (e.g., syllabi, lectures, student exercises, distance education materials, multimedia programs, and tests), fictional and non-fictional narratives, analyses (e.g., scientific, logical, opinion or criticism), works of art and design, photographs, films, video and audio recordings, computer software, architectural and engineering works, and choreography.

3. All Intellectual Property is the property of the San Mateo County Community College District if it is created with substantial support from the District. As used in this policy, "substantial support" means financial support over and above the cost of the employee's normal compensation and including, but not limited to, the use of office space, computers, telephones, minimal office supplies and copy services, etc. Substantial support above the employee's normal scope of employment includes extra compensation or the provision of reassigned time to create a work; the cost of providing secretarial, technical, legal or creative services specifically for the creation of a work; as well as the cost or value of the use of specialized and expensive District equipment or facilities (such as professional film or recording studios).

4. If the intellectual property is to be the property of the District in accordance with this policy, the employee and the District shall sign an agreement that contains the following:

    "The work to which this Agreement pertains is one that is created by employee with substantial support from the District, or is a work that will be formally reviewed by the District and will become part of its curriculum, policies, or administrative or promotional literature. Employee and District agree that the work identified below shall be a work made for hire whose copyright shall be owned by the District. If the work is not a 'work made for hire' as a matter of copyright law, then employee hereby assigns his or her copyright in the work to the District. The work is titled or described as follows: _____."

5. The Chancellor may waive the District's interest in its Intellectual Property by executing a written waiver. An employee who created the Intellectual Property shall have an option to acquire the rights to the Intellectual Property by paying the District an amount of money agreed upon in writing at the time the District provides (or agrees to provide) substantial support. To exercise this option, the employee shall pay the District the agreed-upon amount; and the District shall immediately assign the rights to the Intellectual Property copyright to the employee.

6.32 Intellectual Property (continued)

6. Intellectual Property that is the property of the District shall be made available for use by all three Colleges of the District.

7. Intellectual Property owned by the District can be sold to students without royalty or profit to the employee and at a price to be determined by the Bookstore. The price of these materials shall be set in such a manner as to cover the cost of reproduction and normal handling costs of the Bookstore.

8. A District employee who is the creator of Intellectual Property owns that Intellectual Property even when such work was developed during a professional development, retraining or other paid leave unless other specific agreements have been made with the District. Except in the case of Intellectual Property created during unit banked leaves or the employee's own personal time, the District will have the unlimited right to use this intellectual property for educational purposes within the District with no additional compensation to the employee. The District will give credit to the employee who created the Intellectual Property for as long as the work continues to be used by the District.

9. District students who created a work are owners of and have intellectual property rights in that work. Intellectual property works created by students while acting as District employees shall be governed under provisions for employees.

10. In cases of externally funded projects, ownership of the intellectual property will be defined in the contract.

11. Employees may use Intellectual Property they own in any and all ways they may wish, including, for example, authorizing the for-profit publication of such works in return for royalties paid solely to faculty members, without any further authorization from the District. Employees may accept royalties for Intellectual Property they own.

12. Intellectual Property prepared and owned by employees may be reproduced in the District and sold to students provided:

    a. copyrighted materials have proper authorization for reproduction,
    b. the materials have the prior approval of the appropriate Dean, and
    c. the materials are sold to students by the Bookstore.

13. Instructional materials reproduced outside the District for sale to students by the Bookstore shall require bids which meet the printing and reproduction specifications determined by the author. The Bookstore shall obtain such bids from established firms.

14. In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall prevail. For employees represented by a collective bargaining agreement, disputes between employees and the District concerning this policy shall be resolved pursuant to the grievance procedures contained in the respective collective bargaining agreement, except that an arbitrator who is expert in copyright law shall be chosen by the parties, or, if the parties are unable to agree on an arbitrator, chosen in accordance with the commercial arbitration rules of the American Arbitration Association. Disputes between non-represented employees and the District concerning this policy shall be resolved through the Vice Chancellor, Human Resources and Employee Relations.

6.32 Intellectual Property (continued)

A.   Non-broadcast Educational Materials Produced in SMCCCD

1.   "Non-broadcast educational and related products" refers to textbooks, manuals, and other assorted printed materials. It also refers to computer software and to non-broadcast audio, visual, audio-visual, motion picture, and television products.

2.   All locally developed educational materials are the property of the San Mateo County Community College District if they are:

a.   Produced as part of the employee's assigned duties;
b.   Produced as part of a District-funded project; or
c.   Produced with the use of specialized facilities, specialized equipment, or with the use of support services belonging to the District. ("Specialized facilities" refer to rooms and/or areas built for a single purpose, e.g., a photographic darkroom, a recording studio, a film editing room, a TV production room, a science laboratory, or similar facility. "Specialized equipment" refers to equipment not routinely made available to employees. Sophisticated audio recording equipment such as that found only in the recording studios of the media centers, or a computer, or a kiln, or a video camera are examples of "specialized equipment".)

3.   In the event a District employee wishes to obtain rights to any non-broadcast educational materials developed by that individual in the course of a clearly identifiable District project,   he/she may do so, at the option of the District, by making arrangements, before undertaking the   project, to enter into a contractual agreement with the District.

4.   Locally developed educational materials that do not fall in the above three categories are the property of the employee(s) who developed them.

5.   In cases of externally funded projects (e.g., VEA), neither the employee nor the District retains   any rights in the sale of such materials.

6.   Educational materials that are the property of the District shall be made available for use by all three Colleges of the District. If educational materials are produced from external grant projects which designate that the products are to be in the public domain, the materials shall be made available to all three Colleges of the District.

B.   Reproduction and Sale to Students of District-Financed, Staff-Produced Instructional Materials

1.   Instructional materials prepared by staff members may be reproduced and sold to students provided (1) they have the prior approval of the appropriate Dean, and (2) they are sold to students by the Bookstore.

2.   Materials shall be sold to students without royalty or profit to the teacher and at a price to be determined by the Bookstore.

3.   The price of these materials shall be set in such a manner as to cover the cost of reproduction and normal handling costs of the Bookstore.

4.   All staff-produced instructional materials reproduced outside the District for sale to students by the Bookstore shall require bids which meet the educational specifications determined by the author. The Bookstore shall obtain such bids from established firms.

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-106B

**RECEIVE PUBLIC INPUT ON FILLING A POTENTIAL BOARD VACANCY,
EITHER BY ELECTION OR BY APPOINTMENT**

Education Code 5091 does not dictate a process for filling a vacancy on a Board; therefore, the Board has a lot of discretion to tailor the process to its needs. However, within 60 days from the date of the vacancy (May 1), or by June 29, the Board must decide either to hold an election or to make a provisional appointment. If the Board does not act by June 29, the County Superintendent of Schools will order an election.

There are two options for filling the vacancy: election or appointment.

- If an appointment is chosen, the Board needs to agree on a process and timeline that will allow the appointment to be made by June 29. Interviews of candidates and selection of a candidate must take place at a meeting open to the public.

- If an election is chosen, it could take place either on the next established election date which, in this case, would be November 5 or on the last Tuesday in August via a mail ballot. A countywide election with a mail ballot is anticipated to cost more than $500,000.

A news release announcing this opportunity for public input was sent on Wednesday, April 17.

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-107B

**CHOOSE METHOD TO FILL POTENTIAL BOARD VACANCY
AND DISCUSSION OF NEXT STEPS**

There is no printed board report for this agenda item.

San Mateo County Community College District   April 24, 2013

BOARD REPORT NO. 13-4-108B

**EVALUATION OF RESULTS OF FIRST REVIEW OF DISTRICT ELECTIONS
AND CONSIDERATION OF NEXT STEPS**

At the Board of Trustees meeting of April 10, 2013, Trustee Patricia Miljanich requested that this item be placed on the agenda for the meeting of April 24 for discussion, consideration of options and possible action on next steps.