SMCCCD Strategic Plan (2008-2013)

Environmental Scanning, Planning Assumptions and Recommendations
(Draft for Brainstorming)

Note: This document contains key portions of the plan, which are Environmental Scan Analysis, Planning Assumptions and Recommended Directions. To understand what constitutes the complete set of items for the final plan, please consult Strategic Master Planning Modules on page iv.

Revised August 31, 20008

SMCCCD Strategic Plan Integration and Synchronization with Other Planning Processes

	PLANS	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015
D	**SMCCCD Strategic Plan**			Environmental Scanning	Implement Plan		Environmental Scanning	PA & R	Implement Plan		Plan Update
C	**College Master Plans**		Environmental Scanning	Implement Plan (Skyline)	Implement Plan (Cañada & CSM)		Environmental Scanning	PA & R	Implement Plan		Plan Update
C	**Self-study Cycle**	Writing	Writing	Visit				Writing	Writing	Visit	
C	**Program Review**	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
S	**Budget Planning Cycle**	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually
S	**Facilities Master Plan**		Implement Plan				Plan Update				Plan Update
S	**Technology Master Plan**				Implement Plan				Implement Plan		
C	**Student Equity Plan**	Develop Plan				Plan Update			Plan Update		

Legend:
C = College is primarily responsible; D = District is primarily responsible; S = both the District and Colleges share the responsibilities.
PA & R (Planning Assumptions and Recommendations)

Note: While this integration and synchronization chart is the recommended approach agreed upon by the District Colleges, prior to 2013-2014, from time to time certain aspects of a plan and certain plans may operate slightly off schedule due to emergency or readjustments. It is also hoped that by the next planning cycle that starts in 2014-2015, various plans and planning processes will be synchronized.

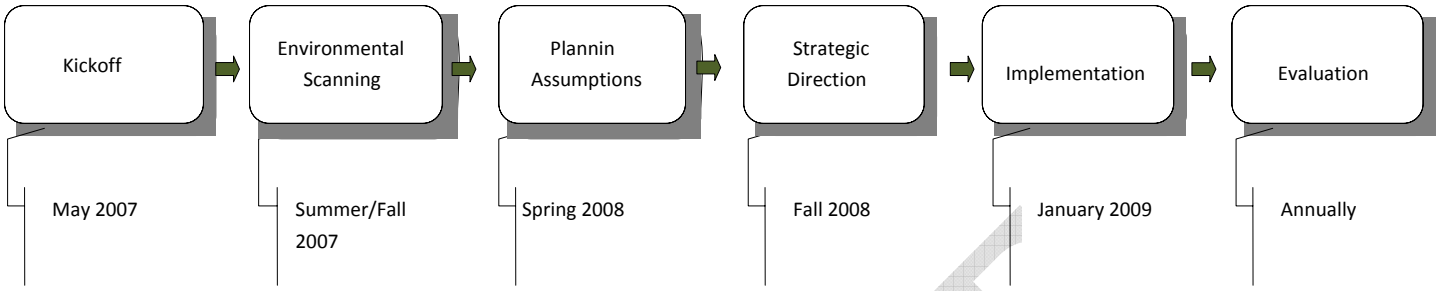
Board of Trustees Goal: Developing an integrated strategic planning model. This model incorporates and builds upon five elements: the Colleges' Educational Master Plans; the Facilities Master Plan; a coordinated institutional research component; a comprehensive program review process; and an annual budget that is based upon the other four elements. Many elements required for the integrated strategic planning system are already in place; however, they are not completely standardized within the District nor appropriately linked. The charge is to develop an organizational infrastructure that will produce the integrated strategic planning system for the **District.**

Overview of SMCCCD Strategic Plan Development Timelines*

1. May 2007 - Taskforce convenes
2. June 2007 – Present SMCCCD Strategic Plan Prospectus to Board of Trustees for approval
3. Summer 2007 - Environment Scanning data collection commences
4. September 2007 – May 2008 - Taskforce reconvenes and meets regularly
5. March 2008 – Planning Assumptions drafted
6. April 2008 - Draft plan is developed
7. April through May, 2008 – Conduct various campus briefings and listening sessions
8. Summer, 2008 – Conduct various community briefings and listening sessions
9. August through September, 2008 – Continue with districtwide briefings and listening sessions
10. October 2008 – Board of Trustees First Reading of SMCCCD Strategic Plan
11. November 2008 – Board of Trustees Second Reading and Approval of SMCCCD Strategic Plan
12. January 2009 – SMCCCD Strategic Plan implementation commences

Timelines may be adjusted.

Strategic Master Planning Modules



Planning Cycle

Kickoff

This is the first step of the planning cycle during which Process, Participation, Phases and Product are clearly described and communicated to all involved. The outcome of this module is an agreed upon prospectus that guides the rest of the module development. The Kickoff took place early in 2007 and culminated in a presentation at a Board of Trustees Study Session and receiving approval from the Board of Trustees in June 2007. The prospectus and support materials are available from the Office of the Vice Chancellor, Educational Services & Planning and on the District Strategic Planning website: http://www.smccd.edu/edservplan/ssp

Environmental Scanning

Modern literature and practices in strategic planning suggest a series of steps along a continuum. The beginning step is often called "environmental scanning", which is an extensive collection of data by various categories that are deemed pertinent to the institution. Once the data collection is completed, categorized, and cataloged, planners would sift through the data and cull out significant trends and factors that carry implications in policy, practice, finance, and other educational areas. Therefore, environmental scanning may have multiple steps of its own, culminating in syntheses of data. The data selection criteria were reviewed and approved by the District Research Council and the Strategic Planning Taskforce.

Planning Assumptions

Planning assumptions use the information from the environmental scan to establish a foundation for the strategic plan. With key trends or factors identified and summarized (syntheses of data) through environmental scanning, the institution starts the next step of master planning, which is to develop planning assumptions. Some institutions may combine both the data synthesis and planning

assumptions into one action and collectively call it "planning assumptions". Planning assumptions are in essence a higher level summary of the data synthesis step of environmental scanning. The assumptions developed will help guide the District Colleges' efforts to respond to changes in its internal and external environments. Environmental Scanning Data Analysis and Planning Assumptions are organized by 5 categories: Demographics; Education; Employment, Housing, Income; Human, Fiscal, Physical, & Technology; and Policy, Public Opinions and Community Needs. References and data sources are listed at the end of this document or can be obtained on the web at: http://www.smccd.edu/edservplan/ssp/resources.shtml

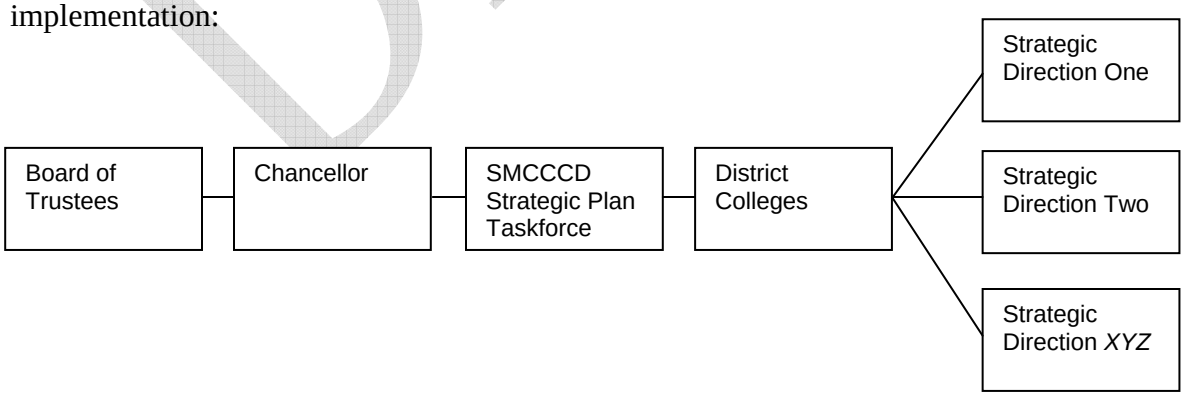
Strategic Direction

Based on planning assumptions, the District Colleges carry out broad-based dialogs to identify key areas of focus for the District in the next few years as well as strategies to address these areas. The nature of the District Strategic Plan dictates that broad visionary goals be established. These goals are strategic and not-too-prescriptive and must rely on the Colleges to develop specific objectives to accomplish. The California Community College System's Strategic Plan is a good example. The plan contains five "strategic goals" that are broad, yet clear and concise. Goal B, Student Success & Readiness, states "promote college readiness & provide the programs and services to enable all students to achieve their education and career goals. As the first specific "strategy", B1 lists "Basic Skills as the Foundation for Student Success", which is in full force of implementation throughout the community colleges in the State in 2008.

Implementation

Implementation of the District Strategic Plan will be guided by the SMCCCD Strategic Plan Taskforce. The Taskforce will coordinate with the District Colleges in developing specific College-based objectives, aligning these objectives to the Strategic Directions of the District's plan and implementing these objectives to make sure of integration and synchronization. This arrangement provides a framework with clear venues for resource allocation and for the Board of Trustees to use the plan as a tool for advancing overarching Districtwide goals and priorities.

The following diagram helps with depicting the organizational structure and workflow of plan implementation:



Evaluation

The SMCCCD Strategic Plan Taskforce will develop an evaluation framework and guide an annual process to assess progress and update the Strategic Plan.

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SMCCCD Board of Trustees
(2007-2008)

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SMCCCD Strategic Planning Taskforce
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Jing Luan, *co-chair*
Tom Mohr
Vicki Morrow
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Mission Statements

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Approved by the Cañada College Council, March 15, 2007
Approved by the Board of Trustees, April 11, 2007

College of San Mateo

Mission Statement

College of San Mateo, the first community college in San Mateo County, is an open-access, student-focused, teaching and learning institution which serves the diverse educational, economic, social and cultural needs of its students and the community. By offering comprehensive, quality programs and services and by measuring student learning, College of San Mateo educates students to participate successfully in a changing world.

Adopted by the CSM College Council, December 5, 2001
Revised by the CSM College Council, February 2, 2005
Approved by the Board of Trustees, April 11, 2007

Mission Statement

Skyline College is a comprehensive, open access community college that provides student-centered education leading to transfer, career advancement, basic skills development, and personal enrichment.

The College is committed to preparing students to be culturally sensitive members of the community, critical thinkers, proficient users of technology, effective communicators, socially responsible lifelong learners and informed participants of a democracy in an increasingly global society.
Skyline offers innovative instruction and student support to a rich tapestry of diverse learners through the hallmarks of the college: academic excellence, responsive student services, advanced technology, community and industry partnerships, and workforce and economic development.

Approved by the Skyline College Council, February 28, 2007
Approved by the Board of Trustees, April 11, 2007

Mission Statement

PREAMBLE
The Colleges of the San Mateo County Community College District, Canada College, College of San Mateo, and Skyline College, recognizing each individual's right to education, provide the occasions and settings which enable students to develop their minds and their skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness, and realize their individual potential. The District is committed to leadership by providing quality education and promoting life-long learning in partnership with its community and its surrounding educational institutions. It actively participates in the economic, social, and cultural development of San Mateo County. In a richly diverse environment and with increasing awareness of its role in the global community, the District is dedicated to maintaining a climate of academic freedom in

which a wide variety of viewpoints is cultivated and shared. The District actively participates in the continuing development of the California Community Colleges as an integral and effective component of the structure of public higher education in the State.

MISSION

In an atmosphere of collegiality and shared responsibility, and with the objective of sustaining open access for students and being responsive to community needs, the San Mateo County Community College District will fulfill the following mission with excellence:

- Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement; and
- Provide lower division programs to enable students to transfer to baccalaureate institutions; and
- Provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies; and
- Provide developmental and remedial education in language and computational skills required for the successful completion of educational goals; and
- Provide a range of student services to assist students in attaining their educational and career goals; and
- Provide self-supporting community education classes, contract education and training, and related services tailored to the human and economic development of the community; and
- Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.
- To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making, and that are respectful of all participants. The District plans, organizes, and develops its resources to achieve maximum effectiveness, efficiency, equity, and accountability.

Reviewed by District Shared Governance Council, March 5, 2007
Approved by the Board of Trustees, April 11, 2007

1. Demographic Assumptions

1.1 ***Population Changes*** The demographic projections for the county of San Mateo show a declining pool of high school graduate students over the next 5-10 years and an increase in the population over 55.

Planning Assumptions The resulting effect of the demographic change has been an eroding share of the high school market for the SMCCCD and a continued increase in the baby boom population. As the county population age mix shifts, curriculum and programming changes that address the educational and social needs of the population, as well as student recruitment and retention strategies will become increasingly important for the three colleges in the district.

Recommendations:

a. Develop and implement an enrollment management plan at each college to address the need for systematic outreach and retention strategies.
b. Continue to strengthen the College Connection Program (Concurrent high school student initiatives) as a way to encourage high school students to attend college.
c. Provide a comprehensive and cohesive set of course and program offerings that respond to the needs of the senior population/lifelong learners.

1.2 ***Different Student Profiles At Each College*** The county's ethnic diversity is increasing and the student body profile of the three colleges is unique when viewed by age, ethnicity and gender.

Age - In fall 2007, 43% of the students were 30 or older at Cañada College, while only 20% of the students at Skyline College were. Slightly over 35% of the students at CSM were 30 or older.

Ethnicity - In fall 2007, over 40% of the Cañada College students were Hispanic, close to 40% of the CSM students were White, and more than 42% of the Skyline College students were Asian and Filipino.

Gender - In fall 2007, 63% of the Cañada College students were female, 53% of the Skyline College students were female, while CSM students were 49% female.

Planning Assumptions Different programs and services needs exist at each of the three colleges.

Recommendations:

Continue examining the specific needs of the student body and college service areas in order to develop and maintain appropriate programs and services.

2. Education Assumptions

2.1 ***Enrollment And Access*** Using prior enrollment trends as a guide, the five year projected growth in enrollment and FTES for the district is moderate. However, during the 2007-08 year the three colleges showed substantial growth (5.9% in the fall and 8.8% in the spring). The district's share of the county's population is declining when comparing the number of students in our district to the adults in our county - typically called the Population Participation Rate. There are some county residents who take classes outside the county, and there are also students coming into San Mateo County from other counties. The first group is significantly larger than the second, so there is a net outflow of residents taking college classes outside the county.

Planning Assumptions The district will likely continue to grow if the district and colleges maintain a focus on enrollment management (outreach and retention strategies), improving services to better meet students' needs, and continued improvements in facilities.

Recommendations:

a. Focus enrollment planning efforts on the key populations needing to be served as determined by research.
b. Conduct the necessary research to understand the reason for the outward migration of county residents and declining population participation rate and develop mitigating strategies.
c. Continue carefully designed marketing and outreach activities as a key element in the district's enrollment management strategy.

2.2 ***Student Success And Retention*** Seven out of 10 students new to the colleges are not prepared for college-level work and these students are generally placed into remedial or developmental coursework. Research shows that unprepared college students who take remedial courses are likely to drop out. Learning communities and integrated learning provide effective contexts for student success for many students. Concurrent enrollment expedites the transition to college for high school students and assists students to formulate an educational plan that fulfills their goals.

Planning Assumptions Student preparedness for college-level work is strengthened by partnerships among the various segments of education, K-12, community colleges and the four-year institutions. Vital student support services, learning communities, integrative learning, including College Connection initiatives all support student success.

Recommendations:

a. Identify gaps in student educational achievements and develop strategies that narrow and eliminate these gaps in conjunction with successful initiatives including teaching approaches, learning styles, intervention strategies, financial aid and

counseling.

b. Build more partnerships and bridges with educational leaders and strengthen the College Connection program as a way to encourage high school students to attend college.
c. Offer a third Middle College High School in the district.
d. Implement plans to utilize CalPASS (California Partnership for Achieving Student Success) initiative to support inter-segmental faculty dialogue.

2.3 ***Choice And Convenience*** Community college students are often working adults who juggle priorities among work, study, family and classroom. All of these, along with traffic congestion, impact their college attendance. There is no public four-year institution of higher education in the county. Many residents are unable to travel outside the county for that service. Some members of this segment of the population cannot participate in on-campus courses. Younger, incoming students will be technologically savvy and will expect more from technology at the colleges, as high-speed Internet connectivity is becoming nearly universal in the county. Among the students enrolled, five percent of them attend more than one college with the district.

Planning Assumptions When alternative providers are clearly available, it challenges the colleges to better understand and meet the needs and desires of the students. Instructional modalities, student services, schedules, and facilities must accommodate and meet student needs, including the unmet demand for upper division higher education in San Mateo County and the increasing need for distance education.

Recommendations:

a. Streamline processes and practices to allow students seamless access to educational opportunities across the District.
b. Examine and balance program offerings across the District.
c. Develop and implement the SMCCCD Distance Education Strategic Plan and the corresponding college plans to respond to the community demand.
d. Expand the upper division higher education opportunities provided by the University Center.
e. Investigate the feasibility for an alternative academic calendar based on student needs.

2.4 ***Student Achievement*** The colleges' degree and certificate offerings are diverse and every year more students are receiving Associate of Science degrees, but the Associate of Arts degree awards have not increased in over six years and the certificate awards have decreased. Further, there is a decreasing trend in transfers to CSUs.

Planning Assumptions The changing CSU GE patterns may correlate to the declining trends in transfers to CSUs, Nonetheless, it challenges our district to investigate all reasons for the changing patterns of certificate and degree attainment in our district.

Recommendations:

a. Review the current articulation with 4-year institutions to identify any opportunities for strengthening.
b. Identify ways to further encourage and facilitate degree attainment.
c. Identify strategies for understanding and addressing the decreasing trend in transfers to CSUs.

3. Employment, Housing and Income Assumptions

3.1 ***Jobs, Careers And Global Education*** From 2008 to 2014, the county will add about 5% more jobs, keeping pace with the slow population growth. Service, information, and trade industries will provide the bulk of these new jobs. The workforce environment is increasingly knowledge-based, dynamic, and transitory. A significant portion of the new jobs will be concentrated in knowledge-based industries, especially computers and electronics, biotechnology, and in all likelihood, emerging green industries. The current skilled workforce in California is decreasing due to retirements as the population ages. Globalization has resulted in many U.S. jobs being moved to foreign countries, yet many jobs serving the needs of the County and surrounding regions must remain available locally. Further, workers are changing jobs and even careers more frequently than decades ago.

Planning Assumptions The need for career technical degree options, skills certificates, job training programs and services, and other short-term programs will continue to increase. Those who have obtained skills needed in a competitive marketplace may later seek opportunities for skills upgrade, career development, general education and lifelong learning that can lead to higher levels of education attainment. Economic globalization is breaking down the borders of traditional service areas of the colleges.

Recommendations:

a. Convene leaders of the business and industry community periodically to assess workforce development needs and to support the endeavors of the colleges to address them.
b. Identify emerging workforce development opportunities for each of the colleges and respond to changing job training needs through the colleges'Career and Technical Education programs and services.
c. Strengthen course offerings, services and workplace opportunities that prepare students for the demands of the contemporary workforce.
d. Assess community and contract education needs and expand international education.

3.2 ***Socio-Economic Divide*** San Mateo County is, on average, affluent and well-educated, however, there are places within its borders where the opposite is true. Those who are more

sensitive to cost of higher education are often unaware of the financial aid opportunities.

Planning Assumptions The socio-economic divide within San Mateo and neighboring counties will continue to challenge the colleges in planning and offering programs and services.

Recommendations:

a. Create additional partnerships between the colleges and with business and industry to create and strengthen programs that adequately prepare students for the modern economy.
b. Increase Financial Aid awareness through the student outreach and enrollment processes.

4. Fiscal, Human, Physical, and Technology Assumptions

4.1 ***Limited Resources*** The California Community Colleges have been historically underfunded. The district's fiscal scenarios for the next two years are showing continued increase in expenses, but little or no growth in funding per student (FTES).

Planning Assumptions Given the overall negative fiscal outlook of the State of California, funding will continue to be severely limited in the near future, therefore, directly challenging "Revenue Limit" districts like SMCCCD to achieve optimal enrollment levels.

Recommendations:

a. Continue and expand initiatives and services that optimize enrollment.
b. Implement the SMCCCD Foundation Business Plan to increase its Net Asset Value and to distribute more scholarships and grants.

4.2 ***Attracting And Retaining Faculty And Staff*** Half of the district faculty will reach retirement age in less than 10 years, presenting a higher than normal turnover. However, the cost of housing in San Mateo County remains one of the highest in the nation, impeding our ability to attract and hire qualified employees.

Planning Assumptions The colleges will continue to face a real challenge in faculty and staff recruitment and retention The ability to provide consistent and high quality programs is contingent upon the ability of the district to attract, hire and retain qualified employees.

Recommendations:

a. Continue to provide competitive salary schedules and benefits that attract and retain

employees.

b. Continue the district's role as a leader in taking effective measures to mitigate the high cost of housing.
c. Examine recruitment strategies and develop means to attract more applicants from diverse background for faculty and staff positions.

4.3 ***New, Modernized And Sustainable Facilities*** Close to a $1 billion in capital improvement funds, from local bond and state resources, are fundamentally reshaping the facilities in the colleges. There will be an additional 25% or more usable space at the colleges when the new construction and renovations are completed. Green and sustainable technology is included in all funded construction plans. Access to our three College facilities via public transportation is primarily provided by SamTrans.

Planning Assumptions Improvements to facilities and equipment throughout the district will enhance programs and attract faculty, staff, and students. Better access to our College campuses via public transportation will become increasingly important.

Recommendations:

a. Allocate capital improvement funds in accord with college Educational and Facilities Master plans which respond to the teaching and learning needs of each college.
b. Continue to effectively leverage the capital improvement with state and local resources.
c. Incorporate the consideration for the environment and health and safety in all construction and building maintenance plans and strategies.
d. Work with regional public transit authorities to further improve access to our College campuses.

4.4 ***Changing Technology*** Technology is an integral part of the district's teaching and learning environment. Students have high expectations of the technology capabilities. Faculty adopt technology to enhance teaching and learning. Staff rely upon technology for improving efficiency in operational processes. Growth in the use of technology and its rapid obsolescence will result in greater challenges in involving the cost of acquisition and maintenance.

Planning Assumptions The colleges will continue to increasingly employ technology to enhance teaching and learning in creative and cost-efficient ways. There will be a continuing need to maintain pace with emerging technology in all facets of the organization.

Recommendations:

a. Implement college and district Technology Plans which support teaching and learning, and streamline the operational and governance processes of the district and the colleges.
b. Review various college and district business processes to make the registration, scheduling, information sharing and other operational activities more efficient.

4.5 ***Professional Development*** Our district's student body is more diverse than faculty and staff. Students coming to the colleges have a broad range of academic needs, ranging from the highest to the most basic level. Further, the ongoing cycle of accreditation involves a number of processes that require faculty and staff regularly assess student performance and teaching methods.

Planning Assumptions The district and colleges need to continue building and enhancing cultural awareness and diversity training. In addition, faculty and staff will continue to be challenged by the complex mission of the colleges and the varied levels of student preparedness. Employees require continuous training and development to deliver effective teaching & learning and to remain current regarding efficient operational processes, policies and procedures. One effective means to fundamentally influence the teaching and learning environment is through the support of faculty and staff professional development.

Recommendations:

a. Strengthen professional development opportunities for faculty and staff.
b. Strengthen faculty and staff development which support the activities to meet the Accreditation Standards.
c. Continue to raise cultural awareness and to provide diversity training.

4.6 ***Safe Campus*** In general, our crime statistics is relatively low, but incidents exist at the three colleges. Open campuses have their challenges. Natural and unforeseen adverse events have occurred.

The San Mateo Community College District is aware that the occurrence of incidents jeopardizing the physical safety and well being of students at institutions of higher education has increased substantially throughout America and that every aspect of a safe and secure environment must be carefully scrutinized and acted upon through both policy and practice in order to maintain the high level of safety district colleges presently possess.

Recommendations:

Demonstrate leadership in every aspect of student, faculty and staff protection through providing professionally trained security force, developing and maintaining emergency response systems, and complying with all laws and regulations.

5. Policy, Public Opinions and Community Needs Assumptions

5.1 ***Accountability Expectations*** The federal government and the general public are intensifying their scrutiny of the performance of educational institutions. Evolving

accreditation standards are focusing more on evidence-based planning and decision making and measure of outcomes.

Planning Assumptions Public scrutiny of educational institutions will continue. Student learning outcomes and assessments are currently a theme of emphasis for planning and operation of educational institutions. The cost of programs and accountability for student performance will occupy a high priority spot on the agendas of the district and the colleges.

Recommendations:

a. Establish policies and planning activities which are coherent, transparent, and available to all stakeholder groups.
b. Include in all plans definitions and demonstration of student success to ensure that communication strategies at the district and college levels prominently showcase student success.
c. Provide extensive, integrated and coordinated research and planning efforts and resource allocation framework to support the improvement of teaching and learning.

5.2 ***Meeting Community Needs*** In a recent San Mateo County Community Needs research conducted by the district, close to 1,300 adults who were interested in higher education in the next 3 years gave input on their desired educational offerings. They also identified their most preferred times, days, and the ways (distance learning vs. traditional classroom learning). Additionally, studies demonstrate that the connection provided by partnerships is effective in addressing student needs.

Planning Assumptions The colleges need to be innovative, flexible and more responsive in order to adapt curriculum to the needs of the County residents and industries. As a key player in higher education in the County, the district needs to consider positioning itself as the center of opportunity for community members at all points of the continuum of ability and readiness. To be effective the District needs to be working closely with County and regional agencies whose work affects the wellbeing of our student population.

Recommendations:

a. Expand and strengthen partnerships with high schools, 4-year institutions, community agencies, and business and industry.
b. Develop and implement systematic processes for soliciting and evaluating the needs of community residents, current students and partners in relation to college programs and services. Feedback results will be communicated to faculty and staff and corresponding strategies be developed for improving programs and services.

The Demographic Environment

Population Growth

San Mateo County's projected population change is a critical factor influencing the future of the San Mateo County Community College District. Unlike the rest of the Bay Area and the state, over the next few years the county's population will plateau, and over the longer term, it will grow more slowly than the Bay Area or the state. Here are a few key data points to illustrate this:

- According to estimates by a demographic data service called ESRI for the near term--2007 to 2012--the overall San Mateo County population growth is projected to grow only 5%.
- Over the longer term, the County population will increase 16.7% between 2005 and 2030, according to ABAG (Association of Bay Area Governments).
- Meanwhile, the total California population will increase 26%, according to the California Department of Finance (DOF).
- The county's share of the state's population will shrink steadily.

Projected Population Growth by the Next Two Decades

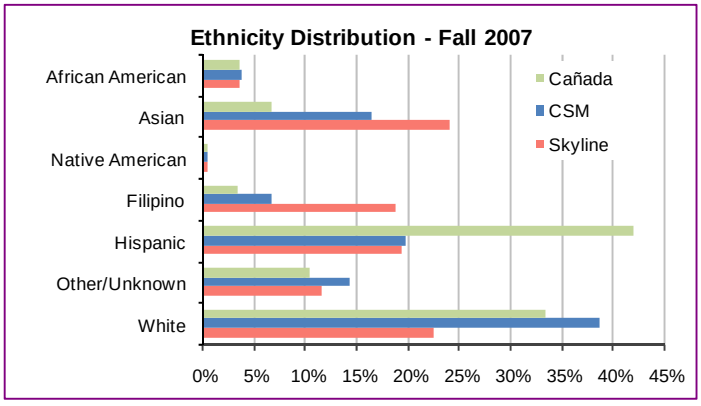
	2010	2020	2030
San Mateo	741,000	800,700	842,600
California	39,135,676	44,135,923	49,240,891
County % of State	1.9%	1.8%	1.7%

Ethnic Composition of the Population

The ethnic distribution among the three colleges demonstrated that the three Colleges are currently serving noticeably different populations. In the fall 2007 semester, the most recent data available, data showed Cañada enrolled more Hispanic students (42.2%), CSM more Whites (38.7%), and Skyline more Asian (combining Asian and Filipino: 42.7%).[1]

Ethnic Distribution of District Colleges (fall 2007)

	Cañada	CSM	Skyline
African American	4%	4%	3%
Asian	7%	16%	24%
Filipino	3%	7%	19%
Hispanic	42%	20%	19%
Native American	0%	0%	0%
White	34%	39%	23%
Other/Unknown	10%	14%	11%



In addition:

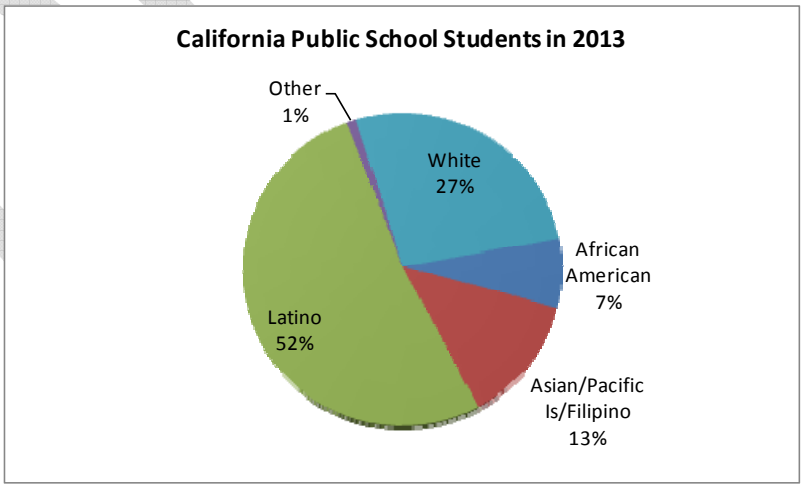
- Within a 10-mile radius of Cañada College, the proportion of Hispanics under the age of 14 is roughly double the proportion of Whites and Asians.
- Centered near CSM, the ethnic and age distributions reflect the county's overall ethnic distribution.
- Within a 10-mile radius of Skyline College, the proportion of Asian and Filipinos under the age of 14 is growing fast.[2]

Minorities in San Mateo County will soon become the majority. The county's Hispanic population (of any race) will increase from 25.6% in 2007 to 28.1% in 2012, while the White population will drop from 54.2% in 2007 to 50.7% in 2012.[3] English is the predominant language in only 6 out of 10 San Mateo households. Other languages spoken at home include Spanish (17.6%), Asian language (14.9%), and other Indo-European (5.0%).

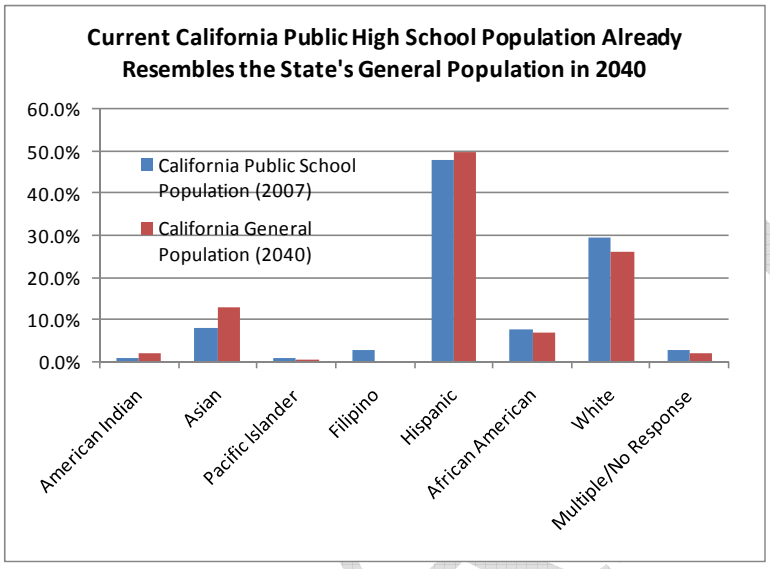
The colleges reflect the state in many ways. The California population is described as having complex layers of previous waves of immigrants, new arrivals, and new native-born adults. A study by the University of Southern California[4] suggested that immigrants, a key component of California's population and vitality, will increase from 27% in 2005 to 29.8% of the total population in 2030[5].

California's ethnic composition between Whites and Latinos will experience the most dramatic change. According to the California Department of Finance, in 2000, Whites were close to 50% of the population, while Latinos a little over 30%.

By 2013, according to the California Department of Finance projections, the state's public high school students' demographics will be 52% Latino. Currently, the Latino student population is 48%.



Farther out, by 2040, Whites will be 26% of the population and Latinos 50%.[6] As a matter of fact, the current California public high school student population is remarkably close to the projected California population for 2040. Comparing the DOF's projections for California's general population to the current California school population provided by the California Department of Education, the current public high school students already resemble the future population ethnic distribution in year 2040.



Ethnic Shifts in the County and SMCCCD

The following two tables show the history data for San Mateo County total population by ethnicity and SMCCCD Student Population by ethnicity spanning over 3 decades: 1980, 1990, 2000 and 2006. The ethnicity has undergone major shifts over these years. For example, Whites changed from being 71.6% of the county population in 1980 to being 46.1% in 2006. Meanwhile, the White student population enrolled at SMCCCD changed from 71.6% in 1982 (first year when ethnicity was officially tracked) to 32.5% in 2006. During the same period, Asian and Hispanic populations leaped from around 10% to close to 24% in the county and to over 25% in the student body.

San Mateo County Population Change – Ethnicity (1980 – 2020)

	1980		1990		2000		2005		2010		2020	
Total Population	588,098		648,155		711,031		722,265		736,667		761,455	
Ethnicity												
White	422,161	71.8%	390,120	60.2%	360,423	50.7%	332,740	46.1%	313,992	42.6%	280,023	36.8%
African American	34,860	5.9%	33,784	5.2%	24,288	3.4%	25,186	3.5%	26,848	3.6%	30,463	4.0%
Native Indian	1,973	0.3%	2,388	0.4%	1,605	0.2%	1,673	0.2%	1,838	0.2%	2,351	0.3%
Asian/Pacific Islanders	54,833	9.3%	106,747	16.5%	152,842	21.5%	172,098	23.8%	187,544	25.5%	209,301	27.5%
Hispanic	74,271	12.6%	115,116	17.8%	155,505	21.9%	172,414	23.9%	188,420	25.6%	220,258	28.9%
2 or more Races	n/a		n/a		16,368	2.3%	18,154	2.5%	18,025	2.4%	19,059	2.5%

Source: http://www.bayareacensus.ca.gov/historical/corace.htm[7]

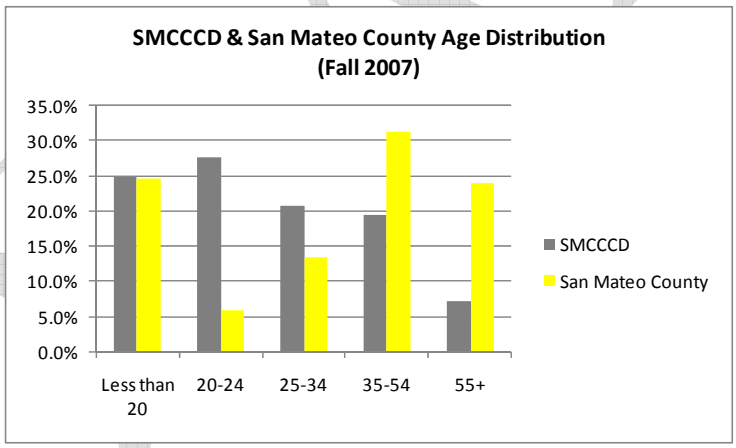
SMCCCD Student Body - Ethnicity

	1982		1990		2000		2005	
Total Enrollments	30886		32290		24777		25322	
Ethnicity								
White	22127	71.6%	19909	61.7%	10233	41.3%	8420	33.3%
African American	1486	4.8%	1496	4.6%	895	3.6%	914	3.6%
Native Indian	229	0.7%	245	0.8%	141	0.6%	117	0.5%
Asian/Pacific Islanders	3224	10.4%	5727	17.7%	7090	28.6%	7027	27.8%
Hispanic	2974	9.6%	4454	13.8%	5124	20.7%	6422	25.4%
Other/Unknown	846	2.7%	459	1.4%	1294	5.2%	2422	9.6%

Source: Fall Census Statistics Report[8]

Age of the Population

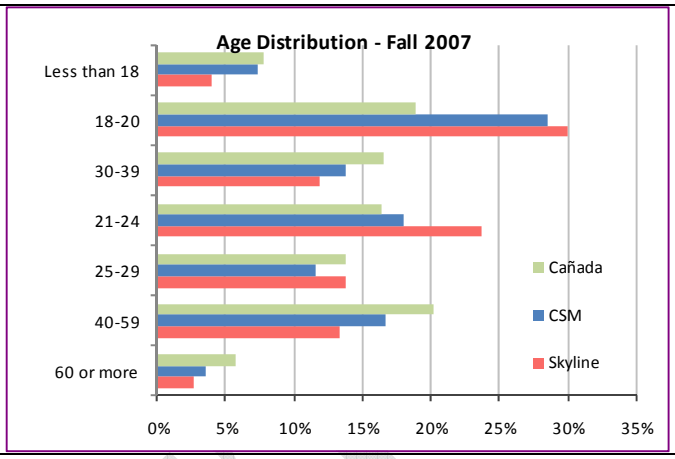
The student age in the three colleges in SMCCCD is relatively young compared to the entire San Mateo County. The three colleges have attracted more students younger than 35, but fewer students from the population aged 35 and above.[9]



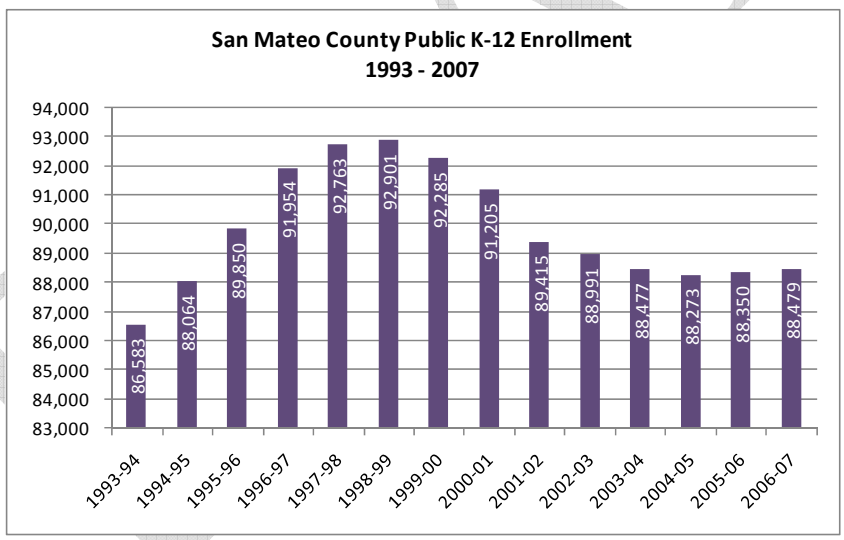
Age distribution among the three colleges, using fall 2007 data, showed noticeable differences. Cañada enrolled slightly more older students: 33.9% 35 or older; CSM: 26.7% 35 or older; Skyline: 21.2% 35 or older.[10]

Age Distribution of District Colleges (fall 2007)

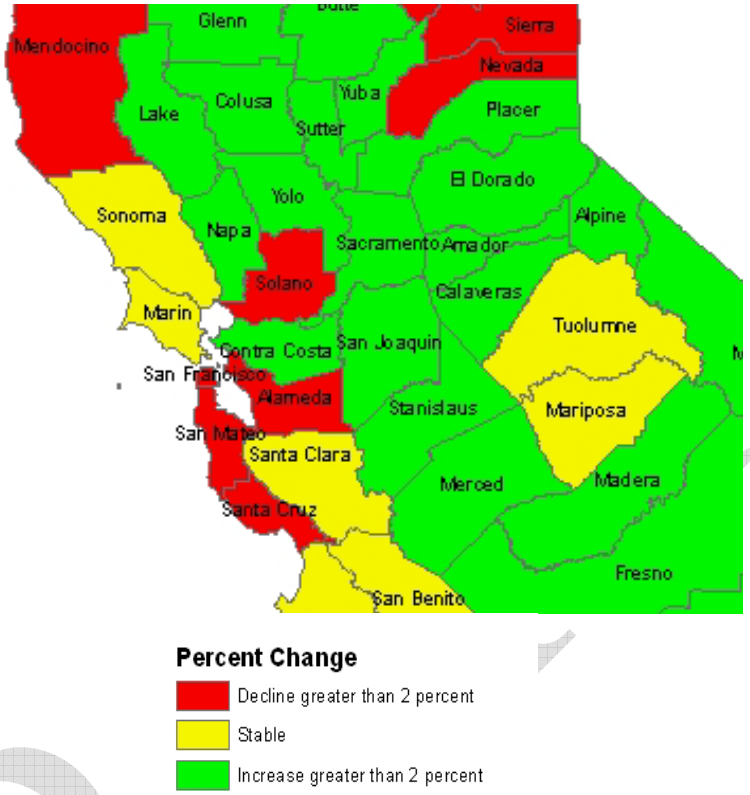
	Cañada	CSM	Skyline
Less than 18	8%	7%	4%
18-20	19%	29%	30%
21-24	17%	18%	24%
25-29	14%	12%	14%
30-39	17%	14%	12%
40-59	20%	17%	13%
60 or more	6%	4%	3%



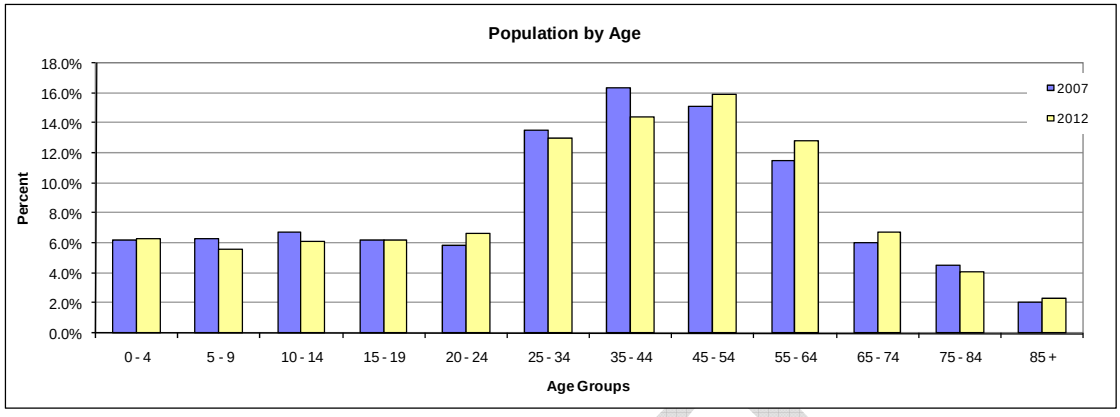
K-12 enrollments in San Mateo County peaked in 1998. The macro trend of enrollments has since been trending downward, according to the California Department of Education data. However, after a steep drop in enrollments that started in 2000 and lasted until 2004-05, with few exceptions the number of public high school students in San Mateo County is slightly trending upward.[11]



San Mateo County is among those counties projected to decrease more than 2% in K-12 graded enrollments from now to 2016.[12]



The traditional college going population will decrease while retirement age groups will increase in the county. From 1990 to 2004, the proportion of residents age 25 to 44 as a share of the county's population decreased from 35.9% to 29.8% while the proportion of 45 to 64-year-old increased from 20.4% to 27.1%. The 20 to 24-year-old age range--a prime college-going cohort--decreased from 7.2% to 5.2%.[13] Younger and college going population (less than 19) actually will drop from 25.4% in 2007 to 24.2% in 2012. When examined by age group of 55+ in San Mateo County, the population growth projections for the 55+ population will outpace the total population by more than 7 times. From 2007 to 2012, the 55+ population in the county will grow at an annual rate of 1.89%, while the total population grows by only .25% in the same period.[14] It can be said that San Mateo County is experiencing a loss in young adults.[15]



Countywide, 8% of the population aged 16 to 64 reported a disability. The age group of 55+ reported in the 2000 Census as having a disability rate of 17%[16]. The District Colleges will need to continue to provide appropriate assistance to students with disabilities.

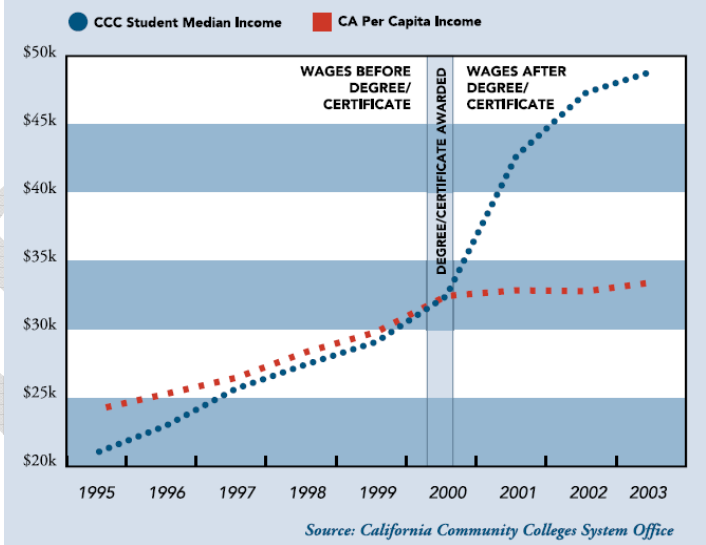
ABAG also expects the population to change in significant ways by 2035. For example, the median age in the Bay Area will increase from 36.5 years in 2005 to 42.5 years by the end of the forecast in year 2035.

The Educational Environment

Importance of Higher Education and the Community Colleges

The economy favors those with a college degree. Data published by the Public Policy Institute of California compared inflation-adjusted earnings by education in 1969 and in 2001. While a person with a high school diploma in 1969 could earn an annual salary of $25K, in 2001, the same level of education could only bring home $20K. In contrast, a college degree in 1969 could allow one to earn an annual salary of $40K; a college degree in 2001 would boost the earning to $45K.[17]

Having an associate degree or community college certificate has been shown to have a continuous impact on one's earning power over a lifetime. According to the California community college System Office, people with community college degrees or certificates surpass California's per capita income by a wide margin.[18]



Similarly, having a college degree would reduce one's chances of unemployment. The unemployment rate in 2006 showed that a person with only a high school diploma was twice as likely to be unemployed as someone with a college degree (U.S. Bureau of Labor Statistics).[19]

Nearly 80% of all new jobs projected for 2012 in the United States require an Associate's degree or less. The predominant mode of training employees is "on the job training," suggesting that community colleges need to partner closely with private employers to provide efficient training programs. Among the projected jobs for 2014 in the San Mateo/San Francisco Bay Area, according to EMSI (Economic Modeling Specialist, Inc), 73% of them require an Associate's degree.

As the economy is increasingly globalized, many jobs can be outsourced off shore. Although the benefits of outsourcing jobs need further study, there are a number of jobs that cannot be offshored. They include firemen, police, hospitality, drivers, aeromechanic, nurses, dental professionals, counselors, and teachers.[20] Community colleges train many of these professionals whose jobs must stay in the United States.

About 80% of firefighters, law enforcement officers, EMTs and about 70% of the nurses in California received their education from California community colleges. About 25,000 apprentices are educated by a community college among 160 apprenticeship programs comprised of 66 trade/craft titles that are located on 35 community college campuses.[21]

Thirty-nine percent of the jobs in 2020 will require a college degree, but the population with a college degree is projected to be only 33% in California. According to data published by the Public Policy Institute of California in 2005, employment requiring a college degree in year 2020 is projected to far exceed the supply of college graduates. There will be far fewer employment opportunities for people with only a high school diploma and even fewer for those who do not graduate from high school. Only 1 out of 10 jobs will not require a high school diploma, but there will be 22% of the population without a high school diploma competing for them.[22]

Twenty-four percent of all the community college students nationwide are enrolled in California community colleges.[23] The demand for higher education in California is projected to grow by more than 700,000 students in California in this decade. Three-fourths of this growth will occur in the state's community colleges.[24]

First-generation community college students are likely to attend college to improve job skills and obtain an associate degree. First-generation community college students are more likely to be women, older than traditional college age, employed full time, and to support dependents living at home.[25]

Student Preparedness for College

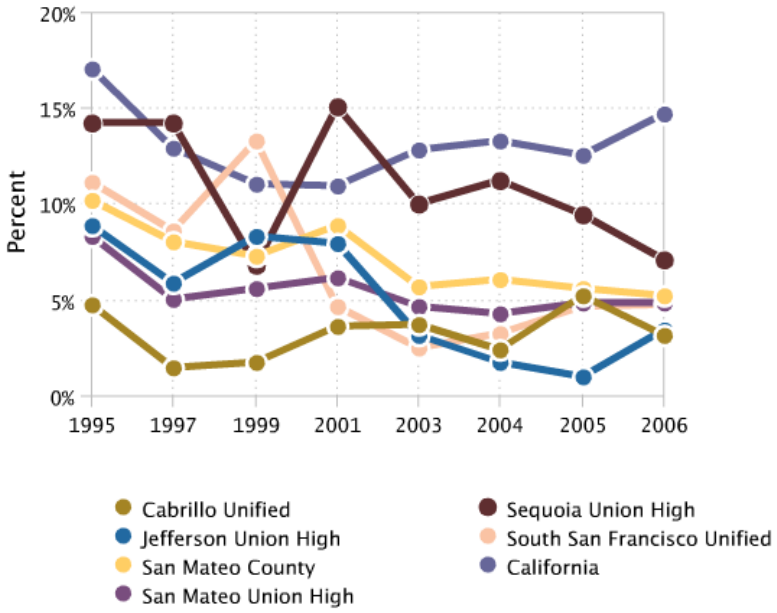
Data on achievement tests and diploma attainment point to the issue of under preparedness of recent high school students for college level work. Nearly 40,000 first-time freshmen admitted to the California State University System–60% of the cohort--require remedial education in English, mathematics or both. The system set a goal of reducing the proportion of first-time freshmen who need remedial help to10% or less.[26]

In a 2004 study, an estimated 30% of California's youths between the ages 18 to 24 did not have a high school diploma. California ranked 45th among the 50 states in the proportion of 18- to 24-year-olds who have attained a high school diploma or equivalent.[27]

The dropout rates for the San Mateo County public high schools vary from year to year. In 2006 however, only Jefferson Union's dropout rate increased from 1% to 4% (still being one of the

lowest dropout rates in the county), while the dropout rates decreased for all others. The dropout rates for all six public high school districts in the county were lower than that of the State of California, which stood at close to 15% in 2006.

High School Dropouts: 1995 - 2006



Definition: Estimated percentage of public high school students who drop out of high school, based on the four-year derived dropout rate, which is an estimate of the percentage of students who would drop out in a four-year period based on data collected for a single year.

Data Source: State of California Department of Education, California Basic Educational Data System, 2007. Retrieved 08/08/07. http://www.cde.ca.gov/

Fewer than 18,000 General Education Diplomas (GEDs) were awarded to California 18- to 24-year-olds in 2000. The 3.1% ratio of GED awards to those with less than a high school education (18- to 24-year-olds only) places California at 49th of the 50 states on this measure.[28]

There are differences in Academic Performance Index (API) in 2007 among the six public high school districts in the county. The highest API was from San Mateo Union High School District (772), followed by Cabrillo Unified (770), and Sequoia Union High School District (747). The statewide API performance target for all schools was 800.[29]

API in San Mateo County Public High School Districts

	2007
Cabrillo Unified	770
Jefferson Union High	730
La Honda/Pescadero Unified	710
San Mateo Union High	772
Sequoia Union High	747
South San Francisco Unified	746

The 2007 high school Standardized Testing and Reporting (STAR) test results showed differing performance levels across the county's six high school districts. All but San Mateo Union had a combined performance of advanced and proficient levels for English-Language Arts above 50%. On the other hand, almost all districts, except South San Francisco Unified, were above 50% in combined advanced and proficient levels for Summative Math.[30]

STAR Test Results among San Mateo County Pubic High School Districts

STAR Test Results (2007)	English-Language Arts (Advanced & Proficient)	Summative Math (Advanced & Proficient)
Cabrillo Unified	40%	70%
Jefferson UHSD	42%	51%
La Honda/Pescadero Unified	28%	no data
San Mateo UHSD	53%	58%
Sequoia UHSD	46%	58%
South San Francisco Unified	36%	47%

The 2007 Early Assessment Program (EAP) test results also varied from district to district with the majority of the students across the six high school districts not being ready for college in English nor Math.[31]

Early Assessment Program Results among San Mateo County Public High Schools

EAP Results (2007)	English-Language Arts (Ready for College)	Summative Math (Algebra II & Summative HS Math, Ready for College, excluding "conditional")
Cabrillo Unified	29%	33%
Jefferson UHSD	17%	13%
La Honda/Pescadero Unified	n/a	n/a
San Mateo UHSD	28%	17%
Sequoia UHSD	26%	19%
South San Francisco Unified	14%	13%

There are ethnic differences in relation to high school work. A study by CPEC (California Postsecondary Education Commission) noted that non-Asian minority students were behind in attempting college-prep courses for Math and Science and AP courses. CPEC analyzed California high school students' readiness for college and found that non-Asian students were also less successful in A-G courses, SAT, and Algebra I. Fifty-seven percent of the Asian students took SAT in 2004-05 while 20% of Hispanic students did; 59.7% of Asian students completed A-G in 2005-06, while only 25% of Latino students did; 57% of the Asian students enrolled in college-prep Math courses while only 22.5% Hispanic students did.[32]

According to the California Department of Education, in 2006-07, nearly 16% of public school students in San Mateo County were classified as English Learners, students whose primary home language is not English and who lack a level of listening comprehension, speaking, reading and writing to succeed in the K-12 curriculum. Of those English Learners, the majority of them (75%) spoke Spanish. Also using the 2006-07 data, the rate of English Learners in the six public high schools district varied from one to the other. By examining two additional discrete years (2000-01 and 2003-04), the overall proportion of English Learners in county public high schools seems to be decreasing both in percentages and in raw counts.[33]

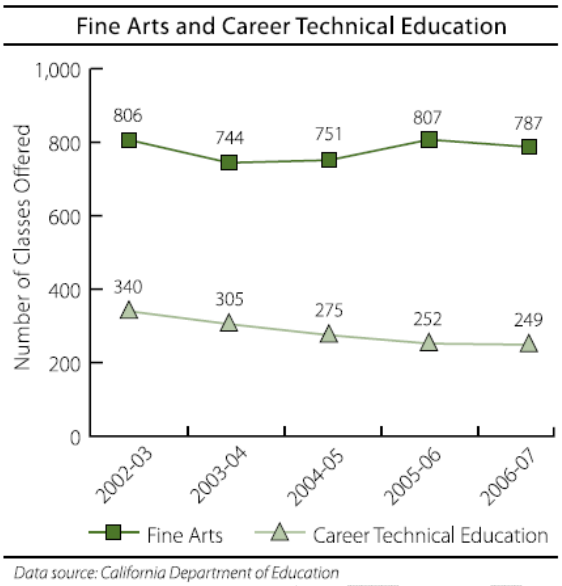
Proportions of English Learners in San Mateo County Public High Schools

English Learners (EL)

	00-01	03-04	06-07
Cabrillo Unified	22%	27%	23%
Jefferson Union	8%	7%	7%
La Honda/Pescadero Unified	35%	48%	48%
San Mateo Union	18%	13%	10%
Sequoia Union	32%	26%	19%
South San Franicisco Unified	18%	20%	21%
County Overall	20%	19%	16%

In our county's public high schools, 5,918 students were enrolled as ROP students in 2006-07. They were distributed in five sectors as follows: Service: 1,296; Tech: 1,006; Trade: 2,230; Health: 2,181; and Business: 2,849. AB 2448 requires high schools to reduce the adult student population in ROP classes to 10%. Therefore, it was estimated that about 1,000 to 1,500 adult ROP students would need to take classes from other service vendors, mostly likely the three Colleges.

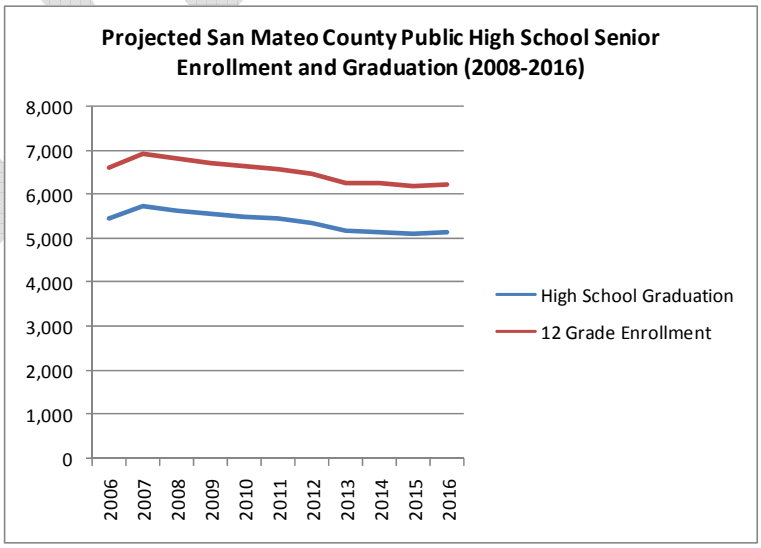
As an important part of overall education for pupils, Career Technical Education (CTE) classes in the county's public high schools are decreasing as compared to art classes (report summaries available in the 12th annual report card prepared by the Sustainable San Mateo County).[34]



District Enrollment History and Projections

Many factors influence current and future student enrollment in the district's three colleges. With respect to recent high school graduates, these factors include the size of the high school population, its graduation rates, the share of recent high school graduates who choose community colleges (called the "take rate"), among others.

The County's high school seniors will start declining in 5 years, which directly impacts SMCCCD's enrollment, transfer, FTES, and other areas. The California Department of Finance estimated graduation rate for San Mateo County public high schools shows that 8 out of 10 current 12th graders would graduate from high school. Combining the projected county public high school enrollments and graduation, a downward trend appears for both enrollments and graduation in the county's public high schools.[35]



SMCCCD high school take rate (county public high school graduates enrolling in SMCCCD immediately after graduation) was 25.7% in 2006-2007, representing the lowest of the past three academic years.[36]

SMCCCD Enrollment Rates of Graduates from County Public High School Districts (2003-2007)

District	03-04 HS Grad	# Enrolling SMCCCD (04-05)	Rate	04-05 HS Grad	# Enrolling SMCCCD (05-06)	Rate	05-06 HS Grad	# Enrolling SMCCCD (06-07)	Rate
Cabrillo Unified	243	77	31.7%	244	87	35.7%	272	68	25.0%
Jefferson Union High	1159	276	23.8%	1114	325	29.2%	1090	212	19.4%
La Honda/Pescadero Unified	9	5	55.6%	9	3	33.3%	18	5	27.8%
San Mateo Union High	1703	449	26.4%	1700	502	29.5%	1850	444	24.0%
Sequoia Union High	1502	407	27.1%	1484	370	24.9%	1420	340	23.9%
South San Francisco Unified	625	229	36.6%	638	315	49.4%	584	278	47.6%
Total/Avg	**5241**	**1443**	**27.5%**	**5189**	**1602**	**30.9%**	**5234**	**1347**	**25.7%**

Note: High school data is from California Department of Education. SMCCCD data is from Banner. Enrollment at SMCCCD is based on fall, spring and summer, for example, fall 05, spring 06, and summer 06.

The County's high school graduates' college-going rates to CSU (13.7% in 2005), UC (11.6% in 2005) and Community Colleges (34.7%) are likely to remain relatively stable.[37]

An overall measure of involvement in college is the Population Participation Rate. Our District's Population Participation Rate (PPR) is relatively low compared to all California community colleges (All CCs). Measured by college going rate of every 1,000 adults in a college's service area for a primary term, it was 40 per 1,000 in fall 2007 for the District, while 67 for all California community colleges.[38] Every year, about 45,000 students are enrolled at SMCCCD. An additional 20%, which can be reasonably accommodated by our facilities, would like increase the District's headcounts to close to 54,000 students or to raise the PPR to about 50 per 1,000 adults.

District and Statewide Population Participation Rates

	SMCCCD PPR	All CCCs PPR
2004-2005	42	66
2005-2006	39	66
2006-2007	40	67

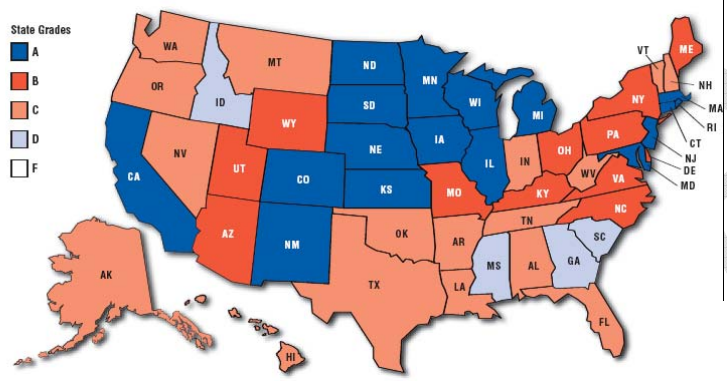
Some of the difference in PPR can be explained by the higher education level of the service area resident. About 37% of the Bay Area's adult residents have at least a bachelor's degree, compared to 24% nationwide, and one in six has a graduate or professional degree. Core skills include building and managing global businesses, innovating in products, services and business models, and creating new industries.[39]

For San Mateo County, using 2004 data, the education level of the adult population has been on an upward trajectory since 1990. By 2004, there were smaller proportions of county residents at the lowest levels of education and more at the highest levels. The proportion of adults with bachelor's degrees or higher in 2004 was 43.3% compared to 31.3% in 1990. Both statistics are significantly higher than corresponding California and national statistics.[40] There are pockets in the county

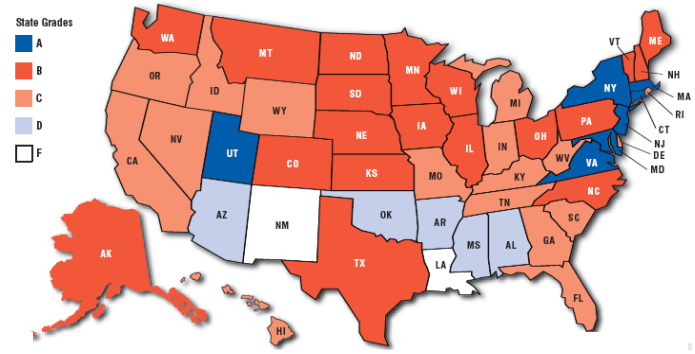
where a disproportionate number of residents have only a high school education. According to recent census estimates, adults in parts of Daly City, South San Francisco, East Palo Alto, Redwood City and elsewhere are less likely to have earned bachelor or professional degrees than adults throughout San Mateo County.[41]

Our nation has made small progress since the early 1990s in enrolling young adults or working-age people. Improvements were seen in only eight states. California received an A in the Participation category in the study "Measure Up 2006 – The National Report Card", conducted by the National Center for Public Policy and Higher Education,[42] but a C in the category of Preparation. The study noted that progress made in improving the academic preparation of young adults has not resulted in gains in some important areas, including the percentage of young adults graduating from high school in four years. "Meanwhile, the nation continues to experience disparities in educational performance by race/ethnicity and family income," the study authors remarked. Baccalaureate degree attainment rates for Latino and African-American young adults—the fastest-growing population groups in our country—are less than half of those for White and Asian-Pacific Islanders.[43]

Participation Scorecard

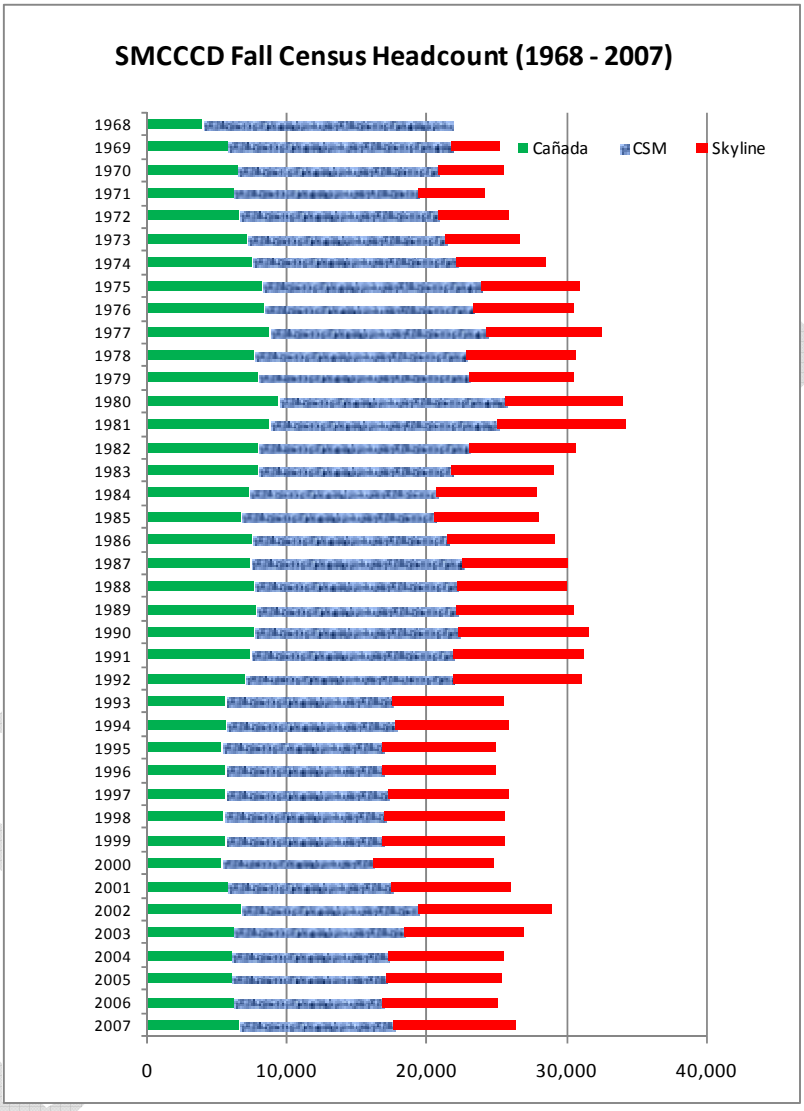


Preparation Scorecard



It is worth noting that in a national study published by the American Council on Education (ACE), associate degrees granted to minority students have increased dramatically from 1993 to 2003 by 90.6%, compared to 28.8% for all students receiving associate degrees. African American and Hispanic students showed the most impressive gains: 80.2% and 118.7% respectively.[44]

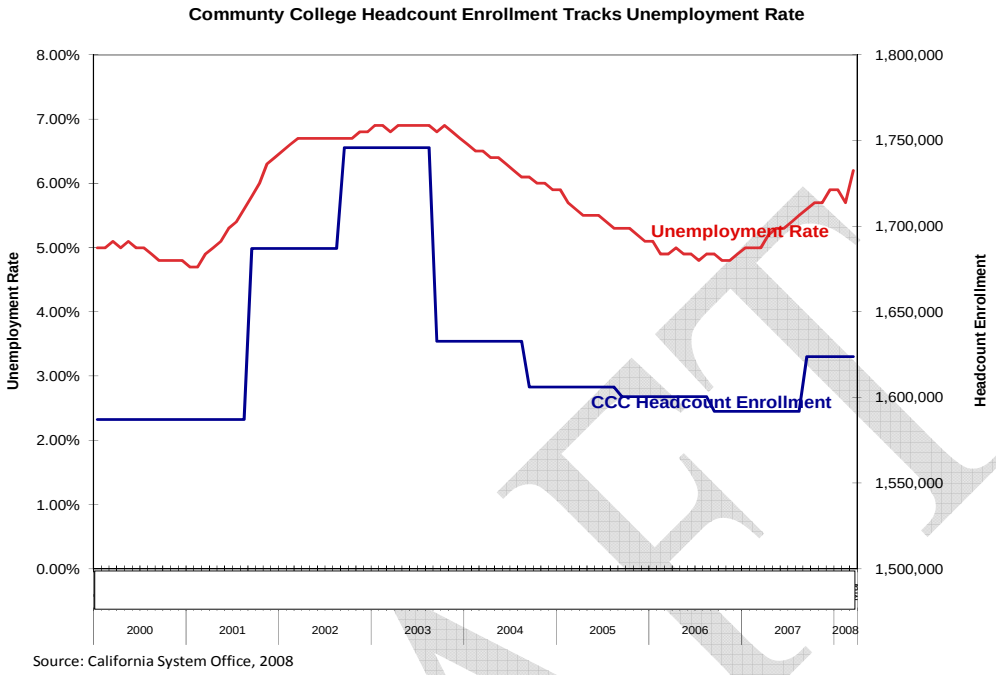
Historically speaking, the enrollment in SMCCCD as measured by headcounts in fall semesters peaked in 1981. The headcount in 2006 was one of the lowest and was similar to that in 1969, almost 4 decades ago, when the county's population was 556,000 according to 1970 census[45] or 70% the size of today's population in the county.[46] 1969 was also the first year all three colleges were in operation.



Several reasons may account for the major changes in the above chart. These could include: 1978-1981 Prop. 13 reductions and recovery; 1981 to 1982 – state mandated course reclassification reductions resulting in budget reduction of $825,000, probably equivalent to over 3 million today; 1992 to 1993 – student fee increase to $10 per unit and implementation of BA differential fee – resulted in loss of 5,000 BA degree holders in the District. Although the fee was eliminated in spring 1996, most of the students did not return.

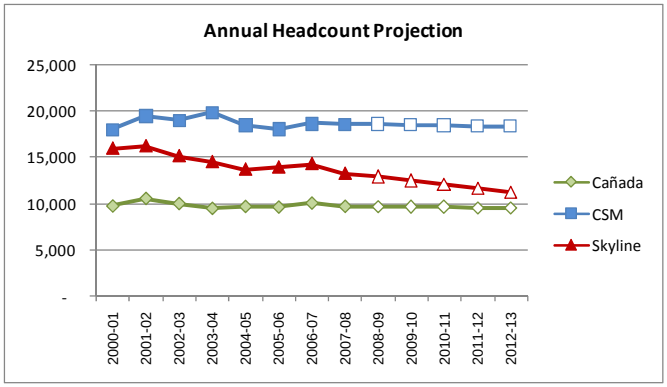
Community college enrollments may be correlated to the ebb and flow of the economy. Using data from the System Office (chart below), the increase in overall headcounts in California community

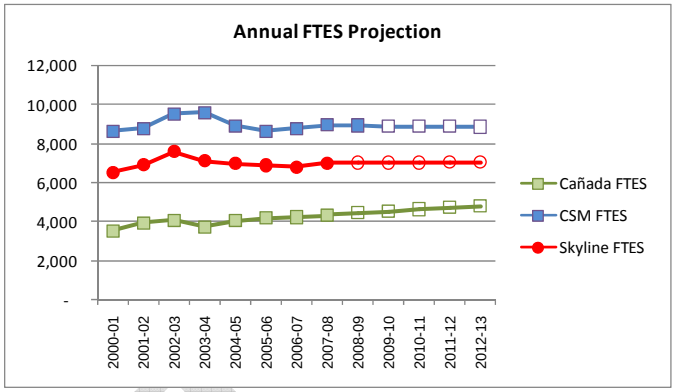
colleges from mid 2001 to late 2003 seemed to follow the rise of the unemployment rate. The pattern seemed to be repeating itself starting in mid 2007.



Projections for both annual headcounts and FTES (Full-time Equivalent Students) by District Colleges are showing moderate growth trends.[47]

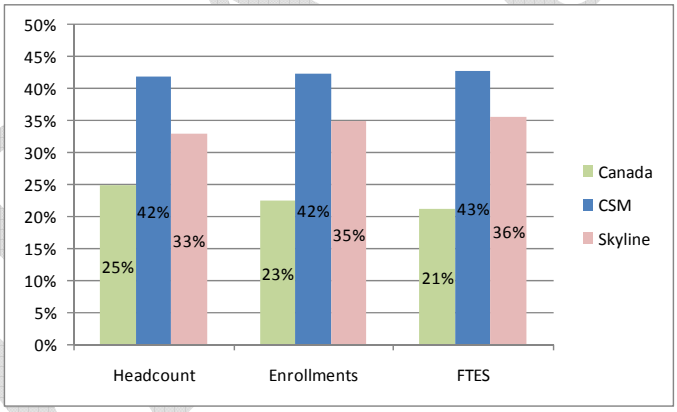
	Cañada		CSM		Skyline	
	Headcount	FTES	Headcount	FTES	Headcount	FTES
2000-01	9,782	3,546	18,050	8,680	16,016	6,522
2001-02	10,595	3,948	19,467	8,783	16,261	6,908
2002-03	10,908	4,095	20,668	9,562	17,449	7,596
2003-04	9,530	3,753	19,817	9,597	14,550	7,128
2004-05	9,734	4,061	18,487	8,941	13,740	6,970
2005-06	9,674	4,195	18,074	8,669	13,966	6,887
2006-07	10,098	4,255	18,670	8,791	14,339	6,801
2007-08	9,750	4,349	18,589	8,930	13,284	6,997
2008-09	9,707	4,441	18,537	8,911	12,889	7,003
2009-10	9,664	4,533	18,484	8,893	12,494	7,009
2010-11	9,621	4,626	18,432	8,874	12,098	7,015
2011-12	9,578	4,718	18,379	8,856	11,703	7,021
2012-13	9,535	4,811	18,327	8,837	11,308	7,027



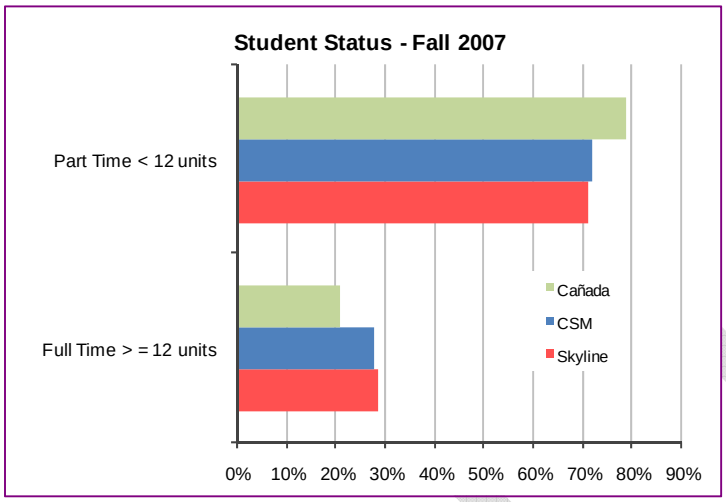


Note: (1) Linear regression modeling via trend array, as it was used for the projections, represents a forward moving trend without consideration of various intervention factors, such as additional marketing, change in the economy, and/or opening/cancelling classes; (2) The "bump-in-the-road" budget cut in Year 2002-03 created a statistical anomaly (outlier), therefore, imputed mean by college was used for each of the three colleges for that year.

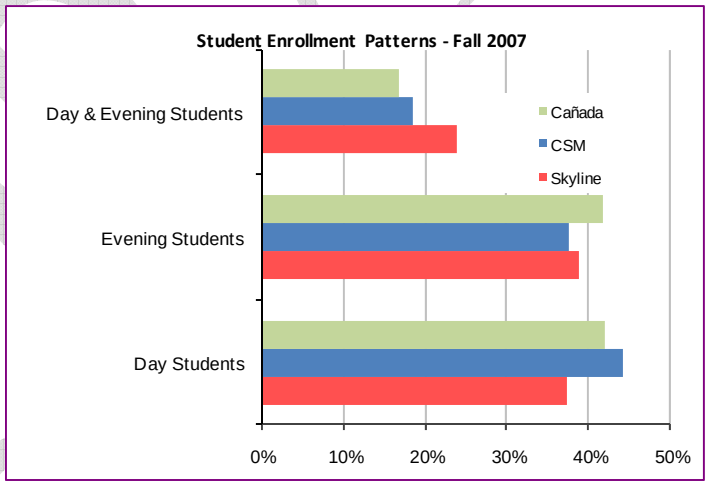
In fall 2007, the percent distribution of student headcount by college was Cañada (25%), CSM (42%) and Skyline (33%). FTES distribution is slightly different among the three: Cañada 21%, CSM 43% and Skyline 36%.[48]



Full time students (enrolled in 12 or more units) and part-time students (enrolled in less than 12 units), using fall 2007 data, showed noticeable differences among the three colleges. A little over 20% of Cañada enrollments were full-time. CSM and Skyline had similar proportions of students as full-time (27.8% and 28.6% respectively).[49]

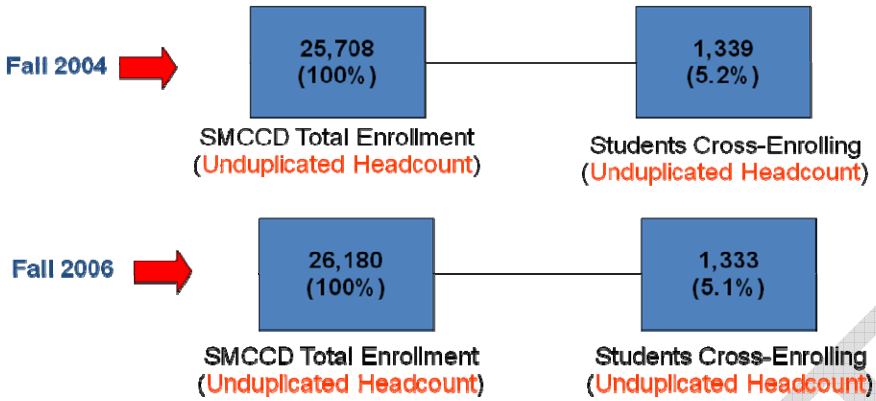


Student Enrollment Patterns among the three colleges, using fall 2007 data, showed noticeable differences. The proportion of Day & Evening students was lower at Cañada than the other two; CSM had disproportionally more Day students; the enrollment patterns at Skyline were more balanced.[50]



However, none of the three colleges have a majority group of either Day, or Evening or Day and Evening students. In fall 2007, District wide, 41.3% were Day students, 38.9% were Evening students, and 19.7% were Day and Evening students.[51]

A study conducted by the CSM Research Office showed about 5% of the students in the District took classes in at least two of the District Colleges and even all three Colleges (cross-enroll) in a given semester.



Course and Program Offerings

The three Colleges have thirty-eight academic or course department headings in common. Most of these departments represent course names that comprise the core curriculum necessary for each college to provide a general education as specified in the district's mission statement, e.g. English, Mathematics, Biology, Chemistry, Political Science, Economics, Philosophy, History, Business, Art, Music, Spanish, Physical Education, etc., Some departments provide specialized assistance to help students succeed, e.g. Writing, Reading, ESL, Career Development, Tutoring, and some departments are sub-disciplines within broader designators, e.g. Team, Fitness, Adaptive, Varsity, Individual, etc. are sub-sets of Physical Education. Given the differing purposes served by these core departments – most serve the general education function and very few have large numbers of declared majors – enrollment comparisons are best considered in the context of the larger unit of a division where enrollment balance is maintained. Collectively, these core departments comprise the majority enrollments of the district.

The three Colleges offer transfer preparation, Career Technical Education (CTE) and developmental education (basic skills). Transfer courses generated over 70% of the FTES among all FTES generating courses in our District in 2006-07, according to the System Office. CTE courses generated over 20% of the FTES, and Basic Skills courses generated between 4% and 16% among the three Colleges.

Comparison of San Francisco Bay Area Community Colleges: 2005-07 FTES by Course Type

2006-07 FTES by Course Types*

District	College	Transfer Ratio	CTE Ratio	BS Ratio
Contra Costa CCD	Los Medanos	55%	38%	7%
Peralta CCD	Merritt	59%	37%	4%
Contra Costa CCD	Contra Costa	58%	33%	9%
Peralta CCD	Laney	62%	29%	9%
Foothill CCD	Foothill	68%	28%	3%
Foothill CCD	DeAnza	66%	28%	6%
West Valley CCD	Mission	62%	27%	11%
San Francisco CCD	San Francisco	67%	27%	6%
San Francisco CCD	San Francisco Ctrs	0%	26%	74%
San Mateo CCD	College of San Mateo	71%	25%	4%
Peralta CCD	Alameda	70%	24%	6%
Ohlone CCD	Ohlone	69%	24%	7%
San Mateo CCD	Skyline	70%	23%	6%
Peralta CCD	Berkeley City	72%	23%	4%
San Jose CCD	San Jose City	64%	22%	14%
San Jose CCD	Evergreen Valley	67%	22%	10%
Chabot-Las Positas CCD	Chabot Hayward	68%	22%	10%
West Valley CCD	West Valley	76%	21%	3%
San Mateo CCD	Cañada	63%	20%	16%
Chabot-Las Positas CCD	Las Positas	73%	19%	8%
Contra Costa CCD	Diablo Valley	78%	19%	3%

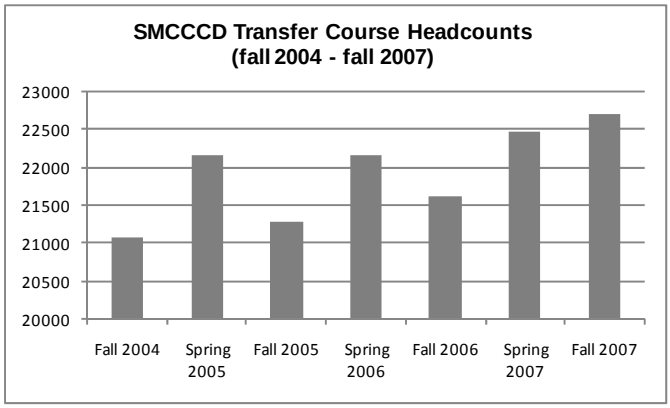
*Excluding Credit Courses since many of them overlap with Transfer Courses.
Source: System Office Data Mart, Retrived, March 2008 (VC-ESP)

Note: The categorizations in the above chart were mandated by the State for various purposes. It seems to suggest that 70% of our students should be transferring. In reality, the transfer and career courses are not mutually exclusive and many transfer courses are critical parts of career programs.

Transfer Enrollments

The transfer education enrollment (headcounts) in SMCCCD is seeing a steady increase since fall 2004.

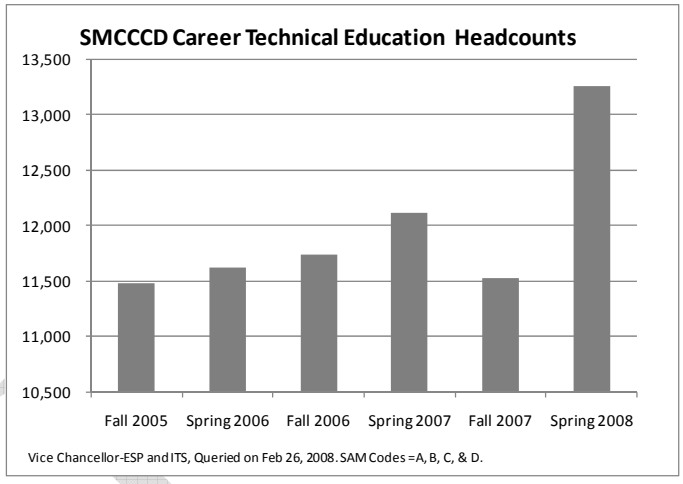
	Cañada	CSM	Skyline	SMCCCD
Fall 2004	4,749	9,085	7,260	21,094
Spring 2005	5,010	9,448	7,725	22,183
Fall 2005	4,925	9,122	7,234	21,281
Spring 2006	5,010	9,585	7,584	22,179
Fall 2006	5,000	9,207	7,416	21,623
Spring 2007	5,240	9,357	7,881	22,478
Fall 2007	5,292	9,475	7,958	22,725



Career Technical Education Enrollments

The career technical education (CTE) enrollment (headcounts) in SMCCCD is seeing an increase after lingering at around 11,000 headcounts since fall 2005.[52]

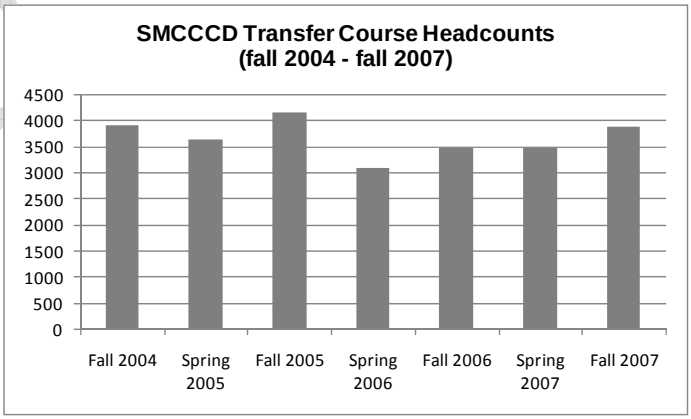
	Cañada	CSM	Skyline	SMCCCD
Fall 2004	2,509	5,079	4,030	11,618
Spring 2005	2,795	6,070	4,335	13,200
Fall 2005	2,616	4,931	3,939	11,486
Spring 2006	2,708	4,912	3,999	11,619
Fall 2006	2,514	5,202	4,024	11,740
Spring 2007	2,585	5,484	4,053	12,122
Fall 2007	2,566	4,839	4,123	11,528



Basic Skills Enrollments

The basic skills education enrollment (headcounts) in SMCCCD is trending upward since spring 2006, but has not reached the recent all time high of fall 2005. (Selection criteria are CB08 = B or P in state MIS data elements.)

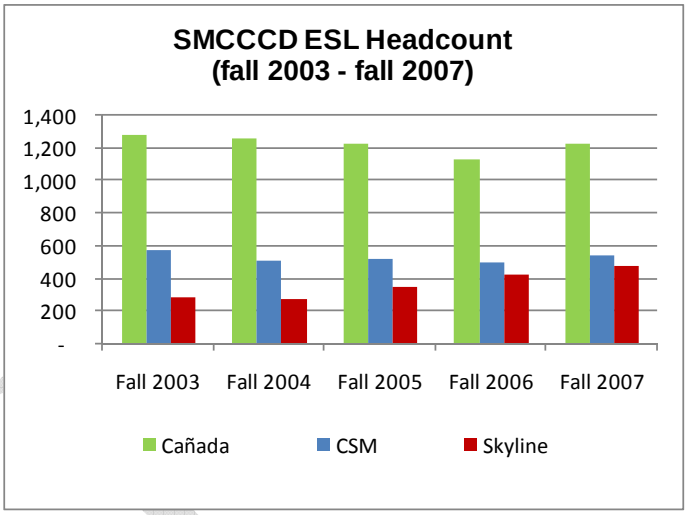
	Cañada	CSM	Skyline	SMCCCD
Fall 2004	1,844	860	1,223	3,927
Spring 2005	1,731	913	999	3,643
Fall 2005	2,232	1,047	903	4,182
Spring 2006	1,405	909	780	3,094
Fall 2006	1,548	910	1,021	3,479
Spring 2007	1,455	883	1,139	3,477
Fall 2007	1,640	965	1,305	3,910



ESL Enrollments

In the past five fall semesters, the District's ESL student population as measured by headcounts has stayed around 2,100. The headcount increased from 2,056 in fall 2006 to 2,258 in fall 2007. The ESL population at Cañada is by far the largest.

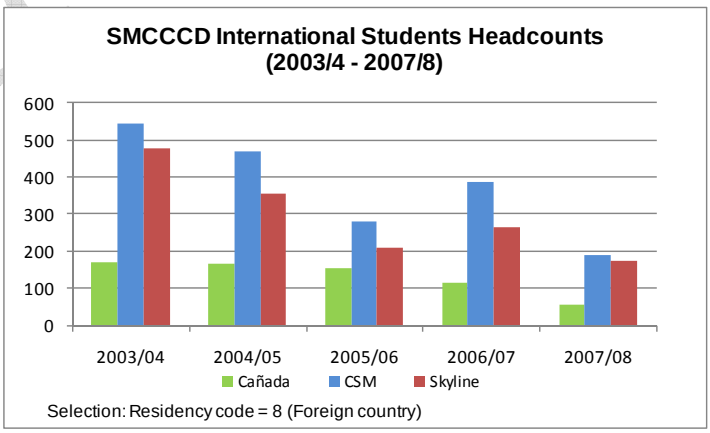
	Cañada	CSM	Skyline	SMCCCD
Fall 2003	1,282	577	287	2,146
Fall 2004	1,263	516	274	2,053
Fall 2005	1,234	526	350	2,110
Fall 2006	1,128	504	424	2,056
Fall 2007	1,232	543	483	2,258



International Enrollments

The headcounts of international students in our district have been on a steady decline from a total of 1,191 in 2003-04 year to 416 in 2007-08 year. (The counts may include students who initially applied at a college outside the District Colleges.)

	Cañada	CSM	Skyline	SMCCCD
2003/04	169	545	477	1191
2004/05	165	468	357	990
2005/06	153	281	209	643
2006/07	115	385	263	763
2007/08	54	189	173	416



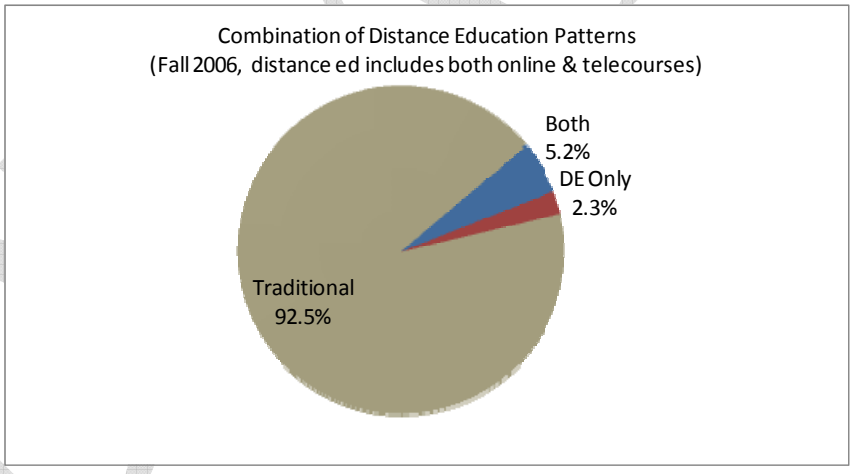
Financial Aid

Excluding Board of Governors waivers and loans, on average, the District Colleges disburse $6.5 million in student financial aid in the forms of scholarships and grants. Most of the financial aid awards are Pell grants. Supplemental Educational Opportunity Grants are the second popular awards.

	2005-06	2006-07	2007-08
Academic Competitive Grants		0.20%	1.30%
Board of Governors	10.4%	11.0%	10.1%
CalWorks	0.1%		
CARE	0.5%	0.3%	0.6%
EOPS	6.3%	3.8%	1.8%
MESA	0.0%		0.0%
PELL	55.4%	55.2%	56.0%
SEOG	25.7%	28.2%	29.7%
TRIO	1.6%	1.3%	0.5%

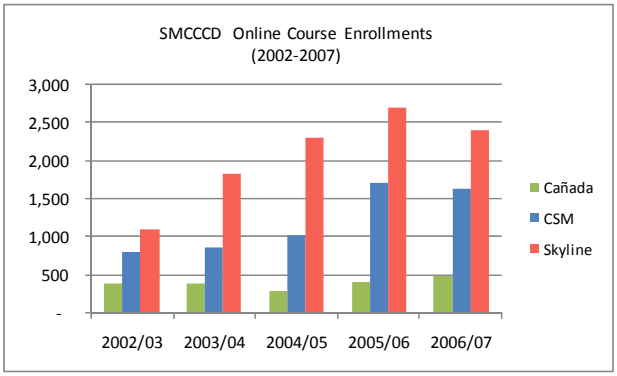
Distance Education

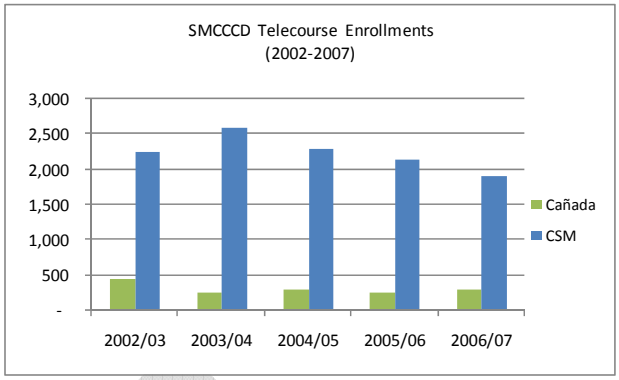
In fall 2006, 92.7% of students took traditional (site-based) classes, 2.3% of District students took only distance education courses, and another 5% took both distance education and traditional brick-mortar based classes.[53]



The current level of distance education offerings and enrollments of SMCCCD are below the state average. In the 2005-06 academic year, the headcount percentage of distance education students was 10.7% of total headcount (11.8% statewide) and the percentage of enrollments, a more meaningful measure of distance education, was 4.4% of total enrollments (5.6% statewide).[54]

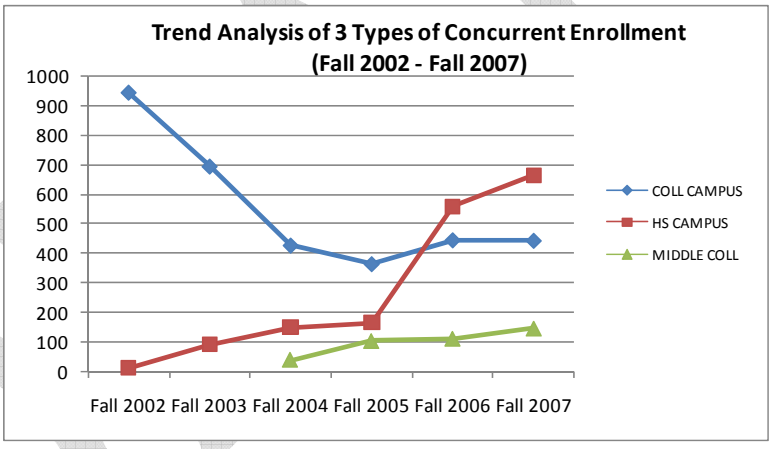
The online course enrollments in the three Colleges have shown an upward trend over the past six years. However, the enrollments in telecourses have shown a declining trend starting in 2003-04.





Concurrent Enrollment

Concurrent enrollment is the term used for high school student enrollment in community college courses, whether the course is offered at a college or at the student's high school. The concurrent enrollment efforts at SMCCCD have resulted in steady growth, particularly in headcounts of concurrent enrollment students who take college credit courses on high school campuses.[55]



Middle College is a cohort based model in which high school students study both college and high school programs on college campuses. Middle College models in use by the leading community colleges have shown great promise in increasing student access to college. Cañada and CSM both have state funded Middle Colleges. Skyline's Education Master Plan recommended pursuing opportunities with local high schools to establish one in 2009.[56]

Student Retention, Success, and Achievement

Faculty and staff in the District have dedicated a great amount of time and energy to help students succeed. There are numerous examples in the District Colleges that have received national and

regional awards. The District and Colleges continue to embark on numerous activities to enhance the scholarship of teaching and to help students succeed. To name a few: The University Center at Cañada; ePortfolio, Writing in the End Zone at CSM; Hermanos, Kababayan programs at Skyline, and the creative textbook rental program.

The overall success and retention rates of the District students in fall 2006 were 69.1% and 84.2% respectively.[57] When analyzed by Transfer, Credit and Basic Skills courses, success rates in Basic Skills courses have been consistently lower than those in Transfer and Credit courses for the past several years and across all three Colleges. Retention rates, however, have been relatively similar for Transfer, Credit and Basic Skills courses at all three Colleges.[58] Note, the tables below are provided by the System Office. Career & Technical Education (CTE) data is presented later in this section.

Success and Retention Rates by District Colleges by Year

Cañada

	Fall 02		Fall 03		Fall 04		Fall 05		Fall 06	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	73.07	81.46	74.96	82.74	73.62	83.50	71.60	82.18	72.23	83.50
Credit	71.74	80.62	72.43	81.94	71.68	82.72	70.30	81.66	70.82	82.85
Basic Skills	63.11	78.77	65.52	80.51	61.58	82.11	59.40	72.95	57.83	76.50

CSM

	Fall 02		Fall 03		Fall 04		Fall 05		Fall 06	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	69.31	81.50	68.76	81.91	68.00	83.33	68.31	82.53	67.97	83.13
Credit	69.15	81.41	69.19	82.14	68.27	83.39	68.57	82.44	68.51	83.43
Basic Skills	60.46	78.11	58.47	79.42	53.81	78.39	53.51	81.06	60.08	81.12

Skyline

	Fall 02		Fall 03		Fall 04		Fall 05		Fall 06	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	69.85	80.79	69.09	81.57	68.53	82.82	65.78	79.60	66.57	80.74
Credit	68.81	80.65	68.08	81.18	67.69	82.44	65.18	79.56	65.74	80.61
Basic Skills	61.05	78.48	60.82	78.53	59.99	82.98	24.18	90.96	68.59	85.01

Note: Success rate is defined by grades of A, B, C, and CR (credit). Retention rate is defined by all grades except Ws.

In addition, success and retention rates in vocational education courses have remained relatively stable, using available data for fall 2005 through fall 2007. These rates are very similar to the success and retention rates of all courses in the District.[59]

SMCCCD Career Technical Education Success & Retention Rate

	Fall 2005		Fall 2006		Fall 2007	
	Success	Retention	Success	Retention	Success	Retention
CTE*	64%	78%	70%	84%	69%	83%

Note: CTE is the new term for Vocational Education.

The federally mandated Student Right to Know (SRTK) reporting tracks all certificate, degree, and transfer seeking first-time and full-time students over a three year period. SRTK rates as reported by the System Office for the 2003 cohort (the latest cohort tracking possible) showed that, except for the Completion Rate at Cañada College, the three Colleges performed higher than that of the state average. Skyline College's Completion Rate was almost 10 percentage points higher than that of the state and Cañada's Transfer Rate was more than 23 percentage points higher than that of the state.

Student Right to Know (SRTK) Rates for 2003 Cohort

	Cañada	CSM	Skyline	California Systemwide
Completion Rate	26.3%	38.6%	45.3%	35.6%
Transfer Rate	40.4%	30.2%	18.0%	17.0%

According to data collected in relation to the Statewide Basic Skills Initiative (BSI), [60] as high as 94% of new students were assessed into developmental courses in our District in fall 2006. The success rates of these students were below 60% across all three Colleges. The fall to fall persistence rate for these students was 55.2% at Cañada, 62.6% at CSM and 74.4% at Skyline.

Basic Skills Initiative (BSI) Recommended Data Collection

	Cañada FA 06	CSM FA 07	Skyline FA 06
Percentage of New Students Assessed into Developmental Education Courses	94.1%	27.1%	44% (English)/ 86% (Math)
Number of Developmental Education Sections Offered	135	61 (100%)	148
Percentage of Section Offerings that are Developmental Education	21.6%	4.8%	6.70%
Unduplicated Number of Students Enrolled in Developmental Education	2,213	965	3,267 (Duplicated)
Student Success Rate in Developmental Education Courses	57.7%	56.7%	59%
Student Retention Rate in Developmental Education Courses	77.7%	77.1%	83%
Student Course Repetition Rate in Developmental Education Courses	4.6%	5.8%	--
Fall-to-Fall Persistence Rate of Developmental Education Students	55.2% (FA 2004-05)	62.6% (FA 2006-07)	74.4% (FA - SP)
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	40%	70.5%	--

A cohort tracking study was recently conducted by Cañada College during which 1,042 students attending Cañada for the first time in fall 2006 were tracked by various statistics. Of this cohort, 49.7% of the ESL students persisted to the spring 2007 term, along with 84.2% of the Developmental Math students, 79.9% of the Developmental Reading students, 85% of the Developmental English students, and 48.4% of the transferable-only group.

For the entire District, the success rate in asynchronous online courses, a dominant type of online course modality in which the interaction is not in real-time, was lower than many of the Bay Ten Districts. In fall 2006, according to the System Office's MIS report, SMCCCD success rate (50.8%) in asynchronous courses was in the lower third of the eight Bay Ten Districts that offered asynchronous courses.

Success Rates of Asynchronous Online Courses among Bay Ten Colleges (fall 2006)

District	Total Enrollment	Success	Success Rate* (%)
Foothill CCD	6,241	4,181	67.0
San Francisco CCD	1,688	1,010	59.8
Ohlone CCD	2,155	1,274	59.1
Chabot-Las Positas CCD	2,292	1,319	57.6
Contra Costa CCD	5,534	3,093	55.9
San Mateo CCD	1,745	886	50.8
West Valley CCD	3,222	1,552	48.2
Marin CCD	72	34	47.2

Success rate is defined grade C or better.

The success and retention rates of all three types of concurrent enrollment are higher than the District average, sometimes by a significant margin.[61]

Fall 2006 Success and Retention Rates of Concurrent Enrollment Students

	Success	Retention
College courses taught on high school campuses	80.6%	92.1%
Concurrent enrollment students on college campuses	74.6%	88.9%
Middle College students	75.5%	87.7%
All District Students	69.1%	84.2%

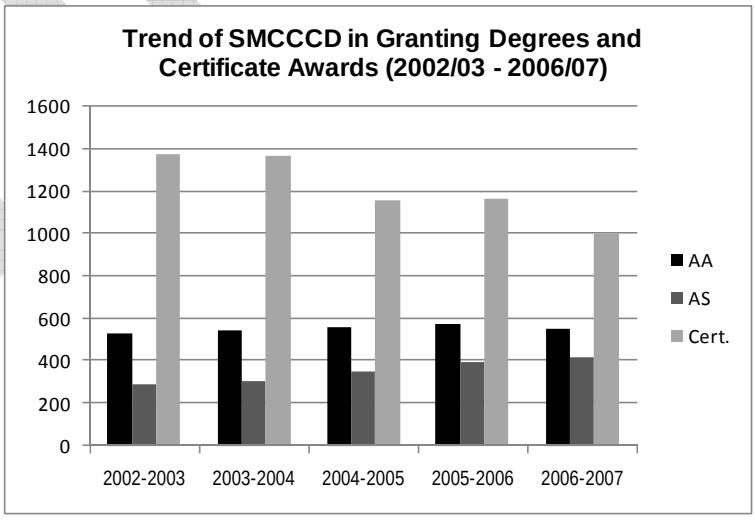
Student Equity Reports, which are the result of recent large-scale systemic collection and identification of access and success of education achievement by ethnicities mandated by Title 5, show that disparities of educational achievement exist among students of different ethnicities. For example, using basic skills course success rates – one of several measures in the reports – African American students have consistently been the least successful or the second least successful. In 2003 the last year the reports were compiled by Skyline, African American students had a success

rate of 46.3% in combined basic skills courses[62]. At Cañada, when basic skills courses were broken out by English and Math, the success rate of African American students was 50.0% in English and 33.3% in Math.[63] Hispanic students' success rates in both English and Math tended to be slightly above African American students' but still fell far short of the overall success rates. For example, in English and Math, Hispanic students' success rate at Cañada was 57.4% and 43.4% respectively. When students who completed a basic skills course were tracked for their success rates in a higher course as was conducted at CSM from fall 2000 to spring 2003, African American students' success rate was the lowest at 40.0%, followed by Filipino students at 42.9% and Hispanic students at 46.8%.[64]

A special study by EdSource on African American pupils in California showed that, when compared to students of other ethnicities, African American students are improving in Math CST (California Standard Tests), but their scores remain behind those of all other groups; their improvement in English has remained flat since 2003.[65]

There are many achievement gaps when student success data are broken down by ethnicities and these disparities persist within American classrooms.[66] However, this issue is complex and must be examined in the context of many long-standing and deeply trenched societal, cultural, economic as well as educational reasons.[67] In "A Letter To Our Next President", Gloria Ladson-Billings, a well-known American pedagogical philosopher and faculty at University of Wisconsin-Madison, pointed out that the next president must face the continued educational inequity.[68] Ladson-Billings called it collectively the accumulated educational debt that comprises historical, economic, sociopolitical and moral components.

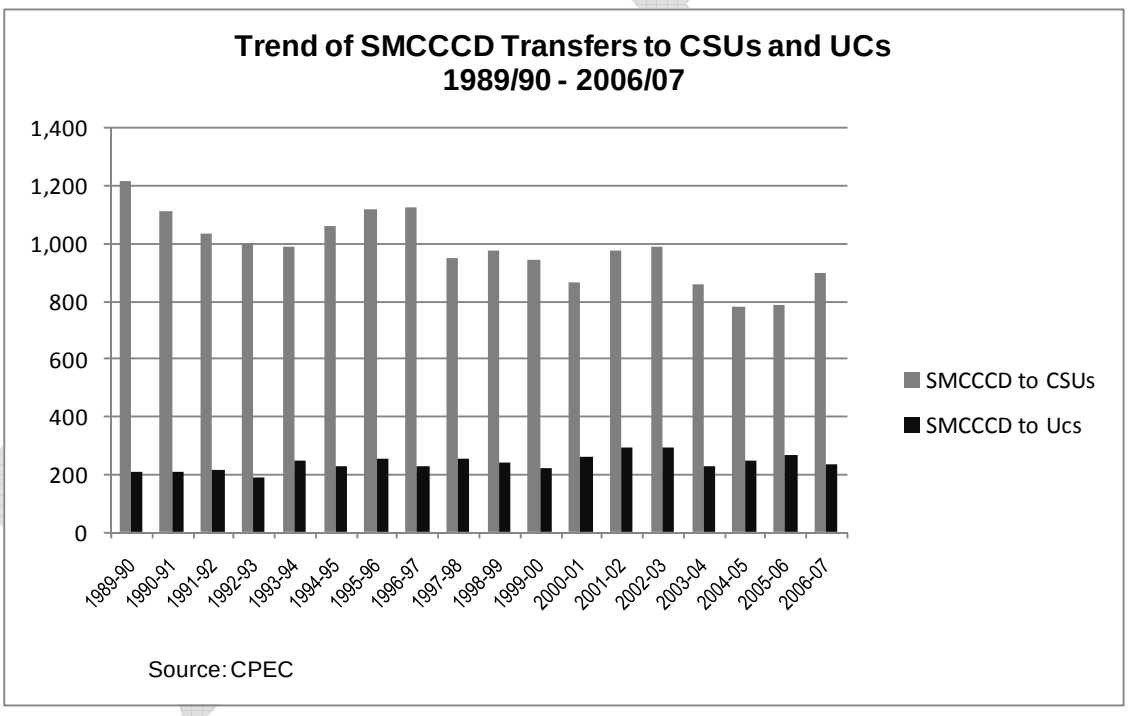
Annually, SMCCCD students are awarded over 2,000 degrees and certificates as reported by the state System Office MIS (Management Information System).[69] District wide, AS (Associate of Science) awards have been trending up, AA (Associate of Arts) awards have been holding steady, but Certificate awards are trending down.



Degree and Certificate Awards by District Colleges by Year

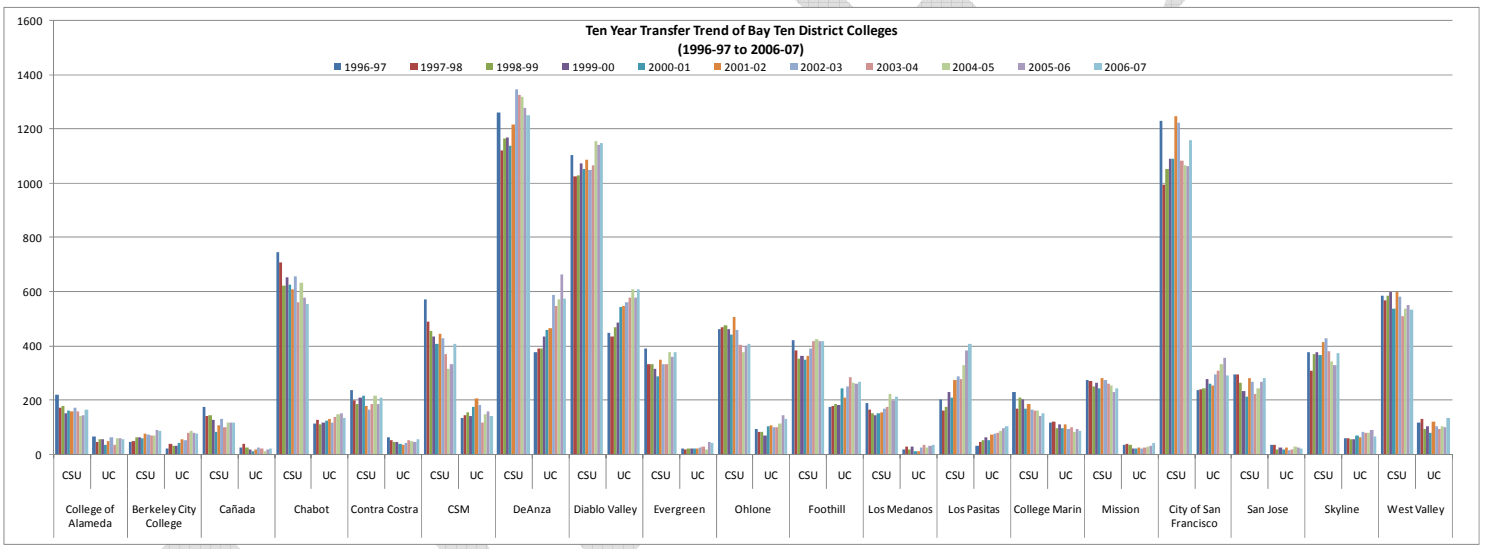
	Cañada			San Mateo			Skyline			SMCCCD		
	AA	AS	Cert.	AA	AS	Cert.	AA	AS	Cert.	AA	AS	Cert.
2002-2003	51	59	122	245	115	568	232	116	689	528	290	1379
2003-2004	58	54	217	259	128	586	227	124	566	544	306	1369
2004-2005	76	92	212	258	114	499	226	146	445	560	352	1156
2005-2006	71	110	199	252	124	484	252	159	484	575	393	1167
2006-2007	59	90	218	240	133	334	255	195	450	554	418	1002

Reporting provided by CPEC shows that SMCCCD transfers to CSUs have decreased continually since 1997 (from 1,129 in 1996-97 to 901 in 2006-07) and in the foreseeable future this trend may continue. Transfers to UCs have also declined from an all time high of 295 in 2002-03 to 234 in 2006-07). Meanwhile, the transfers from all California community colleges to both CSUs and UCs have been trending upward. [70]



15-Year Transfer Trend by District Colleges

	Cañada		CSM		Skyline		SMCCCD	
	CSUs	UCs	CSUs	UCs	CSUs	UCs	CSUs	UCs
1989-90	183	22	762	153	274	34	1,219	209
1990-91	158	28	648	155	308	28	1,114	211
1991-92	163	29	568	160	304	28	1,035	217
1992-93	154	30	559	127	291	32	1,004	189
1993-94	151	32	557	163	280	51	988	246
1994-95	157	34	570	139	337	57	1,064	230
1995-96	174	37	599	153	346	65	1,119	255
1996-97	177	28	573	138	379	62	1,129	228
1997-98	144	42	492	147	312	62	948	251
1998-99	145	26	457	156	372	59	974	241
1999-00	129	21	435	144	380	59	944	224
2000-01	85	12	411	177	368	70	864	259
2001-02	110	20	447	207	417	65	974	292
2002-03	132	26	429	184	429	85	990	295
2003-04	104	24	373	119	383	82	860	225
2004-05	120	15	316	151	346	82	782	248
2005-06	121	19	336	159	331	91	788	269
2006-07	118	23	409	143	374	68	901	234



Program Review and Student Learning Outcomes

Program review follows a 6-year cycle at Cañada College and Skyline College and an annual cycle at CSM. For the Colleges that use the 6-year cycle, annually, on average, 8 to 12 programs, including non-instructional services, undergo reviews. CSM is considering a 6-year cycle. The review cycles currently are aligned with the District Strategic Plan and accreditation self-study cycles. During the reviews, the Colleges study the staffing, outcomes, and resource needs. The reviews provide goals and objectives and recommended actions. The information from the reviews is part of the data for goals and objectives of the overall planning activities of the Colleges.[71]

Beginning in 2002-2003, SLOs (Student Learning Outcomes) at the District Colleges have evolved at varying stages of progress and/or completion guided by the three Student Learning Outcomes Assessment Cycle (SLOAC) coordinators and the College based committees and academic

senates.[72] At the course level, the District Colleges are following the schedule to revise all course outlines by 2010. At the program/department/unit level, the District Colleges are following a model timeline to integrate SLOs into program reviews. For those courses that have developed SLOs, program/department/unit level assessment of SLOs has been completed. At the institution level, where SLOs typically include degree/certificate, general education and non-instructional campus-wide services, SLOs plans have been developed and are in the process of implementation. At each of the three levels of SLOs, the District Colleges follow the process of developing the plan, implementing the plan and assessing the plan.

Student Services at the District Colleges continues to respond and adapt to the changing student demographics and various new and revised regulations and practices. In a 2007 Board of Trustees Study Session, counseling services received an extensive analysis of its services in meeting the needs of students, in using technology to enhance service delivery and in helping students succeed. Following the study session on counseling, the Vice Presidents of Students Services (VPSS) organized a District wide counselors' retreat that resulted in identifying potential strategies to provide consistent counseling services to students in our District with the support of technology. Following the retreat, VPSS and deans of counseling/enrollment services prioritized close to 20 specific actions and implemented a majority of these actions. For example, they developed, piloted and implemented a district wide "early alert" system that enables faculty to identify and refer "at risk" students to student services for evaluation, intervention and follow-up; developed and implemented an "online" orientation for new students that augments and supplements the "in person" orientation to provide alternative ways of meeting the diverse needs of students. VPSS will continue with district-wide efforts to evaluate, modify and implement a variety of counseling strategies.

In a 2007 Board of Trustees Study Session on Intra-district Articulation, all three Colleges reviewed the differences in graduation requirements. The CSM Curriculum Committee found the additional residency requirement at CSM ("Either 48 units of the 60 units required or the last 12 units must be completed at CSM") to be inappropriate; therefore, in April, 2007, the CSM COI (Committee on Instruction) discussed and approved the proposal to align its residency requirement with that of Skyline and Cañada. The Faculty Senates at the three Colleges are continuing with discussions about the remaining differences in graduation requirements and recently have begun to examine changes to the general education requirements.

Graduation Requirements among District Colleges as of 2008

	Cañada	CSM	Skyline
Residency	12 units in residence **at Cañada College**	12 units in residence **at College of San Mateo**	12 units in residence **at Skyline College**
AA/AS	50% of total units **required for the major** completed at Cañada College	Minimum of 12 units **required for the major** completed at College of San Mateo	50% of total units **required for the major** completed at Skyline College
Certificate	50% of total units **required for the certificate** completed at Cañada College	50% of total units **required for the certificate** completed at College of San Mateo	Minimum of 12 units **required for the certificate** completed at Skyline College

Note: gray areas denote the remaining differences.

Since early fall 2007, Instructional Deans and the Vice Presidents have been conducting faculty dialogs on aligning the 70+ courses with differing prerequisites. In many cases, faculty reviewed the course contents and discussed the prerequisite differences and aligned those for which they reached consensus. In other cases when agreement was not reached, faculty have agreed to continue dialoging or simply rename the course to avoid confusing the students. A number of the 70 courses are cooperative education courses that were aligned quickly, reducing the total number of courses in need of alignment to about half of that when the efforts started.

Due to articulation agreements being established on a college-by-college basis with CSUs and UCs, courses with the same names in our District may not be considered the same by CSUs and UCs. This is external to our control and subject to unilateral changes by CSUs and UCs. Currently, counselors rely on ASSIST to check for transfer status of the courses. To adequately inform students, the District Colleges plan to develop an equivalency matrix to comprehensively document, and display the similarities and differences of a course.

Several process-related barriers were brought to light during the FUTURES Initiative – a Districtwide initiative to market concurrent enrollment program to high school students and to remove enrollment barriers for them. There existed several impeding factors, such as dated interpretation of the law and cumbersome hurdles in students' registration. Some of the barriers were corrected: forms simplified, materials were revised to look less daunting, i.e., An examination of intra-district transfer and counseling services also revealed a number of areas in need of improvements. They included factors holding up the implementation of degree audit, courses sharing different prerequisites, graduation requirements not consistent, errors in publication, etc. To date, the Colleges continue identifying these process and content barriers for student success and continue making improvements.

Higher Education Competitors to the San Mateo County Community College District

External competition,[73] loosely defined as institutions that are 2-year or less than 2-years, comes from 57 institutions that are located within driving distance from the District Colleges. According to the Voorhees Group's research,[74] close to half (23) of them are sister community colleges. The rest of the 34 institutions offer similar education programs and courses that belong to the traditional community college market share. However, the community colleges enroll over 95% of the 318,000 students, by far are enjoying the largest market share among these institutions. The competition then is mostly among the community colleges.

Sum of Enrollment (Headcounts) of Institutions within Driving Distance from SMCCCD

Institutional Type	Colleges	Enrollment	%
Private for-profit 2-Year	8	6179	1.9%
Private for-profit Less than 2-Year	11	4420	1.4%
Private not-for-profit 2-Year	4	2475	0.8%
Private not-for-profit Less than 2-Year	8	887	0.3%
Public 2-Year	23	302460	95.1%
Public Less than 2-Year	3	1644	0.5%
Grand Total	57	318065	

It is worth noting that a national study published by the American Council on Education (ACE) in 2006 indicated that minority enrollments in private for profit institutions jumped by 342.3% from 1993 to 2003, while their increase at public institutions was only 44.7%.[75]

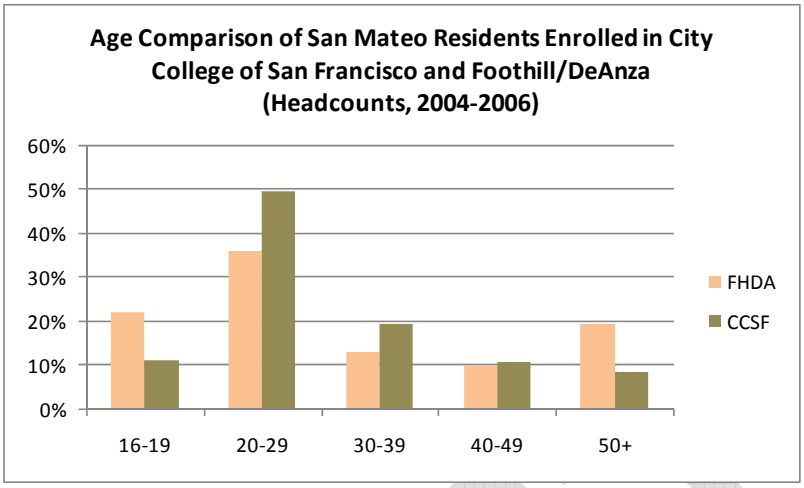
Research carried out by SMCCCD showed that in the 2005-06 year, thousands of county residents took classes at non-SMCCCD colleges. As a matter of fact, a net outflow of a total of 8,631 residents in San Mateo County took classes outside the SMCCCD service area at either CCSF or Foothill/De Anza districts. Many of them were taking Math and English credit courses in 2005-06. Among them, 2,000 resided in Redwood City and San Mateo.[76]

San Mateo County Residents Net Flow to CCSF and Foothill/DeAnza CCDs (2005-2006)

	Outflow	Inflow	Net
CCSF*	8,111	4,428	-3,683
FHDA	7,172	2,224	-4,948
Total:	15,283	6,652	-8,631

*Outflow to CCSF included 2,191 noncredit students.

Comparing the age of the SMCCCD residents who took classes at City College of San Francisco (CCSF) or Foothill/ DeAnza (FHDA) Districts, the research showed that Foothill/DeAnza district attracted more high school age students, possibly concurrent enrollment students, and CCSF attracted students who are in their 20s. More than half of the students who went to CCSF or Foothill/DeAnza districts were below age 30.


Age Comparison of San Mateo Residents Enrolled in City College of San Francisco and Foothill/DeAnza (Headcounts, 2004-2006)
60%
50%
40%
30%
20%
10%
0%
16-19
20-29
30-39
40-49
50+
FHDA
CCSF

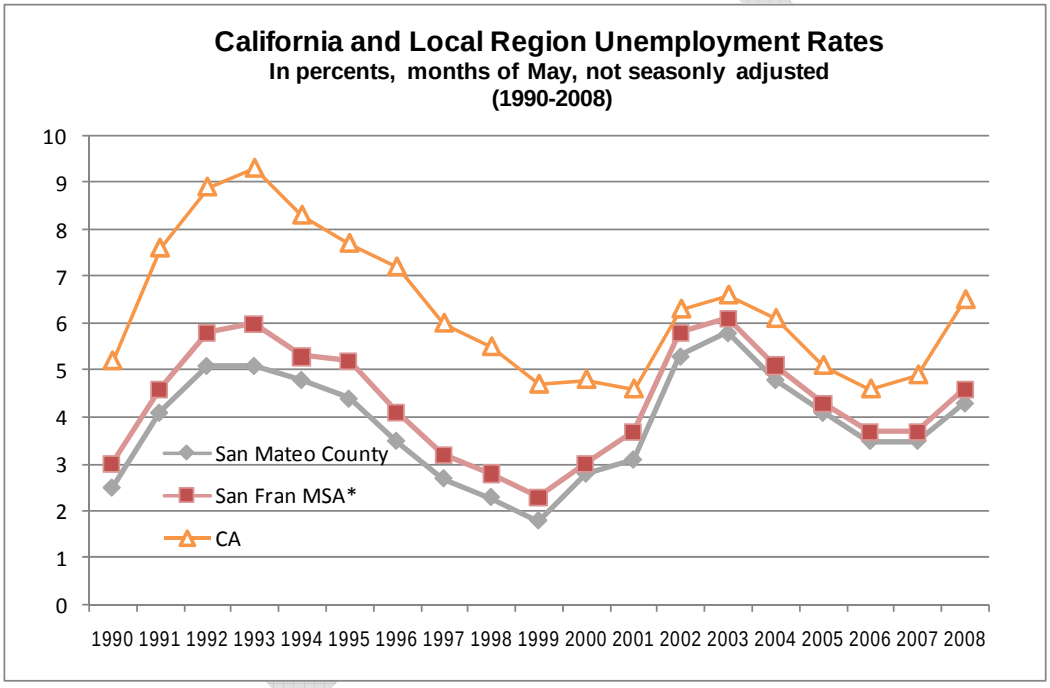
The Employment, Housing and Income Environment

Employment

An impending national labor shortage is predicted for the year 2010 when there will be 167.8 million available jobs in the U.S. economy but only 157.7 million workers to fill them. Most of these jobs will be in the service sector.[77]

The Bay Area has a much higher concentration of knowledge-based occupations – especially professional and executive positions – than the nation as a whole. And its percentage of computer, math, and engineering jobs is twice the national average.[78]

The county's unemployment was lower than that of the state at a little below 4% as of June 2007.[79] It seems to move paralleling to that of the state.



Source: http://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=labforce[80]

In 2005 the percentage of California's Worker Adjustment and Retraining Act (WARN) notices occurring in Silicon Valley was 3.2%, but doubled to 6.4% in 2007. Unemployed workers tend to take more community college classes, so as local unemployment rises so will enrollment.[81]
The top five employers in San Mateo County are led by United Airlines, followed by Oracle, Genentech, County of San Mateo, and Kaiser Permanente. Technology is a key industry in the county.[82]

SAN MATEO COUNTY
FIVE LARGEST EMPLOYERS

United Airlines	10,328
Oracle Corporation	7,000
Genentech, Inc.	5,763
County of San Mateo	5,288
Kaiser Permanente Health Care	3,992

Source: San Francisco Business Times *2006 Book of Lists.*

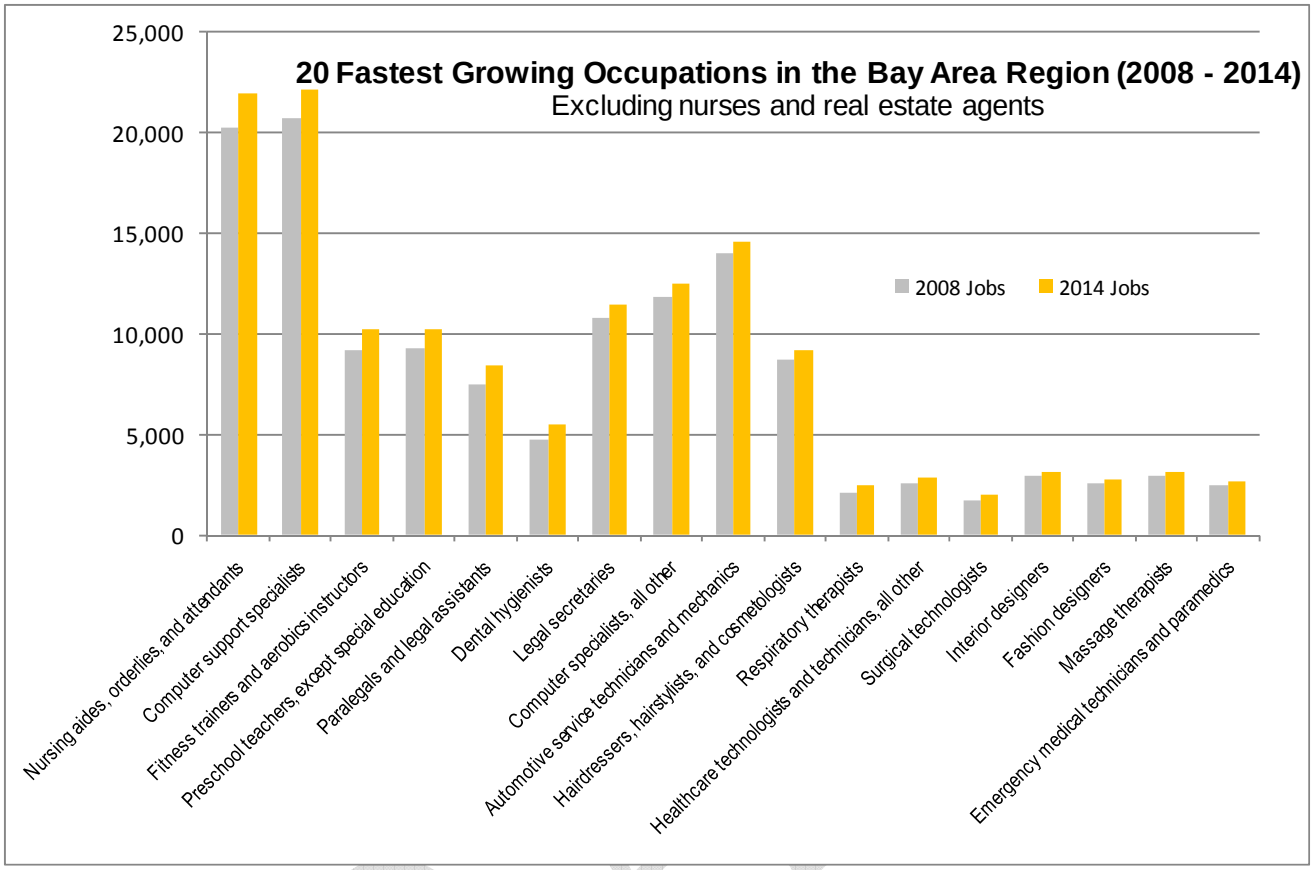
The overall job growth by industries in the county will keep pace with the slow population growth, currently at about 1% a year. From 2008 and 2014, the County will add about 5% more jobs (24,596). Among them, the largest growths are seen Professional & Technical Services (10,056), Information (6,599), and Healthcare and Social Services (4,364).

Projected Annual Job Growth by Industries in San Mateo County (2008-2014)

Description	2008 Jobs	2009 Jobs	2010 Jobs	2011 Jobs	2012 Jobs	2013 Jobs	2014 Jobs	Change	% Change	EPW
Agriculture, forestry, fishing and hunting	2,218	2,124	2,038	1,986	1,868	1,756	1,649	-569	-26%	$34,305
Mining	445	463	478	487	494	500	506	61	14%	$56,994
Utilities	622	586	556	540	563	584	604	-18	-3%	$139,244
Construction	25,308	25,368	25,431	25,481	25,406	25,345	25,294	-14	0%	$74,761
Manufacturing	34,172	34,938	35,606	36,046	36,446	36,790	37,083	2,911	9%	$142,324
Wholesale trade	14,429	13,948	13,522	13,265	13,051	12,852	12,668	-1,761	-12%	$87,053
Retail trade	46,801	47,528	48,162	48,690	48,939	49,137	49,282	2,481	5%	$45,836
Transportation and warehousing	32,275	32,042	31,797	31,532	31,300	31,092	30,915	-1,360	-4%	$71,610
Information	24,897	26,612	28,150	29,334	30,171	30,892	31,496	6,599	27%	$146,892
Finance and insurance	26,182	26,575	26,895	27,111	27,322	27,490	27,621	1,439	5%	$149,804
Real estate and rental and leasing	29,653	30,437	31,120	31,556	32,034	32,460	32,838	3,185	11%	$50,641
Professional and technical services	67,918	70,257	72,309	73,782	75,371	76,765	77,974	10,056	15%	$107,751
Management of companies and enterprises	4,525	3,772	3,143	2,752	2,369	2,026	1,716	-2,809	-62%	$136,750
Administrative and waste services	33,096	33,593	34,043	34,433	34,917	35,331	35,678	2,582	8%	$41,937
Educational services	9,094	9,331	9,541	9,703	9,867	10,009	10,130	1,036	11%	$28,830
Health care and social assistance	38,392	39,504	40,475	41,260	41,851	42,350	42,756	4,364	11%	$61,164
Arts, entertainment, and recreation	11,010	10,885	10,775	10,721	10,738	10,749	10,755	-255	-2%	$31,912
Accommodation and food services	31,864	32,136	32,384	32,644	32,852	33,024	33,160	1,296	4%	$25,907
Other services, except public administration	21,998	19,887	18,142	17,178	16,864	16,587	16,339	-5,659	-26%	$28,802
Government	30,248	30,448	30,632	30,827	30,970	31,088	31,178	930	3%	$72,045
	485,146	490,433	495,198	499,328	503,395	506,825	509,641	24,496	5%	$76,390

Source: Economic Modeling Specialists, Inc. - 9/07

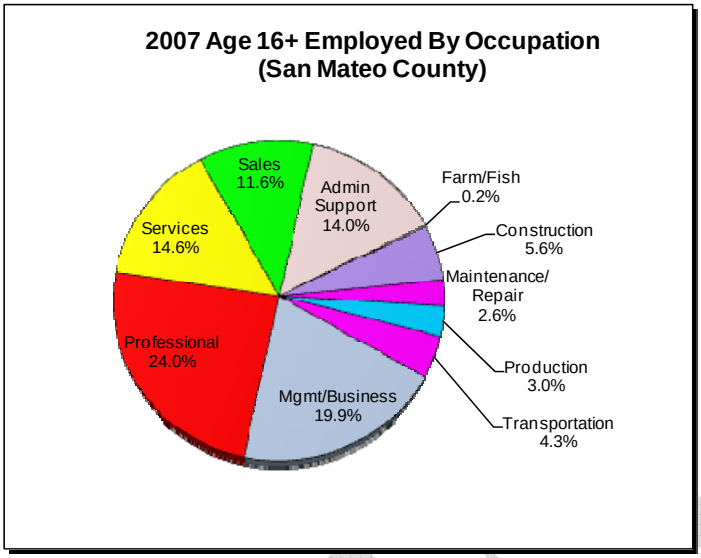
Nursing aides, computer support specialists, fitness trainers, preschool teachers, paralegal assistants and dental hygienists are among the top 20 fastest growing occupations in the San Francisco Bay regions from 2008 to 2014. These occupations require the education provided by community colleges.[83] Demand for registered nurses from 2008 to 2014 will rise from 54,326 to 61,894. In addition, there are emerging industries in the regions dealing with environment related issues that may have a significant impact on future employment opportunities.



Note, registered nurses and real estate occupations are not reported in the chart. Counts of registered nurses were much greater than what the chart could accommodate. The real estate demand was dated therefore removed from the analysis.

Green jobs from emerging industries such as renewable energy, environmental protection, clean manufacturing and energy efficient construction and design are fast growing. Although the new jobs are hard to quantify with precision, a February article published in New York Times indicated California is front and center in the rising of "green energy industry". It stated that California recently added thousands of jobs just in the production of solar energy cells and solar panel installation.[84] All three Colleges in our District have already started partnerships with local companies in offering training to employees and adapting curricula to these emerging industries.

In comparison with California, in 2006, San Mateo County was home to a significantly higher proportion of managers and professionals (42.2 v. 35.3%) and fewer blue collar workers (6.3 to 11.3%).[85] In 2007, the proportion of managers and professionals in San Mateo County was 43.9%. Persons holding services and sales jobs were 26.2% of the total population age 16 and older who were employed.[86]



Income

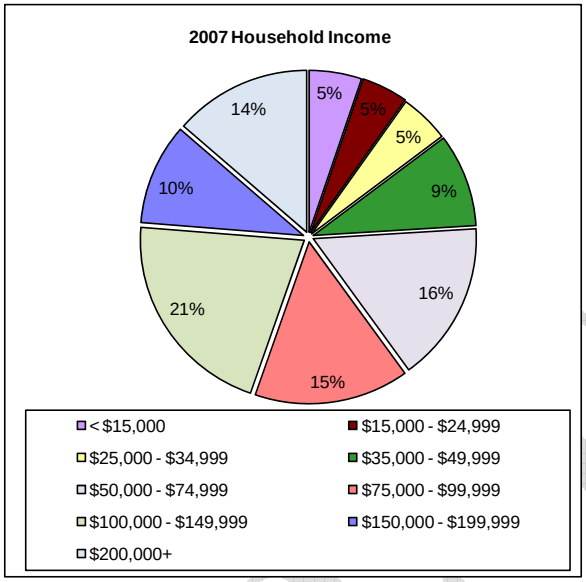
In the past and in the future, as projected by ABAG, the County of San Mateo is the wealthiest county in the Bay Area, even above Marin, San Francisco, and Santa Clara.

MEAN HOUSEHOLD INCOME In Contant 2005 Dollars

	2000	2005	2010	2015	2020	2025	2030	2035
ALAMEDA COUNTY	89,400	88,800	93,100	98,300	103,700	109,400	115,400	121,800
CONTRA COSTA COUNTY	100,500	98,400	103,400	109,000	115,100	121,400	128,000	135,100
MARIN COUNTY	126,500	121,600	127,700	134,600	142,100	149,900	158,200	166,800
NAPA COUNTY	85,600	85,900	90,200	95,200	100,500	106,000	111,800	117,900
SAN FRANCISCO COUNTY	98,300	97,400	102,200	107,900	113,800	120,100	126,700	133,600
SAN MATEO COUNTY	136,600	121,700	127,800	134,900	142,300	150,100	158,300	167,000
SANTA CLARA COUNTY	118,400	97,900	102,800	108,400	114,400	120,700	127,300	134,300
SOLANO COUNTY	78,000	84,400	88,600	93,300	98,000	102,900	108,100	113,400
SONOMA COUNTY	82,800	82,600	86,700	91,500	96,500	101,800	107,400	113,300
REGION	104,000	97,400	102,100	107,600	113,500	119,700	126,200	133,100

From 2007 to 2012, median household income in San Mateo County will grow at an annual rate of 3.83%, or from $89,546 to $108,079.[87]

The county's average household income continues to grow. It is expected to increase from an average of $127,768 in 2007 to $159,246 in 2012. Ten percent of the household income in San Mateo County exceeded $200K in 2007. Households earning between $100K and $200K were 31%. These far surpassed the averages in California and the nation. As a side note, many in the County will not receive an economic stimulus check, since the median family income is $92,730.[88]



Wealth is not distributed evenly throughout the County, despite the fact that San Mateo County's median family income of $89,546 exceeds both the California and United States average. Low-income Census Tracts are located near Daly City, Colma, and San Bruno and pockets in the south county. Eight percent (8.3%) of persons under 17 live in poverty in San Mateo County. The corresponding statistic for California is 19.6%.[89] Every one in ten children in San Mateo County live in poverty. The income gap between the most affluent communities is striking. In 2005 for example, mean household incomes for Atherton, Woodside, and Hillsborough were approximately three times those of Daly City or South San Francisco. The income gap is likely to grow and may exacerbate housing, cost of living, and self-sufficiency concerns for low-income working families.[90]

Wealth is also distributed differently among age and ethnic groups. The age group of 55+ maintains 10% higher median household income ($99,000) than the county overall median household income ($89,000).[91] The proportion of Whites in this group exceeds the proportion of Asians and doubles the proportion of Hispanics. In 2006-07, 27.1% of the county's public school students received free/reduced price meals.[92]

Housing

Median home values in San Mateo County continue to increase. In 2000, the median price was $469,200.[93] In 2007, the median home value was $923,909. It is projected to hit the $1,000,000 threshold in 2012. Chances are that the increase of home values will slow down even in a high income county. Foreclosures are increasing, but not as much as in the rest of the state. San Mateo County had 529 in 2007 and 109 in 2006. The increase is less than the Bay Area and less than the state average.[94]

However, a slowdown in the housing market is unfolding. Bay Area home sales plunged in January 2005 to the lowest level in five years. Along with the slowdown in the economy in 2007, venture capitalists confidence has dropped. It was at 4.38 (an all time high) one year ago, but has dropped to 3.54 in the 4th quarter of 2007. Fewer companies will be funded, limiting job growth for the area.[95]

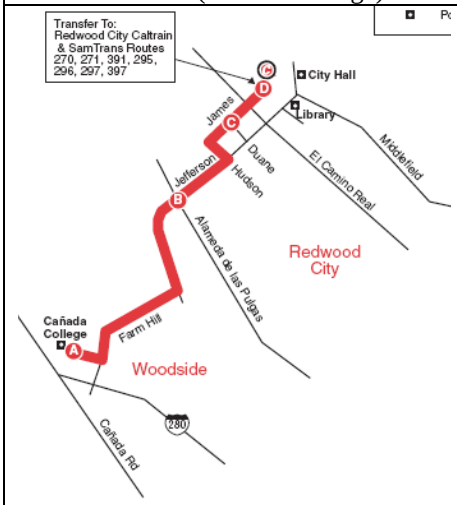
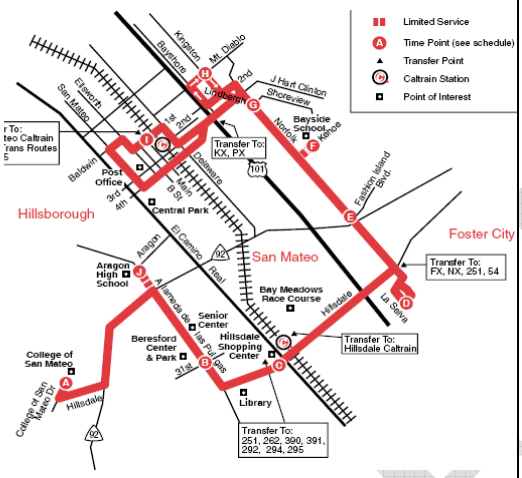
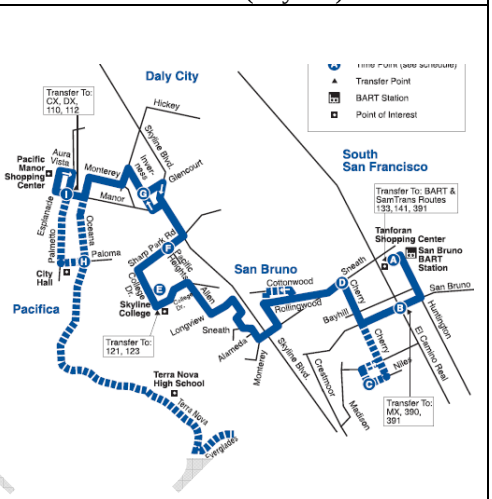
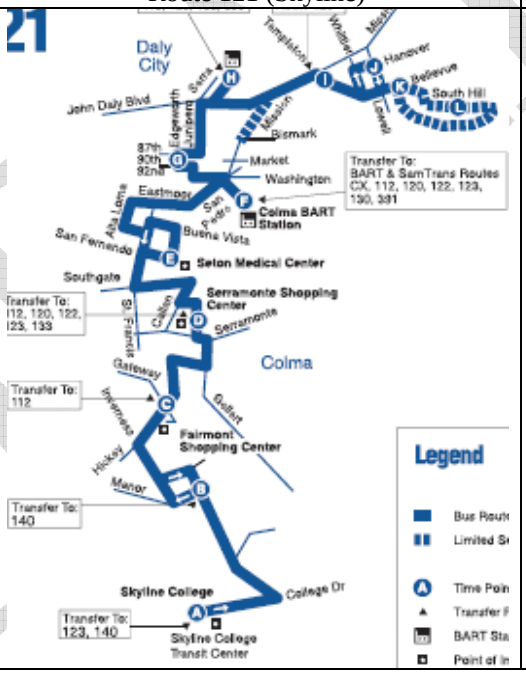
The recent median monthly rental price for a 2-bedroom apartment in San Mateo County was about $1,536. Observing the principle of not paying more than 30% of gross income for shelter, it would take $61,440 annual income to afford this apartment.[96] Executives indicate trouble finding new employees in the nine counties and an even harder time attracting them from outside the region due to the cost of housing.[97]

In 2004, SMCCCD broke ground and built 44 affordable housing units for staff and faculty near the campus of College of San Mateo adjacent to the district headquarters on CSM Drive. Called Vista Project, as an innovative way to mitigate the escalating local housing market and to attract staff and faculty to work at the district and live in the community, the project received national attention. In 2008, plans have been approved by various authorities and agencies to build 60 affordable staff and faculty housing units near the campus of Cañada College.

Transportation

Increasingly viewed as a double-whammy to the U.S. economy brought on by the housing crisis and the gasoline cost, the nonstop climb in gas prices will have significance over the way county resident travel to work and seek training[98],[99],[100]. More than 72% of the San Mateo County residents drove alone in 2006. Their average travel time to work was 25 minutes.[101] Forty-two percent (148,003) of San Mateo County's work-age residents commute to jobs outside the county. Of this number, almost 72,000 commute to San Francisco County; 55,000 commute to Santa Clara County; and nearly 15,000 commute to Alameda County.[102] An almost identical number of workers commute to San Mateo County (147,283) as commute to work outside the County. Forty-three thousand commute from San Francisco County; 40,000 commute to Santa Clara County; and 33,000 commute to Alameda County.

In the 12th Annual Report Card, Indicators for a Sustainable San Mateo County, it's reported that BART, CalTrain, and SamTrans ridership in 2006 grew by 6 percent from a year earlier. SamTrans is the main mode of public transportation to and from our three College campuses in the District. Students may obtain a monthly pass of $48. Public transportation to and from our three Colleges to major residential areas and commute routes is poised to become increasingly an influential factor for college choice and selecting classes.

SamTrans Route 274 (Cañada College)	SamTrans Route 250 (CSM)	SamTrans Route 140 (Skyline)
		
SamTrans Route 123 (Skyline)	SamTrans Route 121 (Skyline)	
		

The Human, Fiscal, Facilities and Technology Resource Environment

Human Resources

The average age of the 349 tenured and tenure-track faculty in our district was 52.2 in fall 2006, while the statewide average was 50.4. The average age of the 424 classified support staff in our district was 46.4 in fall 2006, while the statewide average was 45.8.[103] In 2008, the median age of SMCCCD faculty is 54 and for classified staff 47. Half of the faculty will reach the traditional retirement age in less than 10 years.[104]

The ethnic distribution in fall 2006 for both tenured/tenure track faculty and classified staff resembled the state averages in many cases.[105]

Ethnic Distribution of District Faculty and Staff Compared to Statewide Averages

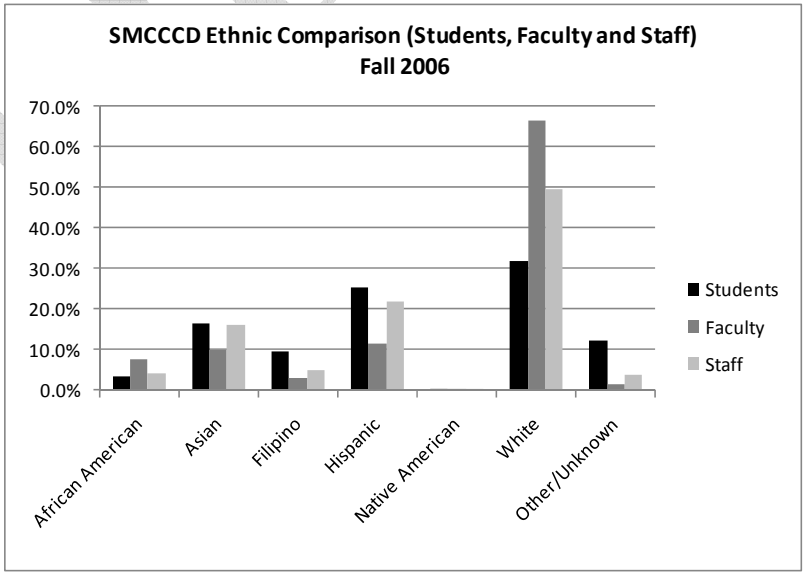
Tenured/Tenure Track

	Asian	Afr. Am.	Filipino	Hispanic	Native Am.	Pac. Islander	White	Unknown	Other
SMCCCD	9.5%	7.5%	3.2%	11.5%	0.3%	0.3%	66.5%	1.2%	0.3%
Statewide	7.2%	6.2%	1.0%	11.8%	1.2%	0.2%	69.5%	2.8%	0.3%

Classified Staff

	Asian	Afr. Am.	Filipino	Hispanic	Native Am.	Pac. Islander	White	Unknown	Other
SMCCCD	14.2%	4.0%	5.0%	21.7%	0.2%	1.9%	49.5%	2.8%	0.7%
Statewide	8.9%	9.2%	3.0%	24.6%	1.1%	0.5%	49.3%	3.1%	0.3%

When student ethnicity is compared to faculty and staff, the district student body appears to be more diverse than faculty and, to a less extent, staff. While 66.5% of the faculty and 49.5% of the staff were White, only 32.1% of the students were White.



The faculty obligation number (FON) - a State requirement - in our Districts is above the statewide average, but has come down from 67.6%[106] to 60.4%.[107]

Full-time to Part-time Ratio

Term	SMCCCD	Statewide
Fall 2006	67.6%	59.9%
Fall 2007	60.4%	59.2%

As of February 2008, the San Mateo County Community College District full time faculty salaries compared to the Bay Ten Community College Districts ranked between number 1 and number 5 depending upon the salary column of the salary schedules.[108] For part time faculty compensation SMCCCD ranked number 5 in the State based on the California Part Time Faculty Association (CPFA) news dated Spring 2008.[109]

Fiscal Resources

State Funding

According to the Community College League of California, in 2006-07, the state determined funds (SDF) per full-time students (FTES) continued showing disparities among the four education sectors in the state with California community colleges receiving the smallest apportionment, almost ¼ of the amount received by UC on a FTES basis.

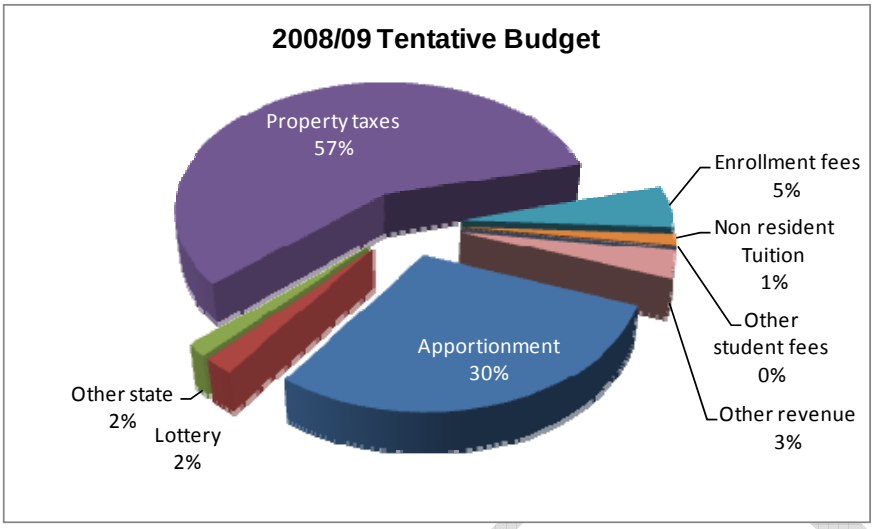
State-Determined Funds (SDF) per FTES, 2006-07

University of California (UC)	$18,749
California State Universities (CSU)	$11,972
K-12	$8,501
California Community Colleges (CCC)	$5,708

Note: the amounts above refer to all state funds per FTES, including categoricals. Without categorical funds, community college receives on average $4,500 per FTES.

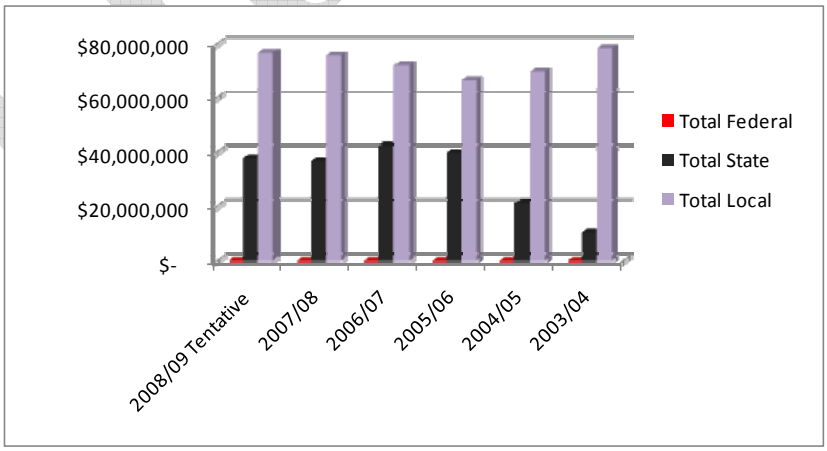
District Revenue

The revenue for the District comes primarily from local property taxes. In the 2008-09 tentative budget, property taxes amounts to 57% of the revenue and 30% from state apportionment. The revenue from property taxes is increasingly a larger share of the total revenue for the District.



Unrestricted General Fund

	2008/09 Tentative	2007/08	2006/07	2005/06	2004/05	2003/04
Other federal	$ -	$ -	$ -	$ 455	$ 1,106	$ -
Total Federal	$ -	$ -	$ -	$ 455	$ 1,106	$ -
Apportionment	$ 33,596,528	$ 32,689,316	$ 34,662,621	$ 35,034,529	$ 12,866,193	$ 697,677
Lottery	$ 2,277,591	$ 2,400,000	$ 2,769,559	$ 2,258,620	$ 2,314,423	$ 2,756,921
Other state	$ 1,813,899	$ 1,734,329	$ 4,693,243	$ 2,555,853	$ 6,052,786	$ 6,767,699
Total State	$ 37,688,018	$ 36,823,645	$ 42,125,423	$ 39,849,002	$ 21,233,402	$ 10,222,297
Property taxes	$ 65,608,438	$ 67,113,673	$ 62,006,837	$ 56,824,308	$ 59,722,029	$ 70,634,112
Enrollment fees	$ 5,660,813	$ 5,062,790	$ 5,914,743	$ 6,603,751	$ 6,677,333	$ 5,008,017
Non resident Tuition	$ 1,517,175	$ 1,694,634	$ 1,482,993	$ 1,501,241	$ 1,489,584	$ 1,749,480
Other student fees	$ 120,990	$ 123,785	$ 121,578	$ 118,272	$ 108,466	$ 451,576
Other revenue	$ 3,760,782	$ 1,734,080	$ 2,409,507	$ 1,254,772	$ 1,544,679	$ 529,739
Total Local	$ 76,668,198	$ 75,728,962	$ 71,935,658	$ 66,302,343	$ 69,542,091	$ 78,372,923
Total Revenue	$ 114,356,216	$ 112,552,607	$ 114,061,081	$ 106,151,800	$ 90,776,599	$ 88,595,220



Within our District Colleges, about 2,700 sections are offered in 105 departments during a primary term, which produce a total of over 66,000 enrollments (seat counts). Because they offer such a

great variety of classes using different modes of instruction, community colleges are not funded on enrollments but on the basis of Weekly Student Contact Hours (WSCH) which normalize enrollments, adjusting for the length (number of weeks) and duration (hours per week) of enrollments. At the fall 2007 census, the District had 273,687 WSCH which were taught by 521 Full-Time-Equivalent Faculty (FTE). The resulting ratio of 525 is referred to as Load and is equivalent to an average class size of 35. Recognizing that student and community needs, interests and values can cause enrollment patterns to change over time, Load, as defined above, is a useful measure for divisions and colleges to help sustain a balanced core curriculum while maintaining cost effectiveness. The District published Load data on the web. For details, please visit: http://www.smccd.net/accounts/doresearch/program.html

At every semester's census, various enrollments, FTES, FTE, Load and fill rates are reported by divisions and departments of the District Colleges. The Fall 2007 census data at the Division level were presented to indicate the interrelationships of enrollment, FTES, Load and fill rates. Analysis of these dynamics may help in obtaining an optimal balance of enrollments, FTES, and Load.[110]

Fall 2007 Cañada Enrollment & Load by Division

	Counseling	VPSS	Bus. & Wrk Dev	Humanities	Sci & Tech.	Univ. Cntr	VPI	**Total**
Enrollment	288	17	4948	5651	2926	573	8	14411
FTES	15.37	1.13	575.6	803.2	544.54	32.42	0.15	1,972.41
FTE	1.37	0.13	34.95	49.39	28.52	0.13	0	114.5
WSCH	461.09	34	17,268.04	24,096.04	16,336.20	972.61	4.39	59,172.36
Load	337.32	255.06	494.02	487.85	572.74		0.0%	516.81
Fill Rate	80.1%	56.7%	48.7%	69.4%	68.4%	0.0%	0.0%	60.1%

Fall 2007 CSM Enrollment & Load by Division

	Guidance & W Study	Business	Creative Arts	Language Arts	Math/Sci.	P.E./Ath.	Social Science	Technology	**Total**
Enrollment	832	2223	2695	5051	5970	2452	5072	2104	26399
FTES	54.35	279.24	534.23	715.64	1,090.16	334.77	559.48	386.97	3,954.86
FTE	3.81	14.56	29.05	55.01	62.73	14.39	31.25	25.39	236.2
WSCH	1,630.61	8,377.23	16,027.01	21,469.26	32,704.94	10,043.06	16,784.34	11,609.21	118,645.66
Load	427.67	575.22	551.71	390.26	521.4	697.94	537.1	457.17	502.32
Fill Rate	57.3%	59.0%	64.5%	75.8%	79.6%	61.7%	71.0%	66.1%	69.8%

Fall 2007 Skyline Enrollment & Load by Division

	Counseling	Business	Lang. Arts/Learning Ctr	Sci/Math/ Tech	P.E./Recreation	Social Sci./Creative Art	Learning Res.	**Total**
Enrollment	757	4204	3984	4663	2070	4953	529	21160
FTES	41.09	591.77	655.39	933.54	283.57	615.34	74.94	3,195.64
FTE	3.5	37	34.8	45.95	13.71	33.2	2.14	170.29
WSCH	1,232.83	17,753.01	19,661.80	28,006.29	8,507.05	18,460.17	2,248.18	95,869.33
Load	351.99	479.79	565.01	609.5	620.58	556.11	1,051.53	562.96
Fill Rate	83.2%	67.8%	91.6%	86.4%	74.6%	71.6%	7.7%	74.7%

State budgetary assumptions indicate that Cost of Living Adjustment for next year is likely to be 0% and the enrollment growth will be only .3 - .5% range. Fees are likely to increase. Additional cuts may be made in categorical programs that are vital to special populations in community colleges.[111]

SMCCCD Budgetary Scenarios (2008 - 2011)

The following annual budgetary scenarios are based on assumptions. These assumptions are subject to change with the state budget, revised assumptions for District fixed costs, results of negotiations and the District's actual FTES. Fixed costs are based on best guesses with currently available data.[112]

District Budgetary Scenarios (2008-2011)

	Best	Middle	Worst
Assumptions for 2008/09 Budget Scenario			
1) SB361 continues as proposed at the Budget Workshops			
2) 08/09 FTES based on campus best guess over 07/08 FTES projections and no shifting of FTE	6.0%	4.7%	3.0%
3) 0% state revenue COLA.	0.0%	0.0%	-2.0%
4) .3% state funded growth.	1.0%	0.3%	0.0%
5) 4.94% inflation on certain expenses.	3.0%	4.9%	6.0%
6) Utilities and benefits are based 07/08 increase over 06/07.	3.5%	5.3%	8.0%
7) No increase for FT Faculty outside of what colleges fund from their site allocations.			
8) 3%/0% salary compensation settlement.		3%/0%	
9) Fixed costs based on best guess for now.			
10) No shifting of FTES			
11) Includes new item for Facilities Maintenance	$ -	$454,961	$600,000

Assumptions for 2009/10 Budget Scenario	Best	Middle	Worst
1) SB361 continues as proposed at the Budget Workshops			
2) 09/10 FTES based on 1.95% over 08/09 FTES Goals and no shifting of FTES.	2.5%	2.0%	0.0%
3) 3% state revenue COLA.	4.0%	3.0%	1.0%
4) 1% state funded growth.	1.5%	1.0%	0.0%
5) 2.5% inflation on certain expenses.	2.0%	2.5%	4.0%
6) Utilities and benefits are based 07/08 increase over 06/07.	3.5%	5.3%	8.0%
7) No increase for FT Faculty outside of what colleges fund from their site allocations.			
8) 2%/2% salary compensation settlement.	3%/3%	2%/2%	0%/0%
9) Fixed costs based on best guess for now.			

Assumptions for 2010/11 Budget Scenario and beyond	Best	Middle	Worst
1) SB361 continues as proposed at the Budget Workshops			
2) 10/11 FTES based on 1% over 09/10 FTES Goals and no shifting of FTES.	1.5%	1.0%	0.0%
3) 2.6% state revenue COLA.	3.0%	2.6%	1.0%
4) 1.5% state funded growth.	2.0%	1.5%	0.0%
5) 2.7% inflation on certain expenses.	2.0%	2.5%	4.0%
6) Utilities and benefits are based 07/08 increase over 06/07.	3.5%	5.3%	8.0%
7) No increase for FT Faculty outside of what colleges fund from their site allocations.			
8) 1.6%/1.6% salary compensation settlement.	2%/2%	1.6%/1.6%	0%/0%
9) Fixed costs based on best guess for now.			

District budgetary assumptions indicate that the Colleges must treat enrollment as it translates into FTES as the key factor in maintaining revenue base and obtaining the ability to weather the statewide budgetary shortfall.[113]

The District Step & Column (regular employee annual salary progression) will exert budgetary pressure on revenue balance. Medical benefits payout will be a growing concern. Health and retiree benefits will continue increase into the future.[114]

Ongoing energy consumption, facility maintenance and equipment upgrade, including technology cost of ownership, will continue to be present regardless of fiscal crisis.[115]

San Mateo County Community College Foundation

Community Colleges are making advances in private fund development as a result of taking a formal approach to philanthropic opportunities in the communities served by their colleges. By investing in the hiring of professional development staff to prospect and target foundations, businesses and alumni, establish planned giving programs and rejuvenate existing donor support, community colleges have successfully grown their endowments and increased donations to their institutions.

Private donations to community colleges appear to be on the rise as more two-year institutions develop fund-raising programs[116],[117]. In the 2003-04 fiscal year, 100 public two-year institutions surveyed by the Council for Aid to Education raised $122.4-million, up from the $93.3-million raised by 86 community colleges surveyed the year before.[118]

The San Mateo County Community College Foundation has recently positioned itself to join this trend in order to better serve the district's students and colleges. In partnership with SMCCCD, SMCCCF is building a development team by adding to its staff of one Executive Director to include an experienced Development Director and an Administrative Assistant in addition to finance and business management support. Hiring should be complete by May 2008. This team will work with the Colleges to augment identified programmatic and scholarship needs with a fund development plan that targets and matches donor interests with those needs.

As of February 29, 2008, the Foundation's endowment was valued at $5.1 million. Endowment growth will be attained through a combination of contributions, remodeling the relationship between endowed scholarships and reinvested funds, and updated investment guidelines. Foundation staff is embarking on developing its business plan and processes, and selecting the technological applications standard and necessary to run a successful fundraising enterprise. A formal strategic action plan will be completed during the fiscal year 2008-09.

Facilities Resources

Over the past few years the District has engaged in two activities to align operational maintenance costs with College educational plans and facility plans.

1. The Vice Chancellor of Facilities operation, construction and planning did an extensive review of industry standard maintenance metrics and did a comparative analysis of the standards with District resource loads.
2. Based on this review the Vice Chancellor along with appropriate governance input and assistance with the Vice Chancellor of Human Resources redefined some job classifications

and service assignments to better align with identified needs.

3. Service levels were reviewed in 2008 with the three college presidents in conjunction with addressing some needs particularly associated with recent capital improvement projects.
4. Three years ago the District adopted a new resource allocation model that had been developed over several years through the Budget and Finance Committee, and that received approval from the District Shared Governance Committee. This allocation model addresses facility needs by adjusting for enrollment changes, changes in square footage, and demonstrated needs. As with all operations of the District, both academic and operational, the model accounts for changes in workload factors, program adjustments, and available resources. Further, the model is reviewed regularly through the District Budget and Finance Committee, a shared governance group with College, organizational and District representation. The outcomes of the District Budget and Finance Committee are subject to appropriate reviews by the District Shared Governance Committee, the Chancellor and Board of Trustees.

The Facilities Master Plan

The Facilities Master Plan of SMCCCD states that the District will have a net increase of close to 385,000 gsf in addition to the total of 1,255,000 gsf that exist in the entire district. That will be a total of close to 1,640,000 gsf enough to accommodate continued growth in enrollments by another 25%.[119] In addition, qualitative improvements to facilities throughout the District have the potential to play a key role in enhancing programs and attracting additional students.

CIP I and CIP II Planned Growth as Measured by GSF

CIP1	**GSF**		**CIP2**	**GSF**
Can B9	76,000		Can FMC	15,000
CSM B 36	61,000		CSM B5N	87,000
CSM B 35	9,000		CSM B10N	142,000
SKY B 6/7A	68,000		SKY FMC	14,000
			SKY 4N	73,000
			Loma Chica	11,000
			SKY Trans	13,000
Added	569,000			
Subtracted	184,000	(CSM B5/6, B10, B11, B13 B21-7, B29, SKY B4, Trailers B3A-3E)		
Net Add	**385,000**			

Five Year Construction Plan (5CYP)

In addition, the Board of Trustees authorized submittal of the District's 2009-2013 Five-Year Capital Construction Plan (5YCP) and the related Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) to the California Community Colleges System Office.[120,121] Submittal of the Five Year Construction Plan is an annual requirement seeking State funding for major capital projects such as new construction or reconstruction of existing facilities. The 5YCP takes into account an important criterion for campus facilities planning: capacity to load ratios. The capacity to load ratio is a comparison of the assignable square footage a College has in relation to the square footage the College's enrollment indicates it needs. Capacity to load ratios are measured for different categories of space, including lecture, laboratory, office, library, and audio/visual support spaces.

I. 5CYP Projects Are Currently In Design Or Under Construction

Cañada Building 16/18 Sciences
Cañada Building 7 Facilities Maintenance Center
Cañada Building 8 Administration
Cañada Gateways Circulation And Parking Project
Cañada Buildings 5 & 6 Student Center / University Center
Cañada Building 12 Concession Stands
CSM Building 14/16 Academic
CSM Building 2/4/4a Fine Arts Complex
CSM North Gateway Project
CSM South East Infrastructure Project
CSM Building 9 Library
Skyline College Corporation Yard
Skyline Building 7 Allied Health Vocational/Technical Training Center
Skyline Building 30—Facilities Maintenance Center

II. Current State Capital Outlay Projects (Being Resubmitted)

Cañada Building 13 Multiple Program Instructional Center
Cañada Building 1 Athletics
CSM Building 12 Media Center
CSM Building 19 - Emerging Technologies Center
Skyline College Building 1 Fine Arts
Skyline Building 2 Student Services

III. Current State Capital Outlay Projects (Approved)

Cañada College Electrical Infrastructure Upgrades
Skyline Electrical Infrastructure Replacement

IV. Fiscal Year 2010-2014 Initial Project Proposals And Future Project Proposals

Cañada College Building 3 Fine Arts
CSM Building 8 Athletics
CSM Building 34 Fire Technology Training Center
Skyline College Wellness Center
Skyline College Building 5 Learning Resources Center

Emergency Response, Disaster Preparation, Terrorism Deterrent and Crime Prevention

The San Mateo Community College District has had Emergency Preparedness Plans in place for the last several years for each campus as well as the District office. Mock emergency exercises have been conducted in partnership with the San Mateo County Sheriff's department and the San Mateo County of Operation of Emergency Services (OES). SMCCCD is currently in the process of working with a consultant to revise and update these plans, which are compliant with the Federally mandated National Incident Management System (NIMS) and the California Standardized Emergency Management System (SEMS). The plans include response guidelines to major catastrophes such as an earthquake or fire as well as specific incident responses for events such as Utility Outages, Hazardous Materials Issues, Medical Emergencies, Bomb Threats, and Shooter on Campus. Onsite training to operate the Emergency Operations Centers (EOCs) on the campuses and the District office is planned for October, 2008. Individual training has already occurred as representatives from district administration, classified employees, and security attend workshops offered by the System office. Several key employees have also successfully completed "Train the Trainer" workshops for future training on our campuses.

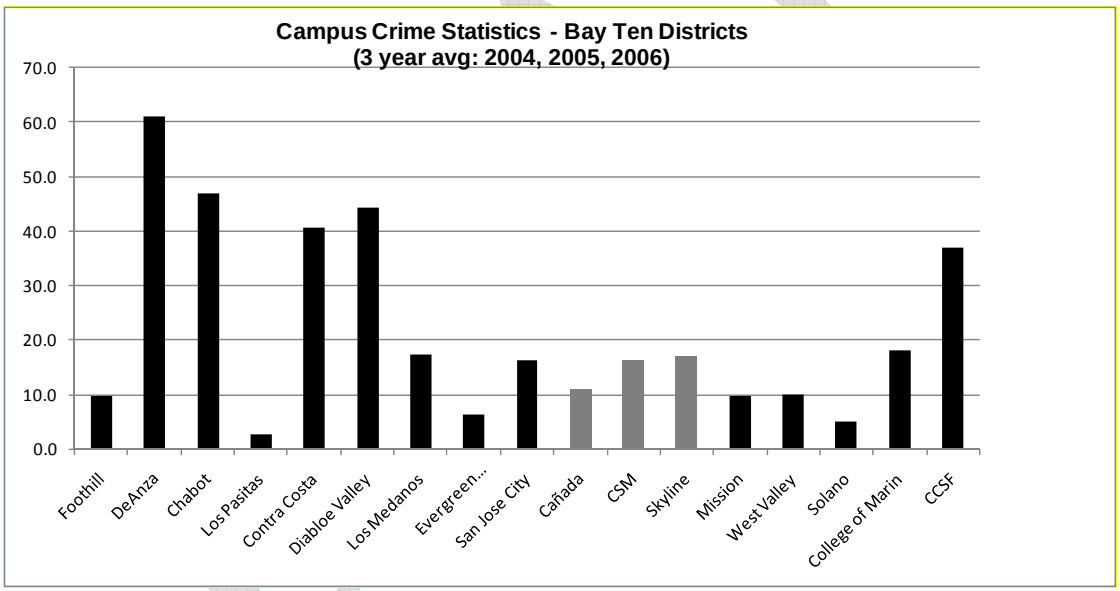
A District Safety Committee meets monthly to discuss district wide safety and security issues. The committee is comprised of District personnel and campus employees who are members of campus safety committees. This committee's accomplishments include implementing exterior communication systems using carillons on the campuses; developing a process and hiring a vendor to dispose of Hazardous Materials in an organized manner per OSHA rules; dispatching safety chairs for evacuation for buildings on all campuses; and partnering with the Sequoia Healthcare District's HeartSafe Program to provide Automated External Defibrillators free on the Canãda College campus. This group is currently working on putting an internal Event Annunciation System (EAS) inside buildings on the three campuses. On the campus level, the college safety committees meet frequently to discuss emergency response, crisis management, and security and safety. At a strategic level, a group of key District Administrators meet monthly to develop and refine Continuity Planning for recovery in case of a major disaster.

Emergency Preparedness and Safety and Security for the District and the three campuses is a continuous planning process. Future projects planned involve modifying the buildings that house the Emergency Operations Centers on each campus to have the ability to hook up to a generator in case of power failure. Each campus will have two buildings with this ability; the primary site and a

back up. Another project is focused on security assessment after college administrators voiced the desire for more safety and security on their campuses. A team of security consultants has been engaged to do an in-depth analysis of the current security organization district wide. The consultants' preliminary findings are that a consolidation of the autonomous departments would greatly increase efficiency of resources, enhance training, and establish and provide unified policies and procedures. SMCCCD continues to strive toward development and implementation of emergency and safety systems and processes that will serve and protect students and employees.

Campus Safety

The campus crime statistics compiled and reported by the National Center for Educational Statistics (NCES)[122] showed that the three Colleges in SMCCCD are relatively safe with lower counts of arrests and offenses (illegal weapons possessions, drug law violations, and liquor law violations, murder, manslaughter, sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft and arson). Of all the criminal offenses, burglary and motor vehicle theft have accounted for the largest majority among all colleges in the Bay Ten Districts.



In a report titled "What Changed, and Didn't, After Virginia Tech" and presented at the national Association of Institutional Research conference in 2008[123], researchers from the Midwestern Higher Education Compact listed changes made by institutions that responded to its survey. About 37% increased their institutional budgets for safety and security; more than 50% reviewed and revised student privacy laws; and close to 25% revised language in student handbook regarding disturbing or threatening behavior.

Technology Resources

The State Chancellor's Office Technology Plan (2007-2010) as stated is attempting to directly improve access to management reporting, data, and student records; standardize assessment and placement practices; bring consistency to accreditation and perhaps accountability reporting; make the campuses more connected, and as a result require more IT funding.

District Technology Plan

The SMCCCD Technology Plan (2008-2012) has over 33 initiatives. Among them, the plan calls for equipment replacement, implementation of a student email system, implementation CCC Trans (an electronic transcript interchange to allow students to obtain transcripts easily among District Colleges), evaluation of curriculum development and course approval software application, completion of online degree audit system, and many software and hardware updates and upgrades across the District Colleges.[124]

Technology used and methods developed for distance education will be increasingly adopted for regular classroom based face-to-face learning[125],[126],[127],[128]. The District has made major hardware, software and human resource investments in the use of technology for teaching and learning. Educational planning and technology planning should be linked together so as to take best advantage of these investments.

The Millennial Student

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.

Today's teenagers are unlike any previous generation in their exposure to technology: 100% use the internet to seek information, 94% use the internet for school research, 41% use email and Instant Messaging to contact teachers and schoolmates about school work, 81% email friends and relatives, 70% use Instant Messaging to keep in touch and 56% prefer the internet to the telephone.[129]

Because today's students learn differently than their teachers did in the past, demand and expectations for the use of technology may directly challenge and perhaps reshape the teaching profession. As an example, the "Millennial Student," children born between 1982 and 2002 and most of them are in the education pipeline, approach learning in new ways. Their preference is to learn with technology, with each other, online, in their time, in their place, and by doing things that matter to them.[130]

Yet, there is clear evidence of a digital divide based on education attainment. Fifty-seven percent of African-Americans go online, compared with 70% of Whites.[131] In a study published by the Public Policy Institute of California in 2007 found that non-English speaking Hispanics had a lower rate of using broadband to access internet resources.[132]

Distance Education

Abolition of the federal 50% rule (also called 50-50 rule) which heretofore has prevented any college that provides more than half of its courses via distance education from participating in federal student-aid programs, has spurred a boom in online programs at traditional colleges, as well as the creation of for-profit businesses specializing in cyber-education.[133]

The overall student headcounts in distance education in California's community colleges has grown from 2.5% in 1996 to 11.8% in 2006, which is at a rate of 19%/yr. Nationwide, it is estimated that over five million college students are now taking courses online.[134] Almost 40% of colleges offering face-to-face associate's degree programs also offer them online.[135] Community colleges in California closely match that ratio, according to the System Office's recent report.[136]

The overall percentage of colleges identifying online education as a critical long-term strategy grew from 49% in 2003 to 56% in 2005. The largest increases were seen in Associates degree institutions where 72% now agree that it is part of their institution's long-term strategy, up from 58% in 2003.[137]

Compared to institutions that focus on offering online courses, institutions that offer online based degree programs are four times more likely to perceive to have had overwhelming success in eLearning.[138]

The SMCCCD Distance Education Strategic Plan drafted by the Distance Education Advisory Committee for the purpose of providing the District Colleges provides guidelines for planning growth in distance education courses and programs. The plan is based on projections for enrollments and suggested demand for courses. These projections can be used to identify potential program and course development areas as well as the resources required to implement them.

The plan calls for specific Districtwide goals that are supported by the District Colleges. These goals are:

1. Increase student success rates in distance education to be the highest among Bay Ten Districts.
2. Achieve and maintain 20% annual distance education enrollment growth (seat count) in the next 10 years:
    a. to increase distance education enrollment to be 10% of total enrollments, and
    b. to bring distance education FTES to at least the Statewide average.

The plan includes recommendations for the District Colleges to consider and plan carefully the following aspects: developing distance education degree and certificate programs, offering more distance education courses, addressing the needs for student services, technology, human resources and marketing.

Policy, Public Opinion, Community Needs and Outreach Environment

Higher Education Policy

There is a perceptible increase in public scrutiny of California community colleges. In 2007, a paper published by the Institute for Higher Education Leadership and Policy, entitled as *Rules of the Game,* identified several areas of state policy in California that create the "rules of the game" by which colleges and students make choices that may impede student success.[139] Later in 2007, two additional papers were published by the organization on California community college governance. "Invest in Success: How Finance Policy Can Increase Student Successes at California Community Colleges" reported the authors' audit of state finance policies and their descriptions of how the incentives for student and institutional behavior are embedded in those policies.[140] The "It Could Happen" paper by the same institute provided an "achievable agenda" by recommending fiscal incentives, flexibility to use resources to fit local circumstances, and standardized college readiness by which degree-seeking students are assessed.[141]

Evolving accreditation standards are aggressive in gearing colleges toward developing clear and measurable learning outcomes. In addition, the emergence of diverse student populations in age, goals, background, and economic status requires colleges to explore a variety of teaching modalities. ACCJC (Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges), the accrediting agency of the western region, by request of the federal government, has dramatically raised the bar of fulfilling standards. This has resulted in a significant number of institutions receiving warnings.

The 6-year reauthorization of the Carl D. Perkins Act in 2006 further demands both secondary and post-secondary institutions to develop processes for aligning career pathways through examining curriculum offerings from high school to college. The Act also strengthened accountability measures. The California legislature has also established laws, most recently AB2448, SB70, and SB1133, to require course sequencing between high school and college career technical education and tech-prep/ROP (Regional Occupational Program) programs.[142]

Concerns have been raised about the disconnect between high school curriculum and college curriculum. Many states are furthering their concurrent enrollment efforts by forming partnerships between high schools and colleges at the levels of faculty dialogs, articulation agreements, and equivalencies determination, attempting to create a better bridge for high school students to gain college experiences early and smoothly.[143]

Data sharing among secondary schools, community colleges and 4-year institutions as propelled by entities such as CalPASS is becoming one of the qualifying criteria for grants and measures of accountability.

Equity in access to higher education[144],[145],[146],[147], connection between high schools and colleges, diversity in the teaching profession[148],[149] and quality of graduates will continue to be the key focus

internal to the higher education institutions and external to the general public.

Even though financial aid is deemed generously available for most American students[150], issues remain. As a victim of the credit crisis, major student loan lenders are shying away from community colleges when loans are most important to help retain students[151]. A recent report estimates that 1.5 million students who would probably have qualified for Pell Grants in 2003-04 did not apply for them, up from the estimated 850,000 who missed out on aid in 1999-2000. The number of low-income college-going students who did not file for federal financial aid rose from 1.7 million to 1.8 million, or 28% of low-income students.[152] According to the Chronicle of Higher Education, Pell Grants fell to another low year in 2006, with an average award of $2,494. Twenty years ago, Pell Grants could cover 52% of the average tuition, fees, room and board at a public university and 21% of the same type of costs in private ones. In 2007, the grants have declined to cover only 32% of such costs at four-year public universities and 13% at private ones.

Just over one-half (52%) of all undergraduates are financially independent students and represent roughly two-thirds of community college students (64%) and part-time students (67%) in American Higher Education. The needs of these students–who are considered by the federal government to be financially independent of their parents--frequently take a back seat to those of traditional undergraduates.[153]

- Tuition increases in public institutions may outpace those at private institutions. The Chronicle of Higher Education in 2007 published a survey of postsecondary education institutions and found that one year tuition and fees increase in 2006 in public institutions was 6.6% higher than the previous year, which outpaced private institutions whose increase was only 6.3% higher over the previous year.

- Non-ivy league public colleges and universities are increasingly faced with pressure to seek additional revenues, including tuition increases, private and/or local revenues to make up for the insufficient state funding. This will drive up competition for market share when colleges and universities seek enrollment growth. The above in turn will drive increased public demand for transparency and accountability.

- The recently renewed Higher Education Act (H.R.4137), also called "The College Opportunity & Affordability Act," marks the most aggressive pressure on colleges by Congress to date to contain both colleges and universities internal cost and what they charge students.[154]

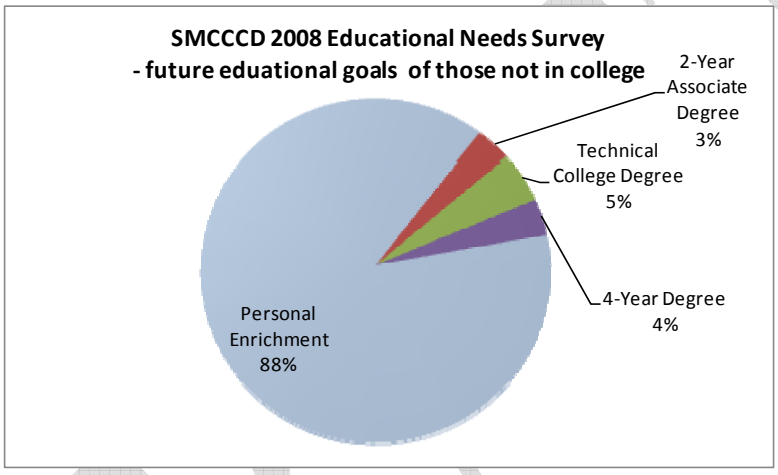
Community Needs Research

In February 2008, the District commissioned a large scale Community Needs Survey with 1,202 valid responses and a margin of error of 1.5%.[155]

Of those who were thinking about either Pursuing a 2-Year Associate Degree or Pursuing a

4-Year College Degree, 24.7% of them were interested in Business & Finance, 12.3% in Computer Programming & Information Science, with the rest spread across many subject areas. Of those who were thinking about either Pursuing a Technical College Degree or Certificate, 22% of them were interested in Business & Finance, 11% in Computer Programming & Information Science, with the rest spread across many subject areas. Of those who were interested in "Personal Enrichment or Continuing Education", 21.2% were interested in Art, 18.7% in Computer Programming & Information Science, 13.1% Foreign Language and the rest spread across a number of subject areas, such as Business (7.7%), History (7.2%), and Photography (5.7%).

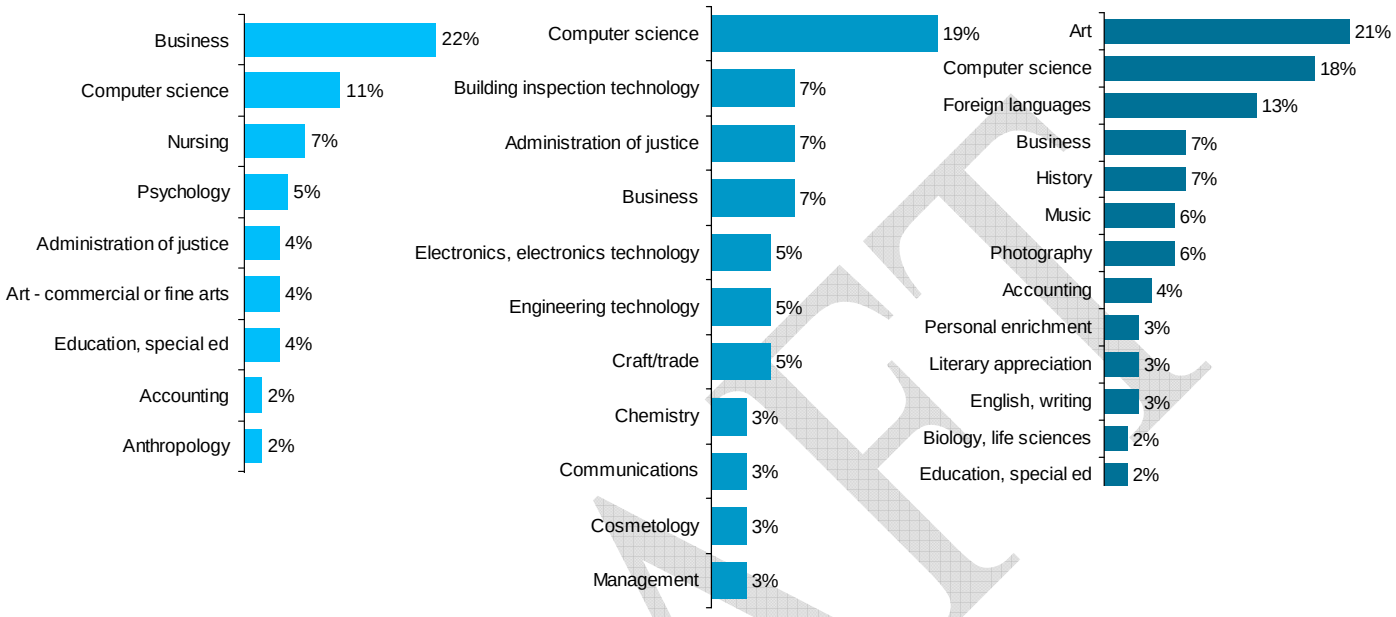
Of the respondents who were not currently taking any college courses, 84.6% were thinking of taking "Personal Enrichment or Continuing Education" courses in the near future.



The remaining responses included 3.2% (Pursuing a 2-Year Associate Degree), 4.6% (Pursuing a Technical College Degree or Certificate), and 3.3% (Pursuing a 4-Year College Degree).

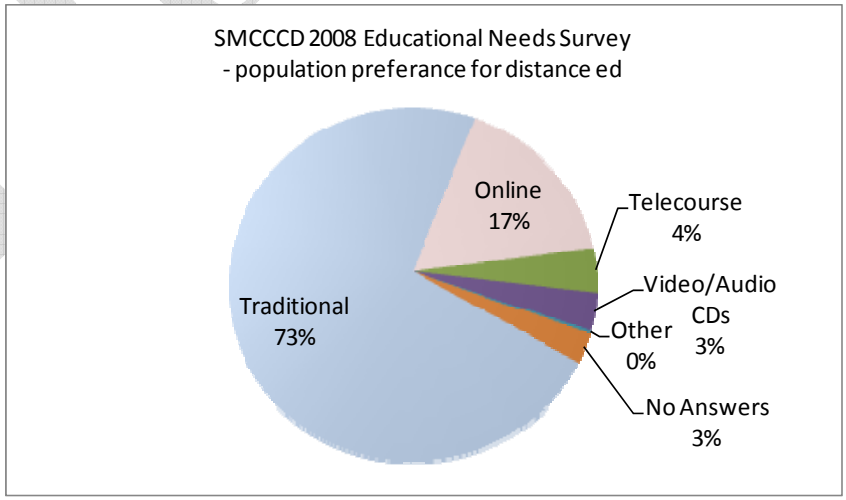
SMCCCD 2008 Educational Needs Survey – Interest in Future Courses

2-Year/4-Year Degree Group	Technical College Degree Group	Personal Enrichment Group



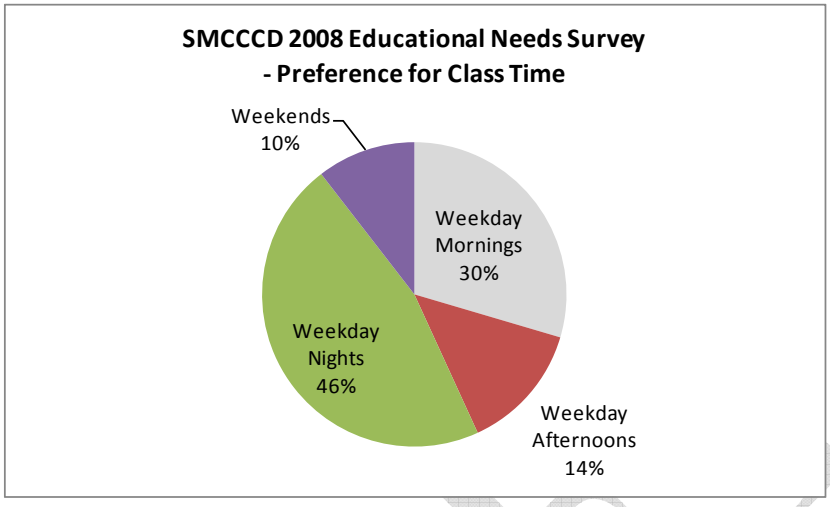
Among those who planned to enrolled in a college in the near future, when asked "How likely are you to enroll in the three colleges in SMCCCD, 19% chose "Very Likely", 14.3% chose "Likely".

Seventeen percent surveyed said they most preferred their next course to be offered online, 3.9%via telecourse mode, and 3.5% via audio/video media, with a combined total of 24.5% of our residents as potential distance education students.

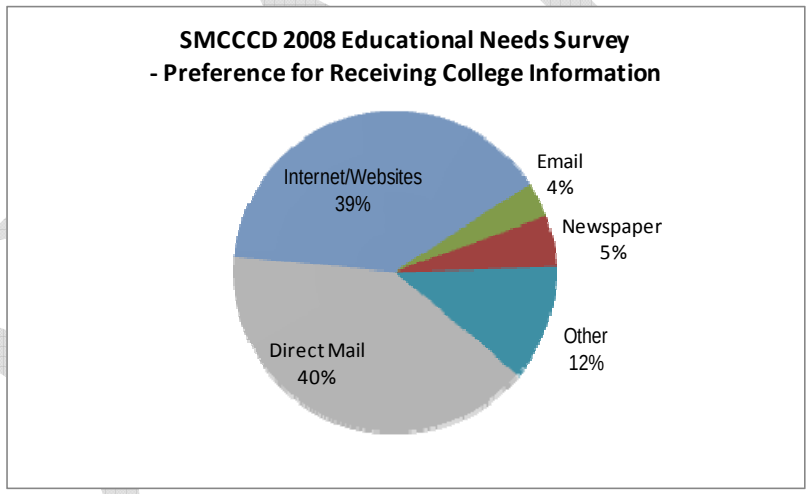


In terms of when they most preferred to take their future courses, 44.7% preferred weekday nights,

28.5% preferred weekday mornings, 13.1% preferred weekday afternoons, and 10.1% preferred weekends.

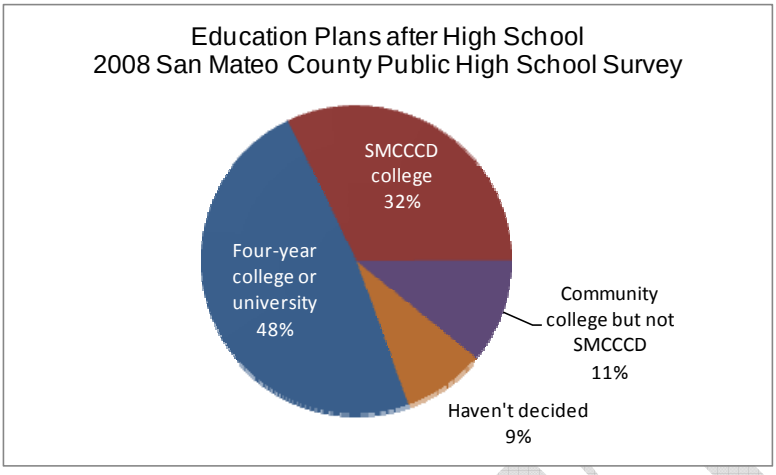


In terms of which is their preferred choice of receiving college information, 40.4% preferred direct mail and 39.4% preferred websites.

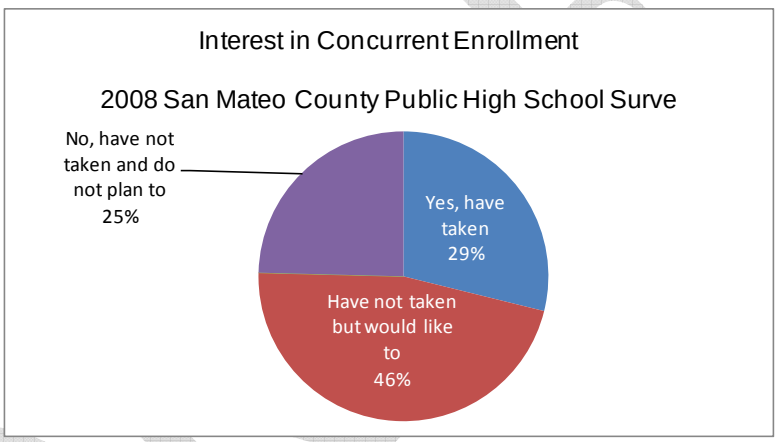


County Public High School Survey

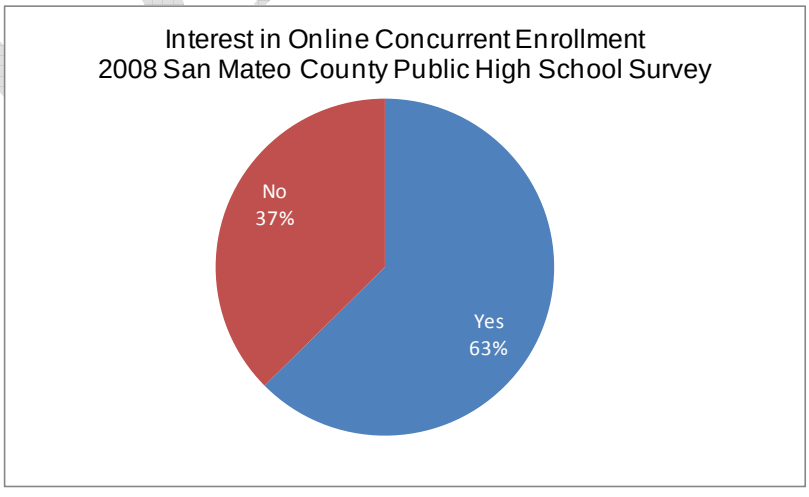
In 2008, SMCCCD in collaboration with San Mateo County public high school districts conducted a county-wide high school junior and senior survey. Preliminary results showed that 32% of the county's high school students planned to attend one of the three Colleges in the District, which is similar to the "take-rate" tracking by the District and other published research. However, a little over10% said they planned to attend a community college other than the District's three Colleges.



Close to a third (29%) of the high school respondents said they had taken a concurrent enrollment course and another 46%, close to half of the respondents, said they had not, but would like to.



When asked if they would like take a concurrent enrollment course through the online mode, a majority of them (62.5%) said yes.



College-based Research on Student Opinions and Attitudes

The three Colleges continually conduct survey and focus group research to gain direct feedback from students. Not intended to cover all the findings from these studies, a few highlights below are provided based on primarily the recommendations of these survey studies. Hopefully, they help shed light on some common themes both positive and negative.[156]

- In the Campus Climate Survey at all three colleges, students indicated high satisfaction with faculty. In the same survey, students also highly rated the support they receive from various student services. In addition, students highly value the diverse learning environment including the culture, student body, and student life. A total of 77% of respondents in a survey conducted by Cañada said that they would definitely or probably enroll at the College if they "had to do it all over again". A total of 94.3% of respondents in a survey conducted by CSM said that "they would recommend CSM to a family member or friend".

- In the fall 2005 Fresh Look project survey, as well as in its Campus Climate Survey, Skyline was perceived as cozy and inviting; the schedule is used to promote/market programs and services; students want more cultural/social events on campus.

- In the Skyline Campus Climate Survey, students ranked counseling services to be the most important to them. In a Cañada Upward Bound study, students reported issues with the counseling services. Students praised the facilities in general, but also suggested upgrading lab facilities and information displayed on the websites. In CSM's survey of Student Learning Gains, a substantial majority of students report making moderate or major progress on 14 different learning outcomes indicators.

- Students Speak, a large scale focus group study at CSM, showed that students prefer a stronger branding of the institution in terms of its high level academic program offerings; they recommended targeted outreach to high schools and suggested a range of ideas for matriculation, website construction, and classroom/enrollment management.

- Students believed CSM to be a quality academic institution, but expressed frustration with the College intake processes, which are currently under study and will be revised. Students remarked that Matriculation is a barrier for older students who take only one class.

- Feedback from Cañada College basic skills students indicated that there is a need to work with high school counselors to adequately communicate the value and quality of the three colleges in the district. High school students' parents were not as well informed or aware of community colleges. In a survey by Cañada, students recommended that outreach to Latino students should begin at the 6th grade. ESL students surveyed said they need additional help with registration, and they complained about the lack of information regarding transfer courses.

- Media Preference Surveys carried out at Skyline and Cañada indicated that students preferred venues of getting to know the district colleges were through kiosks, mall

advertising and printed media, particularly mailed class schedules. A significant portion of the students prefer the use of email as their communication method with the college.

- Since fall 2003, CSM has conducted bi-annual surveys of students who use specific Student Services Programs (e.g., counseling, EOPS, financial aid, transfer center, health center, etc.). In all, 23 Student Services units are provided with program-specific feedback regarding overall satisfaction as well as suggestions about how to improve services for students. CSM students consistently give very high marks to these programs.

Marketing and Outreach

Districtwide marketing efforts have shown results. The FUTURES Initiative, supported by in-take process and high-tech and high-touch, produced a 41% increase (378 more students) in concurrent enrollment in the following semester. The Careers marketing efforts, also supported by various in-take processes at the Colleges, produced a 16% increase in vocational education enrollments in one semester.[157] In 2008, the District Colleges will complete a marketing audit.

Glossary

Academic Calendar Year: Begins on July 1 of each calendar year and ends on June 30 of the following calendar year. There are two primary terms requiring instruction for 175 days. A day is measured by being at least 3 hours between 7:00 AM to 11:00 PM.

Basis/Rationale:
175 days / 5 days per week = 35 weeks / 2 primary terms = 17.5 week semester.
175 days X 3 hours = 525 hours – which equal one (1) full time equivalent student.
Notes: Community colleges in California are required by code to provide instruction 175 days in an academic calendar year (excluding summer sessions

ADA: Americans with Disabilities Act: Public Law 336 of the 101st Congress, enacted July 26, 1990. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

Annual Five-Year Construction Plan: That part of the facility Master Plan that defines the current and proposed capital improvements the college will need to undertake over the next five years if it is to achieve the learning outcomes specified in its Master Plan.

Annual Space Inventory: See 'Space Inventory'

API (Academic Performance Index): The California's Public Schools Accountability Act of 1999 (PSAA) resulted in the development of API for the purpose of measuring the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year. (For details, visit http://www.cde.ca.gov/ta/ac/ap/)

ASF: Assignable Square Feet: The sum of the floor area assigned to or available to an occupant or student station (excludes circulation, custodial, mechanical and structural areas).

Budget Change Proposal (BCP): A document reviewed by the State Department of Finance and the Office of the Legislative Analyst which recommends changes in a State agency's budget.

CAD: Computer Assisted Design

California Community College System Office: The administrative branch of the California Community College system. It is a state agency which provides leadership and technical assistance to the 108 community colleges and 72 community college districts in California. It is located in Sacramento and allocates state funding to the colleges and districts.

Capacity: The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of ASF per 100 WSCH.

Capacity/load Threshold Ratios (AKA "Cap Load(s)"):
The relationship between the space available for utilization (square footage that is useable) and the efficiency level at which the space is currently being utilized. The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library and AV/TV. The Space Inventory (Report 17) provides the basis for this calculation.

Capital Construction Programs: See 'Capital Projects'.

Capital Outlay Budget Change Proposal (COBCP): A type of Budget Change Proposal regarding the construction of facilities and their related issues.

Capital Projects: Construction projects, such as land, utilities, roads, buildings, and equipment which involve demolition, alteration, additions, or new facilities.

Carnegie Unit: A unit of credit; a student's time of 3 hours per week is equivalent to one unit of credit.

CCFS – 320 ("The 320 Report"): One of the primary apportionment (funding) documents required by the state. It collects data for both credit and noncredit attendance. Three reports are made annually; the First Period Report (P-1), the Second Period Report (P-2) and the Annual Report. The importance of this report is whether the college or district is meeting its goals for the generation of full time equivalent students.

Census: An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term. Census is taken on that day nearest to one-fifth of the number of weeks a course is scheduled.

DSA: The Division of the State Architect (DSA) determines California's policies for building design and construction. It oversees K-12 schools and community college design and construction. Its responsibilities include assuring that all drawings and specs meet with codes and regulations.

EAP (Early Assessment Program): The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. (For details, visit http://www.calstate.edu/EAP/)

Educational Centers: A postsecondary institution operating at a location remote from the campus of the parent institution which administers it.

Educational Master Plan: A part of the college's Master Plan that defines the education goals of the college as well as the current and future curriculum to achieve those goals. The educational master plan precedes and guides the facilities master plan.

Enrollments (Unduplicated): A student enrollment count (also referred to as "Head Count") based on an Individual Student Number or Social Security Number that identifies a student only once in the system.

Environmental Impact Report: In accordance with the California Environmental Quality Act (CEQA), if a project is known to have a significant effect on the environment then an EIR must be prepared. It provides detailed information about a project's environmental effects, ways to minimize those effects, and alternatives if reasonable.

Facilities: All of the capital assets of the college including the land upon which it is located, the buildings, systems and equipment.

Faculty Loads: The amount of "teaching time" assigned/appropriated to a given instructional class – i.e. lecture or laboratory, to a given semester, or an academic year (2 semesters). It is typically defined in terms of 15 "teaching hours" per week as being equal to one (1) full time equivalent faculty; a "full faculty load". Actual faculty loads are generally governed by negotiated agreements and collective bargaining.

Facilities Master Plan: The Facilities Master Plan is an inventory and evaluation (condition /life span) of all owned facilities (the site, buildings, equipment, systems). It identifies regulations impacting those facilities and deficiencies and defines a plan to correct those deficiencies. It also identifies the adequacy, capacity and use of those facilities, deficiencies of those criteria and defines a plan of correction. It draws on information contained in the educational master plan.

Final Project Proposal (FPP): The FPP identifies the project justification, final scope and estimated costs of all acquisitions, infrastructure, facility and systems projects. It contains vital information including the JCAF 31 and JCAF 32 reports, the California Environmental Quality Act (CEQA) Final Notice of Determination, federal funds detail, an analysis of future costs, a project time schedule and an outline of specifications. It is used by the Chancellor's Office and the Board of Governor's to determine whether the project has met the criteria for state funding.

Five Year Capital Construction Plan (5-YCP): See 'Annual Five Year Construction Plan'

FTEF: An acronym for "full-time equivalent faculty". Used as measure by the state to calculate the sum total of faculty resources (full time and part time combined) that equate to measurable units of 15 hours per week of "teaching time", i.e. as being equal to one (1) full time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors.

FTES: An acronym for a "full-time equivalent student". Used by the State as the measure for

attendance accounting verification. Also, a student workload measure that represents 525 class (contact) hours in a full academic year.

GSF: An acronym for gross square feet. The sum of the floor areas of the building within the outside faces of the exterior walls; the "total space" useable and non useable square feet combined.

Hardscape: Refers to landscaping projects and components that involve everything but the plants that will be on the landscape.

Initial Project Proposal (IPP): A document which provides information such as project costs, type of construction involved, relevance to master plans, capacity/load ratio analysis and project impact. The IPP identifies the institutional needs reflected in the educational and facility master plans and the 5-YCP. It is used to determine a project's eligibility for State funding before districts make significant resource commitments into preparing comprehensive FPPs.

Lecture: A method of instruction based primarily on recitation with little or no hands-on application or laboratory experiences. It is based on what is called the "Carnegie unit"; a student's time of 3 hours per week is equivalent to one unit of credit. For lecture courses, each hour of instruction is viewed as one unit of credit (with the expectation of two hours outside of classroom time for reading and or writing assignments).

Laboratory: A method of instruction involving hands-on or skill development. The application of the Carnegie unit to this mode of instruction is the expectation that the student will complete all assignments within the classroom hours. Therefore, three hours of in-class time are usually assumed to represent one unit of credit.

Master Plan: An extensive planning document which covers all functions of the college or district. Master plans typically contain a statement of purpose, an analysis of the community and its needs, enrollment and economic projections for the community, current educational program information and other services in relation to their future requirements, educational targets and the strategies and current resources to reach those targets and a comprehensive plan of action and funding.

Middle College: Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level and they provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and underrepresented in colleges. While at the Middle College, students have the opportunity to take some college classes at no cost to themselves. (For details, visit http://www.mcnc.us/faqs.htm)

Population Participation Rate (PPR). A measure of market saturation by taking the headcount of a primary term at a college to compare with the adult population in the service area. It is usually expressed as per every 1,000 adults.

Punch List: The items in a contract that are incomplete. If a job is designated as substantially

complete for purposes of occupancy then those remaining items to be completed or resolved form the punch list.

Report 17: See Space Inventory Report.

Schedule Maintenance Plan: See Annual Five-Year Scheduled Maintenance Plan.

Service Area: SMCCCD service area is concomitant with the San Mateo County boundaries. In most situations the district boundary is not the best measure of potential student participation at a given college, since students tend to look for options, including distance education.

Space Inventory Report: (Or "REPORT 17"): A record of the gross square footage and the assignable (i.e. useable) square footage at a college. Provides information necessary for Capital Outlay Projects (IPP's, FPP's), Five-Year Construction Plan, Space utilization of the college or district and Projecting future facility needs.

Key Components of Space Inventory:

Room Type (room use category): Identifies room by use or function

ASF (assignable square feet)

GSF (gross square feet)

Stations

STAR Test Standardized Testing and Reporting developed by the California Department of Education. Under the STAR program, California students attain and are tested for one of five levels of performance on the CSTs (California Standards Tests) for each subject tested: advanced, proficient, basic, below basic, and far below basic. (For details, visit http://star.cde.ca.gov/)

Strategic Plan: Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis). The outcome is normally a strategic plan which is used as guidance to define functional and divisional plans, including Technology, Marketing, etc.[158]

Success & Retention Rates

Success: Grades of C or better. It typically includes the Pass grade.
Retention: All grades, except Ws.
Both are expressed as percent ratios.

TOP/CSS Code: Rooms or space are assigned for a particular use and function or a specific

discipline or service. The state has a numeric code, a four-digit number,that identifies the "type" of use that is supported by a particular room/space. (see TOP Code(s))
Space Utilization: Assumed by most faculty/staff on-campus to mean the level or degree to which a room is utilized – the room's capacity, vis-à-vis the percentage of the capacity that the room is actually used.

Example: If the lecture weekly student contact hours were 27,500 and the classroom capacity for weekly student contact hours were 35,000, the utilization would be identified as 78.6%.

Stations: The total space to accommodate a person at a given task (classroom- laboratory-office, etc.). The number of appropriate student work spaces within a defined area. It generally represents the best space apportionment for a given educational program.

TOP Code(s): The "Taxonomy of Programs" (TOP) is a common numeric coding system by which the college categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The taxonomy is most technical in the vocational programs (0900's).

Example: The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of state purposes. Maas Companies commonly uses the two-digit designator for educational master planning purposes. A four-digit code is necessary for reports in the Five-Year Capital Outlay Plan.

1500 – Humanities (Letters)

1501 – English
1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology
2205 – History

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. One (1) FTES represents 525 WSCH.

WSCH/FTEF: Represents the ratio between the faculty's hours of instruction per week ("faculty load") and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member's load. The state productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

Examples: A faculty member teaching 5 sections of Sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class

sections X 3 hours/week X 30 students =s 450 WSCH/FTEF)A faculty member teaching 3 sections of Biology, each section meeting for 6 hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 student =s 450 WSCH/FTEF)

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