Present: Kathy Blackwood, Bruce Griffin, Chialin Hsieh, Cheri Jones, Kimberlee Messina, Gohar Momjian, John Sewart

Strategic Plan Metrics:
- See attached DRAFT Metrics w/definitions handout.
- The group reviewed the metrics that were noted in the Strategic Plan (Goals 1-3) and discussed the operational definitions (per the handout).
- Generally consensus was reached on the metrics, with some details still to be hammered out (e.g. time to completion).
- Many of the metrics are focused on the First Time, Full-Time, Fall cohort and tracking their success, while others are focused on larger student population. The cohort followed includes those who had previously been concurrently enrolled l be considered.
- Each metric will include a definition and other needed explanations.
- The indicators will look at three year trends, will be disaggregated by ethnicity, gender, and international student population.
- The Strategic Plan metrics serve as the District's core indicators and serve as the Scorecard referenced in the Strategic Plan.

Fact Book & Scorecard:
- The District Fact Book (dormant for the last 4 years) will contain the District Scorecard identified in the Strategic Plan.
- The Office of Educational Services and Planning will update this Scorecard annually to reflect all of the Strategic Plan metrics (as noted above), as well provide other pertinent information about the Colleges, District and the County.
- This Scorecard will inform the annual presentations to the BOT on the Strategic Plan.

Timeline for Completion:
- The group agreed that summer 2017 is expected date of completion of the Fact Book which will contain the Strategic Plan metrics, and serves as the District Scorecard.

Next Steps/To Do:
- John takes lead with college researchers to finalize metric definitions
- Cheri and Chialin provide additional feedback to John on metrics
- John looking into reporting options via SAP with Skyline researchers and consultant
- Gohar working on the introductory parts of the Fact Book
- Gohar and John to discuss additional data parts of the Fact Book that can be easily accomplished, as well as other pertinent info to include
- Kimberlee / Gohar to coordinate with Kathy regarding Goal 4 metrics and definitions
- Gohar to set up standing meeting schedule for 2017 with Jan Phemester

Next Meeting: November 30, 11:30 – 12:30pm, District Office Cypress Conference Room
- Discuss outstanding items regarding the Scorecard/Strategic Plan metrics definitions
- Discuss IT options for moving forward
- Finalize timeline to completion and delineate responsibilities

Strategic Goal Number One: Develop and strengthen educational offerings, interventions, and support programs that increase student access and success

1.1

Percentage of FFTFT (Fall first-time full-time) students completing SEP
- Types of SEP's (Ed Goals A, B, C, E, etc) identified?
- Disaggregate:
    - Ethnicity
    - Gender
    - ISP

1.1a

Fall-to-Spring Persistence of FFTFT students

- Disaggregate:
    - Ethnicity
    - Gender
    - ISP

1.2, 1.4, and 1.5

Percentage of FFTF students enrolling at various levels of Math and English
- Basic skills (i.e., units not Degree applicable)
- Degree applicable
- Transfer level
- STEM math level
- Disaggregate:
    - Ethnicity
    - Gender
    - ISP

Progression of below transfer level placements: how many subsequently complete transfer level Math and English.
- Allow 2 years to complete
- Disaggregate:
    - Ethnicity
    - Gender
    - ISP

1.1.1

Modality Comparison: Distance Ed vs. Face to Face Success Rates
- 'Comparable' DE vs. Face to Face only (e.g., ENGL 100 DE vs. all FTF sections)
  - Success (ABC/P)
  - W rates
  - Disaggregate:
    - Ethnicity
    - Gender
    - ISP

1.6. 1.7. 1.8 and 1.9 Degree/Certificate Awards
- AA/AS/AS-T/AA-T
- Certificates of Achievement
- Certificates of Specialization
- Fall + Spring + Summer
- Unduplicated count award earners only
- Disaggregate:
  o Ethnicity
  o Gender
  o ISP

1.6. 1.7. 1.8 and 1.9 Degree/Certificate Awards—Time To Completion
- AA/AS/AS-T/AA-T
- Certificates of Achievement
- Certificates of Specialization
- Fall + Spring + Summer
- Unduplicated count award earners only for each reporting year
- Count first award earned only in each reporting year
- Disaggregate:
- Ethnicity
- Gender
- ISP
- Report in semesters, years?

Strategic Goal Number Two: Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment In San Mateo County

2.3/2.4
The proportion of San Mateo County public high school graduates who successfully transition to SMCCCD colleges following graduation.
- Existing SMCCCD reports prepared by CSM—5year take rate data
- Disaggregate
  o Gender
  o Ethnicity

o   BOG status (proxy for SES)

2.5 The number of certificates awarded annually in the District.
>   **2.6 The number of associates degrees awarded annually in the District.**
>   - Both addressed in 1.6 – 1.9

2.7 (STUDENT RECORDS SUBMITTED BY US)
The number of students who transfer to in-state private or out-of-state four-year post-secondary institutions of higher learning annually.
- NSC data match
- Cast the broadest net for counting "who is a transfer"—including 2 yr.
- Completion of 12 units at SMCCCD prior to subsequent enrollment at 4-year institution
- Disaggregate
    o   Gender
    o   Ethnicity

2.8
The number of students who transfer to the California State University (CSU system) annually.
- CSU reporting aggregate data only

2.9
The number of students who transfer to the University of California (UC system) annually.
- UC reporting aggregate data only

Strategic Goal Number Three: Increase program delivery options, including the expanded use of instructional technology, to support student learning and success

3.1
 The number of students annually who complete an initial associate degree or that includes at least one successfully completed distance education course.
- DE = fully online + hybrid
- Additional counting of DE courses completed—i.e., 2, 3, 4, 5
- Disaggregate:
    o   Ethnicity
    o   Gender
    o   ISP

3.2
The number of students annually who complete a certificate that includes at least one successfully completed distance education course
- DE = fully online + hybrid
- Additional counting of DE courses completed—i.e., 2, 3, 4, 5
- Disaggregate:
    o   Ethnicity
    o   Gender
    o   ISP

3.3

Number of associate degrees completed annually where 100% of the coursework was delivered via distance education

- DE = fully online + hybrid
- Disaggregate:
    - Ethnicity
    - Gender
    - ISP

3.4

Number of certificates completed annually where 100% of the coursework was delivered via distance education

- DE = fully online + hybrid
- Disaggregate:
    - Ethnicity
    - Gender
    - ISP

3.**xxx DE course taking**

- DE = fully online + hybrid
- Duplicated headcount of DE course enrollments (Fall + Spring + Summer)
- Disaggregate:
    - Ethnicity
    - Gender
    - ISP

Strategic Goal Number Four: Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations. Protect community supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations

Data provided by District Office