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

Strategic Plan Metrics / Factbook Update (see attached 11/30/16 versions):
- Group agreed on John's proposed definition on FFTFT Completion Rate/Time to Completion, which includes degrees and transfer (not certificates); use USDE 150% of normal time metric; track for Fall entry First Time Part Time students separately
- Still problematic on how to measure whether students are achieving intended goals per SEP
- More data on international student population is desired to assist with planning efforts, such as country of origin and semesters stayed; info collected inconsistently across colleges; int'l ed uses salesforce; internal management reports, key performance indicators, and qualitative data would be useful
- Possible to collect reasons students withdraw from course(s) via survey in real time per CSM's work with distance ed; can consider automatic survey for all course(s) across District

IT solutions:
- Agreement to go forward with Lance Consulting to produce SAP reports for the scorecard strategic plan metrics; innovation funds for district research will be applied
- Reports will be available on annual basis as snapshot on district research website; reports should also be downloadable in word, excel, pdf, as well as printable compilation
- Expect initial scorecard reporting to be completed by March/April 2017; Factbook completed by August 2017

January Board Preparation:
- Topic is "District and College Tools for Data".
- Emphasize continuous work in progress
- Focus on where is data, where does data come from/originate, what is Banner, what is data warehouse, show the data flow
- Then focus on the efforts related to the district factbook and scorecard, touch on "bigger" data, role of technology taskforce

Next Steps/To Do:
- John finalizes metric definitions & gets input from Aaron/Cheri
- John provides to Kimberlee data elements for International Education from prior years
- Kimberlee to get SAP contract ready for execution
- Gohar to coordinate meeting with Kathy regarding Goal 4 metrics and definitions
- Gohar to set up standing meeting schedule for 2017

Next Meeting: December 19, 11:30 – 1:00pm, San Mateo College Room 10-390
- Discuss January Board presentation material
- Discuss February Board presentation material
- Review Data Table proposed by Chialin
- Spring 2017 District Research Council goals

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 differentiated
  - Comprehensive
  - Abbreviated
- 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 FFTFT 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 FFTFT below transfer level placements: subsequent completion of transfer level Math and English.
- Track 3 cohorts/2 years
  - Fall 2014 > Summer 2016
  - Fall 2013 > Summer 2015
  - Fall 2012 > Summer 2014
- 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 (combined)
- Certificates of Achievement
- Certificates of Specialization
- Fall + Spring + Summer
- Unduplicated count award earners
- Disaggregate:
  - Ethnicity
  - Gender
  - ISP

1.6. 1.7. 1.8 and 1.9 Degree/~~Certificate Awards~~—FFTFT Completion Rate/Time to Completion
- AA/AS/AS-T/AA-T (combined)
- ~~Certificates of Achievement~~
- ~~Certificates of Specialization~~
- Track 3 FFTFT Cohorts 3 years (use US Dept Ed 150% of 'normal time' metric)
  - Fall 2013 > Summer 2016
  - Fall 2012 > Summer 2015
  - Fall 2011 > Summer 2014
- Track 3 FPart-TimeFT Cohorts 3 years (use US Dept Ed 150% of 'normal time' metric)
  - Fall 2013 > Summer 2016
  - Fall 2012 > Summer 2015
  - Fall 2011 > Summer 2014
- Unduplicated count award earners
- Count first award earned in each reporting year
- Disaggregate:
  - Ethnicity
  - Gender
  - ISP
- Report in semesters—Summer term = 0.5 semester. Maximum time = 7.5 semesters

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:
    - Ethnicity
    - Gender
    - BOG Recipient

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.
- National Student Clearinghouse (NSC) data match
- Completion of 15 units at SMCCCD prior to subsequent enrollment at 4-year institution
- Use cohorts identified in Degree completion rate metric for NSC data match
- Disaggregate:
    - Ethnicity
    - Gender
    - ISP cannot be tracked—requires SSN for NSC data match

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:
  - Ethnicity
  - Gender
  - 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:
  - Ethnicity
  - Gender
  - ISP

3.3

Number of associate degrees completed annually where 100% of the coursework delivered via distance education
- DE = fully online + hybrid
- Additional counting of DE courses completed—i.e., 2, 3, 4, 5
- Disaggregate:
  - Ethnicity
  - Gender
  - ISP

3.4

Number of certificates completed annually where 100% of the coursework delivered distance education
- DE = fully online + hybrid
- Additional counting of DE courses completed—i.e., 2, 3, 4, 5
- Disaggregate:
  - Ethnicity
  - Gender
  - ISP

3.xxx Distance education enrollments
- DE = fully online + hybrid
- Duplicated enrollment count (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