



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

## Educational Master Plan Information Update, 2012

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Office of Planning, Research, & Institutional Effectiveness  
<http://collegeofsanmateo.edu/prie>  
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## From the President

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

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

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

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

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

Michael Claire



President, College of San Mateo



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## Introduction

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### College of San Mateo's Mission Statement

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

To achieve this mission, the college has adopted the following Institutional Priorities

1. Improve Student Success
2. Promote Academic Excellence
3. Promote Relevant, High-Quality Programs and Services
4. Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
5. Enhance Institutional Dialog

—Revised June 2012

### Background

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

- Create an encyclopedia of institutional data and information about CSM
- Conduct an environmental scan of external trends pertinent to CSM
- Develop planning assumptions to guide decision-making
- Forecast future institutional needs and conditions
- Articulate the "integrated" planning model

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

## About the “Information Update, 2012”

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

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

<http://collegeofsanmateo.edu/prie>.

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

- Fast Facts
- College Index
- External Community
- SMCCCD’s Students’ Residential Profile
- San Mateo County High Schools: Trends and Conditions
- CSM Student Profile
- Enrollment: History and Trends
- Student Outcomes
- Student Outcomes: Transfer
- Instructional Programs
- Student Services
- Career and Technical Education
- College Community
- Survey Research

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

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



## Observations and Impact: Key Findings

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

### Location and Enrollment Issues

- The geography of San Mateo County, and CSM's unique locale in it, must be considered in the analysis of enrollment patterns and trends. Large parcels of land adjacent to CSM's 153-acre site are dedicated open-space and other nearby areas are governed by legal limitations on growth and development. It is situated miles from the cluster of towns situated along El Camino Real, including downtown San Mateo, and is separated by a small mountain range from the Coast. The corridor connecting the inner bay to the Coast, Highway 92, is a single antiquated transportation route, limiting easy access to the college for coastal residents.
- CSM's enrollment has fluctuated significantly throughout its history. In recent years, it has contracted: In Fall 2010, its headcount was approximately 10,500 students and at the start of the Fall 2012 semester, it was slightly under 10,000 students. While the decline in enrollment reflects myriad factors, including the economic imperative to shrink CSM's budget and thus eliminate some programs, location does matter.
- Skyline, whose enrollment has steadily increased over the last decade, draws large numbers of its students from the city in close proximity to it—Daly City, which is now the largest city in San Mateo County. Cañada, whose proportion of SMCCCD enrollment historically has been relatively stable, draw students primarily from Redwood City, the third largest in the county. In addition, Skyline, enrolls the largest proportion of students from outside the county—27%, of whom 21% reside in San Francisco. In contrast, 19% of CSM's students and 17% of

Cañada's reside in other counties.

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

## External Community

- The county is a minority-majority region, like the state, but its residents do not precisely mirror the state's demographics: it has, for example, fewer Hispanics and more Asians and Whites proportionally. San Mateo County residents are also slightly older and are more likely to have graduated from high school and to earn a postsecondary degree college than the state's population as a whole.
- Residents, on the whole, earn much more: the median household income for the county is \$82,278 vs. \$57,708 for the state. However, the county is also an area of stark economic contrasts—with implications for the nature and mix of CSM's student population. Hillsborough, for example, located directly down the canyon north of the CSM campus, is considered among the tenth wealthiest communities in the United States with a per capital income of nearly \$100,000. Yet there are pockets of very poor and immigrant communities nearby where CSM students also reside.
- As the region slowly emerges out of the Great Recession, one of the most important economic trends is the emergence of the new "innovation hub" in the Bay Area—the accelerated growth of technology and other "knowledge" sectors. The innovation trend is, in part, fueled by the region's leading research institutions at the University of California and Stanford University. Both the emergence of knowledge sectors and CSM's physical proximity to major universities, innovative startups, and important global technology leaders have implications for our CTE programs and transfer preparation efforts.

## Student Profile

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

### **Gender and Age**

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

### **Ethnicity**

- Perhaps the most striking change in CSM's student population is its ethnicity profile. Ethnicity data are collected from students' initial CCC Apply applications and are thus self-identified. Today the application includes a range of 24 ethnicity categories, including a separate Multi-Ethnic category. One, therefore, needs to be cautious when comparing current data with historical data as the categories are not precisely parallel.
- The earliest date when ethnicity data was reliably compiled by CSM was Fall 1982. Whites then represented 76% of CSM's student population. In a dramatic contrast, in Fall 2011 nearly ½ (45.2%) of students are non-White and another 11% identify as Multi-ethnic along with significant populations of Hispanic (19%) and Asian (15%) students. The ethnicity of CSM students closely reflects, but does not exactly mirror San Mateo County's ethnic demographics.

## Prior Education and Course Enrollment Profile

- In Fall 2010 nearly  $\frac{3}{4}$  of students had earned a high school diploma and 16% had earned a baccalaureate degree. Over a recent 16-year period the numbers of students possessing postsecondary degrees have increased while those who have earned high school diplomas have decreased. The nature of these shifts need to be probed and may have implications for CSM's programs and services.
- The "typical" CSM student course-load has remained stable over time. The "typical" CSM student enrolls in approximately 7.5 units each semester—translating into a student course-load of 2.5 courses per student. Nearly  $\frac{3}{4}$  enroll in fewer than 12 units a semester.

## Other Enrollment Trends

- As noted above, CSM has witnessed fluctuations in the student enrollment. These vacillations reflect a variety of issues. Demand, program capacity, funding constraints and revenue boosts, student fee increases, economic trends, demographic shifts—all, in some capacity, influence enrollment.
- The fluctuations have affected CSM's proportional share of overall SMCCCD enrollment. In 1985 it was 50% vs. 38% in Fall 2011. As the SMCCCD shifts to a Basic Aid funding model and FTES generation no longer triggers increased revenues to the colleges, enrollment trends for all three colleges may change.

## Enrollment Status

- In the most recent study, nearly half (48%) of students attends classes in the day only and approximately one third attends in the evening only. Fewer students are enrolling in evening-only classes and proportionally more are enrolling in both day and evening classes.
- Increasing numbers (16%) of students are "cross-enrolled" in SMCCCD—taking courses at one or both of CSM's sister colleges while enrolled at CSM.

## Outcomes

- Today CSM employs a variety of external and measures to evaluate student progress. External entities, such as Accountability Reporting for the Community Colleges (ARCC) and California Community Colleges Chancellor's Office Basic Skills Initiative (BSI) allow us to compare CSM outcomes with statewide measures.
- Data provided annually for program review (see Section, *Instructional Programs*) and for the *College Index, 2008-2012*, (see Section, the *College Index*) along with other ad hoc studies, also consistently provide CSM with tools to assess student success and design improvements for its programs and services.
- The systematic monitoring and assessment of SLO's is another extremely important set of tools for program evaluation in both instruction and student services.

### **Basic Skills and Pre-Transfer**

- Approximately 70% of all new first-time students who are assessed place below transfer-level mathematics and English. These proportions have been stable for several decades despite changes in placement instruments and the demographics of CSM's students. Currently, approximately one half of new students are placed into basic skills mathematics, a proportion that has increased over the last 3 years; 8% place into basic skills English.
- In a pattern also consistent for many years, CSM's course completion rate is 69-70% with a withdrawal rate of 16%. Women tend to be slightly more successful than men and younger students have lower course completion rates than older students. There are also disproportionate variations in success rates among ethnic populations.

### **Degrees, Certificates, and Transfer**

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

- More than  $\frac{3}{4}$  of all awards earned were by students ages 20-39. Students younger than 20 are the least successful award earners: they comprise 29% of the population but earn only 4% of the awards.
- The ethnic distribution of award earners closely mirrors the student population as a whole. The most successful are Whites – 34%, Hispanics – 20%, and Asians -16%.

## Transfer

- For the most recent period for which we have data, CSM's transfer rate was 16.9%—above the statewide average of 15.2%. In fact, since 1995 CSM's transfer rate has been consistently above the statewide average.
- However, despite this history of success, the numbers of CSM's transfers have declined. Over the past 21 years, CSM's combined total of UC and CSU transfers has decreased -43.2%; this decline does not mirror CSM's total enrollment decline (-26.9%) for the same period.
- Over 21 year period, CSM transferred more than 13,000 students to all 23 CSU campus and all 9 UC campuses. The vast majority (76%) enrolled at only 6 campuses of the 32-campus public university system. They include in order of magnitude: San Francisco State University; San José State University; California State University, East Bay; University of California, Berkeley; University of California, Davis; and California State University, Sacramento.
- The ethnic profile of the most recent transfers to the UC and CSU systems does not precisely mirror the ethnic composition of CSM's students overall: we are witnessing an increase in the proportion of Hispanic students who successfully transfer to CSU. Asian students represent nearly 28% of all transfers to the UC and CSU systems combined. African American and Filipino students, however, remained underrepresented and of concern.

## Fast Facts

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### In This Section

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

### Overview

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

## College of San Mateo Fast Facts Spring 2012

### Enrollment

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

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

### Demographics

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

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

### Transfers (Annual)

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

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

### Degrees & Certificates (Annual)

- AA/AS Degree: 369
- Certificates 18 units or more: 323
- Certificates fewer than 18 units: 165

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

### Student Academic Outcomes

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

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

### Student Placement Test Results

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

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



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

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

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

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

### ARCC Key Indicators: Spring 2012 Report

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

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



COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

\*Revised April 2012

# FAST FACTS 2012

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### Number of Institutions, 2011-12

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

### Undergraduate Fees, 2011-12

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

\*includes campus-based fees

### Students by Ethnicity, 2010-11

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

\*Filipinos are included w/Asians in California population data

### Degrees & Certificates Awarded, 2010-11

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

### Per-Student Funding by Education System, 2011-12

(amounts include state General Fund, local property tax, student fee revenue, and federal stimulus funding, but not STRS or lottery funds.)

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

### Undergraduate Student Enrollment, 2010-11

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

\*75 AICCU WASC-accredited 4-year institutions.

\*\*as of P2

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

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

\*The transfer rate is based on students who earned at least 12 units and attempted transfer-level Math or English during the 6-year enrollment period.

• In 2010-11, 52.5% of CSU graduates and 28.2% of UC graduates began their college years at a community college – and, upon transferring to either four-year institution, obtained GPAs equal to, or better than, “native” UC or CSU students, and graduated at rates comparable to “native” UC and CSU students.

### CCC Students by Gender, 2010-11

Female	53.1%
Male	45.7%
Unknown	1.2%

### CCC Students by Age, 2010-11

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

## College Index

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### In This Section

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

### Overview

#### **College Index as Tool to Measure Institutional Effectiveness**

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

(Definitions for the indicators and methods for their calculations are posted online in an interactive format available here:

<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>)

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

#### **How is it Being Used?**

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

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

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

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

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

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

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

**Notes:**

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

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

INSTITUTIONAL INDICATORS & OUTCOMES MEASURES	2008/09 BASELINE*	2009/10		2010/11			2011/12			2012/13
		TARGET	ACTUAL	TARGET	ACTUAL	CHG FROM BASELINE	TARGET	ACTUAL	CHG FROM BASELINE	TARGET
1.7 Percentage of All Students Receiving at least 1 Matriculation Service	41.4%	42.0%	44.5%	42.0%	49.9%	+8.5 pts				
1.8 Numbers of Academic Advising Sessions (duplicated count)	--	13,831	13,831	14,000	TBD	--	13,831		--	
1.9a Numbers of Matriculated Students Completing SEPs	7,471*	7,471	7,471	7,471	TBD	--	7,471		--	
1.9b Percentage of Matriculated Students Completing SEPs	43.4%*	43.4%	43.4%	45.0%	TBD	--	45.0%		--	
1.10a Numbers of Students Completing Orientation	11,132*	11,132	11,132	11,200	TBD	--	11,200		--	
1.10b Percentage of Students Completing Orientation	68.0%*	68.0%	68.0%	69.5%	TBD	--	69.5%		--	
1.11 Financial Aid Recipient Rate	38.4%	39.0%	43.7%	39.0%	50.3%	+11.9 pts	39.0%		+57.4 pts	
1.12 Total Amount of Financial Aid Awards Granted	\$4,988,079	\$5,000,000	\$7,637,662	\$5,000,000	\$9,017,512	+80.8%	\$5,000,000	\$9,615,848	+92.8%	
1.13 Numbers of Students Receiving Financial Aid	4,310	4,350	5,026	4,350	5,321	+23.5%	4,350	6,045	+40.3%	
1.14 Numbers of Students Receiving Scholarships	179	185	218	185	131	-26.8%	185	257	+43.6%	
1.15 Total Amount of Scholarship Funds Awarded	\$229,047	\$231,000	\$257,000	\$231,000	\$200,255	-12.6%	\$231,000	\$252,217	+10.1%	
1.16 Student Persistence or Transfer [Perkins/Career Technical Education (CTE)]	88.8%	90.0%	80.3%	90.0%	88.2%	-0.6 pts	90.0%	87.5%	-1.3 pts	

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

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



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

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

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

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## External Community

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### In This Section

#### **County, Bay Area, and California Demographics**

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

### Overview

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

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

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

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

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

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

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

### **Innovation Hub**

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

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

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<sup>1</sup> Percent of population that can afford a median priced home.

<sup>2</sup> The include in order of size of company: Facebook, YouTube, twitter, Zynga, LinkedIn, flickr, and Yelp.

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

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

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

### **Implications for Education**

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

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

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

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<sup>4</sup> Bay Area Council Economic Institute.

<sup>5</sup> Bay Area Council Economic Institute.

## ***A Comparison of San Mateo County's Demographic and Economic Profile***

### **San Mateo County, SF-San Mateo-Redwood City MD, and State of California**

#### **Notes:**

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

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

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

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



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

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

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

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

## San Mateo County City Populations 2010

### Note:

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

### Population of San Mateo County Cities, 2010

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

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

Source: Recycleworks.org, compiled by Cenetri Group.

## San Mateo County Businesses 3<sup>rd</sup> Quarter, 2010

### Notes:

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

### San Mateo County Businesses by Number of Employees

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

Source: CA EDD, Labor Market Information Division, [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov).

## Top 50 Regional Employers 5 County Bay Region, 2011

### Note:

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

### Top 50 Regional Businesses by Number of Employees

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

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

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

## Top 50 Regional Occupations 5 County Bay Region, 2011

### Notes:

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

### Top 50 Regional Occupations by Percent Change, 2011-2017

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



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

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

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## SMCCCD Students' Residential Profile

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### In This Section

#### **Students' Residential Profile**

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

#### **San Mateo County Participation Rates**

- *Percent Participation by County and College, 2000-2011*

### Overview

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

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

#### **Participation Rates**

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

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

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

## *Where Do SMCCCD Students Live?* Fall 2011

### Fast Facts:

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

### Key Findings:

- For all colleges, the overwhelming majority of students live in San Mateo County, ranging from 73% at Skyline, 82% at CSM, and 83% at Cañada.
- At both Cañada and Skyline Colleges, the student populations are concentrated in the vicinity of the colleges. The highest percentages of Skyline students reside in Daly City (21.5%) and San Francisco (21.1%), and the next highest percentages live in South San Francisco (15.6%), San Bruno (10.5%) and Pacifica (10.5%). At Cañada, over one-third of the student population lives in Redwood City (36.1%), and another quarter of the population lives in San Mateo (9.6%), East Palo Alto (6.6%), San Carlos (5.7%), and Menlo Park (5.2%), combined.
- In comparison, CSM displays a more dispersed residential pattern. One-quarter of the student population is centrally located in San Mateo (25.9%). The next highest percentages of CSM students live in cities ranging from San Francisco (6.4%), Daly City (4.6%), and South San Francisco (4.9%) to the north, to CSM's surrounding communities of Burlingame (5.2%), Foster City (5.8%), and Belmont (5.6%), to Redwood City to the south (7.1%).
- The proportions of SMCCCD students residing within each college's service area reflect the concentration and dispersion patterns described above. Skyline and Cañada both have higher percentages of students residing within their service areas: 58.9% and 56.5%, respectively. In comparison, CSM's percentage is lower: 51.6%.

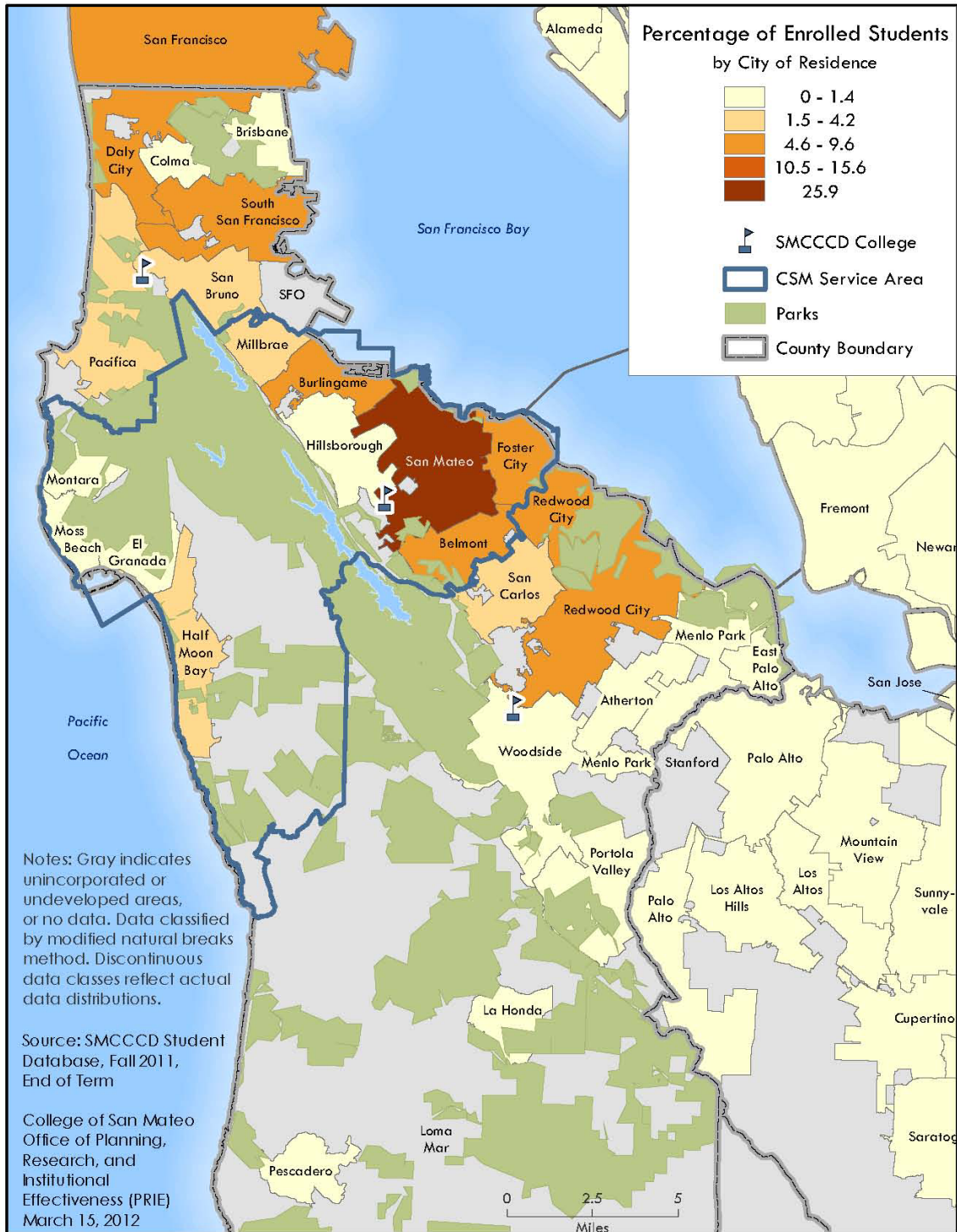
**SMCCCD Students' Cities of Residence, Fall 2011**

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

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

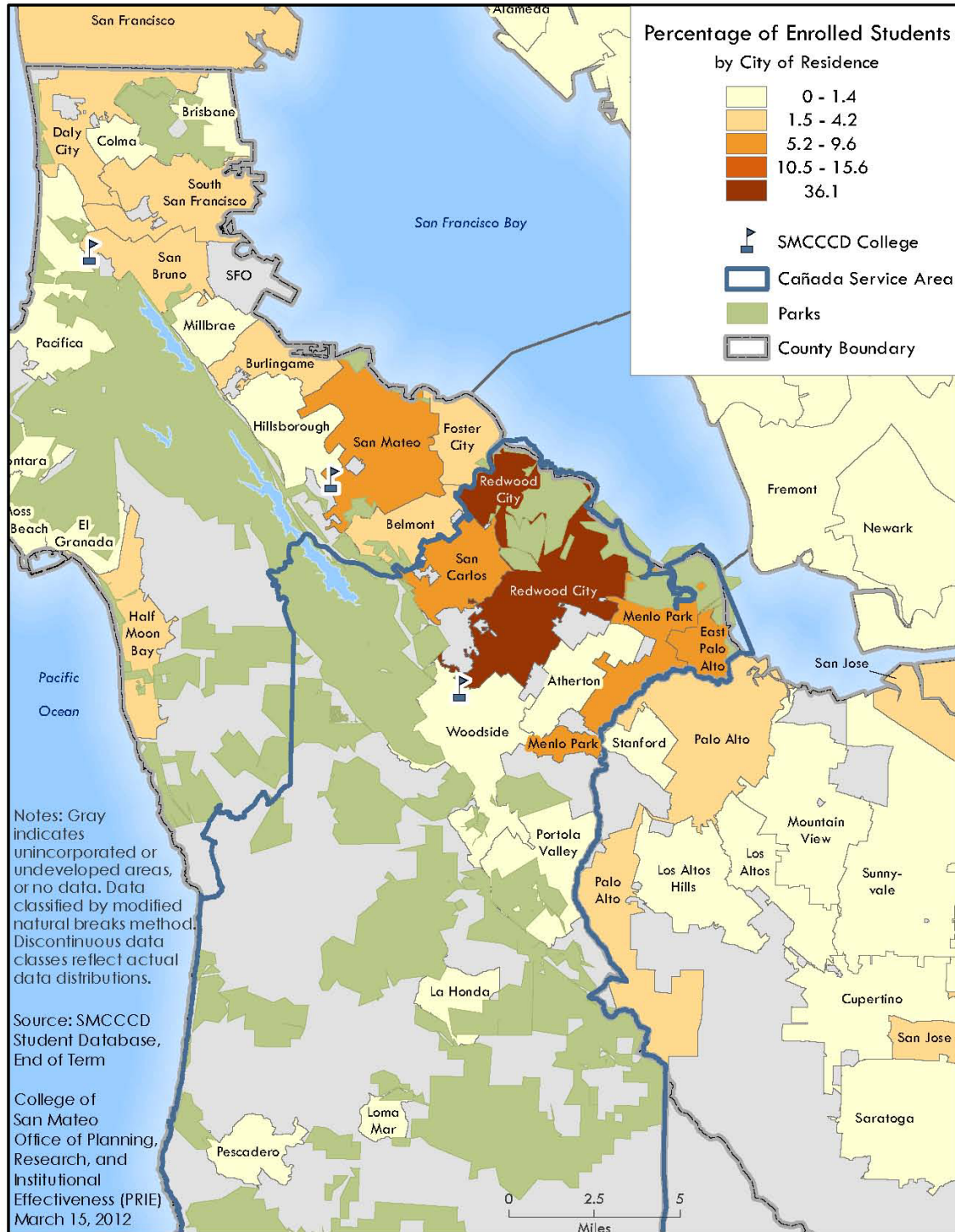
Source: SMCCCD Student Database, End of Term.

## Where Do CSM Students Live? Fall 2011

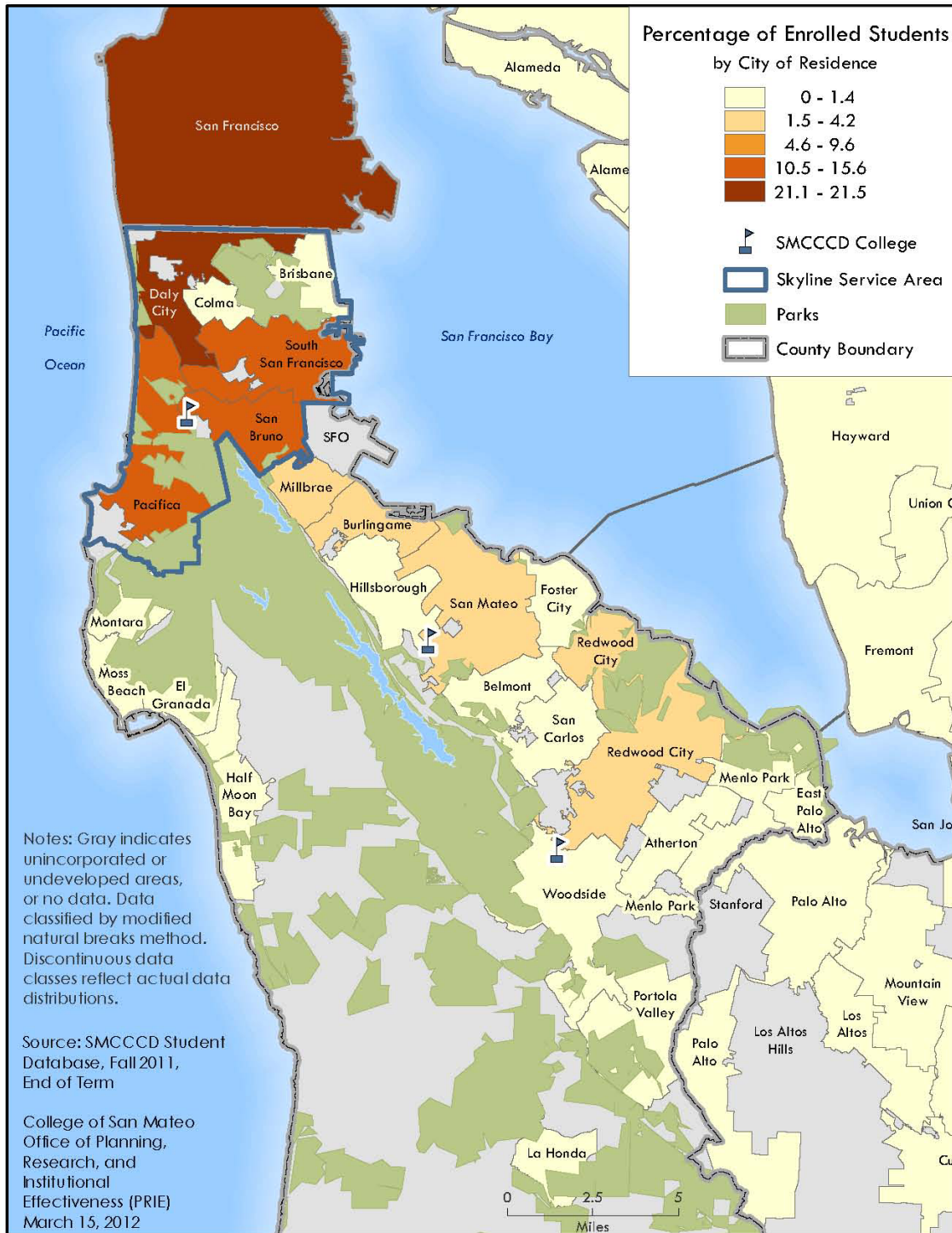




## Where Do Cañada Students Live? Fall 2011



## Where Do Skyline Students Live? Fall 2011



## *Percent Participation by County and College* 2000 – 2011

### Data Included:

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

### Key Findings:

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



**SMCCCD Students' County of Residence, 2000 - 2011**

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

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

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

**Table A**

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

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

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

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

**Table B**

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

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

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

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

**Table C**

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## San Mateo County High Schools: Trends and Conditions

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### Contents

#### High School Graduates' Choices

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

#### High School Performance

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

### Overview

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

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

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

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

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

### **CSM as a Top Choice: “Take” Rates**

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

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

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

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

### **High School Graduates: Placement and Foundation Course Success**

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

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<sup>7</sup> The Academic Performance Index (API) is a measure of annual academic performance for California schools.

consistent for decades.

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

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

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

### Key Findings:

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

### Where High School Graduates Enroll as Freshmen

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

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

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



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

### **Key Findings:**

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

### **Community Colleges Where San Mateo County High School Graduates Enroll**

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

Note: Percentages represent proportions of the total public and private high school graduates for the year.

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

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

### Key Findings:

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

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

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

\* Community College

Note: Data sorted in descending order of 2009 enrollment.

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

### **Key Findings:**

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

**San Mateo County High School Graduates Enrolling as Freshmen**

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

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

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

## Academic Profile of San Mateo County Feeder Schools 2009-2010

### Key Findings:

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

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

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

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

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

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

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

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

### **Data Included**

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

### **Notes and Key Findings:**

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

### **Mathematics Course Placements of San Mateo County Public High School Graduates**

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

Table A

### English Course Placements of San Mateo County Public High School Graduates

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

Table B

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

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

Table C

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

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

Table D



## CSM Student Profile

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### In This Section

#### **Demographic**

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

#### **Academics**

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

#### **Specific Populations**

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

### Overview

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

#### **Gender and Age**

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

approximately 52% - 56% of total student enrollment.

The age profile has been shifting: historically, students under the age of 25 have been the biggest population and the numbers of young students appear to be increasing. In Fall 2011, they were more than half (58%) the population, an increase of 9 percentage points since Fall 1995.

In Fall 2011 nearly one-third (30%) were 30 years or older. Perhaps reflecting the economic challenges of the past decade, the subpopulation showing the greatest decrease are students ages 30-39: in Fall 1995 they comprised 17.9% and in Fall 2011 they comprised 12.8% (-5.1).

### **Ethnicity**

Ethnicity data are collected from students' CCC Apply applications and are thus self-identified. Today the application includes a range of 24 ethnic categories. The "Multi-Ethnic" option was added after 2007 and, in fact, in the most recent data reported here, a significant number (11%) now identify themselves as Multi-Ethnic. One, therefore, needs to be cautious when comparing current data with historical data, as the categories are not precisely parallel.

The nature of CSM's student body has changed in striking ways since Fall 1982—the earliest date when ethnicity data was reliably compiled by CSM. Whites then represented 76% of CSM's student population. In a dramatic contrast, in Fall 2011 nearly one-half (45%) of students are non-White, as noted above. 11% identify as Multi-racial. Since Fall 1995 there have been some minor fluctuations in proportional representation, but the most dramatic is the decline of students who identify as White: 52% in 1995 vs. 34% in Fall 2011.

Among subpopulations, there have been several notable shifts, which may be artifacts of how students desire to identify themselves. In a comparison of Fall 2007 vs. Fall 2011 more students proportionally identified themselves as Asian and fewer as Chinese. In addition, more students proportionally identified themselves as Hispanic, and significantly fewer as Mexican/Mexican-American/Chicano or other Hispanic subpopulations. These shifts may reflect a whole host of issues—the inclusion of the

Multi-Ethnic category and the increase in numbers who consciously choose not to self-identify as well as immigration and economic policies which affect enrollment.

### **Prior Education Levels and Course Enrollment Profile**

In Fall 2010, nearly three-quarters (73%) of students indicated that their highest level of education attained was a high school diploma and 16% indicated they had earned a baccalaureate degree. For the 16-year period, Fall 2004-Fall 2010, the numbers earning baccalaureate degrees increased proportionally (6%) and those earning high school diplomas decreased (7%). These shifts may have implications for programs and services.

The “typical” CSM student course-load has remained stable over time. The “typical” CSM student enrolls in approximately 7.5 units each semester, translating into a typical student course-load of 2.5 courses per student (enrollments ÷ census enroll). In addition, in Fall 2011, nearly three-quarters of CSM students enrolled in fewer than 12 units; 23% enrolled in 12 -17.5 units; and approximately 3% enrolled in 18 units or more.

### **Profiles of Specific Populations**

This section also includes findings from various recent studies of subpopulations of students. A few notable findings include:

*Concurrent High School Students:* Concurrently enrolled students are comprised of three types of High School students: they are taking CSM classes at the CSM campus or enrolled in a CSM class online, they are enrolled in CSM courses offered at a high school campus, or they are enrolled in CSM’s Middle College High School (MCHS) program, taking classes on the CSM campus.

For the period 2007-2008 and 2010-2011, 4,300 students (unduplicated) enrolled in 10,843 courses. With the exception of MCHS students, they generally take only 1 or 2 courses. During this period they represented only 4.3% of the overall population. The proportional share of this population enrollment is declining: from 4.9% in 2007-08 to 3.2% in 2010-11.

Concurrently enrolled students generally are quite successful: they successfully completed 83% of all the courses enrolled; the overall successful course completion

rate, on the other hand, for that period is 69% - 70%. Though there are variations associated with the setting, these students are predominately female and primarily White (34%), Asian (27%), and Hispanic (12%). Perhaps the most counter-intuitive finding is that younger students (even under 15 years) complete course work at a rate higher than older students (17 or older). See Table H for detail.

*First Generation Students:* 18% of applicants are first-generation college students, of whom the largest proportion of students is Hispanic (43%).

*Lifelong Learners:* The numbers of Lifelong Learners have been steadily decreasing. In Fall 2011, they comprised 12% of enrollment. In terms of this group's proportional representation in the total student population, Lifelong Learners have declined from 19% in Fall 2009. In Fall 2011 more than half were 40 years or older and had previously earned a post-secondary educational degree.

*Intercollegiate Athletes:* More than 8 of 10 (85%) student-athletes who had completed their intercollegiate athletic eligibility requirements transferred to a baccalaureate institution. In contrast, the transfer rate for all California community college students is 15%.

*San Mateo Adult School Alumni:* More than one-quarter of those who enroll in ESL coursework at CSM were originally students in the San Mateo Adult School program. In this group, large proportions are Hispanic (41%) and Asian (35%) as well as 30 years or older (59%).

## **CSM Student Gender Profile 1995-2011**

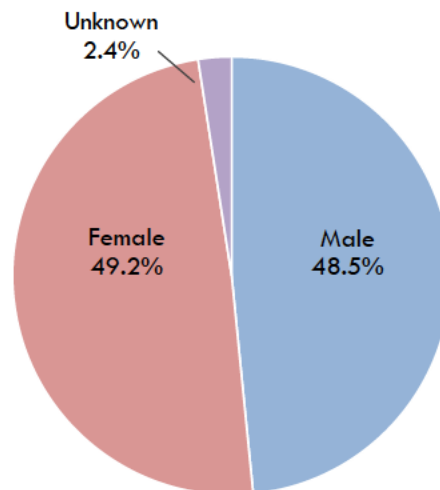
### **Data Included:**

- Table A: *CSM Snapshot: Student Gender Fall 2011*
- Table B: *CSM Student Gender: 16-Year Perspective*
- Table C: *CSM Student Gender: Intervals of Change*

### **Key Findings:**

- The proportion of male and female students has remained relatively stable since Fall 1995.
- Male and female students are roughly equivalent in terms of their proportional representation in the CSM student body.

### **CSM Snapshot: Student Gender Fall 2011**



Source: SMCCCD Student Database, First Census

**Table A**

**CSM Student Gender: 16-Year Perspective**

Gender	Number of Students and Percent of Term/Year Total								16-yr Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2011		
Female	5,967	51.9%	5,546	51.0%	5,598	50.9%	5,182	49.2%	-2.7
Male	5,502	47.8	5,256	48.3	5,212	47.4	5,110	48.5	0.7
<b>Total</b>	<b>11,506</b>	<b>100%</b>	<b>10,872</b>	<b>100%</b>	<b>10,998</b>	<b>100%</b>	<b>10,540</b>	<b>100%</b>	<b>---</b>

Notes: 16-year change represents the change, expressed in percentage points, in percent share of the total. Total includes "Unknown."

Source: SMCCCD Student Database, First Census

Table B

**CSM Student Gender: Intervals of Change**

	Female	Male	Total
<b>Student Enrollment Count</b>			
Fall 2011	5,182	5,110	10,540
Fall 2005	5,598	5,212	10,998
Fall 2000	5,546	5,256	10,872
Fall 1995	5,967	5,502	11,506
<b>Percent of Annual Total</b>			
Fall 2011	49.2%	48.5%	100%
Fall 2005	50.9	47.4	100
Fall 2000	51.0	48.3	100
Fall 1995	51.9	47.8	100
<b>Intervals of Change</b>			
2005–2011	-1.7	1.1	
2000–2005	-0.1	-1.0	
1995–2000	-0.8	0.5	
<b>16-Year Change 1995–2011</b>	<b>-2.7</b>	<b>0.7</b>	

Notes: Intervals of change represent the change, expressed in percentage points, in percent share of the total. Total includes "Unknown."

Source: SMCCCD Student Database, First Census

Table C

## CSM Student Age Profile 1995-2011

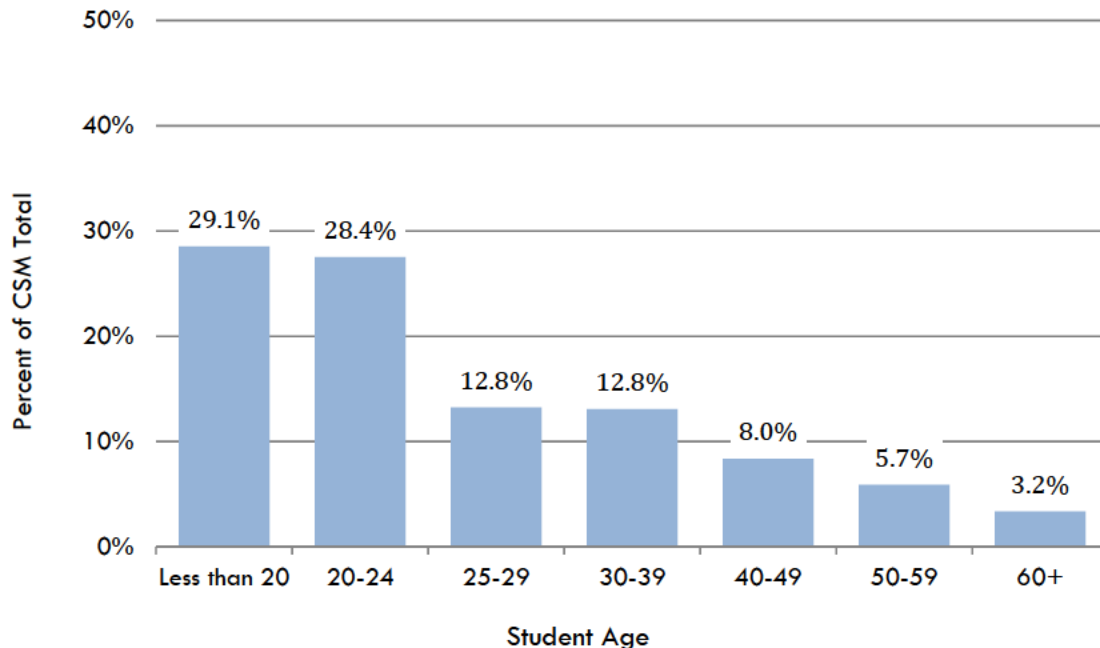
### Data Included:

- Table A: CSM Snapshot: Student Age Fall 2011
- Table B: CSM Student Age: 16-Year Perspective
- Table C: CSM Student Age: Intervals of Change

### Key Findings:

- In Fall 2011, more than half (58%) of students were under 25 years of age. This proportion has increased by 9 percentage points since Fall 1995.
- Overall, the age distribution of CSM students has remained relatively stable over the past 16 years, 1995 – 2011.
- In Fall 2011, nearly 1/3 (30%) of CSM students are 30 years of age or older.

### CSM Snapshot: Student Age Fall 2011



Source: SMCCCD Student Database, First Census  
**Table A**

**CSM Student Age: 16-Year Perspective**

Age in years	Number of Students and Percent of Term/Year Total								16-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2011		
Less than 20	2,623	22.8%	2,628	24.2%	2,977	27.1%	3,064	29.1%	6.3
20-24	3,017	26.2	2,715	25.0	2,948	26.8	2,994	28.4	2.2
25-29	1,620	14.1	1,386	12.7	1,349	12.3	1,354	12.8	-1.3
30-39	2,063	17.9	1,831	16.8	1,529	13.9	1,348	12.8	-5.1
40-49	1,256	10.9	1,215	11.2	1,102	10.0	842	8.0	-2.9
50-59	569	4.9	639	5.9	720	6.5	597	5.7	0.8
60+	358	3.1	458	4.2	371	3.4	341	3.2	0.1
<b>Total</b>	<b>11,506</b>	<b>100%</b>	<b>10,872</b>	<b>100%</b>	<b>10,998</b>	<b>100%</b>	<b>10,540</b>	<b>100%</b>	<b>---</b>

Note: 16 year change represents the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, First Census

**Table B**

**CSM Student Age: Intervals of Change**

	Less than 20	20-24	25-29	30-39	40-49	50-59	60+	Total
<b>Student Enrollment Count</b>								
Fall 2011	3,064	2,994	1,354	1,348	842	597	341	10,540
Fall 2005	2,977	2,948	1,349	1,529	1,102	720	371	10,998
Fall 2000	2,628	2,715	1,386	1,831	1,215	639	458	10,872
Fall 1995	2,623	3,017	1,620	2,063	1,256	569	358	11,506
<b>Percent of Annual Total</b>								
Fall 2011	29.1%	28.4%	12.8%	12.8%	8.0%	5.7%	3.2%	100%
Fall 2005	27.1	26.8	12.3	13.9	10.0	6.5	3.4	100
Fall 2000	24.2	25.0	12.7	16.8	11.2	5.9	4.2	100
Fall 1995	22.8	26.2	14.1	17.9	10.9	4.9	3.1	100
<b>Intervals of Change</b>								
2005–2011	2.0	1.6	0.6	-1.1	-2.0	-0.9	-0.1	
2000–2005	2.9	1.8	-0.5	-2.9	-1.2	0.7	-0.8	
1995–2000	1.4	-1.2	-1.3	-1.1	0.3	0.9	1.1	
<b>16-Year Change</b>								
1995–2011	6.3	2.2	-1.2	-5.1	-2.9	0.7	0.1	

Note: Change intervals represent the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, First Census

**Table C**



## CSM Student Ethnicity Profile 1995-2011

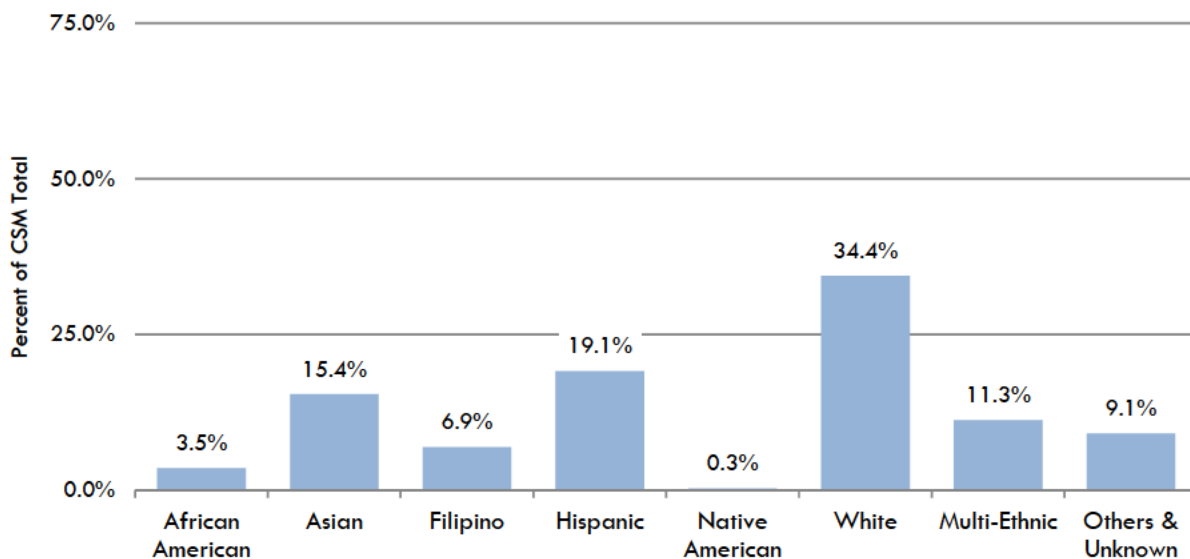
### Data Included:

- Table A: CSM Snapshot: Student Ethnicity Fall 2011
- Table B: CSM Student Ethnicity: 16-Year Perspective
- Table C: CSM Student Ethnicity: Intervals of Change

### Key Findings:

- In Fall 2011, non-White students comprise nearly 1/2 (45%) of the CSM student body.
- Since Fall 1995, with the exception of a significant decline in the proportion of White students, the ethnic distribution of CSM students has remained relatively stable.
- White students have registered the largest decline (-17.5 percentage points) as a proportion of the CSM student body since Fall 1995.

### CSM Snapshot: Student Ethnicity Fall 2011



Source: SMCCCD Student Database

**Table A**

**CSM Student Ethnicity: 16-Year Perspective**

Ethnicity	Number of Students and Percent of Term/Year Total								16-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2011		
African American	432	3.8%	345	3.2%	429	3.9%	373	3.5%	-0.2
Asian	1,851	16.1	2,385	21.9	1,985	18.0	1,625	15.4	-0.7
Filipino	791	6.9	698	6.4	818	7.4	726	6.9	0.0
Hispanic	1,825	15.9	1,819	16.7	2,200	20.0	2,012	19.1	3.2
Native American	66	0.6	65	0.6	62	0.6	31	0.3	-0.3
White	5,977	51.9	4,915	45.2	4,340	39.5	3,627	34.4	-17.5
Multi-Ethnic	--	--	--	--	--	--	1,188	11.6	---
Others/Unknown	564	4.9	645	5.9	1,164	10.6	958	9.1	4.2
<b>Total</b>	<b>11,506</b>	<b>100%</b>	<b>10,872</b>	<b>100%</b>	<b>10,998</b>	<b>100%</b>	<b>10,540</b>	<b>100%</b>	<b>---</b>

Notes: 16-year change represents the change, expressed in percentage points, in percent share of the total. The Multi-Ethnic category was introduced in 2009.

Source: SMCCCD Student Database, First Census

Table B

**CSM Student Ethnicity: Intervals of Change**

	African American	Asian	Filipino	Hispanic	Native American	White	Multi-Ethnic	Others/Unknown	Total
<b>Enrollment Count</b>									
Fall 2011	373	1,625	726	2,012	31	3,627	958	1,188	10,540
Fall 2005	429	1,985	818	2,200	62	4,340	---	1,164	10,998
Fall 2000	345	2,385	698	1,819	65	4,915	---	645	10,872
Fall 1995	432	1,851	791	1,825	66	5,977	---	564	11,506
<b>Percent of Annual Total</b>									
Fall 2011	3.5%	15.4%	6.9%	19.1%	0.3%	34.4%	11.3%	9.1%	100%
Fall 2005	3.9	18.0	7.4	20.0	0.6	39.5	---	10.6	100
Fall 2000	3.2	21.9	6.4	16.7	0.6	45.2	---	5.9	100
Fall 1995	3.8	16.1	6.9	15.9	0.6	51.9	---	4.9	100
<b>Intervals of Change</b>									
2005–2011	-0.4	-2.6	-0.5	-0.9	-0.3	-5.0	7.5	-1.5	
2000–2005	0.7	-3.9	1.0	3.3	0.0	-5.7	---	4.7	
1995–2000	-0.6	5.8	-0.5	0.9	0.0	-6.7	---	1.0	
<b>16-Yr Change</b>									
1995–2011	-0.2	-0.7	0.0	3.2	-0.3	-17.5	7.5	4.2	

Notes: Intervals of change represent the change, expressed in percentage points, in percent share of the total. The Multi-Ethnic category was introduced in 2009.

Source: SMCCCD Student Database, First Census.

Table C

## *CSM Student Ethnicity* Detailed Profile, Fall 2007 vs. Fall 2011

### Key Findings:

- The data provided below display the number and percent of students for the full-range of ethnicity categories (24) available for self-identification by new and continuing CSM students, Fall 2007 vs. Fall 2011.
- The collapsed or 'standard' reporting categories are also displayed and include: African American, Asian, Filipino, Hispanic, Native American, White, and Multi-Race.
- The ethnic student profile of the CSM student population has remained very stable during this time. Overall, the proportion of White students has declined -6 percentage points (38.7% vs. 32.7%). The Asian Indian student share has also declined by a full percentage point (1.2% vs. 0.3%), which, although small, presents a relatively large impact. Filipino, Native American, and Pacific Islander students' ethnic representation have remained the same, while African American, Asian, and Hispanic students have experienced relatively slight decreases in proportional enrollment.
- The expanded categories for various ethnicities reveal some significant shifts when comparing Fall 2007 vs. Fall 2011—e.g., Chinese, and Mexican/Mexican American/Chicano. When interpreting these and all self-reported data, it is important to note that all responses are made on the basis of an individual student's personal self-identification and interpretation of the various categories available for selection. These categories are not precise and are a mixture of ethnic, cultural, geo-political, citizenship, and national origin.

**CSM Snapshot: Student Ethnicity Fall 2007 vs. Fall 2011**

Ethnicity	Subcategory	Fall 2007		Fall 2011	
		Enrolled	Percent	Enrolled	Percent
<b>Total African American</b>		<b>424</b>	<b>3.8%</b>	<b>353</b>	<b>3.3%</b>
<b>Total Asian</b>		<b>1,687</b>	<b>15.0</b>	<b>1,503</b>	<b>14.3</b>
	Asian	18	0.2	1,037	9.8
	Chinese	1,170	10.4	337	3.2
	Japanese	181	1.6	44	0.4
	Korean	97	0.9	19	0.2
	Laotian	9	0.1	4	0.0
	Cambodian	8	0.1	5	0.0
	Vietnamese	70	0.6	16	0.2
	Other Asian	N/A	N/A	41	0.4
<b>Total Asian Indian</b>		<b>134</b>	<b>1.2</b>	<b>27</b>	<b>0.3</b>
<b>Total Filipino</b>		<b>728</b>	<b>6.5</b>	<b>674</b>	<b>6.4</b>
<b>Total Hispanic</b>		<b>2,208</b>	<b>19.7</b>	<b>1,972</b>	<b>18.7</b>
	Hispanic	22	0.2	1,336	12.7
	Mexican, Mexican-American, Chicano	1,039	9.3	309	2.9
	Central American	424	3.8	117	1.1
	South American	356	3.2	102	1.0
	Other Hispanic	367	3.3	108	1.0
<b>Total Native American</b>		<b>51</b>	<b>0.5</b>	<b>39</b>	<b>0.4</b>
<b>Total Pacific Islander</b>		<b>250</b>	<b>2.2</b>	<b>223</b>	<b>2.1</b>
	Pacific Islander	107	1.0	210	2.0
	Guamanian	8	0.1	2	0.0
	Hawaiian	19	0.2	1	0.0
	Samoaan	21	0.2	2	0.0
	Other Pacific Islander	95	0.8	8	0.1
<b>Total White Non-Hispanic</b>		<b>4,332</b>	<b>38.7</b>	<b>3,447</b>	<b>32.7</b>
<b>Total Multi Races</b>		<b>N/A</b>	<b>N/A</b>	<b>751</b>	<b>7.1</b>
<b>Total Other/Unknown</b>		<b>1,389</b>	<b>13.4</b>	<b>1,551</b>	<b>14.7</b>
	Other Non-White	249	2.2	78	0.7
	Decline to State	737	6.6	117	1.1
	Unknown/Missing	403	3.6	1,356	12.9
<b>Grand Total</b>		<b>11,203</b>	<b>100.0</b>	<b>10,540</b>	<b>100.0</b>

Note: The "Multi-Races" category was not available until Fall 2009. Subcategory data are available only for Asian, Hispanic, Pacific Islander, and Unknown. Percentages measure share of total student population.

Source: SMCCCD Student Database, First Census

## Ethnicity: CSM Compared to San Mateo County 2010

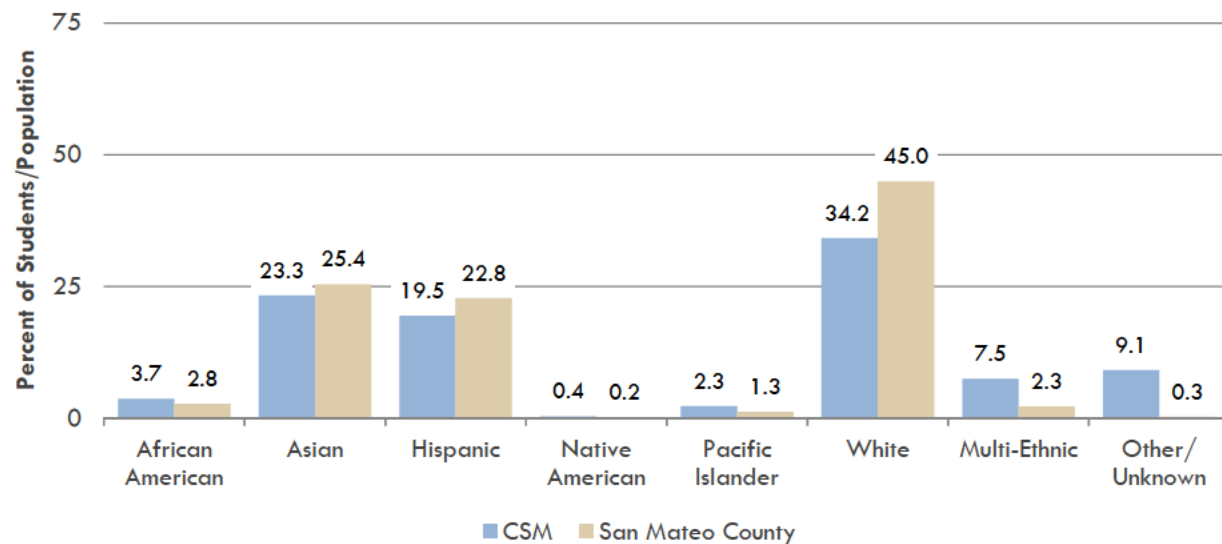
**Data Included:**

- Table A: *Ethnicity: CSM Students Compared to San Mateo County, 2010 (chart)*
- Table B: *Ethnicity: CSM Students Compared to San Mateo County, 2010 (table)*

**Notes and Key Findings:**

- African American, Asian, and Hispanic, Pacific Islander, and Multi-Ethnic students roughly approximate the ethnic composition of all San Mateo County residents 18 years or older.
- White students constitute the single largest underrepresented group in terms of their proportional representation in San Mateo County at large: 45.0% vs. 34.2% (-10.8%).
- At the time of publication, San Mateo County ethnicity estimates for 2011 were not yet available from the California Department of Finance Research unit.

### Ethnicity: CSM Students Compared to San Mateo County, 2010



Sources: SMCCCD Student Database, First Census, Fall 2010. U.S. Census Bureau; Census 2010, Summary File 1; Hispanic or Latino, and Not Hispanic or Latino by Race for the Population 18 years and over (Matrix P11); generated by PRIE, using American FactFinder; <http://factfinder2.census.gov>, 8 November 2011.

**Table A**

**Ethnicity: CSM Students Compared to San Mateo County, 2010**

Ethnicity	CSM		San Mateo County
	Count	Percent	Percent
African American	389	3.7	2.8
Asian	2,472	23.3	25.4
Hispanic	2,062	19.5	22.8
Native American	38	0.4	0.2
Pacific Islander	247	2.3	1.3
White	3,622	34.2	45.0
Multi-Ethnic	792	7.5	2.3
Other/ Unknown	966	9.1	0.3
<b>Total</b>	<b>10,588</b>	<b>100</b>	<b>100</b>

Sources: SMCCCD Student Database, First Census, Fall 2010. U.S. Census Bureau; Census 2010, Summary File 1; Hispanic or Latino, and Not Hispanic or Latino by Race for the Population 18 years and over (Matrix P11); generated by PRIE, using American FactFinder; <http://factfinder2.census.gov>, 8 November 2011.

**Table B**

## CSM Student Prior Education Levels Profile 1994 – 2010

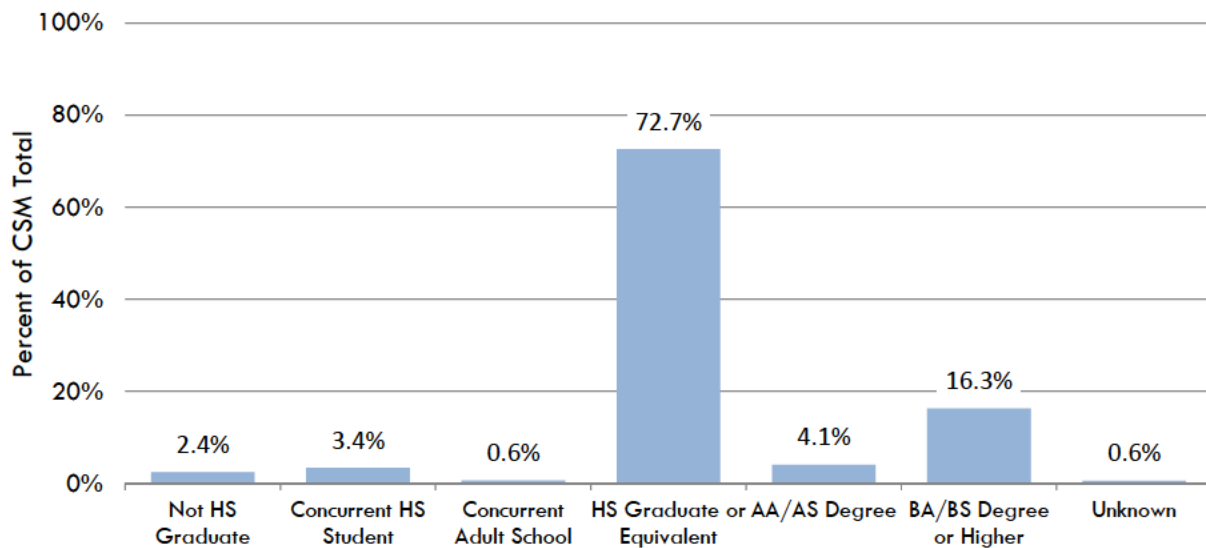
**Data Included:**

- Table A: CSM Snapshot: Student Prior Education Levels Fall 2010
- Table B: CSM Student Prior Education Level: 16-Year Perspective

**Key Findings:**

- Nearly  $\frac{3}{4}$  (72.7%) of Fall 2010 students highest level of prior educational attainment is a high school diploma. (See Table A)
- The second largest group of students have earned baccalaureate degrees or higher: 16.3%. (See Table A)
- Table B displays student prior education levels, Fall 1994 – Fall 2010. Earners of baccalaureate degrees and higher have registered the greatest proportional increase: +6.4%. The proportion of students with high school diplomas declined approximately the same amount during this period of time: -6.6%.

**CSM Snapshot: Student Prior Education Levels Fall 2010**



Source: SMCCCD Student Database, First Census

**Table A**

**CSM Student Prior Education Level: 16-Year Perspective**

Prior Education Level	Number of Students and Percent of Yearly Total								16-Year Change
	Fall 1994		Fall 2000		Fall 2005		Fall 2010		
<b>Not HS Graduate</b>	169	1.4%	275	2.5%	309	2.8%	254	2.4%	1.0
<b>Concurrent HS Student</b>	181	1.5	344	3.2	441	4.0	359	3.4	1.9
<b>Concurrent Adult School</b>	85	0.7	98	0.9	104	0.9	68	0.6	-0.1
<b>HS Graduate or Equivalent</b>	9,509	79.2	7,464	68.7	7,671	69.7	7,693	72.7	-6.6
<b>AA/AS Degree</b>	841	7.0	556	5.1	509	4.6	430	4.1	-2.9
<b>BA/BS Degree or Higher</b>	1,188	9.9	2,069	19.0	1,901	17.3	1,724	16.3	6.4
<b>Unknown</b>	26	0.2	66	0.6	63	0.6	60	0.6	0.3
<b>Total</b>	11,999	100%	10,872	100%	10,998	100%	10,588	100%	---

Note: 16-year change represents the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, First Census

**Table B**



## CSM Student Total Units and Courses Fall 2004-Fall 2011

### Data Included:

- Table A: *CSM Student Total Units: Central Tendencies*
- Table B: *Percentage of Students by Total Unit Load*
- Table C: *CSM Student Total Number of Courses: Central Tendencies*
- Table D: *Percentage of Students by Total Number of Courses*

### Findings:

- Student course enrollment patterns, as measured in terms of the average number and total number of units taken, have remained stable over time. The 'typical' CSM student enrolls in approximately 7.5 units each semester. This translates into approximately 2.5 courses per student (enrollments ÷ census enroll). See Table A.
- Table B displays the total number of units enrolled in terms of various unit ranges. In Fall 2011, nearly  $\frac{3}{4}$  (74.4%) of CSM students enrolled in fewer than 12.0 units; 22.9% enrolled in 12.0 – 17.5 units; and 2.7% enrolled in 18.0 units or more. This enrollment pattern has also remained stable over time.

### CSM Student Total Units: Central Tendencies

	Mean (Average)	Median	Mode	Census Enroll	Enrollments	FTES
Fall 2011	7.47	6.0	3.0	10,165	25,286	3,551
Fall 2010	7.23	6.0	3.0	9,771	22,016	3,734
Fall 2009	7.09	6.0	3.0	10,569	24,053	4,137
Fall 2008	7.10	6.0	3.0	10,190	22,938	3,978
Fall 2007	7.09	6.0	3.0	10,138	22,889	3,982
Fall 2006	6.87	5.5	3.0	11,303	26,423	3,918
Fall 2005	7.32	6.0	3.0	10,223	24,686	3,988
Fall 2004	7.37	6.0	3.0	---	---	---

Note: Fall 2011 data as of 9/9/2011

**Table A**

### Percentage of Students by Total Unit Load

	Total Number of Units Enrolled						Census		
	0.5	1.0 - 2.5	3.0 - 6.5	7.0 - 11.5	12.0 - 17.5	18.0+	Enroll	Enrollments	FTES
Fall 2011	1.6	8.2	42.6	22.0	22.9	2.7	10,165	25,286	3,551
Fall 2010	3.1	9.3	41.6	21.7	21.4	2.9	9,771	22,016	3,734
Fall 2009	2.6	11.2	42.0	19.8	21.7	2.8	10,569	24,053	4,137
Fall 2008	2.2	10.9	43.8	18.5	21.7	3.0	10,190	22,938	3,978
Fall 2007	2.5	8.9	46.1	18.3	20.9	3.3	10,138	22,889	3,982
Fall 2006	5.5	10.5	42.6	17.5	20.3	3.3	11,303	26,423	3,918
Fall 2005	2.2	9.4	43.1	19.2	22.9	3.2	10,223	24,686	3,988
Fall 2004	1.8	8.2	44.2	19.9	23.0	3.0	---	---	---

Note: Fall 2011 data as of 9/9/2011

Table B

### CSM Student Total Number of Courses: Central Tendencies

	Mean	Median	Mode	Census		
				Enroll	Enrollments	FTES
Fall 2011	2.49	2.0	1.0	10,165	25,286	3,551
Fall 2010	2.44	2.0	1.0	9,771	22,016	3,734
Fall 2009	2.44	2.0	1.0	10,569	24,053	4,137
Fall 2008	2.42	2.0	1.0	10,190	22,938	3,978
Fall 2007	2.44	2.0	1.0	10,138	22,889	3,982
Fall 2006	2.41	2.0	1.0	11,303	26,423	3,918
Fall 2005	2.55	2.0	1.0	10,223	24,686	3,988
Fall 2004	2.53	2.0	1.0	---	---	---

Note: Fall 2011 data as of 9/9/2011.

Table C

### Percentage of Students by Total Number of Courses

	Total Number of Courses						Census		
	1	2	3	4	5	6+	Enroll	Enrollments	FTES
Fall 2011	36.8	20.0	16.3	16.5	6.8	3.6	10,165	25,286	3,551
Fall 2010	40.2	18.9	14.8	15.1	7.0	4.1	9,771	22,016	3,734
Fall 2009	41.3	18.2	13.8	15.5	7.0	4.3	10,569	24,053	4,137
Fall 2008	42.1	18.4	13.4	14.2	7.7	4.3	10,190	22,938	3,978
Fall 2007	42.2	18.6	12.4	14.5	7.5	4.8	10,138	22,889	3,982
Fall 2006	44.1	17.4	13.3	13.1	6.9	5.1	11,303	26,423	3,918
Fall 2005	39.2	17.8	14.7	14.8	7.9	5.6	10,223	24,686	3,988
Fall 2004	38.3	19.0	14.3	15.5	8.0	4.9	---	---	---

Note: Fall 2011 data as of 9/9/2011.

Table D

## **CSM Concurrent High School Student Profile Summer 2007 – Spring 2011 (12 terms, including Summer)**

### **Data Included:**

- Table A: *Concurrent Students Snapshot, 2010-2011*
- Table B: *Concurrent Students Overview, 2007-2011*
- Table C: *Concurrent Students: Ethnicity, 2007-2011*
- Table D: *Concurrent Students: Gender, 2007-2011*
- Table E: *Concurrent Students: Age, 2007-2011*
- Table F: *Concurrent Students: Total Terms Enrolled, 2007-2011*
- Table G: *Concurrent Students: Successful Course Completion, 2007 – 2011*
- Table H: *Concurrent Students: Successful Course Completion by Discipline and by Age, 2007 - 2011*
- Table I: *Concurrent Students: Unduplicated Headcount by Academic Year, 2007-2011*
- Table J: *Concurrent Students: Unduplicated Headcount by Term and Location, 2007 – 2011*
- Table K: *Course Enrollments per Student by Location, 2007-2011*
- Table L: *Concurrent Students: Course Enrollments by Semester Type, 2007-2011*
- Table M: *Concurrent Students: Year-by-Year Course Enrollments, 2007-2011*
- Table N: *Concurrent Students: Discipline Area Enrollment Counts, 2007-2011*
- Table O: *Concurrent Students: High School of Origin, 2007-2011*

### **Concurrent Students Snapshot, 2010-2011**

<b>Total concurrent students enrolled (Concurrent Students, Unduplicated):</b>	703
<b>Concurrent students as a percentage of all CSM students</b>	4.2%
<b>Total number of courses enrolled:</b>	1,471 courses
<b>Concurrent student course enrollments as a percentage of all CSM course enrollments:</b>	2.4%
<b>Average number of courses enrolled:</b>	2.1 courses
<b>Average number of terms enrolled:</b>	1.3 terms

Notes: "Total number of concurrent students enrolled" presents an unduplicated headcount among CSM Campus and Middle College students only. "Total number of course enrollments" presents the sum of all of the courses that all students have taken over the 3-term span. For example, 12 students who each enroll in 3 courses make up 36 course enrollments.

Source: SMCCCD Student Database, Academic History

**Table A**

## Key Findings:

- This report examines concurrently enrolled high school students at CSM over a 4-year period of time (2007-08, 2008-09, 2009-10, 2010-11), for a combined total of 12 terms (Summer, Fall, and Spring). Concurrent students can be enrolled as students taking courses on the CSM campus, online CSM courses, CSM courses offered at a high school campus, or taking CSM campus courses while enrolled in CSM's Middle College program. In some cases, students will be enrolled at various points in time in all of the various enrollment options or "locations" available to San Mateo County high school students.
- Overall, a total of 4,300 high school students (unduplicated) enrolled in 10,843 courses between 2007-08 and 2010-11. (See Table B) On average, a concurrent high school student takes 2.5 CSM courses and is enrolled 1.7 terms.
- Table C displays the ethnicity of concurrent students, 2007-08 through 2010-11. Asian and White students comprise 61% of all concurrent students. The ethnic representation of concurrent students varies by "campus location" where a student is enrolled.
- Table D displays the gender of concurrent students, 2007-08 through 2010-11: 53% female; 44% male. The gender composition of concurrent students varies by "campus location."
- Table E displays the age of concurrent students for the 2010-11 year only: students aged 17 and above comprise 46% of concurrent students. Students aged 15 or less comprise 25% of concurrent students. As is the case with gender and ethnicity, the age of concurrent students varies considerably by "campus location."
- Table G examines the successful course completion rates (grade = A, B, C, or P) of all concurrent high school students, 2007-08 through 2010-11. 82.6% of all courses enrolled are successfully completed by concurrent students. This figure compares to a CSM Collegewide successful course completion rate of 69% - 70% for all students. Successful course completion rates vary considerably by "campus location."
- Table H displays successful course completion rates by (1) academic subject/disciplinary area, and (2) age. Overall, younger concurrent students successfully complete coursework at a rate considerably greater than older students: Less than 15 – 88.2%; 15 – 88.0%; 16 – 81.6%; 17 – 77.4%; 18 – 69.7%; 19+ - 58.4%. With the exception of vocational coursework, successful course completion variations in the disciplinary subject matter of range from 75.6% to 89.4%.
- Table I examines trends in enrollment headcounts for various "campus locations" of concurrent students between 2007-08 and 2010-11. During this period of time, the total concurrent student population has declined 35.9% (-603 students). The largest decline has occurred for high school students taking classes on the CSM campus (but not part of Middle College High School): -43.7%. In contrast, the MCHS population has remained stable during this period of time. The number of concurrent high school students taking CSM courses offered at a high school campus has declined 31.4%.

- Table J displays concurrent enrollment headcounts for various “campus locations” by each term—i.e., Summer, Fall, and Spring—between 2007-08 and 2010-11.
- Table K displays the course enrollments of concurrent students by various “campus locations.” With the exception of MCHS populations, concurrent students are taking slightly less than 2.0 courses. In other words, a ‘typical’ concurrent student (non-MCHS) takes 1 or 2 courses only.
- As a proportion of all CSM course enrollments, concurrent enrollments (10,843) represent 4.3% of the collegewide total, 2007-08 through 2010-11. This proportional share of total CSM course enrollments has declined from 4.9% in 2007-08 to 3.2% in 2010-11. (See Table M)
- Table N presents the disciplinary subject area of courses enrolled by concurrent high school students, 2007-08 through 2010-11. As a point of comparative reference, the proportions of all CSM course enrollments for each disciplinary subject area are also displayed. Nearly one-half (47.0%) of all courses enrolled in by concurrent students are in the “Arts/Humanities” subject areas. The other disciplinary subject areas taken by concurrent students are as follows: Math – 12.4%; Kinesiology – 10.5%; Social Sciences – 9.3%; Physical Sciences – 5.8%; English – 5.4%; Biological Sciences – 3.9%; Business – 2.6%; CTE – 2.0%; Computer Science/Engineering – 1.1%.
- Nearly two-thirds (61.7%) of all concurrent students are enrolled at one of the 7 campuses of the San Mateo Union High School District (Hillsdale, Aragon, Mills, San Mateo, Burlingame, Capuchino, and Peninsula).

## Concurrent Students Overview, 2007-2011

<b>Total concurrent students enrolled (Concurrent Students, Unduplicated):</b>	4,300
<b>Concurrent students as a percentage of all CSM students</b>	9.2%
<b>Total number of courses enrolled:</b>	10,843 courses
<b>Concurrent student course enrollments as a percentage of all CSM course enrollments:</b>	4.3%
<b>Average number of courses enrolled:</b>	2.5 courses
<b>Average number of terms enrolled:</b>	1.7 terms

Notes: "Total number of concurrent students enrolled" presents an unduplicated headcount across all locations and all years. "Total number of course enrollments" presents the sum of all of the courses that all students have taken over the 12-term span. For example, 12 students who each enroll in 3 courses make up 36 course enrollments.

Source: SMCCCD Student Database, Academic History

**Table B**

## Concurrent Students: Ethnicity, 2007-2011

<b>Ethnicity</b>	<b>CSM Campus</b>	<b>Middle College HS</b>	<b>HS Campus</b>	<b>All Locations (Unduplicated)</b>
<b>African American</b>	2.6%	1.2%	3.0%	2.6%
<b>Asian</b>	30.7	12.3	15.6	26.7
<b>Filipino</b>	2.8	1.2	3.6	3.0
<b>Hispanic</b>	10.0	15.2	14.8	11.5
<b>Native American</b>	0.3	0.4	0.4	0.3
<b>Pacific Islander</b>	1.4	1.2	1.9	1.6
<b>White</b>	32.0	47.5	41.9	34.2
<b>Multi-Ethnic</b>	5.1	6.1	5.7	4.6
<b>Other &amp; Unknown</b>	15.1	14.8	13.2	15.5
<b>Total</b>	100%	100%	100%	100%

Notes: For each location, the student count is an unduplicated count (counts students only once) over the entire 12-term span. Students who have taken courses at more than one location have been counted once for each location attended. For example, a student who took a course on a high school campus in one term and then took a course on the CSM campus in another term, has been included in the ethnicity counts for both the High School campus as well as the CSM campus. For "All Locations," the student count is an unduplicated count across all locations over the entire 12-term span. The Multi-Ethnic category was introduced in 2009.

Source: SMCCCD Student Database, Academic History

**Table C**

**Concurrent Students: Gender, 2007-2011**

Gender	CSM Campus	Middle College HS	HS Campus	All Locations (Unduplicated)
Female	54.3%	65.6%	48.3%	53.4%
Male	43.2	31.6	47.9	43.6
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Notes: For each location, the student count is an unduplicated count (counts students only once) over the entire 12-term span. Students who have taken courses at more than one location have been counted once for each location attended. For example, a student who took a course on a high school campus in one term and then took a course on the CSM campus in another term, has been included in the gender counts for both the High School campus as well as the CSM campus. For "All Locations," the student count is an unduplicated count across all locations over the entire 12-term span. Data on students whose genders are unknown or unreported are not included.

Source: SMCCCD Student Database, Academic History

**Table D**

**Concurrent Students: Age, 2010-2011**

Age in Years	2010-11			
	CSM Campus	Middle College HS	HS Campus	All Locations (Unduplicated)
Less than 15	9.8%	0%	3.8%	9.9%
15	16.1	0.0	15.2	15.5
16	26.5	19.8	28.3	28.7
17	31.8	61.7	31.2	31.6
18	13.9	17.3	18.6	11.9
19 and over	1.9	1.2	3.0	2.4
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Mean Age</b>	<b>16.3</b>	<b>17.0</b>	<b>16.6</b>	<b>16.3</b>

Notes: "Age" for the 2010-11 academic year is determined by a student's age as of the end date of the earliest term attended. For each location, the student count is an unduplicated count (counts students only once) for the 2010-11 academic year. Students who have taken courses at more than one location have been counted once for each location attended. For example, a student who took a course on a high school campus in one term and then took a course on the CSM campus in another term, has been included in the age counts for both the High School campus as well as the CSM campus. For "All Locations," the student count is an unduplicated count across all locations for the 2010-11 academic year. Data on students whose ages are unknown or unreported are not included.

Source: SMCCCD Student Database, Academic History

**Table E**

**Concurrent Students: Total Terms Enrolled, 2007-2011**

<b>Number of Terms</b>	<b>Students (Unduplicated)</b>	<b>Percent</b>
<b>1 only</b>	2,552	59.3%
<b>2</b>	1,051	24.4
<b>3</b>	330	7.7
<b>4</b>	195	4.5
<b>5</b>	94	2.2
<b>6 or more</b>	78	1.8
<b>Total Students</b>	4,300	100%
<b>Average Number of Terms</b>	1.7 terms	

Note: Data present the total number of terms in which a Concurrent Student enrolls. The student count is an unduplicated count (counts students only once) over the entire 12-term span.

Source: SMCCCD Student Database, Academic History

**Table F**

**Concurrent Students: Successful Course Completion, 2007 - 2011**

	<b>CSM Campus</b>	<b>Middle College HS</b>	<b>HS Campus</b>	<b>All Locations</b>
<b>Total Course Enrollments</b>	6,191	1,962	2,690	10,843
<b>Percent of Total</b>	57.1%	18.1%	24.8%	100.0%
<b>Success Rate</b>	81.7%	72.4%	92.1%	82.6%

Notes: "Total course enrollments" presents the sum of all of the courses that students at each location have taken over the 12-term span. For example, 12 students who each enroll in 3 courses make up 36 course enrollments. "Percent of Total" presents the distribution of course enrollments across locations. "Success Rate" presents the percentage of course enrollments with a passing or satisfactory grade.

Source: SMCCCD Database, Academic History

**Table G**



### Concurrent Students: Successful Course Completion by Discipline and by Age, 2007 - 2011

Discipline	Student Term Age in Years													
	Less than 15		15		16		17		18		19 and over		Total	
	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success
Arts/Humanities	167	85.6%	327	85.3%	793	79.6%	1,024	76.4%	332	72.9%	19	68.4%	2,662	78.5%
Biological Sciences	22	77.3	58	81.0	118	83.9	161	75.8	47	74.5	2	50.0	408	78.7
Business	1	100.0	2	100.0	35	91.4	59	81.4	35	51.4	3	33.3	135	75.6
Computer Science/ Engineering	10	90.0	13	92.3	31	71.0	44	90.9	20	85.0	1	0.0	119	84.0
English	24	79.2	61	82.0	131	78.6	234	76.1	97	71.1	18	55.6	565	75.9
Mathematics	124	88.7	150	90.0	342	78.7	574	71.1	130	59.2	8	75.0	1,328	75.7
Kinesiology	115	99.1	169	96.4	286	92.7	374	85.6	140	78.6	12	66.7	1,096	89.4
Physical Sciences	60	83.3	128	96.1	121	80.2	205	78.5	62	67.7	1	100.0	577	82.1
Social Sciences	7	85.7	56	87.5	270	87.8	507	83.8	123	74.0	10	30.0	973	83.4
CTE (Vocational)	4	50.0	19	26.3	48	41.7	84	51.2	45	40.0	3	66.7	203	44.3
<b>Total</b>	<b>534</b>	<b>88.2%</b>	<b>983</b>	<b>88.0%</b>	<b>2,175</b>	<b>81.6%</b>	<b>3,266</b>	<b>77.4%</b>	<b>1,031</b>	<b>69.7%</b>	<b>77</b>	<b>58.4%</b>	<b>8,066</b>	<b>79.4%</b>

Notes: "Count" presents a number of course enrollments. "Success" denotes Success Rate and presents the percentage of course enrollments with a passing or satisfactory grade. "Student term age" is determined by a student's age as of the end date of the term during which a course is taken. Data include course enrollments taken on CSM campus only. Data do **not** include course enrollments taken on high school campuses.

Source: SMCCCD Database, Academic History

Table H

### Concurrent Students: Unduplicated Headcount by Academic Year, 2007-2011

Academic Year	Unduplicated Count of Students and Percent Change from Prior Year							
	CSM Campus		Middle College HS		HS Campus		All Locations (Unduplicated)	
2007-08	1,089	---	81	---	459	---	1,536	---
2008-09	1,157	6.2	75	-7.4	452	-1.5	1,574	2.5
2009-10	1,127	-2.6	73	-2.7	350	-22.6	1,456	-7.5
2010-11	635	-43.7	84	15.1	240	-31.4	933	-35.9
<b>Total Headcount, 2007-2011 (Unduplicated)</b>	<b>3,332</b>	<b>---</b>	<b>244</b>	<b>---</b>	<b>1,117</b>	<b>---</b>	<b>4,300</b>	<b>---</b>

Note: "Academic Year" spans Summer, Fall, and Spring semesters. For example, 2010-11 academic year = Summer 2010 + Fall 2010 + Spring 2011. The percentage of change is calculated from the prior academic year. Student counts for the CSM Campus, MCHS, and the HS Campus are unduplicated (counts students only once) for each academic year. 'All Locations' unduplicated count is less than the sum of the 3 locations as some students enrolled at different locations over this period of time.

Source: SMCCCD Student Database, Academic History

Table I

### Concurrent Students: Unduplicated Headcount by Term and Location, 2007 - 2011

Year	Term	CSM Campus	Middle College HS	HS Campus	All Locations (Unduplicated)
Summer	2007-08	663	17	---	680
	2008-09	719	1	---	720
	2009-10	724	9	11	744
	2010-11	393	32	---	425
Fall	2007-08	268	56	297	621
	2008-09	324	57	297	678
	2009-10	328	61	295	684
	2010-11	177	61	217	455
Spring	2007-08	375	50	357	782
	2008-09	314	65	371	750
	2009-10	286	55	248	589
	2010-11	182	59	199	440
<b>Total (Duplicated)</b>		<b>4,753</b>	<b>523</b>	<b>2,292</b>	<b>7,568</b>
<b>Total Headcount, 2007-2011 (Unduplicated)</b>		<b>3,332</b>	<b>244</b>	<b>1,117</b>	<b>4,300</b>

Notes: The student count is an unduplicated count (counts students only once) by term and location only. For example, each row presents an unduplicated headcount only for a given term. Students are counted once for each term they attend. "Total Headcount, 2007-2011" counts students once *per location* for the entire 12-term span. Thus, a student who attends MCHS Spring 2009 and the CSM Campus Summer 2009 is counted as both a "CSM Campus" and an MCHS student over the 12-term span.

Source: SMCCCD Student Database, Academic History

Table J

### Concurrent Students: Course Enrollments per Student by Location, 2007-2011

Academic Year	Total Students, Course Enrollments, and Average # of Course Enrollments per Student											
	CSM Campus			Middle College HS			HS Campus			All Locations (Unduplicated)		
	Students	Enrollments	Avg.	Students	Enrollments	Avg.	Students	Enrollments	Avg.	Students	Enrollments	Avg.
2007-08	1,089	1,798	1.7	81	503	6.2	459	782	1.7	1,536	3,083	2.0
2008-09	1,157	1,726	1.5	75	508	6.8	452	819	1.8	1,574	3,053	1.9
2009-10	1,127	1,678	1.5	73	469	6.4	350	660	1.9	1,456	2,807	1.9
2010-11	635	989	1.6	84	482	5.7	240	429	1.8	933	1,900	2.0

Note: "Academic Year" spans Summer, Fall, and Spring semesters. For example, 2010-11 academic year = Summer 2010, Fall 2010, and Spring 2011. Student count is an unduplicated count (counts students only once) for each location and for each academic year attended. For example, a student who attends MCHS in Spring 2009 and at a high school campus in Fall and Spring 2009 is counted once for MCHS's 2007-08 academic year and once for HS Campus's 2008-09 academic year. "Enrollments" presents the number of courses in which students at each location have enrolled for a given academic year. For example, in any given year, 12 students who each enroll in 3 courses make up 36 course enrollments. "All Locations," presents an unduplicated count across all locations.

Source: SMCCCD Student Database, Academic History

Table K

### Concurrent Students: Course Enrollments by Semester Type, 2007-2011

Semester Type	2010-2011		All Years 2007-2011	
	Enrollments	Percent	Enrollments	Percent
Summer	558	29.4%	3,417	31.5%
Fall	667	35.6	3,715	34.3
Spring	665	35.0	3,711	34.2
Total	1,900	100%	10,843	100%

Note: "Enrollments" presents the number of courses in which students at all locations have enrolled for a given time frame. For example, 12 students who each enroll in 3 courses make up 36 course enrollments. "Academic Year" spans Summer, Fall, and Spring semesters. For example, 2010-11 academic year = Summer 2010 + Fall 2010 + Spring 2011.

Source: SMCCCD Student Database, Academic History

Table L

**Concurrent Students: Year-by-Year Course Enrollments, 2007-2011**

Academic Year	Concurrent High School Students			Concurrent H.S. Course Enrollments as a Percentage of All CSM Course Enrollments
	Number of Students	Number of Enrollments	Avg # of Enrollments	
2007-08	1,536	3,083	2.01	4.9%
2008-09	1,574	3,053	1.94	4.8
2009-10	1,456	2,807	1.93	4.3
2010-11	933	1,900	2.04	3.2
<b>Total Headcount, 2007-2011 (Unduplicated)</b>	<b>4,300</b>	<b>10,843</b>	<b>2.52</b>	<b>4.3%</b>

Note: "Number of Concurrent H.S. Students" is an unduplicated count (counts students only once) for each academic year. For example, a student who attends in Spring 2009 as well as in Fall and Spring 2009 is counted once for the 2007-08 academic year and once for the 2008-09 academic year. "Academic Year" spans Summer, Fall, and Spring semesters. For example, 2010-11 academic year = Summer 2010, Fall 2010, and Spring 2011. "Total Headcount 2007-2011" presents an unduplicated count of students for the entire 12-term span.

Source: SMCCCD Student Database, Academic History

**Table M**

**Concurrent Students: Discipline Area Course Enrollment Counts, 2007-2011**

Discipline Area	Concurrent H.S. Students			All CSM Course Enrollments
	# of Course Enrollments	Percent of Total	Course Enrollments as a Percentage of All CSM Enrollments	
Arts/Humanities	5,100	47.0%	10.4%	49,112
Mathematics	1,342	12.4	5.6	19,026
Kinesiology	1,143	10.5	4.4	15,370
Social Sciences	1,008	9.3	2.8	4,494
Physical Sciences	632	5.8	4.3	36,526
English	584	5.4	1.6	23,899
Biological Sciences	418	3.9	2.2	26,259
Business	281	2.6	1.8	14,622
CTE (Vocational)	215	2.0	0.8	35,773
Computer Science/Engineering	120	1.1	2.7	26,812
<b>Total Course Enrollments</b>	<b>10,843</b>	<b>100%</b>	<b>4.3%</b>	<b>251,893</b>

Note: "Course Enrollments" presents the total number of courses in which a student population has enrolled over the entire 12-term span, including Summer terms. For example, 12 students who each enroll in 3 courses make up 36 course enrollments.

Source: SMCCCD Student Database, Academic History

**Table N**

**Concurrent Students: High School of Origin, 2007-2011**

High School	2010-11		All Years 2007-2011	
	Students	Percent	Students	Percent
Hillsdale	143	23.9%	970	22.6%
Aragon	68	11.4	482	11.2
Mills	51	8.5	461	10.7
San Mateo	58	9.7	360	8.4
Burlingame	47	7.9	272	6.3
Carlmont	41	6.9	210	4.9
Half Moon Bay	9	1.5	156	3.6
Notre Dame	11	1.8	104	2.4
Woodside	7	1.2	86	2.0
Serra	10	1.7	81	1.9
Capuchino	4	0.7	69	1.6
Sequoia	9	1.5	57	1.3
Menlo-Atherton	8	1.3	53	1.2
South San Francisco	4	0.7	42	1.0
Terra Nova	8	1.3	42	1.0
Peninsula	4	0.7	40	0.9
Westmoor	12	2.0	32	0.7
Crystal Springs Upland	2	0.3	28	0.7
Mercy	3	0.5	28	0.7
St. Francis	5	0.8	28	0.7
El Camino	9	1.5	27	0.6
Mt. Eden	0	0.0	25	0.6
All others (n=103)	38	6.4	348	8.1
Unknown	47	7.9	299	7.0
<b>Total</b>	<b>598</b>	<b>100%</b>	<b>4,300</b>	<b>100%</b>

Note: For "2010-2011," the student count is an unduplicated count (counts students only once) for Summer and Fall 2010 and for Spring 2011. For "All Years 2007-2011," the student count is an unduplicated count over the entire 12-term span.  
Source: SMCCCD Student Database, Academic History

Table O

## CSM First Generation College Student Ethnic Profile 2010-2011

### Data Included:

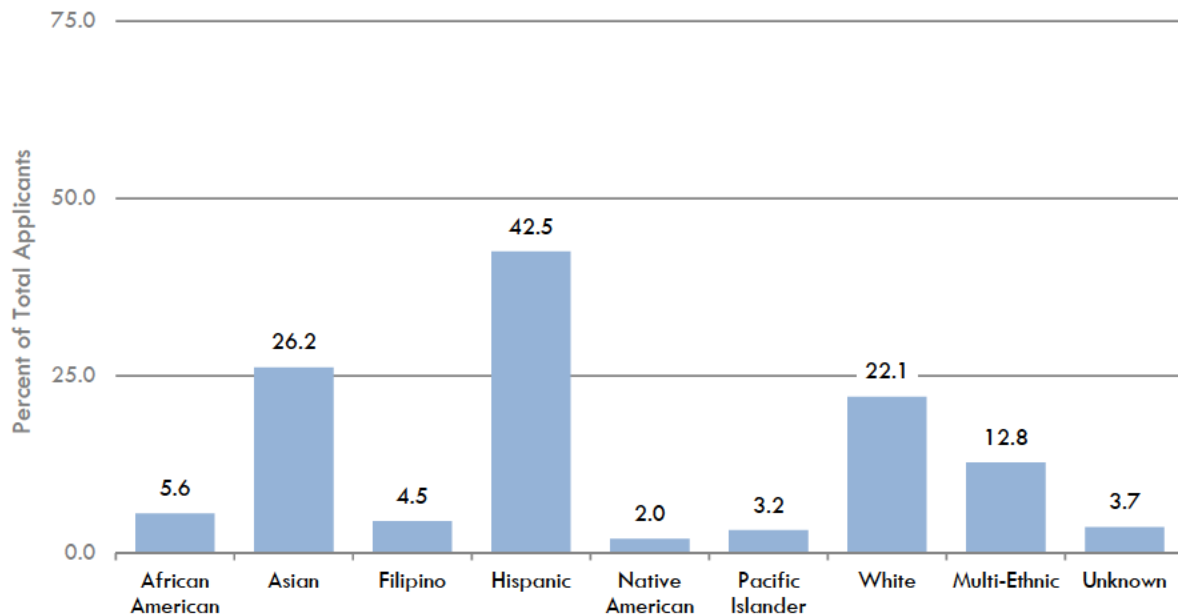
- Table A: *Ethnic Profile of First Generation College Applicants to CSM (chart)*
- Table B: *Ethnic Profile of First Generation College Applicants to CSM (table)*

### Key Findings:

- Between July 1, 2010 – September 15, 2011, 16,800 prospective students applied for admission at CSM. 18.0% (n = 3,031) of all applicants come from families where no parent or guardian had ever attended college.
- There are significant ethnic differences among these 3,301 applicants who would be first generation college students. 42.5% of all first generation applicants are Hispanic. The first-generation college status of other ethnic groups is as follows: Asian – 26.2%; White – 22.1%; Multi-Ethnic – 12.8%; African American – 5.6%; Filipino – 4.5%; Pacific Islander – 3.2%; and Native American – 2.0%.

### Ethnic Profile of First Generation College Applicants to CSM

(duplicated headcount, n=3,031)



Note: Applicants who checked more than 1 ethnicity are counted in multiple ethnic categories, hence sum of percents will be greater than 100%.

Source: CCCCO, CCCApply, July 1, 2010 through September 15, 2011

**Table A**

### Ethnic Profile of First Generation College Applicants to CSM (duplicated headcount, n=3,031)

Ethnicity	Count	Percent
African American	169	5.6
Asian	794	26.2
Filipino	137	4.5
Hispanic	1,289	42.5
Native American	61	2.0
Pacific Islander	98	3.2
White	669	22.1
Multi Races	388	12.8
Unknown	111	3.7
Total	3,031	

Note: Applicants who checked more than 1 ethnicity are counted in multiple ethnic categories, hence sum of percents will be greater than 100%.

Source: CCCCO, CCCApply, July 1, 2010 through September 15, 2011

**Table B**

## *Profile of CSM Lifelong Learners* Fall 2008 – Fall 2011

### Data Included:

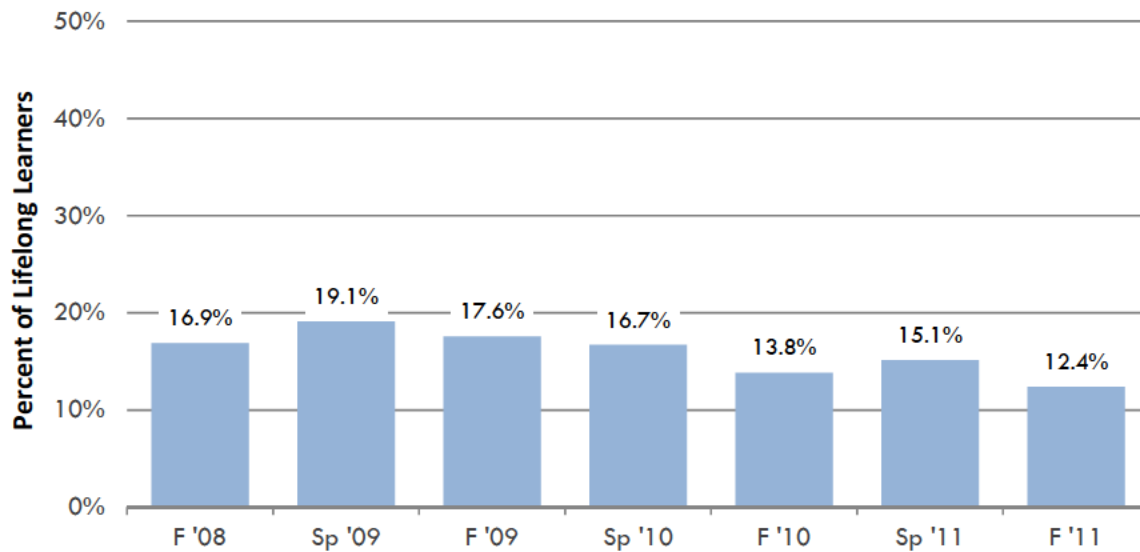
- Table A: *Lifelong Learners as a Share of Total Enrollment, Fall 2008 – Fall 2011*
- Table B: *Headcount of Lifelong Learners, Fall 2008 – Fall 2011*
- Table C: *Ages of Lifelong Learners, Fall 2011*
- Table D: *Ethnicity of Lifelong Learners, Fall 2011*
- Table E: *Residential Area of Lifelong Learners, Fall 2011*
- Table F: *Enrollment Status of Lifelong Learners, Fall 2011*
- Table G: *Prior Education Level of Lifelong Learners, Fall 2011*
- Table H: *Number of Courses Enrolled by Lifelong Learners, Fall 2011*
- Table I: *Lifelong Learner Course Enrollments by Discipline, Fall 2011*

### Key Findings:

- For the purposes of this analysis, 'Lifelong Learners' (LL) are defined as students enrolling in one course only in a given semester or enrolled in multiple courses in the same discipline only (e.g., P.E. activity, music, etc.). Concurrently enrolled high school students are excluded from this analysis.
- In relation to total CSM enrollment, the proportion of LL's has been steadily decreasing between Fall 2009 – Fall 2011: 19.1% vs. 12.4% (Table A)
- In terms of absolute numbers, LL's have declined 31.0% since Fall 2009. (Table B)
- 53.8% of LL's are 40 years or older. (Table C) In contrast, only 16.9% of the total Fall 2011 CSM population is 40 or older.
- 50.2% of LL's have previously earned a post-secondary educational degree. (Table G)
- The vast majority (81.0%) of LL's enroll in only 1 course per term. (Table H)
- Nearly 2/3 (64.0%) of all LL's enroll in two broad subject areas: Physical Education/Kinesiology and Art/Music/Photography. (Table I)



### Lifelong Learners as a Share of Total Enrollment, Fall 2008 – Fall 2011



Source: SMCCCD Student Database  
Table A

### Headcount of Lifelong Learners, Fall 2008 – Fall 2011

Semester	Lifelong Learners	% of Enrollment	Total CSM Enrollment
Fall 2008	1,892	16.9	11,215
Spring 2009	2,180	19.1	11,405
Fall 2009	2,022	17.6	11,508
Spring 2010	1,950	16.7	11,679
Fall 2010	1,465	13.8	10,588
Spring 2011	1,524	15.1	10,078
Fall 2011	1,305	12.4	10,540

Source: SMCCCD Student Database  
Table B

**Ages of Lifelong Learners, Fall 2011**

Age in Years	Count	Percent
Younger than 20	51	3.9
20 – 24	188	14.5
25 – 29	150	11.6
30 – 34	126	9.7
35 – 39	86	6.6
40 – 49	206	15.9
50 – 59	263	20.3
60 and older	228	17.6
<b>Total</b>	<b>1,298</b>	<b>100</b>

Source: SMCCCD Student Database  
Table C

**Ethnicity of Lifelong Learners, Fall 2011**

	Count	Percent
African American	35	2.7
Asian	240	18.4
Filipino	50	3.8
Hispanic	149	11.4
Native American	3	.2
Pacific Islander	18	1.4
White	630	48.3
Multi-Ethnic	88	6.7
Others/Unknown	92	7.0
<b>Total</b>	<b>1,305</b>	<b>100</b>

Source: SMCCCD Student Database  
Table D

**Residential Area of Lifelong Learners, Fall 2011**

	Count	Percent
CSM Service Area	752	58.1
Cañada Service Area	218	16.8
Skyline Service Area	167	12.9
San Francisco County	59	4.6
Santa Clara County	25	1.9
Alameda County	43	3.3
Contra Costa County	7	0.5
Other outside service area	23	1.8
<b>Total</b>	<b>1,294</b>	<b>100</b>

Source: SMCCCD Student Database  
Table E

**Enrollment Status of Lifelong Learners, Fall 2011**

	Count	Percent
Continuing Student	832	63.8
Returning Student	226	17.3
Returning Transfer Student	140	10.7
First-Time Transfer Student	81	6.2
First-Time Student	26	2.0
<b>Total</b>	<b>1,305</b>	<b>100</b>

Source: SMCCCD Student Database

**Table F****Prior Education Level of Lifelong Learners, Fall 2011**

	Count	Percent
Concurrent Adult School	1	0.1
HS Graduate or Equivalent	566	43.4
Associate Degree	96	7.4
Bachelor Degree or Higher	558	42.8
Unknown/Unreported	84	6.4
<b>Total</b>	<b>1,305</b>	<b>100</b>

Source: SMCCCD Student Database

**Table G****Number of Courses Enrolled by Lifelong Learners, Fall 2011**

	Count	Percent
1	1,057	81.0
2	162	12.4
3	72	5.5
4	11	0.8
5	2	0.2
6	1	0.1
<b>Total</b>	<b>1,305</b>	<b>100</b>

Source: SMCCCD Student Database

**Table H**

**Lifelong Learner Course Enrollments by Discipline, Fall 2011**

<b>Discipline</b>	<b>LL Course Enrollments</b>	<b>Percent of Total LL Enrollments</b>	<b>Total CSM Enrollment</b>	<b>LL Enroll as a Percent of Discipline Enrollment</b>
<b>Physical Education/Kinesiology</b>	615	37.1	2,449	25.1
<b>Art/Music/Photography</b>	445	26.9	2,320	19.2
<b>Business</b>	288	17.4	2,005	14.4
<b>Math/Computer</b>	98	5.9	3,360	2.9
<b>Language Arts</b>	88	5.3	4,872	1.8
<b>Occupational</b>	45	2.7	2,613	1.7
<b>Social Sciences/Humanities</b>	43	2.6	4,659	0.9
<b>Science</b>	29	1.8	2,926	1.0
<b>Library</b>	6	0.4	77	7.8
<b>Total</b>	1,657	100	25,904	

Source: SMCCCD Student Database

Table 1

## CSM Intercollegiate Student-Athlete Profile 2009/10 - 2010/11

### Data Included:

- Table A: CSM Intercollegiate Athletics: 2010/11
- Table B: CSM Intercollegiate Athletics: 2009/10

### Key Findings:

- More than 8 of every 10 (85%) student-athletes who have completed their 2<sup>nd</sup> year of intercollegiate athletic eligibility transferred to a 4-year college or university. In comparison, the statewide transfer rate for **all** California community college students is 15%.
- Nearly 2/3 (62%) of student-athletes who transferred also received transfer scholarships in the amount of \$2.66 million.

### CSM Intercollegiate Athletics: 2010/11

Sport	# of Student-Athletes	GPA	Transfers	Scholarships	Total Amount
Baseball	14	3.08	13	9	\$66,000
Basketball, W	6	3.18	6	4	28,000
Cross Country, M	1	3.02	1	0	0
Cross Country, W	0	3.08	0	0	0
Football	32	2.70	21	14	820,000
Softball	6	2.87	4	3	60,000
Swim & Dive, M	4	2.77	2	0	0
Swim & Dive, W	5	2.97	5	1	1,500
Track & Field, M	3	2.66	3	0	0
Track & Field, W	1	3.09	1	0	0
Water Polo, W	2	2.98	2	0	0
<b>Total 2010/11</b>	<b>74</b>	<b>2.86</b>	<b>59</b>	<b>31</b>	<b>\$975,500</b>

Source: CSM Intercollegiate Athletics Department

#### Table A

##### Definitions

Student Athletes:	Total number of student athletes completing their 2 <sup>nd</sup> year of intercollegiate athletic eligibility.
GPA:	Composite GPA of student athletes in all coursework completed at CSM.
Transfers:	Number of student athletes who transferred to a 4-year institution, in-state and out-of-state.
Scholarships:	Number of student athletes who received academic and/or athletic scholarships awarded by the transfer institution.
Total Amount:	Monetary sum of scholarships awarded by the transfer institution.

**CSM Intercollegiate Athletics: 2009/10**

<b>Sport</b>	<b># of Student-Athletes</b>	<b>GPA</b>	<b>Transfers</b>	<b>Scholarships</b>	<b>Total Amount</b>
Baseball	18	2.97	15	12	\$45,000
Basketball, W	8	2.38	5	2	50,000
Cross Country, M	1	3.17	0	0	0
Cross Country, W	1	3.25	1	0	0
Football	30	2.72	26	26	1,475,000
Softball	7	2.82	4	2	65,000
Swim & Dive, M	2	3.10	2	0	0
Swim & Dive, W	5	3.04	5	0	0
Track & Field, M	10	2.73	8	6	50,000
Track & Field, W	1	3.23	1	0	0
Water Polo, W	3	3.06	3	0	0
<b>Total 2009/10</b>	<b>86</b>	<b>2.82</b>	<b>77</b>	<b>48</b>	<b>\$1,685,000</b>

Source: CSM Intercollegiate Athletics Department

**Table B****Definitions**

Student Athletes:	Total number of student athletes completing their 2 <sup>nd</sup> year of intercollegiate athletic eligibility.
GPA:	Composite GPA of student athletes in all coursework completed at CSM.
Transfers:	Number of student athletes who transferred to a 4-year institution, in-state and out-of-state.
Scholarships:	Number of student athletes who received academic and/or athletic scholarships awarded by the transfer institution.
Total Amount:	Monetary sum of scholarships awarded by the transfer institution.

## *Profile of San Mateo Adult School (SMAS) Alumni Enrolled in CSM ESL Coursework Spring 2012*

### **Data Included:**

- Table A: *Percentage of the Spring 2012 ESL Population That Are SMAS Alumni*
- Table B: *Ethnicity of Spring 2012 SMAS Alumni*
- Table C: *Age of Spring 2012 SMAS Alumni*
- Table D: *Education Level of Spring 2012 SMAS Alumni*
- Table E: *ESL Courses Taken During SMAS Alumni First Term at CSM*
- Table F: *Success and Retention Rates of SMAS Alumni*
- Table G: *Total ESL Courses Taken at CSM by SMAS Alumni*
- Table H: *Cumulative Units Earned at CSM by SMAS Alumni*
- Table I: *Cumulative Units Earned at SMCCCD by SMAS Alumni*
- Table J: *Degrees and Certificates Earned by SMAS Alumni*

### **Key Findings:**

- More than one-quarter (25.5%) of all CSM students enrolled in ESL coursework were originally students at the San Mateo County Adult School program
- These former SMAS students are predominantly Hispanic (41.3%), Asian (34.9%), and White (15.1%). In addition, 58.8% are 30 years or older.
- 14.3% of former SMAS students have completed education beyond the equivalent of high school in their native country.

### Percentage of the Spring 2012 ESL Population That Are SMAS Alumni

$$\frac{126 \text{ SMAS Alumni}}{494 \text{ Spring 2012 ESL Students}} = 25.5\%$$

Table A

### Ethnicity of Spring 2012 SMAS Alumni

	Count	Percent
Asian	44	34.9
Black	1	0.8
Filipino	2	1.6
Hispanic	52	41.3
White	19	15.1
Multi Races	5	4.0
Unknown	3	2.4
<b>Total</b>	<b>126</b>	<b>100</b>

Table B

### Age of Spring 2012 SMAS Alumni

	Count	Percent
Younger than 20	6	4.8
20-24 years	26	20.6
25-29 years	20	15.9
30-39 years	43	34.1
40-49 years	24	19.0
50-59 years	4	3.2
60 years and older	3	2.5
<b>Total</b>	<b>126</b>	<b>100</b>

Table C

### Education Level of Spring 2012 SMAS Alumni

	Count	Percent
Not a HS graduate & no longer in HS	20	15.9
Currently enrolled in Adult School	10	7.9
Received HS diploma	39	31.0
GED, HS certificate of equivalency	3	2.4
Foreign secondary diploma/certificate	35	27.8
Associate degree	2	1.6
Bachelor degree or higher	16	12.7
Unknown	1	0.8
<b>Total</b>	<b>126</b>	<b>100</b>

Table D



**ESL Courses Taken During SMAS Alumni First Term at CSM**

	Count	Percent
<b>ESL 400 Basic Composition</b>	1	0.4
<b>ESL 825 Writing Non-Native Speakers I</b>	8	2.8
<b>ESL 826 Writing Non-Native Speakers II</b>	35	12.3
<b>ESL 827 Writing Non-Native Speakers III</b>	17	6.0
<b>ESL 828 Writing Non-Native Speakers IV</b>	10	3.5
<b>ESL 845 Conv for Non-Native Speakers I</b>	31	10.9
<b>ESL 846 Conv for Non-Native Speakers II</b>	22	7.7
<b>ESL 847 Conv for Non-Native Spkr III</b>	16	5.6
<b>ESL 848 Conv Non-Native Spkr IV</b>	15	5.3
<b>ESL 849 Conversation Workshop</b>	2	0.7
<b>ESL 850 Individual Writing Instruction</b>	8	2.8
<b>ESL 855 Reading Non-Native Speakers I</b>	21	7.4
<b>ESL 856 Reading Non-Native Spkr II</b>	19	6.7
<b>ESL 857 Reading Non-Native Speakers III</b>	27	9.5
<b>ESL 880MC Basic Grammar Non-Native Spk I</b>	22	7.7
<b>ESL 891 Accent Reduction for NNS</b>	2	0.7
<b>ESL 895 Indv. Reading Improvement NNS</b>	12	4.2
<b>ESL 896 Vocabulary for NNS Speakers I</b>	12	4.2
<b>ESL 897 Vocabulary for NNS Speakers II</b>	4	1.4
<b>Total</b>	284	100

Table E

### Success and Retention Rates of SMAS Alumni

	Count	Success Rate	Retention Rate
ESL 400 Basic Composition	3	0.0	33.3
ESL 825 Writing Non-Native Speakers I	17	58.8	82.4
ESL 826 Writing Non-Native Speakers II	62	71.0	83.9
ESL 827 Writing Non-Native Speakers III	43	81.4	90.7
ESL 828 Writing Non-Native Speakers IV	31	67.7	83.9
ESL 845 Conv for Non-Native Speakers I	40	77.5	90.0
ESL 846 Conv for Non-Native Speakers III	47	85.1	95.7
ESL 847 Conv for Non-Native Spkrs III	37	73.0	73.0
ESL 848 Conv Non-Native Spkrs IV	28	75.0	89.3
ESL 849 Conversation Workshop	2	0.0	50.0
ESL 850 Individual Writing Instruction	23	43.5	69.6
ESL 855 Reading Non-Native Speakers I	28	71.4	82.1
ESL 856 Reading Non-Native Spkrs II	42	69.0	78.6
ESL 857 Reading Non-Native Speakers III	46	58.7	69.6
ESL 880MC Basic Grammar Non-Native Spk I	26	96.2	100.0
ESL 891 Accent Reduction for NNS	4	50.0	50.0
ESL 895 Indv. Reading Improvement NNS	31	64.5	80.6
ESL 896 Vocabulary for NNS Speakers I	23	52.2	65.2
ESL 897 Vocabulary for NNS Speakers II	14	35.7	50.0
ESL 898 Comp Grammar Rev for NonNative	5	80.0	100.0
<b>Total</b>	<b>552</b>		

Table F

### Total ESL Courses Taken at CSM by SMAS Alumni

	Count	Percent
1-2	19	15.1
3-6	62	49.2
7-9	19	15.1
10-12	17	13.5
13-23	9	7.1
<b>Total</b>	<b>126</b>	<b>100</b>

Table G

### Cumulative Units Earned at CSM by SMAS Alumni

	Count	Percent
0 units	13	12.0
1.0 to 3.0 units	7	6.5
5.0 to 11.0 units	31	28.7
11.5 to 24.0 units	35	32.4
26.5 to 44.5 units	17	15.7
60.0 to 83.0 units	5	4.6
<b>Total</b>	<b>108</b>	<b>100</b>

Table H

### Cumulative Units Earned at SMCCCD by SMAS Alumni

	Count	Percent
0 units	8	7.7
1.0 to 6.5 units	16	15.4
7.0 to 14.5 units	32	30.8
16.0 to 24.0 units	23	22.1
26.5 to 50.0 units	18	17.3
60.0 to 93.5 units	7	6.7
<b>Total</b>	<b>104</b>	<b>100</b>

Table I

### Degrees and Certificates Earned by SMAS Alumni

2 certificates earned.

Table J

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## Enrollment: History and Trends

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### In This Section

#### **Enrollment History**

- *CSM Enrollment History, Fall 1995 – Fall 2011*

#### **Enrollment Profile**

- *CSM Day vs. Evening Enrollment Profile, 1995 – 2010*
- *CSM Enrollment Status, 1994 – 2010*
- *Cross-Enrollment of CSM Students within SMCCCD, 1995 – 2010*

#### **Course Enrollments**

- *CSM Course Enrollments, Spring 2011*
- *CSM Courses by Enrollment per Section, Spring 2011*
- *CSM Courses by Success Rate, Fall 2010*

#### **SMCCCD Enrollments**

- *SMCCCD Enrollments, Cañada, CSM, and Skyline, Fall 1985 – Fall 2010*

### Overview

Since 1968, when enrollment was an all-time high of 17,795, CSM has witnessed fluctuations in the student population and these vacillations reflect a variety of issues. Demand, program capacity, funding constraints and revenue boosts, student fee increases, economic trends, demographic shifts—all, in some capacity, influence enrollment.

In Fall 2011 enrollment was 10,540 students. Since Fall 1995 it has declined by 8% (966 students) and since 2002 by 16% (2,039) when enrollment was at a high of 12,579 students.

The fluctuations are reflected in CSM's proportional share of the overall SMCCCD enrollment. In 1985 it was 50% vs. 38% in Fall 2011. Skyline's enrollment is steadily increasing: in Fall 2011 it accounted for 37% and Cañada for 26%. As the SMCCCD shifts to a Basic Aid funding model and FTES generation no longer triggers increased

revenues to the colleges, enrollment trends for all three colleges may change.

### **Day and Evening Trends and Enrollment Status**

In the most recent study, in Fall 2010 nearly half (48%) of students attends classes in the day only and approximately one third attend in the evening only. The proportion of students attending in the evening only has declined by 6% since Fall 1995 but, at the same time, the proportion enrolling in both day and evening courses has increased by 3%.

The majority of students are “continuing” students (62%), having attended one of the 3 prior semesters. The proportion of continuing students has increased 12% since Fall 1994. “Returning” students (enrolled in more than 3 semesters prior) account for nearly 9% and first-time students 12%.

### **Cross-Enrollment of Students within SMCCCD**

A steadily increasing number of students are enrolled in one of or both CSM’s sister colleges. In Fall 2010, 84% enrolled in CSM only while 16% took coursework at other SMCCCD colleges: CSM and Cañada (7%); CSM and Skyline (8%); and all 3 SMCCCD campuses (1%).

### **Course Enrollments**

These tables list the top 100 courses in Spring 2011 sorted by enrollment and enrollment per section. The 5 top enrolled classes are ENGL 100, PSYC 100, ENGL 110, MATH 120, and SOCI 100. A table is also included for Fall 2010 with the top 100 courses sorted by success rate. The college-wide success rate is 69% and those ranking at or above the college average span multiple disciplines and include foundation, lab, and fitness courses. These data need to be interpreted cautiously as course enrollment and success data vary greatly by section.

## CSM Enrollment History First Census Student Enrollment: Fall 1995 – Fall 2011

**Snapshot:** Fall 2011 enrollment was 10,540 students.

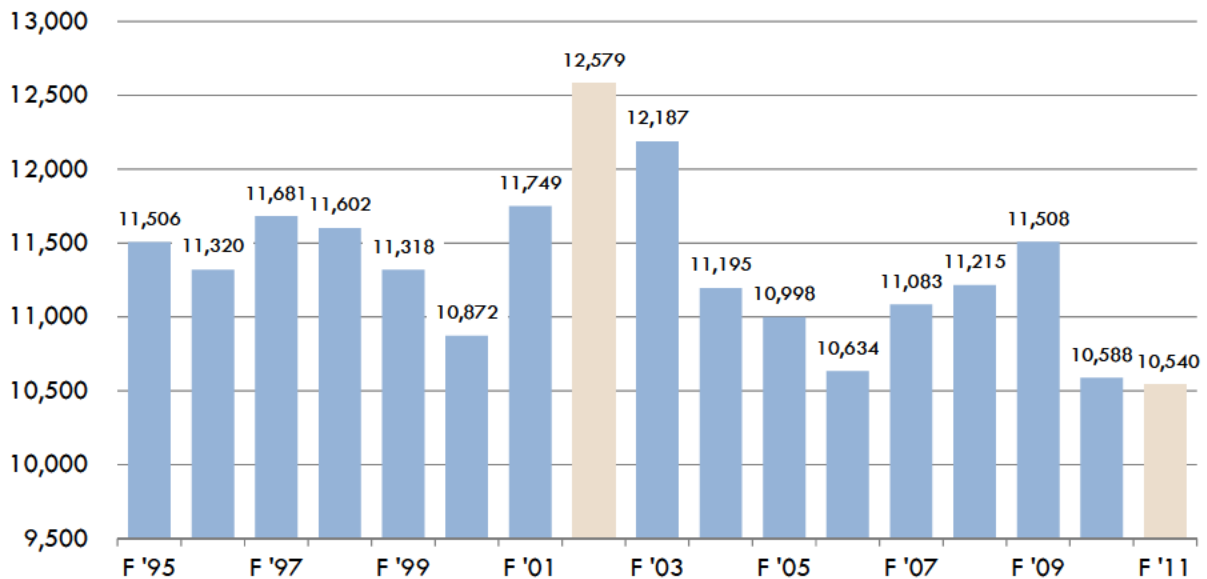
**Data Included:**

- Table A: CSM Student Enrollment: 16-Year Perspective (chart)
- Table B: CSM Student Enrollment: 16-Year Perspective (table)

**Key Findings:**

- Overall, CSM total headcount has fluctuated considerably between since Fall 1995.
- Currently, total enrollment is at its lowest point since Fall 1995. Fall 2011 enrollment has declined by 966 students (8%) since Fall 1995.
- Fall 2011 enrollment has fallen by 16% (2,039) since CSM's peak enrollment in Fall 2002.

**CSM Student Enrollment: 16-Year Perspective**



Source: SMCCCD Student Database, First Census  
Table A

**CSM Student Enrollment: 16-Year Perspective**

	<b>Count</b>	<b>Percent Change</b>
<b>Fall 2011</b>	10,540	-0.5%
<b>Fall 2010</b>	10,588	-8.0
<b>Fall 2009</b>	11,508	2.6
<b>Fall 2008</b>	11,215	1.2
<b>Fall 2007</b>	11,083	4.2
<b>Fall 2006</b>	10,634	-3.3
<b>Fall 2005</b>	10,998	-1.8
<b>Fall 2004</b>	11,195	-8.1
<b>Fall 2003</b>	12,187	-3.1
<b>Fall 2002</b>	12,579	7.1
<b>Fall 2001</b>	11,749	8.1
<b>Fall 2000</b>	10,872	-3.9
<b>Fall 1999</b>	11,318	-2.4
<b>Fall 1998</b>	11,602	-0.7
<b>Fall 1997</b>	11,681	3.2
<b>Fall 1996</b>	11,320	-1.6
<b>Fall 1995</b>	11,506	---

Source: SMCCCD Student Database, First Census  
Table B



## CSM Student Day vs. Evening Enrollment Profile 1995-2010

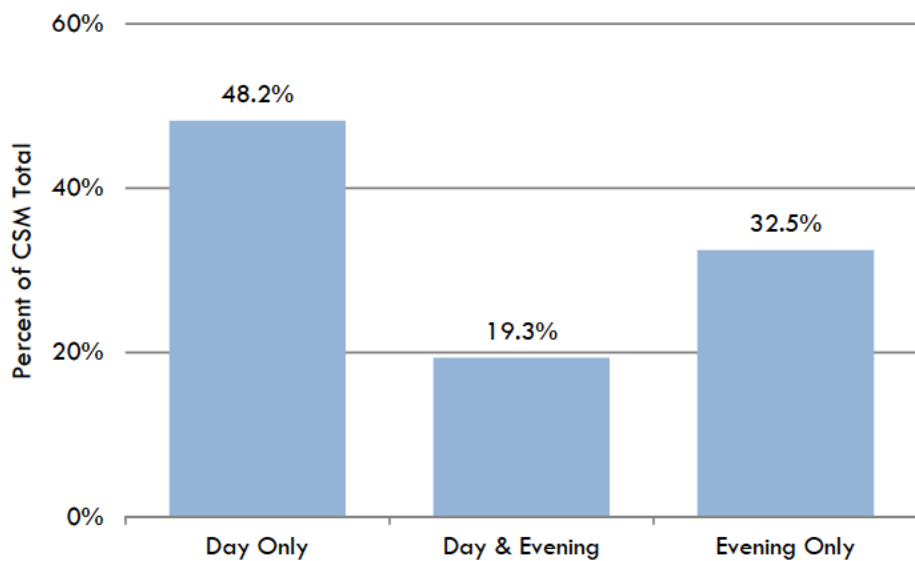
### Data Included:

- Table A: CSM Snapshot: Student Day vs. Evening Enrollment Fall 2010
- Table B: CSM Student Day vs. Evening Enrollment: 15-Year Perspective
- Table C: CSM Student Day vs. Evening Enrollment: 5-Year Increments of Change

### Key Findings:

- Approximately 1/3 of CSM students attend class in the evenings only.
- Nearly 1/2 (48%) of CSM students attend classes in the day only.
- While the proportion of student enrolling in the evening only has declined by 6% since Fall 1995, the proportion of students enrolling in both day and evening courses has increased by 3%.

### CSM Snapshot: Student Day vs. Evening Enrollment Fall 2010



Source: SMCCCD Student Database, First Census

**Table A**

### CSM Student Day vs. Evening Enrollment: 15-Year Perspective

	Number of Students and Percent of Term/Year Total								15-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2010		
<b>Day Only</b>	5,299	46.1%	4,869	44.8%	4,987	45.3%	5,104	48.2%	2.1
<b>Day &amp; Evening</b>	1,838	16.0	1,724	15.9	2,191	19.9	2,048	19.3	3.3
<b>Evening Only</b>	4,369	38.0	4,279	39.4	3,811	34.7	3,436	32.5	-5.5
<b>Total</b>	11,506	100%	10,872	100%	10,998	100%	10,588	100%	---

Note: 15-year change represents the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, First Census

Table B

### CSM Student Day vs. Evening Enrollment: 5-Year Increments of Change

	Day Only	Day & Evening	Evening Only	Total
<b>Student Enrollment Count</b>				
Fall 2010	5,104	2,914	1,402	10,588
Fall 2005	4,987	2,948	1,349	10,998
Fall 2000	4,869	2,715	1,386	10,872
Fall 1995	5,299	3,017	1,620	11,506
<b>Percent of Annual Total</b>				
Fall 2010	48.2%	19.3%	32.5%	100%
Fall 2005	45.3	19.9	34.7	100
Fall 2000	44.8	15.9	39.4	100
Fall 1995	46.1	16.0	38.0	100
<b>5-Year Change</b>				
2005–2010	2.9	-0.6	-2.2	
2000–2005	0.6	4.1	-4.7	
1995–2000	-1.3	-0.1	1.4	
<b>15-Year Change</b>				
1995–2010	2.1	3.3	-5.5	

Note: 5- and 15- year change represent the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, First Census

Table C

## CSM Student Enrollment Status 1994-2010

**Snapshot:** The majority of CSM students are continuing students.

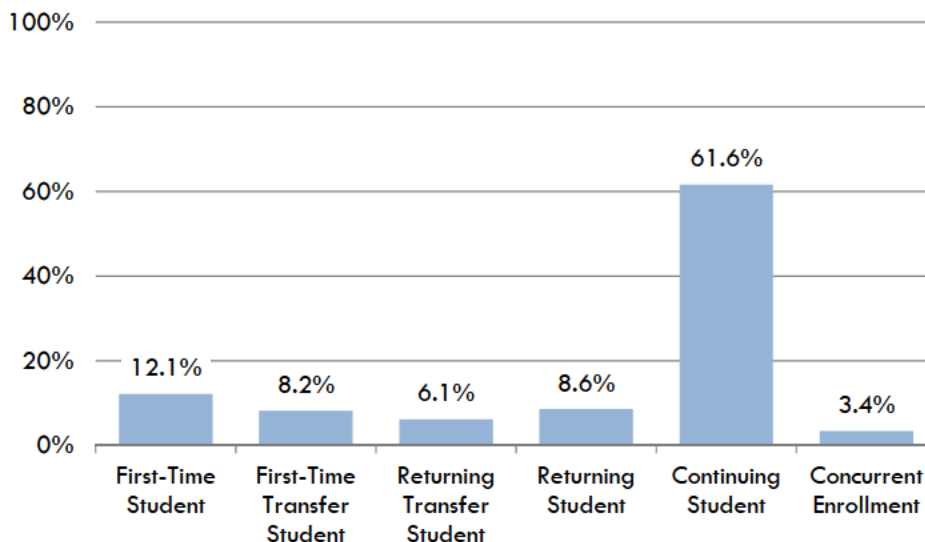
### Data Included:

- Table A: *CSM Snapshot: Student Enrollment Status Fall 2010*
- Table B: *CSM Student Enrollment Status: 16-Year Perspective*
- Table C: *CSM Student Enrollment Status: 5-Year Increments of Change*

### Key Findings:

- Table A displays the enrollment status of Fall 2010 students. Continuing students comprise nearly 2/3 (61.6%) of all students. A student may register as continuing if enrolled in any of 3 prior semesters. Conversely, a “returning” student is one who was enrolled at a point in time more than 3 semesters prior to the current term.
- The proportion of “continuing” students has steadily increased since Fall 1994 (+12.7%) and “concurrently enrolled” high school students have increased slightly during this time. (See Table B.)

### CSM Snapshot: Student Enrollment Status Fall 2010 (n=10,588)



Source: SMCCCD Student Database, First Census  
**Table A**

**CSM Student Enrollment Status: 16-Year Perspective**

Enrollment Status	Enrollment Count and Percent of Annual Total								16-Yr Change
	Fall 1994		Fall 2000		Fall 2005		Fall 2010		
<b>First-Time</b>	1,974	16.5%	1,507	14.0%	1,384	13.4%	1,282	11.9%	-4.6
<b>First-Time Transfer</b>	1,447	12.1	1,046	9.7	951	9.2	866	8.0	-4.1
<b>Returning Transfer</b>	1,124	9.4	651	6.0	691	6.7	649	6.0	-3.4
<b>Returning</b>	1,501	12.5	1,252	11.6	1,203	11.6	908	8.4	-4.1
<b>Continuing</b>	5,729	47.9	6,022	55.7	5,838	56.4	6,526	60.6	12.7
<b>Concurrent Enrollment</b>	194	1.6	324	3.0	282	2.7	357	3.3	1.7
<b>Total</b>	11,969	100%	10,802	100%	10,350	100%	10,588	100%	---

Note: 16-year change represents the change, expressed in percentage points, in percent share of the total from 1994 to 2010.

Source: SMCCCD Student Database, First Census

Table B

**CSM Student Enrollment Status: 5-Year Increments of Change**

	First-Time	First-Time Transfer	Returning Transfer	Returning	Continuing	Concurrent Enrollment	Total
<b>Enrollment Count</b>							
<b>Fall 1994</b>	1,974	1,447	1,124	1,501	5,729	194	11,969
<b>Fall 2000</b>	1,507	1,046	651	1,252	6,022	324	10,802
<b>Fall 2005</b>	1,384	951	691	1,203	5,838	282	10,350
<b>Fall 2010</b>	1,282	866	649	908	6,526	357	10,588
<b>Percent of Total</b>							
<b>Fall 1994</b>	16.5	12.1	9.4	12.5	47.9	1.6	100
<b>Fall 2000</b>	14.0	9.7	6.0	11.6	55.7	3.0	100
<b>Fall 2005</b>	13.4	9.2	6.7	11.6	56.4	2.7	100
<b>Fall 2010</b>	12.1	8.2	6.1	8.6	61.6	3.4	100
<b>5-Year Change</b>							
<b>Fall 2000</b>	-2.5	-2.4	-3.4	-0.9	7.8	1.4	
<b>Fall 2005</b>	-0.6	-0.5	0.6	0.0	0.7	-0.3	
<b>Fall 2010</b>	-1.3	-1.0	-0.5	-3.0	5.2	0.6	
<b>16-Year Change</b>							
<b>1994 - 2010</b>	-4.6	-4.1	-3.4	-4.1	12.7	1.7	

Note: 5- and 16- year change represent the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, First Census.

Table C

## Cross-Enrollment of CSM Students within SMCCCD 1995-2010

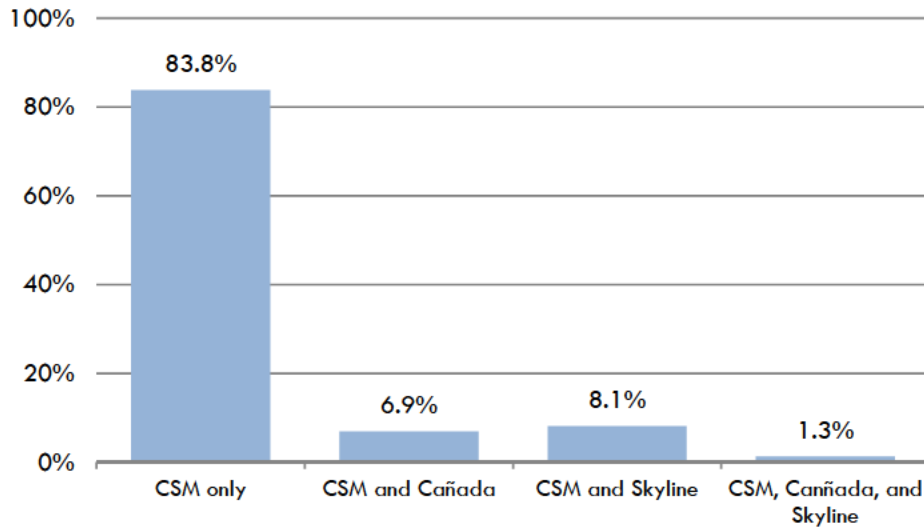
### Data Included:

- Table A: CSM Snapshot: Student Cross-Enrollment Fall 2010
- Table B: CSM Student Cross-Enrollment: 15-Year Perspective
- Table C: CSM Student Cross-Enrollment: 5-Year Increments of Change

### Key Findings:

- 84% of Fall 2010 CSM students enrolled at CSM solely for coursework. Conversely, 16% enrolled in coursework at other SMCCCD colleges: CSM and Cañada (7%); CSM and Skyline (8%); and all 3 SMCCCD campuses (1%). (See Table A)
- Table B considers CSM student cross-enrollment over a 15-year period of time: Fall 1995 – Fall 2010. These data indicate a steadily increasing number of CSM students taking coursework at the other campuses of the SMCCCD.

### CSM Snapshot: Student Cross-Enrollment Fall 2010



Source: SMCCCD Student Database, First Census

**Table A**

**CSM Student Cross-Enrollment: 15-Year Perspective**

Enrollment Status	Enrollment Count and Percent of Annual Total								15-Yr Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2010		
<b>CSM only</b>	11,219	95.0%	10,286	92.9%	9,616	89.3%	9,038	83.8%	-11.2
<b>CSM and Cañada</b>	276	2.3	344	3.1	490	4.6	740	6.9	4.6
<b>CSM and Skyline</b>	295	2.5	423	3.8	612	5.7	872	8.1	5.6
<b>CSM, Cañada, and Skyline</b>	17	0.1	20	0.2	46	0.4	141	1.3	1.2
<b>Total</b>	11,807	100%	11,073	100%	10,764	100%	10,791	100%	---

Note: 15-year change represents the change, expressed in percentage points, in percent share of the total from 1995 to 2010.

Source: SMCCCD Student Database, First Census

**Table B**

**CSM Student Enrollment Status: 5-Year Increments of Change**

	CSM only	CSM and Cañada	CSM and Skyline	CSM, Cañada, and Skyline	Total
<b>Enrollment Count</b>					
<b>Fall 1995</b>	11,219	276	295	17	11,807
<b>Fall 2000</b>	10,286	344	423	20	11,073
<b>Fall 2005</b>	9,616	490	612	46	10,764
<b>Fall 2010</b>	9,038	740	872	141	10,791
<b>Percent of Total</b>					
<b>Fall 1995</b>	95.0	2.3	2.5	0.1	100
<b>Fall 2000</b>	92.9	3.1	3.8	0.2	100
<b>Fall 2005</b>	89.3	4.6	5.7	0.4	100
<b>Fall 2010</b>	83.8	6.9	8.1	1.3	100
<b>5-Year Change</b>					
<b>Fall 2000</b>	-2.1	0.8	1.3	0.1	
<b>Fall 2005</b>	-3.6	1.5	1.9	0.2	
<b>Fall 2010</b>	-5.5	2.3	2.4	0.9	
<b>15-Year Change</b>					
<b>1995 - 2010</b>	-11.2	4.6	5.6	1.2	

Note: 5- and 15- year change represent the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, First Census.

**Table C**

## CSM Course Enrollments Spring 2011

### Note:

- The following table lists the top 100 courses in descending order of course enrollment.

### Top 100 Courses by Enrollment Size

<i>Course</i>	<i>Title</i>	<i>Sections</i>	<i>Enrollment</i>	<i>Enrollment per Section</i>
ENGL 100	Composition and Reading	28	736	26.3
PSYC 100	General Psychology	7	531	75.9
ENGL 110	Compos., Lit. & Crit. Thinking	19	517	27.2
MATH 120	Intermediate Algebra	12	437	36.4
SOCI 100	Introduction to Sociology	9	380	42.2
MATH 200	Elem. Probability & Statistics	10	341	34.1
SPCH 120	Interpersonal Communication	10	329	32.9
ENGL 848	Intro to Comp and Reading	12	319	26.6
BIOL 100	Intro to the Life Sciences	6	303	50.5
ASTR 100	Introduction To Astronomy	8	299	37.4
SPCH 100	Public Speaking	10	294	29.4
PLSC 210	American Politics	8	288	36.0
MATH 110	Elementary Algebra	7	254	36.3
PHIL 100	Introduction to Philosophy	5	246	49.2
ECON 100	Principles of Macro Economics	5	241	48.2
FITN 116	Body Conditioning	6	235	39.2
MATH 811	Arithmetic Review	6	231	38.5
MUS. 100	Fundamentals of Music	6	218	36.3
ACTG 100	Accounting Procedures	5	215	43.0
ENGL 838	Intensive Intro to Comp/Reading	8	215	26.9
ACTG 121	Financial Accounting	5	211	42.2
BIOL 110	Genl Principles of Biology	7	209	29.9
FITN 334	Yoga	6	207	34.5
FITN 201/202	Beg Interm Weight Training	8	201	25.1
ETHN 101	Intro to Ethnic Studies I	4	197	49.3
ETHN 102	Intro to Ethnic Studies II	4	194	48.5
HIST 201	United States History I	5	194	38.8
ECON 102	Princ. Of Micro Economics	5	183	36.6
BIOL 250	Anatomy	6	166	27.7
MATH 111	Elementary Algebra I	5	155	31.0
FILM 100	Introduction to Film	3	153	51.0
BUS. 315/316/317	Keyboarding I II Skillbldg	8	145	18.1
ACTG 131	Managerial Accounting	3	144	48.0
MATH 112	Elementary Algebra II	5	144	28.8
MATH 130	Analytic Trigonometry	4	141	35.3

<i>Course</i>	<i>Title</i>	<i>Sections</i>	<i>Enrollment</i>	<i>Enrollment per Section</i>
HSCI 100	General Health Science	3	140	46.7
CIS 110	Introduction to CIS	4	129	32.3
PSYC 200	Developmental Psychology	2	129	64.5
ENGL 165	Advanced Composition	5	127	25.4
CRER 120	Life and Career Planning	3	126	42.0
HIST 202	United States History II	3	124	41.3
BIOL 130	Human Biology	3	121	40.3
CRER 121	Planning for Student Success	4	121	30.3
BUS. 100	Contemporary American Business	3	118	39.3
BUSW 415	Spreadsheet I	3	117	39.0
CHEM 220	General Chemistry II	4	116	29.0
MATH 251	Calcu/Analytic Geometry I	3	111	37.0
MUS. 202	Music Listening and Enjoyment	3	110	36.7
ADAP 110	Adapted General Conditioning	3	108	36.0
GEOL 100	Survey of Geology	2	108	54.0
TEAM 110	Basketball	4	108	27.0
ACTG 145	QuickBooks Payroll/Merchandising	3	106	35.3
NURS 808	Open Skills Laboratory	1	105	105.0
FITN 237	Total Core Training	2	104	52.0
ACTG 144	QuickBooks Set-up/Service Bus.	3	103	34.3
MATH 252	Calcu/Analytic Geometry II	3	102	34.0
MATH 125	Elementary Finite Mathematics	3	99	33.0
ASTR 101	Astronomy Laboratory	3	98	32.7
ART 101/801	Art & Arch frm Anct World to M	4	97	24.3
BIOL 240	General Microbiology	4	95	23.8
LIBR 100	Intro to Library Reseach	3	95	31.7
ENGL 102	English Practicum	4	92	23.0
MATH 222	Precalculus	3	92	30.7
CHEM 192	Elementary Chemistry	3	91	30.3
PLSC 200	National, State & Local Govt	2	91	45.5
PHIL 244	Contemp Social & Moral Issues	2	89	44.5
ANTH 110	Cultural Anthropology	2	88	44.0
ESL 828	Writing Non-Native Spkrs IV	3	88	29.3
HIST 310	California History	2	88	44.0
MATH 123	Intermediate Algebra II	3	88	29.3
MATH 241	Applied Calculus I	3	87	29.0
CHEM 210	General Chemistry I	3	86	28.7
ESL 827	Writing Non-Native Spkrs III	3	86	28.7
DGME 100	Media in Society	2	83	41.5
ESL 857	Reading Non-Native Spkrs III	3	83	27.7
CRER 126	Career Choices I: Assessment	4	82	20.5
PHIL 103	Critical Thinking	2	82	41.0
ADMJ 120	Criminal Investigation	2	79	39.5
HIST 100	History of Western Civ. I	2	79	39.5
ESL 400	Comp For Non-Native Speakers	3	78	26.0



<i>Course</i>	<i>Title</i>	<i>Sections</i>	<i>Enrollment</i>	<i>Enrollment per Section</i>
FITN 220	Weight Conditioning/Vars. Ftbl	2	78	39.0
ART 102/802	Art & Arch Ren & Bar Europe	4	77	19.3
ENGL 828	Basic Comp and Read	3	75	25.0
ADAP 140	Adapted Weight Trning	2	72	36.0
ADMJ 102	Principles/Procedures of Just.	2	72	36.0
READ 830	College and Career Reading	3	72	24.0
TEAM 135	Advanced Football & Condition	1	72	72.0
TEAM 148	Indoor Soccer	3	72	24.0
ASTR 125	Stars and Galaxies	1	71	71.0
DANC 151	Beginning Social Dance	1	71	71.0
NURS 666	Careers Exploration in Nursing	2	70	35.0
READ 825	Intro to College Reading	3	70	23.3
AQUA 127	Swim For Conditioning	3	69	23.0
BIOL 260	Introductory Physiology	3	69	23.0
ART 665MI	Ceramics	4	68	17.0
MUS. 301	Piano I	3	68	22.7
MATH 122	Intermediate Algebra I	2	67	33.5
ART 223/224/225/ 226	Oil/Acrylic Painting I II	8	66	8.3
ASL 112	American Sign Language II	2	65	32.5
PSYC 105	Experimental Psychology	1	65	65.0

## CSM Courses by Enrollment per Section Spring 2011

### Note:

- The following table lists the top 100 courses in descending order of enrollment per section.

### Top 100 Courses by Enrollment per Section

<i>Course</i>	<i>Title</i>	<i>Sections</i>	<i>Enrollment</i>	<i>Enrollment per Section</i>
NURS 808	Open Skills Laboratory	1	105	105.0
PSYC 100	General Psychology	7	531	75.9
TEAM 135	Advanced Football & Condition	1	72	72.0
ASTR 125	Stars and Galaxies	1	71	71.0
DANC 151	Beginning Social Dance	1	71	71.0
PSYC 105	Experimental Psychology	1	65	65.0
PSYC 200	Developmental Psychology	2	129	64.5
ETHN 265	Evolution of Hip Hop Culture	1	63	63.0
ACTG 103	Ten-Key Skills	1	60	60.0
ACTG 162	Intermediate Accounting II	1	60	60.0
PSYC 225	Theories of Personality	1	60	60.0
ETHN 288	African-American Cinema	1	57	57.0
PHYS 100	Descriptive Intro to Physics	1	57	57.0
ANTH 180	Magic, Science & Religion	1	56	56.0
OCEN 100	Oceanography	1	55	55.0
ESL 850	Writing Workshop	1	54	54.0
GEOL 100	Survey of Geology	2	108	54.0
FITN 237	Total Core Training	2	104	52.0
FILM 100	Introduction to Film	3	153	51.0
BIOL 100	Intro to the Life Sciences	6	303	50.5
PSYC 201	Child Development	1	50	50.0
ETHN 101	Intro to Ethnic Studies I	4	197	49.3
PHIL 100	Introduction to Philosophy	5	246	49.2
ACTG 161	Intermediate Accounting I	1	49	49.0
ACTG 165	Cost Accounting	1	49	49.0
ARCH 100	Survey-Contemp Architecture	1	49	49.0
ETHN 351	Primal Mind & Cultural Divers	1	49	49.0
PSYC 110	Courtship, Marriage & Family	1	49	49.0
ETHN 102	Intro to Ethnic Studies II	4	194	48.5
ECON 100	Principles of Macro Economics	5	241	48.2
ACTG 131	Managerial Accounting	3	144	48.0
BLDG 735	ADA Building Requirements	1	48	48.0
MATH 253	Calcu/Analytic Geometry III	1	48	48.0
GEOG 100	Physical Geography	1	47	47.0
HSCI 100	General Health Science	3	140	46.7

<i>Course</i>	<i>Title</i>	<i>Sections</i>	<i>Enrollment</i>	<i>Enrollment per Section</i>
ETHN 440	Cultural Exper of Asian-Amer	1	46	46.0
FITN 134	Track and Trail Aerobics	1	46	46.0
PSYC 410	Abnormal Psychology	1	46	46.0
PLSC 200	National, State & Local Govt	2	91	45.5
ACTG 164	Govenmental & Nonprofit Actg	1	45	45.0
DGME 115	Digital Video Production	1	45	45.0
SOSC 304	Intervention, Treatment & Rec	1	45	45.0
VARS 133	Offensive Varsity Football Lab	1	45	45.0
PHIL 244	Contemp Social & Moral Issues	2	89	44.5
ANTH 110	Cultural Anthropology	2	88	44.0
ETHN 300	Introduction to LaRaza Studies	1	44	44.0
HIST 310	California History	2	88	44.0
HUM. 114	Film & Literature in 20th Cent	1	44	44.0
HUM. 125	Tech/Contemp Society/Human V	1	44	44.0
VARS 100	Varsity Baseball	1	44	44.0
ACTG 100	Accounting Procedures	5	215	43.0
ADMJ 100	Intro. to Admin. of Justice	1	43	43.0
FITN 680MD	Plyometric Conditioning	1	43	43.0
SOCI 141	Race and Ethnic Relations	1	43	43.0
SOCI 100	Introduction to Sociology	9	380	42.2
ACTG 121	Financial Accounting	5	211	42.2
ADMJ 106	Legal Aspects of Evidence	1	42	42.0
BLDG 740	Mechanical Code	1	42	42.0
CRER 120	Life and Career Planning	3	126	42.0
DENT 732	Dental Science II	1	42	42.0
FIRE 793	Firefighter I Academy	1	42	42.0
SOSC 314	Indiv. AOD Counseling Process	1	42	42.0
VARS 185	Varsity Track & Field (M & W)	1	42	42.0
DGME 100	Media in Society	2	83	41.5
HIST 202	United States History II	3	124	41.3
BUS. 180	Marketing	1	41	41.0
FITN 207	Periodized Weight Conditioning	1	41	41.0
GEOG 110	Cultural Geography	1	41	41.0
HIST 102	History American Civ	1	41	41.0
HUM. 140	Cult Heritage SF & Envirn	1	41	41.0
PHIL 103	Critical Thinking	2	82	41.0
BIOL 130	Human Biology	3	121	40.3
ADMJ 104	Intro. to Criminal Law	1	40	40.0
DANC 121	Contemporary Modern Dance	1	40	40.0
FIRE 715	FTI -Fire Protection Organizatn	1	40	40.0
MUS. 680MH	Advanced Band	1	40	40.0
MUS. 680MI	Afro-Latin Percussion Ensmbl I	1	40	40.0
PLSC 215	Contemp Political Issues	1	40	40.0
R.E. 121	Legal Aspects of Real Estate I	1	40	40.0
SOSC 301	Introduction to Alcohol/Drug	1	40	40.0

<i>Course</i>	<i>Title</i>	<i>Sections</i>	<i>Enrollment</i>	<i>Enrollment per Section</i>
ADMJ 120	Criminal Investigation	2	79	39.5
HIST 100	History of Western Civ. I	2	79	39.5
BUS. 100	Contemporary American Business	3	118	39.3
FITN 116	Body Conditioning	6	235	39.2
BUSW 415	Spreadsheet I	3	117	39.0
DGME 118	Basic Audio	1	39	39.0
FIRE 730	(FT5) Fire Behavior & Combust.	1	39	39.0
FITN 220	Weight Conditioning/Vars. Ftbl	2	78	39.0
INDV 120	Badminton	1	39	39.0
PLSC 130	International Relations	1	39	39.0
HIST 201	United States History I	5	194	38.8
MATH 811	Arithmetic Review	6	231	38.5
ADAP 155	Adapted Back Care	1	38	38.0
BUS. 401	Business Communications	1	38	38.0
DGME 212	Media Desgn II:Adobe Photoshop	1	38	38.0
HIST 260	Women In American History	1	38	38.0
ASTR 100	Introduction To Astronomy	8	299	37.4
ASTR 103	Observational Astronomy	1	37	37.0
FIRE 745	(FT3) Fire Protection Sys/Eqpt	1	37	37.0
FIRE 795	Emergency Medical Tech I Basic	1	37	37.0
MATH 251	Calcu/Analytic Geometry I	3	111	37.0
MUS. 275	History Of Jazz	1	37	37.0
PSYC 300	Social Psychology	1	37	37.0

## CSM Courses by Success Rate Fall 2010

### Notes:

- The following table lists courses with enrollments of 100 students or more in descending order of success rate.
- The Fall 2010 College-wide success rate is 69%.

### Courses with Enrollments of 100 or More by Success Rate

Course	Title	Sections	Enrollment	Enrollment per Section	Success Rate
NURS 808	Open Skills Laboratory	1	107	107.0	97.2
ADAP 875	Adapted Evaluation	2	154	77.0	89.6
MUS. 202	Music Listening and Enjoyment	3	116	38.7	84.5
PSYC 200	Developmental Psychology	2	121	60.5	81.0
ENGL 102	English Practicum	4	108	27.0	77.8
CRER 120	Life and Career Planning	3	112	37.3	77.7
MUS. 100	Fundamentals of Music	6	207	34.5	77.3
FITN 116	Body Conditioning	4	161	40.3	77.0
FITN 201/202	Beg Intern Weight Training	8	210	26.3	76.7
HSCI 100	General Health Science	3	147	49.0	76.2
SPCH 120	Interpersonal Communication	11	348	31.6	73.3
BUS. 100	Contemporary American Business	3	119	39.7	73.1
READ 830	College and Career Reading	4	108	27.0	73.1
BIOL 110	Genl Principles of Biology	7	226	32.3	73.0
ETHN 102	Intro Ethnic Studies II	4	168	42.0	72.6
FITN 334	Yoga	5	184	36.8	72.3
CIS 110	Introduction to CIS	4	122	30.5	72.1
ENGL 110	Compos., Lit. & Crit. Thinking	13	360	27.7	71.7
ACTG 131	Managerial Accounting	3	116	38.7	69.8
ECON 102	Principles of Micro Economics	4	147	36.8	68.7
ETHN 101	Intro to Ethnic Studies I	4	196	49.0	68.4
SPCH 100	Public Speaking	11	296	26.9	67.2
PSYC 100	General Psychology	7	498	71.1	67.1
CRER 121	Planning for Student Success	5	139	27.8	66.9
CHEM 210	General Chemistry I	6	180	30.0	66.7
ENGL 100	Composition and Reading	30	820	27.3	66.1
ACTG 145	QuickBooksPayroll/Merchndising	3	106	35.3	66.0
BUS. 315/316/ 317/416	Keyboarding I II Skillbldg Spreadst II	11	204	18.5	65.7
MATH 122	Intermediate Algebra I	4	142	35.5	65.5
ENGL 848	Intensive Intro to Comp/Reading	16	431	26.9	65.0
FILM 100	Introduction to Film	3	137	45.7	65.0
ENGL 838	Intensive Intro toComp/Reading	9	242	26.9	64.5
ETHN 300	Introduction to LaRaza Studies	2	138	69.0	64.5

<i>Course</i>	<i>Title</i>	<i>Sections</i>	<i>Enrollment</i>	<i>Enrollment per Section</i>	<i>Success Rate</i>
ACTG 121	Financial Accounting	5	221	44.2	64.3
ECON 100	Principles of Macro Economics	5	221	44.2	63.8
FITN 237	Total Core Training	2	111	55.5	63.1
MATH 200	Elem. Probability & Statistics	7	274	39.1	62.0
ASTR 100	Introduction To Astronomy	8	258	32.3	61.2
MATH 125	Elementary Finite Math	4	138	34.5	60.9
ENGL 828	Basic Composition and Reading	4	108	27.0	59.3
MATH 241	Applied Calculus I	4	135	33.8	57.8
MATH 130	Analytic Trigonometry	4	127	31.8	57.5
SOCI 100	Introduction To Sociology	8	352	44.0	57.4
BIOL 130	Human Biology	3	128	42.7	57.0
ACTG 100	Accounting Procedures	5	213	42.6	56.8
PHIL 100	Introduction to Philosophy	5	237	47.4	56.1
GEOL 100	Survey of Geology	2	109	54.5	56.0
MATH 110	Elementary Algebra	8	311	38.9	55.9
HIST 202	United States History II	3	127	42.3	55.1
MATH 112	Elementary Algebra II	3	102	34.0	54.9
BIOL 250	Anatomy	6	157	26.2	54.1
MATH 120	Intermediate Algebra	12	463	38.6	54.0
MATH 811	Arithmetic Review	9	341	37.9	54.0
MATH 111	Elementary Algebra I	8	254	31.8	49.6
BIOL 100	Intro to the Life Sciences	5	232	46.4	47.8
PLSC 210	American Politics	10	323	32.3	47.1
MATH 251	Calculus/Analytic Geometry I	5	187	37.4	46.5
HIST 201	United States History I	5	206	41.2	38.3

## SMCCCD Enrollments: Cañada, CSM, and Skyline Fall 1985 – Fall 2011

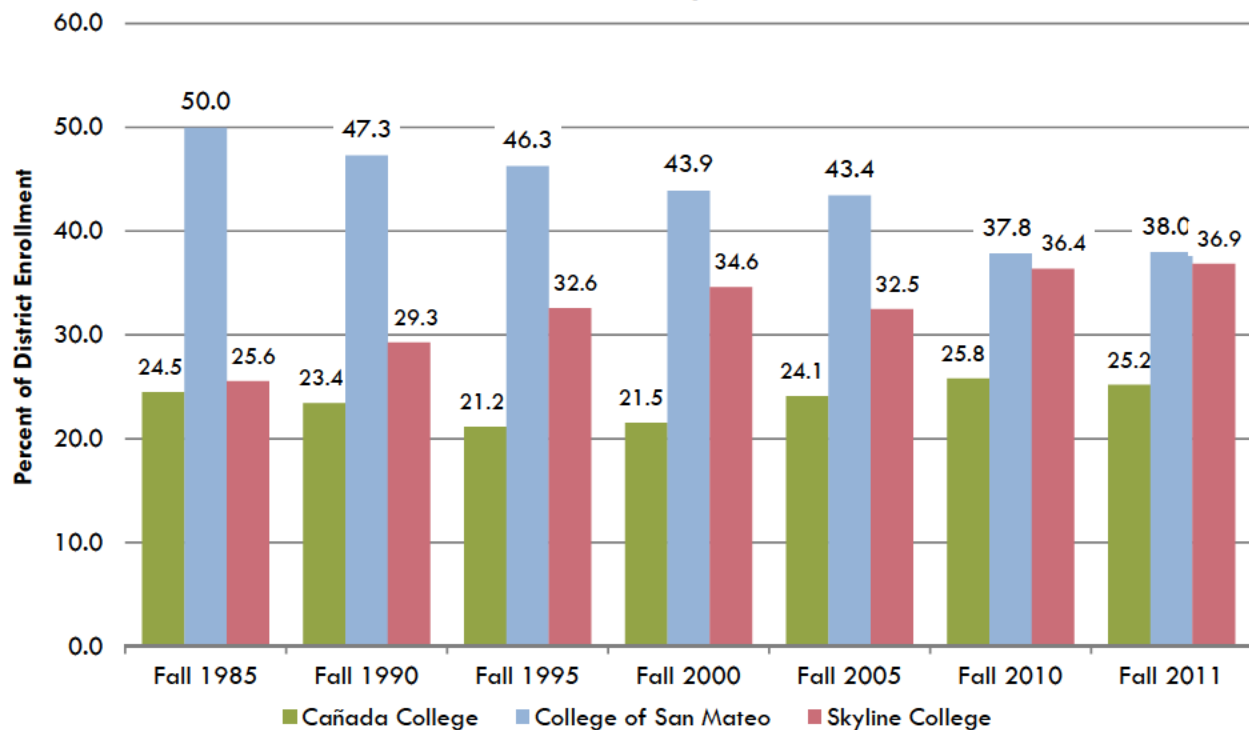
**Data Included:**

- Table A: SMCCCD Enrollments: Cañada, CSM, and Skyline, Fall 1985 – Fall 2011
- Table B: SMCCCD Enrollments: 26-Year Perspective

**Key Findings:**

- CSM’s proportional share of total SMCCCD enrollment has declined significantly since Fall 1985: 50% vs. 38%.
- While Cañada’s share of total District enrollment has remained stable, Skyline’s share has increased by 11 points.

### SMCCCD Enrollments: Cañada, CSM, and Skyline, Fall 1985 – Fall 2011



Source: SMCCCD Student Database, First Census

**Table A**

**SMCCCD Enrollments: 26-Year Perspective**

	Number of Students and Percent of District Total						District Total
	Cañada		CSM		Skyline		
Fall 2011	6,992	25.2%	10,540	38.0%	10,236	36.9%	27,768
Fall 2010	7,222	25.8	10,588	37.8	10,180	36.4	27,990
Fall 2005	6,099	24.1	10,998	43.4	8,225	32.5	25,322
Fall 2000	5,332	21.5	10,872	43.9	8,573	34.6	24,777
Fall 1995	5,261	21.2	11,506	46.3	8,104	32.6	24,871
Fall 1990	7,567	23.4	15,272	47.3	9,451	29.3	32,290
Fall 1985	7,088	24.5	14,454	50.0	7,393	25.6	28,935

Source: SMCCCD Student Database, First Census

**Table B**



## Student Outcomes

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### In This Section

#### **Accountability Reporting for the Community Colleges (ARCC)**

- *ARCC Performance Indicators, 2007 – 2012*

#### **Basic Skills**

- *CSM Basic Skills Initiative (BSI): Fall 2007 to Fall 2011*

#### **Progression Beyond Basic Skills**

- *Tracking Student Progression through English, Fall 2003 – Fall 2011*
- *Tracking Student Progression through ESL, Fall 2003 – Fall 2011*
- *Tracking Student Progression through Math, Fall 2000 – Spring 2010*

#### **Course Completion**

- *Successful Course Completion by Gender: Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11*
- *Successful Course Completion by Age: Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11*
- *Successful Course Completion by Ethnicity: Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11*

#### **Degrees and Certificates**

- *CSM Degrees and Certificates by Gender: Fall 2006 to Summer 2011*
- *CSM Degrees and Certificates by Age: Fall 2006 to Summer 2011*
- *CSM Degrees and Certificates by Ethnicity: Fall 2006 to Summer 2011*
- *Student Right-to-Know Degree/Certificate Completion Rates: 1997-2000 to 2007-2010*

#### **Majors**

- *College of San Mateo Declared Majors: Fall 2011*

#### **Placement**

- *Student Placement Test Results, 2008-2012*

## Overview

### **External Mandates**

This Section, *Student Outcomes*, presents an array of data and information about the successes and challenges facing CSM's students, including success as defined and reported by external entities.

Accountability Reporting for the Community Colleges (ARCC) was established by the state legislature to collect and report a standard set of performance indicators for all the system's community colleges. As the *CSM ARCC Fast Facts* reports, in Spring 2012 CSM ranked above the statewide average on 5 of the 7 indicators reported. (See Section, *Fast Facts*, for summary data.)

The Basic Skills Initiative (BSI) was also established by the California Community Colleges Chancellor's Office to promote a standard systemwide set of measures for basic skills and to enhance individual college efforts to improve student outcomes. As findings for the period Fall 2007-Fall 2011 indicate, approximately one-half of new students are placed into basic skills mathematics, a proportion that has increased over the last 3 years; 8% place into basic skills English.

Successful course completion rates for basic skills classes are lower than the overall course completion rates for all mathematics and English classes. Data for 9 basic skills indicators are included in this Section.

Note: A basic skills class is defined as one whose units do not apply to an Associate Degree.

### **Progression Beyond Basic Skills Studies**

CSM's PRIE has conducted an extensive, multi-semester study tracking students' initial enrollment and subsequent success at key "entry" points for courses in English, mathematics, and ESL. Successful course completion data are aggregated by ethnicity. Depending upon the course and discipline, there are differentials among ethnic groups.

The data should be considered in the context that historically 61% of all students enroll

in two semesters or fewer: 44% of all students enroll in one semester only; another 17% in two semesters only.

### **Placement**

For the period 2008-2012, approximately 70% of new first-time students placed below transfer-level mathematics and English coursework. These proportions have been stable for several decades despite changes in placement instruments and the demographics of CSM's students. (See *Student Placement Results, 2008-2012*.)

### **Successful Course Completion by Gender, Age and Ethnicity**

For the academic year, 2010-2011, the overall course completion rate was 69% and the withdrawal ("W") rate was 16%—a pattern of success that has been consistent for the last 20 years.

Women are slightly more successful than men: 71% vs. 67% for course completion and 16% vs. 17% for withdrawal rate. When success rates are analyzed by age, the differences are more striking: younger students have the lowest course completion rate: 66% for students ages 20-24 vs. 79% for those 50 years or older. In addition, younger students have the highest withdrawal rate, 18%.

The Section also includes ethnicity data for rates of course completion and withdrawal, and differences among the ethnic groups are apparent. Asian students have the most successful course completion rate at 75%. Pacific Islanders have the lowest rate for course completion at 57% and the highest rate for withdrawal, 20%.

### **Degrees and Certificates**

During the period Fall 2006-Summer 2011 (15 terms), students earned 4,233 degrees and certificates. Similar to rates of course completion and withdrawal, women earned a larger proportion of these awards, 54% vs. 44%.

More than  $\frac{3}{4}$  (77%) of all awards earned were by students ages 20-39. (However, only 53% of all students are in this age category.) Students younger than 20 are the least successful award earners: they comprise 29% of the population but earn only 4% of the awards.

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

The federally mandated Student Right-to-Know (SRTK) Degree/Certificate rates tracks all award earners over 3-year “cohort” periods. Except for the most recent cohort, for which we have data (2007-2010), CSM ranked above the statewide average for 12 years.

In a comparative ranking of the 111 community colleges for the 2007-2010 cohort, Skyline ranked 15<sup>th</sup>, CSM 45<sup>th</sup>, and Cañada, 108<sup>th</sup>.

### **Majors**

Data about students’ majors are collected from students’ initial CCCApply application—prior to actual enrollment in coursework. As reported in this section, in Fall 2011 a large proportion of students (32%) were “undeclared” or “undecided”—a typical proportion. Self-reported data about majors collected at initial enrollment may or may not correlate with the actual courses in which students subsequently enroll, graduate, or transfer and, thus, should be treated cautiously.

## **Accountability Reporting for the Community Colleges (ARCC) Performance Indicators 2007-2012**

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

In 2007, the first report was published. Today, ARCC provides data for 7 student performance indicators for all Community Colleges, individual colleges, and individual college "peer groups." Peer colleges are identified by the CCCCCO to establish standardized comparison groups for each community college. Peer groups ensure that individual colleges can compare themselves to similar colleges in terms of its students, local environments, and larger institutional mission.

The data presented here include the complete six-year ARCC dataset for CSM, 2007 - 2012. During this period of time CSM has consistently ranked above nearly all ARCC performance indicators for the system as a whole and for its peer groups.

### **1. Student Progress & Achievement Rate**

Year	CSM	Statewide	Peer Group
2007	59.8%	52.0%	58.1%
2008	60.2%	51.2%	57.4%
2009	59.5%	51.8%	55.4%
2010	62.5%	52.3%	55.7%
2011	58.4%	53.6%	56.8%
2012	58.0%	53.6%	56.9%

### **2. Percent of Students Who Earned at Least 30 Units**

Year	CSM	Statewide	Peer Group
2007	73.5%	70.3%	72.9%
2008	73.5%	70.4%	72.6%
2009	73.2%	71.2%	73.2%
2010	74.4%	72.4%	74.6%
2011	73.5%	72.8%	74.8%
2012	75.2%	73.5%	76.2%

**3. Persistence Rate**

Year	CSM	Statewide	Peer Group
2007	71.0%	69.3%	69.3%
2008	73.2%	68.3%	70.7%
2009	69.0%	69.2%	71.3%
2010	74.9%	68.7%	71.1%
2011	77.8%	67.6%	73.1%
2012	76.5%	71.3%	74.2%

**4. Annual Successful Course Completion Rate for Vocational Courses**

Year	CSM	Statewide	Peer Group
2007	78.8%	77.3%	84.4%
2008	81.3%	78.2%	79.8%
2009	80.4%	77.7%	75.7%
2010	80.9%	77.5%	75.8%
2011	79.6%	77.0%	75.7%
2012	78.8%	76.7%	75.8%

**5. Annual Successful Course Completion Rate for Basic Skills Courses**

Year	CSM	Statewide	Peer Group
2007	60.5%	60.4%	67.2%
2008	62.5%	60.5%	66.9%
2009	58.5%	60.5%	62.1%
2010	63.5%	61.5%	63.8%
2011	56.8%	61.4%	63.0%
2012	59.5%	62.0%	63.8%

**6. Basic Skills Improvement Rate**

Year	CSM	Statewide	Peer Group
2007	N/A	50.4%	N/A
2008	62.4%	50.0%	54.3%
2009	58.9%	51.2%	55.3%
2010	52.4%	50.1%	55.0%
2011	57.6%	58.6%	57.3%
2012	60.2%	58.6%	58.1%

**7. ESL Improvement Rate**

Year	CSM	Statewide	Peer Group
2007	N/A	N/A	N/A
2008	58.7%	44.7%	39.3%
2009	61.9%	50.1%	41.3%
2010	58.7%	53.2%	41.5%
2011	54.1%	54.6%	49.4%
2012	52.5%	64.6%	48.8%

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

## CSM Basic Skills Initiative (BSI) Fall 2007 to Fall 2011

### Key Findings:

- The Basic Skills Initiative (BSI) is a grant-funded initiative from the California Community Colleges Chancellor's Office as part of the statewide strategic planning process. The goal of the BSI was to improve student access and success through the development of 9 common measures associated with basic skills courses. Measures are reported each Fall term and colleges are encouraged to use this information for self-assessment and program improvement.
- Approximately one-half (52.1%) of new CSM students initially place into a basic skills math coursework—MATH 811, 802, 110, 111, or 112. In comparison, 5.8% of students place into basic skills English coursework—ENGL 828.
- There has been a steady increase (+8.1%) in the proportion of students placing into basic skills math coursework in the past 3 years. The proportion of students placing into basic skills coursework in all other disciplines has remained relatively stable during this period of time.
- Successful course completion rates are as follows: math – 53.8%; English – 54.8%. In comparison, the overall successful course completion rate in all math and English coursework is 57.9% and 62.1%, respectively.

BSI Indicators	Year	All Basic Skills Courses	Discipline-Specific Basic Skills Data				
			Math	English	Reading	ESL	Study Skills
<b>1. Percentage of New Students Assessed into Basic Skills Courses</b>	2007	28.3%	10.7%	5.9%	12.1%	78.3%	N/A
	2008	31.5%	15.7%	5.3%	10.0%	81.4%	N/A
	2009*	52.0%	44.0%	4.1%	10.0%	98.9%	N/A
	2010	57.6%	50.9%	4.5%	9.9%	98.9%	N/A
	2011	61.5%	52.1%	5.8%	11.1%	92.7%	N/A
<b>2. Number of Basic Skills Sections Offered</b>	2007	61 (100%)	5 (8.2%)	7 (11.5%)	9 (14.8%)	36 (59.0%)	4 (6.6%)
	2008	65 (100%)	8 (12.3%)	7 (10.8%)	10 (15.4%)	36 (55.4%)	4 (6.2%)
	2009*	82 (100%)	31 (37.8%)	6 (7.3%)	10 (12.2%)	33 (40.2%)	2 (2.4%)
	2010	73 (100%)	29 (39.7%)	5 (6.8%)	10 (13.7%)	28 (38.4%)	1 (1.4%)
	2011	78 (100%)	30 (38.5%)	6 (7.7%)	11 (14.1%)	30 (38.5%)	1 (1.3%)

Note: Basic Skills courses are those whose units are not AA/AS applicable.

\*MATH 110/111/112 became Basic Skills effective Fall 2009.

BSI Indicators	Year	All Basic Skills Courses	Discipline-Specific Basic Skills Data				
			Math	English	Reading	ESL	Study Skills
3. Percentage of Section Offerings that are Basic Skills	2007	4.8%	6.3%	8.1%	45.0%	92.4%	100.0%
	2008	5.3%	9.2%	7.5%	47.6%	92.3%	100.0%
	2009*	7.1%	36.5%	6.8%	45.5%	91.7%	100.0%
	2010	7.7%	34.9%	5.8%	47.6%	90.3%	100.0%
	2011	8.2%	35.7%	6.6%	50.0%	90.9%	33.3%
4. Unduplicated Number of Students Enrolled in Basic Skills Courses	2007	965	235	168	140	492	39
	2008	1,035	252	196	166	513	62
	2009*	1,613	982	155	139	472	49
	2010	1,588	1,040	135	145	432	17
	2011	1,608	1,013	146	158	450	18
5. Student Success Rate in Basic Skills Courses	2007	56.7%	68.9%	53.3%	43.4%	55.5%	72.1%
	2008	62.6%	61.5%	52.5%	64.7%	63.9%	74.6%
	2009*	53.3%	50.3%	43.9%	59.3%	56.3%	76.9%
	2010	56.7%	53.8%	54.8%	59.5%	60.1%	82.4%
	2011	60.3%	56.8%	54.8%	71.4%	63.1%	88.9%
6. Student Retention Rate in Basic Skills Courses	2007	77.1%	77.0%	78.7%	72.4%	77.5%	81.4%
	2008	81.3%	79.0%	87.7%	78.2%	80.7%	85.7%
	2009*	74.2%	73.9%	76.4%	74.3%	73.1%	87.8%
	2010	76.8%	76.6%	80.0%	72.3%	77.0%	88.2%
	2011	79.6%	80.9%	82.9%	73.8%	77.9%	94.4%
7. Student Course Repetition Rate in Basic Skills Courses	2007	19.5%	14.8%	27.8%	9.4%	22.2%	18.2%
	2008	22.6%	20.5%	22.8%	15.8%	23.0%	8.3%
	2009*	23.8%	22.7%	26.6%	12.1%	24.5%	12.5%
	2010	29.2%	31.3%	25.9%	14.3%	25.6%	0.0%
	2011	30.8%	34.9%	23.3%	10.5%	26.4%	0.0%
8. Fall-to-Fall Persistence Rate of Basic Skills Students	2007	50.7%	52.7%	60.0%	46.7%	53.6%	52.0%
	2008	49.2%	54.0%	52.4%	45.7%	48.2%	56.4%
	2009*	51.3%	52.8%	60.7%	48.8%	50.3%	62.9%
	2010	51.0%	52.3%	53.5%	48.2%	48.5%	65.3%
	2011	54.2%	55.2%	59.3%	46.9%	56.0%	47.1%
9. Percentage of Basic Skills Sections Taught by Full-time Faculty	2007	70.5%	20.0%	71.4%	88.9%	69.4%	100.0%
	2008	64.6%	25.0%	71.4%	100.0%	58.3%	100.0%
	2009*	58.5%	35.5%	83.3%	90.0%	63.6%	100.0%
	2010	67.1%	41.4%	60.0%	100.0%	82.1%	100.0%
	2011	56.4%	26.7%	100.0%	100.0%	60.0%	100.0%

Note: Basic Skills courses are those whose units are not AA/AS applicable.

\*MATH 110/111/112 became Basic Skills effective Fall 2009.



## *Tracking Student Progression through Core Disciplines* **English, Math, and ESL**

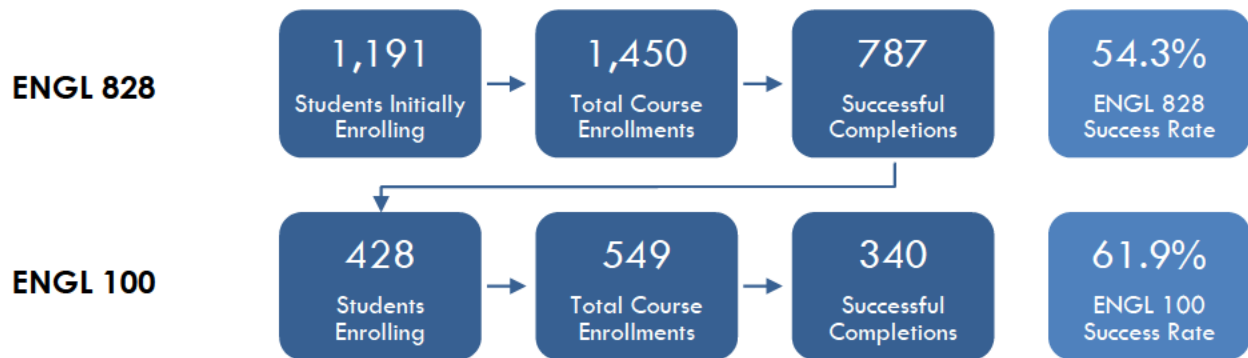
This information tracks CSM student's initial enrollment and subsequent success at the various "entry points" for courses in 3 disciplines: English, mathematics, and ESL. In addition, students who begin at various entry points are tracked across time for eventual completion of subsequent "milestone" coursework in these disciplines. Milestone courses are those satisfying CSU and UC General Education transfer requirements in mathematics and English composition. Milestone tracking for English and ESL students is extended, in a separate report, which considers progression beyond ENGL 100 to course work satisfying the CSU GE and/or IGETC Critical Thinking transfer requirements. Additional milestone tracking for math students analyzes subsequent enrollment in any coursework above MATH 241. An ethnic profile of all milestone completers is also presented.

The tracking period of time varies for the disciplines and courses analyzed. This is to allow for sufficient CSM enrollment time to capture eventual student success in sequences of courses that may require several semesters to complete. Student outcomes in English and ESL are tracked Fall 2003 – Fall 2011; math tracking is Fall 2000 – Spring 2010.

Initial enrollment in the following courses are tracked as noted above:

- ENGL 828, 838, 848, 100
- ESL 400
- MATH 811, 802, 110, 111, 120, 122

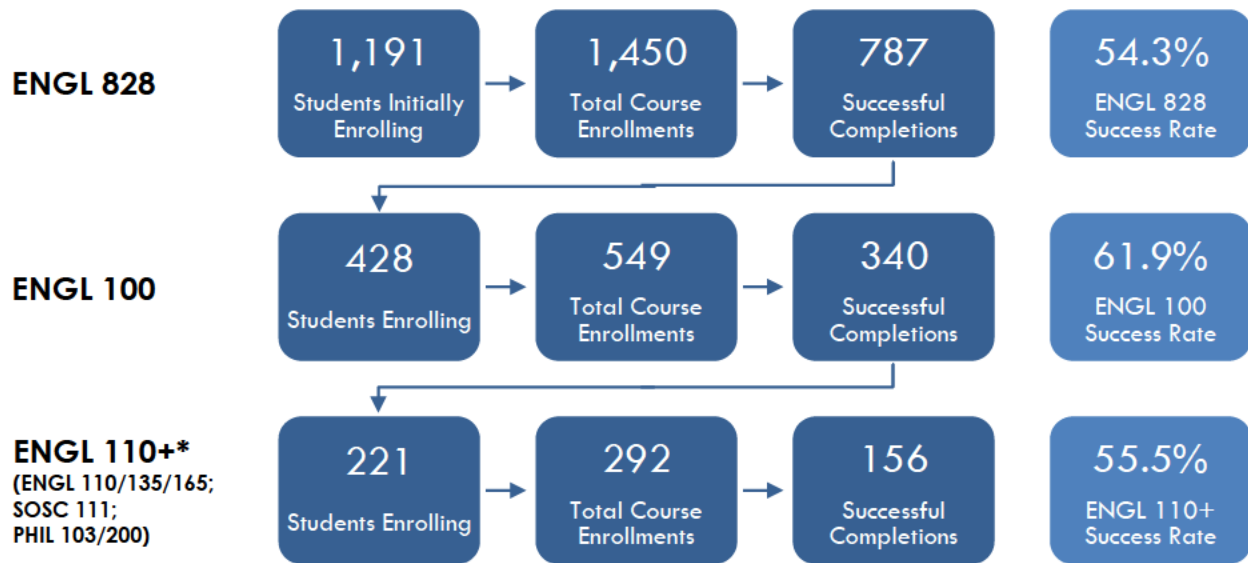
**CSM Student Success Indicator  
Progression Beyond Basic Skills  
ENGL 828 → ENGL 100  
Fall 2003 – Fall 2011**



ENGL 828 to ENGL 100	1,191 Students Initially Enrolling in ENGL 828		340 Students Successfully Completing ENGL 100		28.5% ENGL 828/ENGL 100 Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	108	9.1	21	6.2	19.4
Asian	167	14.0	69	20.3	41.3
Filipino	104	8.7	27	7.9	26.0
Hispanic	237	19.9	61	17.9	25.7
Pacific Islander	60	5.0	17	5.0	28.3
White	227	19.1	73	21.5	32.2
Multi Races	12	1.0	1	0.3	8.3
Other/Unknown	276	23.2	71	20.9	25.7
<b>Total</b>	<b>1,191</b>	<b>100</b>	<b>340</b>	<b>100</b>	<b>28.5</b>

Notes: The study only considered those students whose first English course was ENGL 828, taken between Fall 2003 and Fall 2010. Coursework subsequent to ENGL 828 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
ENGL 828 → ENGL 100 → and Beyond (ENGL 110+)\*  
Fall 2003 – Fall 2011**

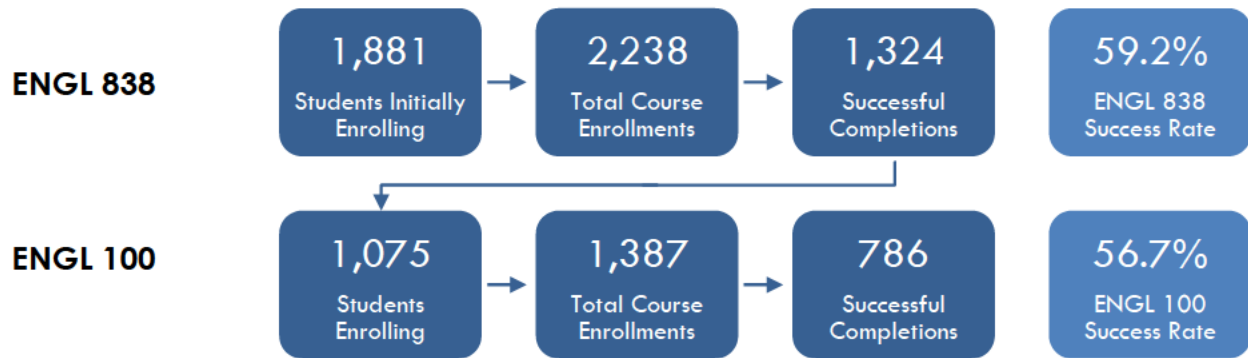


ENGL 828 to ENGL 110+*	1,191 Students Initially Enrolling in ENGL 828		156 Students Successfully Completing ENGL 110+		13.1% ENGL 828/ENGL 110+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
<b>African American</b>	108	9.1	5	3.2	4.6
<b>Asian</b>	167	14.0	43	27.6	25.7
<b>Filipino</b>	104	8.7	14	9.0	13.5
<b>Hispanic</b>	237	19.9	37	23.7	15.6
<b>Pacific Islander</b>	60	5.0	9	5.8	0.2
<b>White</b>	227	19.1	29	18.6	12.8
<b>Multi Races</b>	12	1.0	1	0.6	8.3
<b>Other/Unknown</b>	276	23.2	18	11.6	6.5
<b>Total</b>	1,191	100	156	100	13.1

Notes: The study only considered those students whose first English course was ENGL 828, taken between Fall 2003 and Fall 2010. Coursework subsequent to ENGL 828 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

\* Coursework satisfying CSU GE and/or IGETC Transfer requirements (Critical Thinking).

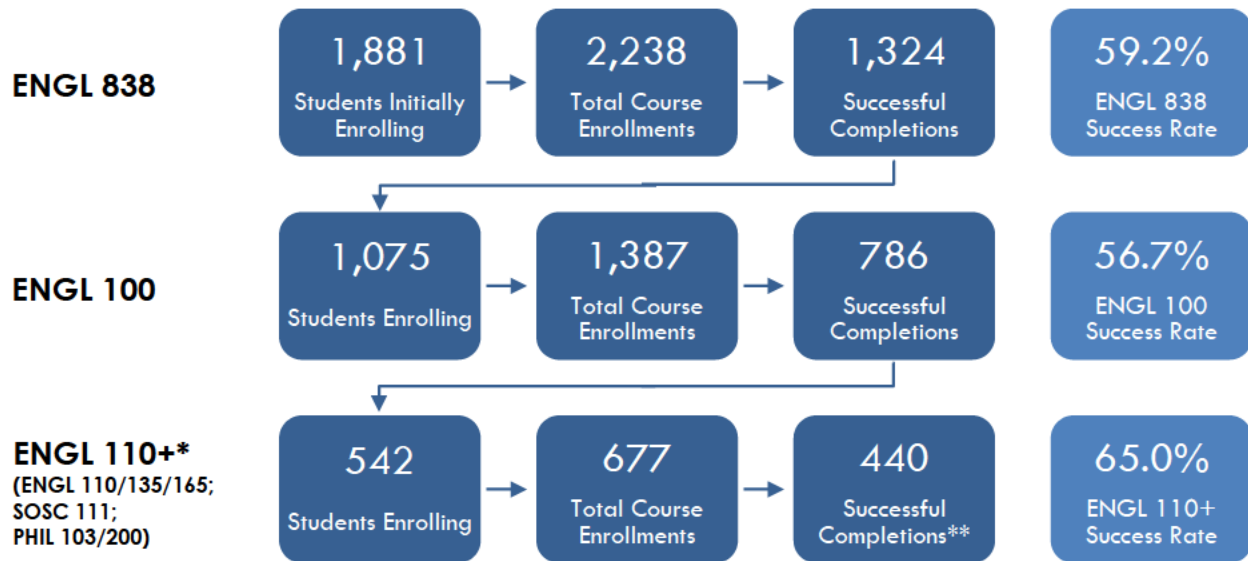
**CSM Student Success Indicator  
Progression Beyond Basic Skills  
ENGL 838 → ENGL 100  
Fall 2003 – Fall 2011**



	1,881 Students Initially Enrolling in ENGL 838		786 Students Successfully Completing ENGL 100		41.8% ENGL 838/ENGL 100 Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
<b>African American</b>	124	6.6	43	5.5	34.7
<b>Asian</b>	256	13.6	146	18.6	57.0
<b>Filipino</b>	186	9.9	79	10.1	42.5
<b>Hispanic</b>	401	21.3	138	17.6	34.4
<b>Pacific Islander</b>	91	4.8	31	3.9	34.1
<b>White</b>	443	23.6	198	25.2	44.7
<b>Multi Races</b>	40	2.1	12	1.5	30.0
<b>Other/Unknown</b>	340	18.1	139	17.7	40.9
<b>Total</b>	1,881	100	786	100	41.8

Notes: The study only considered those students whose first English course was ENGL 838, taken between Fall 2003 and Spring 2011. Coursework subsequent to ENGL 838 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
ENGL 838 → ENGL 100 → and Beyond (ENGL 110+)\*  
Fall 2003 – Fall 2011**



**ENGL 838 to ENGL 110+\***

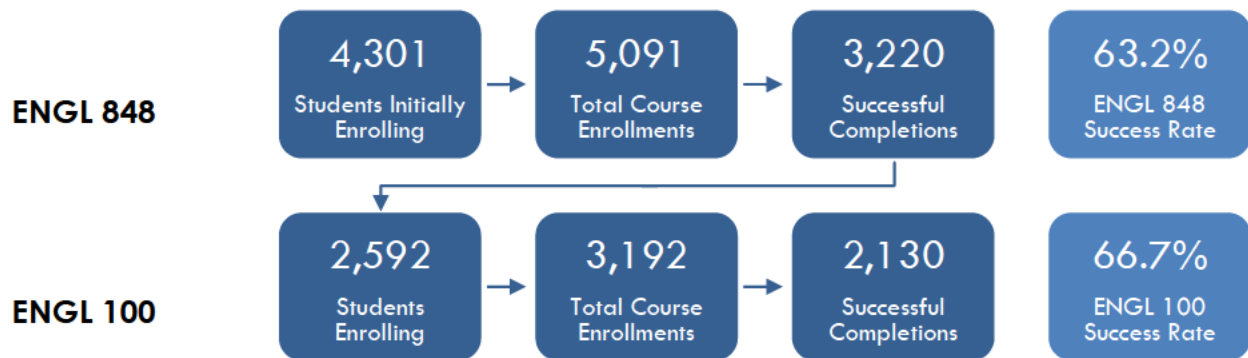
	1,881 Students Initially Enrolling in ENGL 838		424 Students Successfully Completing ENGL 110+**		22.5% ENGL 838/ENGL 110+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	124	6.6	20	4.7	16.1
Asian	256	13.6	88	20.8	34.4
Filipino	186	9.9	33	7.8	17.7
Hispanic	401	21.3	72	17.0	18.0
Pacific Islander	91	4.8	18	4.2	19.8
White	443	23.6	112	26.4	25.3
Multi Races	40	2.1	8	1.9	20.0
Other/Unknown	340	18.1	73	17.2	21.5
<b>Total</b>	<b>1,881</b>	<b>100</b>	<b>424</b>	<b>100</b>	<b>22.5</b>

\* Coursework satisfying CSU GE and/or IGETC Transfer requirements (Critical Thinking).

\*\* Some students completed more than one course within this category, resulting in more course completions (440) than in students completing courses (424).

Notes: The study only considered those students whose first English course was ENGL 838, taken between Fall 2003 and Spring 2011. Coursework subsequent to ENGL 838 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
ENGL 848 → ENGL 100  
Fall 2003 – Fall 2011**

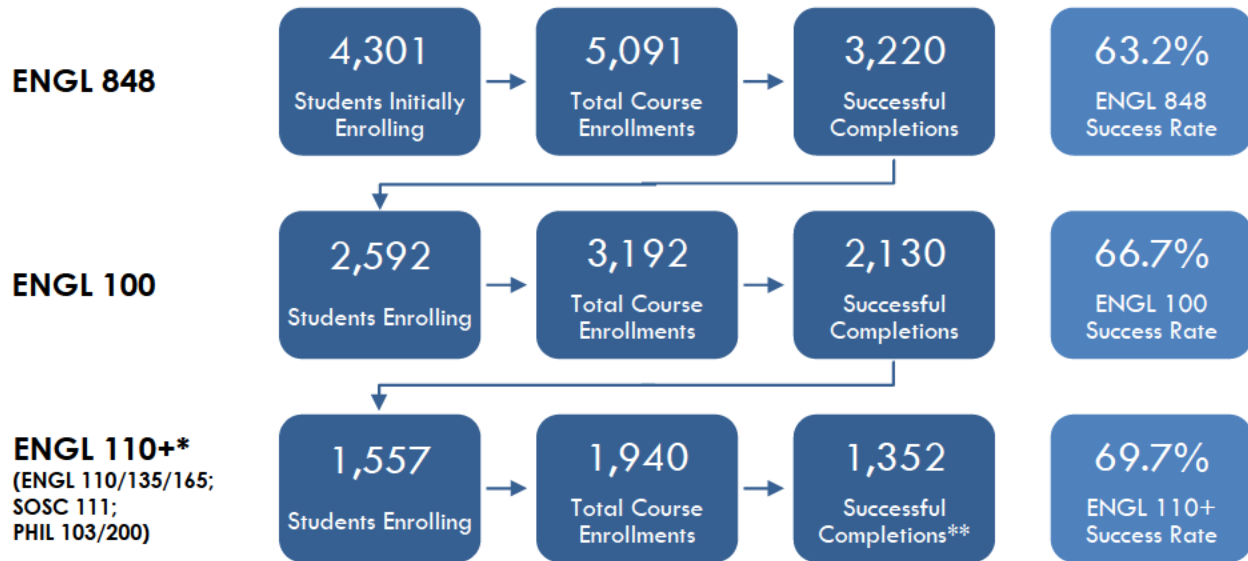


**ENGL 848 to ENGL 100**

	4,301 Students Initially Enrolling in ENGL 848		2,130 Students Successfully Completing ENGL 100		49.5% ENGL 848/ENGL 100 Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	168	3.9	58	2.7	34.5
Asian	698	16.2	449	21.1	64.3
Filipino	461	10.7	220	10.3	47.7
Hispanic	740	17.2	338	15.9	45.7
Pacific Islander	127	3.0	55	2.6	43.3
White	1,289	30.0	649	30.5	50.3
Multi Races	131	3.0	51	2.4	38.9
Other/Unknown	687	16.0	310	14.5	45.1
<b>Total</b>	<b>4,301</b>	<b>100</b>	<b>2,130</b>	<b>100</b>	<b>49.5</b>

Notes: The study only considered those students whose first English course was ENGL 848, taken between Fall 2003 and Spring 2011. Coursework subsequent to ENGL 848 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
ENGL 848 → ENGL 100 → and Beyond (ENGL 110+)\*  
Fall 2003 – Fall 2011**



**ENGL 848 to ENGL 110+\***

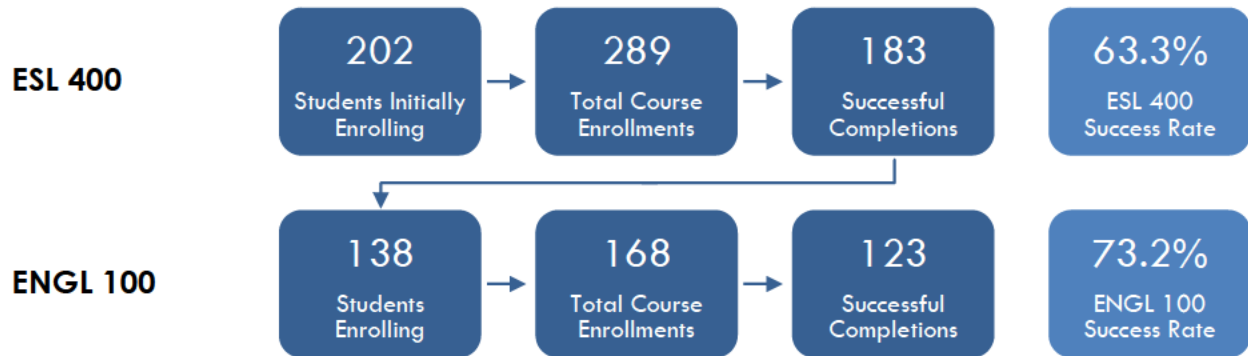
	4,301 Students Initially Enrolling in ENGL 848		1,294 Students Successfully Completing ENGL 110+**		30.1% ENGL 848/ENGL 110+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
<b>African American</b>	168	3.9	24	1.9	14.3
<b>Asian</b>	698	16.2	328	25.3	47.0
<b>Filipino</b>	461	10.7	127	9.8	27.5
<b>Hispanic</b>	740	17.2	198	15.3	26.8
<b>Pacific Islander</b>	127	3.0	28	2.2	22.0
<b>White</b>	1,289	30.0	405	31.3	31.4
<b>Multi Races</b>	131	3.0	23	1.8	17.6
<b>Other/Unknown</b>	687	16.0	161	12.5	23.4
<b>Total</b>	4,301	100	1,294	100	30.1

\* Coursework satisfying CSU GE and/or IGETC Transfer requirements (Critical Thinking).

\*\* Some students completed more than one course within this category, resulting in more course completions (1,352) than in students completing courses (1,294).

Notes: The study only considered those students whose first English course was ENGL 848, taken between Fall 2003 and Spring 2011. Coursework subsequent to ENGL 848 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
ESL 400 → ENGL 100  
Fall 2003 – Fall 2011**



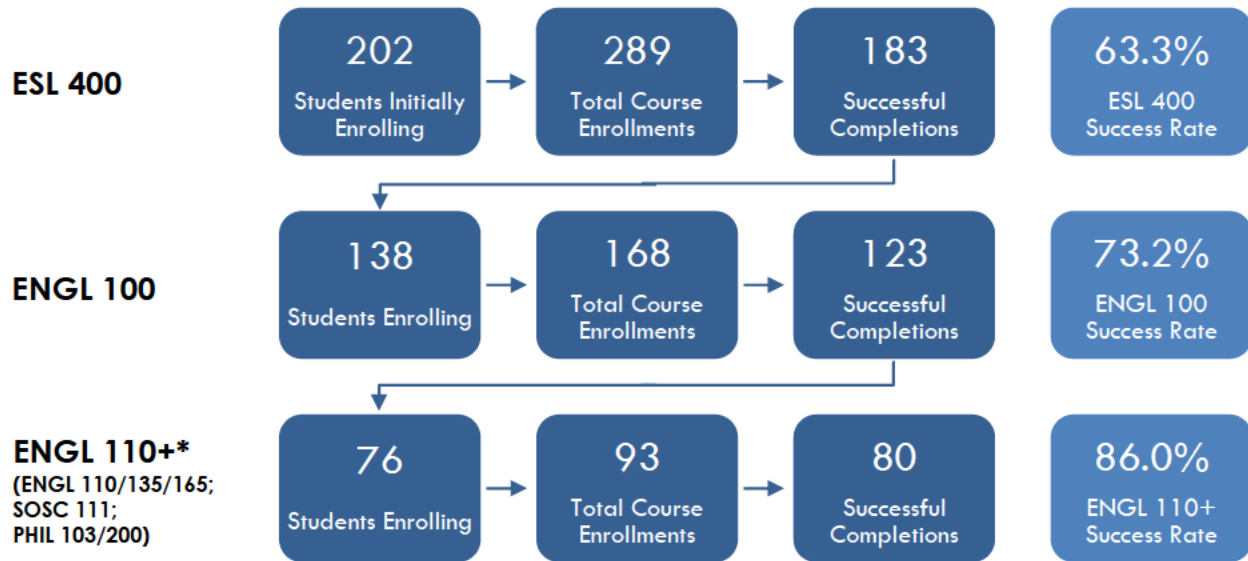
**ESL 400 to ENGL 100**

	202 Students Initially Enrolling in ESL 400		123 Students Successfully Completing ENGL 100		60.9% ESL 400/ENGL 100 Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	0	0.0	--	---	---
Asian	75	37.1	54	43.9	72.0
Filipino	8	4.0	5	4.1	62.5
Hispanic	53	26.2	26	21.1	49.1
Pacific Islander	0	0.0	--	---	---
White	32	15.8	20	16.3	62.5
Multi Races	1	0.5	0	0.0	0.0
Other/Unknown	33	16.4	18	14.6	54.5
<b>Total</b>	<b>202</b>	<b>100</b>	<b>123</b>	<b>100</b>	<b>60.9</b>

Notes: The study only considered those students whose first English course was ESL 400, taken between Fall 2003 and Spring 2011. Coursework subsequent to ESL 400 have been tracked through Fall 2011. Data include only courses enrolled at CSM.



**CSM Student Success Indicator  
Progression Beyond Basic Skills  
ESL 400 → ENGL 100 → and Beyond (ENGL 110)\*  
Fall 2003 – Fall 2011**



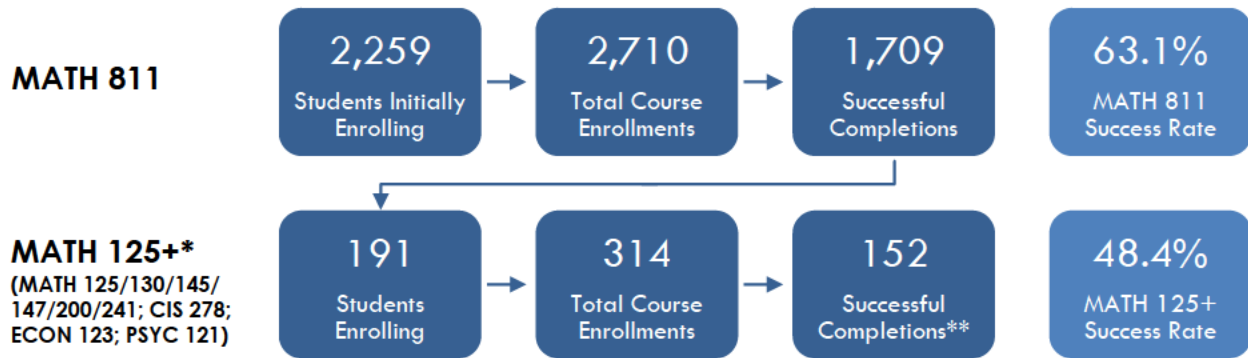
ESL 400 to ENGL 110+*	202 Students Initially Enrolling in ESL 400		71 Students Successfully Completing ENGL 110+		35.1% ESL 400/ENGL 110+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	0	0.0	--	--	--
Asian	75	37.1	38	53.5	50.7
Filipino	8	4.0	3	4.2	37.5
Hispanic	53	26.2	8	11.3	15.1
Pacific Islander	0	0.0	--	--	--
White	32	15.8	12	16.9	37.5
Multi Races	1	0.5	0	0.0	0.0
Other/Unknown	33	16.4	10	14.1	30.3
<b>Total</b>	<b>202</b>	<b>100</b>	<b>71</b>	<b>100</b>	<b>35.1</b>

\* Coursework satisfying CSU GE and/or IGETC Transfer requirements (Critical Thinking).

\*\* Some students completed more than one course within this category, resulting in more course completions (80) than in students completing courses (71).

Notes: The study only considered those students whose first English course was ESL 400, taken between Fall 2003 and Spring 2011. Coursework subsequent to ESL 400 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 811 → MATH 125+  
Fall 2000 – Fall 2008**



**MATH 811 to MATH 125+\***

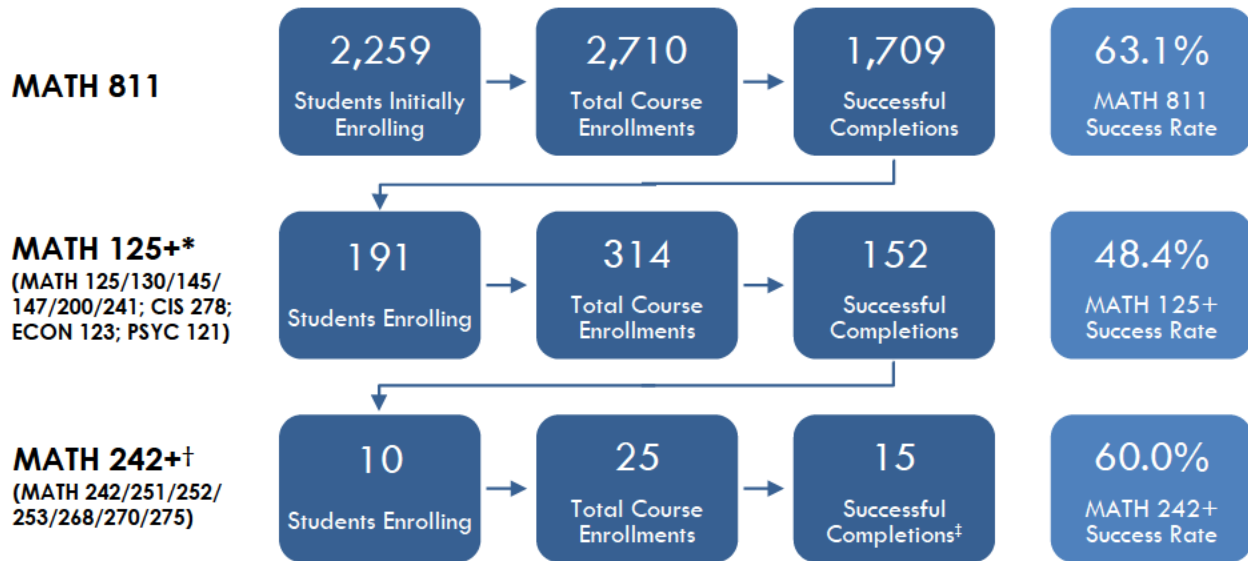
	2,259 Students Initially Enrolling in MATH 811		128 Students Successfully Completing MATH 125+**		5.7% MATH 811/MATH 125+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	233	10.3	4	3.1	1.7
Asian	105	4.6	15	11.7	14.3
Filipino	159	7.0	8	6.3	5.0
Hispanic	480	21.2	29	22.7	6.0
Pacific Islander	89	3.9	2	1.6	2.2
White	589	25.9	39	30.5	6.6
Multi Races	9	0.4	0	0.0	0.0
Other/Unknown	598	26.5	31	24.2	5.2
<b>Total</b>	<b>2,259</b>	<b>100</b>	<b>128</b>	<b>100</b>	<b>5.7</b>

\* Transfer math sequence.

\*\* Some students completed more than one course within this category, resulting in more course completions (152) than in students completing courses (128).

Notes: The study only considered those students whose first math course was MATH 811, taken between Fall 2000 and Fall 2008. Coursework subsequent to MATH 811 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 811 → MATH 125+\* → and Beyond (MATH 242+)†  
Fall 2000 – Fall 2008**



**MATH 811 to MATH 242+†**

	2,259 Students Initially Enrolling in MATH 811		8 Students Successfully Completing MATH 242+†		0.4% MATH 811/MATH 242+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	233	10.3	0	0.0	0.0
Asian	105	4.6	4	50.0	3.8
Filipino	159	7.0	0	0.0	0.0
Hispanic	480	21.2	2	25.0	0.4
Pacific Islander	89	3.9	0	0.0	0.0
White	589	25.9	1	12.5	0.2
Multi Races	9	0.4	0	0.0	0.0
Other/Unknown	598	26.5	1	12.5	0.2
<b>Total</b>	<b>2,259</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>0.4</b>

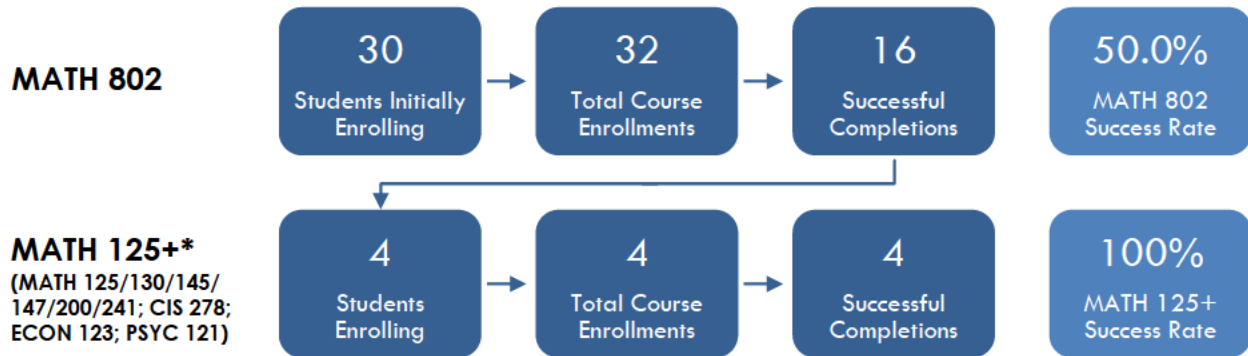
\* Transfer math sequence.

† Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).

‡ Some students completed more than one course within this category, resulting in more course completions (15) than in students completing courses (8).

Notes: The study only considered those students whose first math course was MATH 811, taken between Fall 2000 and Fall 2008. Coursework subsequent to MATH 811 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 802 → MATH 125+\*  
Fall 2000 – Spring 2009**



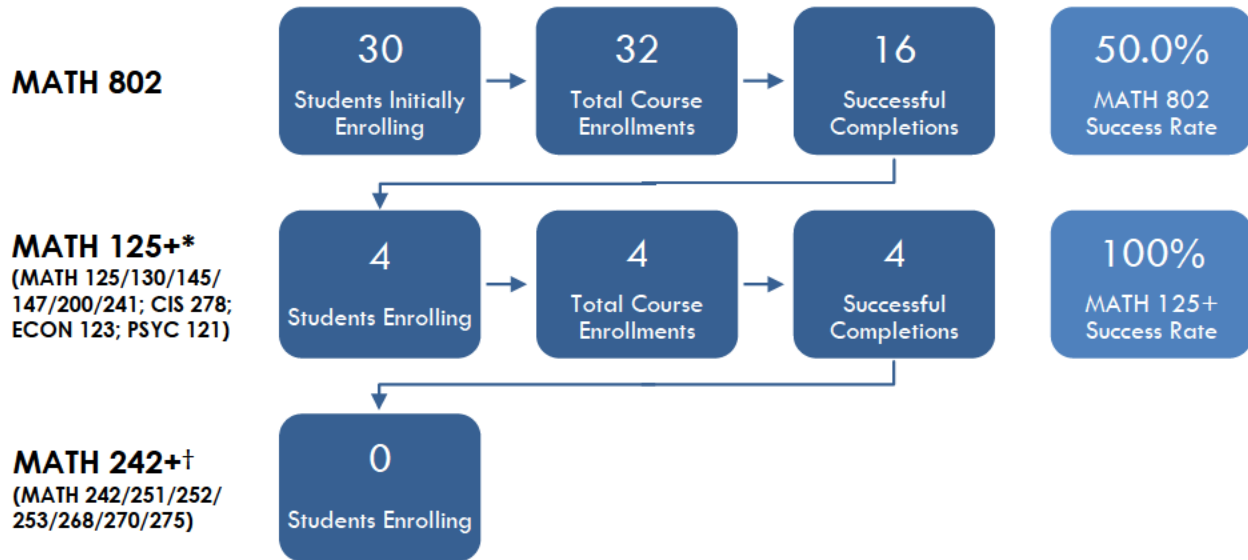
**MATH 802 to MATH 125+\***

	30 Students Initially Enrolling in MATH 802		4 Students Successfully Completing MATH 125+		13.3% MATH 802/MATH 125+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	3	10.0	0	0.0	0.0
Asian	3	10.0	0	0.0	0.0
Filipino	0	0.0	--	--	--
Hispanic	7	23.3	0	0.0	0.0
Pacific Islander	1	3.3	0	0.0	0.0
White	11	36.7	3	75.0	27.3
Multi Races	1	3.3	0	0.0	0.0
Other/Unknown	4	13.3	1	25.0	25.0
<b>Total</b>	<b>30</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>13.3</b>

\* Transfer math sequence.

Notes: The study only considered those students whose first math course was MATH 802, taken between Fall 2000 and Spring 2009. Coursework subsequent to MATH 802 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 802 → MATH 125+\* → and Beyond (MATH 242+)<sup>†</sup>  
Fall 2000 – Spring 2009**



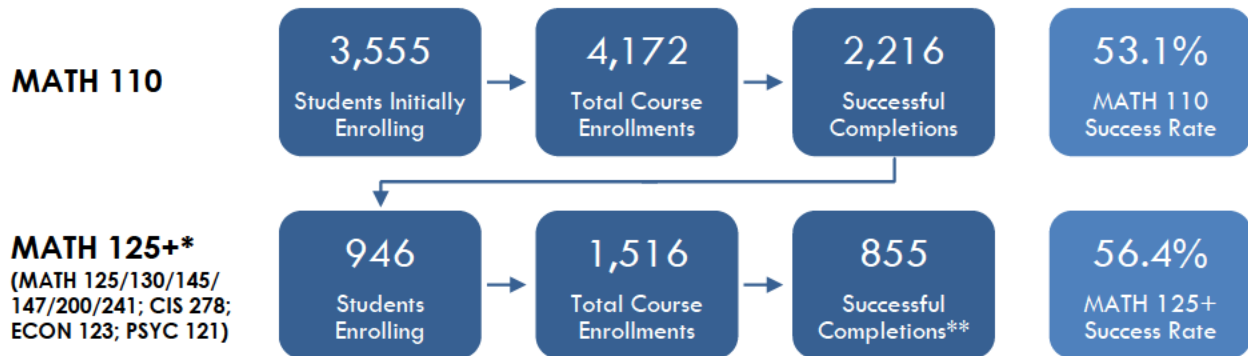
MATH 802 to MATH 242+ <sup>†</sup>	30 Students Initially Enrolling in MATH 802		0 Students Successfully Completing MATH 242+		0% MATH 802/MATH 242+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	3	10.0	0	0.0	0.0
Asian	3	10.0	0	0.0	0.0
Filipino	0	0.0	--	--	--
Hispanic	7	23.3	0	0.0	0.0
Pacific Islander	1	3.3	0	0.0	0.0
White	11	36.7	0	0.0	0.0
Multi Races	1	3.3	0	0.0	0.0
Other/Unknown	4	13.3	0	0.0	0.0
<b>Total</b>	<b>30</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0.0</b>

\* Transfer math sequence.

<sup>†</sup> Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).

Notes: The study only considered those students whose first math course was MATH 802, taken between Fall 2000 and Spring 2009. Coursework subsequent to MATH 802 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 110 → MATH 125+\*  
Fall 2000 – Spring 2010**



**MATH 110 to MATH 125+\***

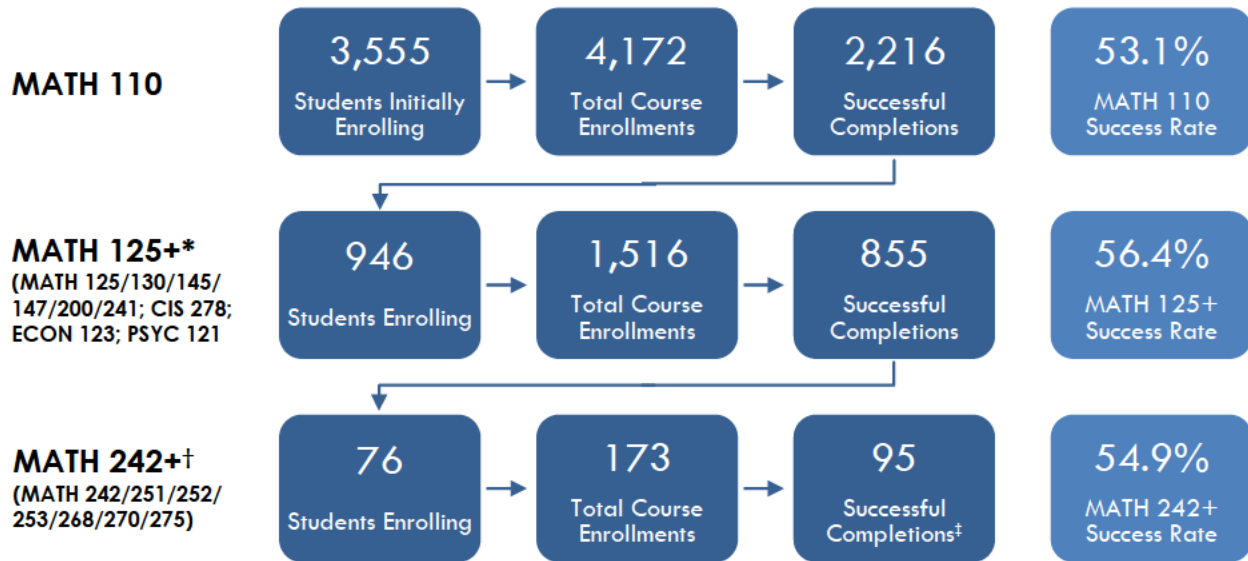
	3,555 Students Initially Enrolling in MATH 110		701 Students Successfully Completing MATH 125+**		19.7% MATH 110/MATH 125+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	146	4.1	15	2.2	10.3
Asian	382	10.7	103	14.7	27.0
Filipino	318	8.9	52	7.4	16.4
Hispanic	497	14.0	94	13.4	18.9
Pacific Islander	114	3.2	21	3.0	18.4
White	1,358	38.2	287	40.9	21.1
Multi Races	50	1.4	9	1.3	18.0
Other/Unknown	690	19.4	120	17.2	17.4
<b>Total</b>	<b>3,555</b>	<b>100</b>	<b>701</b>	<b>100</b>	<b>19.7</b>

\* Transfer math sequence.

\*\* Some students completed more than one course within this category, resulting in more course completions (855) than in students completing courses (701).

Notes: The study only considered those students whose first math course was MATH 110, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 110 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 110 → MATH 125+ → and Beyond (MATH 242+)<sup>†</sup>  
Fall 2000 – Spring 2010**



**MATH 110 to MATH 242+<sup>†</sup>**

	3,555 Students Initially Enrolling in MATH 110		49 Students Successfully Completing MATH 242+ <sup>†</sup>		1.4% MATH 110/MATH 242+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
<b>African American</b>	146	4.1	0	0.0	0.0
<b>Asian</b>	382	10.7	15	30.6	3.9
<b>Filipino</b>	318	8.9	2	4.1	0.6
<b>Hispanic</b>	497	14.0	8	16.3	1.6
<b>Pacific Islander</b>	114	3.2	2	4.1	1.8
<b>White</b>	1,358	38.2	16	32.7	1.2
<b>Multi Races</b>	50	1.4	0	0.0	0.0
<b>Other/Unknown</b>	690	19.4	6	12.2	0.9
<b>Total</b>	3,555	100	49	100	1.4

\* Transfer math sequence.

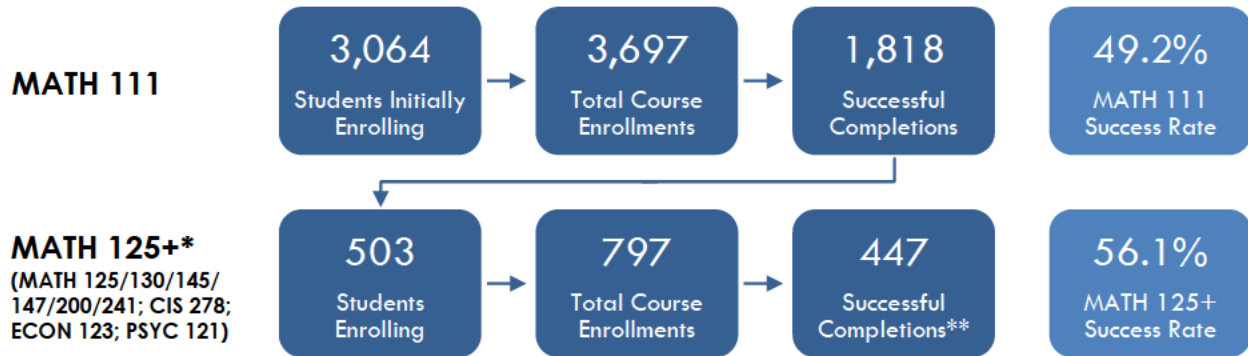
<sup>†</sup> Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).

<sup>‡</sup> Some students completed more than one course within this category, resulting in more course completions (95) than in students completing courses (49).

Notes: The study only considered those students whose first math course was MATH 110, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 110 have been tracked through Fall 2011. Data include only courses enrolled at CSM.



**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 111 → MATH 125+\*  
Fall 2000 – Fall 2009**



**MATH 111 to MATH 125+\***

	3,064 Students Initially Enrolling in MATH 111		374 Students Successfully Completing MATH 125+**		12.2% MATH 111/MATH 125+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
<b>African American</b>	176	5.7	11	2.9	6.3
<b>Asian</b>	237	7.7	44	11.8	18.6
<b>Filipino</b>	235	7.7	22	5.9	9.4
<b>Hispanic</b>	473	15.4	62	16.6	13.1
<b>Pacific Islander</b>	104	3.4	17	4.5	16.3
<b>White</b>	1,119	36.5	144	38.5	12.9
<b>Multi Races</b>	23	0.8	2	0.5	8.7
<b>Other/Unknown</b>	697	22.7	72	19.3	10.3
<b>Total</b>	3,064	100	374	100	12.2

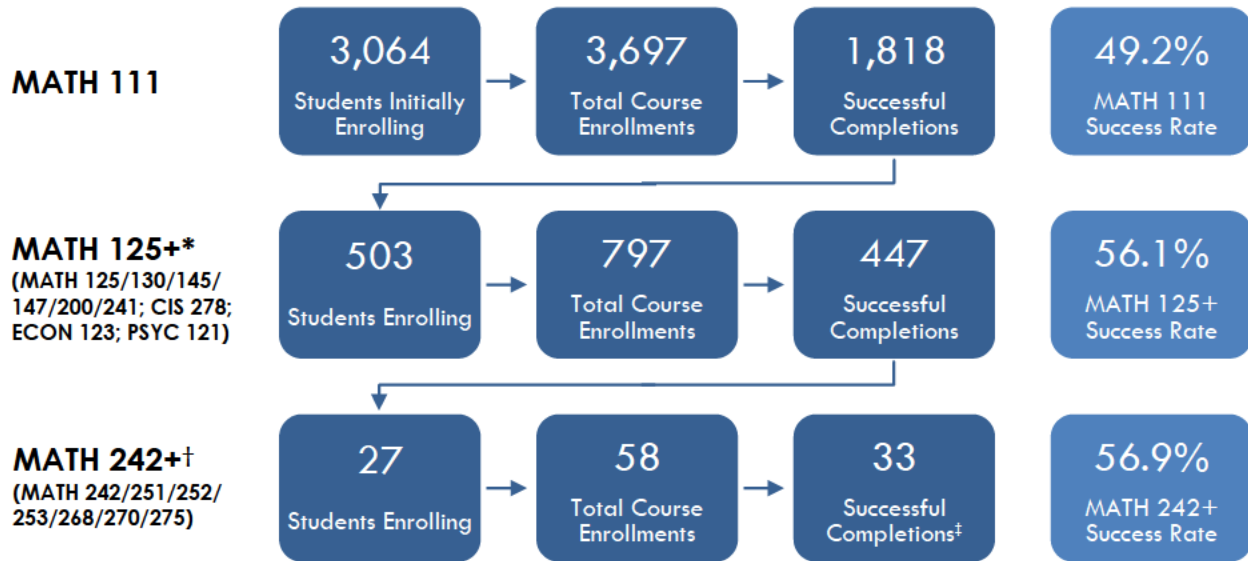
\* Transfer math sequence.

\*\* Some students completed more than one course within this category, resulting in more course completions (447) than in students completing courses (374).

Notes: The study only considered those students whose first math course was MATH 111, taken between Fall 2000 and Fall 2009. Coursework subsequent to MATH 111 have been tracked through Fall 2011. Data include only courses enrolled at CSM.



**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 111 → MATH 125+\* → and Beyond (MATH 242+)<sup>†</sup>  
Fall 2000 – Fall 2009**



**MATH 111 to MATH 242+<sup>†</sup>**

	3,064 Students Initially Enrolling in MATH 111		17 Students Successfully Completing MATH 242+ <sup>†</sup>		0.6% MATH 111/MATH 242+ Completion Rate	
	Ethnicity		Ethnicity		Ethnicity	
	Count	Percent	Count	Percent	Completion Rate	
African American	176	5.7	1	5.9	0.6	
Asian	237	7.7	3	17.6	1.3	
Filipino	235	7.7	0	0.0	0.0	
Hispanic	473	15.4	4	23.5	0.8	
Pacific Islander	104	3.4	0	0.0	0.0	
White	1,119	36.5	7	41.2	0.6	
Multi Races	23	0.8	0	0.0	0.0	
Other/Unknown	697	22.7	2	11.8	0.3	
<b>Total</b>	<b>3,064</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>0.6</b>	

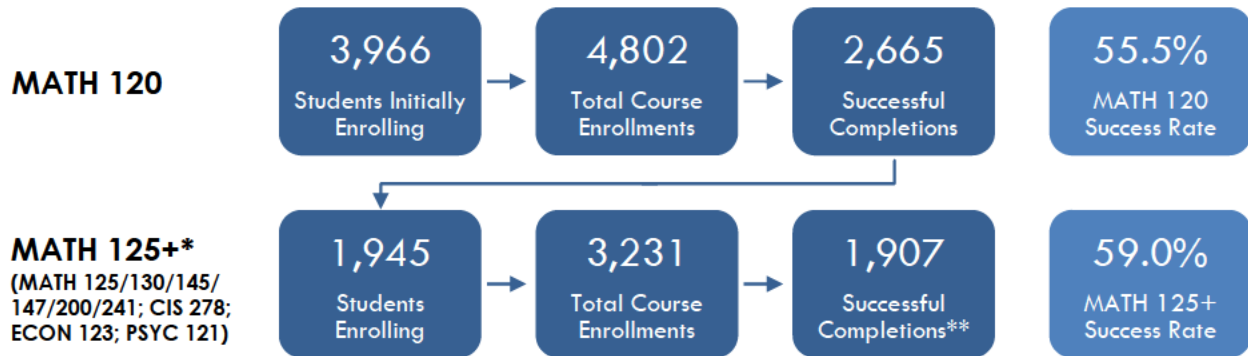
\* Transfer math sequence.

<sup>†</sup> Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).

<sup>‡</sup> Some students completed more than one course within this category, resulting in more course completions (33) than in students completing courses (17).

Notes: The study only considered those students whose first math course was MATH 111, taken between Fall 2000 and Fall 2009. Coursework subsequent to MATH 111 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 120 → MATH 125+\*  
Fall 2000 – Spring 2010**



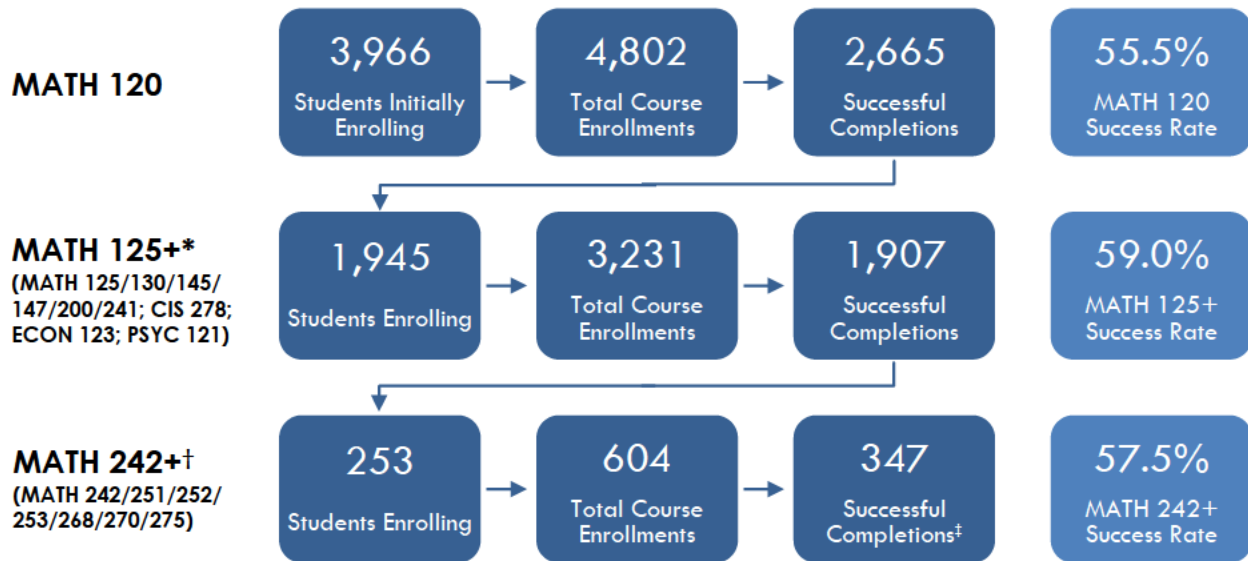
MATH 120 to MATH 125+*	3,966 Students Initially Enrolling in MATH 120		1,507 Students Successfully Completing MATH 125+**		38.0% MATH 120/MATH 125+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	127	3.2	28	1.9	22.0
Asian	697	17.6	306	20.3	43.9
Filipino	401	10.1	141	9.4	35.2
Hispanic	497	12.5	157	10.4	31.6
Pacific Islander	89	2.2	27	1.8	30.3
White	1,423	35.9	579	38.4	40.7
Multi Races	51	1.3	16	1.1	31.4
Other/Unknown	681	17.1	253	16.7	37.2
<b>Total</b>	<b>3,966</b>	<b>100</b>	<b>1,507</b>	<b>100</b>	<b>38.0</b>

\* Transfer math sequence.

\*\* Some students completed more than one course within this category, resulting in more course completions (1,907) than in students completing courses (1,507).

Notes: The study only considered those students whose first math course was MATH 120, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 120 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 120 → MATH 125+\* → and Beyond (MATH 242+)<sup>†</sup>  
Fall 2000 – Spring 2010**



**MATH 120 to MATH 242+<sup>†</sup>**

	3,966 Students Initially Enrolling in MATH 120		185 Students Successfully Completing MATH 242+ <sup>†</sup>		4.7% MATH 120/MATH 242+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
<b>African American</b>	127	3.2	3	1.6	2.4
<b>Asian</b>	697	17.6	67	36.2	9.6
<b>Filipino</b>	401	10.1	13	7.0	3.2
<b>Hispanic</b>	497	12.5	16	8.6	3.2
<b>Pacific Islander</b>	89	2.2	3	1.6	3.4
<b>White</b>	1,423	35.9	56	30.3	3.9
<b>Multi Races</b>	51	1.3	3	1.6	5.9
<b>Other/Unknown</b>	681	17.1	24	13.0	3.5
<b>Total</b>	3,966	100	185	100	4.7

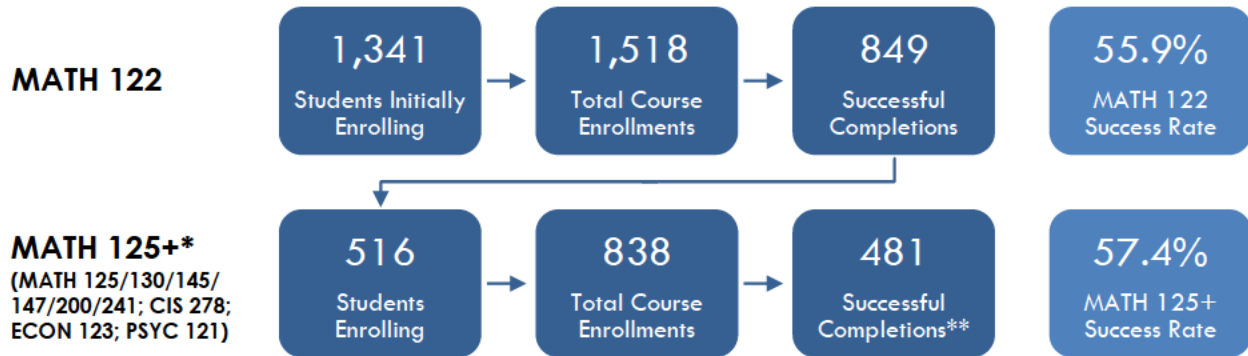
\* Transfer math sequence.

<sup>†</sup> Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).

<sup>‡</sup> Some students completed more than one course within this category, resulting in more course completions (347) than in students completing courses (185).

Notes: The study only considered those students whose first math course was MATH 120, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 120 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 122 → MATH 125+\*  
Fall 2000 – Spring 2010**



**MATH 122 to MATH 125+\***

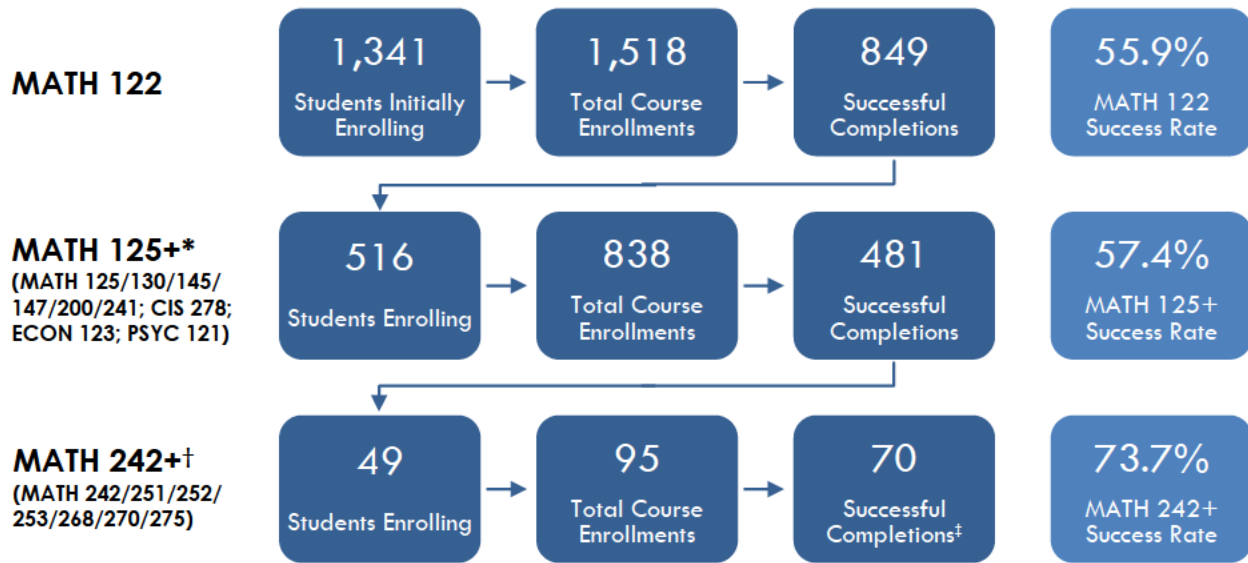
	1,341 Students Initially Enrolling in MATH 122		381 Students Successfully Completing MATH 125+**		28.4% MATH 122/MATH 125+ Completion Rate
	Ethnicity		Ethnicity		Ethnicity
	Count	Percent	Count	Percent	Completion Rate
African American	42	3.1	7	1.8	9.5
Asian	173	12.9	66	17.3	38.2
Filipino	105	7.8	26	6.8	24.8
Hispanic	171	12.8	50	13.1	29.2
Pacific Islander	29	2.2	7	1.8	24.1
White	542	40.4	155	40.7	28.6
Multi Races	15	1.1	1	0.3	6.7
Other/Unknown	264	19.7	69	18.1	26.1
<b>Total</b>	<b>1,341</b>	<b>100</b>	<b>381</b>	<b>100</b>	<b>28.4</b>

\* Transfer math sequence.

\*\* Some students completed more than one course within this category, resulting in more course completions (481) than in students completing courses (381).

Notes: The study only considered those students whose first math course was MATH 122, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 122 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

**CSM Student Success Indicator  
Progression Beyond Basic Skills  
MATH 122 → MATH 125+\* → and Beyond (MATH 242+)<sup>†</sup>  
Fall 2000 – Spring 2010**



MATH 122 to MATH 242+ <sup>†</sup>	1,341 Students Initially Enrolling in MATH 122		41 Students Successfully Completing MATH 242+ <sup>†</sup>		3.1% MATH 122/MATH 242+ Completion Rate	
	Ethnicity		Ethnicity		Ethnicity	
	Count	Percent	Count	Percent	Completion Rate	
African American	42	3.1	0	0.0	0.0	
Asian	173	12.9	17	41.5	9.8	
Filipino	105	7.8	3	7.3	2.9	
Hispanic	171	12.8	6	14.6	3.5	
Pacific Islander	29	2.2	1	2.4	3.4	
White	542	40.4	11	26.8	2.0	
Multi Races	15	1.1	0	0.0	0.0	
Other/Unknown	264	19.7	3	7.3	1.1	
<b>Total</b>	<b>1,341</b>	<b>100</b>	<b>41</b>	<b>100</b>	<b>3.1</b>	

\* Transfer math sequence.

<sup>†</sup> Coursework satisfying CSU GE and/or IGETC Transfer requirements (Mathematical Concepts).

<sup>‡</sup> Some students completed more than one course within this category, resulting in more course completions (70) than in students completing courses (41).

Notes: The study only considered those students whose first math course was MATH 122, taken between Fall 2000 and Spring 2010. Coursework subsequent to MATH 122 have been tracked through Fall 2011. Data include only courses enrolled at CSM.

## ***Successful Course Completion by Gender*** **Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11**

### **Data Included:**

- Table A: *Course Success and Withdrawal by Gender: 2010-11 Academic Year (Fall + Spring)*
- Table B: *Course Completion by Gender: Count, Success Rate, and Withdraw Rate, Academic Years 2007-08 to 2010-11 (Fall + Spring)*

### **Key Findings:**

- Table A displays rates of successful course completion by gender. Female students have a somewhat a higher rate of successful course completion rate than male students: 71% vs. 67%.
- Table A also displays data for withdrawal ("W") rates: 16% for female students vs. 17% for males.
- Table B displays rates of successful course completion and "W" rates for 4 consecutive academic years 2007-08 through 2010-11. These data indicate the same patterns of success and "W" rates described in the above bullets.

### Course Success and Withdrawal by Gender: 2010-11 Academic Year (Fall + Spring)



Note: Data are from Fall and Spring semesters, combined. Success = A, B, C, and P only. Does not include students with a D, F, or Incomplete. Data do not include those for whom gender is unrecorded.

Source: SMCCCD Student Database

**Table A**

### Course Completion by Gender: Count, Success Rate, and Withdraw Rate Academic Years 2007-08 to 2010-11 (Fall + Spring)

	2007-08			2008-09			2009-10			2010-11		
	Count	SR	WR	Count	SR	WR	Count	SR	WR	Count	SR	WR
<b>Female</b>	26,788	70%	17%	26,849	71%	16%	27,515	71%	15%	24,109	71%	16%
<b>Male</b>	26,358	69	16	25,835	68	17	26,351	67	16	25,497	67	17
<b>Total</b>	54,990	70%	16%	55,132	70%	16%	56,445	70%	15%	52,099	69%	16%

Notes: SR=Success Rate. WR=Withdraw Rate. Count represents the total number of course enrollments. Data are from Fall and Spring semesters, combined. Success = A, B, C, and P only. Does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

**Table B**

## *Successful Course Completion by Age* Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11

### Data Included:

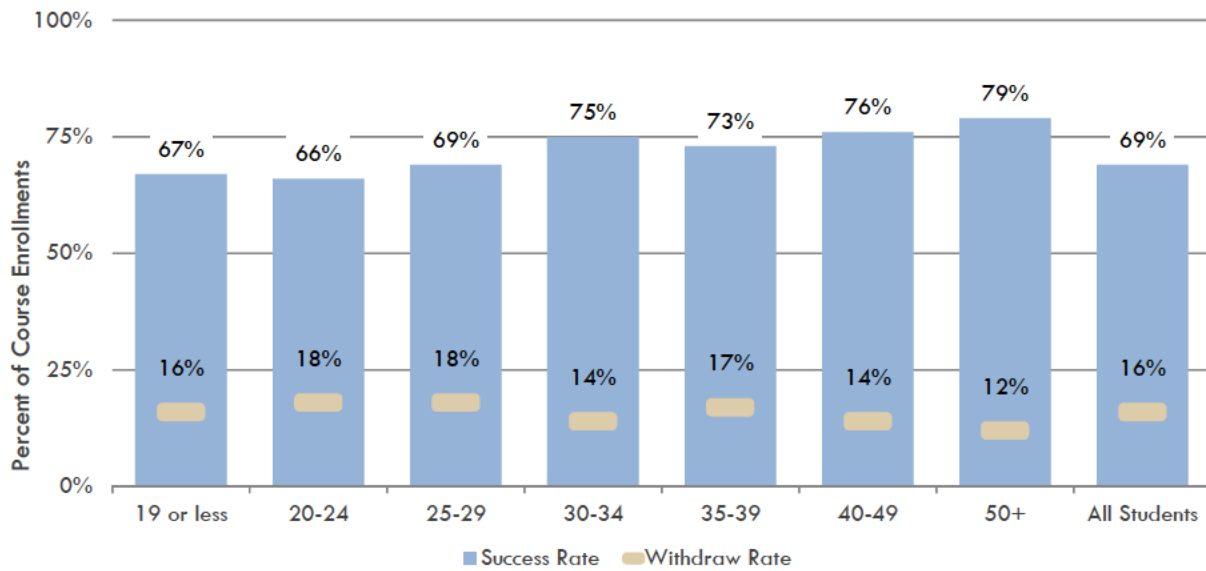
- Table A: *Course Success and Withdrawal by Age: 2010-11 Academic Year (Fall + Spring)*
- Table B: *Course Completion by Age: Count, Success Rate, and Withdraw Rate, Academic Years 2007-08 to 2010-11 (Fall + Spring)*

### Key Findings:

- Overall, 69% of all CSM courses were successfully completed in the 2010-11 academic year. Table A displays rates of successful course completion by various age categories.
- Younger students have the lowest successful course completion rates while older students have the highest successful course completion rates. These rates range from 66% for students aged 20 – 24 to 79% for students 50 years or older. (See Table A)
- Table A also displays data for withdrawal (“W”) rates. Overall, 16% of all CSM courses attempted resulted in a “W.”
- Younger students have the highest “W” rates while older students have the lowest “W” rates. (See Table A)
- Table B displays rates of successful course completion and “W” rates for 4 consecutive academic years 2007-08 through 2010-11. These data indicate the same patterns of success and “W” rates for various age groups described in the above bullets.
- Although not shown here, these patterns of overall success and “W” rates have been consistently represented in CSM data for more than 20 years.



### Course Success and Withdrawal by Age: 2010-11 Academic Year (Fall + Spring)



Note: Data are from Fall and Spring semesters, combined. Success = A, B, C, and P only. Does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

**Table A**

### Course Completion by Age: Count, Success Rate, and Withdraw Rate Academic Years 2007-08 to 2010-11 (Fall +Spring)

	2007-08			2008-09			2009-10			2010-11		
	Count	SR	WR	Count	SR	WR	Count	SR	WR	Count	SR	WR
19 or less	16,714	66%	17%	16,387	66%	17%	17,051	66%	15%	16,034	67%	16%
20-24	17,770	66	18	17,522	66	19	18,109	66	18	16,962	66	18
25-29	5,673	72	16	5,703	73	16	6,003	73	16	5,671	69	18
30-34	3,256	76	14	3,385	75	15	3,526	73	16	3,156	75	14
35-39	2,631	76	14	2,501	75	15	2,333	73	16	2,069	73	17
40-49	3,990	76	14	3,945	77	12	3,793	76	14	3,359	76	14
50+	4,161	81	11	4,353	81	11	4,233	83	10	3,386	79	12
Unrecorded	795	73	12	1,336	77	12	1,397	73	10	1,462	78	11
<b>Total</b>	<b>54,990</b>	<b>70%</b>	<b>16%</b>	<b>55,132</b>	<b>70%</b>	<b>16%</b>	<b>56,445</b>	<b>70%</b>	<b>15%</b>	<b>52,099</b>	<b>69%</b>	<b>16%</b>

Notes: SR=Success Rate. WR=Withdraw Rate. Count represents the total number of course enrollments. Academic Year data (e.g., 2010-11) are from Fall and Spring semesters, combined. Success = A, B, C, and P only. Does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

**Table B**

## ***Successful Course Completion by Ethnicity*** **Count, Success Rate, and Withdraw Rate: 2007-08 to 2010-11**

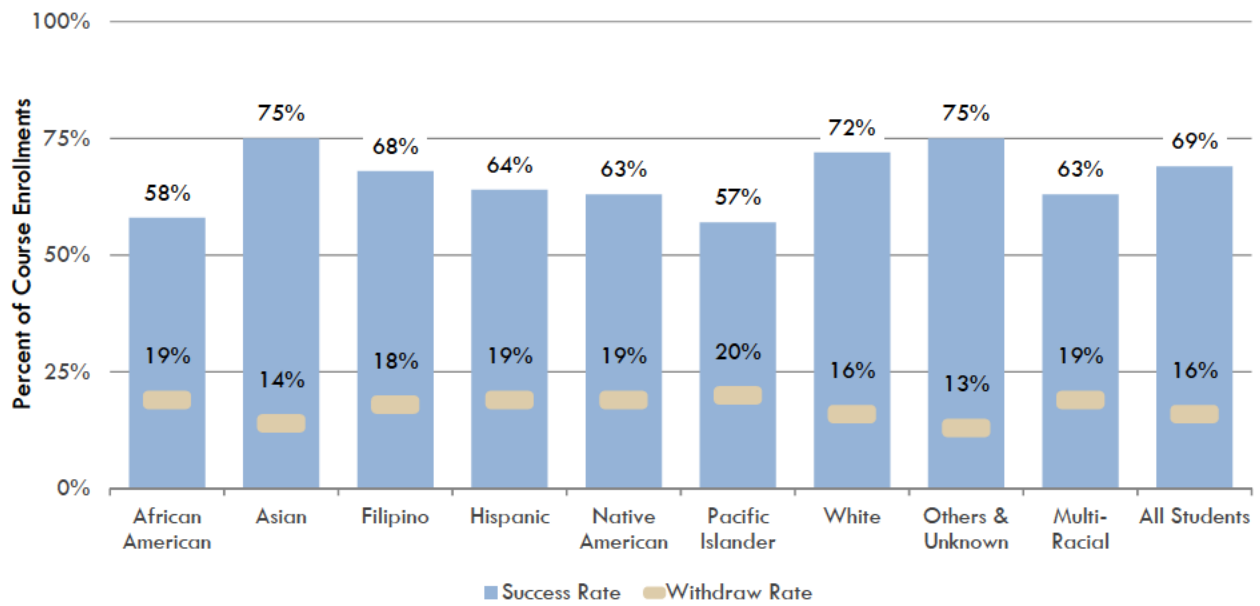
### **Data Included:**

- Table A: *Course Success and Withdrawal by Ethnicity: 2010-11 Academic Year (Fall + Spring)*
- Table B: *Course Completion by Ethnicity: Count, Success Rate, and Withdraw Rate, Academic Years 2007-08 to 2010-11 (Fall + Spring)*

### **Key Findings:**

- Overall, CSM students successfully completed 69% of all courses in the 2010-11 academic year. Table A displays rates of successful course completion by various ethnicity categories.
- Ethnic variations in successful course completion rates range from 57% for Pacific Islanders to 75% for Asian students. (See Table A)
- Table A also displays data for withdrawal ("W") rates. Overall, 16% of all CSM courses attempted resulted in a "W." These rates vary from 13% to 20%.
- Table B displays rates of successful course completion and "W" rates for 4 consecutive academic years 2007-08 through 2010-11. These data indicate the same patterns of success and "W" rates for various ethnic groups described in the above bullets.

### Course Success and Withdrawal by Ethnicity: 2010-11 Academic Year (Fall + Spring)



Note: Data are from Fall and Spring semesters, combined. Success = A, B, C, and P only. Does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

**Table A**

### Course Completion by Ethnicity: Count, Success Rate, and Withdraw Rate Academic Years 2007-08 to 2010-11 (Fall + Spring)

	2007-08			2008-09			2009-10			2010-11		
	Count	SR	WR	Count	SR	WR	Count	SR	WR	Count	SR	WR
<b>African American</b>	2,341	62%	18%	2,296	61%	17%	2,270	61%	16%	2,047	58%	19%
<b>Asian</b>	8,621	75	15	8,724	75	15	8,804	75	14	8,091	75	14
<b>Filipino</b>	3,939	66	18	3,733	68	18	3,889	70	16	3,746	68	18
<b>Hispanic</b>	10,982	63	20	11,267	63	20	11,255	64	18	10,132	64	19
<b>Native American</b>	319	60	20	324	64	18	265	66	17	191	63	19
<b>Pacific Islander</b>	1,509	63	19	1,536	64	17	1,511	59	19	1,470	57	20
<b>White</b>	19,806	73	15	19,310	73	15	19,424	72	14	16,898	72	16
<b>Others &amp; Unknown</b>	7,473	71	15	7,942	71	15	9,027	69	15	4,867	75	13
<b>Multi-Racial</b>	---	---	---	---	---	---	---	---	---	4,657	63	19
<b>Total</b>	54,990	70%	16%	55,132	70%	16%	56,445	70%	15%	52,099	69%	16%

Notes: SR=Success Rate. WR=Withdraw Rate. Count represents the total number of course enrollments. Academic Year data (e.g., 2010-11) are from Fall and Spring semesters, combined. Success = A, B, C, and Cr only. Does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

Table B

## *CSM Degrees and Certificates by Gender* Fall 2006 to Summer 2011 (15 Terms)

### Data Included:

- Table A: *CSM Degrees and Certificates by Gender*
- Table B: *CSM Degrees and Certificates by Gender by Academic Year*
- Note: Tables A and B contain data spanning 15 terms, Fall 2006 – Summer 2011. For comparative purposes a Fall 2010 gender profile is also included in Table A. Findings, included below, are conclusions based upon this 15-term period.

### Key Findings:

- A total of 4,233 Degrees and Certificates were awarded, Fall 2006 – Summer 2011. Female students earn a larger proportion of these awards than male students: 54.4% vs. 44.1%. (See Table A)
- The proportion of female students earning awards is greater than male students for each award type—i.e., AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Specialization. (See Table A)
- The above gender disproportions are also reflected for each year's data presented in Table B.

### CSM Degrees and Certificates by Gender

	Associate Degrees						Certificates						Total Degrees and Certificates	Student Gender Fall 2010	
	Arts		Science		Total		Achievement		Specialization		Total				
<b>Female</b>	774	56.4%	356	52.6%	1,130	55.1%	741	52.1%	430	56.6%	1,171	53.6%	2,301	54.4%	48.4
<b>Male</b>	583	42.5	314	46.4	897	43.8	659	46.3	312	41.1	971	44.5	1,868	44.1	49.1
<b>Unknown</b>	16	1.2	7	1.0	23	1.1	23	1.6	18	2.4	41	1.9	64	1.5	2.5
<b>Total</b>	1,373	100%	677	100%	2,050	100%	1,423	100%	760	100%	2,183	100%	4,233	100%	100%

Note: Data span 15 terms from Fall 2006 through Summer 2011.

Source: SMCCCD Student Database, Term Degrees Certificates and First Census

**Table A**

**CSM Degrees and Certificates by Gender by Academic Year**

	Female	Male	Unknown	Total
<b>All AA/AS</b>				
2006-07	209 (54.1%)	173 (44.8%)	4 (1.0%)	386 (100%)
2007-08	215 (53.8)	180 (45.0)	5 (1.3)	400 (100)
2008-09	230 (53.2)	197 (45.6)	5 (1.2)	432 (100)
2009-10	259 (55.9)	197 (42.5)	7 (1.5)	463 (100)
2010-11	217 (58.8)	150 (40.7)	2 (0.5)	369 (100)
<b>Grand Total</b>	<b>1,130 (55.1%)</b>	<b>897 (43.8%)</b>	<b>23 (1.1%)</b>	<b>2050 (100%)</b>
<b>All CA/CS</b>				
2006-07	201 (60.9%)	127 (38.5%)	2 (0.6%)	330 (100%)
2007-08	239 (56.5)	179 (42.3)	5 (1.2)	423 (100)
2008-09	196 (46.2)	222 (52.4)	6 (1.4)	424 (100)
2009-10	285 (55.0)	218 (42.1)	15 (2.9)	518 (100)
2010-11	250 (51.2)	225 (46.1)	13 (2.7)	488 (100)
<b>Grand Total</b>	<b>1,171 (53.6%)</b>	<b>971 (44.5%)</b>	<b>41 (1.9%)</b>	<b>2,183 (100%)</b>
<b>All Degrees and Certificates</b>				
2006-07	410 (57.3%)	300 (41.9%)	6 (0.8%)	716 (100%)
2007-08	454 (55.2)	359 (43.6)	10 (1.2)	823 (100)
2008-09	426 (49.8)	419 (48.9)	11 (1.3)	856 (100)
2009-10	544 (55.5)	415 (42.3)	22 (2.2)	981 (100)
2010-11	467 (54.5)	375 (43.8)	15 (1.8)	857 (100)
<b>Grand Total</b>	<b>2,301 (54.4%)</b>	<b>1,868 (44.1%)</b>	<b>64 (1.5%)</b>	<b>4,233 (100%)</b>

Notes: Data span 15 terms from Fall 2006 through Summer 2011. The academic year is comprised of three terms: Fall, Spring, and Summer, in that order. For example, the 2006-07 academic year is comprised of Fall 2006, Spring 2007, and Summer 2007. Source: SMCCCD Student Database, Term Degrees Certificates and First Census

**Table B**



## *CSM Degrees and Certificates by Age* Fall 2006 to Summer 2011 (15 Terms)

### Data Included:

- Table A: *CSM Degrees and Certificates by Age*
- Table B: *CSM Degrees and Certificates by Age by Academic Year*
- Note: Tables A and B contain data spanning 15 terms, Fall 2006 – Summer 2011. For comparative purposes a Fall 2010 age profile is also included in Table A. Findings, included below, are conclusions based upon this 15-term period.

### Key Findings:

- A total of 4,233 Degrees and Certificates were awarded, Fall 2006 – Summer 2011. More than  $\frac{3}{4}$  of all awards (76.6%) are earned by students 20 – 39. In comparison, only 53% of all CSM students are in this age range. (See Table A)
- Conversely, although students younger than 20 comprise 28.5% of all students, they represent only 3.8% of all award earners. (See Table A)
- Approximately the same relationship between age and earning awards is found for each award type—i.e., AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Specialization. (See Table A)
- The above age-related disproportions in award earning are also reflected for each year's data presented in Table B.

**CSM Degrees and Certificates by Age**

	Associate Degrees						Certificates						Total Degrees and Certificates	Student Age Fall 2010	
	Arts		Science		Total		Achievement		Specialization		Total				
<b>Younger than 20</b>	46	3.4%	9	1.3%	55	2.7%	72	5.1%	34	4.5%	106	4.9%	161	3.8%	28.5
<b>20 - 24</b>	776	56.5	259	38.3	1,035	50.5	458	32.2	122	16.1	580	26.6	1,615	38.2	27.5
<b>25 - 29</b>	224	16.3	162	23.9	386	18.8	307	21.6	117	15.4	424	19.4	810	19.1	13.2
<b>30 - 39</b>	160	11.7	148	21.9	308	15.0	290	20.4	220	28.9	510	23.4	818	19.3	13.1
<b>40 - 49</b>	104	7.6	70	10.3	174	8.5	175	12.3	152	20.0	327	15.0	501	11.8	8.4
<b>50 - 59</b>	54	3.9	23	3.4	77	3.8	93	6.5	89	11.7	182	8.3	259	6.1	5.9
<b>60 and older</b>	9	0.7	6	0.9	15	0.7	28	2.0	26	3.4	54	2.5	69	1.6	3.4
<b>Total</b>	1,373	100%	677	100%	2,050	100%	1,423	100%	760	100%	2,183	100%	4,233	100%	0%

Note: Data span 15 terms from Fall 2006 through Summer 2011.

Source: SMCCCD Student Database, Term Degrees Certificates and First Census

Table A

**CSM Degrees and Certificates by Age by Academic Year**

	Younger than 20	20 - 24	25 - 29	30 - 39	40 - 49	50 - 59	60 and older	Total
<b>All AA/AS</b>								
2006-07	11 (2.8%)	198 (51.3%)	73 (18.9%)	63 (16.3%)	24 (6.2%)	14 (3.6%)	3 (0.8%)	386 (100%)
2007-08	17 (4.3)	210 (52.5)	69 (17.3)	58 (14.5)	32 (8.0)	12 (3.0)	2 (0.5)	400 (100)
2008-09	15 (3.5)	215 (49.8)	92 (21.3)	53 (12.3)	37 (8.6)	20 (4.6)	0 (0.0)	432 (100)
2009-10	6 (1.3)	230 (49.7)	91 (19.7)	67 (14.5)	41 (8.9)	20 (4.3)	8 (1.7)	463 (100)
2010-11	6 (1.6)	182 (49.3)	61 (16.5)	67 (18.2)	40 (10.8)	11 (3.0)	2 (0.5)	369 (100)
<b>Grand Total</b>	<b>55 (2.7%)</b>	<b>1,035 (50.5%)</b>	<b>386 (18.8%)</b>	<b>308 (15.0%)</b>	<b>174 (8.5%)</b>	<b>77 (3.8%)</b>	<b>15 (0.7%)</b>	<b>2,050 (100%)</b>
<b>All CA/CS</b>								
2006-07	10 (3.0%)	77 (23.3%)	58 (17.6%)	85 (25.8%)	54 (16.4%)	32 (9.7%)	14 (4.2%)	330 (100%)
2007-08	17 (4.0)	79 (18.7)	96 (22.7)	114 (27.0)	69 (16.3)	39 (9.2)	9 (2.1)	423 (100)
2008-09	24 (5.7)	124 (29.2)	72 (17.0)	91 (21.5)	69 (16.3)	37 (8.7)	7 (1.7)	424 (100)
2009-10	28 (5.4)	139 (26.8)	100 (19.3)	115 (22.2)	71 (13.7)	47 (9.1)	18 (3.5)	518 (100)
2010-11	27 (5.5)	161 (33.0)	98 (20.1)	105 (21.5)	64 (13.1)	27 (5.5)	6 (1.2)	488 (100)
<b>Grand Total</b>	<b>106 (4.9%)</b>	<b>580 (26.6%)</b>	<b>424 (19.4%)</b>	<b>510 (23.4%)</b>	<b>327 (15.0%)</b>	<b>182 (8.3%)</b>	<b>54 (2.5%)</b>	<b>2,183 (100%)</b>
<b>All Degrees and Certificates</b>								
2006-07	21 (2.9%)	275 (38.4%)	131 (18.3%)	148 (20.7%)	78 (10.9%)	46 (6.4%)	17 (2.4%)	716 (100%)
2007-08	34 (4.1)	289 (35.1)	165 (20.0)	172 (20.9)	101 (12.3)	51 (6.2)	11 (1.3)	823 (100)
2008-09	39 (4.6)	339 (39.6)	164 (19.2)	144 (16.8)	106 (12.4)	57 (6.7)	7 (0.8)	856 (100)
2009-10	34 (3.5)	369 (37.6)	191 (19.5)	182 (18.6)	112 (11.4)	67 (6.8)	26 (2.7)	981 (100)
2010-11	33 (3.9)	343 (40.0)	159 (18.6)	172 (20.1)	104 (12.1)	38 (4.4)	8 (0.9)	857 (100)
<b>Grand Total</b>	<b>161 (3.8%)</b>	<b>1,615 (38.2%)</b>	<b>810 (19.1%)</b>	<b>818 (19.3%)</b>	<b>501 (11.8%)</b>	<b>259 (6.1%)</b>	<b>69 (1.6%)</b>	<b>4,233 (100%)</b>

Notes: Data span 15 terms from Fall 2006 through Summer 2011. The academic year is comprised of three terms: Fall, Spring, and Summer, in that order. For example, the 2006-07 academic year is comprised of Fall 2006, Spring 2007, and Summer 2007.

Source: SMCCCD Student Database, Term Degrees Certificates and First Census

**Table B**

## *CSM Degrees and Certificates by Ethnicity* Fall 2006 to Summer 2011 (15 Terms)

### Data Included:

- Table A: *CSM Degrees and Certificates by Ethnicity*
- Table B: *CSM Degrees and Certificates by Ethnicity by Academic Year*
- Note: Tables A and B contain data spanning 15 terms, Fall 2006 – Summer 2011. For comparative purposes a Fall 2010 ethnicity profile is also included in Table A. Findings, included below, are conclusions based upon this 15-term period.

### Key Findings:

- A total of 4,233 Degrees and Certificates were awarded, Fall 2006 – Summer 2011. The ethnic distribution of award earners closely approximates the ethnic composition of the total CSM student population. (See Table A)
- Approximately the same relationship between ethnicity and earning awards is found for each award type—i.e., AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Specialization. (See Table A)
- The above ethnicity-related proportionality in award earning are also reflected for each year's data presented in Table B.

**CSM Degrees and Certificates by Ethnicity**

	Associate Degrees						Certificates						Total Degrees and Certificates	Student Ethnicity Fall 2010	
	Arts		Science		Total		Achievement		Specialization		Total				
<b>African American</b>	75	5.5%	11	1.6%	86	4.2%	42	3.0%	28	3.7%	70	3.2%	156	3.7%	3.7%
<b>Asian</b>	213	15.5	78	11.5	291	14.2	205	14.4	168	22.1	373	17.1	664	15.7	16.1
<b>Filipino</b>	72	5.2	114	16.8	186	9.1	85	6.0	32	4.2	117	5.4	303	7.2	7.2
<b>Hispanic</b>	275	20.0	126	18.6	401	19.6	284	20.0	145	19.1	429	19.7	830	19.6	19.5
<b>Native American</b>	6	0.4	3	0.4	9	0.4	5	0.4	2	0.3	7	0.3	16	0.4	0.4
<b>Pacific Islander</b>	49	3.6	10	1.5	59	2.9	18	1.3	15	2.0	33	1.5	92	2.2	2.3
<b>White</b>	459	33.4	240	35.5	699	34.1	551	38.7	181	23.8	732	33.5	1,431	33.8	34.2
<b>Multi Races</b>	1	0.1	0	0.0	1	0.0	2	0.1	0	0.0	2	0.1	3	0.1	7.5
<b>Other/ Unknown</b>	223	16.2	95	14.0	318	15.5	231	16.2	189	24.9	420	19.2	738	17.4	9.1
<b>Total</b>	1,373	100%	677	100%	2,050	100%	1,423	100%	760	100%	2,183	100%	4,233	100%	100%

Note: Data span 15 terms from Fall 2006 through Summer 2011.

Source: SMCCCD Student Database, Term Degrees Certificates and First Census  
Table A

**CSM Degrees and Certificates by Ethnicity by Academic Year**

	African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White Non-Hispanic	Multi Races	Other/Unknown	Total
<b>All AA/AS</b>										
2006-07	13 (3.4)	59 (15.3)	45 (11.7)	77 (19.9)	2 (0.5)	16 (4.1)	142 (36.8)	0 (0.0)	32 (8.3)	386 (100)
2007-08	17 (4.3)	72 (18.0)	34 (8.5)	74 (18.5)	1 (0.3)	14 (3.5)	130 (32.5)	0 (0.0)	58 (14.5)	400 (100)
2008-09	20 (4.6)	66 (15.3)	30 (6.9)	84 (19.4)	2 (0.5)	10 (2.3)	163 (37.7)	0 (0.0)	57 (13.2)	432 (100)
2009-10	18 (3.9)	58 (12.5)	47 (10.2)	94 (20.3)	1 (0.2)	14 (3.0)	147 (31.7)	0 (0.0)	84 (18.1)	463 (100)
2010-11	18 (4.9)	36 (9.8)	30 (8.1)	72 (19.5)	3 (0.8)	5 (1.4)	117 (31.7)	1 (0.3)	87 (23.6)	369 (100)
<b>Grand Total</b>	<b>86 (4.2)</b>	<b>291 (14.2)</b>	<b>186 (9.1)</b>	<b>401 (19.6)</b>	<b>9 (0.4)</b>	<b>59 (2.9)</b>	<b>699 (34.1)</b>	<b>1 (0.0)</b>	<b>318 (15.5)</b>	<b>2050 (100)</b>
<b>All CA/CS</b>										
2006-07	12 (3.6)	66 (20.0)	12 (3.6)	57 (17.3)	2 (0.6)	3 (0.9)	159 (48.2)	0 (0.0)	19 (5.8)	330 (100)
2007-08	18 (4.3)	85 (20.1)	37 (8.7)	85 (20.1)	0 (0.0)	3 (0.7)	159 (37.6)	0 (0.0)	36 (8.5)	423 (100)
2008-09	17 (4.0)	61 (14.4)	16 (3.8)	99 (23.3)	2 (0.5)	8 (1.9)	168 (39.6)	0 (0.0)	53 (12.5)	424 (100)
2009-10	15 (2.9)	78 (15.1)	32 (6.2)	112 (21.6)	2 (0.4)	13 (2.5)	146 (28.2)	0 (0.0)	120 (23.2)	518 (100)
2010-11	8 (1.6)	83 (17.0)	20 (4.1)	76 (15.6)	1 (0.2)	6 (1.2)	100 (20.5)	2 (0.4)	192 (39.3)	488 (100)
<b>Grand Total</b>	<b>70 (3.2)</b>	<b>373 (17.1)</b>	<b>117 (5.4)</b>	<b>429 (19.7)</b>	<b>7 (0.3)</b>	<b>33 (1.5)</b>	<b>732 (33.5)</b>	<b>2 (0.1)</b>	<b>420 (19.2)</b>	<b>2183 (100)</b>
<b>All Degrees and Certificates</b>										
2006-07	25 (3.5)	125 (17.5)	57 (8.0)	134 (18.7)	4 (0.6)	19 (2.7)	301 (42.0)	0 (0.0)	51 (7.1)	716 (100)
2007-08	35 (4.3)	157 (19.1)	71 (8.6)	159 (19.3)	1 (0.1)	17 (2.1)	289 (35.1)	0 (0.0)	94 (11.4)	823 (100)
2008-09	37 (4.3)	127 (14.8)	46 (5.4)	183 (21.4)	4 (0.5)	18 (2.1)	331 (38.7)	0 (0.0)	110 (12.9)	856 (100)
2009-10	33 (3.4)	136 (13.9)	79 (8.1)	206 (21.0)	3 (0.3)	27 (2.8)	293 (29.9)	0 (0.0)	204 (20.8)	981 (100)
2010-11	26 (3.0)	119 (13.9)	50 (5.8)	148 (17.3)	4 (0.5)	11 (1.3)	217 (25.3)	3 (0.4)	279 (32.6)	857 (100)
<b>Grand Total</b>	<b>156 (3.7)</b>	<b>664 (15.7)</b>	<b>303 (7.2)</b>	<b>830 (19.6)</b>	<b>16 (0.4)</b>	<b>92 (2.2)</b>	<b>1431 (33.8)</b>	<b>3 (0.1)</b>	<b>738 (17.4)</b>	<b>4233 (100)</b>

Notes: Data span 15 terms from Fall 2006 through Summer 2011. The academic year is comprised of three terms: Fall, Spring, and Summer, in that order. For example, the 2006-07 academic year is comprised of Fall 2006, Spring 2007, and Summer 2007.

Source: SMCCCD Student Database, Term Degrees Certificates and First Census

**Table B**

## **Student Right-to-Know Degree/Certificate Completion Rates 1997-2000 to 2007-2010**

### **Key Findings:**

- With the exception of one cohort year (2004-2007), CSM Degree/Certificate completion rates have ranked above the statewide average for all California community college campuses.

### **Comparison of CSM Degree/Certificate Completion Rates to Statewide Average, 1997-2000 to 2007-2010**

<b>Cohort</b>	<b>CSM</b>	<b>Statewide Average</b>
2007-2010	23.0%	24.4%
2006-2009	19.2	16.7
2005-2008	27.1	24.1
2004-2007	24.7	24.8
2003-2006	34.1	25.1
2002-2005	51.8	36.0
2001-2004	43.8	35.3
2000-2003	42.8	33.7
1999-2002	41.7	34.8
1998-2001	44.0	30.6
1997-2000	43.7	32.7
1996-1999	39.6	32.0
1995-1998	39.9	34.3

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

## Ranking of California Community Colleges by Associate Degree/Certificate Completion Rates, 2007-2010

Rank	College Name	Completion Rate	Rank	College Name	Completion Rate
1	De Anza	59.8	36	El Camino	25.3
2	Foothill	46.0	37	Butte	25.1
3	Santa Barbara City	38.2	38	L.A. I.T.V.	25.0
4	Irvine Valley	36.8	39	Folsom Lake	24.8
5	Orange Coast	34.8	40	Fullerton	24.7
6	Moorpark	33.4	<b>Statewide Average</b>		<b>24.4</b>
7	Santa Rosa	33.3	41	Palomar	24.1
8	Las Positas	33.1	42	West Valley	23.7
9	Cuesta	32.3	43	San Diego Mesa	23.4
10	Mira Costa	32.0	44	Riverside	23.2
11	Pasadena City	31.6	<b>45</b>	<b>San Mateo</b>	<b>23.0</b>
12	Allan Hancock	31.4	46	Siskiyou	22.9
<b>13</b>	<b>Skyline</b>	<b>30.8</b>	47	Coalinga	22.6
14	Santiago Canyon	30.6	48	Reedley	22.6
15	Diablo Valley	30.5	49	Marin	22.5
16	Glendale	29.4	50	San Joaquin Delta	22.4
17	Saddleback	29.3	51	Santa Ana	22.4
18	Feather River	28.9	52	Chabot	22.2
19	Lake Tahoe	28.7	53	Hartnell	21.9
20	Napa Valley	28.6	54	Antelope Valley	21.9
21	Citrus	28.6	55	East L.A.	21.9
22	San Diego Miramar	28.4	56	Santa Monica City	21.5
23	Ohlone	27.5	57	Mendocino	21.5
24	Sierra	27.5	58	Cuyamaca	21.3
25	Canyons	26.8	59	Victor Valley	21.2
26	Cabrillo	26.4	60	Los Medanos	21.2
27	Cypress	26.3	61	American River	21.0
28	Mt. San Antonio	26.2	62	Lassen	20.9
29	Golden West	26.1	63	Taft	20.8
30	Grossmont	26.0	64	Coastline	20.8
31	Contra Costa	26.0	65	Mission	20.7
32	Monterey	25.9	66	Solano	20.6
33	Ventura	25.6	67	Crafton Hills	20.5
34	L.A. Pierce	25.4			
35	San Francisco City	25.4			

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).



Rank	College Name	Completion Rate	Rank	College Name	Completion Rate
69	Cerritos	20.3	91	Alameda	17.4
70	Evergreen Valley	20.3	92	Lemoore	17.3
71	L.A. Valley	20.3	93	Desert	17.2
72	Sacramento City	20.2	94	Modesto	16.6
73	Sequoias	20.2	95	Shasta	16.5
74	Oxnard	20.0	96	Cerro Coso	16.4
75	Imperial Valley	19.9	97	Rio Hondo	15.7
76	Bakersfield	19.4	98	L.A. City	15.4
77	Yuba	19.3	99	L.A. Mission	15.3
78	Columbia	19.2	100	Berkeley City	15.2
79	Copper Mountain	19.1	101	San Diego City	15.2
80	San Jose City	19.0	102	L.A. Harbor	14.5
81	Barstow	19.0	103	Merced	14.4
82	Redwoods	18.8	104	West L.A.	13.9
83	Mt. San Jacinto	18.8	105	L.A. Trade-Tech	13.6
84	Cosumnes River	18.6	106	San Bernardino	13.0
85	Chaffey	18.6	107	Gavilan	13.0
86	Southwestern	18.1	<b>108</b>	<b>Cañada</b>	<b>13.0</b>
87	Porterville	18.1	109	Merritt	9.5
88	Laney	17.9	110	Compton	8.5
89	Fresno City	17.6	111	Southwest L.A.	6.9
90	Long Beach City	17.4			

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

## CSM Declared Majors Fall 2011<sup>1</sup>

### Sorted By Enrollment Count, Alphabetical Order, Program Area

#### Findings & Issues when Considering Data:

- A large proportion (31.7%) of CSM students are 'undeclared' or 'undecided' about their course of study.
- Students' majors are primarily captured at the time students complete their application for admission via CCCApply—prior to enrolling.
- The CCCApply question is optional and many students skip the question.
- Students may update their majors via WebSMART at any point in time after registration.
- All statements about majors are self-declared and do not require approval or verification.
- Self-report data regarding intentions and goals may be highly unreliable.
- There is no necessary relationship between students' self-declared major and actual enrollment in courses associated with or leading to completion of their specified major.
- CCCApply includes majors which CSM does not offer.

#### Declared Majors Sorted by Enrollment Count<sup>1</sup>

Rank	Major Description	Count	Percent	Notes
1	Undeclared Major	3,386	31.7	
2	Nursing	717	6.7	Includes "Practical & Vocational Nursing"
3	Accounting	437	4.1	
4	Self-Enrichment	375	3.5	
5	Business Management & Administration	368	3.4	Includes "Business Administration"
6	Administration of Justice	298	2.8	
7	Psychology	285	2.7	
8	Fire Control Technology	273	2.6	
9	Art/Photography	267	2.5	
10	Gen Liberal Arts & Social Science	235	2.2	
11	Business and Commerce, General	207	1.9	
12	Music	205	1.9	
13	English	204	1.9	
14	Computer & Information Science	194	1.8	
15	Engineering, General	193	1.8	
16	Life Sciences - General	175	1.6	
17	Life Sciences - Biological	173	1.6	
18	Broadcasting Arts/Multimedia	145	1.4	
19	Cosmetology	140	1.3	

<b>Rank</b>	<b>Major Description</b>	<b>Count</b>	<b>Percent</b>	<b>Notes</b>
20	Human Services	131	1.2	
21	Electronic & Electrical Technology	124	1.2	Includes "Electrical Technology"
22	Fire Sprinkler Technology	96	0.9	
23	Early Childhood Education/Child Development	84	0.8	
24	Physical Education	81	0.8	
25	Graphic Arts	78	0.7	
26	Architecture	68	0.6	
27	Sociology	67	0.6	
28	Real Estate	65	0.6	
29	Mathematics	56	0.5	
30	English As a Foreign Language	55	0.5	Includes "Limited English Ability"
31	Alcohol & Other Drug Studies	54	0.5	
31	Computer Sciences, General	54	0.5	
31	Economics	54	0.5	
34	Marketing & Purchasing	53	0.5	
35	Chemistry, General	51	0.5	
36	Dental Occupations	49	0.5	
37	Dental Assisting	47	0.4	
37	Life Sciences - Biotechnology	47	0.4	Includes "Biotechnology"
39	Spanish	46	0.4	
40	History	44	0.4	
40	Political Science & Government	44	0.4	
42	Educational Assistants	42	0.4	
43	Building Inspection	41	0.4	
44	Business, Banking and Finance	40	0.4	
45	Radiological Technologies	37	0.3	
46	Film/Film History	34	0.3	
47	Civil Engineer/Construction Technology	31	0.3	
48	Business, Business Information Processing	28	0.3	
48	Physics & Physical Sciences	28	0.3	
50	Horticulture - Ornamental	27	0.3	
51	Japanese	26	0.2	
52	Law	25	0.2	
53	Drafting Technology	24	0.2	
53	Horticulture - Environmental	24	0.2	
53	Italian	24	0.2	
53	Medical Assisting	24	0.2	
57	Journalism, Printed Media	23	0.2	
58	Engineering Technology-General	21	0.2	
59	Allied Health	20	0.2	
59	Computer Programming	20	0.2	
59	French	20	0.2	

<b>Rank</b>	<b>Major Description</b>	<b>Count</b>	<b>Percent</b>	<b>Notes</b>
62	Automotive/Automotive Technology	19	0.2	Includes "Automotive"
62	Fashion Design/Merchandising	19	0.2	
62	Philosophy	19	0.2	
65	Chinese	18	0.2	
65	Speech	18	0.2	
67	Construction Crafts Technology	17	0.2	
67	Environmental Design General	17	0.2	
67	Paralegal/Legal Assistant	17	0.2	
67	Speech, Debate & Forensic	17	0.2	
71	Aeronautics/Aviation Technology	14	0.1	
71	Family Relations & Child Development	14	0.1	
71	Geology	14	0.1	
71	Hotel & Restaurant Management	14	0.1	
75	Anthropology	12	0.1	
75	Interior Design	12	0.1	
75	Welding Technology	12	0.1	
78	International Trade	11	0.1	
79	Foreign Language	10	0.1	
79	Other Computer Science, Specif	10	0.1	
81	Foods and Nutrition	8	0.1	
81	Other Interdisciplinary	8	0.1	
83	Emergency Medical Technician	7	0.1	
83	German	7	0.1	
83	Human Development	7	0.1	
86	Astronomy	6	0.1	
86	Electromechanical Technology	6	0.1	
86	Ethnic Studies	6	0.1	
86	Floristry	6	0.1	
86	Industrial Technologies	6	0.1	
86	Respiratory Therapy	6	0.1	
92	Culinary Services	5	0.0	
92	Recreation and Tourism	5	0.0	
94	Biomedical Communication	4	0.0	
95	Data Processing	3	0.0	
95	Environmental Technology	3	0.0	
97	Oceanography	2	0.0	
98	Atmospheric Science & Meteorology	1	0.0	
98	Business Economics	1	0.0	
98	Consumer Homemaking Education	1	0.0	
98	International Relations	1	0.0	
98	Life Sciences - Pre Nursing	1	0.0	
98	Pharmacology, Human and Animal	1	0.0	

<b>Rank</b>	<b>Major Description</b>	<b>Count</b>	<b>Percent</b>	<b>Notes</b>
98	Refrigerator Systems	1	0.0	
<b>TOTAL</b>		<b>10,670</b>	<b>100.0</b>	

<sup>1</sup>Total number of majors = 104.

**Alphabetical Listing of Declared Majors: Fall 2011<sup>1</sup>**

<b>Rank</b>	<b>Major Description</b>	<b>Count</b>	<b>Percent</b>	<b>Notes</b>
3	Accounting	437	4.1	
6	Administration of Justice	298	2.8	
71	Aeronautics/Aviation Technology	14	0.1	
31	Alcohol & Other Drug Studies	54	0.5	
59	Allied Health	20	0.2	
75	Anthropology	12	0.1	
26	Architecture	68	0.6	
9	Art/Photography	267	2.5	
86	Astronomy	6	0.1	
98	Atmospheric Science & Meteorology	1	0.0	
62	Automotive/Automotive Technology	19	0.2	Includes "Automotive"
94	Biomedical Communication	4	0.0	
18	Broadcasting Arts/Multimedia	145	1.4	
43	Building Inspection	41	0.4	
11	Business and Commerce, General	207	1.9	
98	Business Economics	1	0.0	
5	Business Management & Administration	368	3.4	Includes "Business Administration"
44	Business, Banking and Finance	40	0.4	
48	Business, Business Info Processing	28	0.3	
35	Chemistry, General	51	0.5	
65	Chinese	18	0.2	
47	Civil Engineer/Construction Technology	31	0.3	
14	Computer & Information Science	194	1.8	
59	Computer Programming	20	0.2	
31	Computer Sciences, General	54	0.5	
67	Construction Crafts Technology	17	0.2	
98	Consumer Homemaking Education	1	0.0	
19	Cosmetology	140	1.3	
92	Culinary Services	5	0.0	
95	Data Processing	3	0.0	
37	Dental Assisting	47	0.4	
36	Dental Occupations	49	0.5	
53	Drafting Technology	24	0.2	
23	Early Childhood Education/Child Development	84	0.8	
31	Economics	54	0.5	
42	Educational Assistants	42	0.4	
86	Electromechanical Technology	6	0.1	
21	Electronic & Electrical Technology	124	1.2	Includes "Electrical Technology"
83	Emergency Medical Technician	7	0.1	
58	Engineering Technology-General	21	0.2	

Rank	Major Description	Count	Percent	Notes
15	Engineering, General	193	1.8	
13	English	204	1.9	
30	English As a Foreign Language	55	0.5	Includes "Limited English Ability"
67	Environmental Design General	17	0.2	
95	Environmental Technology	3	0.0	
86	Ethnic Studies	6	0.1	
71	Family Relations & Child Development	14	0.1	
62	Fashion Design/Merchandising	19	0.2	
46	Film/Film History	34	0.3	
8	Fire Control Technology	273	2.6	
22	Fire Sprinkler Technology	96	0.9	
86	Floristry	6	0.1	
81	Foods and Nutrition	8	0.1	
79	Foreign Language	10	0.1	
59	French	20	0.2	
10	General Liberal Arts & Social Science	235	2.2	
71	Geology	14	0.1	
83	German	7	0.1	
25	Graphic Arts	78	0.7	
40	History	44	0.4	
53	Horticulture - Environmental	24	0.2	
50	Horticulture - Ornamental	27	0.3	
71	Hotel & Restaurant Management	14	0.1	
83	Human Development	7	0.1	
20	Human Services	131	1.2	
86	Industrial Technologies	6	0.1	
75	Interior Design	12	0.1	
98	International Relations	1	0.0	
78	International Trade	11	0.1	
53	Italian	24	0.2	
51	Japanese	26	0.2	
57	Journalism, Printed Media	23	0.2	
52	Law	25	0.2	
17	Life Sciences - Biological	173	1.6	
37	Life Sciences - Biotechnology	47	0.4	Includes "Biotechnology"
16	Life Sciences - General	175	1.6	
98	Life Sciences - Pre Nursing	1	0.0	
34	Marketing & Purchasing	53	0.5	
29	Mathematics	56	0.5	
53	Medical Assisting	24	0.2	
12	Music	205	1.9	
2	Nursing	717	6.7	Includes "Practical & Vocational Nursing"

Rank	Major Description	Count	Percent	Notes
97	Oceanography	2	0.0	
79	Other Computer Science, Specif	10	0.1	
81	Other Interdisciplinary	8	0.1	
67	Paralegal/Legal Assistant	17	0.2	
98	Pharmacology, Human and Animal	1	0.0	
62	Philosophy	19	0.2	
24	Physical Education	81	0.8	
48	Physics & Physical Sciences	28	0.3	
40	Political Science & Government	44	0.4	
7	Psychology	285	2.7	
45	Radiological Technologies	37	0.3	
28	Real Estate	65	0.6	
92	Recreation and Tourism	5	0.0	
98	Refrigerator Systems	1	0.0	
86	Respiratory Therapy	6	0.1	
4	Self-Enrichment	375	3.5	
27	Sociology	67	0.6	
39	Spanish	46	0.4	
65	Speech	18	0.2	
67	Speech, Debate & Forensic	17	0.2	
1	Undeclared Major	3,386	31.7	
75	Welding Technology	12	0.1	
<b>TOTAL</b>		<b>10,670</b>	<b>100.0</b>	

<sup>1</sup>Total number of majors = 104.



**Declared Majors Sorted by Program Area<sup>1</sup>**

<b>Program Area</b>	<b>Major Description</b>	<b>Count</b>	<b>Rank</b>	<b>Notes</b>
Accounting	Accounting	437	3	
Administration of Justice	Administration of Justice	298	6	
Alcohol and Other Drug Studies	Alcohol & Other Drug Studies	54	31	
Architecture	Architecture	68	26	
Art: Fine Arts	Art/Photography	267	9	
Broadcast and Electronic Media	Broadcasting Arts/Multimedia	145	18	
Building Inspection Technology	Building Inspection	41	43	
Business	Business and Commerce, General	207	11	
	Business Economics	1	98	
	Business Management & Administration	368	5	Includes "Business Administration"
	Business, Banking and Finance	40	44	
	Business, Business Info Processing	28	48	
	Data Processing	3	95	
	International Relations	1	98	
	International Trade	11	78	
Chemistry	Chemistry, General	51	35	
	Marketing & Purchasing	53	34	
Computer & Information Science	Computer & Information Science	194	14	
	Computer Programming	20	59	
	Computer Sciences, General	54	31	
	Other Computer Science, Specif	10	79	
Cosmetology	Cosmetology	140	19	
Dental Assisting	Dental Assisting	47	37	
	Dental Occupations	49	36	
Drafting/CAD	Drafting Technology	24	53	
Electronic & Electrical Technology	Electromechanical Technology	6	86	
	Electronic & Electrical Technologies	124	21	Includes "Electrical Technology"
Engineering	Civil Engineer/Construction Technology	31	47	
	Engineering Technology-General	21	58	
	Engineering, General	193	15	
English	English	204	13	
Film	Film/Film History	34	46	
Fire Technology	Emergency Medical Technician	7	83	
	Fire Control Technology	273	8	
Foreign Languages	Chinese	18	65	
	Foreign Language	10	79	

<b>Program Area</b>	<b>Major Description</b>	<b>Count</b>	<b>Rank</b>	<b>Notes</b>
Foreign Languages (cont.)	French	20	59	
	German	7	83	
	Italian	24	53	
	Japanese	26	51	
	Spanish	46	39	
Geological Sciences	Geology	14	71	
	Oceanography	2	97	
Graphics	Graphic Arts	78	25	
Horticulture	Environmental Design General	17	67	
	Floristry	6	86	
	Horticulture - Environmental	24	53	
	Horticulture - Ornamental	27	50	
Interdisciplinary Studies	Other Interdisciplinary	8	81	
Journalism	Journalism, Printed Media	23	57	
Liberal Arts & Social Sciences	Anthropology	12	75	
	Economics	54	31	
	Gen Liberal Arts & Social Science	235	10	
	History	44	40	
	Philosophy	19	62	
	Political Science & Government	44	40	
	Psychology	285	7	
	Sociology	67	27	
Life Sciences	Life Sciences - Biological	173	17	
	Life Sciences - Biotechnology	47	37	Includes "Biotechnology"
	Life Sciences - General	175	16	
	Life Sciences - Pre Nursing	1	98	
Mathematics	Mathematics	56	29	
Music	Music	205	12	
Nursing	Nursing	717	2	Includes "Practical & Vocational Nursing"
Physical Education	Physical Education	81	24	
Physical Science	Astronomy	6	86	
	Physics & Physical Sciences	28	48	
Real Estate	Real Estate	65	28	
Self-Enrichment	Self-Enrichment	375	4	
Speech Communication	Speech	18	65	
	Speech, Debate & Forensic	17	67	
Sprinkler Fitter	Fire Sprinkler Technology	96	22	
Undeclared Major	Undeclared Major	3,386	1	
Other	Aeronautics/Aviation Technology	14	71	
	Allied Health	20	59	

<b>Program Area</b>	<b>Major Description</b>	<b>Count</b>	<b>Rank</b>	<b>Notes</b>
Other (cont.)	Atmospheric Science & Meteorology	1	98	
	Automotive/Automotive Technology	19	62	Includes "Automotive"
	Biomedical Communication	4	94	
	Construction Crafts Technology	17	67	
	Consumer Homemaking Education	1	98	
	Culinary Services	5	92	
	Early Childhood Ed/Child Development	84	23	
	Educational Assistants	42	42	
	English As a Foreign Language	55	30	Includes "Limited English Ability"
	Environmental Technology	3	95	
	Ethnic Studies	6	86	
	Family Relations & Child Development	14	71	
	Fashion Design/Merchandising	19	62	
	Foods and Nutrition	8	81	
	Hotel & Restaurant Management	14	71	
	Human Development	7	83	
	Human Services	131	20	
	Industrial Technologies	6	86	
	Interior Design	12	75	
	Law	25	52	
	Medical Assisting	24	53	
	Paralegal/Legal Assistant	17	67	
	Pharmacology, Human and Animal	1	98	
	Radiological Technologies	37	45	
	Recreation and Tourism	5	92	
	Refrigerator Systems	1	98	
	Respiratory Therapy	6	86	
	Welding Technology	12	75	
	<b>TOTAL</b>	<b>10,670</b>		

<sup>1</sup>Total number of majors = 104

## Student Placement Test Results 2008 – 2012

### Key Findings:

- Approximately 70% of CSM's new, first-time students consistently place below transfer-level mathematics and English coursework. The proportions have remained relatively stable for more than a decade.

### Rates of Student Math, English, and Reading Placement, 2008 - 2012

	Fall 2008	2010-11	2011-12
<b>Math Placement</b>			
Basic Skills	17%	53%	52%
AA/AS Degree Applicable	53	20	21
Transfer Level	30	27	27
<b>English Placement</b>			
Basic Skills	12%	8%	6%
AA/AS Degree Applicable	61	61	63
Transfer Level	27	32	32
<b>Reading Placement</b>			
Basic Skills	11%	11%	11%
AA/AS Degree Applicable	32	32	32
Transfer Level	58	58	58

Note: MATH 110/111/112 became Basic Skills effective Fall 2009, which accounts for the dramatic shift in the proportion of students placing into basic skills math coursework.

Source: SMCCCD Student Database

## Student Outcomes: Transfer

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### In This Section

#### Transfer

- *CSM Fast Facts: Transfer, Spring 2011*
- *CSM Snapshot Today: CSU and UC Transfer, 2010-11*

#### Transfer Rates (SRTK)

- *What is Student Right-to-Know (SRTK)?*
- *Student Right-to-Know (SRTK) Transfer Rates, 1997-00 to 2007-10*
- *Student Right-to-Know (SRTK) Cohort Pools, 1995-98 to 2007-10*

#### CSM's Proportional Share of SMCCCD Transfers

- *What is CSM's Share of SMCCCD's CSU & UC Transfers, 1989-90 to 2009-10*

#### Long-Term Trends in Transfer

- *How Do CSM's Long-Term UC & CSU Transfer Numbers Compare to the Statewide Numbers, 1989-90 to 2009-10?*

#### Transfer Majors

- *Degrees and Majors of CSM Transfer Students to CSU & USC, 1999 to 2009*

#### Transfer to UC and CSU

- *How Does SMCCCD Compare to Statewide Transfers to CSU and UC, 2005-06?*
- *Which CSU Campuses Do CSM Transfer Students Attend, 1989-90 to 2009-10?*
- *Which UC Campuses Do CSM Transfer Students Attend, 1989-90 to 2009-10?*
- *Which CSU/UC Campuses Do CSM Transfer Students Attend, 1989-90 to 2009-10?*
- *Ethnic Profile of CSM Transfer Students to CSU & UC, 1994-95 to 2009-10*

#### Student Athletes

- *Profile of CSM Student Athlete Transfers, 2009/10 – 2010/11*

## Overview

Data tracing CSM's history of transfer to the CSU and the UC systems reveal successes and ongoing challenges. Both need to be considered in the context of larger statewide trends as well as CSM- and SMCCCD-specific issues.

One of the most troubling issues that now concerns the assessment of CSM's and other community colleges' student transfer performance is access to accurate institutional data. In November 2011 funding for the California Postsecondary Education Commission (CPEC) was eliminated from the state's budget. Historically, CPEC has maintained over 30 years of postsecondary data for the evaluation of student progress: it has been the only provider of consistent longitudinal data for the California community colleges about their students' transfer success into the CSU and UC systems.

In addition, historically there has been no single agency providing reliable longitudinal transfer data about community college students' transfer to private California baccalaureate institutions or to higher education institutions out-of-state.

At the same time, information regarding California community college transfers to California private colleges and transfers to out-of-State colleges is not systematically collected or reported. For CSM, data gathered from various sources indicate that approximately 250 CSM students transfer to either California private colleges or enroll out-of-State.

### **Transfer Trends**

Transfer rates are calculations based upon tracking 3-year cohorts of students. For the most recent cohort (2007-10) for which we have data, CSM's rate was 16.9%—above the statewide average of 15.2% and higher than Cañada's (16.6%) or Skyline's (12.3%). When all 111 community colleges are ranked for this period, CSM ranked 40<sup>th</sup>. In fact since 1995 CSM's transfer rate has been consistently above the statewide average as much as 15 points (with the exception of one cohort).

However, despite this history of success, the numbers of CSM's transfers have declined.

For 2010-2011 there were 520 transfers combined to UC (144) and CSU (376), with

approximately another 250 transfers to private institutions—770 total transfers. In contrast, in 1989-90 CSM transferred 915 students to UC and CSU alone: over this period this represents a decline to UC and CSU of -5.9% and -50.7% respectively. In other words, over the past 21 years, CSM's combined total of UC and CSU transfers have decreased -43.2%; this decline does not mirror CSM's total enrollment decline (-26.9%) for the same period.

Additionally, during this period the UC system increased the total number of transfers by nearly 100% and the CSU system by 25%.

### **Transfer Destinations**

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

The 3 CSU campuses closest to CSM (SFSU, SJSU, CSUEB) account for more than three-quarters (77%) of all transfers to the CSU system. UC Berkeley, UC Davis, and UC Los Angeles account for more than two-thirds of CSM transfers to the UC system, with UC Davis replacing UC Berkeley as the most popular UC destination.

### **Ethnicity Profile**

The ethnic profile of the most recent transfers to the UC and CSU systems does not precisely mirror the ethnic composition of CSM's students overall; however, we are witnessing an increase in the proportion of Hispanic students who successfully transfer: Since 2001-2002, the proportion of Hispanic transfers to CSU nearly doubled—13% vs. 25% in 2009-2010. In addition, the proportion of Hispanic transfers to UC has increased slightly: 8% vs. 10%.

The proportion of White transfer students more closely reflects the proportion of White CSM students overall (36%). African American and Filipino students, however, remained underrepresented and of concern, proportions which are also reflected in statewide

trends. Asian students, other the other hand, represent nearly 28% of all transfers to the UC and CSU systems combined, and comprise 50% of all transfers to UC and 15% of transfers to CSU.



## *College of San Mateo* *Fast Facts: Transfer* *Spring 2011*

### Snapshot (Transfers enrolled 2010-2011)<sup>1</sup>

- UC Transfer: 144
- CSU Transfer: 376
- Private & Out-of-State Institutions: 250 (high estimate)
- Total Transfers: 770
- % of Fall 2011 Total Enrolled: 7.4%
- Total Fall 2011 Enrollment: 10,540

### Trends in Numbers of Transfers (1989-1990 – 2010-2011)

- Over the past 21 years, CSM's combined total of UC and CSU transfers have decreased -43.2%; this decline does not mirror CSM's total enrollment decline (-26.9%) for the same period.
- The number of CSM transfers to UC and CSU have declined -5.9% and -50.7% respectively.
- For this period UC has increased the total number of California Community College transfer students by +95.7%. The CSU system has increased its statewide transfer population by +24.9%.

### Top Transfer Destinations (1989-1990 – 2009-2010)<sup>2</sup>

- Over a 21-year period of time 13,180 CSM students transferred to all 23 campuses of the CSU system and all 9 campuses of the UC system, combined.
- More than three-quarters (76%) of all CSM transfers enrolled at only 6 campuses of the 32 public universities in California: SFSU – 31%; SJSU – 16%; CSU East Bay – 11%; UC Berkeley – 7%; UC Davis – 7%; CSU Sacramento – 4%.
- The 3 CSU campuses closest geographically to CSM (SFSU, SJSU, and CSUEB) enroll more than three-quarters (77%) of all CSM transfers to the CSU system.
- UCB, UCD, and UCLA together enroll more than two-thirds (67%) of all CSM transfers to the UC system.
- UC Davis has replaced UC Berkeley as the most popular destination UC campus for CSM transfers.
- In 1989/90, UCB enrolled 41% of CSM transfers to UC vs. 19% for UCD. In contrast, in 2009-10 UCB enrolled 27% of CSM transfers to UC vs. 29% enrolling at UCD.

### CSM's Share of SMCCCD to CSU and UC (1989-1990 vs. 2009-2010)

- In 1989/90, CSM students accounted for the nearly two-thirds (64%) of all SMCCCD transfer students to UC and CSU combined; nearly three-quarters (73%) of transfers to UC; and 63% of CSU transfers.
- Twenty years later (2009/10), CSM's share of all SMCCCD transfer students to UC and CSU combined had declined 16 points (48%). Similarly, CSM's share of UC transfers and CSU transfers had declined 19 points (54%) and 18 points (45%), respectively.

### Top Transfer Majors and Degrees Awarded (1999-2009) <sup>3</sup>

- The top 5 major fields for degrees awarded at UC and CSU of study are: Social Sciences (25%); Business (21%); Humanities (8%); Engineering (7%); and Biological Sciences (7%).
- The top 5 transfer majors are: Social Sciences (23%); Business (19%); Engineering (7%); Biological Sciences (6 %); and Art & Music (6%).

### Transfers Rates (2007-2010 + Trends) <sup>4</sup>

- CSM's most recent (2007-10) transfer rate is 16.9% compared to a statewide community college rate of 15.2%. In comparison, Cañada's rate is 16.6% and Skyline's rate is 12.3%.
- When all 111 California Community Colleges are ranked by transfer rates, CSM ranks 40<sup>th</sup>, Cañada 41<sup>st</sup>, and Skyline 82<sup>nd</sup>.
- With the exception of one year, since transfer rates have been calculated and reported by U.S. Department of Education (1995), CSM's transfer rate has been consistently above the statewide average, as much as 15 points.

### Ethnicity Profile (2009-2010 + Trends)

- The ethnic composition of the most recent CSM transfers to the CSU and UC systems combined does not exactly mirror the CSM population at large. However, the proportion of Hispanic transfers does reflect the proportion of CSM Hispanic students: 19% vs. 20% of all CSM students enrolled in Fall 2010. African American students comprise .8% of transfers vs. 4% of all CSM students. Filipino students comprise 3% transfers vs. 7% of all CSM students. White students represent 36% of transfers vs. 34% of all CSM students.
- The largest discrepancy is for Asian students who comprise represent 28% of all transfers to the CSU and UC systems combined, but 16% of all Fall 2010 CSM students.
- Since 2001-2002, the proportion of Hispanic transfers to CSU has nearly doubled: 13% vs. 25%.
- In comparison, the percentage of Hispanic transfers to UC has slightly increased: 8% vs.10%.
- Asian students comprise 50% of all CSM transfers to UC vs. 15% of CSU transfers.
- The underrepresentation of African American and Filipino transfer students compared to their proportional enrollment in all California Community Colleges is also reflected in comparative statewide figures.

*Note<sup>1</sup>: All transfer data are for the University of California and California State University systems only. Transfer data for students transferring to out-of-state and California private colleges and universities are not available. The data presented here are the most recently available as of August 2012.*

*Note<sup>2</sup>: The data for the time period below has been derived from California Postsecondary Education Commission's (CPEC) databases which historically have been the reliable repository of systemwide transfer data for transfer to the UC and CSU systems. Since the closure of CPEC in 2011, parallel data are not currently available. The re-activation of CPEC's longitudinal tracking and transfer reporting databases are currently under discussion by a variety of California post-secondary educational institutions and agencies. PRIE will update this information as soon as it becomes available.*

*Note<sup>3</sup>: Degrees awarded are counted by year that CSU/UC degree was conferred, irrespective of student's year of transfer admission and declared major at the time of transfer. "Major" constitutes what students initially declare upon transfer enrollment in UC or CSU. Hence, the degree and transfer major counts do not match.*

*Note<sup>4</sup>: The U.S. Department of Education calculates transfer rates using a "cohort" study—i.e., a group of students who are first-time freshmen and are enrolled full-time (12 units or more) and their subsequent transfer outcomes are measured over a period of time (3 years after initially enrolling).*

*Historically transfer rates have varied widely year-by-year; therefore, conclusions drawn about differences in college ranking and between years should be made cautiously.*

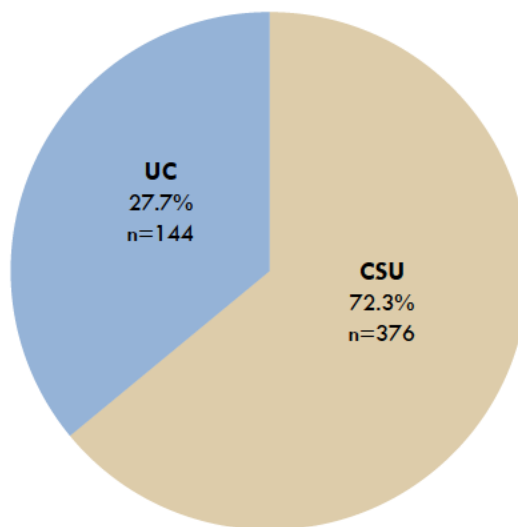
Sources: California Community College Data Mart, [www.cccco.edu](http://www.cccco.edu)  
California Postsecondary Education Commission, [www.cpec.ca.gov](http://www.cpec.ca.gov)  
SMCCCD Student Database

## CSM Snapshot Today: CSU and UC Transfers 2010-11

### Key Findings:

- Currently, 72.3% of CSM transfer students enrolled at one of the 23 campuses in CSU compared to 27.7% enrolling in one of the 9 campuses of UC.

### CSM Snapshot Today: CSU and UC Transfers, 2010-11



Note: Prior to the elimination of CPEC, California community college transfer data were published in December for the prior academic year, e.g., 2009-10 data were published December 2010. Currently, transfer data is available in an abbreviated format from the UC and CSU Systemwide Offices on an irregular basis.

## *What is Student Right-to-Know (SRTK)?*

**"Student Right-To-Know" (SRTK)** refers to a Federally-mandated public disclosure of a college's Completion Rate and Transfer Rate. The intent of SRTK is to provide to the consumer a statistic of comparable effectiveness that they can use in the determination of college choice. All colleges nationwide are effectively required to participate in the disclosure of rates by January, 2000. SRTK is a "cohort" study; that is, a group of students who are first-time freshmen who are enrolled full time and are degree-seeking is identified in a fall term and their outcomes are measured over a period of time. The outcomes that the two SRTK rates measure are Completion (the total number of students in the cohort who earn either a degree, a certificate, or who successfully completed a two-year-equivalent transfer-preparatory program) and Transfer (the total number of cohort non-completers who were identified as having enrolled in another institution).

For more information on CSM's SRTK completion rates and transfer rates not posted here, go to <http://srtk.cccco.edu/index.asp>.

## ***Student Right-to-Know (SRTK) Transfer Rates*** **1997-2000 to 2007-2010**

### **Data Included:**

- Table A: *Comparison of CSM Transfer Rates to Statewide Average, 1997-2000 to 2007-2010*
- Table B: *Ranking of California Community Colleges by Transfer Rates, 2007-2010*

### **Key Findings:**

- With the exception of one cohort year (2002-2005), CSM transfer rates have ranked above the statewide average for all California community college campuses.

### **Comparison of CSM Transfer Rates to Statewide Average, 1997-2000 to 2007-2010**

<b>Cohort</b>	<b>CSM</b>	<b>Statewide Average</b>
<b>2007-2010</b>	16.9%	15.2%
<b>2006-2009</b>	19.2	16.7
<b>2005-2008</b>	19.3	17.9
<b>2004-2007</b>	40.0	25.1
<b>2003-2006</b>	36.3	24.7
<b>2002-2005</b>	28.5	29.6
<b>2001-2004</b>	27.7	21.4
<b>2000-2003</b>	28.3	22.1
<b>1999-2002</b>	33.1	23.6
<b>1998-2001</b>	32.4	27.0
<b>1997-2000</b>	32.0	25.5
<b>1996-1999</b>	33.3	25.1
<b>1995-1998</b>	36.3	23.1

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

**Table A**

### Ranking of California Community Colleges by Transfer Rates, 2007-2010

Rank	College Name	Completion Rate	Rank	College Name	Completion Rate
1	Siskiyou	28.7%	37	Sacramento City	17.0%
2	Santa Barbara City	28.0	38	Columbia	17.0
3	Lassen	27.3	39	L.A. Harbor	16.9
4	Santa Monica City	26.6	<b>40</b>	<b>San Mateo</b>	<b>16.9</b>
5	Marin	25.6	<b>41</b>	<b>Canada</b>	<b>16.6</b>
6	L.A. I.T.V.	25.0	42	Mt. San Jacinto	16.5
7	Lake Tahoe	24.8	43	Desert	16.1
8	Monterey	24.4	44	Napa Valley	16.1
9	West Valley	24.1	45	Redwoods	16.0
10	San Jose City	23.8	46	Las Positas	16.0
11	San Diego Mesa	22.6	47	Cabrillo	16.0
12	Diablo Valley	21.3	48	Mendocino	15.7
13	Feather River	21.1	49	Lemoore	15.7
14	Cuesta	21.0	50	Shasta	15.7
15	West L.A.	20.9	51	Cerritos	15.5
16	Irvine Valley	20.6	52	Chaffey	15.5
17	Coalinga	20.5	53	San Diego City	15.5
18	Orange Coast	20.5	54	San Diego Miramar	15.4
19	Mira Costa	19.5	55	Mt. San Antonio	15.4
20	Moorpark	18.9	56	Antelope Valley	15.4
21	Cypress	18.8	57	San Francisco City	15.2
22	Pasadena City	18.3	<b>Statewide Average</b>		15.2
23	Fullerton	18.1	58	Saddleback	14.9
24	Golden West	18.0	59	Berkeley City	14.8
25	Glendale	17.6	60	Sierra	14.6
26	Foothill	17.5	61	L.A. Pierce	14.6
27	Ohlone	17.5	62	Cerro Coso	14.5
28	Compton	17.5	63	Riverside	14.4
29	Barstow	17.5	64	Cuyamaca	14.3
30	Mission	17.5	65	Butte	14.2
31	Merritt	17.5	66	Citrus	14.1
32	Chabot	17.2	67	American River	14.0
33	Grossmont	17.2	68	Yuba	13.8
34	Solano	17.1	69	De Anza	13.8
35	Ventura	17.0			
36	Canyons	17.0			

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

Rank	College Name	Completion Rate	Rank	College Name	Completion Rate
70	Bakersfield	13.7%	92	Coastline	11.3%
71	Southwestern	13.6	93	Hartnell	11.2
72	Modesto	13.6	94	Southwest L.A.	11.1
73	Contra Costa	13.3	95	Fresno City	10.9
74	Folsom Lake	13.3	96	Oxnard	10.4
75	Merced	13.0	97	Reedley	10.3
76	Victor Valley	12.9	98	El Camino	10.3
77	Cosumnes River	12.8	99	East L.A.	10.2
78	Palomar	12.8	100	Allan Hancock	10.0
79	San Bernardino	12.6	101	Porterville	9.8
80	San Joaquin Delta	12.5	102	Alameda	9.7
81	Long Beach City	12.3	103	Laney	9.6
<b>82</b>	<b>Skyline</b>	<b>12.3</b>	104	Imperial Valley	9.5
83	Crafton Hills	12.2	105	L.A. Trade-Tech	9.5
84	Los Medanos	12.0	106	Santa Ana	9.1
85	L.A. City	12.0	107	Sequoias	9.0
86	Santiago Canyon	11.9	108	Palo Verde	8.0
87	Gavilan	11.9	109	Taft	6.7
88	Santa Rosa	11.8	110	Copper Mountain	6.6
89	Evergreen Valley	11.7	111	Rio Hondo	0.1
90	L.A. Mission	11.5			
91	L.A. Valley	11.5			

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

**Table B**




## *Student Right-to-Know (SRTK) Cohort Pools* 1995-1998 to 2007-2010

### Notes and Key Findings:

- The data displayed in this table are used in the Federally-mandated reporting of the nation's community college transfer and degree/certificate completion rates. Colleges included in this report are SMCCCD colleges, neighboring California community colleges (CCC's), two of the consistently top CCC transfer institutions, and the entire CCC system, combined.
- The "SRTK" cohort used to track and calculate transfer and completion rates is the number of students enrolling in a given Fall term who are first-time freshmen and enrolled full time. These characteristics define an entering student as "degree- or transfer-seeking." This cohort is subsequently tracked over a period of 3 years to determine its transfer and completion rates.
- A revised Federal tracking methodology was implemented, effective 2003-2006, and this cohort date is used to calculate the 5 year change (2003/06 through 2007/10) cohort pool sizes. Prior years' data are included in a college's public record and are included here for historical documentation.
- These data indicate a decline of -5.9% in the size of CSM's cohort of "degree- or transfer-seeking" students. The same decline is registered for Skyline. In comparison, the statewide cohort pool has increased by +20.4%; increases are also registered at the other CCC's.

### Student Right-to-Know (SRTK) Cohort Pools: 1995-1998 to 2007-2010

College									Baseline 					
	1995-1998	1996-1999	1997-2000	1998-2001	1999-2002	2000-2003	2001-2004	2002-2005	2003-2006	2004-2007	2005-2008	2006-2009	2007-2010	5 Year Change
<b>CSM</b>	631	495	506	509	151	138	137	193	615	600	885	401	579	-5.9%
<b>Cañada</b>	194	115	79	106	39	26	31	38	192	212	326	179	193	+0.5
<b>Skyline</b>	425	230	220	258	141	119	76	98	390	268	567	399	367	-5.9
<b>Foothill</b>	389	434	352	481	826	511	504	362	594	696	981	644	650	+9.4
<b>De Anza</b>	1,029	1,149	1,041	884	1,826	887	874	905	1,720	1,549	2,829	2,136	1,889	+9.8
<b>Chabot</b>	323	388	337	337	269	348	369	233	777	879	1,182	814	883	+13.6
<b>CCSF</b>	258	311	401	419	359	563	401	443	1,290	1,320	1,981	1,418	1,412	+9.5
<b>Cabrillo</b>	411	372	330	363	328	286	341	257	611	695	956	621	682	+11.6
<b>Santa Barbara</b>	735	711	672	748	644	835	841	619	1,089	1,163	2,083	1,259	1,298	+19.2
<b>Santa Monica</b>	797	794	951	1,152	1,207	1,417	1,331	821	1,711	2,461	3,516	2,211	2,286	+33.6
<b>Statewide Total</b>	36,461	39,843	40,973	42,415	37,593	39,809	40,742	30,444	82,632	86,982	128,018	93,104	99,448	+20.4

Notes: Five year change represents the percent change from 2003-2006 to 2007-2010. "Student Right-To-Know" (SRTK) refers to a Federally-mandated public disclosure of a college's Completion Rate and Transfer Rate. All colleges nationwide are required to participate in the disclosure of rates.

SRTK is a "cohort" study. The SRTK Cohort is a group of students who are: first-time freshmen, enrolled full time in credit coursework, and are therefore considered to be "degree-seeking." There is no measurement of "intent" other than these criteria. These students are identified in a fall term (e.g., Fall 2007) and their outcomes are measured over a 3-year period of time (e.g., through Fall 2010). The SRTK Cohort produces two measures. The first measure is the Completion Rate (the total number of students in the cohort who earn either a degree, a certificate, or who successfully completed a two-year-equivalent transfer-preparatory program—i.e., 60 transferable units). The second measure is the Transfer Rate (the total number of cohort non-completers who were identified as having enrolled at a UC or CSU campus or another California community college campus). The tracking period of the cohorts is three (3) years, at which time the SRTK rates are calculated and made public. For more information, visit <http://srtk.cccco.edu/intsrk.html>.

Source: U.S. Department of Education, Integrated Post-Secondary Education Data System--Graduation Rate Survey

## What is CSM's Share of SMCCCD's CSU & UC Transfers? 1989-90 to 2009-10

### Data Included:

- Table A: SMCCCD Transfers to CSU and UC: 10-Academic Year Increments of Change
- Table B: SMCCCD Transfers to CSU and UC: 10-Academic Year Increments of Change

### Key Findings:

- In 1989/90, CSM students accounted for the nearly two-thirds (64.1%) of all SMCCCD transfer students to UC and CSU combined, and nearly three-quarters (73.2%) of transfers to UC and 62.5% of CSU transfers.
- Twenty years later (2009/10) CSM's share of all SMCCCD transfer students to UC and CSU combined had declined 18 points (45.9%). Similarly, CSM's share of UC transfers and CSU transfers had declined 19 points (54.2%) and 17.5 points (45.0%), respectively.

### SMCCCD Transfers to CSU and UC: 10-Academic Year Increments of Change

	1989-90			1999-00			2009-10		
	CSU	UC	Total	CSU	UC	Total	CSU	UC	Total
<b>CSM</b>									
Transfers (n)	762	153	915	435	144	579	242	136	378
Pct of District Total	62.5%	73.2%	64.1%	46.1%	64.3%	49.6%	45.0%	54.2%	45.9%
<b>CAÑADA</b>									
Transfers (n)	183	22	205	129	21	150	67	34	135
Pct of District Total	15.0%	10.5%	14.4%	13.7%	9.4%	12.8%	12.5%	13.5%	16.4%
<b>SKYLINE</b>									
Transfers (n)	274	34	308	380	59	439	229	81	310
Pct of District Total	22.5%	16.3%	21.6%	40.3%	26.3%	37.6%	42.6%	32.3%	37.7%

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, <http://cpec.ca.gov>.

Table A

**SMCCCD Transfers to CSU and UC: 10-Academic Year Increments of Change**

	1989-90			1999-00			2009-10		
	CSU	UC	Total	CSU	UC	Total	CSU	UC	Total
<b>Number of Transfers</b>									
<b>CSM</b>	762	153	915	435	144	579	242	136	378
<b>Cañada</b>	183	22	205	129	21	150	67	34	135
<b>Skyline</b>	274	34	308	380	59	439	229	81	310
<b>Total SMCCCD</b>	1,219	209	1,428	944	224	1,168	538	251	823
<b>Percent of District Total</b>									
<b>CSM</b>	62.5%	73.2%	64.1%	46.1%	64.3%	49.6%	45.0%	54.2%	45.9%
<b>Cañada</b>	15.0	10.5	14.4	13.7	9.4	12.8	12.5	13.5	16.4
<b>Skyline</b>	22.5	16.3	21.6	40.3	26.3	37.6	42.6	32.3	37.7

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.  
 Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, <http://cpec.ca.gov>.

**Table B**

## *How Do CSM's Long Term Transfer Rates to UC & CSU Compare to the Statewide Transfer Numbers?*

### 1989-90 to 2009-10

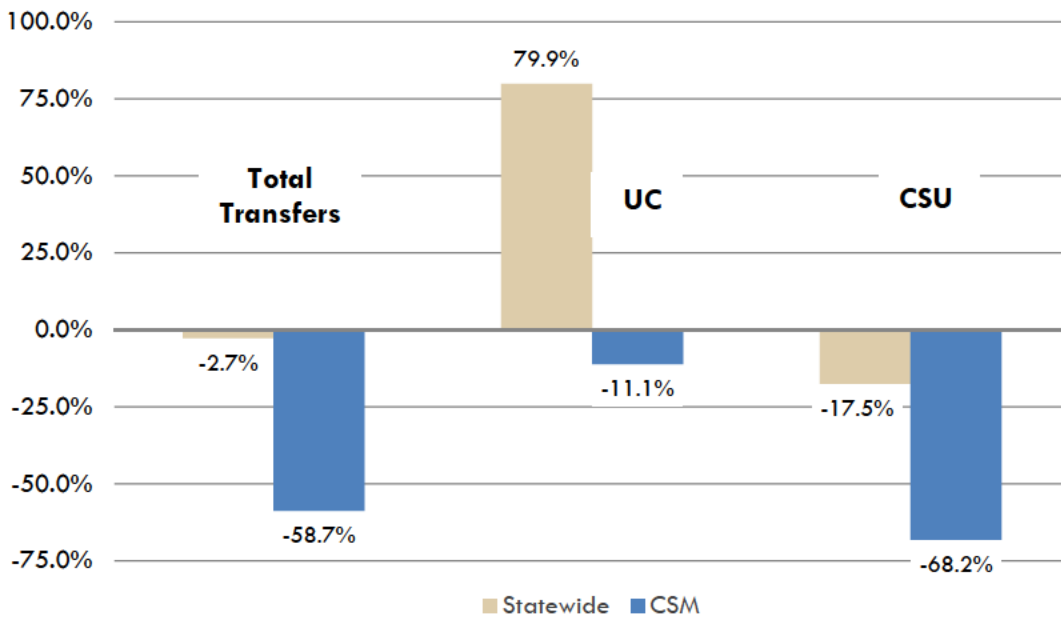
#### **Data Included:**

- Table A: *Trends in Numbers of Transfer Students: UC and CSU, 1989-90 to 2009-10*
- Table B: *CSM Transfer Students Attending CSU and UC, 1989-90 to 2009-10*
- Table C: *Statewide Transfer Students Attending CSU and UC, 1989-90 to 2009-10*

#### **Key Findings:**

- Table A illustrates the overall decline in numbers of CSM transfers to UC and CSU compared to the total numbers of California community college transfers.
- Since 1989/90, the number of CSM transfers to UC and CSU have declined by - 11.1% and 68.2%, respectively (Table A).
- For the period 1989/90 – 2009/10, UC has increased the total number of California community college transfer students by 79.9%. The CSU system, in contrast, has reduced its statewide transfer population by 17.5% during this period of time (Table A & C).
- Table B displays yearly CSM transfer counts to both UC and the CSU during this 21-year period of time. 2009/10 witnessed a -37.5% decline in the number of CSM transfers to CSU from the previous year. This precipitous decline largely reflects CSU Systemwide and local CSU campus policy decisions to restrict the number of transfer admissions in order to accommodate incoming freshmen from California high schools.
- Table B indicates a 21-year shift in the proportion of CSM transfers enrolling at UC vs. CSU. In 1989/90, 83.3% of CSM transfers enrolled at UC compared to 16.7% at CSU. In 2009/10, 64% enrolled at UC compared to 36% at CSU.

**Trends in Numbers of Transfer Students: UC and CSU, 1989-90 to 2009-10**



Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.  
 Source: California Postsecondary Education Commission, *Transfer Pathways Report*, December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).  
**Table A**

**CSM Transfer Students Attending CSU and UC, 1989-90 to 2009-10**

Full Year	Total Transfer Students	Transfers To		Percentage Distribution		Percent Change Prior Year		Total Transfer Students
		CSU	UC	CSU	UC	CSU	UC	
2009-10	378	242	136	64.0	36.0	-37.5	3.0	-27.2
2008-09	519	387	132	74.6	25.4	-8.5	-8.3	-8.5
2007-08	567	423	144	74.6	25.4	3.4	0.7	2.7
2006-07	552	409	143	74.1	25.9	21.7	-10.1	11.5
2005-06	495	336	159	67.9	32.1	6.3	5.3	6.0
2004-05	467	316	151	67.7	32.3	-15.3	26.9	-5.1
2003-04	492	373	119	75.8	24.2	-13.1	-35.3	-19.7
2002-03	613	429	184	70.0	30.0	-4.0	-11.1	-6.3
2001-02	654	447	207	68.3	31.7	8.8	16.9	11.2
2000-01	588	411	177	69.9	30.1	-5.5	22.9	1.6
1999-00	579	435	144	75.1	24.9	-4.8	-7.7	-5.5
1998-99	613	457	156	74.6	25.4	-7.1	6.1	-4.1
1997-98	639	492	147	77.0	23.0	-14.1	6.5	-10.1
1996-97	711	573	138	80.6	19.4	-4.3	-9.8	-5.5
1995-96	752	599	153	79.7	20.3	5.1	10.1	6.1
1994-95	709	570	139	80.4	19.6	2.3	-14.7	-1.5
1993-94	720	557	163	77.4	22.6	-0.4	28.3	5.0
1992-93	686	559	127	81.5	18.5	-1.6	-20.6	-5.8
1991-92	728	568	160	78.0	22.0	-12.3	3.2	-9.3
1990-91	803	648	155	80.7	19.3	-15.0	1.3	-12.2
1989-90	915	762	153	83.3	16.7	---	---	---
<b>20-Year Total/Chg</b>	13,180	9,993	3,187	75.8	24.2	-68.2	-11.1	-58.7

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, *Transfer Pathways Report*, December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

Table B

**Statewide Transfer Students Attending CSU and UC, 1989-90 to 2009-10**

Full Year	Total Transfer Students	Transfers To		Percentage Distribution		Percent Change Prior Year		Total Transfer Students
		CSU	UC	CSU	UC	CSU	UC	
2009-10	52,341	37,651	14,690	71.9	28.1	-24.3	4.1	-18.1
2008-09	63,876	49,768	14,108	77.9	22.1	-9.5	1.0	-7.3
2007-08	68,934	54,970	13,964	79.7	20.3	1.1	0.3	0.9
2006-07	68,302	54,379	13,923	79.6	20.4	3.3	1.1	2.9
2005-06	66,405	52,640	13,765	79.3	20.7	-2.0	4.2	-0.7
2004-05	66,904	53,693	13,211	80.3	19.7	11.1	5.0	9.9
2003-04	60,897	48,317	12,580	79.3	20.7	-4.8	-1.6	-4.1
2002-03	63,524	50,744	12,780	79.9	20.1	0.6	4.0	1.3
2001-02	62,718	50,427	12,291	80.4	19.6	5.4	9.6	6.2
2000-01	59,073	47,858	11,215	81.0	19.0	0.4	3.6	1.0
1999-00	58,501	47,674	10,827	81.5	18.5	6.1	6.4	6.1
1998-99	55,120	44,943	10,177	81.5	18.5	-1.2	-0.4	-1.1
1997-98	55,718	45,504	10,214	81.7	18.3	-5.8	-2.7	-5.3
1996-97	58,811	48,314	10,497	82.2	17.8	-0.8	-3.5	-1.3
1995-96	59,568	48,687	10,881	81.7	18.3	3.8	-0.5	3.0
1994-95	57,851	46,912	10,939	81.1	18.9	5.6	0.0	4.5
1993-94	55,359	44,419	10,940	80.2	19.8	8.4	9.5	8.6
1992-93	50,973	40,980	9,993	80.4	19.6	-8.7	0.2	-7.1
1991-92	54,872	44,900	9,972	81.8	18.2	-3.8	-0.6	-3.2
1990-91	56,702	46,672	10,030	82.3	17.7	2.3	22.9	5.4
1989-90	53,774	45,610	8,164	84.8	15.2	---	---	---
<b>20-Year Total/Chg</b>	1,250,223	1,005,062	245,161	80.4	19.6	-17.5	79.9	-2.7

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, *Transfer Pathways Report*, December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

Table C



## *Degrees and Majors of CSM Transfer Students to CSU & UC* 1999 to 2009

### **Data Included:**

- Table A: *Trends in Number of Transfer Students: UC and CSU, 1989-90 to 2009-10*
- Table B: *CSM Transfer Students Attending CSU and UC, 1989-90 to 2009-10*

### **Key Findings:**

- Table A displays the major field of study for all degrees awarded to CSM transfer students at the various campuses of the UC and CSU, 1999 – 2009.
- The top 5 major fields of study are: Social Sciences (24.9%); Business (21.0%); Humanities (7.5%); Engineering (6.9%); and Biological Sciences (6.6%) (Table A).
- Table B displays the major field of study for CSM transfer students at the time of transfer. The top 5 transfer majors are: Social Sciences (23.0%); Business (18.6%); Engineering (6.8%); Biological Sciences (6.0%); and Art & Music (5.7%).

**CSM Transfers to CSU and UC by Degrees Earned, 1999-2009**

Major (CIP Classification)	CSU Count	UC Count	Total (CSU and UC)		
			Count	Percent	Rank
Social Sciences	622	647	1,269	24.9	1
Business	925	147	1,072	21.0	2
Humanities	337	43	380	7.5	3
Engineering	224	129	353	6.9	4
Biological Sciences	112	225	337	6.6	5
Art and Music	207	67	274	5.4	6
English & Literature	182	72	254	5.0	7
Mass Communications	172	61	233	4.6	8
Health Professions	170	9	179	3.5	9
Computer Science	88	51	139	2.7	10
Education	121	13	134	2.6	11
Agriculture	14	72	86	1.7	12
Health & Physical Education	73	3	76	1.5	13
Mathematics	12	48	60	1.2	14
Environmental Studies	29	29	58	1.1	15
Architecture	28	28	56	1.1	16
Human Services	35	16	51	1.0	17
Physical Sciences	14	29	43	0.8	18
Foreign Language	27	10	37	0.7	19
Unknown Discipline	0	5	5	0.1	20
<b>Total</b>	<b>3,392</b>	<b>1,704</b>	<b>5,096</b>	<b>100.0</b>	

Notes: Students are included by year that CSU/UC degree was conferred, irrespective of student's year of admission and of declared major while in community college. For more information about Classification of Instructional Programs (CIP) Classifications, visit <http://nces.ed.gov/ipeds/cipcode>.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

**Table A**

**CSM Transfers to CSU and UC by Major, 2000-2009**

Major (CIP Classification)	CSU Count	UC Count	Total (CSU and UC)		
			Count	Percent	Rank
Social Sciences	430	477	907	23.0	1
Business	620	116	736	18.6	2
Unknown Discipline	87	236	323	8.2	3
Engineering	164	105	269	6.8	4
Biological Sciences	114	123	237	6.0	5
Art and Music	174	51	225	5.7	6
Humanities	202	19	221	5.6	7
Mass Communications	135	49	184	4.7	8
Computer Science	125	23	148	3.7	9
English & Literature	101	29	130	3.3	10
Health Professions	125	0	125	3.2	11
Health & Physical Education	79	0	79	2.0	12
Education	73	0	73	1.8	13
Agriculture	6	55	61	1.5	14
Physical Sciences	12	38	50	1.3	15
Mathematics	19	28	47	1.2	16
Environmental Studies	22	15	37	0.9	17
Architecture	20	14	34	0.9	18
Foreign Language	18	5	23	0.6	19
Human Services	15	7	22	0.6	20
Undeclared	19	0	19	0.5	21
<b>Total</b>	<b>2,560</b>	<b>1,390</b>	<b>3,950</b>	<b>100.0</b>	

Notes: Includes Fall term transfers only. Students are classified according to the major declared upon CSU/UC admission. For more information about Classification of Instructional Programs (CIP) Classifications, visit <http://nces.ed.gov/ipeds/cipcode>. Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).  
**Table B**

## How Does SMCCCD Compare to Statewide Transfers to CSU & UC? 2005-06 to 2009-10

### Note:

- The following table shows CSU and UC transfer number trends over a 5-year period.

### Statewide and SMCCCD Transfers to CSU and UC: 5-Year Change

Year	Total Transfer Students	Transfers To		Percentage Distribution		Percent Change Prior Year		
		CSU	UC	CSU	UC	CSU	UC	Total
<b>STATEWIDE</b>								
2009-10	52,341	37,651	14,690	71.9	28.1	-24.3	4.1	-18.1
2008-09	63,876	49,768	14,108	77.9	22.1	-9.5	1.0	-7.3
2007-08	68,934	54,970	13,964	79.7	20.3	1.1	0.3	0.9
2006-07	68,302	54,379	13,923	79.6	20.4	3.3	1.1	2.9
2005-06	66,405	52,640	13,765	79.3	20.7	-2.0	4.2	-0.7
<b>SMCCCD</b>								
2009-10	789	538	251	68.2	31.8	-37.4	0.4	-28.9
2008-09	1,110	860	250	77.5	22.5	-6.9	0.0	-5.5
2007-08	1,174	924	250	78.7	21.3	2.6	6.8	3.4
2006-07	1,135	901	234	79.4	20.6	14.3	-13.0	7.4
2005-06	1,057	788	269	74.6	25.4	0.8	8.5	2.6
<b>CSM</b>								
2009-10	378	242	136	64.0	36.0	-37.5	3.0	-27.2
2008-09	519	387	132	74.6	25.4	-8.5	-8.3	-8.5
2007-08	567	423	144	74.6	25.4	3.4	0.7	2.7
2006-07	552	409	143	74.1	25.9	21.7	-10.1	11.5
2005-06	495	336	159	67.9	32.1	6.3	5.3	6.0
<b>CAÑADA</b>								
2009-10	101	67	34	66.3	33.7	-44.6	-22.7	-38.8
2008-09	165	121	44	73.3	26.7	-9.7	33.3	-1.2
2007-08	167	134	33	80.2	19.8	13.6	43.5	18.4
2006-07	141	118	23	83.7	16.3	-2.5	21.1	0.7
2005-06	140	121	19	86.4	13.6	0.8	26.7	3.7

Year	Total Transfer Students	Transfers To		Percentage Distribution		Percent Change Prior Year		
		CSU	UC	CSU	UC	CSU	UC	Total
<b>SKYLINE</b>								
2009-10	310	229	81	73.9	26.1	-34.9	9.5	-27.2
2008-09	426	352	74	82.6	17.4	-4.1	1.4	-3.2
2007-08	440	367	73	83.4	16.6	-1.9	7.4	-0.5
2006-07	442	374	68	84.6	15.4	13.0	-25.3	4.7
2005-06	422	331	91	78.4	21.6	-4.3	11.0	-1.4

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, *Transfer Pathways Report*, December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

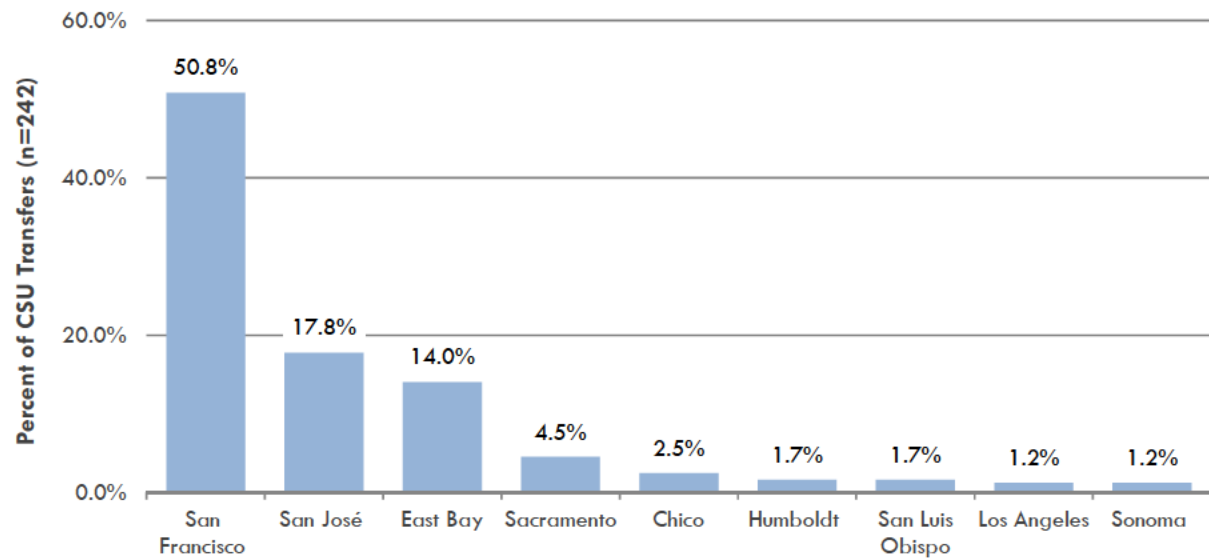
## *Which CSU Campuses Do CSM Transfer Students Attend?* 1989-90 to 2009-10

### **Data Included:**

- Table A: *CSM Snapshot Today: Student Transfers to CSU Campuses, 2009-10*
- Table B: *CSM Transfers to CSU Campuses, 1989-90 through 2009-10*
- Table C: *CSM Student Transfers to CSU: 21-Year Perspective*
- Table D: *SMCCCD Student Transfers to CSU: 21-Year Perspective*

### **Key Findings:**

- San Francisco State University is the primary choice for CSM transfers within the California State University system (CSU) (Table A and B).
- Over a 21-year period of time, 41.2% (4,118) of all CSM transfers enrolled at SFSU. San Jose State University is the second most popular CSU campus for CSM transfers, enrolling 21.6% (2,164) of our students. CSU East Bay accounts for 14.1% (1,412) of CSM transfers within the CSU system as a whole (Table B).
- Taken together, the 3 CSU campuses closest in geographical proximity to CSM (SFSU, SJSU, and CSUEB) enroll more than three-quarters (76.9%) of all CSM transfers (Table B).

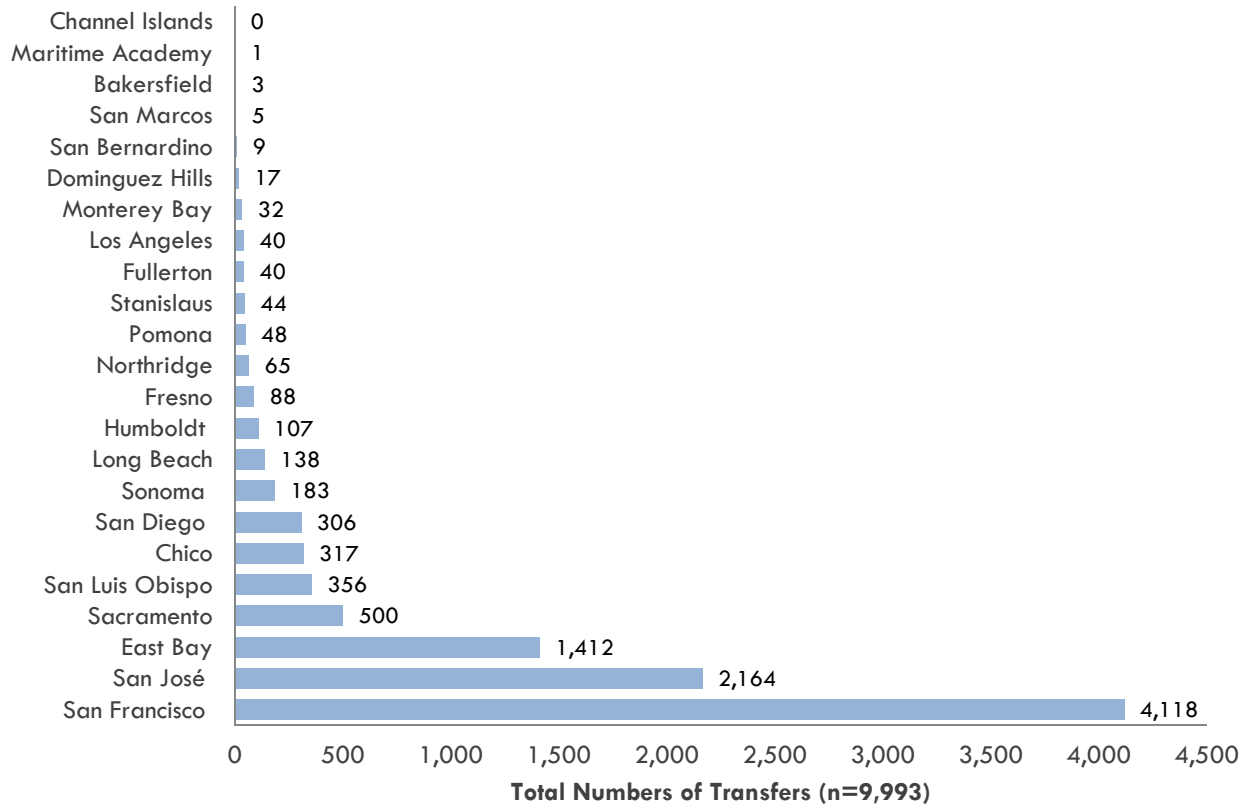
**CSM Snapshot: Student Transfers to CSU Campuses, 2009-10**

Notes: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010. Transfers to the following campuses were below 1% and were not included in the chart: Bakersfield, Channel Islands, Dominguez Hills, Fresno, Fullerton, Long Beach, Maritime Academy, Monterey Bay, Northridge, Pomona, San Bernardino, San Diego, San Marcos, and Stanislaus.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

**Table A**

### CSM Transfers to CSU Campuses, 1989-90 through 2009-10



Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

**Table B**



**CSM Student Transfers to CSU: 20-Year Perspective**

Campus	Number of Transfers and Percent of Total									
	1989-90		1994-95		1999-00		2004-05		2009-10	
<b>San Francisco</b>	285	37.4%	216	37.9%	193	44.4%	160	50.6%	123	50.8%
<b>San José</b>	151	19.8	109	19.1	106	24.4	61	19.3	43	17.8
<b>East Bay</b>	85	11.2	103	18.1	53	12.2	34	10.8	34	14.0
<b>Sacramento</b>	65	8.5	28	4.9	12	2.8	13	4.1	11	4.5
<b>Chico</b>	41	5.4	25	4.4	12	2.8	3	0.9	6	2.5
<b>Humboldt</b>	9	1.2	6	1.1	5	1.1	4	1.3	4	1.7
<b>San Luis Obispo</b>	39	5.1	21	3.7	10	2.3	9	2.8	4	1.7
<b>Los Angeles</b>	3	0.4	3	0.5	1	0.2	2	0.6	3	1.2
<b>Sonoma</b>	13	1.7	8	1.4	6	1.4	5	1.6	3	1.2
<b>Long Beach</b>	12	1.6	10	1.8	2	0.5	7	2.2	2	0.8
<b>Monterey Bay</b>	0	0.0	0	0.0	2	0.5	0	0.0	2	0.8
<b>Northridge</b>	8	1.0	2	0.4	4	0.9	2	0.6	2	0.8
<b>Dominguez Hills</b>	1	0.1	1	0.2	0	0.0	0	0.0	1	0.4
<b>Fresno</b>	5	0.7	12	2.1	4	0.9	1	0.3	1	0.4
<b>Fullerton</b>	3	0.4	1	0.2	2	0.5	1	0.3	1	0.4
<b>San Bernardino</b>	1	0.1	0	0.0	1	0.2	0	0.0	1	0.4
<b>San Diego</b>	29	3.8	21	3.7	20	4.6	11	3.5	1	0.4
<b>Bakersfield</b>	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0
<b>Channel Islands</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Maritime Academy</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Pomona</b>	5	0.7	2	0.4	0	0.0	2	0.6	0	0.0
<b>San Marcos</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Stanislaus</b>	6	0.8	1	0.2	2	0.5	1	0.3	0	0.0
<b>Total CSU</b>	762	100%	570	100%	435	100%	316	100%	242	100%

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

**Table C**

**SMCCCD Student Transfers to CSU: 20-Year Perspective**

Campus	Number of Transfers and Percent of Total									
	1989-90		1994-95		1999-00		2004-05		2009-10	
San Francisco	542	44.5%	492	46.2%	513	54.3%	462	59.1%	311	57.8%
San José	218	17.9	169	15.9	169	17.9	126	16.1	71	13.2
East Bay	129	10.6	162	15.2	108	11.4	68	8.7	80	14.9
Sacramento	84	6.9	49	4.6	28	3.0	25	3.2	20	3.7
Chico	57	4.7	44	4.1	20	2.1	10	1.3	8	1.5
Humboldt	18	1.5	10	0.9	11	1.2	5	0.6	5	0.9
San Luis Obispo	45	3.7	27	2.5	12	1.3	18	2.3	6	1.1
Los Angeles	5	0.4	3	0.3	2	0.2	3	0.4	6	1.1
Sonoma	27	2.2	19	1.8	17	1.8	11	1.4	5	0.9
Long Beach	17	1.4	14	1.3	9	1.0	10	1.3	4	0.7
Monterey Bay	0	0.0	0	0.0	6	0.6	2	0.3	4	0.7
Northridge	9	0.7	6	0.6	8	0.8	4	0.5	4	0.7
Dominguez Hills	2	0.2	1	0.1	3	0.3	2	0.3	3	0.6
Fresno	9	0.7	19	1.8	4	0.4	1	0.1	2	0.4
Fullerton	5	0.4	2	0.2	2	0.2	4	0.5	3	0.6
San Bernardino	3	0.2	1	0.1	2	0.2	2	0.3	1	0.2
San Diego	36	3.0	38	3.6	26	2.8	18	2.3	2	0.4
Bakersfield	1	0.1	2	0.2	0	0.0	1	0.1	1	0.2
Channel Islands	0	0.0	0	0.0	0	0.0	1	0.1	0	0.0
Maritime Academy	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
Pomona	5	0.4	3	0.3	1	0.1	4	0.5	1	0.2
San Marcos	0	0.0	1	0.1	1	0.1	0	0.0	0	0.0
Stanislaus	7	0.6	2	0.2	2	0.2	5	0.6	0	0.0
<b>Total CSU</b>	<b>1,219</b>	<b>100%</b>	<b>1,064</b>	<b>100%</b>	<b>944</b>	<b>100%</b>	<b>782</b>	<b>100%</b>	<b>538</b>	<b>100%</b>

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

**Table D**

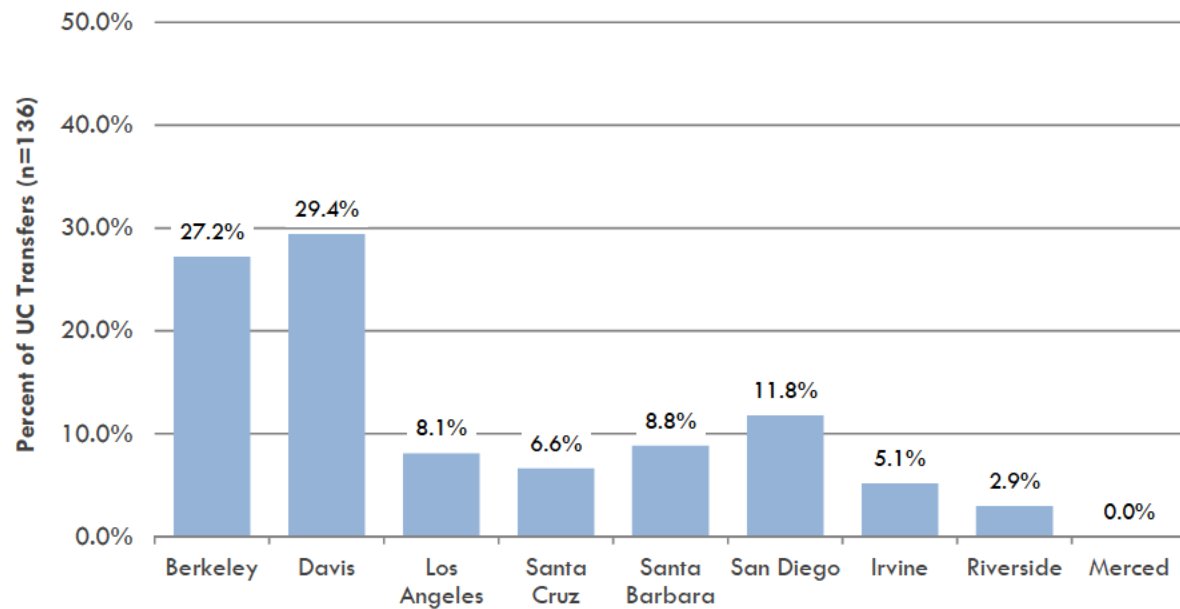
## ***Which UC Campuses Do CSM Transfer Students Attend? 1989-90 to 2009-10***

### **Data Included:**

- Table A: *CSM Snapshot: Student Transfers to UC Campuses, 2009-10*
- Table B: *CSM Student Transfers to UC Campuses, 1989-90 through 2009-10*
- Table C: *CSM Student Transfers to UC: 21-Year Perspective*
- Table D: *SMCCCD Student Transfers to UC: 21-Year Perspective*

### **Key Findings:**

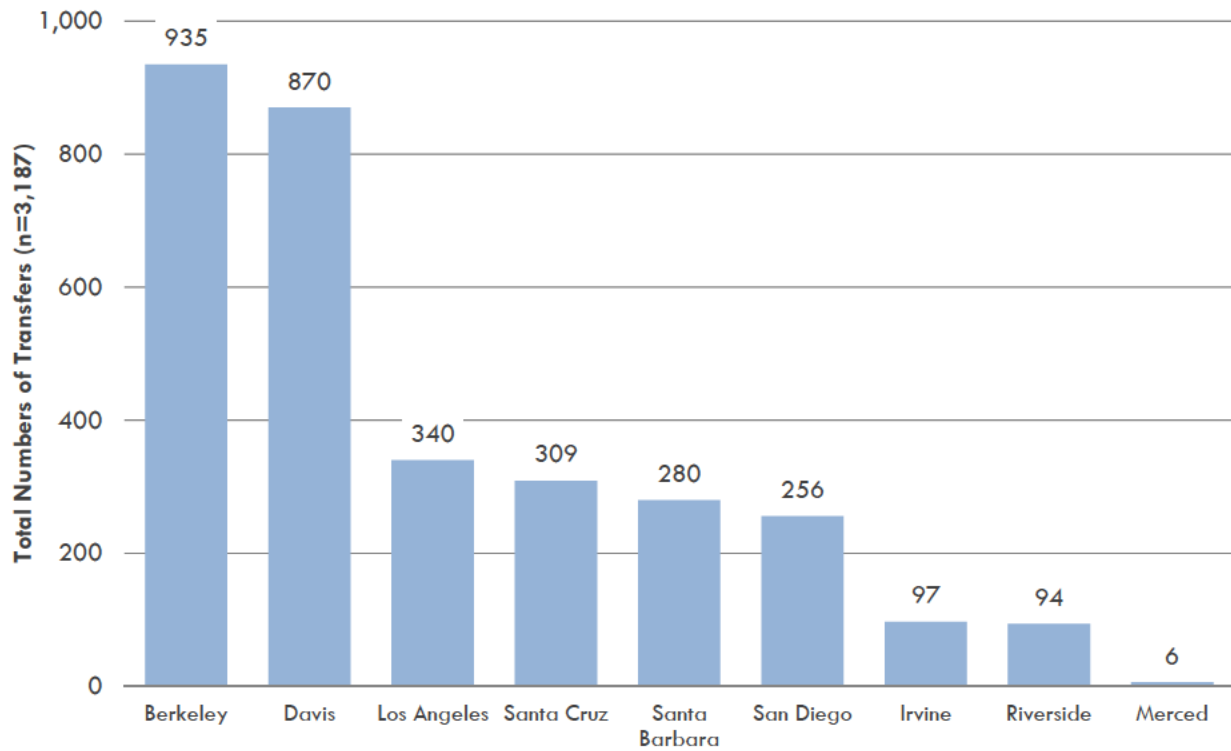
- UC Berkeley is the primary choice for CSM transfers within the University of California system. Over a 21-year period of time, 29.3% (935) of all CSM transfers enrolled at UCB. UC Davis is the second most popular UC campus for CSM transfers, enrolling 27.3% (870) of our students. UC Los Angeles accounts for 10.7% (340) of CSM transfers within the UC system as a whole.
- Taken together, these 3 UC campuses (UCB, UCD, and UCLA) enroll more than two-thirds (67.3%) of all CSM transfers.
- Over this period of time, UC Davis has replaced UC Berkeley as the most popular destination campus for CSM transfers. In 1989/90, UCB enrolled 41.2% of CSM transfers and UCD 19.0%. In contrast, UCB enrolled 27.2% of CSM transfers vs. 29.4% enrolling at UCD.

**CSM Snapshot: Student Transfers to UC Campuses, 2009-10**

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.  
 Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

**Table A**

### CSM Student Transfers to UC Campuses, 1989-90 through 2009-10



Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.  
 Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

**Table B**

**CSM Student Transfers to UC: 20-Year Perspective**

Campus	Number of Transfers and Percent of Total									
	1989-90		1994-95		1999-00		2004-05		2009-10	
Davis	29	19.0%	41	29.5%	39	27.1%	40	26.5%	40	29.4%
Berkeley	63	41.2	38	27.3	45	31.3	38	25.2	37	27.2
San Diego	5	3.3	7	5.0	5	3.5	18	11.9	16	11.8
Santa Barbara	20	13.1	10	7.2	13	9.0	9	6.0	12	8.8
Los Angeles	23	15.0	17	12.2	18	12.5	18	11.9	11	8.1
Santa Cruz	8	5.2	22	15.8	13	9.0	16	10.6	9	6.6
Irvine	3	2.0	2	1.4	3	2.1	8	5.3	7	5.1
Riverside	2	1.3	2	1.4	8	5.6	4	2.6	4	2.9
Merced	N/A	---	N/A	---	N/A	---	N/A	---	0	---
<b>Total UC</b>	<b>153</b>	<b>100%</b>	<b>139</b>	<b>100%</b>	<b>144</b>	<b>100%</b>	<b>151</b>	<b>100%</b>	<b>136</b>	<b>100%</b>

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

Table C

**SMCCCD Student Transfers to UC: 20-Year Perspective**

Campus	Number of Transfers and Percent of Total									
	1989-90		1994-95		1999-00		2004-05		2009-10	
Davis	41	19.6%	67	29.1%	63	28.1%	86	34.7%	78	31.1%
Berkeley	90	43.1	63	27.4	65	29.0	63	25.4	70	27.9
San Diego	5	2.4	8	3.5	9	4.0	21	8.5	24	9.6
Santa Barbara	22	10.5	18	7.8	23	10.3	12	4.8	17	6.8
Los Angeles	27	12.9	28	12.2	29	12.9	24	9.7	22	8.8
Santa Cruz	15	7.2	38	16.5	21	9.4	27	10.9	23	9.2
Irvine	7	3.3	4	1.7	4	1.8	11	4.4	9	3.6
Riverside	2	1.0	4	1.7	10	4.5	4	1.6	7	2.8
Merced	N/A	---	N/A	---	N/A	---	N/A	---	1	0.4
<b>Total UC</b>	<b>209</b>	<b>100%</b>	<b>230</b>	<b>100%</b>	<b>224</b>	<b>100%</b>	<b>248</b>	<b>100%</b>	<b>251</b>	<b>100%</b>

Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

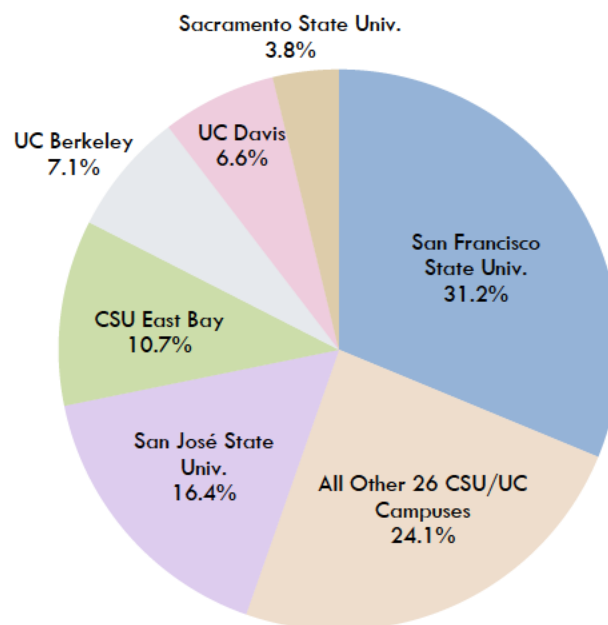
Table D

## **Which CSU/UC Campuses Do CSM Transfer Students Attend? 1989-90 to 2009-10**

### **Key Findings:**

- Over a 21-year period of time (1989/90 – 2009/10), 13,180 CSM students transferred to the 23 campuses of the CSU System and the 9 campuses of the UC system, combined.
- 76% of all CSM transfers enrolled at only 6 campuses of the 32 public universities in California.
- Nearly one-half (48%) of all CSM transfers enroll at SFSU and SJSU alone.

### **Top CSU/UC Campus Destinations of CSM Transfer Students, 1989-90 to 2009-10 (n=13,180)**



Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.  
Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

## *Ethnic Profile of CSM Transfer Students to CSU and UC 1994-95 to 2009-10*

### Data Included:

- Table A: *CSM Snapshot Today: Ethnic Profile of Student Transfers to CSU, 2009-10*
- Table B: *Ethnic Profile of CSM Student Transfers to CSU: 8-Year Perspective*
- Table C: *Ethnic Profile of Statewide Student Transfers to CSU: 8-Year Perspective*
- Table D: *CSM Snapshot: Ethnic Profile of Student Transfers to UC, 2009-10*
- Table E: *Ethnic Profile of CSM Student Transfers to UC: 15-Year Perspective*
- Table F: *Ethnic Profile of Statewide Student Transfers to UC: 15-Year Perspective*
- Table G: *CSM Snapshot: Ethnic Profile of Student Transfers to CSU & UC, 2009-10*
- Table H: *Ethnic Profile of CSM Student Transfers to CSU & UC: 8-Year Perspective*
- Table I: *Ethnic Profile of Statewide Student Transfers to CSU & UC: 8-Year Perspective*
- Table J: *CSM Snapshot: Student Ethnicity: Fall 2010*
- Table K: *California Community Colleges Statewide Student Ethnicity: Fall 2010*

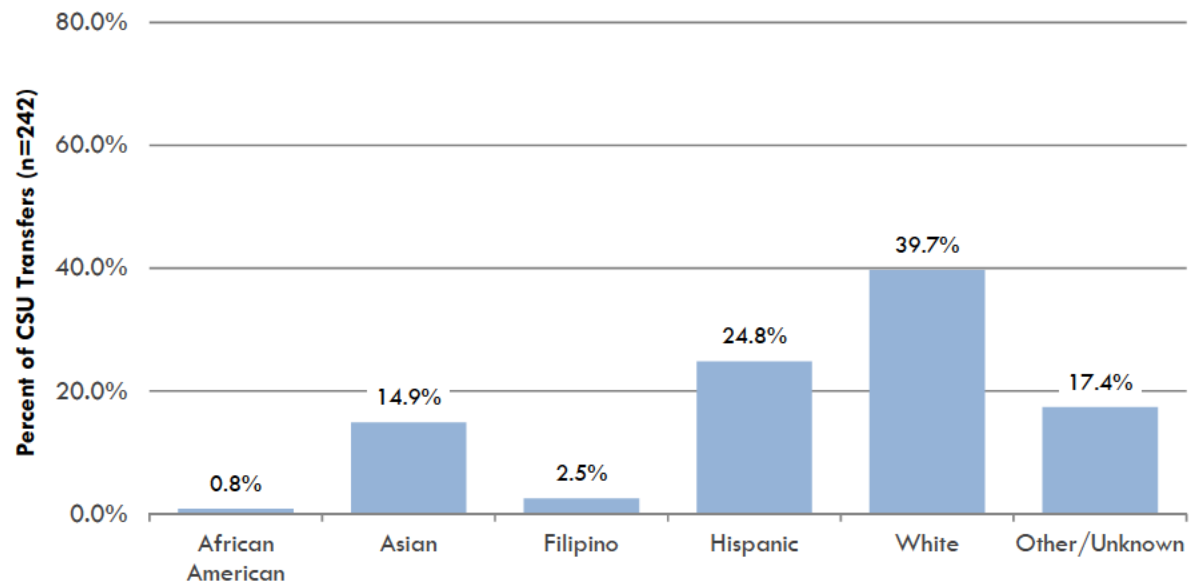
### Key Findings:

- The ethnic composition of the most recent CSM transfers to the CSU System does not exactly mirror the CSM population at large (See Tables A & J.) The largest increase in the proportion of populations who transfer are Hispanics. (See Table B.)
- Table A displays the ethnic distribution of CSM transfers to the CSU System for the most recent year (2009/10). The comparison ethnic profile of the total CSM student population (Fall 2010) is shown in Table H. This comparison reveals the following differential in the ethnicity of transfers vs. all CSM students: African American – 0.8% vs. 3.7%; Asian – 14.9% vs. 16.1%; Filipino – 2.5% vs. 7.2%; Hispanic – 24.8% vs. 19.5%; White – 39.7% vs. 34.2%.
- Table B displays CSM transfers to CSU over the past 8 years. Asian students are increasingly less likely to transfer to the CSU today (14.9%) compared to 2001/02 when they comprised 25.3% of CSU transfers. In comparison, Hispanic transfers represented 12.5% of CSU transfers in 2001/02 vs. 24.8% of transfers in 2009/10.
- Table C displays the ethnic distribution of all California community college (CCC) transfers to the CSU System for the past 8 years (2001/02 - 2009/10). The comparison ethnic profile of the **total** CCC student population (Fall 2010) is shown in Table K. This comparison reveals the following differential in the ethnicity of transfers vs. all CCC students: African American – 7.3% vs. 4.9%; Asian – 17.0% vs. 12.0%; Filipino – 3.2% vs. 3.1%; Hispanic – 23.8% vs. 33.9%; White – 34.0% vs. 32.5%.
- The ethnic composition of the most recent CSM transfers to the UC System does not exactly mirror the CSM population at large (See Tables D & J.) There are several significant differentials.
- Table D displays the ethnic distribution of CSM transfers to the UC System for the



most recent year (2009/10). The comparison ethnic profile of the total CSM student population (Fall 2010) is shown in Table H. This comparison reveals the following differential in the ethnicity of transfers vs. all CSM students: African American – 0.7% vs. 3.7%; Asian – 50.0% vs. 16.1%; Filipino – 2.9% vs. 7.2%; Hispanic – 9.6% vs. 19.5%; White – 29.4% vs. 34.2%.

- Table E displays CSM transfers to UC over the past 15 years. Asian students are increasingly more likely to transfer to the UC today (50.0%) compared to 1994/95 when they comprised 36.7% of UC transfers. In comparison, Hispanic transfers represented 12.9% of UC transfers in 1994/95 vs. 9.6% of transfers more recently in 2009/10. During this period of time, the proportion of White transfers to UC declined from 33.8% to 29.4%.
- Table F displays CCC transfers to UC over the past 15 years. Statewide, Asian students are increasingly more likely to transfer to the UC today (32.1%) compared to 1994/95 when they comprised 23.9% of UC transfers. The other largest shift in the ethnicity profile of statewide UC transfers is the decline in White students: 47.8% vs. 35.2%.
- Tables G and H displays the ethnicity distribution of all CSM transfers to both UC and CSU Systems, combined. Table I presents the same data for all CCC transfers.

**CSM Snapshot Today: Ethnic Profile of Student Transfers to CSU, 2009-10**

Note: Ethnicity transfer data are not available for CSU prior to the 2001-02 academic year. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

**Table A**

### Ethnic Profile of CSM Student Transfers to CSU: 8-Year Perspective

Ethnicity	Number of Transfers and Percent of Total					
	2001-02		2004-05		2009-10	
<b>African American</b>	3	0.7%	4	1.3%	2	0.8%
<b>Asian</b>	113	25.3	83	26.3	36	14.9
<b>Filipino</b>	31	6.9	18	5.7	6	2.5
<b>Hispanic</b>	56	12.5	42	13.3	60	24.8
<b>White</b>	128	28.6	101	32.0	96	39.7
<b>Other/Unknown</b>	116	26.0	68	21.5	42	17.4
<b>Total</b>	447	100%	316	100%	242	100%

Note: Ethnicity transfer data are not available for CSU prior to the 2001-02 academic year. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

Table B

### Ethnic Profile of Statewide Student Transfers to CSU: 8-Year Perspective

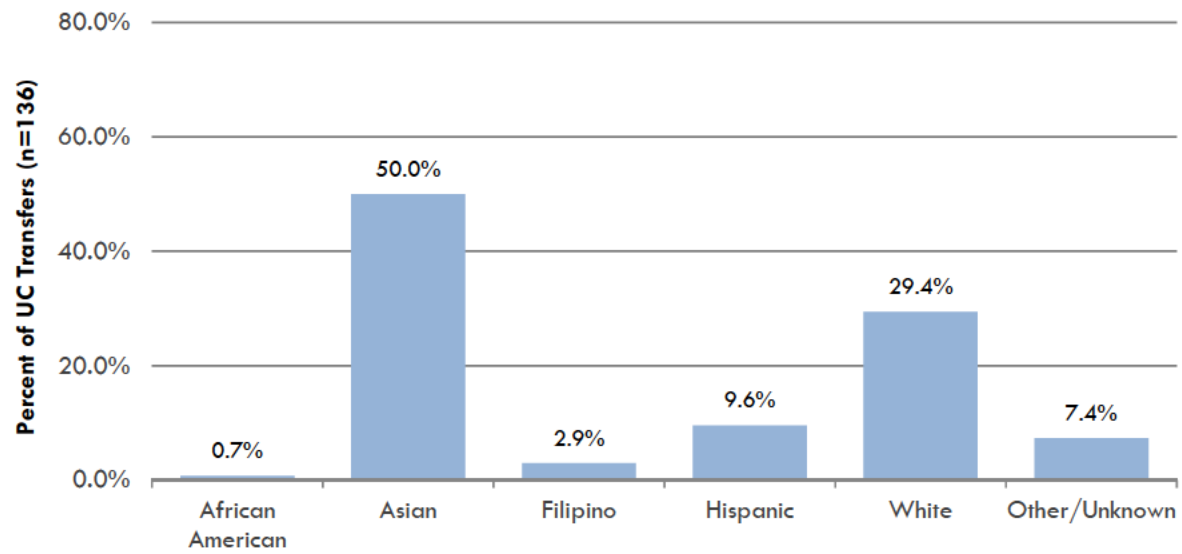
Ethnicity	Number of Transfers and Percent of Total					
	2001-02		2004-05		2009-10	
<b>African American</b>	2,464	4.9%	2,643	4.9%	2,310	4.4%
<b>Asian</b>	6,149	12.2	6,981	13.0	8,898	17.0
<b>Filipino</b>	1,829	3.6	1,905	3.5	1,682	3.2
<b>Hispanic</b>	10,432	20.7	12,361	23.0	12,460	23.8
<b>White</b>	18,713	37.1	19,535	36.4	17,821	34.0
<b>Other/Unknown</b>	10,886	21.6	10,268	19.1	9,170	17.5
<b>Total</b>	50,473	100%	53,693	100%	52,341	100%

Note: Ethnicity transfer data are not available for CSU prior to the 2001-02 academic year. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

Table C

### CSM Snapshot Today: Ethnic Profile of Student Transfers to UC, 2009-10



Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.  
 Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).  
**Table D**

### Ethnic Profile of CSM Student Transfers to UC: 15-Year Perspective

Ethnicity	Number of Transfers and Percent of Total									
	1994-95		1999-00		2001-02		2004-05		2009-10	
<b>African American</b>	3	2.2%	2	1.4%	1	0.5%	0	0.0%	1	0.7%
<b>Asian</b>	51	36.7	72	50.0	118	57.0	75	49.7	68	50.0
<b>Filipino</b>	5	3.6	8	5.6	8	3.9	8	5.3	4	2.9
<b>Hispanic</b>	18	12.9	7	4.9	17	8.2	11	7.3	13	9.6
<b>White</b>	47	33.8	38	26.4	39	18.8	45	29.8	40	29.4
<b>Other/Unknown</b>	15	10.8	17	11.8	24	11.6	12	7.9	10	7.4
<b>Total</b>	139	100%	144	100%	207	100%	151	100%	136	100%

Note: Data for the 2001-02 academic year are provided for comparability with CSU transfer data. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

Table E

### Ethnic Profile of Statewide Student Transfers to UC: 15-Year Perspective

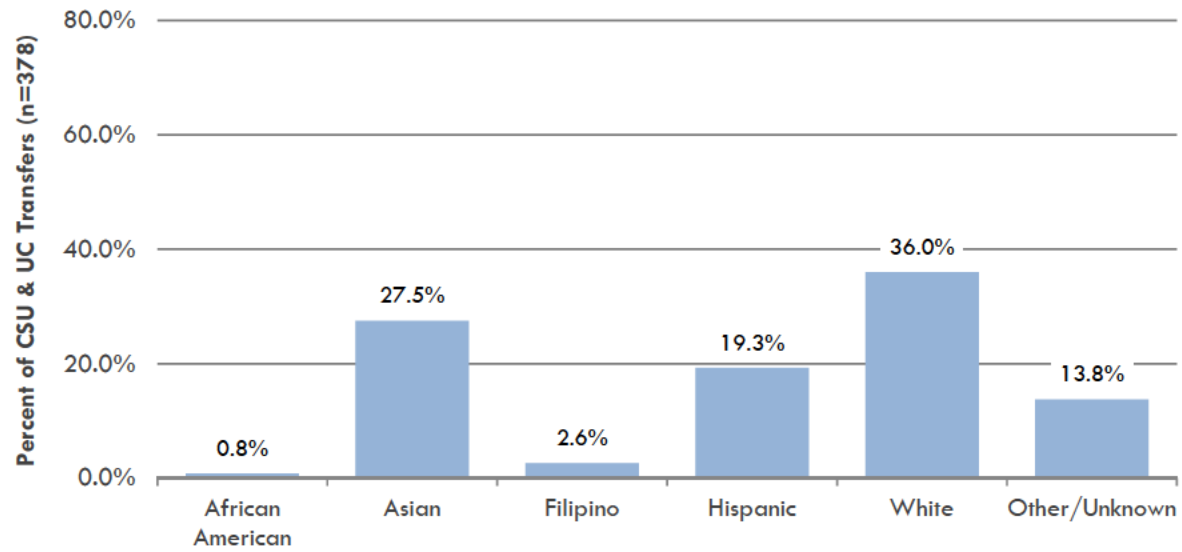
Ethnicity	Number of Transfers and Percent of Total									
	1994-95		1999-00		2001-02		2004-05		2009-10	
<b>African American</b>	364	3.3%	92	0.8%	100	0.8%	356	2.7%	454	3.1%
<b>Asian</b>	2,614	23.9	2,612	24.1	3,060	24.8	3,849	29.1	4,709	32.1
<b>Filipino</b>	305	2.8	314	2.9	393	3.2	405	3.1	430	2.9
<b>Hispanic</b>	1,455	13.3	1,432	13.2	1,915	15.5	1,974	14.9	2,428	16.5
<b>White</b>	5,232	47.8	4,763	44.0	4,956	40.2	5,145	38.9	5,175	35.2
<b>Other/Unknown</b>	969	8.9	1,614	14.9	1,904	15.4	1,482	11.2	1,494	10.2
<b>Total</b>	10,939	100%	10,827	100%	12,328	100%	13,211	100%	14,690	100%

Note: Data for the 2001-02 academic year are provided for comparability with CSU transfer data. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

Table F

### CSM Snapshot: Ethnic Profile of Student Transfers to CSU & UC, 2009-10



Note: Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.  
 Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).  
**Table G**

**Ethnic Profile of CSM Student Transfers to CSU & UC: 8-Year Perspective**

Ethnicity	Number of Transfers and Percent of Total					
	2001-02		2004-05		2009-10	
<b>African American</b>	4	0.6%	4	0.9%	3	0.8%
<b>Asian</b>	231	35.3	158	33.8	104	27.5
<b>Filipino</b>	39	6.0	26	5.6	10	2.6
<b>Hispanic</b>	73	11.2	53	11.3	73	19.3
<b>White</b>	167	25.5	146	31.3	136	36.0
<b>Other/Unknown</b>	140	21.4	80	17.1	52	13.8
<b>Total</b>	654	100%	467	100%	378	100%

Note: Ethnicity transfer data are not available for CSU prior to the 2001-02 academic year. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

Table H

**Ethnic Profile of Statewide Student Transfers to CSU & UC: 8-Year Perspective**

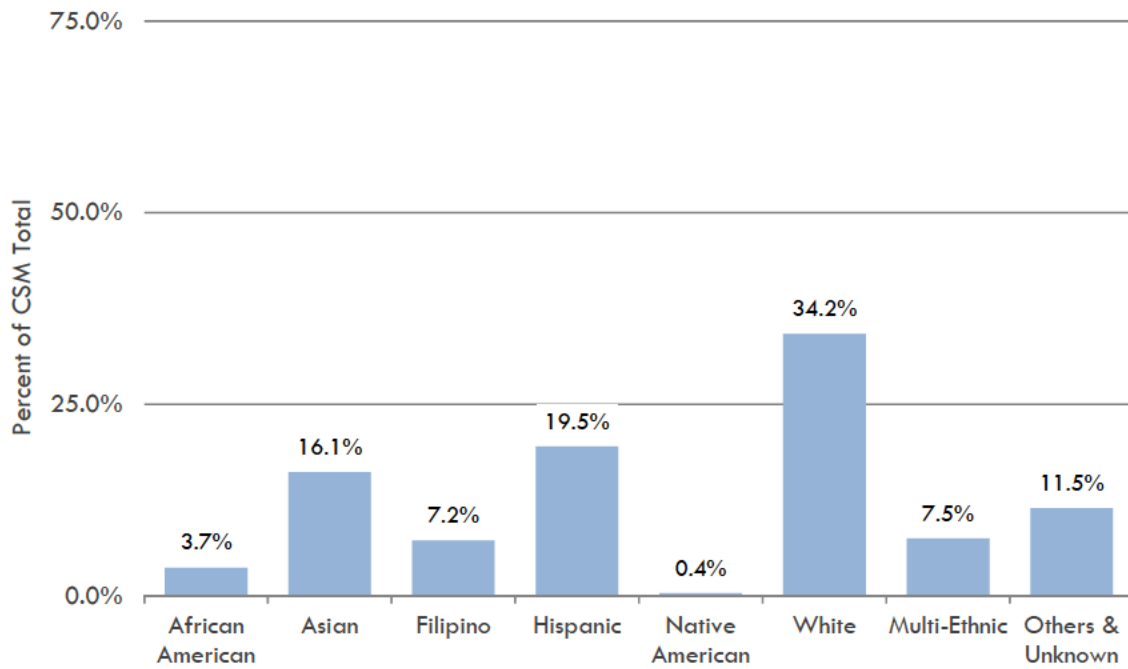
Ethnicity	Number of Transfers and Percent of Total					
	2001-02		2004-05		2009-10	
<b>African American</b>	2,564	4.1%	2,999	4.5%	2,764	4.1%
<b>Asian</b>	9,209	14.7	10,830	16.2	13,607	20.3
<b>Filipino</b>	2,222	3.5	2,310	3.5	2,112	3.2
<b>Hispanic</b>	12,347	19.7	14,335	21.4	14,888	22.2
<b>White</b>	23,669	37.7	24,680	36.9	22,996	34.3
<b>Other/Unknown</b>	12,790	20.4	11,750	17.6	10,664	15.9
<b>Total</b>	62,801	100%	66,904	100%	67,031	100%

Note: Ethnicity transfer data are not available for CSU prior to the 2001-02 academic year. Data are published in December for the prior academic year, e.g., 2009-10 data were published December 2010.

Source: California Postsecondary Education Commission, "Transfer Pathways Report," December 2010, [www.cpec.ca.gov](http://www.cpec.ca.gov).

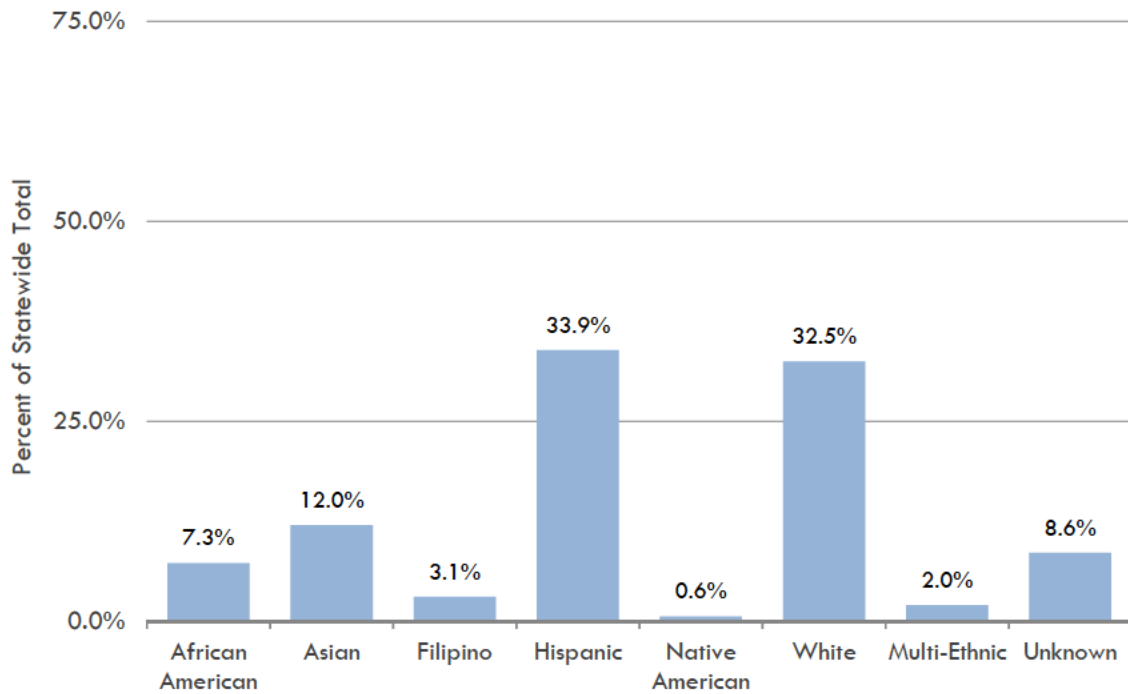
Table I

### CSM Snapshot: Student Ethnicity Fall 2010



Source: SMCCCD Student Database  
**Table J**

### California Community Colleges Statewide Student Ethnicity: Fall 2010



Source: CCCCO Data Mart, [www.cccco.edu](http://www.cccco.edu), accessed 11/1/11  
**Table K**



## *Profile of CSM Student Athlete Transfers* 2009/10 - 2010/11

### Data Included:

- Table A: *CSM Student Athlete Transfer by Sport, 2009/10 - 2010/11*
- Table B: *CSM Student Athlete Transfers by Ethnicity, 2009/10 -2010/11*
- Table C: *CSM Student Athlete Transfers by Type of Institution, 2009/10 -2010/11*
- Table D: *Institutions to Which CSM Student Athletes Have Transferred, 2009/10-2010/11*

### Key Findings:

- In two academic years combined, (2009/10 and 2010/11), 114 CSM student athletes transferred to 4 year colleges and universities.
- This number (114) represents a 72% transfer rate for intercollegiate athletes completing their 2<sup>nd</sup> year of eligibility at CSM. In contrast, the collegewide transfer rate for 2007-2010 Student-Right-to-Know cohort is 16.9%.
- African American student athletes comprise 29% (n = 33) of all intercollegiate athletic transfers. Pacific Islanders represent 10% of transfers.
- The official transfer data reports provided to California community colleges are limited to tracking transfers enrolling at UC and CSU, only. This report track CSM student athletes transferring to UC, CSU, California private colleges and universities, and out-of-state and Canadian institutions.
- While CPEC reports indicate only 2 African American transfers to CSU and 1 African American transfer to UC in 2009/10. This report reveals the large number of students of color not tracked by the CPEC databases. Only 2 African Student athletes transferred to a UC or CSU campus; 31 transferred to an out-of-state or a California private college.

**CSM Student Athlete Transfers by Sport, 2009/10 - 2010/11**

Sport	Numbers of Athletes and Percents of Total					
	2009-10		2010-11		Both Years Combined	
Football	26	42.6%	24	45.3%	50	43.9%
Baseball	16	26.2	14	26.4	30	26.3
Swim/Water Polo	6	9.8	6	11.3	12	10.5
Track/Cross-Country	7	11.5	1	1.9	8	7.0
Basketball	3	4.9	5	9.4	8	7.0
Softball	3	4.9	3	5.7	6	5.3
<b>Total</b>	<b>61</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>114</b>	<b>100%</b>

Source: CSM Intercollegiate Athletics Department

Table A

**CSM Student Athlete Transfers by Ethnicity, 2009/10 – 2010/11**

Ethnicity	Numbers of Athletes and Percents of Total					
	2009-10		2010-11		Both Years Combined	
African American	20	32.8%	13	24.5%	33	28.9%
Asian	3	4.9	8	15.1	11	9.6
Filipino	1	1.6	0	0.0	1	0.9
Hispanic	3	4.9	4	7.5	7	6.1
Native American	1	1.6	0	0.0	1	0.9
Pacific Islander	5	8.2	6	11.3	11	9.6
White	28	45.9	22	41.5	50	43.9
<b>Total</b>	<b>61</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>114</b>	<b>100%</b>

Source: CSM Intercollegiate Athletics Department

Table B

**CSM Student Athlete Transfers by Type of Institution, 2009/10 – 2010/11**

Institution Type	Numbers of Athletes and Percents of Total					
	2009-10		2010-11		Both Years Combined	
In-State Public	22	36.1%	10	18.9%	32	28.1%
In-State Private	3	4.9	12	22.6	15	13.2
Out of State	36	59.0	31	58.5	67	58.8
<b>Total</b>	<b>61</b>	<b>100%</b>	<b>53</b>	<b>100%</b>	<b>114</b>	<b>100%</b>

Source: CSM Intercollegiate Athletics Department

Table C

## Institutions to Which CSM Student Athletes Have Transferred, 2009/10 - 2010/11

### In-State Public

- CSU Northridge
- Sacramento State University
- San Francisco State University (SFSU)
- San José State University (SJSU)
- Sonoma State University
- UC Berkeley
- UC Davis
- UC San Diego
- UC Santa Barbara
- UC Santa Cruz
- UCLA

### In-State Private

- Academy of Art
- Menlo College
- Notre Dame de Namur University
- Palo Alto University
- Saint Edwards University
- Santa Clara University
- University of San Diego
- University of San Francisco
- University of Southern California (USC)

### Out of State

- Arizona State University
- Bemidji State University
- Boise State University
- Brigham Young University
- Coastal Carolina University
- Colorado State University-Pueblo
- Concordia University-Portland
- Dixie State University
- Eastern New Mexico University
- Ferris State University
- Florida Institute of Technology
- Fort Lewis College
- Georgia School of Design
- Kentucky State University
- Lamar University
- Lethridge University (Canada)
- Lindenwood University
- Missouri Valley College
- Montana State University
- New Mexico State University
- Nicholls State University
- Northern Arizona University
- Oregon State University
- Portland State University
- Simon Fraser University
- Southeast Missouri State University
- Southwest Baptist University
- St. Gregory's University
- St. Mary's University
- Texas College
- Texas Southern University
- Trinity University - IL
- University of Hawaii
- University of Houston
- University of Laverne
- University of Nevada-Reno
- University of Oregon
- University of Saint Mary's
- University of Southern Mississippi
- University of Texas El Paso (UTEP)

**Out of State**

- University of Texas Pan America
- University of Washington
- Upper Iowa University
- Valdosta State University
- Weber State University
- West Virginia Tech
- Western Kentucky University
- Western State College
- William Jewell College
- Wingate University
- York College

Source: CSM Intercollegiate Athletics Department

**Table D**

## Instructional Programs

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### In This Section

#### **Program Review**

- *Core Program and Student Success Indicators, College Totals, Spring 2012 Program Review Cycle, Academic Years 2008/09-2010/11*

#### **Program Review: Distance Education**

- *Delivery Mode Course Comparison Distance Education vs. Traditional Mode, Student Success Indicators, Spring 2012 Program Review Cycle, Fall 2009 to Fall 2011*

#### **Curriculum Mix Analysis**

- *Instructional Program Types, Fall 2007 vs. Fall 2010*

#### **Instructional Productivity**

- *Instructional Productivity and Efficiency (WSCH, Magnitude, Load), Fall 2007 vs. Fall 2012*

### Overview

This Section includes a variety of reports about instructional programs that comprise program review or present different perspectives in understanding program productivity and efficiency. As a comprehensive college, CSM faces the challenge of offering the most appropriate mix of high-capacity and lower enrolled courses, especially in the context of limited resources. In addition, a variety of programs also have specific labor-contract or accreditation-specific limitations to course enrollment (e.g. English composition courses and nursing) and these issues must be considered when examining standard calculations of productivity.

#### **Program Review**

Included in this section is the report of college totals for instructional program review (Spring 2012 cycle) prepared by PRIE. The report, *Core Measures of Student Success Indicators, 2008/08-2010/11*, includes a various data about student success (e.g. successful course completion and retention) as well as standard productivity measures

(e.g. Load). Since 2008, division-level and program-specific reports of these core measures have been prepared annually for more than 80 individual instructional programs. They are posted online: <http://collegeofsanmateo.edu/programreview>.

In addition, similar delivery-mode comparison reports are prepared for disciplines that offer online courses. Included in this section is the college report for the Spring 2012 program review cycle.

Note: during the Fall 2012 semester the Academic Senate has been developing recommendations for improvements to program review and the data templates.

### **Key Terms for this Section**

*FTES*: An acronym for a "full-time equivalent student," FTES is used by the state as the measure for attendance accounting verification. Also a student workload measure represents 525 class (contact) hours in a full academic year.

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

The current, Fall 2012 target for Load is 550.

*WSCH*: An acronym for "Weekly Student Contact Hours," WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES.

### **Curriculum Mix Analysis**

*Instructional Program Types, Fall 2007 vs. 2011* represents comparative data for types of instructional offerings: in Fall 2011 79% of total enrollment was in transferable courses. The largest proportional change in enrollment is Career and Technical Education (CTE) courses: In Fall 2007 CTE represented 24% of all enrollments vs. 20% in Fall 2011. In Fall 2011, CSM is also had fewer enrollments in the Pre-Collegiate and Kinesiology categories.

**Instructional Productivity and Efficiency, Fall 2007 vs. Fall 2011**

In a comparison of Fall 2007 vs. Fall 2011, total course enrollments (seat counts) decreased by 4% and the numbers of sections decreased by 18%. At the same time, Load increased 15% from 505 in Fall 2007 to 544 in Fall 2011.

This section also includes extensive program-specific data sorted by the size of the program and by WSCH, Magnitude, and Load. These reports are helpful in understanding selected measures of how programs are growing and shrinking.

## Core Program and Student Success Indicators, College Totals Spring 2012 Program Review Cycle, Academic Years 2008/09-2010-11

INDICATOR	Academic Year			Projections					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14			
Enrollments/Dup. Headcount	56,485	57,699	52,945	52,170	50,400	48,630			
WSCH	248,013.17	249,516.31	221,741	213,484.66	200,348.57	187,212.49			
FTEs	8,267.1	8,317.2	7,391.4	7,116.2	6,678.3	6,240.4			
LOAD (WSCH/FTEF)*	563	591	576	590	596	602			
Retention %	84%	85%	84%	84%	84%	84%			
Success %	70%	70%	69%	69%	68%	68%			
<b>Classroom Teaching FTEF</b>									
Full-time FTEF	223.69	218.9	214.8	Projection Methodology  Linear projections based upon 3 years' prior data, using simple linear regression trend analysis. <b>NOTE:</b> Not intended as a goal or target.  Notes: Academic Year = Fall + Spring only.					
Adjunct FTEF	198.27	181.1	147.76						
Overload FTEF (F-T Faculty)	15.63	19.71	19.41						
Retired FTEF	2.68	2.74	2.88						
Total FTEF	440.27	422.45	384.85						
Percent Full-time	51%	52%	56%						
Reassigned FTEF	37.29	43.97	52.1						
<b>Number of Sections</b>									
% Vocational Education	27%	26%	25%						
% Transferable	60%	61%	61%						
% Degree Applicable	7%	7%	8%						
% Basic Skills	5%	5%	5%						

**Successful Course Completion Rates: 2010-11**

Demographic Variable	Count	Col%	Non-			% Non-		
			Success	Success	Withdraw	Success	Success	Withdraw
<b>Ethnicity</b>								
Asian	8,091	16	6,067	2,024	1,114	75	25	14
Black	2,047	4	1,185	862	388	58	42	19
Filipino	3,746	7	2,562	1,184	659	68	32	18
Hispanic	10,132	19	6,490	3,642	1,898	64	36	19
Native Am	191	0	120	71	36	63	37	19
Pac Islander	1,470	3	837	633	294	57	43	20
White	16,898	32	12,180	4,718	2,624	72	28	16
Other	4,867	9	3,630	1,237	651	75	25	13
Multi-Racial	4,657	9	2,943	1,714	900	63	37	19
<b>Total</b>	<b>52,099</b>	<b>100</b>	<b>36,014</b>	<b>16,085</b>	<b>8,564</b>	<b>69</b>	<b>31</b>	<b>16</b>
<b>Gender</b>								
Female	24,109	46	17,030	7,079	3,939	71	29	16
Male	25,497	49	17,122	8,375	4,302	67	33	17
Unrecorded	2,493	5	1,862	631	323	75	25	13
<b>Total</b>	<b>52,099</b>	<b>100</b>	<b>36,014</b>	<b>16,085</b>	<b>8,564</b>	<b>69</b>	<b>31</b>	<b>16</b>
<b>Age</b>								
19 or less	16,034	31	10,664	5,370	2,557	67	33	16
20-24	16,962	33	11,155	5,807	3,115	66	34	18
25-29	5,671	11	3,908	1,763	1,034	69	31	18
30-34	3,156	6	2,368	788	454	75	25	14
35-39	2,069	4	1,516	553	362	73	27	17
40-49	3,359	6	2,568	791	471	76	24	14
50+	3,386	6	2,691	695	416	79	21	12
Unrecorded	1,462	3	1,144	318	155	78	22	11
<b>Total</b>	<b>52,099</b>	<b>100</b>	<b>36,014</b>	<b>16,085</b>	<b>8,564</b>	<b>69</b>	<b>31</b>	<b>16</b>

**DEFINITIONS:**

**Enrollments/Dup.Headcount:**  
Sum of end-of-term enrollments.

**WSCH:**  
"Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTEs.

**Retention%:**  
The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

**Success%:**  
The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

**FTEF:**  
"Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.

**LOAD (Productivity) WSCH/FTEF:**  
Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.

**Reassigned FTEF:**  
Faculty assigned to projects to which there is no course/CRN.

**FTEs:**  
Full-Time Equivalent Students. Definition to be supplied.



**Instructional Indicators, College Total, Fall Terms, 2008-2010**

INDICATOR	Fall Term			DEFINITIONS:
	2008	2009	2010	
Enrollments/Dup.Headcount	27747	28936	26610	<b>Enrollments/Dup.Headcount:</b> Sum of end-of-term enrollments.
WSCH	122260.7	124593.94	113444.25	<b>WSCH:</b> "Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.
FTES	4075.4	4153.1	3781.5	
LOAD (WSCH/FTEF)*	534	582	588	
Retention %	84%	84%	84%	<b>Retention%:</b> The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)
Success %	70%	69%	69%	<b>Success%:</b> The percentage of enrollments with a grade of A, B, C, CR at end-of-term.
<b>Classroom Teaching FTEF</b>				
Full-time FTEF	112.19	108.43	110.11	<b>FTEF:</b> "Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.
Adjunct FTEF	107.12	94.52	72.66	
Overload FTEF (F-T Faculty)	8.57	10.33	9.28	
Retired FTEF	0.87	0.94	0.94	
Total FTEF	228.75	214.22	193	<b>LOAD (Productivity) WSCH/FTEF:</b> Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.
Percent Full-time	49%	51%	57%	
Reassigned FTEF	21.03	19.49	22.84	<b>Reassigned FTEF:</b> Faculty assigned to projects to which there is no course/CRN.
<b>Number of Sections</b>	965	895	797	
% Vocational Education	27%	25%	25%	
% Transferable	61%	62%	61%	<b>FTES:</b> Full-Time Equivalent Students. Definition to be supplied.
% Degree Applicable	7%	8%	9%	
% Basic Skills	5%	5%	5%	

**Instructional Indicators, College Total, Spring Terms, 2008-2010**

INDICATOR	Spring Term			DEFINITIONS:
	2009	2010	2011	
Enrollments/Dup. Headcount	28738	28763	26335	<b>Enrollments/Dup.Headcount:</b> Sum of end-of-term enrollments.
WSCH	125752.47	124922.37	108296.74	<b>WSCH:</b> "Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.
FTES	4191.7	4164.1	3609.9	<b>Retention%:</b> The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)
LOAD (WSCH/FTEF)*	595	600	564	<b>Success%:</b> The percentage of enrollments with a grade of A, B, C, CR at end-of-term.
Retention %	83%	85%	83%	<b>FTEF:</b> "Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.
Success %	70%	71%	70%	<b>LOAD (Productivity) WSCH/FTEF:</b> Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.
<b>Classroom Teaching FTEF</b>				<b>Reassigned FTEF:</b> Faculty assigned to projects to which there is no course/CRN.
Full-time FTEF	111.51	110.47	104.68	<b>FTEF:</b> Full-Time Equivalent Students. Definition to be supplied.
Adjunct FTEF	91.15	86.58	75.1	
Overload FTEF (F-T Faculty)	7.06	9.38	10.13	
Retired FTEF	1.81	1.8	1.94	
Total FTEF	211.52	208.23	191.85	
Percent Full-time	53%	53%	55%	
Reassigned FTEF	16.26	24.48	29.26	
<b>Number of Sections</b>	882	879	802	
% Vocational Education	28%	28%	25%	
% Transferable	60%	60%	62%	
% Degree Applicable	7%	7%	8%	
% Basic Skills	5%	5%	5%	

**Instructional Indicators, College Total, Summer Terms, 2008-2010**

INDICATOR	Summer Term			DEFINITIONS:
	2009	2010	2011	
Enrollments/Dup.Headcount	9414	8445	8143	<b>Enrollments/Dup.Headcount:</b> Sum of end-of-term enrollments.
WSCH	33560.3	28855.61	27933.81	<b>WSCH:</b> "Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.
FTES	1118.7	961.9	931.1	
LOAD (WSCH/FTEF)*	614	612	567	<b>Retention%:</b> The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)
Retention %	91%	91%	91%	
Success %	81%	82%	81%	<b>Success%:</b> The percentage of enrollments with a grade of A, B, C, CR at end-of-term.
<b>Classroom Teaching FTEF</b>				<b>FTEF:</b> "Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.
Full-time FTEF	0	0	0	
Adjunct FTEF	39.69	32.14	31.48	
Overload FTEF (F-T Faculty)	14.9	15.03	17.77	<b>LOAD (Productivity) WSCH/FTEF:</b> Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.
Retired FTEF	0.1	0	0	
Total FTEF	54.69	47.18	49.25	<b>Reassigned FTEF:</b> Faculty assigned to projects to which there is no course/CRN.
Percent Full-time	0%	0%	0%	
Reassigned FTEF	8.59	6.99	10.04	<b>FTEF:</b> Full-Time Equivalent Students. Definition to be supplied.
<b>Number of Sections</b>	272	230	238	
% Vocational Education	21%	21%	21%	
% Transferable	69%	69%	70%	
% Degree Applicable	6%	7%	7%	
% Basic Skills	4%	3%	3%	

## Delivery Mode Course Comparison: Distance Education vs. Traditional Mode Student Success Indicators Spring 2012 Program Review Cycle, Fall 2009 to Fall 2011

**Part I—Summary: Enrollment and Student Outcomes**

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	50	181	54	164	75	166	179	511
#Enrollments	1,408	6,104	1,542	5,484	2,229	5,282	5,179	16,870
% Success	58.2	63	54.3	63	61.8	61.9	58.6	63
% Retention	78.7	82	73.5	82.3	79.4	81.3	77.4	81.8

**Part II—Demographic Profile: Enrollment and Student Outcomes**

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
<b>Ethnicity</b>												
Asian	1,006	19.4	2,661	15.8	676	812	67.2	80.7	1,934	2,268	72.7	85.2
Black	199	3.8	569	3.4	76	143	38.2	71.9	268	462	47.1	81.2
Filipino	356	6.9	1,336	7.9	184	263	51.7	73.9	822	1,078	61.5	80.7
Hispanic	796	15.4	3,343	19.8	413	597	51.9	75.0	1,893	2,636	56.6	78.9
Native Am	26	0.5	70	0.4	17	24	65.4	92.3	43	57	61.4	81.4
Pac Islander	97	1.9	459	2.7	50	75	51.5	77.3	224	356	48.8	77.6
White	1,793	34.6	5,434	32.2	1,090	1,402	60.8	78.2	3,548	4,490	65.3	82.6
Other	413	8.0	1,527	9.1	226	303	54.7	73.4	901	1,219	59.0	79.8
Unrecorded	493	9.5	1,471	8.7	302	392	61.3	79.5	991	1,242	67.4	84.4
<b>Total</b>	<b>5,179</b>	<b>100</b>	<b>16,870</b>	<b>100</b>	<b>3,034</b>	<b>4,011</b>	<b>58.6</b>	<b>77.4</b>	<b>10,624</b>	<b>13,808</b>	<b>63</b>	<b>81.8</b>
<b>Gender</b>												
Female	2,962	57.2	7,727	45.8	1,793	2,353	60.5	79.4	5,012	6,351	64.9	82.2
Male	2,011	38.8	8,509	50.4	1,106	1,487	55.0	73.9	5,164	6,903	60.7	81.1
Unrecorded	206	4.0	634	3.8	135	171	65.5	83.0	448	554	70.7	87.4
<b>Age</b>												
19 or less	639	12.3	6,804	40.3	333	484	52.1	75.7	4,242	5,680	62.3	83.5
20-24	1,539	29.7	5,865	34.8	825	1,144	53.6	74.3	3,436	4,632	58.6	79.0
25-29	902	17.4	1,470	8.7	501	702	55.5	77.8	976	1,207	66.4	82.1
30-34	618	11.9	732	4.3	387	483	62.6	78.2	506	595	69.1	81.3
35-39	433	8.4	458	2.7	291	349	67.2	80.6	333	383	72.7	83.6
40-49	608	11.7	662	3.9	392	479	64.5	78.8	493	557	74.5	84.1
50+	368	7.1	517	3.1	258	305	70.1	82.9	370	432	71.6	83.6
Unrecorded	72	1.4	362	2.1	47	65	65.3	90.3	268	322	74.0	89.0
<b>Total</b>	<b>5,179</b>	<b>100</b>	<b>16,870</b>	<b>100</b>	<b>3,034</b>	<b>4,011</b>	<b>58.6</b>	<b>77.4</b>	<b>10,624</b>	<b>13,808</b>	<b>63</b>	<b>81.8</b>

**DEFINITIONS AND NOTES:**

**Overview of Data:** This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

**Part I: Enrollment & Student Outcomes**  
Displays summary data of total enrollment, numbers of sections offered, retention, and success.

**Part II: Demographic Profile**  
Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

**Enrollments:** Indicates a duplicated headcount that is the sum of end-of-term enrollments.

**Retention %:** The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

**Success %:** Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(\*) Indicates no distance course offered and no comparison

Prepared by the Office of Planning,  
Research, and Institutional Effectiveness  
(PRIE)  
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## Instructional Program Types Fall 2007 vs. Fall 2011

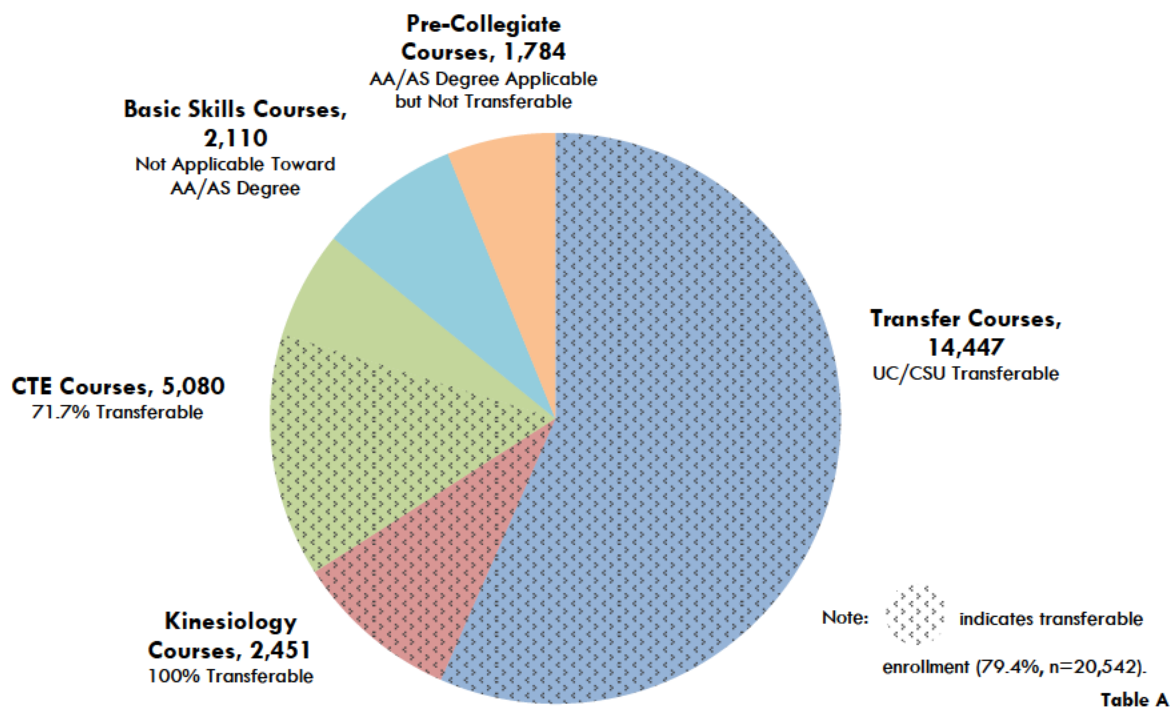
### Data Included:

- Table A: *CSM Snapshot: Enrollment by Curriculum Offerings, Fall 2011*
- Table B: *Program Mix Summary, Fall 2007 vs. Fall 2011*

### Key Findings:

- The below represents enrollments according to commonly used classifications for community college programs:
  - Basic Skills Courses, 8%
  - Pre-Collegiate Courses/AA/AS Degree Applicable, 7%
  - Transfer Courses (both UC and CSU), 56%
  - CTE Courses, 20%
  - Kinesiology Courses, 10%
- Overall, 79% of total enrollment is in transferable courses, comprised of Transfer, Kinesiology, and CTE courses, as shown in the shaded area below.
- Table B shows a comparison of the Fall 2007 and Fall 2011 program mix, and includes WSCH, FTEF, and Load.

### CSM Snapshot: Enrollment by Curriculum Offerings, Fall 2011



**Program Mix Summary, Fall 2007 vs. Fall 2011**

Program	WSCH		FTEF		Enrollment		LOAD
	Hrs/Week	%	Units	%	Count	%	WSCH/FTEF
<b>Basic Skills (Units do not apply to AA/AS Degree)</b>							
Fall 2007	8,652	7.3%	17.9	7.6%	2,152	7.8%	483.6
Fall 2011	9,411	8.8%	18.4	9.2%	2,110	8.2%	512.7
Difference (% chg)	758 (+8.8%)		0.5 (+2.6%)		-42 (-2.0%)		29 (+6%)
<b>Transfer (UC/CSU Transferable)</b>							
Fall 2007	60,033	50.4%	114.8	48.7%	14,265	51.4%	523.0
Fall 2011	58,857	54.7%	108.3	54.3%	14,447	55.8%	543.4
Difference (% chg)	-1,176 (-2.0%)		-6.5 (-5.6%)		182 (+1.3%)		20.4 (+4%)
<b>CTE (72% of Enrollments Transferable)</b>							
Fall 2007	29,287	24.6%	68.1	28.9%	6,674	24.1%	430.1
Fall 2011	22,451	20.9%	41.8	21.0%	5,080	19.6%	537.0
Difference (% chg)	-6,837 (-23.3%)		-26.3 (-38.6%)		-1,594 (-23.9%)		106.8 (+25%)
<b>Kinesiology (100% of Enrollments Transferable)</b>							
Fall 2007	11,585	9.7%	14.6	6.2%	2,644	9.5%	795.1
Fall 2011	8,241	7.7%	14.2	7.1%	2,451	9.5%	581.7
Difference (% chg)	-3,344 (-28.9%)		0.4 (-2.8%)		-193 (-7.3%)		-213.4 (-27%)
<b>Pre-Collegiate (AA/AS Degree Applicable but Not Transferable)</b>							
Fall 2007	9,456	7.9%	20.5	8.7%	2,002	7.2%	461.3
Fall 2011	8,555	8.0%	16.8	8.4%	1,784	6.9%	510.5
Difference (% chg)	-901 (-9.5%)		-3.7 (-18.3%)		-218 (-10.9%)		49.3 (+11%)
<b>College Total</b>							
Fall 2007	119,015	100%	235.83	100%	27,737	100%	504.7
Fall 2011	107,515	100%	199.41	100%	25,872	100%	539.2
Difference (% chg)	-11,499 (-9.7%)		-36.4 (-15.4%)		-1,865 (-6.7%)		34.5 (+7%)

Note: Transfer courses do not include CTE and Kinesiology coursework.

**Table B**

## *Instructional Productivity and Efficiency* Fall 2007 vs. Fall 2010

### Collegewide Instructional Productivity and Efficiency Totals, Fall 2007 – Fall 2010

<b>Semester</b>	<b>Enrollments</b>	<b>FTEF</b>	<b>FTE\$</b>	<b>WSCH</b>	<b>Load</b>	<b>Sections</b>
Fall 2007	27,737	235.83	3,967.22	119,015	505	1,149
Fall 2008	27,758	228.63	3,975.45	119,263	522	1,113
Fall 2009	28,938	214.47	4,135.15	124,055	578	1,058
Fall 2010	26,632	192.68	3,731.41	111,942	581	945
<b>Total</b>	<b>111,065</b>	<b>871.61</b>	<b>15,809.23</b>	<b>474,274</b>	<b>544</b>	<b>4,265</b>
<i>Change from Fall 2007 to Fall 2010</i>	-1105	-43.15	-235.81	-7072	76	-204
<i>% Change from Fall 2007 to Fall 2010</i>	-4.0%	-18.3%	-5.9%	-5.9%	15.1%	-17.8%



## **Instructional Productivity and Efficiency, Fall 2007 vs. Fall 2010** Programs Sorted by Size and by WSCH, Magnitude, and Load

### Data Included:

- Table A: Large Programs Sorted by Fall 2010 WSCH
- Table B: Large Programs Sorted by Magnitude
- Table C: Large Programs Sorted by Load
- Table D: Medium Programs Sorted by Fall 2010 WSCH
- Table E: Medium Programs Sorted by Magnitude
- Table F: Medium Programs Sorted by Load
- Table G: Small Programs Sorted by Fall 2010 WSCH
- Table H: Small Programs Sorted by Magnitude
- Table I: Small Programs Sorted by Load

### Large Programs Sorted by Fall 2010 WSCH

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Mathematics	2,517	2,943	13,241	15,500	2,260	17.1%	614
English & Literature	2,090	2,354	8,893	10,544	1,651	18.6%	453
English	2,029	2,257	8,706	10,253	1,547	17.8%	452
Physical Education (Combined Depts.)	2,644	2,485	11,585	8,664	-2,921	-25.2%	655
Biology & Health Science	1,486	1,344	7,293	7,552	259	3.6%	715
Biology	1,108	1,194	6,588	7,102	514	7.8%	713
Art	849	897	5,516	5,345	-171	-3.1%	581
Cosmetology	223	218	3,608	4,587	978	27.1%	1,274
Chemistry	422	428	3,854	3,948	94	2.4%	599
English Second Language	934	827	3,730	3,586	-145	-3.9%	437
Accounting	890	1,192	3,989	3,525	-464	-11.6%	666
Music	1,122	1,000	4,680	3,311	-1,370	-29.3%	502
Psychology	1,124	974	3,804	3,302	-503	-13.2%	937
Speech Communication	687	736	2,790	3,101	312	11.2%	506
Nursing	559	498	2,165	2,942	777	35.9%	274
ART 2-D	260	310	2,314	2,860	546	23.6%	696
Physical Education - Fitness	921	991	3,583	2,827	-756	-21.1%	785

Notes: Large Programs = WSCH > 2,500 for Fall 2010.

Magnitude = % change Fall 2007 to Fall 2010, or  $\frac{\text{Fall 2010} - \text{Fall 2007}}{\text{Fall 2007}}$

Table A



**Large Programs Sorted by Magnitude**

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Nursing	559	498	2,165	2,942	777	35.9%	274
Cosmetology	223	218	3,608	4,587	978	27.1%	1,274
ART 2-D	260	310	2,314	2,860	546	23.6%	696
English & Literature	2,090	2,354	8,893	10,544	1,651	18.6%	453
English	2,029	2,257	8,706	10,253	1,547	17.8%	452
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Accounting	890	1,192	3,989	3,525	-464	-11.6%	666
Psychology	1,124	974	3,804	3,302	-503	-13.2%	937
Physical Education - Fitness	921	991	3,583	2,827	-756	-21.1%	785
Physical Education (Combined Depts.)	2,644	2,485	11,585	8,664	-2,921	-25.2%	655
Music	1,122	1,000	4,680	3,311	-1,370	-29.3%	502

Notes: Large Programs = WSCH > 2,500 for Fall 2010.  
 Magnitude = % change Fall 2007 to Fall 2010, or  $\frac{\text{Fall 2010} - \text{Fall 2007}}{\text{Fall 2007}}$

**Table B**

**Large Programs Sorted by Load**

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Cosmetology	223	218	3,608	4,587	978	27.1%	1,274
Psychology	1,124	974	3,804	3,302	-503	-13.2%	937
Physical Education - Fitness	921	991	3,583	2,827	-756	-21.1%	785
Biology & Health Science	1,486	1,344	7,293	7,552	259	3.6%	715
Biology	1,108	1,194	6,588	7,102	514	7.8%	713
ART 2-D	260	310	2,314	2,860	546	23.6%	696
Accounting	890	1,192	3,989	3,525	-464	-11.6%	666
Physical Education (Combined Depts.)	2,644	2,485	11,585	8,664	-2,921	-25.2%	655
Mathematics	2,517	2,943	13,241	15,500	2,260	17.1%	614
Chemistry	422	428	3,854	3,948	94	2.4%	599
Art	849	897	5,516	5,345	-171	-3.1%	581
Speech Communication	687	736	2,790	3,101	312	11.2%	506
Music	1,122	1,000	4,680	3,311	-1,370	-29.3%	502
English & Literature	2,090	2,354	8,893	10,544	1,651	18.6%	453
English	2,029	2,257	8,706	10,253	1,547	17.8%	452
English Second Language	934	827	3,730	3,586	-145	-3.9%	437
Nursing	559	498	2,165	2,942	777	35.9%	274

Notes: Large Programs = WSCH > 2,500 for Fall 2010.

Magnitude = % change Fall 2007 to Fall 2010, or  $\frac{\text{Fall 2010} - \text{Fall 2007}}{\text{Fall 2007}}$

Table C

**Medium Programs Sorted by Fall 2010 WSCH**

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Computer Information Science	406	454	1,773	2,382	609	34.3%	522
Fire Science Technology	348	335	2,864	2,338	-526	-18.4%	913
DGME	0	612	0	2,314	2,314	0%	420
Ethnic Studies	809	766	2,426	2,308	-117	-4.8%	773
Physical Education - Varsity Sports	253	260	2,805	2,240	-565	-20.2%	715
History	620	649	1,923	1,947	24	1.2%	608
Business & Management	699	516	2,364	1,901	-463	-19.6%	680
Foreign Languages	985	470	4,230	1,850	-2,380	-56.3%	631
Astronomy	432	471	1,583	1,757	174	11.0%	874
Political Science	551	522	1,713	1,736	24	1.4%	531
Business	642	447	2,181	1,694	-487	-22.3%	708
Sociology	509	537	1,697	1,611	-86	-5.1%	671
Physics	207	242	1,243	1,582	339	27.2%	486
Business Microcomputer Applications	498	590	1,381	1,513	132	9.6%	658
Philosophy	391	441	1,449	1,323	-126	-8.7%	643
Administration of Justice	308	348	1,021	1,311	291	28.5%	632
Electronics Technology	141	282	751	1,283	532	70.9%	444
Spanish	228	248	1,027	1,248	220	21.4%	720
Photography	177	176	1,243	1,151	-92	-7.4%	554
Economics	393	372	1,211	1,116	-95	-7.9%	620
Physical Education Adaptive/Corrective	455	397	1,255	1,037	-218	-17.4%	741
Reading	378	397	1,332	1,031	-301	-22.6%	516
Physical Education - Team Sport	210	244	1,302	1,010	-292	-22.4%	407
Dental Assisting	214	261	865	987	122	14.1%	416
Art History	168	218	640	885	245	38.3%	776
Career and Personal Development	684	655	1,035	856	-179	-17.3%	713

Notes: Medium Programs = 750 <= WSCH <= 2,500 for Fall 2010.  
 Magnitude = % change Fall 2007 to Fall 2010, or  $\frac{\text{Fall 2010} - \text{Fall 2007}}{\text{Fall 2007}}$

Table D

## Medium Programs Sorted by Magnitude

Programs	Enrollments		WSCH			Magnitude	Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH		
Electronics Technology	141	282	751	1,283	532	70.9%	444
Art History	168	218	640	885	245	38.3%	776
Computer Information Science	406	454	1,773	2,382	609	34.3%	522
Administration of Justice	308	348	1,021	1,311	291	28.5%	632
Physics	207	242	1,243	1,582	339	27.2%	486
Spanish	228	248	1,027	1,248	220	21.4%	720
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Astronomy	432	471	1,583	1,757	174	11.0%	874
Business Microcomputer Applications	498	590	1,381	1,513	132	9.6%	658
Political Science	551	522	1,713	1,736	24	1.4%	531
History	620	649	1,923	1,947	24	1.2%	608
Ethnic Studies	809	766	2,426	2,308	-117	-4.8%	773
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Photography	177	176	1,243	1,151	-92	-7.4%	554
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Career and Personal Development	684	655	1,035	856	-179	-17.3%	713
Physical Education Adaptive/Corrective	455	397	1,255	1,037	-218	-17.4%	741
Fire Science Technology	348	335	2,864	2,338	-526	-18.4%	913
Business & Management	699	516	2,364	1,901	-463	-19.6%	680
Physical Education - Varsity Sports	253	260	2,805	2,240	-565	-20.2%	715
Business	642	447	2,181	1,694	-487	-22.3%	708
Physical Education - Team Sport	210	244	1,302	1,010	-292	-22.4%	407
Reading	378	397	1,332	1,031	-301	-22.6%	516
Foreign Languages	985	470	4,230	1,850	-2,380	-56.3%	631
DGME	0	612	0	2,314	2,314	N/A	420

Notes: Medium Programs = 750 <= WSCH <= 2,500 for Fall 2010.  
 Magnitude = % change Fall 2007 to Fall 2010, or  $\frac{\text{Fall 2010} - \text{Fall 2007}}{\text{Fall 2007}}$

Table E

**Medium Programs Sorted by Load**

Programs	Enrollments		WSCH			Magnitude	Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH		
Fire Science Technology	348	335	2,864	2,338	-526	-18.4%	913
Astronomy	432	471	1,583	1,757	174	11.0%	874
ART History	168	218	640	885	245	38.3%	776
Ethnic Studies	809	766	2,426	2,308	-117	-4.8%	773
Physical Education Adaptive/Corrective	455	397	1,255	1,037	-218	-17.4%	741
Spanish	228	248	1,027	1,248	220	21.4%	720
Physical Education - Varsity Sports	253	260	2,805	2,240	-565	-20.2%	715
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Philosophy	391	441	1,449	1,323	-126	-8.7%	643
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Foreign Languages	985	470	4,230	1,850	-2,380	-56.3%	631
Economics	393	372	1,211	1,116	-95	-7.9%	620
History	620	649	1,923	1,947	24	1.2%	608
Photography	177	176	1,243	1,151	-92	-7.4%	554
Political Science	551	522	1,713	1,736	24	1.4%	531
Computer Information Science	406	454	1,773	2,382	609	34.3%	522
Reading	378	397	1,332	1,031	-301	-22.6%	516
Physics	207	242	1,243	1,582	339	27.2%	486
Electronics Technology	141	282	751	1,283	532	70.9%	444
DGME	0	612	0	2,314	2,314	0.0%	420
Dental Assisting	214	261	865	987	122	14.1%	416
Physical Education - Team Sport	210	244	1,302	1,010	-292	-22.4%	407

Notes: Medium Programs = 750 <= WSCH <= 2,500 for Fall 2010.  
 Magnitude = % change Fall 2007 to Fall 2010, or  $\frac{\text{Fall 2010} - \text{Fall 2007}}{\text{Fall 2007}}$

**Table F**

## Small Programs Sorted by Fall 2010 WSCH

Programs	Enrollments		WSCH			Magnitude	Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH		
Social Science	209	227	689	735	46	6.7%	487
Business Windows Applications	361	395	760	641	-118	-15.6%	493
Dance	434	298	1,268	629	-640	-50.4%	698
Architecture	89	119	756	577	-179	-23.7%	940
Film	183	137	660	565	-95	-14.5%	753
Geology	73	134	302	563	261	86.2%	1,005
ART 3 –D	48	77	413	545	132	32.0%	665
Anthropology	105	152	319	456	137	43.0%	760
Health Science	378	150	705	450	-255	-36.2%	750
Humanities	233	142	736	449	-287	-39.0%	621
Alcohol & Other Drug Studies	163	144	541	443	-98	-18.1%	554
Real Estate	361	136	1,191	408	-783	-65.8%	680
Aquatics	119	133	447	399	-48	-10.8%	665
Engineering	43	72	233	389	156	67.1%	522
Drafting Technology	65	54	490	369	-121	-24.7%	385
Physical Education - Theory	151	99	509	365	-144	-28.3%	421
Literature	61	97	188	291	103	55.0%	485
Geography	98	94	294	282	-12	-4.1%	705
Building Inspection	191	83	626	257	-369	-59.0%	428
Oceanography	155	59	637	248	-389	-61.1%	1239
Management	57	69	183	207	24	12.9%	518
American Sign Language	152	86	614	181	-434	-70.6%	301
Physical Education - Individual Sport	101	63	415	157	-258	-62.2%	628
Chinese	141	51	591	153	-438	-74.1%	765
Italian	147	45	631	149	-483	-76.5%	743
Horticulture	165	43	603	135	-468	-77.6%	277
Japanese	140	40	589	120	-469	-79.6%	600
METE	12	28	48	118	70	145.0%	588
Paleontology	30	27	120	113	-7	-5.5%	567
Library Science	19	50	45	79	34	75.2%	1,051
Developmental Learning Skills	76	17	58	19	-39	-66.9%	289
Human Services	152	0	581	0	-581	-100.0%	0

**Small Programs Sorted by Fall 2010 WSCH (cont.)**

Programs	Enrollments		WSCH			Magnitude	Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH		
Admin of Justice - Public Safety	0	161	0	0	0	0	0
Electrical Apprenticeship	168	128	0	0	0	0	0
Sprinkler Fitter Apprentice	200	148	0	0	0	0	0
Aeronautics	15	0	50	0	-50	-100.0%	0
Broadcasting Arts	83	0	423	0	-423	-100.0%	0
Consumer Arts and Science	60	0	180	0	-180	-100.0%	0
Cooperative Education	193	0	577	0	-577	-100.0%	0
French	117	0	524	0	-524	-100.0%	0
German	60	0	254	0	-254	-100.0%	0
Graphics	135	0	801	0	-801	-100.0%	0
Journalism	40	0	153	0	-153	-100.0%	0
MANU	21	0	84	0	-84	-100.0%	0
Machine Tool Technology	18	0	72	0	-72	-100.0%	0
Multimedia	271	0	1,026	0	-1,026	-100.0%	0
Welding	96	0	768	0	-768	-100.0%	0
PLUM	195	0	1,103	0	-1,103	-100.0%	0

Notes: Small Programs = WSCH < 750 for Fall 2010.

Magnitude = % change Fall 2007 to Fall 2010, or  $\frac{\text{Fall 2010} - \text{Fall 2007}}{\text{Fall 2007}}$

**Table G**



**Small Programs Sorted by Magnitude**

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
METE	12	28	48	118	70	145.0%	588
Geology	73	134	302	563	261	86.2%	1,005
Library Science	19	50	45	79	34	75.2%	1,051
Engineering	43	72	233	389	156	67.1%	522
Literature	61	97	188	291	103	55.0%	485
Anthropology	105	152	319	456	137	43.0%	760
ART 3 -D	48	77	413	545	132	32.0%	665
Management	57	69	183	207	24	12.9%	518
Social Science	209	227	689	735	46	6.7%	487
Geography	98	94	294	282	-12	-4.1%	705
Paleontology	30	27	120	113	-7	-5.5%	567
Aquatics	119	133	447	399	-48	-10.8%	665
Film	183	137	660	565	-95	-14.5%	753
Business Windows Applications	361	395	760	641	-118	-15.6%	493
Alcohol & Other Drug Studies	163	144	541	443	-98	-18.1%	554
Architecture	89	119	756	577	-179	-23.7%	940
Drafting Technology	65	54	490	369	-121	-24.7%	385
Physical Education - Theory	151	99	509	365	-144	-28.3%	421
Health Science	378	150	705	450	-255	-36.2%	750
Humanities	233	142	736	449	-287	-39.0%	621
Dance	434	298	1,268	629	-640	-50.4%	698
Building Inspection	191	83	626	257	-369	-59.0%	428
Oceanography	155	59	637	248	-389	-61.1%	1,239
Physical Education - Individual Sport	101	63	415	157	-258	-62.2%	628
Real Estate	361	136	1,191	408	-783	-65.8%	680
Developmental Learning Skills	76	17	58	19	-39	-66.9%	289
American Sign Language	152	86	614	181	-434	-70.6%	301
Chinese	141	51	591	153	-438	-74.1%	765
Italian	147	45	631	149	-483	-76.5%	743
Horticulture	165	43	603	135	-468	-77.6%	277
Japanese	140	40	589	120	-469	-79.6%	600
Human Services	152	0	581	0	-581	-100.0%	0
Aeronautics	15	0	50	0	-50	-100.0%	0
Broadcasting Arts	83	0	423	0	-423	-100.0%	0



**Small Programs Sorted by Magnitude (cont.)**

Programs	Enrollments		WSCH			Magnitude	Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH		
Consumer Arts and Science	60	0	180	0	-180	-100.0%	0
Cooperative Education	193	0	577	0	-577	-100.0%	0
French	117	0	524	0	-524	-100.0%	0
German	60	0	254	0	-254	-100.0%	0
Graphics	135	0	801	0	-801	-100.0%	0
Journalism	40	0	153	0	-153	-100.0%	0
MANU	21	0	84	0	-84	-100.0%	0
Machine Tool Technology	18	0	72	0	-72	-100.0%	0
Multimedia	271	0	1,026	0	-1,026	-100.0%	0
Welding	96	0	768	0	-768	-100.0%	0
PLUM	195	0	1,103	0	-1,103	-100.0%	0
Admin of Justice - Public Safety	0	161	0	0	0	0%	0
Electrical Apprenticeship	168	128	0	0	0	0%	0
Sprinkler Fitter Apprentice	200	148	0	0	0	0%	0

Notes: Small Programs = WSCH < 750 for Fall 2010.

Magnitude = % change Fall 2007 to Fall 2010, or  $\frac{\text{Fall 2010} - \text{Fall 2007}}{\text{Fall 2007}}$

**Table H**

**Small Programs Sorted by Load**

Programs	Enrollments		WSCH				Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH	Magnitude	
Oceanography	155	59	637	248	-389	-61.1%	1,239
Library Science	19	50	45	79	34	75.2%	1,051
Geology	73	134	302	563	261	86.2%	1,005
Architecture	89	119	756	577	-179	-23.7%	940
Chinese	141	51	591	153	-438	-74.1%	765
Anthropology	105	152	319	456	137	43.0%	760
Film	183	137	660	565	-95	-14.5%	753
Health Science	378	150	705	450	-255	-36.2%	750
Italian	147	45	631	149	-483	-76.5%	743
Geography	98	94	294	282	-12	-4.1%	705
Dance	434	298	1,268	629	-640	-50.4%	698
Real Estate	361	136	1,191	408	-783	-65.8%	680
Aquatics	119	133	447	399	-48	-10.8%	665
ART 3 -D	48	77	413	545	132	32.0%	665
Physical Education - Individual Sport	101	63	415	157	-258	-62.2%	628
Humanities	233	142	736	449	-287	-39.0%	621
Japanese	140	40	589	120	-469	-79.6%	600
METE	12	28	48	118	70	145.0%	588
Paleontology	30	27	120	113	-7	-5.5%	567
Alcohol & Other Drug Studies	163	144	541	443	-98	-18.1%	554
Engineering	43	72	233	389	156	67.1%	522
Management	57	69	183	207	24	12.9%	518
Business Windows Applications	361	395	760	641	-118	-15.6%	493
Social Science	209	227	689	735	46	6.7%	487
Literature	61	97	188	291	103	55.0%	485
Building Inspection	191	83	626	257	-369	-59.0%	428
Physical Education - Theory	151	99	509	365	-144	-28.3%	421
Drafting Technology	65	54	490	369	-121	-24.7%	385
American Sign Language	152	86	614	181	-434	-70.6%	301
Developmental Learning Skills	76	17	58	19	-39	-66.9%	289
Horticulture	165	43	603	135	-468	-77.6%	277
Human Services	152	0	581	0	-581	-100.0%	0
Aeronautics	15	0	50	0	-50	-100.0%	0

**Small Programs Sorted by Load (cont.)**

Programs	Enrollments		WSCH			Magnitude	Fall 2010 Load
	Fall 2007	Fall 2010	Fall 2007	Fall 2010	Change in WSCH		
Broadcasting Arts	83	0	423	0	-423	-100.0%	0
Consumer Arts and Science	60	0	180	0	-180	-100.0%	0
Cooperative Education	193	0	577	0	-577	-100.0%	0
French	117	0	524	0	-524	-100.0%	0
German	60	0	254	0	-254	-100.0%	0
Graphics	135	0	801	0	-801	-100.0%	0
Journalism	40	0	153	0	-153	-100.0%	0
MANU	21	0	84	0	-84	-100.0%	0
Machine Tool Technology	18	0	72	0	-72	-100.0%	0
Multimedia	271	0	1,026	0	-1,026	-100.0%	0
Welding	96	0	768	0	-768	-100.0%	0
PLUM	195	0	1,103	0	-1,103	-100.0%	0
Admin of Justice - Public Safety	0	161	0	0	0	0	0
Electrical Apprenticeship	168	128	0	0	0	0	0
Sprinkler Fitter Apprentice	200	148	0	0	0	0	0

Notes: Small Programs = WSCH < 750 for Fall 2010.

Magnitude = % change Fall 2007 to Fall 2010, or  $\frac{\text{Fall 2010} - \text{Fall 2007}}{\text{Fall 2007}}$

Table I

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## Student Services and Other Supports

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### In This Section

#### Target Populations

- *Disabled Students Programs and Services (DSPS) Program Participation, 2005/06 – 2009/10*
- *Extended Opportunity Programs and Services (EOPS) Program Participation, 2005/06 – 2009/10*

#### Financial Aid Awards

- *CSM Financial Aid Awards, 2005/06 – 2009/10*

#### Campus Safety

- *CSM Campus Crime Statistics, 1991 – 2010*

### Overview

Student Services provides assistance to thousands of students a year to help ensure they meet their educational goals. And integration of instructional and student services programs has been a long, valued tradition at CSM and this collaboration has been critical to supporting student success and persistence. The broad array of student support services include:

- |   |   |
|---|---|
| • Assessment Center                                     | • Financial Aid/Scholarships                      |
| • Admissions and Enrollment Services                    | • Health Services Center                          |
| • Articulation  | • High School Relations                           |
| • CalWorks  | • International Students Program                  |
| • Career Services                                       | • Multicultural Center                            |
| • Counseling Services                                   | • Psychological Services                          |
| • Counseling Support Center                             | • Scholarships                                    |
| • Child Development Center                              | • Student Life & Leadership Development           |
| • Disabled Students Programs & Services Resources       | • Transfer Services                               |
| • Extended Opportunity Program and Services (EOPS)/CARE | • Veteran Services                                |
|   | • Veterans Resource and Opportunity Center (VROC) |

## Special Populations

This Section includes 5-year trend data for DSPS, EOPS, and Financial Aid for the period 2005/6 – 2009/10.

The most recent data available for crime statistics are also included in this section—further evidence that CSM continues to be a very safe environment for its students and the campus community.

### Financial Aid: Increase in Awards

CSM has made an intensive effort to increase the numbers of students receiving financial assistance—critical for many students to remain in school. As indicated in the Section, *College Index*, the total amount of financial aid awarded continues to grow (Indicator 1.12):

#### Financial Aid Snapshot:

<u>Year</u>	<u>Awards</u>	<u>Change</u>
2008/09:	\$4,988,079	---
2009/10:	\$7,637,662	+53.1%
2010/11:	\$9,017,512	+18.1%
2011/12:	\$9,615,848	+6.6%

## Disabled Students Programs and Services (DSPS) Program Participation 2005/06-2009/10

### Key Findings:

- The number of students with disabilities has increased 36% (+198 students) during this period of time.
- The largest increases in specifically identified disabilities were in the number of learning disabled and psychologically disabled students, +10% (+11 students) and 22% (+13 students), respectively.
- Students categorized as "Other Disability" type increased 137% (+155).

### DSPS Program Enrollment: 5-Year Perspective

Primary Disability Type	2005/06		2006/07		2007/08		2008/09		2009/10		5-Year Change
<b>Mobility Impaired</b>	151	27.1%	149	25.0%	137	21.0%	119	15.7%	129	17.1%	-10.0
<b>Learning Disabled</b>	109	19.6	104	17.4	121	18.6	134	17.7	120	15.9	-3.7
<b>Psychological Disability</b>	60	10.8	62	10.4	73	11.2	104	13.7	92	12.2	1.4
<b>Acquired Brain Injury</b>	78	14.0	75	12.6	76	11.7	80	10.6	79	10.5	-3.5
<b>Developmentally Delayed Learner</b>	4	0.7	10	1.7	18	2.8	25	3.3	24	3.2	2.5
<b>Visually Impaired</b>	22	3.9	27	4.5	19	2.9	21	2.8	19	2.5	-1.4
<b>Hearing Impaired</b>	19	3.4	14	2.3	16	2.5	18	2.4	12	1.6	-1.8
<b>Speech/Language Impaired</b>	1	0.2	5	0.8	5	0.8	9	1.2	12	1.6	1.4
<b>Other Disability</b>	113	20.3	151	25.3	186	28.6	248	32.7	268	35.5	15.2
<b>Total</b>	557	100%	597	100%	651	100%	758	100%	755	100%	+35.5%

Notes: 1. Data sorted in descending order of 2009/10 program enrollment.

2. The Disabled Students Programs and Services (DSPS) program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers.

3. 5-Year Change represents the change, expressed in percentage points, in percent share of the total for individual disability types. "Total" row represents percent change in overall number of DSPS students.

Source: CCCC Data Mart, <http://www.cccc.edu/CommunityColleges/DataMart/tabid/848/Default.aspx>.

## **Extended Opportunity Programs and Services (EOPS) Program Participation 2005/06-2009/10**

### **Key Findings:**

- The number of students participating in the EOPS program dramatically declined (-27%) in 2009/10 due to budget reductions from the State Chancellor's Office.

### **EOPS Program Enrollment: 5-Year Perspective**

<b>EOPS Status</b>	<b>2005/06</b>		<b>2006/07</b>		<b>2007/08</b>		<b>2008/09</b>		<b>2009/10</b>		<b>5-Year Change</b>
<b>EOPS Participant</b>	505	98.1%	525	98.5%	526	98.5%	633	97.5%	359	95.7%	-2.4
<b>EOPS and CARE Participant</b>	10	1.9	8	1.5	8	1.5	16	2.5	16	4.3	2.4
<b>Total</b>	515	100%	533	100%	534	100%	649	100%	375	100%	-27.2%

Notes: 1. The Extended Opportunity Programs and Services (EOPS) program's primary goal is to increase college access and support services for students disadvantaged by language, social, economic and educational factors. EOPS offers academic and support counseling, financial aid and other support services.

2. The Cooperative Agencies Resources for Education (CARE) program was created to expand services for EOPS students who are welfare-dependent single heads of household enrolled full time in the community colleges system.

3. 5-Year Change represents the change, expressed in percentage points, in percent share of the total. "Total" row represents percent change in overall number of EOPS students.

Source: CCCCO Data Mart, <http://www.cccco.edu/CommunityColleges/DataMart/tabid/848/Default.aspx>



## CSM Financial Aid Awards 2005/06 – 2009/10

### Data Included:

- Table A: CSM Snapshot: Financial Aid Awards, 2009-2010
- Table B: CSM Financial Aid Awards, 5 Year Perspective
- Table C: CSM Financial Aid Awards: 05/06 to 09/10 Comparison

### Key Findings:

- During the past 5 years, more than 32,000 CSM students (duplicated) have received financial aid in the amount of \$24.7 million.
- The most common awards for students are Pell Grants and BOGW, which account for 79.5% of total financial aid dollars awarded.
- The total amount of financial aid dollars awarded to students has increased by 85.2% since 2005/06.

### CSM Snapshot: Financial Aid Awards, 2009-2010

Award Description	Count	Total (\$)
Board of Governor's Fee Waiver (BOGW): Part A-1 based on TANF recipient status	341	\$ 80,804
BOGW: Part B based on income standards	3,165	976,132
BOGW: Part C based on financial need	1,747	591,080
Fee Waiver – Dependent child of Deceased Law Enforcement/Fire Suppression	0	0
Fee Waiver – Dependent child of deceased or disabled Veteran	37	9,706
Fee Waiver – Dependent surviving spouse or child of deceased victims of September 11, 2001 terrorist attack	1	364
Academic Competitiveness Grant	72	51,465
Cal Grant B	90	108,329
Cal Grant C	10	4,248
CARE Grant	15	9,000
Chafee Grant	7	30,000
EOPS Grant	0	0
Pell Grant	1,517	4,822,882
Supplemental Educational Opportunity Grant (SEOG)	447	203,150
Parent Loan for Undergraduate Students (PLUS)	1	7,500
Stafford Loan, subsidized	116	407,764
Stafford Loan, unsubsidized	30	69,869
Federal Work Study (FWS, Federal share)	47	138,636
Other Work Study and matching funds	27	126,733
<b>Total Awards</b>	<b>7,670</b>	<b>\$ 7,637,662</b>

Notes: Students may have received more than one award type.

#### Table A

**CSM Financial Aid Awards: 5-Year Perspective**

Award Description	Count	Total (\$)
Board of Governor's Fee Waiver (BOGW): Part A-1 based on TANF recipient status	1,295	\$ 266,000
BOGW: Part B based on income standards	14,821	4,283,731
BOGW: Part C based on financial need	6,129	1,920,221
Fee Waiver – Dependent child of Deceased Law Enforcement/Fire Suppression	62	14,487
Fee Waiver – Dependent child of deceased or disabled Veteran	51	12,156
Fee Waiver – Dependent surviving spouse or child of deceased victims of September 11, 2001 terrorist attack	1	364
Academic Competitiveness Grant	141	97,490
Cal Grant B	639	826,368
Cal Grant C	70	27,270
CARE Grant	52	64,590
Chafee Grant	30	106,338
EOPS Grant	465	162,400
Pell Grant	4,951	13,447,633
Supplemental Educational Opportunity Grant (SEOG)	2,635	1,071,953
Parent Loan for Undergraduate Students (PLUS)	17	128,898
Stafford Loan, subsidized	343	1,064,214
Stafford Loan, unsubsidized	66	164,137
Federal Work Study (FWS, Federal share)	213	604,517
Other Work Study and matching funds	109	459,761
<b>Total</b>	<b>32,090</b>	<b>\$24,722,528</b>

Notes: Data represent total awards from 2005/06 through 2009/10. Students may have received more than one award type.

**Table B**

**CSM Financial Aid Awards: 2005/06 to 2009/10 Comparison**

Award Description	Number of Awards and Total Dollars				Percent Change in Total \$
	2005/06		2009/10		
Board of Governor's Fee Waiver (BOGW): Part A-1 based on TANF recipient status	250	\$ 58,448	341	\$ 80,804	38.2%
BOGW: Part B based on income standards	2,993	1,014,911	3,165	976,132	-3.8
BOGW: Part C based on financial need	1,013	352,287	1,747	591,080	67.8
Fee Waiver – Dependent child of Deceased Law Enforcement/Fire Suppression	0	0	0	0	0.0
Fee Waiver – Dependent child of deceased or disabled Veteran	0	0	37	9,706	---
Fee Waiver – Dependent surviving spouse or child of deceased victims of September 11, 2001 terrorist attack	0	0	1	364	---
Academic Competitiveness Grant	0	0	72	51,465	---
Cal Grant B	144	187,775	90	108,329	-42.3
Cal Grant C	21	8,496	10	4,248	-50.0
CARE Grant	10	19,000	15	9,000	-52.6
Chafee Grant	0	0	7	30,000	---
EOPS Grant	100	48,750	0	0	---
Pell Grant	821	1,903,042	1,517	4,822,882	153.4
Supplemental Educational Opportunity Grant (SEOG)	550	219,670	447	203,150	-7.5
Parent Loan for Undergraduate Students (PLUS)	5	36,734	1	7,500	-79.6
Stafford Loan, subsidized	52	124,440	116	407,764	227.7
Stafford Loan, unsubsidized	3	4,821	30	69,869	1,349.3
Federal Work Study (FWS, Federal share)	50	100,924	47	138,636	37.4
Other Work Study and matching funds	17	44,229	27	126,733	186.5
<b>Total</b>	<b>6,029</b>	<b>\$ 4,123,527</b>	<b>7,670</b>	<b>\$7,637,662</b>	<b>85.2</b>

Notes: Students may have received more than one award type.

**Table C**

## *CSM Campus Crime Statistics* 1991 - 2010

### **Data Included:**

- Table A: *Number of Incidents Reported to CSM College Security Office, 1991 - 2010*
- Table B: *Number of Arrests at CSM, 1991 - 2010*

### **Notes and Findings:**

- In compliance with the Federal Public Law 101-542, the Student Right-to-Know and Campus Security Act of 1990 (Cleary Act), all colleges and universities across the nation are required to publicly report campus crime statistics to students and staff members. The following data presents crime statistics on the property of College of San Mateo.
- As of the date of publication, the most recent available data are for 2010.
- As these data indicate, CSM is a very safe campus, with relatively few incidents or arrests.

**Number of Incidents Reported to CSM College Security Office for Specified Offenses: 1991 – 2010**

Offense	Reported Occurrences by Year																			
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Homicide / Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses [Forcible]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses [Non-Forcible]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Aggravated Assault	9	5	2	1	3	2	6	6	5	3	1	0	0	0	0	0	0	0	0	0
Burglary	21	14	23	19	20	15	23	4	7	9	2	22	8	15	16	9	7	3	0	0
Motor Vehicle Theft	11	7	6	12	8	6	10	4	13	5	5	5	1	3	4	0	0	0	0	2
Arson	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Hate / Prejudice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table A

**Number of Arrests at CSM for Specified Offenses: 1991 - 2010**

Offense	Number of Arrests by Year																			
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Drug-Abuse Laws	0	0	0	0	0	2	0	0	0	1	0	0	4	0	1	0	0	0	0	0
Weapons Possession	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Alcohol Laws	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	1	0	0	2

Table B

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## Career and Technical Education (CTE)

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### In This Section

#### **Industry and Occupation Reports**

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- *Digital Media Occupation Report, SF Bay Area, 2011*
- *Fitness Trainers and Aerobic Instructors Jobs by Occupation Report, SF Bay Area, 2011*
- *Fitness Trainers and Aerobic Instructors Occupation Report, SF Bay Area, 2011*
- *Registered Nurses Occupation Report, SF Bay Area, 2011*
- *Registered Nurses Occupation Report, San Mateo County, 2011*

### Overview

This Section, *Career and Technical Education (CTE)*, contains illustrations of labor market studies available to inform decision-making regarding CSM's workforce development and CTE programs. The EMSI (Economic Modeling Specialists) reports included here provide perspectives on job growth in the San Francisco Bay Area for the fields of digital media, fitness training, and nursing.<sup>1</sup> These reports, as well as other data, are used to help guide course design, external grants development, and degree and certificate program planning.

CSM's Office of Planning, Research, and Institutional Development has access to EMSI tools and can conduct relevant studies, as requested by the college community, for a full range of disciplines.

#### **Trends**

As noted in the Section, *Instructional Programs*, in Fall 2011 CTE courses comprised 20% of all courses, of whom the vast majority (72%) were transferable. Since Fall 2007 the CTE proportion of total courses has shrunk by 4% as CSM eliminated low-demand programs.

As the Bay Area Council Economic Institute (2012) details, the Bay Area is the center of an innovation hub and driving a new wave of dynamic startups and the technology

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<sup>1</sup> Economic Modeling Specialists Intl. <http://www.economicmodeling.com/>

boom in information technologies and high-end manufacturing.<sup>2</sup> In this environment, in the wake of the “Great Recession,” CSM faces the challenge of creating and sustaining programs which demand a highly educated workforce.

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<sup>2</sup> Bay Area Council Economic Institute. (2012). *Innovation and Investment: Building Tomorrow's Economy in the Bay Area*. Retrieved from <http://www.bayareaeconomy.org/media/files/pdf/BayAreaEconomicProfile2012Web.pdf>



# San Mateo County Community College District

## College of San Mateo



1700 W. Hillsdale Blvd.  
San Mateo, California 94402

### Jobs by Occupation Report: Digital Media (DGME)

#### Eight-County San Francisco Bay Area



Economic Modeling Specialists, Inc. | [www.economicmodeling.com](http://www.economicmodeling.com)

**Region Info**

**Region: 8 County SF Bay Area**

County Areas: Alameda, California (6001), Contra Costa, California (6013), Marin, California (6041), San Francisco, California (6075), San Mateo, California (6081), Santa Clara, California (6085), Santa Cruz, California (6087), Sonoma, California (6097)



SOC Code	Description	2010 Jobs	2011 Jobs	2012 Jobs	2013 Jobs	2014 Jobs	2015 Jobs	2016 Jobs	2017 Jobs	Change	% Change	% Openings	% Openings	Annual Openings	2011 Median Hourly Wage
27-1011	Art directors	8,395	8,535	8,696	8,833	8,955	9,065	9,145	9,241	846	10%	2,184	26%	312	\$19.02
27-1014	Multi-media artists and animators	8,876	9,042	9,271	9,466	9,638	9,793	9,902	10,039	1,163	13%	2,581	29%	369	\$19.90
27-3011	Radio and television announcers	2,180	2,214	2,237	2,257	2,275	2,290	2,300	2,313	133	6%	599	27%	86	\$14.85
27-3012	Public address system and other announcers	765	765	780	792	802	812	818	825	60	8%	213	28%	30	\$11.29
27-3021	Broadcast news analysts	304	306	310	313	316	318	320	322	18	6%	79	26%	11	\$19.67
27-3022	Reporters and correspondents	2,164	2,211	2,206	2,204	2,204	2,204	2,212	2,208	44	2%	553	26%	79	\$14.12
27-3031	Public relations specialists	10,711	11,043	11,287	11,524	11,757	11,987	12,208	12,455	1,744	16%	3,576	33%	511	\$29.05
27-3041	Editors	5,236	5,422	5,474	5,520	5,562	5,600	5,632	5,675	439	8%	1,461	28%	209	\$22.54
27-3099	Media and communication workers, all other	2,379	2,446	2,498	2,541	2,579	2,611	2,631	2,659	280	12%	684	29%	98	\$17.22
27-4011	Audio and video equipment technicians	2,224	2,253	2,282	2,310	2,337	2,363	2,388	2,413	189	8%	669	30%	96	\$19.68
27-4012	Broadcast technicians	938	945	947	949	953	956	960	962	24	3%	247	26%	35	\$21.23
27-4013	Radio operators	17	17	17	17	17	17	17	17	0	0%	4	24%	1	\$21.08
27-4014	Sound engineering technicians	816	824	829	836	842	848	855	868	52	6%	249	31%	36	\$22.93
27-4031	Camera operators, television, video, and motion picture	1,012	1,026	1,045	1,061	1,075	1,087	1,096	1,105	93	9%	283	28%	40	\$24.15
27-4032	Film and video editors	1,184	1,204	1,228	1,250	1,270	1,289	1,304	1,324	140	12%	367	31%	52	\$25.58
27-4099	Media and communication equipment workers, all other	765	767	783	797	809	821	828	837	72	9%	210	27%	30	\$23.99
43-9031	Desktop publishers	725	728	714	702	692	682	675	668	(57)	(8%)	91	13%	13	\$17.26
<b>Total</b>		<b>48,690</b>	<b>49,746</b>	<b>50,603</b>	<b>51,374</b>	<b>52,082</b>	<b>52,743</b>	<b>53,294</b>	<b>53,934</b>	<b>5,244</b>	<b>11%</b>	<b>14,049</b>	<b>29%</b>	<b>2,007</b>	<b>\$21.64</b>

## **Data Sources and Calculations**

### **Industry Data**

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

### **Occupation Data**

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

### **State Data Sources**

This report uses state data from the following agencies: California Labor Market Information Department.

# San Mateo County Community College District

## College of San Mateo



1700 W. Hillsdale Blvd.  
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### Occupation Report: Digital Media (DGME)

#### Eight-County San Francisco Bay Area



Economic Modeling Specialists, Inc. | [www.economicmodeling.com](http://www.economicmodeling.com)

## Region Info

### Region: 8 County SF Bay Area

County Areas: Alameda, California (6001), Contra Costa, California (6013), Marin, California (6041), San Francisco, California (6075), San Mateo, California (6081), Santa Clara, California (6085), Santa Cruz, California (6087), Sonoma, California (6097)



## Selected Occupations

Occupation	Education Level
Art directors (SOC 27-1011)	Degree plus work experience
Multi-media artists and animators (SOC 27-1014)	Bachelor's degree
Radio and television announcers (SOC 27-3011)	Long-term on-the-job training
Public address system and other announcers (SOC 27-3012)	Long-term on-the-job training
Broadcast news analysts (SOC 27-3021)	Degree plus work experience
Reporters and correspondents (SOC 27-3022)	Degree plus work experience
Public relations specialists (SOC 27-3031)	Bachelor's degree
Editors (SOC 27-3041)	Bachelor's degree
Media and communication workers, all other (SOC 27-3099)	Long-term on-the-job training
Audio and video equipment technicians (SOC 27-4011)	Long-term on-the-job training
Broadcast technicians (SOC 27-4012)	Associate's degree
Radio operators (SOC 27-4013)	Moderate-term on-the-job training
Sound engineering technicians (SOC 27-4014)	Postsecondary vocational award
Camera operators, television, video, and motion picture (SOC 27-4031)	Moderate-term on-the-job training
Film and video editors (SOC 27-4032)	Bachelor's degree
Media and communication equipment workers, all other (SOC 27-4099)	Moderate-term on-the-job training
Desktop publishers (SOC 43-9031)	Postsecondary vocational award

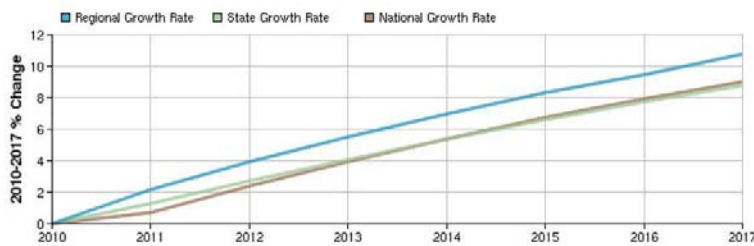
**Executive Summary**

Basic Information	
2010 Occupational Jobs	48,690
2017 Occupational Jobs	53,934
Total Change	5,244
Total % Change	10.76%
Openings	14,049
2011 Median Hourly Earnings	\$21.64

Economic Indicators	
2010 Location Quotient	1.52
2017 Location Quotient	1.55

Source: EMSI Complete Employment - 2011.4

**Occupational Change Summary**

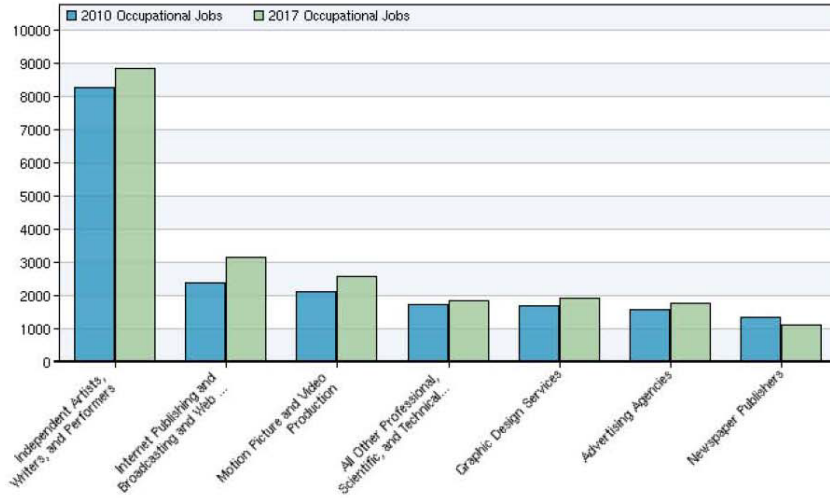


Region	2010 Jobs	2017 Jobs	Change	% Change	Openings	2011 Median Hourly Earnings
Regional Total	48,690	53,934	5,244	11%	14,049	\$21.64
State Total	200,559	218,163	17,604	9%	53,856	\$19.27
National Total	1,315,479	1,434,034	118,555	9%	369,622	\$16.63

Source: EMSI Complete Employment - 2011.4



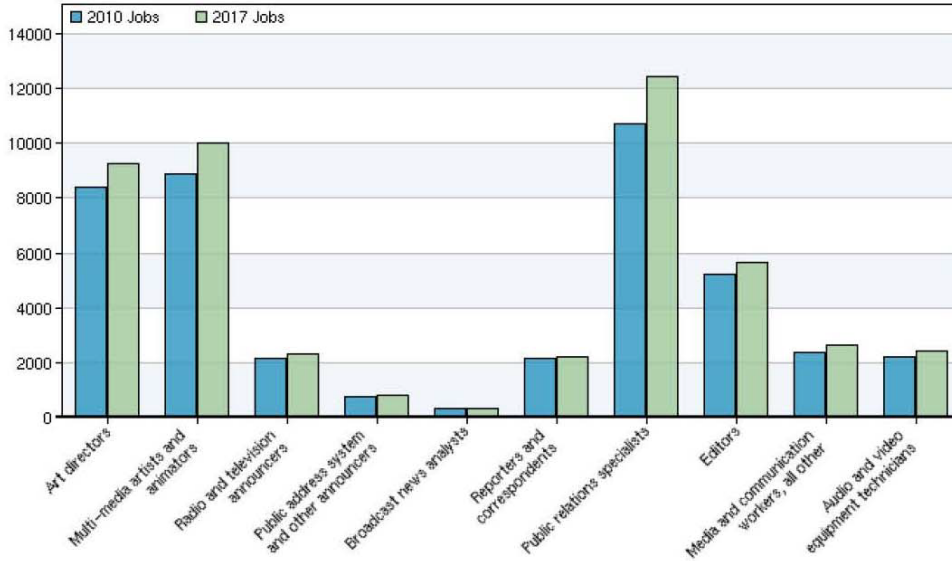
**Top Industries for Selected Occupations**



NAICS Code	Name	2010 Jobs	2017 Jobs	Change	% Change
711510	Independent Artists, Writers, and Performers	8,284	8,829	545	7%
519130	Internet Publishing and Broadcasting and Web Search Portals	2,369	3,160	791	33%
512110	Motion Picture and Video Production	2,104	2,586	482	23%
541990	All Other Professional, Scientific, and Technical Services	1,715	1,834	119	7%
541430	Graphic Design Services	1,698	1,909	211	12%
541810	Advertising Agencies	1,570	1,771	201	13%
511110	Newspaper Publishers	1,363	1,110	(253)	(19%)

Source: EMSI Complete Employment - 2011.4

### Occupational Breakdown

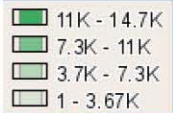


SOC Code	Description	2010 Jobs	2017 Jobs	Openings	Median Hourly Earnings
27-1011	Art directors	8,395	9,241	2,184	\$19.02
27-1014	Multi-media artists and animators	8,876	10,039	2,581	\$19.90
27-3011	Radio and television announcers	2,180	2,313	599	\$14.85
27-3012	Public address system and other announcers	765	825	213	\$11.29
27-3021	Broadcast news analysts	304	322	79	\$19.67
27-3022	Reporters and correspondents	2,164	2,208	553	\$14.12
27-3031	Public relations specialists	10,711	12,455	3,576	\$29.05
27-3041	Editors	5,236	5,675	1,461	\$22.54
27-3099	Media and communication workers, all other	2,379	2,659	684	\$17.22
27-4011	Audio and video equipment technicians	2,224	2,413	669	\$19.68
27-4012	Broadcast technicians	938	962	247	\$21.23
27-4013	Radio operators	17	17	4	\$21.08
27-4014	Sound engineering technicians	816	868	249	\$22.93
27-4031	Camera operators, television, video, and motion picture	1,012	1,105	283	\$24.15
27-4032	Film and video editors	1,184	1,324	367	\$25.58
27-4099	Media and communication equipment technicians	765	837	210	\$23.99
43-9031	Desktop publishers	725	668	91	\$17.26
<b>Total</b>		<b>48,690</b>	<b>53,934</b>	<b>14,049</b>	<b>\$21.64</b>

Source: EMSI Complete Employment - 2011.4



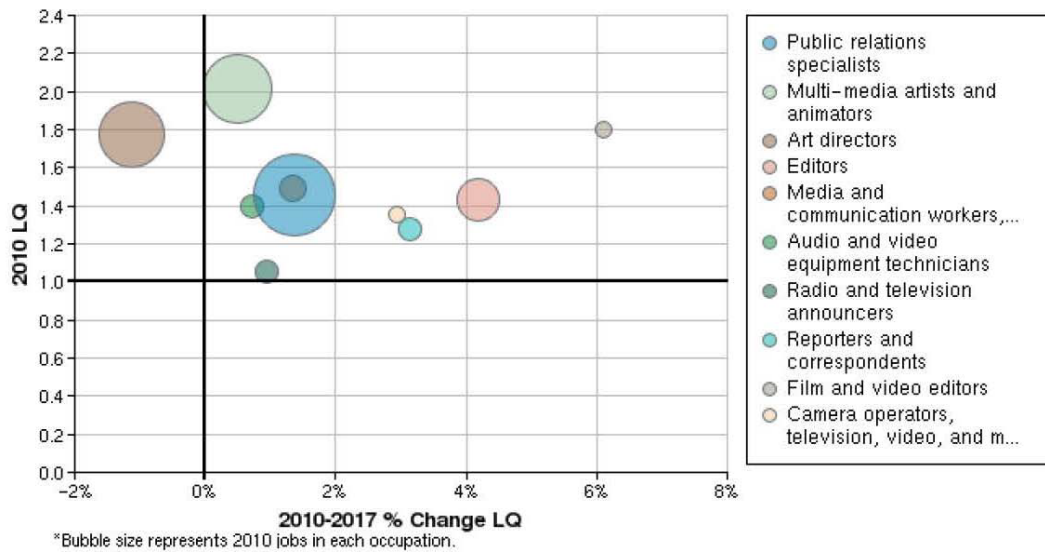
### Occupation Distribution



County	2010 Jobs
San Francisco, CA (6075)	14,676
Santa Clara, CA (6085)	9,335
Alameda, CA (6001)	8,244
San Mateo, CA (6081)	5,641
Contra Costa, CA (6013)	4,039
Marin, CA (6041)	2,988
Sonoma, CA (6097)	2,356
Santa Cruz, CA (6087)	1,411

Source: EMSI Complete Employment - 2011.4

### Location Quotient Breakdown



SOC Code	Description	2010 Jobs	2010 LQ	2017 LQ
27-3031	Public relations specialists	10,711	1.46	1.48
27-1014	Multi-media artists and animators	8,876	2.02	2.03
27-1011	Art directors	8,395	1.77	1.75
27-3041	Editors	5,236	1.43	1.49
27-3099	Media and communication workers, all other	2,379	1.49	1.51
27-4011	Audio and video equipment technicians	2,224	1.40	1.41
27-3011	Radio and television announcers	2,180	1.06	1.07
27-3022	Reporters and correspondents	2,164	1.28	1.32
27-4032	Film and video editors	1,184	1.80	1.91
27-4031	Camera operators, television, video, and motion picture	1,012	1.36	1.40
27-4012	Broadcast technicians	938	0.98	1.00
27-4014	Sound engineering technicians	816	1.64	1.71
27-4099	Media and communication equipment workers, all other	765	1.47	1.53
27-3012	Public address system and other announcers	765	1.43	1.39
43-9031	Desktop publishers	725	0.97	0.97
27-3021	Broadcast news analysts	304	1.16	1.16
27-4013	Radio operators	17	0.62	0.61
<b>Total</b>		<b>48,690</b>	<b>1.52</b>	<b>1.55</b>

Source: EMSI Complete Employment - 2011.4

## **Data Sources and Calculations**

### **Industry Data**

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

### **Occupation Data**

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

### **Location Quotient**

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

### **State Data Sources**

This report uses state data from the following agencies: California Labor Market Information Department.

# San Mateo County Community College District

## College of San Mateo



1700 W. Hillsdale Blvd.  
San Mateo, California 94402

### Jobs by Occupation Report: Fitness Trainers and Aerobics Instructors

Eight-County San Francisco Bay Area



Economic Modeling Specialists, Inc. | [www.economicmodeling.com](http://www.economicmodeling.com)

**Region Info**

**Region: 8 County SF Bay Area**

County Areas: Alameda, California (6001), Contra Costa, California (6013), Marin, California (6041), San Francisco, California (6075), San Mateo, California (6081), Santa Clara, California (6085), Santa Cruz, California (6087), Sonoma, California (6097)



SOC Code	Description	2010 Jobs	2011 Jobs	2012 Jobs	2013 Jobs	2014 Jobs	2015 Jobs	2016 Jobs	2017 Jobs	Change	% Change	Openings	% Openings	Annual Openings	2011 Median Hourly Wage
39-9031	Fitness trainers and aerobics instructors	10,040	10,183	10,483	10,764	11,031	11,289	11,522	11,738	1,698	17%	2,987	30%	427	\$18.69
<b>Total</b>		<b>10,040</b>	<b>10,183</b>	<b>10,483</b>	<b>10,764</b>	<b>11,031</b>	<b>11,289</b>	<b>11,522</b>	<b>11,738</b>	<b>1,698</b>	<b>17%</b>	<b>2,987</b>	<b>30%</b>	<b>427</b>	<b>\$18.69</b>

Source: EMSI Complete Employment - 2011.4

## **Data Sources and Calculations**

### **Industry Data**

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

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Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

### **State Data Sources**

This report uses state data from the following agencies: California Labor Market Information Department.

# San Mateo County Community College District

## College of San Mateo



1700 W. Hillsdale Blvd.  
San Mateo, California 94402

### Occupation Report: Fitness Trainers and Aerobics Instructors

#### Eight-County San Francisco Bay Area



Economic Modeling Specialists, Inc. | [www.economicmodeling.com](http://www.economicmodeling.com)



**Region Info**

**Region: 8 County SF Bay Area**

County Areas: Alameda, California (6001), Contra Costa, California (6013), Marin, California (6041), San Francisco, California (6075), San Mateo, California (6081), Santa Clara, California (6085), Santa Cruz, California (6087), Sonoma, California (6097)



**Selected Occupations**

Occupation	Education Level
Fitness trainers and aerobics instructors (SOC 39-9031)	Postsecondary vocational award

**Executive Summary**

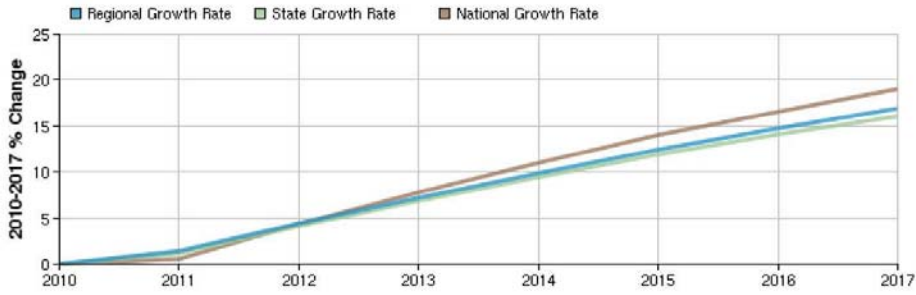
Basic Information	
2010 Occupational Jobs	10,040
2017 Occupational Jobs	11,738
Total Change	1,698
Total % Change	16.91%
Openings	2,987
2011 Median Hourly Earnings	\$18.69

Economic Indicators	
2010 Location Quotient	1.36
2017 Location Quotient	1.34

Source: EMSI Complete Employment - 2011.4



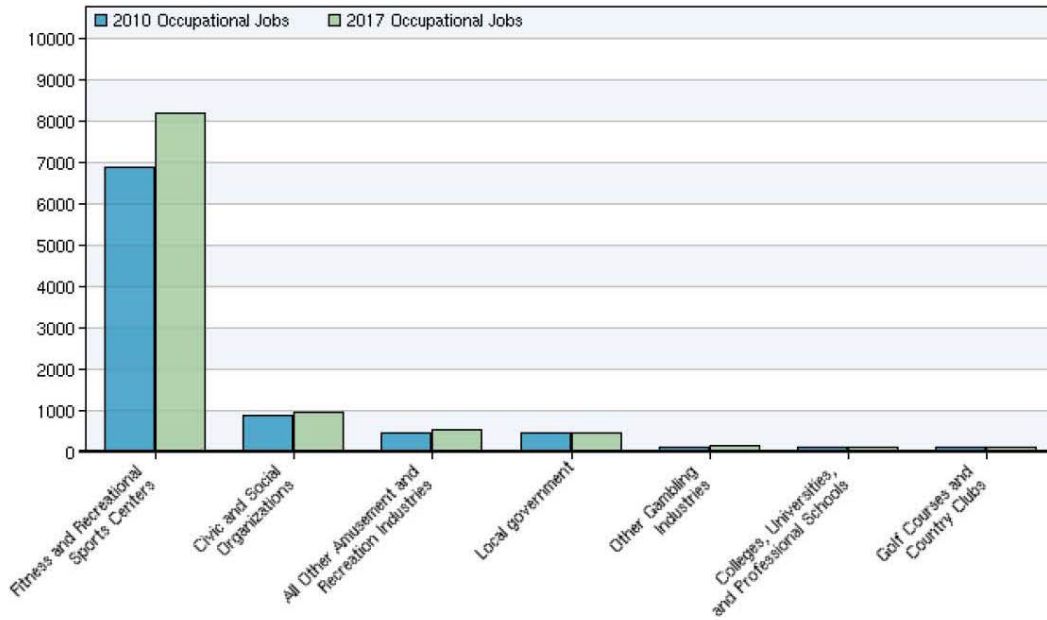
### Occupational Change Summary



Region	2010 Jobs	2017 Jobs	Change	% Change	Openings	ly Earnings
Regional Total	10,040	11,738	1,698	17%	2,987	\$18.69
State Total	35,905	41,676	5,771	16%	10,410	\$16.05
National Total	303,180	360,873	57,693	19%	100,315	\$12.79

Source: EMSI Complete Employment - 2011.4

### Top Industries for Selected Occupation



NAICS Code	Name	2010 Jobs	2017 Jobs	Change	% Change
713940	Fitness and Recreational Sports Centers	6,869	8,174	1,305	19%
813410	Civic and Social Organizations	867	959	92	11%
713990	All Other Amusement and Recreation Industries	456	536	80	18%
930000	Local government	448	472	24	5%
713290	Other Gambling Industries	109	136	27	25%
611310	Colleges, Universities, and Professional Schools	107	128	21	20%
713910	Golf Courses and Country Clubs	98	109	11	11%

Source: EMSI Complete Employment - 2011.4

# San Mateo County Community College District

## College of San Mateo



1700 W. Hillsdale Blvd.  
San Mateo, California 94402

### Occupation Report: Registered Nurses (Associate Degree)

Eight-County San Francisco Bay Area Region



Economic Modeling Specialists, Inc. | [www.economicmodeling.com](http://www.economicmodeling.com)

## Region Info

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Name: 8 County SF Bay Area

County Areas: Alameda, California (6001), Contra Costa, California (6013), Marin, California (6041), San Francisco, California (6075), San Mateo, California (6081), Santa Clara, California (6085), Santa Cruz, California (6087), Sonoma, California (6097)

## Selected Occupations

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Occupation	Education Level
Registered nurses (SOC 29-1111)	Associate's degree

## Executive Summary

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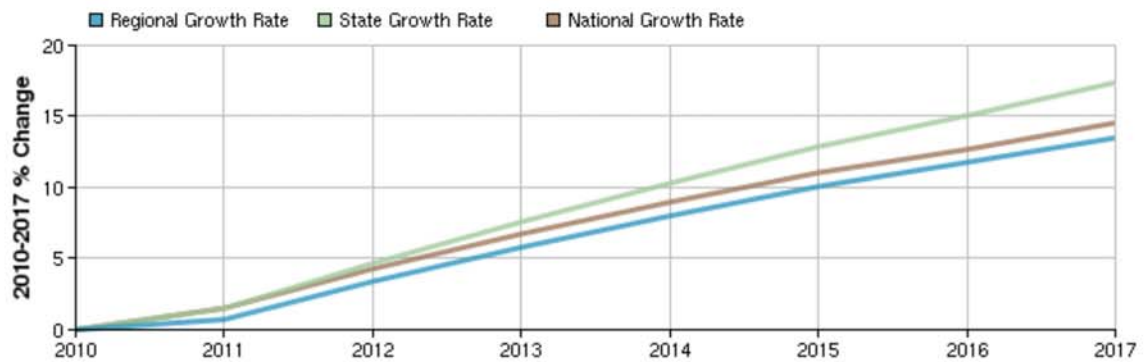
Basic Information	
2010 Occupational Jobs	49,642
2017 Occupational Jobs	56,343
Total Change	6,701
Total % Change	13.50%
Openings	13,001
2011 Median Hourly Earnings	\$48.42

Economic Indicators	
2010 Location Quotient	0.78
2017 Location Quotient	0.77

Source: EMSI Complete Employment - 2011.4



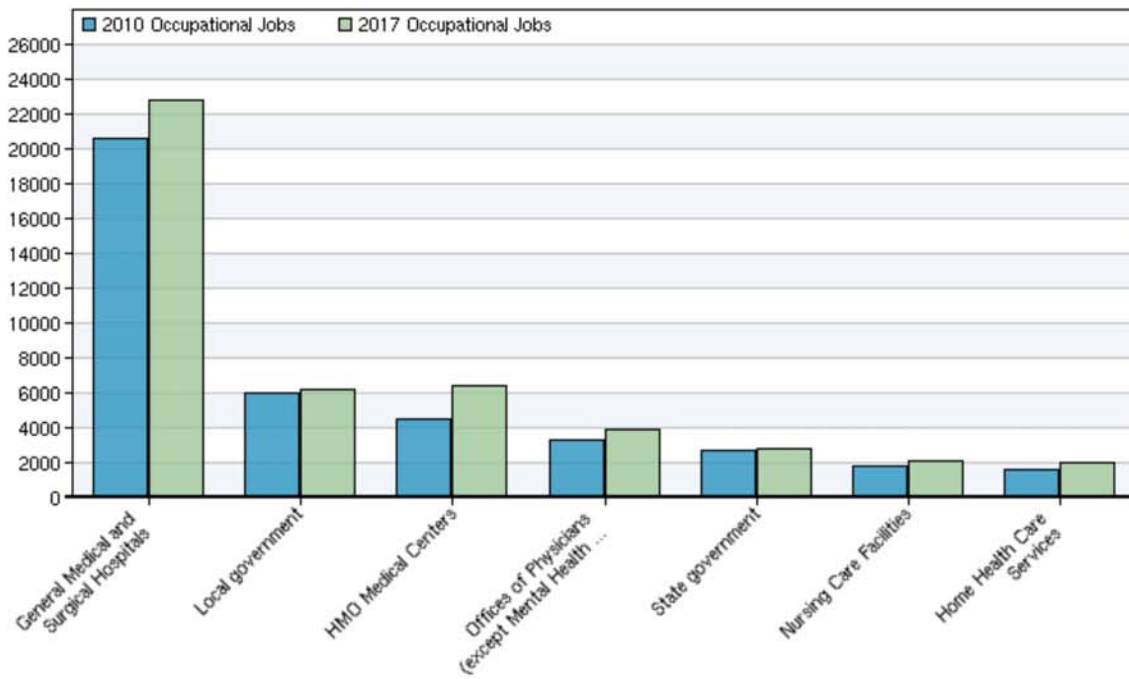
### Occupational Change Summary



Region	2010 Jobs	2017 Jobs	Change	% Change	Openings	2011 Median Hourly Earnings
Regional Total	49,642	56,343	6,701	13%	13,001	\$48.42
State Total	231,350	271,577	40,227	17%	69,139	\$39.48
National Total	2,619,935	3,001,246	381,311	15%	711,320	\$30.38

Source: EMSI Complete Employment - 2011.4

### Top Industries for Selected Occupation



NAICS Code	Name	2010 Jobs	2017 Jobs	Change	% Change
622110	General Medical and Surgical Hospitals	20,627	22,836	2,209	11%
930000	Local government	6,007	6,193	186	3%
621491	HMO Medical Centers	4,501	6,425	1,924	43%
621111	Offices of Physicians (except Mental Health Specialists)	3,327	3,858	531	16%
920000	State government	2,660	2,816	156	6%
623110	Nursing Care Facilities	1,810	2,123	313	17%
621610	Home Health Care Services	1,638	1,984	346	21%

Source: EMSI Complete Employment - 2011.4



### Occupation Distribution

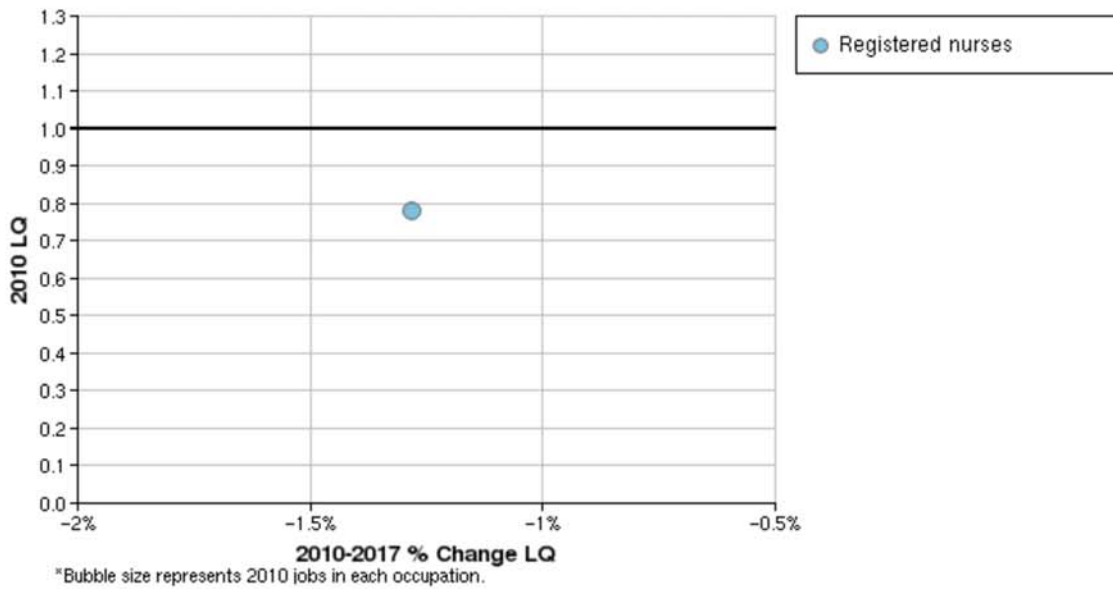


County	2010 Jobs
Alameda, CA (6001)	12,753
Santa Clara, CA (6085)	11,850
San Francisco, CA (6075)	8,238
Contra Costa, CA (6013)	5,755
San Mateo, CA (6081)	4,621
Sonoma, CA (6097)	3,427
Marin, CA (6041)	1,859
Santa Cruz, CA (6087)	1,140

Source: EMSI Complete Employment - 2011.4



**Location Quotient Breakdown**



SOC Code	Description	2010 Jobs	2010 LQ	2017 LQ
29-1111	Registered nurses	49,642	0.78	0.77
	Total	49,642	0.78	0.77

Source: EMSI Complete Employment - 2011.4

**Data Sources and Calculations**

**Industry Data**

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Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the



Economic Modeling Specialists, Inc. | [www.economicmodeling.com](http://www.economicmodeling.com)



Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

### **Location Quotient**

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

### **State Data Sources**

This report uses state data from the following agencies: California Labor Market Information Department.

# San Mateo County Community College District

## College of San Mateo



1700 W. Hillsdale Blvd.  
San Mateo, California 94402

### Occupation Report: Registered Nurses (Associate Degree)

#### Eight-County San Francisco Bay Area San Mateo County Region



Economic Modeling Specialists, Inc. | [www.economicmodeling.com](http://www.economicmodeling.com)

**Region Info**

**Region: San Mateo, California (6081)**

**Selected Occupations**

Occupation	Education Level
Registered nurses (SOC 29-1111)	Associate's degree

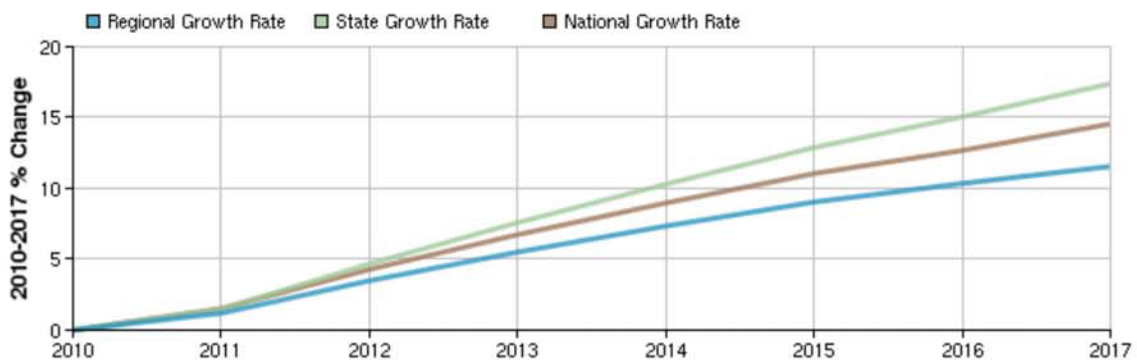
**Executive Summary**

Basic Information	
2010 Occupational Jobs	4,621
2017 Occupational Jobs	5,155
Total Change	534
Total % Change	11.56%
Openings	1,106
2011 Median Hourly Earnings	\$48.49

Economic Indicators	
2010 Location Quotient	0.67
2017 Location Quotient	0.65

Source: EMSI Complete Employment - 2011.4

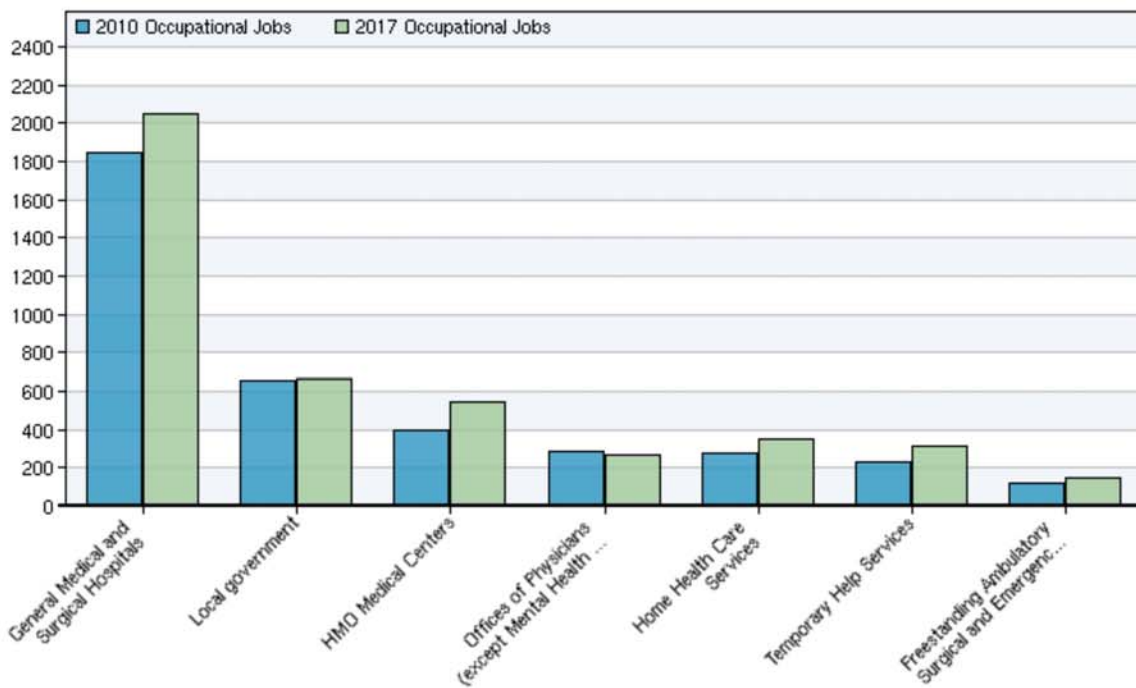
**Occupational Change Summary**



Region	2010 Jobs	2017 Jobs	Change	% Change	Openings	2011 Median Hourly Earnings
Regional Total	4,621	5,155	534	12%	1,106	\$48.49
State Total	231,350	271,577	40,227	17%	69,139	\$39.48
National Total	2,619,935	3,001,246	381,311	15%	711,320	\$30.38

Source: EMSI Complete Employment - 2011.4

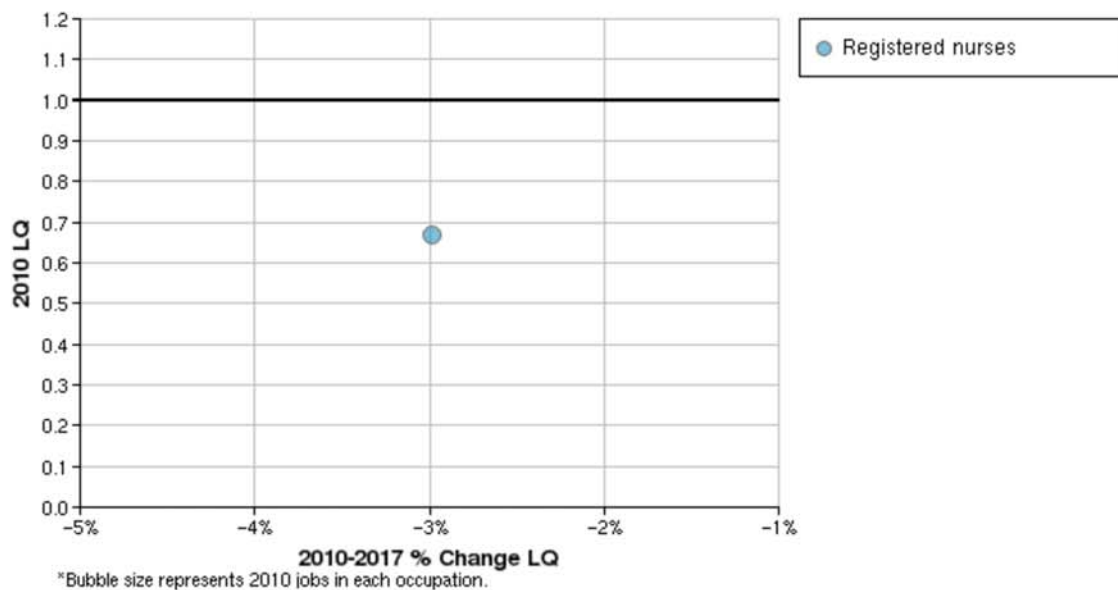
### Top Industries for Selected Occupation



NAICS Code	Name	2010 Jobs	2017 Jobs	Change	% Change
622110	General Medical and Surgical Hospitals	1,850	2,051	201	11%
930000	Local government	654	664	10	2%
621491	HMO Medical Centers	401	546	145	36%
621111	Offices of Physicians (except Mental Health Specialists)	282	270	-12	-4%
621610	Home Health Care Services	274	350	76	28%
561320	Temporary Help Services	227	313	86	38%
621493	Freestanding Ambulatory Surgical and Emergency Centers	122	147	25	20%

Source: EMSI Complete Employment - 2011.4

### Location Quotient Breakdown



SOC Code	Description	2010 Jobs	2010 LQ	2017 LQ
29-1111	Registered nurses	4,621	0.67	0.65
	Total	4,621	0.67	0.65

Source: EMSI Complete Employment - 2011.4

## **Data Sources and Calculations**

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### **Industry Data**

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

### **Location Quotient**

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

### **State Data Sources**

This report uses state data from the following agencies: California Labor Market Information Department.

## College Community

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### In This Section

#### Employees

- *CSM Employee Gender Fall 2008 vs. Spring 2012*
- *CSM Employee Ethnicity: Fall 2008 vs. Spring 2012*
- *CSM Employee Ages by Years of Service by Classification (Retirement Projections)*

### Overview

In Spring 2012 CSM had 563 employees, employing more women than men (54% vs. 46%). Its workforce has shrunk by 113 employees (17%) as compared to Fall 2008.

A critical issue for long-term planning is the fact that a sizable number of employees now fall into the “retirement zone”—over the age of 55 with more than 10 years of experience. These include 54% of full-time faculty, 50% of adjuncts, and 71% of administrators.

Spring 2012 data indicating employees’ ethnicity should be interpreted cautiously as a greater number of individuals “declined to state” as compared to Fall 2008 (20% vs. 5%).

## *CSM Employee Gender* Fall 2008 vs. Spring 2012

### **Data Included:**

- Table A: *CSM Employees by Classification and Gender, Spring 2012 and Fall 2008*
- Table B: *CSM Employees by Gender: 3-Year Change, Fall 2008 – Spring 2012*

### **Notes and Findings:**

- Table A displays the count and gender of CSM employees, Spring 2012 and Fall 2008, by various employment categories: classified staff, administrator, full-time faculty, adjunct faculty, full-time non-instructional faculty, and adjunct non-instructional faculty.
- Table B compares the changes in the number of staff by gender, Fall 2008 vs. Spring 2012. Employee counts have declined for both genders. Overall, the total number of CSM employees has declined 17% (-113) during this period of time.



### CSM Employees by Classification and Gender, Spring 2012 and Fall 2008

	Classified		Administrator/ Academic Supervisors		Full-time Faculty: Instructional		Full-time Faculty: Non-Instructional		Adjunct Instructional		Adjunct Non-Instructional		Total Employees	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Spring 2012</b>														
<b>Female</b>	81	65.3%	12	70.6%	55	50.0%	9	75.0%	113	45.2%	35	70.0%	305	54.2%
<b>Male</b>	43	34.7	5	29.4	55	50.0	3	25.0	137	54.8	15	30.0	258	45.8
<b>Total Gender</b>	124	100%	17	100%	110	100%	12	100%	250	100%	50	100%	563	100%
<b>Fall 2008</b>														
<b>Female</b>	89	59.7%	12	63.2%	64	52.5%	13	72.2%	163	46.4%	11	64.7%	352	52.1%
<b>Male</b>	60	40.3	7	36.8	58	47.5	5	27.8	188	53.6	6	35.3	324	47.9
<b>Total Gender</b>	149	100%	19	100%	122	100%	18	100%	351	100%	17	100%	676	100%

Source: SMCCCD Human Resources Database, accessed July 2012 and September 2008.

Table A

### CSM Employees by Gender: 3-Year Change, Fall 2008 - Spring 2012

	Number of Employees and Percent of Total				Fall 2008 vs. Spring 2012	
	Fall 2008		Spring 2012		Difference	Percent Change
<b>Female</b>	352	52.1%	305	54.2%	-47	-13.4%
<b>Male</b>	324	47.9	258	45.8	-66	-20.4
<b>Total Gender</b>	676	100.0%	563	100.0%	-113	-16.7%

Source: SMCCCD Human Resources Database, accessed September 2008 and July 2012.

Table B

## *CSM Employee Ethnicity* Fall 2008 vs. Spring 2012

### Data Included:

- Table A: *CSM Employees by Classification and Ethnicity, Spring 2012*
- Table B: *CSM Employees by Classification and Ethnicity, Fall 2008*
- Table C: *CSM Employees by Classification: 3-Year Change, Fall 2008 – Spring 2012*

### Notes and Findings:

- Table A displays the count and ethnicity of CSM employees, Spring 2012, by various employment categories: classified staff, administrator, full-time faculty, adjunct faculty, full-time non-instructional faculty, and adjunct non-instructional faculty.
- Table B provides the same data for CSM employees, Fall 2008.
- Table C compares the changes in the number of staff in various employment categories, Fall 2008 vs. Spring 2012. All employee categories have declined, with the exception of Adjunct Non-Instructional Faculty. Overall, the total number of CSM employees has declined 17% (-113) during this period of time.

**CSM Employees by Classification and Ethnicity, Spring 2012**

	Classified		Administrator/ Academic Supervisors		Full-time Faculty: Instructional		Full-time Faculty: Non- Instructional		Adjunct Instructional		Adjunct Non- Instructional		Total Employees	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>African American</b>	0	0.0%	2	11.8%	5	4.5%	3	25.0%	8	3.2%	0	0.0%	18	3.2%
<b>Asian</b>	11	8.9	0	0.0	14	12.7	1	8.3	24	9.6	4	8.0	54	9.6
<b>Hispanic</b>	13	10.5	2	11.8	5	4.5	1	8.3	13	5.2	7	14.0	41	7.3
<b>Native American</b>	0	0.0	0	0.0	1	0.9	0	0.0	1	0.4	0	0.0	2	0.4
<b>Pacific Islander</b>	11	8.9	0	0.0	2	1.8	0	0.0	2	0.8	1	2.0	16	2.8
<b>White</b>	50	40.3	8	47.1	67	60.9	5	41.7	163	65.2	29	58.0	322	57.2
<b>Other/Decline to State</b>	39	31.5	5	29.4	16	14.5	2	16.7	39	15.6	9	18.0	110	19.5
<b>Total Ethnicity</b>	124	100%	17	100%	110	100%	12	100%	250	100%	50	100%	563	100%

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; does not include short-term employees or student employees. "Full-time Faculty" includes tenured and tenure-track faculty.

Source: SMCCCD Human Resources Database, accessed July 2012.

**Table A**

**CSM Employees by Classification and Ethnicity, Fall 2008**

	Classified		Administrator/ Academic Supervisors		Full-time Faculty: Instructional		Full-time Faculty: Non- Instructional		Adjunct Instructional		Adjunct Non- Instructional		Total Employees	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>African American</b>	5	3.4%	2	10.5%	6	4.9%	6	33.3%	13	3.7%	0	0.0%	32	4.7%
<b>Asian</b>	30	20.1	0	0.0	17	13.9	1	5.6	38	10.8	3	17.6	89	13.2
<b>Hispanic</b>	18	12.1	2	10.5	4	3.3	2	11.1	21	6.0	4	23.5	51	7.5
<b>Native American</b>	0	0.0	0	0.0	1	0.8	0	0.0	1	0.3	0	0.0	2	0.3
<b>Pacific Islander</b>	4	2.7	0	0.0	0	0.0	0	0.0	3	0.9	0	0.0	7	1.0
<b>White</b>	81	54.4	14	73.7	92	75.4	8	44.4	260	74.1	9	52.9	464	68.6
<b>Other/Decline to State</b>	11	7.4	1	5.3	2	1.6	1	5.6	15	4.3	1	5.9	31	4.6
<b>Total Ethnicity</b>	149	100%	19	100%	122	100%	18	100%	351	100%	17	100%	676	100%

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; does not include short-term employees or student employees. "Full-time Faculty" includes tenured and tenure-track faculty.

Source: SMCCCD Human Resources Database, accessed September 2008.

**Table B**

**CSM Employees by Classification: 3-Year Change, Fall 2008 – Spring 2012**

	Number of Employees and Percent of Total				Fall 2008 vs. Spring 2012	
	Fall 2008		Spring 2012		Difference	Percent Change
<b>Classified</b>	149	22.0%	124	22.0%	-25	-16.8%
<b>Administrator/Academic Supervisory</b>	19	2.8	17	3.0	-2	-10.5
<b>Full-time Faculty: Instructional</b>	122	18.0	110	19.5	-12	-9.8
<b>Full-time Faculty: Non-Instructional</b>	18	2.7	12	2.1	-6	-33.3
<b>Instructional Adjunct</b>	351	51.9	250	44.4	-101	-28.8
<b>Non-Instructional Adjunct</b>	17	2.5	50	8.9	+33	+194.1
<b>Total Employees</b>	676	100.0%	563	100.0%	-113	-16.7%

Notes: "Difference" is calculated as decrease or increase in the number of employees, 2008 - 2012. Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; does not include short-term employees or student employees. "Full-time Faculty" includes tenured and tenure-track faculty.

Source: SMCCCD Human Resources Database, accessed September 2008 and July 2012.

**Table C**

## *CSM Employee Ages by Years of Service by Classification* Spring 2012

### Data Included:

- Table A: *CSM Instructional Full-time Faculty by Age and Years of Service*
- Table B: *CSM Non-Instructional Faculty by Age and Years of Service*
- Table C: *CSM Instructional Part-time Faculty by Age and Years of Service*
- Table D: *CSM Non-Instructional Part-time Faculty by Age and Years of Service*
- Table E: *CSM Classified Staff by Age and Years of Service*
- Table F: *CSM Academic Supervisors and Executive/Administrators by Age and Years of Service*

### Notes and Findings:

- Tables A through F display the age distribution of CSM faculty and staff.
- Counts of those whose age and years of service combine to make retirement decisions likely are highlighted in bold text.
- The proportion of employees in the "retirement zone," over the age of 55 and with more than 10 years of service, are as follows:
  - Full-time instructional faculty: 54%
  - Full-time non-instructional faculty: 50%
  - Adjunct instructional faculty: 39%
  - Adjunct non-instructional faculty: 31%
  - Classified staff: 22%
  - Administrators: 71%

**CSM Instructional Full-time Faculty by Age and Years of Service: Spring 2012**

Years of Service	Age in Years								
	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	1	2	0	1	2	1	0	0	0
6 – 10	0	1	6	3	1	1	1	1	0
11 – 15	0	1	1	6	4	2	2	3	0
16 – 20	0	0	0	0	7	4	4	0	1
21 – 25	0	0	0	0	4	6	9	12	1
26 – 30	0	0	0	0	0	1	7	2	4
31+	0	0	0	0	0	0	1	1	6
<b>Total Faculty</b>	1	4	7	10	18	5	24	18	12

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. "Full-time Faculty" includes tenured and tenure-track faculty. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table A

**CSM Non-Instructional Faculty by Age and Years of Service: Spring 2012**

Years of Service	Age in Years								
	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	0	0	0	0	0	0	0	0	0
6 – 10	0	0	0	1	1	1	0	0	0
11 – 15	0	0	0	1	0	0	0	1	0
16 – 20	0	0	0	0	0	0	0	0	0
21 – 25	0	0	0	0	1	1	2	0	0
26 – 30	0	0	0	0	0	0	1	0	0
31+	0	0	0	0	0	0	0	0	2
<b>Total Faculty</b>	0	0	0	2	2	2	3	1	2

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table B

**CSM Instructional Part-time Faculty by Age and Years of Service: Spring 2012**

Years of Service	Age in Years								
	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	8	11	7	7	13	3	6	6	2
6 – 10	1	5	12	13	14	8	10	10	3
11 – 15	0	0	1	4	6	8	13	6	10
16 – 20	0	0	0	2	2	5	5	3	9
21 – 25	0	0	0	1	2	0	1	6	4
26 – 30	0	0	0	0	1	2	3	1	1
31+	0	0	0	0	0	0	1	6	8
<b>Total Faculty</b>	9	16	20	27	38	26	39	38	37

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table C

**CSM Non-Instructional Part-time Faculty by Age and Years of Service: Spring 2012**

Years of Service	Age in Years								
	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	1	5	0	4	1	5	1	0	1
6 – 10	0	3	3	0	3	0	2	4	0
11 – 15	0	0	2	0	0	1	3	2	0
16 – 20	0	0	0	0	0	1	0	1	2
21 – 25	0	0	0	0	1	0	0	2	0
26 – 30	0	0	0	0	0	0	0	1	0
31+	0	0	0	0	0	0	0	1	0
<b>Total Faculty</b>	1	8	5	4	5	7	6	9	3

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table D



**CSM Classified Staff by Age and Years of Service: Spring 2012**

Years of Service	Age in Years									
	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	1	5	2	3	5	3	3	0	0	0
6 – 10	0	4	7	5	2	7	5	8	2	0
11 – 15	0	0	0	5	3	4	4	5	4	0
16 – 20	0	0	0	2	6	2	1	4	1	0
21 – 25	0	0	0	0	0	5	0	1	1	1
26 – 30	0	0	0	0	0	2	2	2	0	1
31+	0	0	0	0	0	0	1	3	2	0
<b>Total Faculty</b>	1	9	9	15	16	23	16	23	10	2

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; does not include short-term employees or student employees. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table E

**CSM Academic Supervisors and Executive/Administrators by Age and Years of Service: Spring 2012**

Years of Service	Age in Years								
	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
1 – 5	0	0	1	0	1	0	0	1	0
6 – 10	0	0	0	0	0	0	0	2	0
11 – 15	0	1	0	0	0	0	2	0	0
16 – 20	0	0	0	0	0	0	1	0	0
21 – 25	0	0	0	0	2	0	1	3	1
26 – 30	0	0	0	0	0	0	0	0	0
31+	0	0	0	0	0	0	0	1	0
<b>Total Faculty</b>	0	1	1	0	3	0	4	7	1

Notes: Employees who hold multiple positions in different classifications are counted once in each classification. Shaded areas indicate likely retirement decision.

Source: SMCCCD Human Resources Database, accessed July 2012.

Table F

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## Survey Research

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### In This Section

#### **Campus Climate and Satisfaction Surveys, 2010, 2011, and 2012**

- *CSM's Student Campus Climate & Satisfaction Survey, Spring 2012, Narrative Analysis*
- *CSM's Student Campus Climate & Satisfaction Survey, Comparative Data, 2010, 2011, and 2012*
- *CSM's Campus Climate & Satisfaction Surveys, Classified Staff and Faculty & Administrators, Spring 2012, Narrative Analysis*
- *Classified Staff Campus Climate & Satisfaction Survey, 2010 to 2012 Comparative Data*
- *Faculty and Administrators Campus Climate & Satisfaction Survey, 2010 to 2012 Comparative Data*

### Overview

A key set of tools that support informed decision-making at CSM is survey research. Survey research involves questionnaires, or surveys, of CSM's students, employees, or others from the community. Results are used to improve services and programs, learn about emerging community needs, or shape new innovations.

#### **Campus Climate and Satisfaction Surveys**

During the last three years CSM has conducted *Campus Climate and Satisfaction Surveys* of students, classified staff, and faculty and administrators. These surveys are designed to address key accreditation issues as well as guide program improvement. Comparative data for each group of respondents are included in this Section along with narrative analyses.

Findings indicate that students as well as employees are consistently enthusiastic about CSM. In the most recent Spring 2112 survey, 93% indicated they are "proud to be a CSM student."

In the Spring 2012 survey, 100% of classified staff indicated they like working at CSM and would recommend CSM to a family member or a friend who is a prospective student. In

the faculty/administrator's survey, 90.6% indicated they like working at CSM and 88% would recommend CSM to a family member or a friend who is a prospective student.

In addition to the CSM-designed *Campus Climate and Satisfaction Surveys*, in 2010 CSM administered the standardized and nationally-recognized *Noel-Levitz Student Satisfaction Inventory* to more than 1,800 student respondents.

All survey findings and analyses are available online in institutional research website for CSM's Office of Planning, Research, and Institutional Effectiveness:

<http://collegeofsanmateo.edu/institutionalresearch/>

### **Other Annual or Ad Hoc Surveys**

CSM also routinely conducts other surveys, including many ad hoc surveys intended to illicit constituencies' feedback. Examples of academic term or annual surveys include:

- Satisfaction surveys of Distance Education students
- Program Review-related surveys of Learning Support Centers users
- Institutional-level (General Education) SLO's surveys of students
- Program-level SLO surveys of students who file for degrees
- Feedback surveys of the college community concerning institutional plans and or decision-making, including program review processes
- Surveys of Distance Education students who withdraw

## *CSM's Student Campus Climate & Satisfaction Survey Spring 2012 Narrative Analysis*

### **OVERVIEW OF SURVEY COMPOSITION**

In May through June 2011, CSM conducted the *CSM Student Campus Climate and Satisfaction Survey (CSM Student Survey)*. All CSM students were invited to participate and a link to the online survey was emailed to students enrolled in Spring 2012 (9,039 email addresses). The college received 1,132 unique responses, a return of 13%.<sup>1</sup> This is a substantial number of respondents for a higher education setting.

This survey probed students' satisfaction with campus climate and a spectrum of the student experience and included such areas as:

- Overall impressions and attitudes about CSM;
- Campus safety and security;
- Effectiveness of channels of communication;
- Diversity awareness, overall campus climate, and CSM as a respectful place;
- Satisfaction with facilities and equipment;
- Effectiveness of student support programs and services, including the library; and
- Effectiveness of instructional programs and offerings

#### *Fast Facts Finding*

Students expressed very high levels of satisfaction with CSM throughout the 101-item survey: 93% indicated they were "proud to be a CSM student."

#### ***Survey Content: Spring 2010, Spring 2011, Spring 2012***

The 2012 *CSM Student Survey* was also conducted in 2011 and 2010. It was initially developed in 2010 by CSM's Office of Planning, Research, and Institutional Effectiveness (PRIE). PRIE staff reviewed numerous models of campus climate and satisfaction surveys used at both 2-year and 4-year institutions along with several CSM surveys used in previous years for accreditation purposes.

The 2012 survey contains 101 question items and 7 questions about the demographics of the respondents. Questions were formulated about campus climate and the overall student experience. The survey also contained several questions about campus climate that parallel the faculty/administrators and classified staff satisfaction surveys, also conducted in Spring 2010, 2011, 2012.

A significant change in the 2012 and 2011 *CSM Student Survey* was the addition of questions that probed the extent to which CSM student made gains in the various

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<sup>1</sup> Students were offered the opportunity of winning an iPad as an incentive to participate in the survey. The gift was made possible through donations to CSM held by the San Mateo County Community Colleges Foundation.

institutional-level, General Education Student Learning Outcomes (SLO's).<sup>2</sup>

### ***Survey Organization***

The survey is organized into the following areas:

- *Personal Interactions at CSM*
- *My CSM Experience*
- *Impressions of CSM\**
- *CSM as a Respectful Place*
- *Based on My Experience, I can... [SLO section]*
- *CSM Overall*
- *Demographics [of Student Respondents]*

\*Note: For reporting purposes, "My CSM Experience" responses are grouped into the following categories: Academic Advising, Academic Services, Campus Climate, Campus Support Services, Concern for the Individual, Facilities, Instructional Effectiveness, Library, Registration Effectiveness, Responsiveness to Diversity, Safety and Security, and Student Centeredness.

### **DATA REPORTS**

Narrative analysis is based on the findings accessible online at the PRIE website:

[http://collegeofsanmateo.edu/institutionalresearch/csm\\_community-studentccss\\_2012%20.asp](http://collegeofsanmateo.edu/institutionalresearch/csm_community-studentccss_2012%20.asp)

Seven reports are available to provide the campus community with various perspectives when they analyze the data. They include:

- *Comprehensive Data* (includes data for all satisfaction levels, e.g. "Agree Strongly ↔ Disagree Strongly").
- *Summary Data* (summarizes satisfaction levels, e.g. "Total Agree" and "Total Disagree").
- *Ranked Responses* (data are ranked within thematic categories according to levels of satisfaction or agreement).
- *Comparative Data, 2010, 2011, and 2012* (includes comparative data; also includes percentage points change from 2010 to 2012 and from 2011 to 2012).
- *General Education SLO's* (includes summary, comprehensive, ranked, and comparative data)

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<sup>2</sup> In Spring 2010, in addition to administering the *CSM Student Survey*, CSM also simultaneously conducted the standardized and nationally-recognized *Noel-Levitz* to which CSM had 1,810 student respondents. In the *Noel-Levitz*, CSM was allowed to include CSM-specific questions that probed the extent to which CSM student made gains in the various institutional-level, General Education SLO's. Since CSM did not conduct the *Noel-Levitz* in Spring 2011, a section addressing SLO's was included in the Spring 2011 and 2012 versions of the *CSM Student Survey*.

In addition, other question-items previously addressed by *Noel-Levitz* were added to the Spring 2011 *CSM Student Survey*. They included items concerned with academic advising, assessment and course placement, the clarity of stated program requirements, and the availability of computer and lab equipment.

A separate seven-item section on Library usage developed for the Spring 2010 *CSM Student Survey* was collapsed into three library-related items in the Spring 2011 and 2012 versions. In addition, the Spring 2011 and 2012 versions included a new question-item addressing campus climate for LGBT students.

- *Summary Data by Age*
- *Summary Data by Ethnicity*

### **METHODS OF ANALYSIS**

Conducted by PRIE staff, this narrative analysis identifies highlights of strengths and challenges for CSM. It does not address all response items. Discussion is organized into themes and includes comparative analysis of the findings for the *CSM Student Survey* conducted in 2010 and 2011 and with, where pertinent, the 2010 *Noel-Levitz* student survey.<sup>3</sup>

Generally, this analysis discusses data in terms of total satisfaction and dissatisfaction levels (e.g. a sum of “agree strongly” and “agree” or “disagree” and “strongly disagree”). CSM does not use “Neutral” as a response option but does use “Does not Apply.”

#### ***Highlights***

The 2012 *CSM Student Survey* indicated extremely high levels of satisfaction with CSM: in the vast majority of question-items, 90% or more indicated satisfaction; only 3 items indicated satisfaction levels below 80%. With a few exceptions, results from this year’s version of the *CSM Student Survey* were better than last year’s (which were already quite positive). In addition, they were consistently higher than in 2010 and some items show significant improvement (4-5% or greater).

Generally, variations of a few percentage points between the two years of data are not significant as minor fluctuations are customary in surveys of large populations. However, given that CSM has now collected 3 years of data, we can confidently identify extremely positive “trends” in how CSM’s students experience CSM. The data clearly illustrate areas of success and improvement for CSM—an institution that is thriving, growing, and improving.

Given the consistently high levels of satisfaction, possible areas of concern can be identified only when question-items are ranked by levels of satisfaction. Ranking of selected items is, therefore, addressed in this narrative analysis. Analysis of selected comparative data from Spring 2010 and Spring 2011 also suggests institutional strengths and concerns.

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<sup>3</sup> For reasons of length, not all items covered solely by the 2010 *Noel-Levitz* could be included in the Spring 2011 and 2012 *CSM Student Survey*.

## STRENGTHS

### ***Students' Positive Overall Experience at CSM***

Overall, Spring 2012 students expressed very high levels of satisfaction with CSM, comparable to and in most cases higher than in Spring 2011 and 2010. These high levels of satisfaction are reflected in a variety of question items that probed at overall campus climate and the extent to which students feel valued, welcomed, and a sense of campus pride.

Several key questions demonstrated the overall satisfaction of CSM students: In the 2012 *CSM Student Survey*, 93.3% indicated that they "were proud to be a CSM student." When asked if they would choose to attend CSM (if starting over), 91.4% said yes and 97.6% would recommend CSM to a family member or friend. When asked to rate their overall educational experience, 92.7% had a positive response (52% rated their overall experience as "excellent"; and 40.7% rated it "good").

### ***Students Feel Welcomed & Respected***

Generally students feel "respected" at CSM—a theme that emerged in both the Spring 2010 and 2011 versions of the *CSM Student Survey*. In the 2012 *CSM Student Survey*, the Section, "CSM as a Respectful Place," asks students to rank how CSM "respects" students according to 11 distinct demographic delimiters (e.g. gender, ethnicity, age groups, etc.). In all but two categories students indicated 96.4% or higher levels of satisfaction—extremely high ratings.

(Note: Two categories with high satisfaction levels, but ranked the lowest in the section, also suggest a theme from earlier surveys: "Students with family responsibilities" (95.4%) and "Students with job responsibilities" (93%).

Students were also asked to rate the overall "friendliness" of their personal interactions with other students, campus offices and personnel, and faculty; all three areas showed improvement as compared to 2010. They see their most 'friendly' interactions as ranked first with faculty (84.3%), followed by staff (81.7%), and students (75.8%)

When students were asked about their "Impressions of CSM," this positive theme is further reflected in their ranking of adjectival descriptors. In all but one item they indicated increased satisfaction levels from previous years, and there were extremely high levels of satisfaction throughout (85% to 98.4%). The 6th highest ranked descriptors (96.4% to 98.4%) indicate a sense of CSM as a tolerant, welcoming place, and for the first time, "Up-to-Date" is among these 6 items. These words and phrases include in highest ranking order: "Safe," "Friendly," "Respectful," "Tolerant of Diversity," "Welcoming," and "Up-to-Date." This ranking is comparable to the previous years' findings, with the exception of "Up-to-Date," up 8% from 2010.

### ***Responsiveness to Diversity***

Consistent with the Spring 2010 and 2011 surveys, the Spring 2012 findings include very positive responses to campus climate questions explicitly addressing diversity. In the section, "Impressions of CSM," the phrase "Tolerant of Diversity" remains among the mostly highly ranked (97.8%). In the 57-question Section, "My CSM Experience," the top



ranked item (98.3%) also explicitly addresses diversity: “CSM is supportive all students—regardless of ethnicity, gender, religious beliefs, lifestyle, background, or sexual orientation.” In addition, the entire Section, “CSM as a Respectful Place” addresses all aspects of diversity—not only were all 12 items highly rated (85.4% to 99.3%), they were slightly higher than in previous years. Clearly, the majority of students report pride in CSM and a sense that their unique attributes are respected.

Responsiveness to diversity also includes the issue of whether a free exchange of ideas is tolerated and encouraged on campus. Consistent with the previous years, in the 2012 survey, students report high levels of satisfaction with items concerned with the free exchange of ideas. Students indicate that CSM “values students’ opinions” (91.2%) and encourages the “open discussion of controversial topics” (91.8%). In addition, students perceive that faculty encourage students to “examine different points of view” (91.1%).

### ***Instructional Effectiveness (Faculty & Programs)***

As in previous years, students generally report high levels of satisfaction with their faculty and instructional programs. In the 2012 survey, 93.7% indicate that they have learned a great deal from their courses and that grading practices are fair (90.9%). Students also reported that class assignments “challenged” them to do their best work (91.5%) and that program requirements are “clear and reasonable” (92%).

When asked about their experiences with faculty, 93.6% indicate that most instructors are “genuinely interested in teaching and their students” and 92.6% report they are “comfortable” approaching an instructor to ask questions. In addition, 89% indicate that the “overall quality of teaching is excellent” while 91.3% report that “most faculty carefully prepare” for classes. These findings are consistent with or slightly higher than those from Spring 2010.

### ***Improvement in Instructional Effectiveness: Availability of Classes***

When asked in the 2010 *Noel-Levitz* whether a “good variety of classes” are offered or scheduled at “convenient times,” students’ responses ranked below the national average. This was mirrored in 2010 *CSM Student Survey* in which a number of students indicated that they are not completely satisfied with the availability of classes. (76% indicated satisfaction, comparably among the lower ranking items.) In 2011 there was an increase in satisfaction: 81%. This year 84.3% indicated satisfaction with the availability of classes, up 8.3% since 2010. These two years of improvement is an extremely promising finding, especially as CSM has undergone several years of consolidating its offerings.

### ***Communicating Information & Processes***

In a variety of ways, CSM continues to communicate effectively key “types” of information. In 2012, 93.5% indicated they received useful information from the schedule and catalog, 93.5% found useful information on the website, and 92.3% found the website “easy to navigate.” These areas showed slight increases in satisfaction as compared to previous years.

Also consistent with previous years’ responses, students indicated that they are informed about the “consequences of unethical behavior” (95.4%); in a related

question, 94.9% indicate that the college and faculty give clear information about what "constitutes cheating."

### ***Facilities and Safety***

Extremely positive perceptions about college facilities suggest CSM's campus is an institutional strength. The 2012 findings show improvement since 2010 when, even then (in the midst of campus renovation), students expressed high level of satisfaction. When asked explicitly whether they "like the CSM campus and feel comfortable [here]," 95.9% expressed agreement (up 3% from Spring 2010). The question concerned with "ample places to meet and study" (85.1%) is up significantly 11.4% from 2010. And one of the top ranked (94.6%) items is concerned with classrooms as "clean, neat, and conducive to learning."

Students indicate similar quite positive responses regarding the adequacy of lab and computer facilities: 93.4% indicated that lab equipment was "sufficiently up to date" and 94.6% indicated satisfaction with computer equipment, slightly higher than last year.

Clearly, students have positive perceptions about CSM's new campus facilities and recent renovations.

In 2010 several items in the *Noel-Levitz* were explicitly concerned with facilities and had ratings above the national average, including the adequacy of lab and computer equipment. In this year's *CSM Student Survey* students were asked similar questions which yielded similar positive responses: 91% indicated that lab equipment was "sufficiently up to date" and 93% indicated satisfaction with computer equipment.

The perception of CSM as a "safe" campus also continues to be one of CSM's strengths. In 2010 the issue of campus safety showed some of the highest rated satisfaction levels in both *CSM Student Survey* and the *Noel-Levitz*. This year the word "Safe" was ranked highest (98.4%) for words or phrases used to describe CSM, higher than in 2011 and 2010 surveys.

### ***General Education SLO's***

The 10-item section, "Based on my experience at CSM," measures students' self-assessed gains in mastering CSM's General Education (GE) Student Learning Outcomes (SLO's). Questions covered all the GE SLO's thematic areas: Effective Communication, Quantitative Skills, Critical Thinking, Social Awareness and Diversity, and Ethical Responsibility. (For detail about SLO's, see: <http://collegeofsanmateo.edu/sloac/>.)

Students were asked to rate "agreement" with statements about the skills or knowledge they have acquired using a 6-point agreement scale. The survey instrument did not identify this section as an SLO assessment.

Students reported very high levels of agreement, ranging from 96.7% to 98.9%. All items had increases in satisfaction since 2010, ranging from +2.8% to +5%.

***Improvements: CSM as an "Academic" Institution***

In the section "Impressions of CSM," students rank adjectives and phrases describing CSM. Several descriptors related to the college's academic identity as an institution showed increased levels of satisfaction as compared to 2010: "Improving" (96.6%, up 2.3%); "Changing with the Times" (95.1%, up 3.9%); "Intellectually challenging" (92.4%, up 3%); and "Academically rigorous" (89.6%, up 5.6%);

Also related to CSM's credibility as an academic institutions are 3 questions concerned with student behavior on campus in the Section, "My CSM Experience." Students reported a positive change in perception since 2010: "students understand how to behave in the classroom and on campus" (85.7%, up 5.6%) and "there is clear sense of appropriate and inappropriate behavior on campus" (86.4%, up 4.4%). Most students also believe faculty effectively handle rudeness or inappropriate behavior (89.2%, up 4.2%). However, for some students at CSM, there are issues about civility and what constitutes acceptable behavior in a college environment as these items remain among the lowest ranked.

***Improvements: Campus Services and Academic Advising***

Students also indicate satisfaction with personnel in support services, up slightly from previous years. Personnel in "student support services" (89.2%) and admissions and registration (87%) are reported as "informed and helpful."

The 4 items explicitly addressing issues related academic advising in "My CSM Experience" have improved levels of satisfaction from the previous year, ranging from 86.7% to 89.4%. The items include whether a students knows what courses to take to graduate or transfer, and whether his or her or academic advisor is approachable and knowledgeable about program requirements (Q37, Q48, Q50, and Q51.) These questions were asked in the 2010 *Noel-Levitz* survey.

This suggests improvement. In the 2010 *Noel-Levitz*, responses to academic advising were mixed. Questions concerned with whether the student's academic advisor is "approachable" and is "knowledgeable about program requirements" ranked below the national average.

**CHALLENGES & THEMES TO INVESTIGATE**

In general, as noted earlier, CSM students indicated very high levels of satisfaction with CSM in surveys conducted in 2010 and 2011. In 2012, students expressed even higher levels of satisfaction for the vast majority of questions, 80%-100% satisfaction. In fact, in the *CSM Survey*, the lowest ranked item for satisfaction (62.7%) still indicates that a majority of students were satisfied in that area.

The "Challenges & Themes" section is intended to identify themes in which items ranked either among the 20 lowest rated in *CSM Student Survey*. The challenges or themes suggested here are subtle issues and were suggested in previous surveys, including the 2010 *Noel-Levitz*.

***Possible Challenge: Aspects of Campus Climate & Diversity***

While CSM students report extremely high levels of satisfaction with virtually all question probes related to diversity, a small number of students do perceive problems with sexual harassment and a sense of racial tensions. This is consistent with 2010 and 211 findings.

In the *CSM Student Survey*, one question item was explicitly concerned with sexual harassment: "I think sexual harassment is a problem at CSM." While 83.3% did not think it a problem, 16.7% agreed with the statement, up slightly from the previous year. Despite the overall very positive response, a small group, 154 individuals, indicated dissatisfaction.

When asked whether CSM "handles complaints of sexual harassment fairly," 90.4% agreed, clearly a very positive response, up 2% from 2010. Yet 9.6% disagreed, the latter group including 90 individuals.

In addition, a small group of students perceive ethnic or racial "tensions in the classroom": 19.3% or 188 individuals reporting perceiving racial tensions; conversely 80.7% or 769 individuals disagreed with the statement. This is consistent with findings from previous surveys.

***Possible Challenge: "Being Welcomed" vs. "Belonging"***

As noted above, students feel genuinely welcomed by the faculty and staff they encounter and by the "friendly" campus as a whole.

However, though showing improvement as compared to Spring 2011 and 2010 surveys, a small proportion of students don't feel a strong sense of "belonging" to the campus or report that the college is not concerned about students as individuals. In the section in which students were asked to describe CSM through a word or phrase, the second lowest ranked item was "concern about me as an individual" (85%, up 5.9%). In the section, "My CSM Experience," among the lowest ranked items, include being "valued as an individual on campus" and or "[that] CSM is genuinely concerned about me as an individual." In fact, 27.7% (263 students) report feeling "isolated within the CSM community...because of my background." (Conversely, 73% or 685 students did not report feeling isolated.)

In 2010 these themes surfaced in the *Noel-Levitz*. Items ranked below the national average included the statements about whether students know "what's happening on campus" and whether they think "most students feel a sense of belonging on campus." In addition, the "institution's commitment to commuters" "ranked below the national average.

***Sensitivity to Working Adults with Families***

A lack of a sense of "belonging" is surely connected to the fact that CSM is a commuter campus. In related themes, when asked whether CSM and faculty "accommodate" working students and those raising families, a small proportion of students (approximately 12%) were not satisfied. Among the 20 lowest ranked items for

the Section, "My CSM Experience," includes:

Q25. "Generally, CSM programs and services accommodate working students" (87.4%; 88% in 2010).

Q26. "Generally, understand the needs of people raising families" (87.6%; 89.2% in 2010).

Q27. "Generally, CSM programs and services accommodate then needs of people who have to work" (87.4%; 88.4% in 2010).

***Possible Challenge: CSM's Identity***

It should be noted that in the Section, "Impressions of CSM," students indicated high levels of agreement with all the phrases, from 85% to 98.4%. However, in a pattern similar to last year's survey, the 2 items ranked lowest (85%) in agreement levels included phrases describing CSM as "Cutting Edge" and "Concerned about me as an individual." In fact, the phrase, "Cutting Edge" showed a negative (-9.8%) shift in satisfaction levels from 2010. This ranking perhaps continues to suggest that some students may be concerned with CSM's credibility as a contemporary academic institution adapting to a rapidly changing world. However, it should be noted that simultaneously the phrase "Up-to-date" is ranked highly at 96.4%—CSM may be perceived as modern, but not cutting edge.

As noted earlier, items related to appropriate student behavior showed improvement from previous surveys, yet these items still remain among the 10 lowest ranked. For some students at CSM, there continues to be concerns about civility and what constitutes acceptable behavior in a college environment.

***Possible Challenge: Channels for Complaints and Getting Help***

Students have positive views about the approachability of their instructors. They indicate they can approach their instructors when they have questions about assignments or readings (92.6%). However, consistently with previous years' findings, some students indicate difficulties as they negotiate selected college processes.

As in previous years, students were asked whether they know where to get help for a class in which they are having problems or to register a complaint about a faculty or staff member. These were among the overall lowest ranking items for satisfaction, 83.5% and 62.7% respectively.<sup>4</sup> Also among the lowest rated items was the issue of "being notified early if they are doing poorly in classes" (71.3%).

Clearly, some students continue to face communication problems and feeling of isolation when they are having difficulties at CSM.

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<sup>4</sup> A concern with how CSM handles complaints was also suggested the 2010 *Noel-Levitz*: the item regarding the availability of "channels for expressing student complaints" was ranked below the national average.

## **PROFILE OF STUDENT RESPONDENTS**

Overall, student survey respondents have similar demographic characteristics to the general CSM student population with slight differences. They are predominately female, somewhat older, and somewhat more likely to be full-time students than the general population in Spring 2011. Their ethnicity generally reflects that of the general student population.

(For complete demographic data see data reports: [http://collegeofsanmateo.edu/institutionalresearch/csm\\_community-studentccss\\_2012%20.asp](http://collegeofsanmateo.edu/institutionalresearch/csm_community-studentccss_2012%20.asp) )

### ***CSM Student Survey Students***

- Respondents were somewhat more likely to be full-time students (37% vs. 32%)
- Respondents were somewhat older (37% 30 years and above vs. 31%)
- Women were more likely to respond (57% vs. 49%)
- The ethnicity of respondents roughly approximated the general student population:
  - African American (2% vs. 3)
  - Hispanic (19% vs. 19%)
  - Pacific Islander (2% vs. 2%)
  - Filipino (6% vs. 7%)
  - Multi-Racial (8% vs. 12%)
  - White (35% vs. 34%)
- The day only and mix of day + evening enrollment patterns of respondents closely mirrored the general student population:
  - Day only (52% vs. 48%)
  - Day + Evening (17% vs. 20%)
- The employment status of respondents is as follows:
  - 68% were employed
  - 12% were working more than 40 hours a week;
  - 29% of were unemployed (12% of whom were looking for work); and
  - 3% were retired.

## *Student Campus Climate & Satisfaction Survey* 2010-2012 Comparative Data

### Notes:

- Data compare the total percentages of respondents who “Agree” or “Strongly Agree” with each question item.
- “Change” represents the change, expressed in percentage points, in percent share of the total.
- “---” indicates a comparable question was not asked in that year in this particular survey instrument. [Comparable questions were, however, used in the Noel-Levitz survey which CSM also administered in June 2010.]
- Trendlines are illustrative and are not to scale.
- Total respondents: Spring 2010 n=1,118; Spring 2011 n=1,397; Spring 2012 n=1,132.
- “Does Not Apply” responses are not factored here into comparative data. For reporting purposes, the responses to the section “My CSM Experience” are grouped into the following categories: Academic Advising, Academic Services, Campus Climate, Campus Support Services, Concern for the Individual, Facilities, Instructional Effectiveness, Library, Registration Effectiveness, Responsiveness to Diversity, Safety and Security, and Student Centeredness.

## Student Campus Climate & Satisfaction Survey: 2010 – 2012 Comparative Data

Personal Interactions at CSM	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
1. Interaction with students	77.8	79.7	81.7		3.9	2.0
2. Interaction with staff	70.9	74.8	75.8		4.9	1.0
3. Interaction with faculty	83.6	83.5	84.3		0.7	0.8

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
<b>My CSM Experience: Academic Advising</b>						
37. I know which courses I need to graduate or transfer.	86.9	88.0	89.4		2.5	1.4
48. My academic advisor is approachable.	---	82.5	86.7		---	4.2
50. My academic advisor is knowledgeable about program requirements.	---	82.4	88.1		---	5.7
51. My academic advisor is knowledgeable about transfer requirements or requirements at other institutions.	---	81.4	87.5		---	6.1
<b>My CSM Experience: Academic Services</b>						
42. There are ample places on campus for me to meet and study with other students.	83.7	93.2	95.1		11.4	1.9
43. If I have a problem with my classes, I know where I can get help on campus.	78.4	79.7	83.5		5.1	3.8
52. Assessment and course placement processes are reasonable.	---	90.8	90.3		---	(0.5)
53. Program requirements are clear and reasonable.	---	91.7	91.5		---	(0.2)
<b>My CSM Experience: Campus Climate</b>						
3. I feel that CSM encourages the free and open discussion of controversial topics.	90.9	91.2	91.8		0.9	0.6
9. I think that sexual harassment is a problem at CSM.*	15.9*	14.6*	16.7*		0.8*	2.1*
10. I have confidence that CSM handles complaints of sexual harassment fairly.	88.4	90.6	90.4		2.0	(0.2)
11. I perceive racial or ethnic tensions in the classroom.*	17.4*	18.2*	19.3*		1.9*	1.1*
15. I can easily obtain useful information from CSM's website.	89.8	91.6	92.3		2.5	0.7

\*Note that this question-item is negatively worded.



	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
18. I like the CSM campus and feel comfortable here.	92.9	96.3	95.9		3.0	(0.4)
20. The CSM environment can generally be characterized as one of mutual respect between students and faculty.	94.3	92.3	94.7		0.4	2.4
24. I find the college website easy to navigate.	86.7	89.7	88.7		2.0	(1.0)
29. There is a clear sense of appropriate and inappropriate behavior on this campus.	82.0	83.1	86.4		4.4	3.3
30. Most students are happy to be enrolled at CSM.	89.4	90.6	89.9		0.5	(0.7)
31. I am proud to be a student at CSM.	91.8	92.6	93.3		1.5	0.7
32. Students understand how to behave in the classroom and on campus.	80.1	81.2	85.7		5.6	4.5
33. CSM values students' opinions.	91.8	89.4	91.2		(0.6)	1.8
<b>My CSM Experience: Campus Support Services</b>						
38. Personnel in student support services are informed and helpful.	88.8	87.0	89.2		0.4	2.2
<b>My CSM Experience: Concern for the Individual</b>						
13. I feel the CSM is genuinely concerned with my welfare.	81.6	83.2	83.3		1.7	0.1
28. I feel valued as an individual on campus.	84.6	85.8	87.3		2.7	1.5
<b>My CSM Experience: Facilities</b>						
41. Classrooms are clean, neat, and conducive to learning.	91.8	94.5	94.6		2.8	0.1
54. Lab equipment is sufficiently up to date.	---	90.8	93.4		---	2.6
55. Computer equipment is sufficiently up to date.	---	92.4	94.6		---	2.2
<b>My CSM Experience: Instructional Effectiveness</b>						
12. I am able to get the classes I want most of the time.	75.9	81.4	84.2		8.3	2.8
14. I obtain useful information from the college catalog and schedule of classes.	95.0	96.3	93.5		(1.5)	(2.8)
16. Faculty encourage students to examine different points of view.	89.8	88.3	91.1		1.3	2.8
17. Overall, the quality of teaching is excellent.	88.2	87.7	89.0		0.8	1.3
21. Overall, class assignments have challenged me to do my best work.	88.9	90.5	91.0		2.1	0.5

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
22. Most faculty prepare carefully for their courses.	88.2	89.1	91.3		3.1	2.2
23. Overall, I have learned a great deal from my courses.	93.6	93.1	93.7		0.1	0.6
34. Faculty effectively handle rudeness or inappropriate student behavior in educational settings.	85.0	86.8	89.2		4.2	2.4
35. If I have questions about course assignments or readings, I feel comfortable approaching my instructor to ask questions.	92.3	91.6	92.6		0.3	1.0
39. Overall, the grading practices (exams, quizzes, papers, etc.) used to evaluate students are fair.	89.9	90.2	90.9		1.0	0.7
40. Students are notified early if they are doing poorly in class.	70.7	72.8	71.3		0.6	(1.5)
44. The college and my instructors give clear information of what is considered cheating or dishonesty in class.	94.2	95.9	94.9		0.7	(1.0)
46. I am aware of the consequences for unethical behavior (cheating, academic dishonesty, plagiarism, etc.).	95.0	95.4	95.4		0.4	0.0
<b>My CSM Experience: Library</b>						
49. Resources in the CSM Library reflect the needs of the students.	---	90.7	93.0		---	2.3
56. The library has an adequate collection (books, periodicals, and online resources) for student research.	---	91.8	92.1		---	0.3
57. The library maintains sufficient operating hours for student access.	---	87.2	86.8		---	(0.4)
<b>My CSM Experience: Registration Effectiveness</b>						
36. Personnel in admissions and registration are informed and helpful.	88.4	88.0	87.0		(1.4)	(1.0)
<b>My CSM Experience: Responsiveness to Diversity</b>						
1. CSM is supportive of all students- regardless of ethnicity, gender, religious beliefs, lifestyle, background, or sexual orientation	97.9	96.3	98.3		0.4	2.0
4. CSM supports a community of diverse cultures.	97.4	96.9	96.5		(0.9)	(0.4)
5. CSM's campus culture is supportive of my background and values.	94.3	93.8	94.8		0.5	1.0
6. Other students at CSM are respectful of my background and values.	90.5	91.4	93.4		2.9	2.0

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
7. At times, because of my background, I feel isolated within the CSM community.*	26.1*	26.6*	27.7*		1.6*	1.1*
8. Men and women are treated equally at CSM.	92.6	92.6	94.1		1.5	1.5
25. Generally, CSM's programs and services accommodate working students.	88.0	88.1	87.4		(0.6)	(0.7)
26. Generally, faculty understand the needs of people raising families.	89.2	88.6	87.6		(1.6)	(1.0)
27. Generally, faculty understand the needs of people who have to work.	88.4	86.5	87.4		(1.0)	0.9
<b>My CSM Experience: Safety and Security</b>						
19. I feel safe on campus.	94.3	96.2	96.8		2.5	0.6
<b>My CSM Experience: Student Centeredness</b>						
2. Most instructors are genuinely interested in teaching and students	92.7	92.9	93.6		0.9	0.7
45. CSM provides an environment that encourages personal growth.	92.3	93.3	94.6		2.3	1.3
47. If I were to have complaint about a faculty or staff member, I know where to get help.	60.2	59.8	62.7		2.5	2.9
<b>Impressions of CSM</b>						
1. CSM is...Friendly	97.0	96.6	97.8		0.8	1.2
2. CSM is...Welcoming	96.1	95.9	97.5		1.4	1.6
3. CSM is...Respectful	95.5	95.8	97.8		2.3	2
4. CSM is...Safe	94.6	96.8	98.4		3.8	1.6
5. CSM is...Tolerant of diversity	97.9	97.0	97.8		(0.1)	0.8
6. CSM is...Caring	90.9	92.5	93.5		2.6	1.0
7. CSM is...Improving	93.3	96.3	95.6		2.3	(0.7)
8. CSM is...Tolerant of differing perspectives & ideas	94.2	94.7	96.3		2.1	1.6
9. CSM is...Cooperative	94.5	94.9	95.8		1.3	0.9
10. CSM is...Up-to-date	88.4	94.2	96.4		8.0	2.2
11. CSM is...Cutting edge	94.8	84.0	85.0		(9.8)	1.0
12. CSM is...Changing with the times	91.2	95.4	95.1		3.9	(0.3)
13. CSM is...Concerned about me as an individual	79.1	82.1	85.0		5.9	2.9

\*Note that this question-item is negatively worded.

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
14. CSM is...Intellectually challenging	89.4	91.6	92.4		3.0	0.8
15. CSM is...Academically rigorous	84.0	87.3	89.6		5.6	2.3
<b>CSM as a Respectful Place</b>						
1. CSM respects...Students of my race/ethnicity	96.8	97.6	98.4		1.6	0.8
2. CSM respects...Students of my socio-economic status	96.6	97.1	97.9		1.3	0.8
3. CSM respects...Students of my gender	98.6	98.4	99.3		0.7	0.9
4. CSM respects...Students with my religious beliefs	95.9	96.3	97.6		1.7	1.3
5. CSM respects...Students with my sexual orientation	97.7	99.0	98.5		0.8	(0.5)
6. CSM respects...Students with my political beliefs	95.6	95.4	96.6		1.0	1.2
7. CSM respects...Students with my immigration background	96.5	97.6	98.0		1.5	0.4
8. CSM respects...Students with physical, psychological, or learning disabilities like mine	96.7	97.5	98.1		1.4	0.6
9. CSM respects...Students in my age group	96.1	96.0	96.4		0.3	0.4
10. CSM respects...Students with family responsibilities	93.5	95.2	95.4		1.9	0.2
11. CSM respects...Students with job responsibilities	92.9	94.0	93.0		0.1	(1.0)
12. CSM respects...Students who are LGBT (Lesbian, Gay, Bisexual, and Transgender/ Transsexual).	---	97.6	97.7		---	0.1

## Student Campus Climate & Satisfaction Survey: General Education Student Learning Outcomes

Based on my experience at CSM...	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
1. I can express ideas and provide supporting evidence effectively in writing	94.6	97.0	98.4		3.8	1.4
2. I can express ideas and provide supporting evidence effectively orally	93.7	97.2	98.1		4.4	0.9
3. I can comprehend, interpret, and analyze information I read	95.5	98.1	98.9		3.4	0.8
4. I can comprehend, interpret, and analyze information I hear	95.8	97.7	98.6		2.8	0.9
5. I can communicate effectively in a group or team situation	93.6	96.9	98.1		4.5	1.2
6. I can comprehend, interpret, and analyze numerical and or quantitative calculations, including those presented in graphs, tables, and charts	91.7	96.0	96.7		5.0	0.7
7. I can effectively identify, develop, and evaluate arguments	93.7	97.9	98.2		4.5	0.3
8. I can effectively assess the legitimacy or adequacy of different types of information	94.2	97.9	98.0		3.8	0.1
9. I can work effectively with others of diverse backgrounds and acknowledge the value of diverse opinions and backgrounds	95.4	98.3	98.6		3.2	0.3
10. I can identify ethical issues and evaluate their consequences	94.9	97.6	98.3		3.4	0.7

## Student Campus Climate & Satisfaction Survey: CSM Overall

1. Would you recommend CSM to a family member or friend?	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Yes	96.4	96.9	97.6		1.2	0.7
No	3.6	3.1	2.4		(1.2)	(0.7)

2. Overall, how would you rate your educational experience at CSM?	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Excellent	44.3	49.4	52.0		7.7	2.6
Good	47.4	43.5	40.7		(6.7)	(2.8)
Fair	7.0	6.1	6.6		(0.4)	0.5
Poor	1.2	1.0	0.7		(0.5)	(0.3)

3. If I were starting over, I would attend CSM.	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Yes	90.8	91.0	91.4		0.6	0.4
No	9.2	9.0	8.6		(0.6)	(0.4)

4. How would you describe CSM's reputation in the community?	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
Excellent	39.5	46.5	52.0		12.5	5.5
Good	51.7	44.4	41.9		(9.8)	(2.5)
Fair	8.2	8.1	5.5		(2.7)	(2.6)
Poor	0.5	1.0	0.6		0.1	(0.4)

### Student Campus Climate & Satisfaction Survey: Demographics

1. During the Spring 2010/11 term, how many units were you enrolled in?	2010	2011	2012	Change '10-'12	Change '11-'12
12+ units	35.8	38.7	37.0	1.2	(1.7)
6-11 units	31.4	32.9	31.9	0.5	(1.0)
Fewer than 6 units	32.8	28.4	31.1	(1.7)	2.7

2. Which types of classes do you most frequently attend at CSM?	2010	2011	2012	Change '10-'12	Change '11-'12
A mix of day and evening classes	17.2	17.1	16.4	(0.8)	(0.7)
A mix of online and on-campus classes	7.0	8.8	9.4	2.4	0.6
Day classes	44.8	50.0	52.1	7.3	2.1
Evening classes	25.2	19.8	17.2	(8.0)	(2.6)
Online classes	5.4	4.0	4.8	(0.6)	0.8
Weekend classes	0.5	0.1	0.1	(0.4)	0.0



<b>3. My age is:</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
19 or younger	15.3	19.7	19.4	4.1	(0.3)
20-25 years	28.2	29.1	30.7	2.5	1.6
26-30 years	13.0	11.8	12.5	(0.5)	0.7
31-39 years	12.9	14.5	12.0	(0.9)	(2.5)
40-49 years	11.9	11.8	13.0	1.1	1.2
50 or older	18.7	13.0	12.5	(6.2)	(0.5)

<b>4. My gender</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
Female	60.5	59.6	57.4	(3.1)	(2.2)
Male	39.5	40.4	42.6	3.1	2.2

<b>5. My Ethnicity</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
African American or Black	2.3	3.1	2.4	0.1	(0.7)
Asian	21.8	20.7	21.6	(0.2)	0.9
Filipino	5.6	6.2	5.9	0.3	(0.3)
Hispanic/Latino	14.8	17.4	19.1	4.3	1.7
Native American	0.5	0.7	0.5	0	(0.2)
Pacific Islander	2.4	1.6	2.2	(0.2)	0.6
White	42.4	38.9	35.3	(7.1)	(3.6)
Multi-Racial	5.0	6.7	7.7	2.7	1
Other	5.1	4.7	5.2	0.1	0.5

<b>6. My Work</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
10-20 hours per week	17.7	18.9	19.0	1.3	0.1
21-40 hours per week	25.1	25.8	27.0	1.9	1.2
Fewer than 10 hours per week	9.5	10.5	10.5	1	0
More than 40 hours per week	13.8	11.8	11.9	(1.9)	0.1
Retired	---	2.5	2.8	---	0.3
Unemployed	---	17.4	17.1	---	(0.3)
Unemployed AND looking for work	---	13.0	11.8	---	(1.2)
Not working	33.9	---	---	---	---

***CSM's Campus Climate & Satisfaction Surveys  
Classified Staff and Faculty & Administrators  
Spring 2012  
Narrative Analysis***

**OVERVIEW OF SURVEY COMPOSITION**

During May and June 2012 CSM's Office of Planning, Research, and Institutional Effectiveness (PRIE) conducted two employee campus climate & satisfaction surveys. They were administered online to all CSM employees<sup>1</sup>: the *Classified Staff Campus Climate & Satisfaction Survey* (49 respondents) and the *Faculty & Administrators Campus Climate & Satisfaction Survey* (121 respondents).<sup>2 3</sup> This is the third year in which these particular employee surveys were administered.

***Fast Facts Findings***

100% of classified staff indicated they like working at CSM and would recommend CSM to a family member or a friend who is a prospective student. 90.6% of faculty indicated they like working at CSM and 88% would recommend CSM to a family member or a friend who is a prospective student.

***Background***

While CSM has historically conducted many accreditation-related satisfaction surveys, it developed new campus climate survey instruments in Spring 2010. PRIE staff reviewed a variety of campus climate and employee surveys employed by numerous 2-year and 4-year institutions as well as CSM's past accreditation instruments. The results were two survey instruments: one designed for faculty and administrators as a group and one designed for classified staff.<sup>4</sup>

There have been a few modifications since 2010; however, both surveys contained a common thematic structure to allow for comparison of attitudes between the two study populations.

The common thematic areas include:

- Overall impressions and attitudes about CSM;
- Attitudes regarding co-workers, senior administration, workload, on-the-job recognition, and supervision;

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<sup>1</sup> Employees were given the incentive to participate of winning an iPod Nano; funds used were from the San Mateo County Community College Foundation; no college funds were used.

<sup>2</sup> This is this the third time CSM has administered these surveys. In 2011, 48 classified staff and 123 faculty and administrators participated 2010; in 2010, 44 classified staff and 101 faculty and administrators participated.

<sup>3</sup> Data concerning demographics of participants are included in the last section of this narrative. In Spring 2012, CSM had 124 classified staff and 439 faculty and/or administrators.

<sup>4</sup> New question items were added in 2011 about customer service (for staff), the Library, and campus climate for LGBT employees and students. In 2012 a section about the District Office was added which was also used by Cañada and Skyline in their employee surveys.



- Opportunities for training and professional development;
- Work and family balance;
- Campus safety and security;
- Effectiveness of channels of communication, shared governance, and institutional planning;
- Diversity awareness, overall campus climate, and CSM as a respectful place;
- Satisfaction with facilities, maintenance, and technology support;
- Effectiveness of student support programs and services, including the library and labs; and
- Effectiveness of instructional programs and offerings.

These themes were organized within the surveys into categories in the following order:

- |  |  |
|--|--|
| 1. <i>Personal Interactions at CSM</i> | 10. <i>Training &amp; Professional Development</i> |
| 2. <i>Impressions of CSM</i>           | 11. <i>Work &amp; Family/Life Balance</i>          |
| 3. <i>Overall Attitude toward CSM</i>  | 12. <i>Diversity Awareness</i>                     |
| 4. <i>Career Opportunities</i>         | 13. <i>Campus &amp; Facilities</i>                 |
| 5. <i>Communication</i>                | 14. <i>Equipment &amp; Technology</i>              |
| 6. <i>Co-workers</i>                   | 15. <i>Programs and Services</i>                   |
| 7. <i>Job Attitudes</i>                | 16. <i>Governance &amp; Planning</i>               |
| 8. <i>Workload</i>                     | 17. <i>CSM's Senior Leadership</i>                 |
| 9. <i>Recognition, Supervision</i>     | 18. <i>District Office [new for 2012]</i>          |

Survey respondents were also asked questions unique to their employee group: e.g., faculty were asked about issues pertaining to academic freedom and using the library for course assignments; staff were asked about issues pertaining to their "customer service" levels, etc.<sup>5</sup> Both surveys contained items used in and parallel to the *CSM Student Campus Climate & Satisfaction Survey (CSM Student Survey)*, also administered simultaneously in Spring 2012.

### **DATA REPORTS**

Narrative analysis is based on the findings accessible online at the PRIE website: [http://collegeofsanmateo.edu/institutionalresearch/csm\\_community-employeecs.asp.asp](http://collegeofsanmateo.edu/institutionalresearch/csm_community-employeecs.asp.asp)

Four reports are available for each employee group (8 total) to provide the campus community with various perspectives when they analyze the data. They include:

- *Comprehensive Data* (includes data for all satisfaction levels, e.g. "Agree Strongly ↔ Disagree Strongly").
- *Summary Data* (summarizes satisfaction levels, e.g. "Total Agree" and "Total Disagree").

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<sup>5</sup> Note: faculty and administrators were grouped together and, while several questions were designed as unique to faculty, none were unique to administrators.

- *Ranked Responses* (data are ranked within thematic categories according to levels of satisfaction or agreement).
- *Comparative Data, 2010, 2011, and 2012* (includes comparative data; also includes percentage points change from 2010 to 2012 and from 2011 to 2012).

### **METHODS OF ANALYSIS**

Developed by staff from PRIE, this narrative analysis highlights the strengths and challenges for CSM identified in the surveys. As there are more than 150 questions in 2012 for each group, the narrative does not address all response items. Generally, this analysis discusses data from both surveys in terms of total satisfaction and dissatisfaction levels (e.g. a sum of "Agree" + "Agree Strongly").

#### ***Trends Analysis for Each Employee Groups***

Discussion contains, where appropriate, trend analysis of the 3 years of data for 2010, 2011, and 2012 for each employee group. Several notable differences or similarities between data for 2012 and the preceding years are noted.

Generally, variations of a few percentage points between the two years of data are not significant; minor fluctuations are customary in surveys of large populations. This discussion does address several, but not all, fluctuations of 4% or greater. Some question items show significant change in attitudes, 20% or more from preceding years.

In addition, where appropriate, the comparative analysis includes data from the *CSM Student Survey, 2012*.

Ranking of selected items within a topic area is also addressed, particularly as a means to understand the themes within the context of generally high levels of satisfaction for both surveys.

#### ***Comparative Analysis***

Several important question-items indicate "challenges" for CSM employees; however, both surveys indicate overall and consistent levels of satisfaction with CSM.

In 2012, the *Classified Staff Survey* included 152 questions: in comparison with 2010, 126 showed positive change, 23 negative change, and 3 no change. The *Faculty/Administrator Survey* includes 151 items, with 88 showing positive change and 63 negative change.<sup>6</sup>

The number of respondents to the *Classified Staff Survey* has slightly increased since the survey was first offered in this form: Spring 2010, n=44, Spring 2011, n=48, and Spring 2012, n=49. Overall, the satisfaction levels were high in 2010 and 2011, with a few areas of concern. This year, the findings show even higher levels of satisfaction in most topic

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<sup>6</sup> The *Classified Staff Survey* includes one question item not used in the *Faculty Survey*: Section, "Co-Workers." Question 9. "Providing excellent 'customer service' is valued in my area."

areas; in addition, there are also several questions with significantly higher levels of satisfaction than in 2010, as much as a 37% increase. Even the question items that suggested areas of concern in 2011 and 2012, consistently showed improvement.

The number of respondents to the *Faculty & Administrators Survey* has also slightly increased since the survey was first administered: Spring 2010, n=101, Spring 2011, n=123, Spring 2012, n=127. In Spring 2012 those respondents who identified their employee classification included full-time faculty 59% (68), adjunct faculty 37% (42), and administrators 4% (5), proportions consistent with previous years' surveys. As in results from the classified staff, overall the satisfaction levels were generally high in 2010 and 2011, with areas of concern; in general, satisfaction levels are not as high as those of classified staff. This year findings show increases in satisfaction in most topic sections as compared to 2010, with many items showing significant improvement (+5%).

### **STRENGTHS**

#### *Trends, Highlights, Changes in Perspective*

##### ***Overall Positive Attitudes toward CSM***

Classified staff respondents have very positive overall attitudes toward CSM; in fact, on some items 100% showed satisfaction. (100% satisfaction is unusual in employee surveys.) 100% indicated they like working at CSM and would recommend CSM to a family member or a friend who is a prospective student (up 7% from 2010.) They are proud to be employees at CSM (97.9%); they would recommend CSM to a family member or friend looking for a job (86.7%), and a healthy majority would choose to work at CSM if starting over (91%, up 5.1% from 2010). A large majority indicated they expect to be working for CSM in 5 years (91.1%). These findings are consistent with or better than the last two years.

This overall positive attitude is also seen in the first section of the survey in which staff were asked to rate the "friendliness" of their "personal interactions" with students, staff, faculty, administrators, and district personnel. In this area staff also indicated very high levels of satisfaction (79.2%-93.9%). There were significant increases in satisfaction with interactions with administrators (91.9%, up 9.2% from 2010) and with district personnel (79.2%, up 8.4% from 2010). Over the last three years, staff consistently rate their interactions with students the highest (93.2% for 2012).

Faculty, like staff, have very positive overall attitudes toward CSM; 90.6% indicated they like working at CSM and 88% would recommend CSM to a family member or a friend who is a prospective student. They are proud to be employees at CSM (89.7 %); they would recommend CSM to a family member or friend looking for a job (86.%). They would choose to work at CSM if starting over (80.2%, a decrease of 4.3% from 2010) and a large majority indicated they expect to be working for CSM in 5 years (86.1%, up 6.8% from 2010). These findings are consistent with the last two years'.

This overall positive attitude is also seen in the section in which faculty rated the "friendliness" of their "personal interactions" with students, staff, faculty, administrators, and district personnel. Faculty also indicated high levels of satisfaction (69.2%-95.8%). Over the last three years, faculty consistently rate their interactions with students the

highest (95.8% for 2012). In this section, the lowest rated item, "interactions with district personnel," also showed the greatest change from 2010, 69.2%, an increase of 5.6%.

### ***Overall Campus Climate***

This positive attitude is further reflected in classified staff ranking of adjectival descriptors in the section, "Impressions of CSM," a section common to faculty and student surveys as well. Respondents were asked to rank the terms to complete the sentence: "CSM is..." For 9 of the 15 phrases, 90% or more of staff indicated satisfaction. In this section there were significant increases since 2010 in all but one area, with 100% agreement for the adjectives "Friendly" and "Welcoming." These two adjectives have been the highest rated in the 3 years of this year: overall staff continue to view CSM as a welcoming place, tolerant of diversity.

### ***Staff and Faculty/Administrators: Contrasting Views of CSM as Academically Rigorous?***

In the section, "Impressions of CSM," classified staff view of CSM is more "Academically Rigorous" and "Intellectually Challenging" than in previous surveys. In 2010 "Academically Rigorous" was ranked near the bottom as 13<sup>th</sup> out of 15 items. "Intellectually Challenging" was ranked 10<sup>th</sup>. In 2012 they were ranked 3<sup>rd</sup> and 6<sup>th</sup>, respectively, significant increases of 25.7% and 12.6%. The phrase "Up-to-date" also showed an increase of 8.2% with 90.7% indicating agreement. Even the two phrases which continue to be ranked lowest showed significant increases in agreement: "Concerned about me as an individual" 78.6.% indicated agreement, up 15.4% since 2010. The phrase "Cutting edge" also improved slightly (2.8%) with 57.8% indicating agreement.

Staff may not universally view CSM as "cutting edge" but this group of respondents definitely sees CSM as more modern and academically challenging than in past years. (Note: this view of CSM as not being "Cutting edge" was also suggested in 2012's *CSM Student Campus Climate and Satisfaction Survey* which contains some parallel questions; at the same time, students also rated "Academically Rigorous" more highly than in previous years.)

Faculty respond to the section "Impressions of CSM," with generally high levels of satisfaction and continue to share with classified staff a view of CSM as welcoming place, tolerant of diversity. Consistent with the classified staff perspective, they rank as the highest the following adjectives and phrases "Friendly," "Respectful," "Welcoming," "Tolerant of Diversity," and "Safe." Even though the phrases, "Cutting edge" and "Concerned about me as an individual" showed the most increase in satisfaction (respectively +9.2% and +13.3), they are among the lowest ranked (57.8% and 78.6%, respectively). (This is consistent with past years.) As a point of view very different from classified staff, the faculty ranking of the phrase, "Academically rigorous" showed the most negative change (79.5%, a decrease of 16.4%). They also do not see CSM as "Intellectually Challenging" as their staff colleagues (73.6%, faculty/administrators vs. 94.4%, classified staff.)

### ***Positive Attitudes about their Workplace "Sphere"***

Classified staff clearly like the nature of their work, sentiments expressed in two previous years' surveys. Significantly 100% said they like their jobs. Up 7.2% since 2010, 97.8%

reported a sense of accomplishment at work. They have the freedom to make decisions that affect their work (87.2%) and have the opportunity to use their “skills and talents” (97.8%, up 14.1% from 2010). They are pleased with the physical environment in which they work: 85.4% indicated they have the work space to do their jobs effectively (up 11% from 2010) and they believe they have the equipment they need (91.5%). And in one of the most significant indicators of job happiness, they also indicated a sense of “control over the work related tasks [they] undertake” (84.8%, up 5.7 since 2010). Of the 9 items in the “Job Attitude” category, 7 showed increased satisfaction compared to previous years.<sup>7</sup>

Faculty also indicate very high levels of satisfaction in the section “Job Attitudes,” though not quite as high as this group of staff: 95.7% said they like their jobs and reported a sense of accomplishment at work. They have the opportunity to use their skills and talents (95.6%). They too report the freedom to make decisions that affect their work (84.1%, a decrease of 7.4% from 2010.) They have the workspace (89.5%) and the equipment they need to do their work effectively (88.6%). They also indicated a greater sense of “control over the work related tasks [they] undertake” (85.8%, up 6.5% from 2010).

#### ***Positive Attitudes about their Workplace: Co-workers***

In addition to overall satisfaction with the nature of their jobs, CSM’s classified staff like the people with whom they work within their immediate “sphere”—their co-workers and the administrators with whom they interact. In the section on “Co-workers” the range of satisfaction levels is extremely high: 93.5% to 100%. All the items also showed improvement from previous years’ already high satisfaction levels. In fact, they registered 100% satisfaction in 3 areas: “good working relationships with [staff] co-workers”; “good working relationships with [faculty]co-workers”; and “providing excellent customer service is value in my area.” They feel “respected” by faculty (93.6%), staff (97.8%), and administrators (95.7%, up 7.6% from 2010).

Faculty share a positive view of their co-workers. In the section on “Co-workers” the range of satisfaction levels is high: 82.7% to 99.1%. They indicated satisfaction with “good working relationships with [staff] co-workers” (99.1%) and “good working relationships with [faculty]co-workers” (93.9%). They also view their faculty peers as “interested in teaching and their students” (94.8%). There is some change (-/+ ) in levels within this section compared to 2010.

#### ***Improvements: Attitudes towards Supervisors***

An important indicator of job morale is employee attitudes towards their supervisors. For classified staff, 6 of the 7 items comprising the section, “Supervision,” showed considerable increases in satisfaction from previous surveys. Staff respondents report being highly satisfied with the quality of those relationships, 80% -91.7%, suggesting an overall increase in morale. For example, they indicate that their supervisors understand

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<sup>7</sup> Note: Several studies of faculty job satisfaction in higher education indicate that faculty do receive job satisfaction from working in their discipline and “administrating to clients”—in other words, the work itself. In addition, “pleasant, concerned and enthusiastic co-workers” positively affect job satisfaction (Milosheff, 1990).

their work (91.3%, up 9.9% from 2010); provide feedback about the quality of their work (87%, up 10.8% from 2010); and praise them when they do good work (91.1%, up 7.8% from 2010).

For the faculty survey, all 7 items comprising the section, "Supervision," showed improvement in satisfaction from 2010 (+.4% to 7.3%). Faculty report being satisfied with the quality of those relationships, 72.6% -86.5%, also suggesting an overall increase in morale. For example, they indicate that their supervisors understand their work (85.5%, up 7.4% from 2010); provide feedback about the quality of their work (72.6%, up 6.3% from 2010); and praise them when they do good work (74.3%, up 5.1% from 2010).

### ***Attitudes towards Senior Leadership: Improvement***

The increase in morale suggested by the Section on "Supervision," is also suggested in improved confidence in leadership. For the Section, "CSM's Senior Leadership," classified staff responses to the 6 question items ranged from 78.6% to 95.6% indicating satisfaction, with very significant increases for all items, from 10% to 22.5%. For example, when asked whether employees "truly respect CSM's leadership," 80.5% indicate satisfaction, up 26.7% from 2010. When asked if there is a climate of mutual respect among staff and administrators, 78.6% indicated a positive response, up 22.5% since 2010. And when asked if they have confidence in CSM's leadership, 88.6% indicated satisfaction, up 13%.

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As noted above, faculty ratings in general this year are not as high as those of classified staff; in some cases there are considerable differences in perspectives. This is also true for the section, "CSM's Senior Leadership." Yet all the 6 questions show increases in satisfaction, some significant. For example, when asked whether employees "truly respect CSM's leadership," 68.7% indicate satisfaction, up 9.1% from 2010 and up 12.5% from 2011. When asked if there is a climate of mutual respect among staff and administrators, 68.5% indicated a positive response, up 4.1% since 2010. And when asked if they have confidence in CSM's leadership, 73% indicated satisfaction, up 11.3%. When asked if CSM's leadership (including the president, vice presidents, and deans) respects employees, 80.7% indicated satisfaction.

### ***New Section: Attitudes towards the District Office***

A similarly very positive view toward the District Office was expressed in the section new to the 2012 survey, "District Office." Responses to the 4 items in this section ranged from 76.7% to 93.9%. When asked in the section "Personal interactions at CSM" (rating

interactions with students, faculty staff, administrators, and district personnel), staff indicated the least satisfaction with district personnel, 79.2%, up 8.4% from 2010.

Faculty expressed lower levels of satisfaction than classified staff. Responses to the 4 items in the section "District Office" ranged from 68.1% to 78%. When asked in the section "Personal interactions at CSM" (rating interactions with students, faculty staff, administrators, and district personnel), faculty also indicated the least satisfaction with district personnel, 69.2%, up 5.6% from 2010 and up 10.3% from 2011.

Note: the Section, "District Office" was added in 2012. CSM's sister colleges will be using these same core questions in their accreditation related surveys.

### ***Improvements: Professional Development and Training***

This section has had the relatively lowest levels of satisfaction in previous iterations of this survey, suggesting problematic issues around access to professional development and related issues. What is significant about the 2012 classified staff responses is the marked improvement in levels of satisfaction, increases of 9% to 17.4%. For example, 73% indicated they had access to training or professional development, a jump of 17.4% since 2010.

Faculty were more mixed in the Section, "Training and Professional Development." A question concerning the availability of release time showed improvement (77.8% up 5.8% from 2010) Questions regarding opportunities to attend conferences and training and to take flexible leave and bank units showed negative changes (-5% or more).

Planning Question: *Has CSM actually made available increased options for staff or are respondents voicing an overall change in morale and more positive view of opportunities for them at CSM.*

## **IMPROVEMENTS & CHALLENGES**

### ***Improvements & Challenges: Workload and Shared Governance***

As noted above, classified staff respondents expressed very high levels of satisfaction with CSM and revealed significant positive changes in their views from earlier surveys. Compared to other question items, however, the 4 items in the section, "Workload," indicated dissatisfaction. When asked to indicate whether their work unit was adequately staffed, only 51.1% indicated affirmation; however, this response was an improvement from 44.2% in 2010. And fewer individuals indicated that their workload had increased this year than in the previous years.

In comparison to 2010 results, faculty also expressed higher levels of satisfaction on all but one of the items in the Section, "Workload." However, all the items in this section remain among the faculty/administrator survey's lowest ranked. The greatest increase was the item asking whether the faculty member's "work unit is adequately staffed (51.9%, up 16.3% from 2010).

### ***Improvements & Challenges: Shared Governance***

In the section "Governance and Planning" 90.6% of classified staff indicated that

strategic planning is used for institutional change and 88.9% indicated that they thought that the institutional planning processes as a whole is effective (an increase of 20.9% from 2010)—very high levels of satisfaction. 100% of classified staff also indicated their understood the purposes of the planning committee in which [he or she] participates. 70% indicated that shared governance is working well. However, the 5 items that explicitly addressed “shared governance” and “staff participation” were ranked comparatively the lowest, from 77.8% to 67.6%. (Again, even several of these items showed increased satisfaction as compared to 2010.)

Understanding CSM's decision-making processes appeared the biggest challenge for classified staff and was ranked the lowest for this section at 61.1%.

Faculty shared some staff concerns and in some cases indicated lower levels of agreement though also improvement from previous years. 76.8% of faculty/administrators indicated that strategic planning is used for institutional change (up 7.2 % from 2010). 68.5% indicated that the institutional planning processes as a whole is effective (up 6.5% from 2010). 58.5% indicated that shared governance is working well. And 56% indicated their understand CSM's decision making processes.

### ***Improvements & Challenges: Other Areas to Examine***

Among the areas which may have showed positive change yet also indicate concerns:

- Campus-wide communication
- Concern about the individual (similar to themes in the student survey)
- Sufficiency of tutorial services
- Perceptions about ethnic tensions and sexual harassment (in the context of high levels of satisfaction with diversity issues; similar to themes in the student survey)
- Improvements and barriers to Innovation



### **EVALUATION OF SURVEY INSTRUMENTS**

Both sets of respondents were asked to evaluate the survey instruments' ease of use and whether the instruments reflected issues important to the respondents.

Both employee groups indicate a high rate of satisfaction with their respective instruments.

	<b>Question Items</b>	<b>Total Agree</b>	<b>Total Disagree</b>	<b>Count</b>
<b>Survey Impressions: Faculty &amp; Administrators</b>	1. This survey was easy to use.	91.0% (101)	9.0% (10)	111
	2. This survey adequately addressed issues that are important to me.	78.6% (88)	21.4% (24)	112
<b>Survey Impressions: Classified staff</b>	1. This survey was easy to use.	86.7% (39)	13.3% (6)	45
	2. This survey adequately addressed issues that are important to me.	95.5% (42)	4.5% (2)	44

### **Demographics: Faculty/Administrators Respondents**

<b>1. Employment Status</b>	<b>Count</b>	<b>Pct</b>
Adjunct Faculty	42	36.5
Full-time Faculty	68	59.1
Administrator	5	4.3
Retired or Post-Retirement	0	0.0
<b>Number of Faculty &amp; Administrators</b>	<b>115</b>	

<b>2. Years Worked in SMCCCD</b>	<b>Count</b>	<b>Pct</b>
1 to 5	19	16.5
6 to 10	21	18.3
11 to 20	40	34.8
21 or more	35	30.4
<b>Number of Faculty &amp; Administrators</b>	<b>115</b>	

<b>3. Ethnicity</b>	<b>Count</b>	<b>Pct</b>
African American or Black	2	1.9
Asian	11	10.2
Hispanic/Latino	5	4.6
Native American	0	0.0
Pacific Islander	2	1.9
White	74	68.5
Multi-Racial	11	10.2
Other	3	2.8
<b>Number of Faculty &amp; Administrators</b>	<b>108</b>	

<b>4. My gender</b>	<b>Count</b>	<b>Pct</b>
Female	59	53.2
Male	52	46.8
<b>Number of Faculty &amp; Administrators</b>	<b>111</b>	

### Demographics: Classified Staff Respondents

<b>1. Employment Status</b>	<b>Count</b>	<b>Pct</b>
Full-time Staff	41	85.4
Part-time Staff	7	14.6
<b>Number of Staff</b>	<b>48</b>	

<b>2. Years Worked in SMCCCD</b>	<b>Count</b>	<b>Pct</b>
1 to 5	16	33.3
6 to 10	13	27.1
11 to 20	13	27.1
21 or more	6	12.5
<b>Number of Staff</b>	<b>48</b>	

<b>3. Ethnicity</b>	<b>Count</b>	<b>Pct</b>
African American	0	0.0
Asian	11	25.6
Hispanic/Latino	5	11.6
Pacific Islander	1	2.3
White	23	53.5
Multi-Racial	3	7.0
<b>Number of Staff</b>	<b>43</b>	

<b>4. My gender:</b>	<b>Count</b>	<b>Pct</b>
Female	33	70.2
Male	14	29.8
Number of Staff	47	

## **REFERENCES**

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## Classified Staff Campus Climate & Satisfaction Survey 2010-2012 Comparative Data

### Notes:

- Data compare the total percentages of respondents who "Agree" or "Strongly Agree" with each question item.
- "Change" represents the change, expressed in percentage points, in percent share of the total.
- "---" indicates a comparable question was not asked in that year in this particular survey instrument.
- Trendlines are illustrative and are not to scale.
- Total respondents: Spring 2010, n=44; Spring 2011, n=48; Spring 2012, n=49.

### Classified Staff Campus Climate & Satisfaction Survey: 2010-2012 Comparative Data

Personal Interactions at CSM	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
1. Interaction with students	92.9	89.6	93.9		1.0	4.3
2. Interaction with staff	92.8	91.7	91.7		(1.1)	0.0
3. Interaction with faculty	83.4	75.0	87.5		4.1	12.5
4. Interaction with administrators	82.5	72.9	91.7		9.2	18.8
5. Interaction with district personnel	70.8	83.0	79.2		8.4	(3.8)

Impressions of CSM	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
1. CSM is...Friendly	92.9	97.9	100.0		7.1	2.1
2. CSM is...Welcoming	90.5	93.6	100.0		9.5	6.4
3. CSM is...Respectful	90.7	93.6	91.3		0.6	(2.3)
4. CSM is...Safe	89.7	91.5	95.7		6.0	4.2
5. CSM is...Tolerant of diversity	87.8	84.8	95.7		7.9	10.9
6. CSM is...Caring	85.4	86.7	93.5		8.1	6.8
7. CSM is...Improving	81.6	81.8	88.6		7.0	6.8
8. CSM is...Tolerant of differing perspectives & ideas	75.6	76.7	80.9		5.3	4.2
9. CSM is...Cooperative	85.7	84.4	81.8		(3.9)	(2.6)
10. CSM is...Up-to-date	82.5	84.1	90.7		8.2	6.6
11. CSM is...Cutting edge	55.0	51.2	57.8		2.8	6.6

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
12. CSM is...Changing with the times	82.9	81.8	83.7		0.8	1.9
13. CSM is...Concerned about me as an individual	63.2	65.9	78.6		15.4	12.7
14. CSM is...Intellectually challenging	81.8	78.4	94.4		12.6	16.0
15. CSM is...Academically rigorous	71.4	76.5	97.1		25.7	20.6
<b>Overall Attitude Toward CSM</b>						
1. I am proud to say that I am an employee of CSM.	97.6	97.9	97.9		0.3	0.0
2. I would recommend CSM to a family member or friend who is looking for a job.	88.4	91.3	86.7		(1.7)	(4.6)
3. I would recommend CSM to a family member or a friend who is a prospective student.	93.0	97.8	100.0		7.0	2.2
4. I expect that I will still be working for CSM in 5 years.	85.0	74.4	86.0		1.0	11.6
5. If I were to start over, I would choose to work at CSM.	86.0	93.0	91.1		5.1	(1.9)
6. Overall, I like working for CSM.	100.0	97.8	100.0		0.0	2.2
<b>Career Opportunities</b>						
1. My supervisor encourages me to build a career at CSM.	61.1	59.5	66.7		5.6	7.2
2. There is opportunity here for people to advance their careers.	63.2	51.2	63.6		0.4	12.4
3. Staff are evaluated in an appropriate and reasonable manner.	72.5	68.9	77.3		4.8	8.4
4. Procedures and policies for hiring staff are clearly stated.	87.5	85.0	88.1		0.6	3.1
5. I feel that excellence in my job is acknowledged.	74.4	79.5	86.7		12.3	7.2
6. Overall, supervisors listen and respond to classified staff concerns.	70.0	65.1	83.7		13.7	18.6
7. There is high respect for classified staff in my area.	80.5	75.6	88.4		7.9	12.8
<b>Communications</b>						
1. There is open, two-way communication in my department/division.	78.0	75.6	80.4		2.4	4.8
2. There is open, two-way communication between departments and/or between divisions.	52.8	66.7	60.5		7.7	(6.2)

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
3. There is open, two-way communication throughout the college.	57.9	48.6	58.1		0.2	9.5
4. At CSM, conflicts are handled civilly.	84.2	84.2	94.9		10.7	10.7
5. CSM gives me information about the things I need to know.	70.7	70.5	70.5		(0.2)	(0.0)
6. Overall, I feel informed and aware of College matters that affect me.	70.7	63.0	72.1		1.4	9.1
7. I am provided with adequate information about institutional planning activities and efforts.	71.8	64.4	75.0		3.2	10.6
8. I understand my role in managing conflict.	76.9	85.4	90.0		13.1	4.6
9. CSM offers constructive avenues for managing conflict.	72.2	74.3	82.4		10.2	8.1
10. I feel that the CSM encourages the free and open discussion of controversial topics.	73.7	66.7	79.1		5.4	12.4
11. CSM regularly reviews all policies, procedures, and publications to assure accurate representation of its services.	81.1	71.9	78.8		(2.3)	6.9
<b>Co-Workers</b>						
1. I have good working relationships with my co-workers who are staff.	95.3	93.5	100.0		4.7	6.5
2. I have good working relationships with my co-workers who are faculty.	94.7	97.7	100.0		5.3	2.3
3. Employees in my work area work effectively as a team.	87.8	86.7	95.5		7.7	8.8
4. Co-workers care about each other at CSM.	92.9	88.6	93.6		0.7	5.0
5. Faculty members with whom I interact treat me with respect.	92.5	97.7	93.5		1.0	(4.2)
6. Staff members with whom I interact treat me with respect.	95.3	95.7	97.8		2.5	2.1
7. Administrators with whom I interact treat me with respect.	88.1	93.5	95.7		7.6	2.2
8. Most faculty are genuinely interested in teaching and their students.	91.2	87.2	94.4		3.2	7.2
9. Providing excellent "customer service" is valued in my area.	95.3	97.8	100.0		4.7	2.2

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
<b>Job Attitude</b>						
1. I like my job.	95.3	97.8	100		4.7	2.2
2. My job gives me the opportunity to use my skills and talents.	83.7	91.5	97.8		14.1	6.3
3. I get a sense of accomplishment from my work.	90.7	91.5	97.9		7.2	6.4
4. I am given the freedom to make decisions that affect my work.	87.8	89.4	87.2		(0.6)	(2.2)
5. CSM provides an environment that encourages personal growth.	82.1	69.0	76.1		(6.0)	7.1
6. I have the work or office space I need to do my job effectively.	74.4	87.0	85.4		11.0	(1.6)
7. I have the equipment I need to do my job effectively.	88.4	91.5	91.5		3.1	(0.0)
8. I feel I have control over what work-related tasks I undertake.	79.1	87.2	84.8		5.7	(2.4)
9. My ideas for improving my unit are taken seriously.	75.6	77.8	81.8		6.2	4.0
<b>Recognition</b>						
1. I am recognized when I do good work.	85.7	87.0	84.0		(1.7)	(3.0)
2. I feel valued as an individual on campus.	85.4	76.7	87.0		1.6	10.3
3. Someone else usually gets the credit for the work I've done.*	11.1*	28.6*	12.5*		1.4*	(16.1)*
4. I am appreciated when I put in extra effort.	75.0	76.6	79.2		4.2	2.6
5. I feel that CSM is genuinely concerned with my welfare.	75.6	69.0	78.3		2.7	9.3
<b>Workload</b>						
1. My workload has increased in the last year.	92.7	93.0	86.0		(6.7)	(7.0)
2. My workload is manageable and appropriate to my assignment.	78.6	73.3	71.7		(6.9)	(1.6)
3. My job description accurately reflects what I do in my job.	65.0	62.8	55.8		(9.2)	(7.0)
4. My work unit is adequately staffed.	44.2	41.3	51.1		6.9	9.8
<b>Supervision</b>						
1. My supervisor understands my work.	81.4	84.4	91.3		9.9	6.9

\*Note that the question-item is worded negatively.



















	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
2. My supervisor treats me with respect.	95.3	91.3	91.7		(3.6)	0.4
3. My supervisor praises me when I do good work.	83.3	84.4	91.1		7.8	6.7
4. I can count on my supervisor's support when I face tough issues.	82.1	95.2	82.2		0.1	(13.0)
5. My supervisor provides me with feedback about the quality of my work.	76.2	84.4	87.0		10.8	2.6
6. My supervisor keeps me informed about changes that affect my work.	75.0	82.2	80.0		5.0	(2.2)
7. My supervisor motivates me to perform my best.	70.0	74.4	76.7		6.7	2.3
<b>Training &amp; Professional Development</b>						
1. CSM makes paid time available to me for training or professional development activities.	63.2	66.7	72.2		9.0	5.5
2. I have access to training or professional development activities I choose to participate in.	55.6	64.3	73.0		17.4	8.7
3. I have received enough training and education to work effectively.	78.9	90.9	90.2		11.3	(0.7)
4. I am encouraged to learn new skills.	61.5	71.4	78.4		16.9	7.0
5. I have opportunities to attend conferences, workshops, or training relevant to my job.	61.5	66.7	73.2		11.7	6.5
<b>Work &amp; Family/Life Balance</b>						
1. My work schedule allows time for my personal/family responsibilities.	90.5	88.9	97.8		7.3	8.9
2. I am satisfied with my schedule.	90.7	87	90.9		0.2	3.9
3. I can balance my personal/family responsibilities with my current workload.	93.0	93.3	88.9		(4.1)	(4.4)
4. CSM values a work/life balance.	84.6	86.0	97.5		12.9	11.5
<b>Diversity Awareness</b>						
1. I perceive racial or ethnic tensions on campus.*	34.2*	33.3*	20.5*		(13.7)*	(12.8)*
2. The right of faculty to present unpopular or controversial ideas in the classroom is valued and respected.	68.4	66.7	86.4		18.0	19.7
3. Men and women are treated equally at CSM.	78.1	83.3	83.3		5.2	0.0

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
4. I have confidence that CSM handles complaints of sexual harassment fairly.	92.3	90.6	97.0		4.7	6.4
5. CSM is supportive of all <u>students</u> --regardless of ethnicity, gender, religious beliefs, lifestyle, background, age, or sexual orientation.	92.1	87.8	95.6		3.5	7.8
6. CSM is supportive of all <u>employees</u> --regardless of ethnicity, gender, religious beliefs, lifestyle, background, age, or sexual orientation.	82.1	95.3	97.7		15.6	2.4
7. Other faculty, administrators, and staff at CSM are respectful of my background and values.	86.8	100.0	95.2		8.4	(4.8)
8. At times, because of my background, I feel isolated within the CSM community.*	29.7*	25.0*	24.4*		(5.3)*	(0.6)*
9. I think that sexual harassment is a problem at CSM.*	8.6*	9.3*	10.0*		1.4*	0.7*
10. I feel CSM has a culturally diverse curriculum.	68.0	61.3	80.6		12.6	19.3
11. CSM effectively accommodates students with disabilities.	83.8	95.1	94.7		10.9	(0.4)
12. CSM effectively accommodates employees with disabilities.	77.8	89.5	94.3		16.5	4.8
13. The College has provided me with opportunities to increase my understanding of diverse groups (i.e., different ethnicities, disabled, gender, age, alternative life styles, etc. ).	81.1	79.1	95.1		14.0	16.0
14. I believe CSM is supportive of LGBT students (Lesbian, Gay, Bisexual, and Transgender/Transsexual).	---	88.9	94.9		N/A	6.0
15. I believe CSM is supportive of LGBT employees (Lesbian, Gay, Bisexual, and Transgender/Transsexual).	---	94.3	97.4		N/A	3.1
<b>Campus &amp; Facilities</b>						
1. I feel safe on campus during daylight hours.	100.0	100.0	100.0		0.0	0.0

\*Note that the question-item is worded negatively.

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
2. I feel safe on campus during the evening or at night.	79.4	83.3	89.5		10.1	6.2
3. Overall, Campus Security provides high quality services to the CSM community.	85.4	90.9	95.5		10.1	4.6
4. Campus facilities (i.e., classrooms, washrooms, offices) are adequately maintained.	58.5	76.1	80.0		21.5	3.9
5. Campus landscaping is adequately maintained.	90.7	93.3	97.8		7.1	4.5
6. Offices and classrooms are clean, neat, and conducive to learning.	78.4	89.7	95.0		16.6	5.3
<b>Equipment &amp; Technology</b>						
1. The college maintains and upgrades technology and equipment to meet instructional needs.	93.1	95.1	92.9		(0.2)	(2.2)
2. Computer equipment provided is adequate to meet my needs.	92.9	91.3	92.9		(0.0)	1.6
3. The college plans for and supports technology innovation.	94.3	92.9	88.9		(5.4)	(4.0)
4. CSM supports technology services to ensure that instructional needs are being met.	88.9	100.0	94.4		5.5	(5.6)
5. CSM maintains educational equipment and materials in good working condition.	96.9	100.0	100.0		3.1	0.0
6. When I have technical problems with equipment, I receive prompt technical support.	95.3	97.9	97.7		2.4	(0.2)
<b>Programs &amp; Services</b>						
1. Computer labs maintain sufficient operating hours to meet the needs of students.	52.6	78.9	88.5		35.9	9.6
2. If necessary, I know where to refer students for various campus support services.	82.1	88.6	93.0		10.9	4.4
3. Overall, CSM provides high quality student support services (e.g., counseling, financial aid, health services, EOPS, etc.).	87.5	78.4	90.0		2.5	11.6
4. Adequate tutorial services are provided to meet the needs of students.	54.5	54.5	71.0		16.5	16.5

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
5. Curricular and instructional innovations can be readily initiated.	63.2	65.0	73.9		10.7	8.9
6. Instructional programs are consistent with the goals of CSM's mission statement.	88.0	79.3	93.5		5.5	14.2
7. CSM assesses Student Learning Outcomes and uses the results to make improvements.	77.3	81.5	88.9		11.6	7.4
8. CSM encourages the use of various teaching methodologies to accommodate the different learning styles of students.	54.5	85.0	91.7		37.2	6.7
9. Courses are offered regularly to provide students the opportunity to complete their program of study within a reasonable time.	62.1	67.7	80.0		17.9	12.3
10. Instructional programs reflect the educational needs of students and surrounding communities.	64.0	68.8	78.6		14.6	9.8
11. Student Services programs reflect the educational needs of students and surrounding communities.	76.9	75.9	90.3		13.4	14.4
12. Instructional programs are assessed, reviewed, and modified regularly.	81.0	76.9	84.2		3.2	7.3
13. Student Services programs are assessed, reviewed, and modified regularly.	82.6	82.8	90.9		8.3	8.1
14. The college provides the job and career preparation programs which its community needs.	60.7	72.2	85.2		24.5	13.0
15. Generally, students receive excellent customer service at CSM.	---	87.5	92.5		N/A	5.0
16. The library has an adequate collection (books, periodicals, and online resources) for student research.	---	85.7	95.8		N/A	10.1
17. The library has an adequate collection (books, periodicals, and online resources) for faculty and staff research and other needs.	---	79.2	95.8		N/A	16.6
18. The library maintains sufficient operating hours for student access.	---	70.8	92.3		N/A	21.5
19. The library maintains sufficient operating hours for faculty and staff access.	---	80.0	96.0		N/A	16.0

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
<b>Governance &amp; Planning</b>						
1. I am familiar with CSM's "College Institutional Priorities, 2008-2011."	69.7	67.6	71.1		1.4	3.5
2. CSM works actively toward fulfilling its mission and vision.	96.8	91.4	97.1		0.3	5.7
3. CSM mission statement guides institutional planning and decision-making.	93.3	87.5	93.8		0.5	6.3
4. Overall, the shared governance process is working well at CSM.	77.4	67.7	70.0		(7.4)	2.3
5. The role of all constituencies in shared governance is clearly stated and publicized.	78.1	70.6	77.8		(0.3)	7.2
6. All constituencies have adequate opportunity to participate in the development of financial plans and budgets.	71.0	81.8	85.2		14.2	3.4
7. College budget decisions are based upon input from all college constituencies.	66.7	62.9	75.9		9.2	13.0
8. Appropriate and timely financial information is provided regularly throughout CSM.	78.8	82.5	79.4		0.6	(3.1)
9. CSM actively encourages staff participation in <u>decision-making</u> processes.	48.6	68.3	67.6		19.0	(0.7)
10. I understand CSM's <u>decision-making</u> processes.	47.4	56.4	61.1		13.7	4.7
11. All constituency groups work collaboratively toward the achievement of "College Institutional Priorities, 2008-2011."	80.0	76.9	88.0		8.0	11.1
12. I understand the purpose(s) of the planning committees in which I participate.	100.0	81.3	100.0		0.0	18.7
13. I understand my personal role on the institutional committees in which I participate.	93.8	84.2	95.2		1.4	11.0
14. I believe the institutional <u>planning</u> process as a whole is effective.	68.0	72.4	88.9		20.9	16.5
15. Strategic planning is used to identify needed areas of improvement and set goals for institutional change.	93.1	87.9	90.6		(2.5)	2.7
16. The role of classified staff in shared governance is clearly stated and publicized.	58.1	52.8	67.6		9.5	14.8



	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
17. Classified staff have a substantive and clearly defined role in institutional governance.	52.9	52.9	64.5		11.6	11.6
18. Classified staff have adequate opportunity to participate in the development of financial plans and budgets.	60.0	51.4	52.9		(7.1)	1.5
<b>CSM's Senior Leadership</b>						
1. CSM's leadership, which includes the President, Vice Presidents and Deans, respects employees.	80.5	91.1	95.6		15.1	4.5
2. I have confidence in CSM's leadership.	75.6	77.3	88.6		13.0	11.3
3. Employees truly respect CSM's leadership.	53.8	68.4	80.5		26.7	12.1
4. CSM's leaders understand employees' concerns.	70.0	69.2	80.0		10.0	10.8
5. Overall, college administrators listen and respond to staff concerns.	65.0	76.2	84.6		19.6	8.4
6. Overall, there is a climate of mutual trust and respect among staff and administrators.	56.1	76.9	78.6		22.5	1.7
<b>District Office</b>						
1. The District Office provides necessary services that support CSM's mission.	---	---	93.9		N/A	N/A
2. The District Office adheres to clearly defined policies consistent with the mission of the District.	---	---	93.1		N/A	N/A
3. There are clear divisions of authority and responsibility between and among the District Office, Governing Board, and CSM.	---	---	76.7		N/A	N/A
4. The Board of Trustees, the District Office, and the College function as mutually supporting yet independent self-governing	---	---	86.2		N/A	N/A
<b>Survey Impressions</b>						
1. This survey was easy to use.	93.0	97.8	86.7		(6.3)	(11.1)
2. This survey adequately addressed issues that are important to me.	86.0	91.3	95.5		9.5	4.2

**Classified Staff Campus Climate & Satisfaction Survey: Demographics**

<b>1. Employment Status</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
Full-time Staff	95.3	97.9	85.4	(9.9)	(12.5)
Part-time Staff	2.3	2.1	14.6	12.3	12.5
Retired or Post-Retirement	2.3	0.0	0.0	(2.3)	---
Number of Staff	43	47	48		

<b>2. Years Worked in SMCCCD</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
1 to 5	27.9	38.3	33.3	5.4	(5.0)
6 to 10	23.3	14.9	27.1	3.8	12.2
11 to 20	27.9	27.7	27.1	(0.8)	(0.6)
21 or more	20.9	19.1	12.5	(8.4)	(6.6)
Number of Staff	43	47	48		

<b>3. Ethnicity</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
African American or Black	4.9	2.3	0.0	(4.9)	(2.3)
Asian	22.0	15.9	25.6	3.6	9.7
Hispanic/Latino	4.9	18.2	11.6	6.7	(6.6)
Middle Eastern	0.0	0.0	0.0	---	---
Native American	0.0	0.0	0.0	---	---
Pacific Islander	0.0	4.5	2.3	2.3	(2.2)
White	58.5	50.0	53.5	(5.0)	3.5
Multi-Racial	2.4	9.1	7.0	4.6	(2.1)
Other	7.3	0.0	0.0	(7.3)	---
Number of Staff	41	44	43		

<b>4. My gender</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
Female	69.0	66.7	70.2	1.2	3.5
Male	31.0	33.3	29.8	(1.2)	(3.5)
Number of Staff	42	45	47		

## Faculty & Administrators Campus Climate & Satisfaction Survey 2010-2012 Comparative Data

### Notes:

- Data compare the total percentages of respondents who "Agree" or "Strongly Agree" with each question item.
- "Change" represents the change, expressed in percentage points, in percent share of the total.
- "---" indicates a comparable question was not asked in that year in this particular survey instrument.
- Trendlines are illustrative and are not to scale.
- Total respondents: Spring 2010, n=101; Spring 2011, n=123; Spring 2012, n=127.

### Faculty & Administrators Campus Climate & Satisfaction Survey: 2010-2012 Comparative Data

Personal Interactions at CSM	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
1. Interaction with students	98.1	97.5	95.8		(2.3)	(1.7)
2. Interaction with staff	94.1	91.8	90.5		(3.6)	(1.3)
3. Interaction with faculty	91.1	89.3	88.9		(2.2)	(0.4)
4. Interaction with administrators	78.5	79.0	79.8		1.3	0.8
5. Interaction with district personnel	63.6	58.9	69.2		5.6	10.3

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
<b>Impressions of CSM</b>						
1. CSM is...Friendly	95.9	94.3	93.3		(2.6)	(1.0)
2. CSM is...Welcoming	91.8	94.2	90.6		(1.2)	(3.6)
3. CSM is...Respectful	89.7	86.8	90.8		1.1	4.0
4. CSM is...Safe	88.9	87.5	87.9		(1.0)	0.4
5. CSM is...Tolerant of diversity	86.3	89.2	89.7		3.4	0.5
6. CSM is...Caring	85.3	81.4	80.5		(4.8)	(0.9)
7. CSM is...Improving	73.1	74.4	77.9		4.8	3.5
8. CSM is...Tolerant of differing perspectives & ideas	79.4	81.1	81.9		2.5	0.8
9. CSM is...Cooperative	77.9	78.5	80.3		2.4	1.8
10. CSM is...Up-to-date	69.8	75.2	75.0		5.2	(0.2)



	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
11. CSM is...Cutting edge	47.3	53.8	56.5		9.2	2.7
12. CSM is...Changing with the times	77.3	79.3	77.4		0.1	(1.9)
13. CSM is...Concerned about me as an individual	53.1	55.8	66.4		13.3	10.6
14. CSM is...Intellectually challenging	75.8	76.4	80.0		4.2	3.6
15. CSM is...Academically rigorous	95.9	94.3	79.5		(16.4)	(14.8)
<b>Overall Attitude Toward CSM</b>						
1. I am proud to say that I am an employee of CSM.	90.8	94.1	89.7		(1.1)	(4.4)
2. I would recommend CSM to a family member or friend who is looking for a job.	84.4	83.3	86.0		1.6	2.7
3. I would recommend CSM to a family member or a friend who is a prospective student.	89.7	92.5	88.0		(1.7)	(4.5)
4. I expect that I will still be working for CSM in 5 years.	79.3	77.6	86.1		6.8	8.5
5. If I were to start over, I would choose to work at CSM.	84.5	85.6	80.2		(4.3)	(5.4)
6. Overall, I like working for CSM.	94.8	93.3	90.6		(4.2)	(2.7)
<b>Career Opportunities</b>						
1. My supervisor encourages me to build a career at CSM.	64.5	64.4	64.9		0.4	0.5
2. There is opportunity here for people to advance their careers.	54.0	62.5	64.5		10.5	2.0
3. Classroom teaching assignments are awarded fairly.	74.4	82.4	81.7		7.3	(0.7)
4. Non-teaching faculty assignments are awarded fairly.	66.7	74.7	72.5		5.8	(2.2)
5. Faculty are evaluated in an appropriate and reasonable manner.	62.0	69.2	70.3		8.3	1.1
6. Procedures and policies for hiring faculty are clearly stated.	76.7	85.3	82.1		5.4	(3.2)
7. The tenure review process for faculty is systematic, timely, and fair.	70.3	72.4	78.5		8.2	6.1
8. I feel that excellence in teaching on my part is acknowledged.	56.8	66.1	66.4		9.6	0.3
<b>Communications</b>						
1. There is open, two-way communication in my department/division.	79.8	86.0	82.8		3.0	(3.2)














	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
2. There is open, two-way communication between departments and/or between divisions.	63.4	65.7	74.0		10.6	8.3
3. There is open, two-way communication throughout the college.	60.5	52.3	62.5		2.0	10.2
4. At CSM, conflicts are handled civilly.	77.2	82.0	75.0		(2.2)	(7.0)
5. CSM gives me information about the things I need to know.	79.6	73.1	79.8		0.2	6.7
6. Overall, I feel informed and aware of College matters that affect me.	81.1	71.4	79.6		(1.5)	8.2
7. I am provided with adequate information about institutional planning activities and efforts.	85.6	76.5	82.7		(2.9)	6.2
8. I understand my role in managing conflict.	79.6	76.8	80.2		0.6	3.4
9. CSM offers constructive avenues for managing conflict.	67.5	65.5	67.7		0.2	2.2
10. I feel that CSM encourages the free and open discussion of controversial topics.	70.0	67.0	61.8		(8.2)	(5.2)
11. CSM regularly reviews all policies, procedures, and publications to assure accurate representation of its services.	78.8	77.5	76.9		(1.9)	(0.6)
<b>Co-Workers</b>						
1. I have good working relationships with my co-workers who are staff.	99.0	99.1	99.1		0.1	0.0
2. I have good working relationships with my co-workers who are faculty.	94.7	94.0	93.9		(0.8)	(0.1)
3. Employees in my work area work effectively as a team.	82.6	87.3	87.2		4.6	(0.1)
4. Co-workers care about each other at CSM.	89.2	86.7	82.7		(6.5)	(4.0)
5. Faculty members with whom I interact treat me with respect.	94.7	91.5	91.2		(3.5)	(0.3)
6. Staff members with whom I interact treat me with respect.	96.9	100.0	97.4		0.5	(2.6)
7. Administrators with whom I interact treat me with respect.	87.2	86.3	81.8		(5.4)	(4.5)
8. Most faculty are genuinely interested in teaching and their students.	92.7	96.6	94.8		2.1	(1.8)

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
<b>Job Attitude</b>						
1. I like my job.	96.9	97.5	95.7		(1.2)	(1.8)
2. My job gives me the opportunity to use my skills and talents.	93.7	97.4	95.6		1.9	(1.8)
3. I get a sense of accomplishment from my work.	97.9	98.3	95.7		(2.2)	(2.6)
4. I am given the freedom to make decisions that affect my work.	91.5	94.9	84.1		(7.4)	(10.8)
5. CSM provides an environment that encourages personal growth.	75.8	79.1	73.9		(1.9)	(5.2)
6. I have the work or office space I need to do my job effectively.	92.6	90.4	89.5		(3.1)	(0.9)
7. I have the equipment I need to do my job effectively.	88.3	87.2	88.6		0.3	1.4
8. I feel I have control over what work-related tasks I undertake.	79.3	90.4	85.8		6.5	(4.6)
<b>Recognition</b>						
1. I am recognized when I do good work.	62.9	68.9	66.7		3.8	(2.2)
2. I feel valued as an individual on campus.	75.0	74.1	74.3		(0.7)	0.2
3. Someone else usually gets the credit for the work I've done.*	17.0*	19.1*	22.0*		5.0*	2.9*
4. I am appreciated when I put in extra effort.	61.5	61.4	59.5		(2.0)	(1.9)
5. I feel that CSM is genuinely concerned with my welfare.	60.0	58.1	67.9		7.9	9.8
<b>Workload</b>						
1. My workload has increased in the last year.	75.0	74.5	78.3		3.3	3.8
2. My workload is manageable and appropriate to my assignment.	60.4	65.3	62.5		2.1	(2.8)
3. My job description accurately reflects what I do in my job.	70.3	78.2	68.2		(2.1)	(10.0)
4. My work unit is adequately staffed.	35.6	43.5	51.9		16.3	8.4
<b>Supervision</b>						
1. My supervisor understands my work.	78.1	85.2	85.5		7.4	0.3
2. My supervisor treats me with respect.	83.0	90.4	86.5		3.5	(3.9)
3. My supervisor praises me when I do good work.	69.2	74.6	74.3		5.1	(0.3)

\*Note that the question-item is worded negatively.














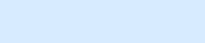

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
4. I can count on my supervisor's support when I face tough issues.	77.2	81.6	77.6		0.4	(4.0)
5. My supervisor provides me with feedback about the quality of my work.	66.3	68.1	72.6		6.3	4.5
6. My supervisor keeps me informed about changes that affect my work.	81.7	87.0	86.2		4.5	(0.8)
7. My supervisor motivates me to perform my best.	67.0	73.1	72.6		5.6	(0.5)
<b>Training &amp; Professional Development</b>						
1. CSM makes release time available to me for training or professional development activities.	72.0	79.3	77.8		5.8	(1.5)
2. I have access to paid time or release time for training or professional development activities I choose to participate in.	72.6	77.3	72.5		(0.1)	(4.8)
3. I have received enough training and education to work effectively.	81.3	90.2	80.8		(0.5)	(9.4)
4. I am encouraged to learn new skills.	73.9	76.3	75.0		1.1	(1.3)
5. I have opportunities to attend conferences, workshops, or training relevant to my job.	80.2	81.9	75.0		(5.2)	(6.9)
6. Faculty are fairly provided with flexible leave and unit banking opportunities.	81.7	74.7	76.0		(5.7)	1.3
<b>Work &amp; Family/Life Balance</b>						
1. My work schedule allows time for my personal/family responsibilities.	83.7	79.1	80.0		(3.7)	0.9
2. I am satisfied with my schedule.	72.2	77.6	84.8		12.6	7.2
3. I can balance my personal/family responsibilities with my current workload.	81.3	80.0	79.3		(2.0)	(0.7)
4. CSM values a work/life balance.	61.4	68.3	71.2		9.8	2.9
<b>Diversity Awareness</b>						
1. I perceive racial or ethnic tensions on campus.*	26.0*	24.1*	21.8*		(4.2)*	(2.3)*
2. The right of faculty to present unpopular or controversial ideas in the classroom is valued and respected.	82.9	83.9	80.2		(2.7)	(3.7)
3. Men and women are treated equally at CSM.	87.0	87.6	80.6		(6.4)	(7.0)














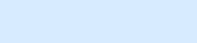
\*Note that the question-item is worded negatively.

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
4. I have confidence that CSM handles complaints of sexual harassment fairly.	84.0	88.2	80.0		(4.0)	(8.2)
5. CSM is supportive of all <u>students</u> --regardless of ethnicity, gender, religious beliefs, lifestyle, background, age, or sexual orientation.	90.7	92.1	90.9		0.2	(1.2)
6. CSM is supportive of all <u>employees</u> --regardless of ethnicity, gender, religious beliefs, lifestyle, background, age, or sexual orientation.	89.4	92.0	85.6		(3.8)	(6.4)
7. Other faculty and staff at CSM are respectful of my background and values.	88.4	94.7	87.0		(1.4)	(7.7)
8. At times, because of my background, I feel isolated within the CSM community.*	22.5*	15.5*	19.0*		(3.5)*	3.5*
9. I think that sexual harassment is a problem at CSM.*	14.1*	9.1*	12.5*		(1.6)*	3.4*
10. I believe faculty are willing, when appropriate, to incorporate racial, ethnic, and gender perspectives into their courses.	89.3	91.9	82.7		(6.6)	(9.2)
11. I feel CSM has a culturally diverse curriculum.	76.7	83.8	78.6		1.9	(5.2)
12. CSM effectively accommodates students with disabilities.	93.6	91.2	89.8		(3.8)	(1.4)
13. CSM effectively accommodates employees with disabilities.	90.8	94.7	92.0		1.2	(2.7)
14. The College has provided me with opportunities to increase my understanding of diverse groups (i.e., different ethnicities, disabled, gender, age, alternative life styles, etc.).	84.0	86.1	81.0		(3.0)	(5.1)
15. I believe CSM is supportive of LGBT students (Lesbian, Gay, Bisexual, and Transgender/Transsexual).	---	92.5	90.2		N/A	(2.3)
16. I believe CSM is supportive of LGBT employees (Lesbian, Gay, Bisexual, and Transgender/Transsexual).	---	94.4	90.6		N/A	(3.8)

\*Note that the question-item is worded negatively.



	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
<b>Campus &amp; Facilities</b>						
1. I feel safe on campus during daylight hours.	97	98.3	100.0		3.0	1.7
2. I feel safe on campus during the evening or at night.	78.7	80.2	87.1		8.4	6.9
3. Overall, Campus Security provides high quality services to the CSM community.	86.2	84.2	87.9		1.7	3.7
4. Campus facilities (i.e., classrooms, washrooms, offices) are adequately maintained.	72.2	74.6	83.3		11.1	8.7
5. Campus landscaping is adequately maintained.	87.4	92.2	94.5		7.1	2.3
6. Classrooms are clean, neat, and conducive to learning.	76.3	85.5	86.0		9.7	0.5
<b>Equipment &amp; Technology</b>						
1. The college maintains and upgrades technology and equipment to meet instructional needs.	81.9	82.6	88.9		7.0	6.3
2. Computer equipment provided is adequate to meet my needs.	85.6	82.9	85.2		(0.4)	2.3
3. The college plans for and supports technology innovation.	76.5	81.6	84.4		7.9	2.8
4. CSM supports technology services to ensure that instructional needs are being met.	86.5	88.2	91.1		4.6	2.9
5. CSM maintains educational equipment and materials in good working condition.	84.3	86.7	92.4		8.1	5.7
6. The college relies on faculty expertise to acquire educational equipment and materials that support instruction.	85.0	91.8	85.7		0.7	(6.1)
7. When I have technical problems with equipment, I receive prompt technical support.	92.5	91.4	95.2		2.7	3.8
<b>Programs &amp; Services</b>						
1. Computer labs maintain sufficient operating hours to meet the needs of students.	67.7	65.8	74.1		6.4	8.3
2. If necessary, I know where to refer students for various campus support services.	89.6	85.7	89.8		0.2	4.1

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
3. Overall, CSM provides high quality student support services (e.g., counseling, financial aid, health services, EOPS, etc.).	80.5	89.3	84.0		3.5	(5.3)
4. Adequate tutorial services are provided to meet the needs of students.	47.5	59.2	58.7		11.2	(0.5)
5. Curricular and instructional innovations can be readily initiated.	59.3	63.9	67.0		7.7	3.1
6. Instructional programs are consistent with the goals of CSM's mission statement.	88.0	92.3	84.8		(3.2)	(7.5)
7. CSM assesses Student Learning Outcomes and uses the results to make improvements.	75.0	83.2	76.9		1.9	(6.3)
8. CSM encourages the use of various teaching methodologies to accommodate the different learning styles of students.	80.4	83.5	86.3		5.9	2.8
9. Courses are offered regularly to provide students the opportunity to complete their program of study within a reasonable time.	75.3	70.1	72.1		(3.2)	2.0
10. Instructional programs reflect the educational needs of students and surrounding communities.	82.6	82.7	76.0		(6.6)	(6.7)
11. Student Services programs reflect the educational needs of students and surrounding communities.	84.9	85.1	86.4		1.5	1.3
12. Instructional programs are assessed, reviewed, and modified regularly.	78.5	89.0	82.4		3.9	(6.6)
13. Student Services programs are assessed, reviewed, and modified regularly.	86.8	90.1	86.4		(0.4)	(3.7)
14. The college provides the job and career preparation programs which its community needs.	77.8	78.0	81.0		3.2	3.0
15. Generally, students receive excellent customer service at CSM.	---	81.4	85.9		N/A	4.5
16. The library has an adequate collection (books, periodicals, and online resources) for student research.	---	81.8	88.9		N/A	7.1

	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
17. The library has an adequate collection (books, periodicals, and online resources) for faculty and staff research and other needs.	---	74.7	78.8		N/A	4.1
18. The library maintains sufficient operating hours for student access.	---	81.1	77.5		N/A	(3.6)
19. The library maintains sufficient operating hours for faculty and staff access.	---	86.5	85.7		N/A	(0.8)
<b>Governance &amp; Planning</b>						
1. I am familiar with CSM's "College Institutional Priorities, 2008-2011."	74.2	65.8	68.2		(6.0)	2.4
2. CSM works actively toward fulfilling its mission and vision.	87.5	86.5	81.8		(5.7)	(4.7)
3. CSM mission statement guides institutional planning and decision-making.	83.1	83.2	80.4		(2.7)	(2.8)
4. Overall, the shared governance process is working well at CSM.	58.8	53.7	58.5		(0.3)	4.8
5. The role of all constituencies in shared governance is clearly stated and publicized.	73.6	69.4	66.3		(7.3)	(3.1)
6. All constituencies have adequate opportunity to participate in the development of financial plans and budgets.	68.8	62.9	68.5		(0.3)	5.6
7. College budget decisions are based upon input from all college constituencies.	65.0	60.4	64.4		(0.6)	4.0
8. Appropriate and timely financial information is provided regularly throughout CSM.	77.1	85.0	74.5		(2.6)	(10.5)
9. CSM actively encourages faculty participation in <u>decision-making</u> processes.	74.2	61.2	70.1		(4.1)	8.9
10. I understand CSM's <u>decision-making</u> processes.	62.9	61.0	56.0		(6.9)	(5.0)
11. All constituency groups work collaboratively toward the achievement of "College Institutional Priorities, 2008-2011."	71.8	68.4	71.3		(0.6)	2.8
12. I understand the purpose(s) of the planning committees in which I participate.	86.2	92.8	85.9		(0.3)	(6.9)
13. I understand my personal role on the institutional committees in which I participate.	90.9	90.5	85.7		(5.2)	(4.8)



	2010	2011	2012	Trend 2010 - 2012	Change '10-'12	Change '11-'12
14. I believe the institutional <u>planning</u> process as a whole is effective.	62.2	66.7	68.7		6.5	2.0
15. Strategic planning is used to identify needed areas of improvement and set goals for institutional change.	69.6	84.0	76.8		7.2	(7.2)
<b>CSM's Senior Leadership</b>						
1. CSM's leadership, which includes the President, Vice Presidents and Deans, respects employees.	80.2	80.5	80.7		0.5	0.2
2. I have confidence in CSM's leadership.	61.7	69.6	73.0		11.3	3.4
3. Employees truly respect CSM's leadership.	59.6	56.2	68.7		9.1	12.5
4. CSM's leaders understand employees' concerns.	68.1	67.9	69.4		1.3	1.5
5. Overall, college administrators listen and respond to faculty concerns.	69.2	71.3	73.8		4.6	2.5
6. Overall, there is a climate of mutual trust and respect among faculty and administrators.	64.4	57.7	68.5		4.1	10.8
<b>District Office</b>						
1. The District Office provides necessary services that support CSM's mission.	---	---	78.0		N/A	N/A
2. The District Office adheres to clearly defined policies consistent with the mission of the District.	---	---	76.3		N/A	N/A
3. There are clear divisions of authority and responsibility between and among the District Office, Governing Board, and CSM.	---	---	75.3		N/A	N/A
4. The Board of Trustees, the District Office, and the College function as mutually supporting yet independent self-governing	---	---	68.1		N/A	N/A
<b>Survey Impressions</b>						
1. This survey was easy to use.	89.9	92.4	91.0		1.1	(1.4)
2. This survey adequately addressed issues that are important to me.	82.5	86.6	78.6		(3.9)	(8.0)

**Faculty & Administrators Campus Climate & Satisfaction Survey: Demographics**

<b>1. Employment Status</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
Adjunct Faculty	31.3	38.5	36.5	5.2	(2.0)
Full-time Faculty	61.6	55.7	59.1	(2.5)	3.4
Administrator	5.1	4.9	4.3	(0.8)	(0.6)
Retired or Post-Retirement	2.0	0.8	0.0	(2.0)	(0.8)
Number of Faculty	99	122	115		

<b>2. Years Worked in SMCCCD</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
1 to 5	17.2	16.1	16.5	(0.7)	0.4
6 to 10	15.2	25.0	18.3	3.1	(6.7)
11 to 20	41.4	30.6	34.8	(6.6)	4.2
21 or more	26.3	28.2	30.4	4.1	2.2
Number of Faculty	99	124	115		

<b>3. Ethnicity</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
African American or Black	2.1	4.3	1.9	(0.2)	(2.4)
Asian	10.5	12.2	10.2	(0.3)	(2.0)
Hispanic/Latino	6.3	6.1	4.6	(1.7)	(1.5)
Middle Eastern	---	0.9	---	---	---
Native American	0	0.9	0.0	0.0	(0.9)
Pacific Islander	0	0.9	11.9	11.9	11.0
White	68.4	69.6	68.5	0.1	(1.1)
Multi-Racial	6.3	5.2	10.2	3.9	5.0
Other	6.3	---	2.8	---	---
Number of Faculty	95	115	108		

<b>4. My gender:</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Change '10-'12</b>	<b>Change '11-'12</b>
Female	60.6	56.3	53.2	(7.4)	(3.1)
Male	39.4	43.7	46.8	7.4	3.1
Number of Faculty	94	119	111		

