SMCCCD

Strategic Plan

2008–2013

San Mateo County
Community College District

For more information or additional copies of the 2008-2013 San Mateo County Community College District Strategic Plan, please contact
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You may also check our plan's website at
http://www.smccd.edu/edservplan/ssp
for up to date information and additional resources.

A Word from the Chancellor

Since early 2007, more than 25 individuals representing faculty, students, staff and administrators have directly participated on the District Strategic Plan Taskforce. Hundreds more have been involved in the planning efforts that impact the future of the Colleges of San Mateo County Community College District. Many meetings, internal and external to our District Colleges, were held to debate, revise and adopt this District Strategic Plan (2008-2013). The document that has been developed through this highly participatory process represents our collective thoughts and shared vision regarding the District's future.

As you review this document, you will notice that in order to effectively and efficiently meet the challenge of the coming years, we have created an integrated planning system for our District that is based on a culture of evidence, shared governance, and a belief in providing the highest quality education to our students. The plan itself clearly reflects a commitment by faculty, staff, students, administrators, and the Board of Trustees to achieve a new level of educational excellence. The attainment of our plan will require the cooperation of all of us.

Our charge is to create a new educational environment that reflects and responds to the needs of students at the dawning of the 21st century.

I'm delighted to present the District Strategic Plan that will guide our District in the coming years.

Ron Galatolo
Chancellor

Co-Chairs' Note

The San Mateo County Community College District Strategic Plan (2008-2013) was developed amidst rapidly changing demographics in our region, the state, and throughout the nation. It is being presented during an epic worldwide economic downturn as well as an historical moment in American political history: the election of the 44th President of the United States of America, Barack Obama.

The data-driven approach of the Strategic Planning Taskforce helped us to sharpen our focus on critical goals, well-defined objectives, and measurable outcomes. This comprehensive strategic document will guide the District in dealing with a great number of challenges and in successfully moving toward a higher level of educational excellence. Finally, the integrated planning model will increase coordination and collaboration both internally within and among our District Colleges, and externally with our community and business partners.

As you review this document, we hope you will appreciate the tremendous work accomplished by the Strategic Planning Taskforce. Over the course of two years they devoted a significant amount of time and energy to this project, which represents a memorable achievement in our District's history. Their names appear on the following page.

We would like to thank the faculty, staff, students, and administrators who fine-tuned the plan by taking part in open forums at the three Colleges as well as all of the external partners who reviewed the drafts. We would particularly like to thank Presidents **Thomas Mohr**, **Michael Claire**, and **Victoria Morrow**; Executive Vice Chancellor **Jim Keller**; Vice Chancellor **Harry Joel**; Vice Chancellor **Marilyn McBride**; Vice Presidents **Lori Adrian**, **Susan Estes**, **Jennifer Hughes**, **Regina Stanback Stroud**, and **Phyllis Lucas-Woods**; District CFO **Kathy Blackwood**; and Director of Community and Government Relations **Barbara Christensen** for their feedback and support. A word of appreciation goes to Professor **Lisa Palmer** for editing the final document; **David McLain** for the professional format and graphics; **Sue Harrison** for quietly and effectively managing the planning process; and **Ginny Brooks**, **Suki Chang**, and **Cristina Cruz** for their invaluable assistance. Additional thanks go to the District Shared Governance Council; District and College Academic Senates, Classified Senates, and Student Senates; and the District Research Council. And most gratefully, we thank the Board of Trustees and Chancellor **Ron Galatolo** for their guidance and confidence.

This plan is intended to be a living document. In that light we will revisit our assumptions and recommendations regularly, and we look forward to hearing your thoughts and suggestions. We hope that you find this plan useful in your work with the District.

Patty Dilko, Ed.D.
Co-Chair
Professor Early Childhood Education
District Academic Senate President

Jing Luan, Ph.D.
Co-Chair
Vice Chancellor, Educational Services & Planning

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Table of Contents

Mission Statements

Mission Statement

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

Approved by the Cañada College Council, March 15, 2007

Approved by the Board of Trustees, April 11, 2007

Cañada College

Mission Statement

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

Adopted by the CSM College Council, December 5, 2001

Revised by the CSM College Council, February 2, 2005

Approved by the Board of Trustees, April 11, 2007

College of San Mateo

Mission Statement

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

The College is committed to preparing students to be culturally sensitive members of the community, critical thinkers, proficient users of technology, effective communicators, socially responsible lifelong learners and informed participants of a democracy in an increasingly global society.

Skyline offers innovative instruction and student support to a rich tapestry of diverse learners through the hallmarks of the College: academic excellence, responsive student services, advanced technology, community and industry partnerships, and workforce and economic development.

Approved by the Skyline College Council, February 28, 2007

Approved by the Board of Trustees, April 11, 2007

Skyline College

Mission Statement

PREAMBLE

The Colleges of the San Mateo County Community College District, Cañada College, College of San Mateo, and Skyline College, recognizing each individual's right to education, provide the occasions and settings that enable students to develop their minds and skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness, and realize their individual potential. The District is committed to leadership by providing quality education and promoting life-long learning in partnership with the community and surrounding educational institutions. It actively participates in the economic, social, and cultural development of San Mateo County. In a richly diverse environment and with increasing awareness of its role in the global community, the District is dedicated to maintaining a climate of academic freedom in which a wide variety of viewpoints is cultivated and shared. The District actively participates in the continuing development of the California community colleges as an integral and effective component of the structure of public higher education in the state.

MISSION

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

- Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement; and
- Provide lower division programs to enable students to transfer to baccalaureate institutions; and
- Provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies; and
- Provide developmental and remedial education in language and computational skills required for the successful completion of educational goals; and
- Provide a range of student services to assist students in attaining their educational and career goals; and
- Provide self-supporting community education classes, contract education and training, and related services tailored to the human and economic development of the community; and
- Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.

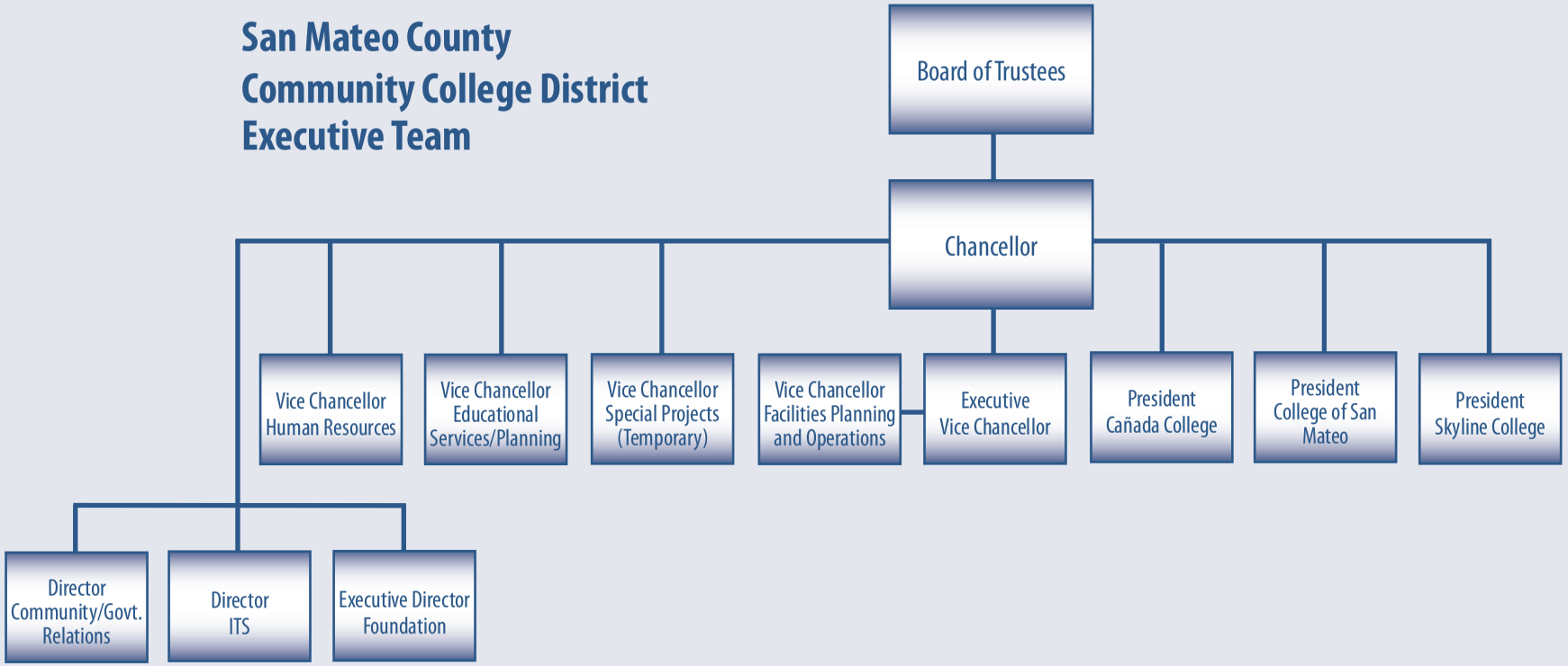
To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making, and that are respectful of all participants. The District plans, organizes, and develops its resources to achieve maximum effectiveness, efficiency, equity, and accountability.

Reviewed by District Shared Governance Council, March 5, 2007

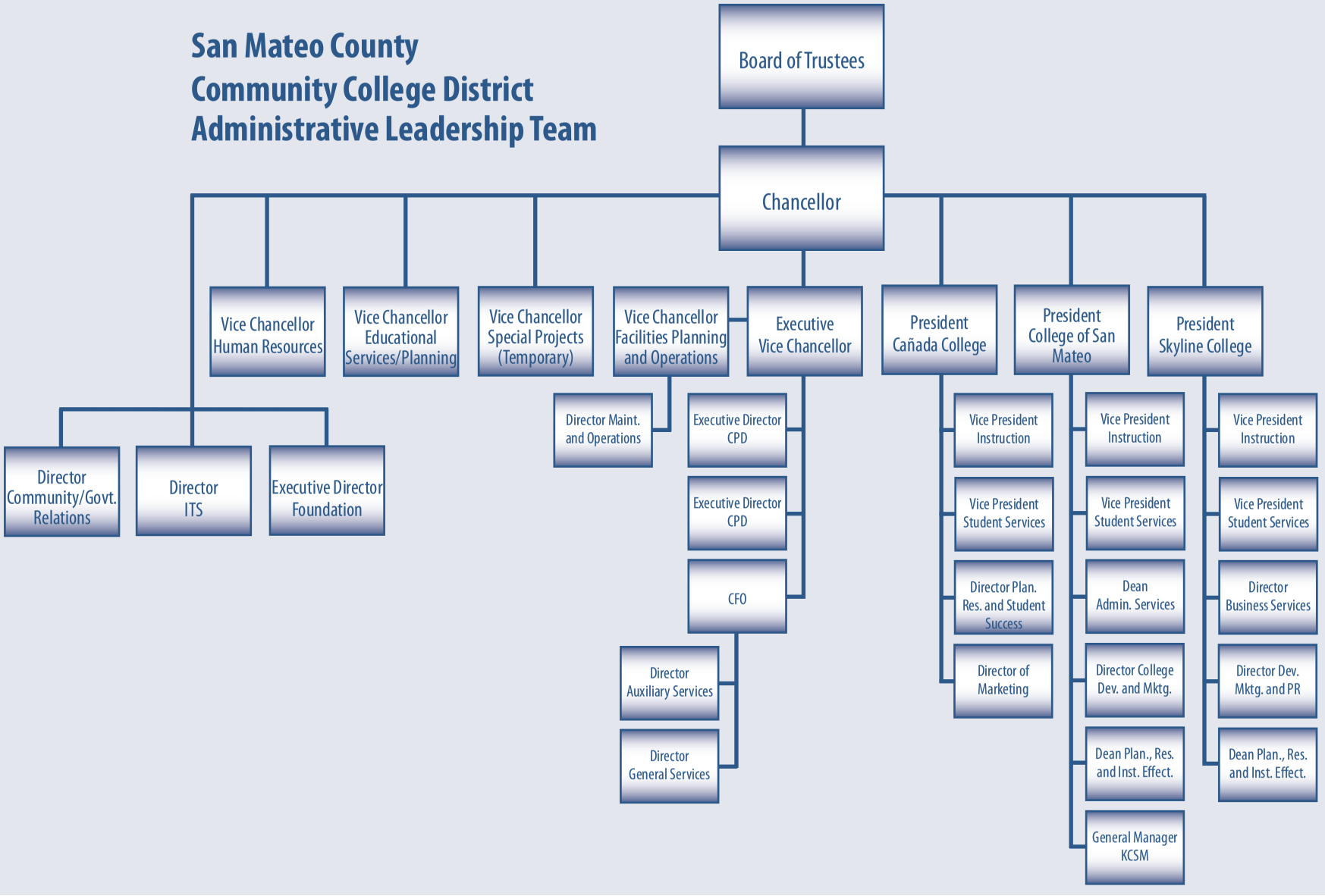
Approved by the Board of Trustees, April 11, 2007

SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

San Mateo County Community College District Executive Team



San Mateo County Community College District Administrative Leadership Team



Introduction

In order to develop a shared vision of the future that faculty, staff, students and community understand and support, the District, through its shared governance processes, developed an integrated strategic planning model. This model incorporated and built upon five elements: the District's strategic plan; the facilities master plan; coordinated institutional research; a coordinated program review process; and an annual budget that is based upon the other four elements. The Board of Trustees, through the Chancellor, directed the Vice Chancellor of Educational Services and Planning to develop an organizational infrastructure that produced the integrated strategic planning system for the District.

In early 2007, work began to develop a planning prospectus, a "plan for the plan." During a planning session attended by the Presidents of Cañada, CSM, and Skyline, and the Vice Chancellor of Educational Services and Planning, an outline of the SMCCCD planning prospectus emerged. In April, the Board of Trustees reviewed the planning prospectus and encouraged the District to move forward. The planning prospectus followed best practices in strategic planning and emphasized being visionary, participatory, data driven and student centered. In May, the District Strategic Plan Taskforce was formed with broad representation from faculty, students, staff, and administrators. It was co-chaired by the District Academic Senate President and the Vice Chancellor of Educational Services and Planning.

In the ensuing months, the District engaged in strategic planning through a broad-based and inclusive process that resulted in a set of recommendations to move the District forward over the next six years. The recommendations are based on data about our community, directions in job growth, and our current and prospective students. They take into account the shifting demographic patterns of San Mateo County, the need to maintain and improve student success and the quality of teaching and learning, the increasing necessity of higher education in achieving a reasonable standard of living, and they respond to the need for heightened public accountability. Taken as a whole, the District Strategic Plan (2008-2013) acts as a nexus that integrates key planning processes in our Colleges in order to accomplish our missions, to improve our decision-making processes, and ultimately to provide the best education to our students.

Primary Strategic Planning Themes

The environmental scan was conducted and analyzed along five distinct areas: demographics, education, the economy, District resources, and public policies. Therefore, recommendations in the strategic plan correspond to each of these five areas. At the same time, however, several themes transcended the five environmental scan areas. In each area the District seeks to:

1) address shifting demographics while taking into consideration the unique characteristics of each College;
2) provide educational opportunities that simultaneously increase access, success, equity, choice, and convenience;
3) work collaboratively with educational and business partners;
4) provide a professional work environment for our employees while using wisely our limited resources; and
5) respond to community needs while being accountable for our responsibilities as educational institutions.

To this end, the strategic plan is intended to provide direction to the District and Colleges while providing the necessary support and flexibility. The plan emphasizes our core values and vision, which are the framework on which to build our shared objectives. These shared values, which are jointly derived and commonly understood, are the foundation for the goals and strategies. This plan is designed to contribute to and communicate with the individual planning initiatives at the three Colleges; it is an investment in a cycle of continuous institutional strengthening.

Strategic Master Planning Modules

Planning Cycle

Kickoff

During this first step of the planning cycle, the process, participation, phases and product were explained to all involved. Participants developed a prospectus to guide the rest of the process. The kickoff took place in May 2007, culminated in a presentation at a Board of Trustees study session, and received approval from the Board of Trustees in June 2007. The prospectus and support materials are available from the Office of the Vice Chancellor of Educational Services and Planning, and on the District Strategic Planning website: http://www.smccd.edu/edservplan/ssp.

Environmental Scanning

Modern practices in strategic planning suggest a series of steps. The beginning step, often called "environmental scanning," consisted of an extensive collection of data pertinent to the institution. Once the data was collected and categorized, planners analyzed it to identify significant trends and factors that carry implications in policy, practice, finance, and other areas. The data selection criteria were reviewed and approved by the District Research Council and the Strategic Plan Taskforce.

Planning Assumptions

With key trends or factors identified through environmental scanning, the institution started the next step of master planning, which was to develop planning assumptions. Planning assumptions are in essence a higher level summary of the data synthesis step of environmental scanning. These assumptions will help guide the Colleges' efforts to respond to changes in their internal and external environments. Environmental scanning data analysis and planning assumptions are organized into five categories: 1) demographics; 2) education; 3) employment, housing, and income; 4) human, fiscal, physical, and technology; and 5) policy, public opinion, and community needs. References and data sources are listed at the end of this document and may be obtained on the web at: http://www.smccd.edu/edservplan/ssp/resources.shtml

Strategic Direction

Based on the planning assumptions, the District Colleges carried out inclusive discussions to identify key areas of focus for the District in the next few years and developed strategies to address these areas. The District Strategic Plan describes broad visionary goals, whereas the Colleges developed specific objectives to accomplish the goals. The California Community College System's Strategic Plan is a good example. The plan contains five "strategic goals" that are broad yet clear and concise. Goal B, Student Success and Readiness, states "promote college readiness and provide the programs and services to enable all students to achieve their education and career goals." The first specific strategy, B1, lists "Basic Skills as the Foundation for Student Success," which was implemented throughout the California community colleges during 2008.

Implementation

Implementation of the District Strategic Plan will be guided by the SMCCCD Strategic Plan Taskforce. This taskforce will coordinate with the District Colleges to develop specific College-based objectives, align these objectives with the District's plan, and ensure integration and synchronization of the College and District plans. This arrangement provides a framework with clear venues for resource allocation and gives the Board of Trustees a tool for advancing overarching District goals and priorities.

The following diagram depicts the organizational structure and workflow of plan implementation:

Evaluation

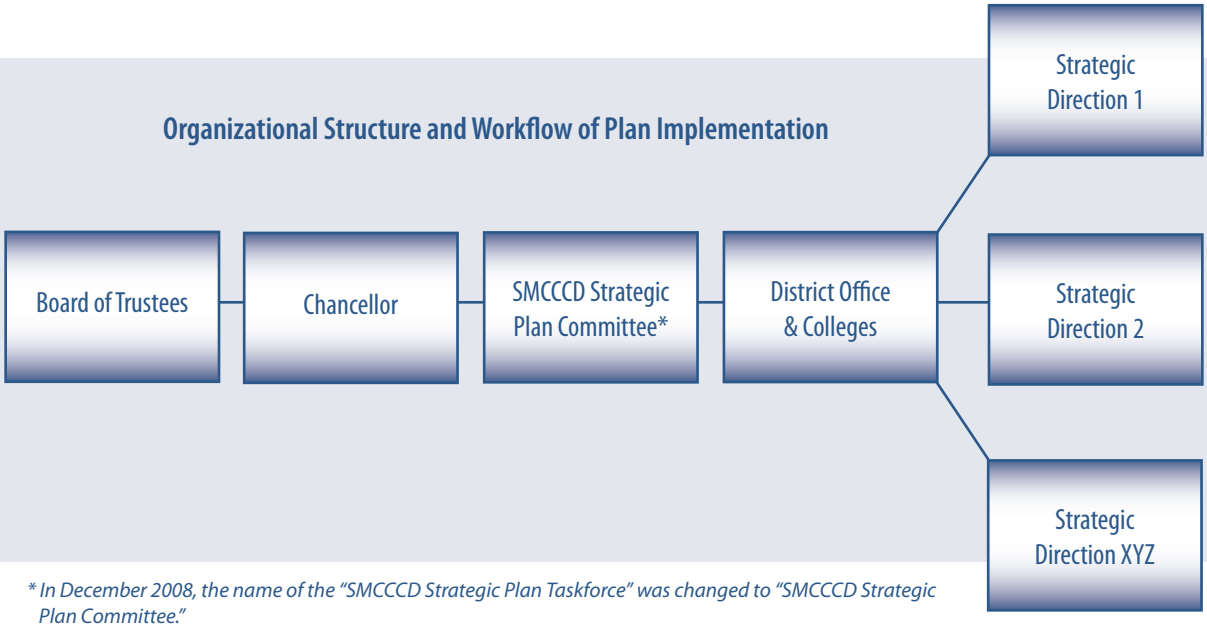
Upon the Board of Trustees' approval and subsequent implementation, the District Strategic Plan will be evaluated annually. This evaluation will coincide with the evaluation of the Colleges' education master plans so as to share information and synchronize efforts.

Master Plan Evaluation Process

The Strategic Plan Taskforce will refine the evaluation plan timelines and identify evaluation activities. The evaluation process and results will be communicated through shared governance and in consultation with the District Research Council. The evaluation results will be presented formally to the Colleges and to the Board of Trustees and published on the web.

Both the formative and summative evaluation results will be incorporated into the plan updates for continuous improvement of services and programs and for developing new goals and objectives.

Organizational Structure and Workflow of Plan Implementation



** In December 2008, the name of the "SMCCCD Strategic Plan Taskforce" was changed to "SMCCCD Strategic Plan Committee."*

SMCCCD Strategic Plan Integration and Synchronization with Other Planning Processes

	Plans	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
D	SMCCCD Strategic Plan			Environ-mental Scanning	Implement Plan		Environ-mental Scanning	PA & R	Implement Plan		Plan Update
C	College Master Plans		Environ-mental Scanning	Imple-ment Plan (Skyline)	Imple-ment Plan (Cañada & CSM)		Environ-mentl Scanning	PA & R	Implement Plan		Plan Update
C	Self-study Cycle	Writing	Writing	Visit				Writing	Writing	Visit	
C	Program Review	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
S	Budget Planning Cycle	Anually	Anually	Anually	Anually	Anually	Anually	Anually	Anually	Anually	Anually
S	Facilities Master Plan		Implement Plan				Plan Update				Plan Update
S	Technology Master Plan				Implement Plan				Implement Plan		
C	Student Equity Plan	Develop Plan				Plan Update			Plan Update		

Legend:

C = the College is primarily responsible

D = the District is primarily responsible

S = the District and Colleges share the responsibilities.

PA & R (Planning Assumptions and Recommendations)

Note: This integration and synchronization chart has been agreed upon by the Colleges; however, certain aspects of a plan and certain plans may operate slightly off schedule due to unforeseen events or readjustments.

Overview of SMCCCD Strategic Plan Development Timelines

1. May 2007 – Taskforce convenes
2. June 2007 – SMCCCD Strategic Plan prospectus presented to Board of Trustees for approval
3. Summer 2007 – Environmental scanning data collection commences
4. September 2007 – May 2008 - Taskforce reconvenes and meets regularly
5. March 2008 – Planning assumptions drafted
6. April 2008 – Draft plan is developed
7. April through May 2008 – Campus briefings and listening sessions conducted
8. Summer 2008 – Community briefings and listening sessions conducted
9. August through September 2008 – Districtwide briefings and listening sessions conducted
10. October 2008 – Board of Trustees first reading of SMCCCD Strategic Plan
11. December 2008 – Board of Trustees second reading and approval of SMCCCD Strategic Plan
12. January 2009 – SMCCCD Strategic Plan implementation commences

Summary of Recommendations

Areas of Strategic Focus	*Recommendations*
1. Demography	
1.1 Population Changes	1.1a Develop and implement an enrollment management plan at each College to address the need for systematic outreach and retention strategies.
	1.1b Continue to strengthen the College Connection program (concurrent high school student initiatives) as a way to encourage high school students to attend college.
	1.1c Provide a comprehensive and cohesive set of course and program offerings that respond to the needs of the senior population/lifelong learners.
1.2 Different Student Profiles at Each College	1.2a Continue examining the specific needs of the student body and College service areas in order to develop and maintain appropriate programs and services.
	1.2b Develop a holistic diversity framework that supports the access and success of diverse student populations, promotes institutional vitality and viability, and serves all students equitably.
2. Education	
2.1 Enrollment and Access	2.1a Focus enrollment planning efforts on the key populations needing to be served as determined by research.
	2.1b Conduct the necessary research to understand the reason for the outward migration of County residents and declining population participation rate and develop mitigating strategies.
	2.1c Continue carefully designed marketing and outreach.
2.2 Student Success and Retention	2.2a Identify gaps in student educational achievement. Develop holistic approaches designed to retain students, including approaches in teaching, intervention, learning styles, financial aid and counseling.
	2.2b Build more partnerships and bridges with Pre-K through 16 educational leaders and strengthen the College Connection program as a way to encourage high school students to attend college.
	2.2c Offer a third Middle College high school in the District.
	2.2d Implement plans to utilize CalPASS (California Partnership for Achieving Student Success) to support inter-segmental faculty dialogue.
	2.2e Develop and maintain vibrant student life programs.
2.3 Choice and Convenience	2.3a Streamline processes and practices to allow students seamless access to educational opportunities across the District.
	2.3b Examine and coordinate program offerings across the District.
	2.3c Develop and implement the SMCCCD Distance Education Strategic Plan and the corresponding College plans to respond to the community demand.
	2.3d Expand the upper division higher education opportunities provided by the University Center.
	2.3e Based on student needs, investigate the feasibility of an alternative academic calendar, block scheduling, weekend programs, and short courses.
	2.3f Support all three Colleges in their ability to provide a comprehensive program of instruction.

Areas of Strategic Focus	*Recommendations*
2.4 Student Achievement	2.4a Review the current articulation agreements with 4-year institutions to identify opportunities for increasing the number of transfer students.
	2.4b Identify ways to further encourage and facilitate degree attainment.
	2.4c Identify strategies for understanding and addressing the decreasing trend in transfers to CSUs.
3. Employment, Housing, and Income	
3.1 Jobs, Careers, and Global Education	3.1a Periodically convene leaders of the business and industry communities, government agencies, and community-based organizations to assess workforce development needs and to support the endeavors of the Colleges to address them.
	3.1b Identify emerging workforce development opportunities for each of the Colleges and respond to changing job training needs through the Colleges' Career and Technical Education programs and services.
	3.1c Strengthen course offerings, services and workplace opportunities that prepare students for the demands of the contemporary workforce.
	3.1d Assess community and contract education needs.
	3.1e Examine, enhance and expand green course and program offerings.
	3.1f Expand international education and incorporate successful international student and study abroad programs into campus climate and curriculum.
3.2 Socio-Economic Divide	3.2a Create additional partnerships between the Colleges and with business and industry to create and strengthen programs that adequately prepare students for the modern economy.
	3.2b Increase financial aid awareness through the student outreach and enrollment processes.
4. Fiscal, Human, Physical, and Technology	
4.1 Fiscal Environment	4.1a Continue and expand initiatives and services that optimize enrollment.
	4.1b Implement the SMCCCD Foundation business plan to increase its net asset value and to distribute more scholarships and grants.
	4.1c Pursue additional state, federal, philanthropic, and corporate funding.
4.2 Faculty and Staff	4.2a Continue to provide competitive salary schedules and benefits that attract and retain employees.
	4.2b Continue the District's role as a leader in taking effective measures to mitigate the high cost of housing.
	4.2c Examine recruitment strategies and develop means to attract more applicants from diverse backgrounds for faculty and staff positions.
	4.2d Develop staffing plans that recognize existing staffing resources in all employee categories and project future resource needs.

Areas of Strategic Focus	*Recommendations*
4.3 New, Modernized, and Sustainable Facilities	4.3a Allocate capital improvement funds in accord with College educational and facilities master plans, which respond to the teaching and learning needs of each College.
	4.3b Continue to leverage capital improvement with state and local resources.
	4.3c Incorporate consideration for the environment and health and safety in construction and building maintenance plans and strategies.
	4.3d Work with regional public transit authorities to improve access to our campuses.
4.4 Changing Technology	4.4a Implement College and District technology plans that support teaching and learning, and streamline the operational and governance processes of the District and the Colleges.
	4.4b Review various College and District business processes to make the registration, scheduling, information sharing and other operational activities more efficient.
	4.4c Plan for replacement of obsolete equipment.
4.5 Professional Development	4.5a Strengthen professional and academic development opportunities for faculty and staff.
	4.5b Strengthen faculty and staff development that supports activities to meet accreditation standards.
	4.5c Continue to raise cultural awareness and to provide diversity training.
4.6 Safe Campus	4.6a Demonstrate leadership in every aspect of student, faculty and staff protection through providing a professionally trained security force, developing and maintaining emergency response systems, and complying with all laws and regulations.
5. Policy, Public Opinions, and Community Needs	
5.1 Accountability	5.1a Establish policies and planning activities that are coherent, transparent, and available to all stakeholders.
	5.1b Include in all plans definitions and demonstration of student success to ensure that communication strategies at the District and College levels prominently showcase student success.
	5.1c Provide extensive, integrated and coordinated research and planning efforts and resource allocation framework to support the improvement of teaching and learning.
5.2 Community Needs	5.2a Expand and strengthen partnerships with high schools, 4-year institutions, community agencies, and business and industry.
	5.2b Develop and implement systematic processes for soliciting and evaluating the needs of community residents, current students and partners in relation to College programs and services. Communicate feedback to faculty and staff, and develop strategies for improving programs and services.

1. Demographic Assumptions

1.1 Population Changes

The demographic projections for the County of San Mateo show a declining pool of high school graduates over the next 5-10 years and an increase in the population over 55.

Planning Assumptions

As the County population age mix shifts, curricula and programs will need to be adapted to meet the older population's educational and social needs. Also, student recruitment and retention strategies will become increasingly important.

Recommendations:

a. Develop and implement an enrollment management plan at each College to provide systematic outreach and retention strategies.

b. Strengthen concurrent high school student initiatives to encourage high school students to attend college.

c. Provide a comprehensive and cohesive set of course and program offerings that respond to the needs of the senior population and lifelong learners.

1.2 Different Student Profiles at Each College

The County's ethnic diversity is increasing, and the student body profile of the three Colleges differs when viewed by age, ethnicity and gender.

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

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

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

Planning Assumptions

Different program and service needs exist at each of the three Colleges.

Recommendations:

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

b. Develop a holistic diversity framework that supports the access and success of our diverse student population, promotes institutional vitality and viability, and serves all students equitably.

2. Education Assumptions

2.1 Enrollment and Access

Our enrollment projections are mixed. Using prior enrollment trends as a guide, the five-year projected growth in enrollment and FTES for the District is moderate. However, during the 2007-08 year the three Colleges showed substantial growth (5.9% in the fall and 8.8% in the spring). At the same time, a comparison of the number of students in our District to the adults in our County (the population participation rate) shows that the District's share of the County's population is declining. Some County residents take classes outside the County, and some students come to San Mateo from other counties. Yet the first group is significantly larger than the second, so there is a net outflow of residents taking college classes outside the County.

Planning Assumptions

The District will likely continue to grow if the District and Colleges maintain a focus on outreach and retention and continue to improve student services and facilities.

Recommendations:

a. Focus enrollment planning on the key populations needing to be served as determined by research.

b. Determine the reasons for the outward migration of County residents and declining population participation rate, and develop mitigating strategies.

c. Continue carefully designed marketing and outreach activities.

2.2 Student Success and Retention

Seven out of ten students new to the Colleges are not prepared for college-level work, and these students are generally placed into remedial or developmental coursework. Research shows that unprepared college students who take remedial courses are likely to drop out. However, research also shows that students who enroll in learning communities and integrated learning programs have higher rates of success and retention than underprepared students who lack access to or interest in these opportunities. In addition, concurrent enrollment expedites the transition to college for high school students and assists students in formulating an educational plan that fulfills their goals. The three Colleges have implemented a host of research-based student success strategies to help with student success, retention, and transition from high school to college.

Planning Assumptions

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

Recommendations:

a. Identify gaps in student educational achievement. Develop holistic approaches designed to retain students including identifying and implementing successful pedagogical strategies, intervening early with challenged students, teaching to students' varied learning styles, offering necessary financial aid, and providing career and coursework counseling.

b. Strengthen the College Connection program as a way to encourage high school students to attend college.

c. Offer a third Middle College high school in the district.

d. Build more partnerships and bridges with preschool through 16 educational leaders; utilize the CalPASS initiative (California Partnership for Achieving Student Success) to support inter-segmental faculty dialogue.

e. Develop and maintain vibrant student life programs.

2.3 Choice and Convenience

Most community college students are working adults who juggle employment, family, and education. These responsibilities, as well as factors such as traffic congestion, impact their college attendance. To compound matters, there is no public four-year institution of higher education in the County, yet many residents are unable to travel outside the County for that opportunity. Indeed, some members of our community cannot participate in courses on our campuses. In addition, younger incoming students are technologically savvy and expect more from technology at the Colleges, as high-speed Internet connectivity is becoming nearly universal in the County. Additionally, five percent of our enrolled students attend more than one of our Colleges, which has implications for making enrollment seamless across the District.

Planning Assumptions

Instructional modalities, student services, schedules, and facilities must accommodate student needs, including the unmet demand for upper division higher education in San Mateo County and the increasing need for distance education.

Recommendations:

a. Streamline processes and practices to allow students seamless access to educational opportunities across the District.

b. Examine and coordinate program offerings across the District.

c. Develop and implement the SMCCCD Distance Education Strategic Plan and the corresponding College plans to respond to community demand for distance education.

d. Expand the upper division higher education opportunities provided by the University Center.

e. Investigate the feasibility and student desire for an alternative academic calendar including block scheduling, weekend programs, and short courses.

f. Support all three Colleges in their ability to provide a comprehensive program of instruction.

2.4 Student Achievement

The Colleges' degree and certificate offerings are diverse, and every year more students are receiving Associate of Science degrees. However, the Associate of Arts degree awards have not increased in over six years and during the same period the number of certificate awards has declined. Further, fewer students are transferring from our Colleges to the California State University (CSU) system.

Planning Assumptions

The changing CSU GE patterns may correlate to the declining trends in transfers to the CSU. Nonetheless, our District must investigate all reasons for the changing patterns of certificate and degree attainment.

Recommendations:

a. Review the current articulation agreements with four-year institutions to identify opportunities for increasing the number of transfers.

b. Identify ways to further encourage and facilitate degree attainment.

c. Identify strategies for understanding and addressing the trend of decreasing transfers to the CSU.

3. Employment, Housing and Income Assumptions

3.1 Jobs, Careers and Global Education

From 2008 to 2014, the County will add about 5% more jobs, keeping pace with the slow population growth. Service, information, and trade industries will provide the bulk of these new jobs. The workforce environment is increasingly knowledge-based, dynamic, and transitory. A significant portion of the new jobs will be concentrated in knowledge-based industries, especially computers and electronics, biotechnology, and in all likelihood, emerging green industries. [Global warming and diminishing fossil fuels jointly demand new knowledge and greener and more energy efficient technologies.] The search for renewable and alternative energy resources will drive the next wave of economic development. Globalization has resulted in many U.S. jobs being moved to foreign countries, yet jobs serving the needs of the County and surrounding regions will remain local. The current skilled workforce in California is decreasing due to retirements as the population ages. Workers are changing jobs and even careers more frequently than decades ago.

Planning Assumptions

The need for career technical degree options, skills certificates, job training programs and services, and other short-term programs will continue to increase. Those who have obtained skills needed in a competitive marketplace may later seek opportunities for skills upgrade, develop their career potential, engage in general education, or take life-long learning courses that can lead to higher levels of education attainment and job satisfaction. The demand for better green technologies is reshaping the world in which we teach, work, and live. Economic globalization is breaking down the borders of the traditional service areas of the Colleges.

Recommendations:

a. Periodically convene leaders of business and industry, government agencies, and community-based organizations to assess workforce needs and to support the Colleges' endeavors to address them.

b. Identify emerging workforce development opportunities for each of the Colleges and respond to changing job training needs through the Colleges' Career and Technical Education programs and services.

c. Strengthen course offerings, services, and workplace opportunities to prepare students for the demands of the contemporary workforce.

d. Assess community and contract education needs.

e. Examine, enhance and expand green course and program offerings.

f. Expand international education and incorporate successful international student and study abroad programs into the Colleges' life and curricula.

3.2 Socio-Economic Divide

San Mateo County is, on average, affluent and well-educated; however, there are places within its borders where the opposite is true. Yet those who are sensitive to the cost of higher education are often unaware of available financial aid.

Planning Assumption

The socio-economic divide within San Mateo and neighboring counties will continue to challenge the Colleges to plan and offer programs and services for all members of the community.

Recommendations:

a. Create additional partnerships between the Colleges and business and industry to prepare students for the modern economy.

b. Increase awareness of financial aid through the student outreach and enrollment processes.

4. Fiscal, Human, Physical, and Technology Assumptions

4.1 Limited Resources

Historically, California community colleges have been underfunded. The District's fiscal scenario for the next two years shows continued increase in expenses but little or no growth in funding per student (FTES).

Planning Assumption

Given the negative fiscal outlook for the State of California, our funding will continue to be severely limited. This directly challenges "revenue limit" districts like SMCCCD to achieve optimal enrollment levels.

Recommendations:

a. Continue and expand initiatives and services that optimize enrollment.

b. Implement the SMCCCD Foundation business plan to increase its net asset value and distribute more scholarships and grants.

c. Pursue additional state, federal, philanthropic, and corporate funding.

4.2 Attracting and Retaining Faculty and Staff

Half of the District faculty will reach retirement age in less than 10 years, presenting a higher than normal turnover. At the same time, the cost of housing in San Mateo County remains among the highest in the nation, impeding our ability to attract and hire qualified employees.

Planning Assumptions

Faculty and staff recruitment and retention will continue to be challenging. The ability to provide consistent and high quality programs is contingent upon the ability of the District to attract, hire, and retain qualified employees.

Recommendations:

a. Continue to provide competitive salaries and benefits to attract and retain employees.

b. Continue the District's role as a leader in taking effective measures to mitigate the high cost of housing.

c. Examine recruitment strategies and develop means to attract more applicants from diverse backgrounds for faculty and staff positions.

d. Develop staffing plans that recognize existing staffing resources in all employee categories and project future resource needs.

4.3 New, Modernized and Sustainable Facilities

Close to a $1 billion in capital improvement funds from local bond and state resources are fundamentally reshaping the facilities in the Colleges. There will be an additional 25% or more usable space at the Colleges when the new construction and renovations are completed. Green and sustainable technology is included in all funded construction plans. Access to our campuses via public transportation is provided primarily by San Mateo County Transit.

Planning Assumptions

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

Recommendations:

a. Allocate capital improvement funds in accordance with College education and facility master plans, which respond to the teaching and learning needs of each College.

b. Continue to leverage state and local resources for capital improvement.

c. Incorporate consideration for the environment, public health, and safety in all construction and building maintenance plans.

d. Work with regional public transit authorities to improve access to our campuses.

4.4 Changing Technology

Technology has become an integral part of the District's teaching and learning environment. Students expect easy access to technology for educational purposes; faculty adopts technology to enhance teaching and learning; and staff relies upon technology for improved efficiency. Growth in the use of technology compounded by technology's rapid obsolescence and high maintenance costs result in fiscal challenges for the Colleges.

Planning Assumptions

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

Recommendations:

a. Implement College and District technology plans that support teaching and learning.

b. Continue to use technology to streamline the operations and governance of the District and the Colleges.

c. Review College and District business processes to make them more efficient.

d. Plan for the replacement of obsolete equipment.

4.5 Professional Development

Our District's students are more diverse than our faculty and staff. Students coming to the Colleges have a broad range of academic abilities ranging from remedial to the advanced college level. Further, the ongoing cycle of accreditation involves a number of processes that require faculty and staff regularly to assess student performance and their own teaching methods.

Planning Assumptions

The District and Colleges need to continue building and enhancing cultural awareness and diversity training. In addition, faculty and staff will continue to be challenged by the complex mission of the Colleges and the varied levels of student preparation. Employees require continuous training and professional development to deliver effective teaching and to remain current regarding efficient operational processes, policies, and procedures. Faculty and staff professional development is an effective means to influence the teaching and learning environment.

Recommendations:

a. Strengthen professional and academic development opportunities for faculty and staff.

b. Strengthen faculty and staff development to help meet accreditation standards.

c. Continue to raise cultural awareness and to provide diversity training.

4.6 Safe Campus

In general, our crime rates are low, but adverse incidents have occurred at the three Colleges. Open campuses have challenges.

Planning Assumptions

The San Mateo County Community College District is aware that the occurrence of incidents jeopardizing the physical safety and well-being of students at institutions of higher education has increased throughout the United States and that we need to maintain a safe and secure environment.

Recommendations:

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

5. Policy, Public Opinions and Community Needs Assumptions

5.1 Accountability Expectations

The federal government and the general public are intensifying their scrutiny of the performance of educational institutions. Evolving accreditation standards emphasize evidence-based planning, decision making, and assessment.

Planning Assumptions

Public scrutiny of educational institutions will continue. Student learning outcomes and assessments are currently emphasized in the planning and operation of educational institutions. The District and the Colleges are held accountable for student performance and must demonstrate student success.

Recommendations:

a. Establish policies and planning activities that are coherent, transparent, and available to all stakeholders.

b. Showcase student success in communications from the District and Colleges.

c. Provide extensive, integrated, and coordinated research, planning, and resources to support the improvement of teaching and learning.

5.2 Meeting Community Needs

In a recent San Mateo County community needs survey conducted by the District, approximately 1,300 adults who expressed interest in higher education in the next three years gave input on their desired educational offerings. They also identified their preferred times, days, and means of education (classroom vs. distance). Additionally, a recent County survey of high school juniors and seniors provided direct feedback on their strong desire for concurrent enrollment and distance education.

Planning Assumptions

The Colleges need to be innovative, flexible, and responsive in order to adapt curricula to the needs of the County residents and industries. As a key player in higher education in the County, the District needs to position itself as the center of opportunity for community members at all points on the continuum of ability and readiness. Also, to be most effective the District needs to work closely with County and regional agencies whose work affects the wellbeing of our student population.

Recommendations:

a. Expand and strengthen partnerships with high schools, four-year institutions, community agencies, and business and industry.

b. Develop and implement systematic processes for soliciting and evaluating the educational needs of community residents, current students, and business/industry partners. Feedback must be communicated to faculty and staff who can then develop strategies for improving programs and services.

Environmental Scan

Introduction to Environmental Scan

The following pages, the largest portion of the District Strategic Plan, describe the results of the environmental scan and offer brief observations in each of the five broad categories of 1) demographic information; 2) education; 3) employment, housing and income; 4) district human, facilities, fiscal, and technology resources; and 5) policy, public opinion, community needs, and outreach.

To the extent possible, data and observations are arranged in the following hierarchical order:

1) National

2) State/Regional

3) County

4) District

Our plan relied on accepted practices including PEST (Political, Economic, Social and Technological factors) for data collection and SWOT (Strengths, Weaknesses, Opportunities and Threats) for data analysis. InSPECT (Innovation, Social, Political, Economic, Communication, and Technology) informed both our data collection and analysis.

However, since our strategic plan is local, it is also based on approaches most suitable to our institution. This included the use of both small group and large public forums to gather, review, and process the data. These forums, led by the Strategic Plan Taskforce, weighed each data point in relationship to the five broad environmental scan areas to arrive at the recommendations preceding this section.

Like the evolving nature of the strategic plan itself, data collection is an ongoing activity.

The Demographic Environment

Population Growth

San Mateo County's projected population change will profoundly affect the future of the San Mateo County Community College District. According to recent demographic estimates, unlike the rest of the Bay Area and the state, over the next few years the County's population will plateau, and over the longer term, it will grow more slowly than the Bay Area or the state. Here are a few key data points to illustrate this:

- In the short term, 2007 to 2012, the population of San Mateo County is projected to grow by only 5%.[1]
- In the longer term, 2005-2035, the County population will increase roughly 22%.[2]
- Meanwhile, the total California population will increase 26% (California Department of Finance).

These data project that San Mateo County's share of the state's population will shrink steadily.

Projected Population Growth by the Next Two Decades

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

Projected Population Growth by Cities in San Mateo County[2]

	2005	2015	2025	2035	Growth Rate
Atherton	7,300	7,500	7,700	7,800	8%
Belmont	25,700	27,100	28,600	29,600	17%
Brisbane	3,700	4,400	5,000	5,700	58%
Burlingame	29,500	30,700	31,700	32,600	11%
Colma	1,500	1,800	1,900	2,000	68%
Daly City	110,100	116,100	123,400	129,600	19%
East Palo Alto	32,200	37,000	41,200	47,300	60%
Foster City	29,900	31,000	32,000	32,600	13%
Half Moon Bay	12,600	14,000	15,000	15,700	33%
Hillsborough	11,000	11,400	11,600	11,800	9%
Menlo Park	35,200	37,700	39,600	41,300	17%
Millbrae	20,900	22,600	23,800	24,400	18%
Pacifica	38,800	39,900	41,500	42,800	11%
Portola Valley	7,000	7,300	7,700	7,900	14%
Redwood City	99,500	105,700	112,800	118,400	19%
San Bruno	41,400	45,200	48,900	51,900	29%
San Carlos	29,600	31,700	34,400	35,900	24%
San Mateo	99,100	108,500	118,200	120,700	25%
South San Francisco	61,900	66,800	71,700	76,400	26%
Woodside	6,700	6,900	7,200	7,400	15%
Half Moon Bay Uninc	11,400	11,900	12,200	12,400	17%
S.F. Airport	0	0	0	0	0%
Remainder	6,900	7,100	7,300	7,400	13%
San Mateo County	**721,900**	**772,300**	**823,400**	**861,600**	**22%**

Ethnic Composition of the Population

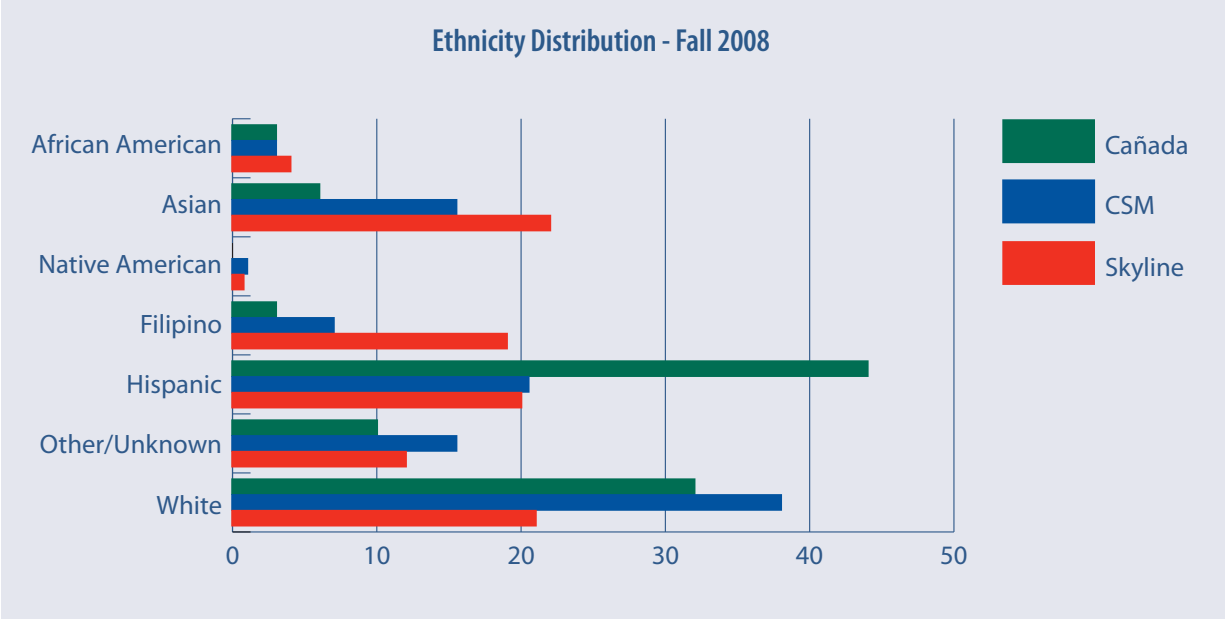
The three Colleges are currently serving noticeably different ethnic populations. In the most recent data available (fall 2008), the largest ethnic group at Cañada was Hispanic (44%), at CSM white (37%), and, at Skyline, Asian (combining Asian and Filipino: 42%). [4]

In addition:

- Within a 10-mile radius of Cañada College, the proportion of Hispanics under the age of 14 is roughly double the proportion of whites and Asians.
- Near CSM, the ethnic and age distributions reflect the County's overall ethnic distribution.
- Within a 10-mile radius of Skyline College, the proportion of Asian and Filipinos under the age of 14 is growing fast.[5]

Ethnic Distribution of District Colleges (Fall 2008)

	Cañada	CSM	Skyline
African American	3%	4%	4%
Asian	6%	16%	23%
Filipino	3%	7%	19%
Hispanic	44%	20%	20%
Native American	0%	1%	1%
White	32%	37%	21%
Other/Unknown	10%	16%	13%

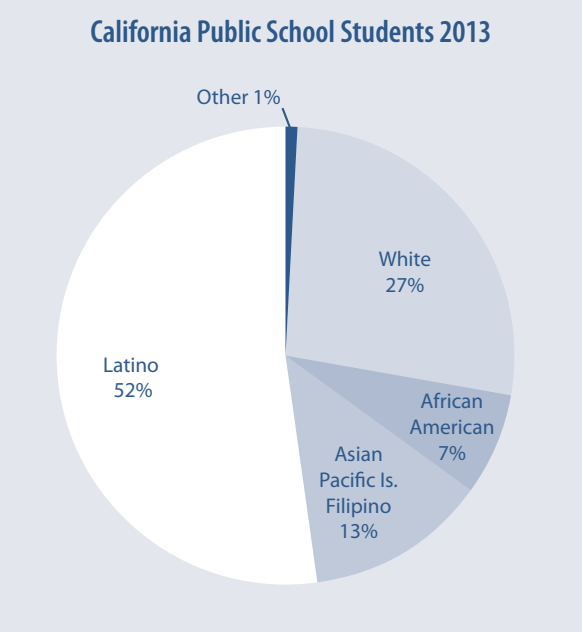


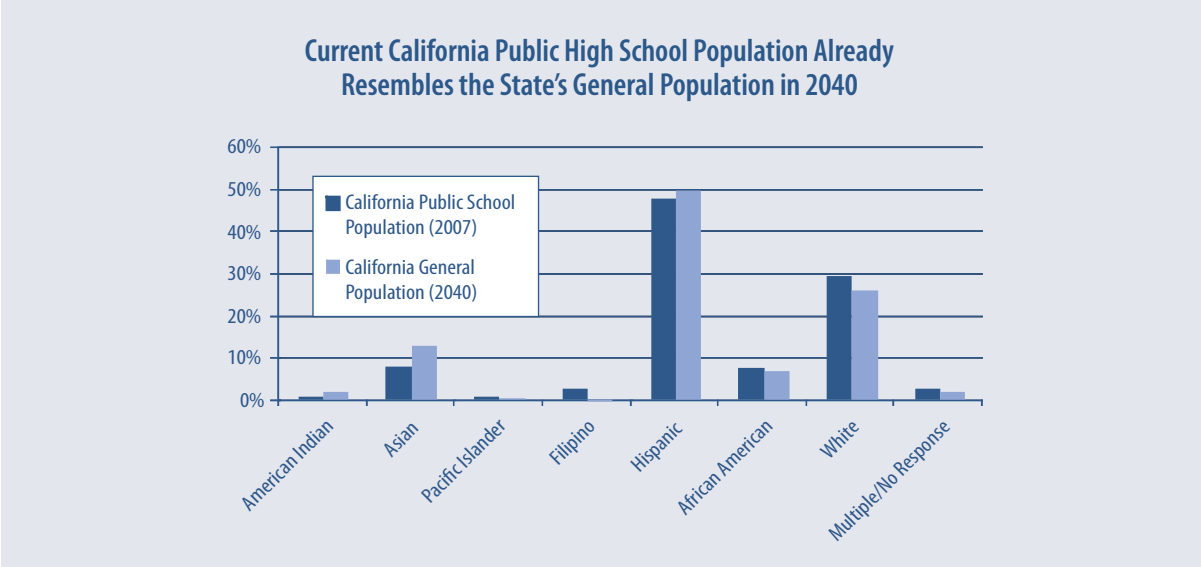
Minorities in San Mateo County will soon become the majority. The County's Hispanic population (of any race) will increase from 25.6% in 2007 to 28.1% in 2012, while the white population will drop from 54.2% in 2007 to 50.7% in 2012.[6] In fact, currently English is the predominant language in only 6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

The population of California consists of complex layers of previous waves of immigrants, new arrivals, and native-born adults, all of which are reflected in our students. A study by the University of Southern California suggests that immigrants, a key component of California's population and vitality, will increase from 27% in 2005 to 29.8% of the total population in 2030.[7]

In the near future the ratio of whites to Latinos will change dramatically. According to the California Department of Finance, in 2000 whites were close to 50% of the population while Latinos were a little over 30%. By 2013, according to the California Department of Finance projections, 52% of the state's public high school students will be Latino. Currently, the Latino student population is 48%.[8]

Farther out, by 2040, whites will be 26% of the population and Latinos 50%.[9] As a matter of fact, the current California public high school student population is remarkably close to the California Department of Finance's projected California population for 2040.





Ethnic Shifts in the County and SMCCCD

The following two tables show three decades of demographic data for San Mateo County and the San Mateo County Community College District.

As the tables reveal, our population as measured by ethnic identity has undergone major shifts over these years. Most dramatically, whites declined from being 71.8% of the County population in 1980 to being 46.1% in 2005. Perhaps predictably, then, the white student population enrolled at SMCCCD decreased from 71.6% in 1982 (the first year when ethnicity was officially tracked) to 33.3% in 2005. During the same period, both the Asian and Hispanic populations leaped from around 10% to close to 24% in the County and to over 25% in the student body.

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

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

Source: http://www.bayareacensus.ca.gov/historical/corace.htm[10]

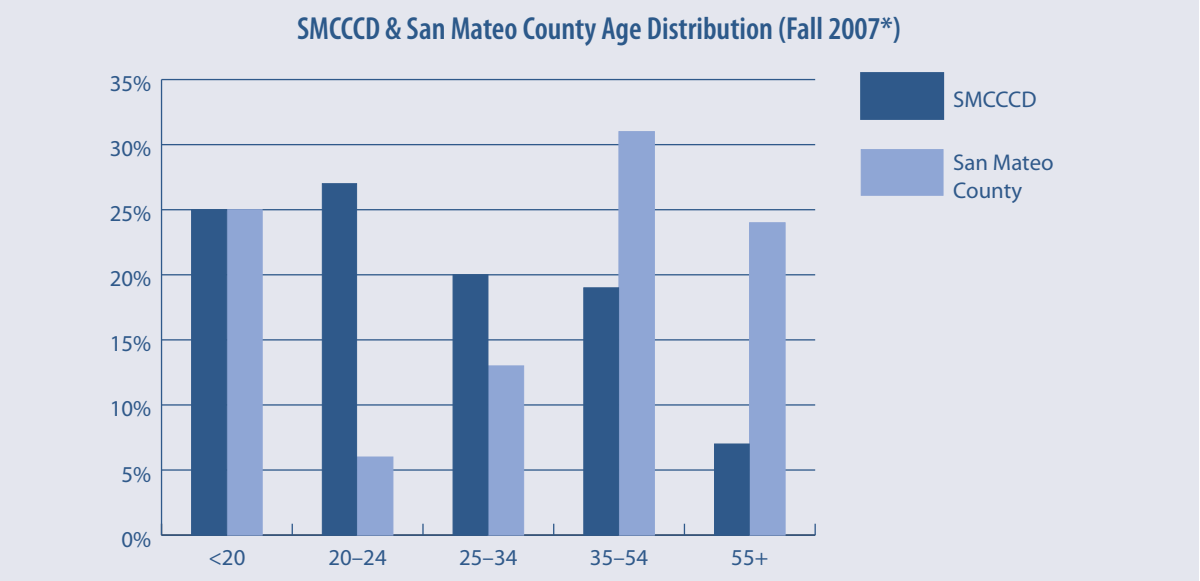
SMCCCD Student Body - Ethnicity

	1982		1990		2000		2005	
Total Enrollments	30,886		32,290		24,777		25,322	
Ethnicity								
African American	1,486	4.8%	1,496	4.6%	895	3.6%	914	3.6%
Asian/Pacific Islanders	3,224	10.4%	5,727	17.7%	7,090	28.6%	7,027	27.8%
Hispanic	2,974	9.6%	4,454	13.8%	5,124	20.7%	6,422	25.4%
Native Indian	229	0.7%	245	0.8%	141	0.6%	117	0.5%
Other/Unknown	846	2.7%	459	1.4%	1,294	5.2%	2,422	9.6%
White	22,127	71.6%	19,909	61.7%	10,233	41.3%	8,420	33.3%

Source: Fall Census Statistics Report[11]

Age of the Population

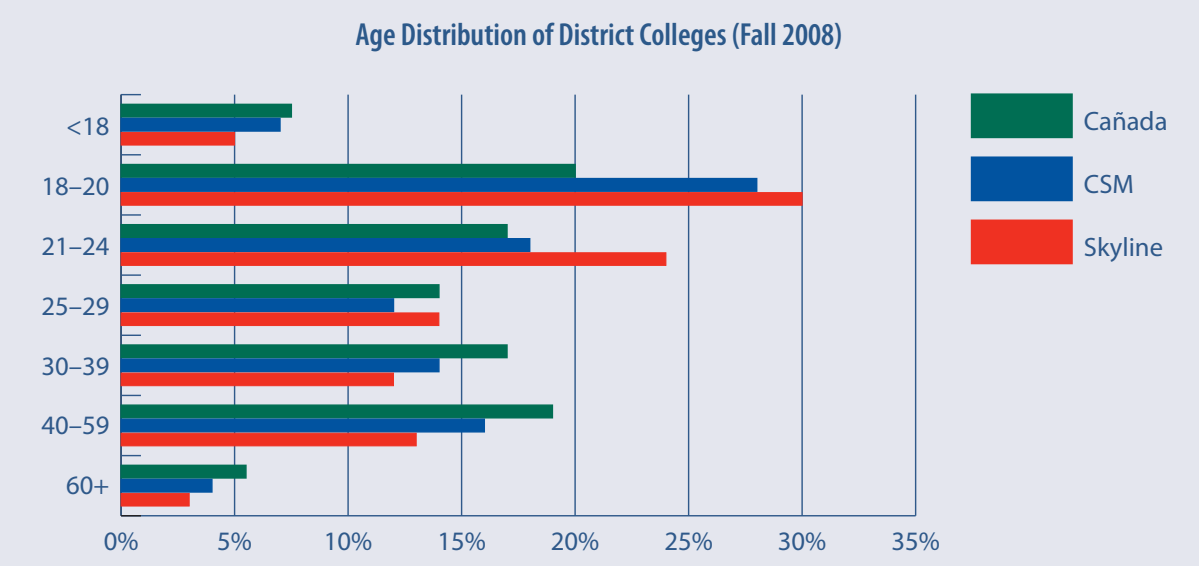
Students at the three Colleges in SMCCCD are relatively young compared to the population of the County as a whole. The three Colleges attract a majority of students younger than 35, but fewer students from the population aged 35 and above.[12]



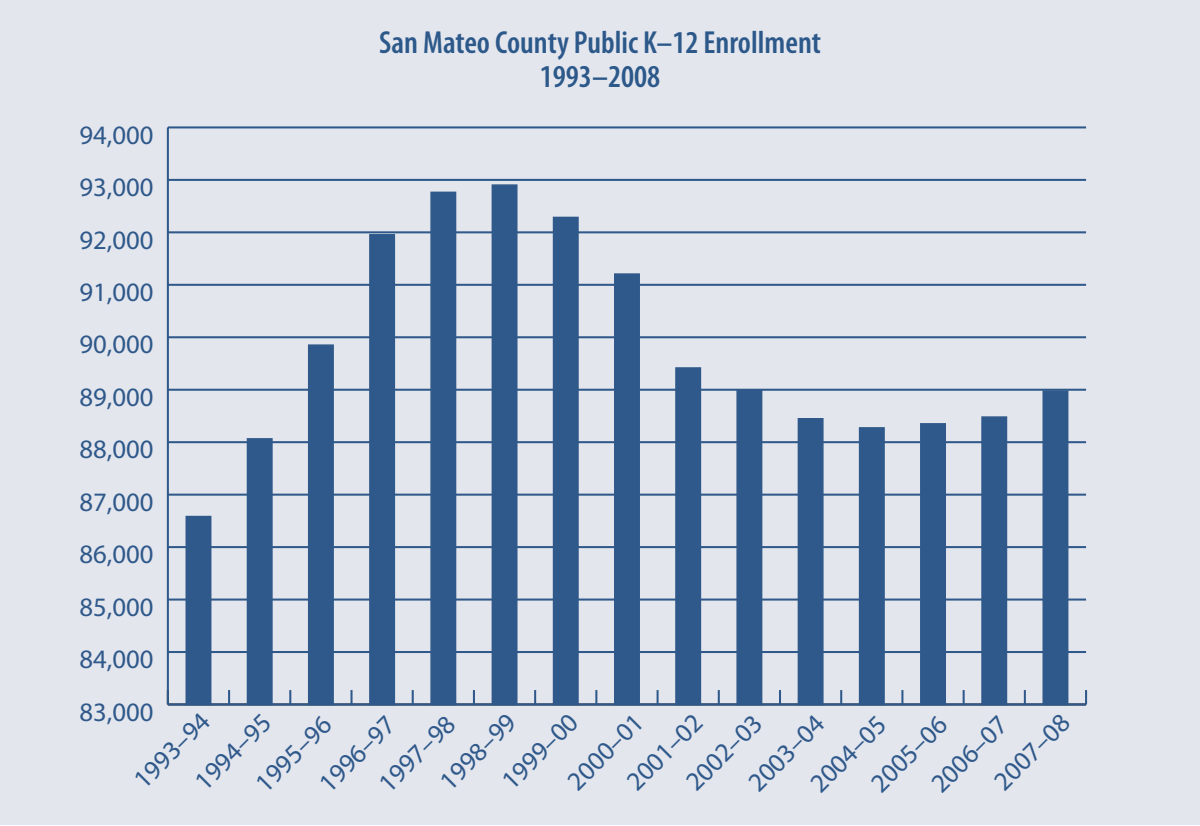
**Fall 07 data used to sync with county data.*

Age distribution among the three Colleges, using fall 2008 data, shows noticeable differences. Cañada had more older students: 42% were 30 or older, as compared to CSM with 34% of its students age 30 or older, and Skyline with 28% of its students 30 or older.[13]

	Cañada	CSM	Skyline
Less than 18	8%	7%	5%
18–20	20%	28%	30%
21–24	17%	18%	24%
25–29	14%	12%	14%
30–39	17%	14%	12%
40–59	19%	17%	13%
60 or more	6%	4%	3%



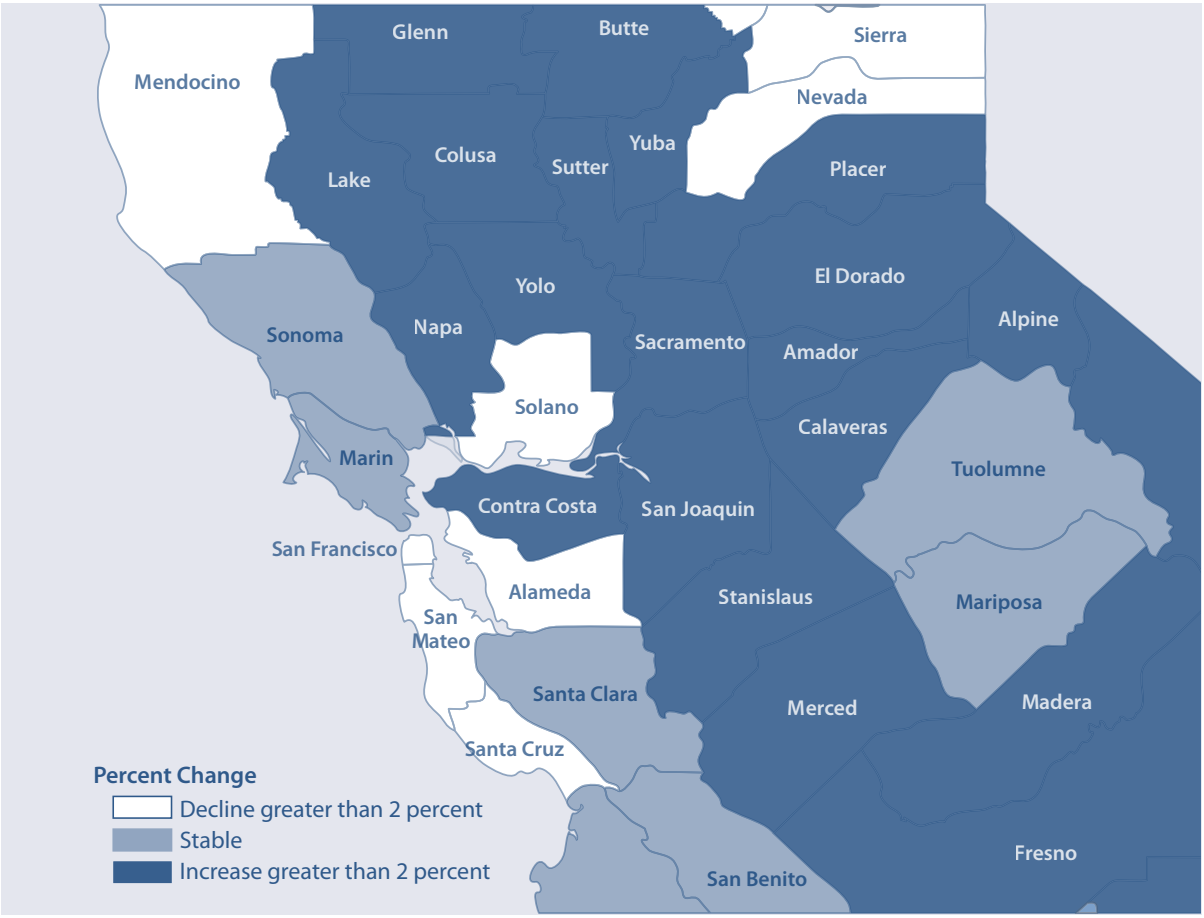
According to the California Department of Education, K-12 enrollments in San Mateo County peaked in 1998-1999 and since have been trending downward. However, after a steep drop in enrollments that started in 2000 and lasted until 2004-05, currently the number of public high school students in San Mateo County is trending slightly upward.[14]

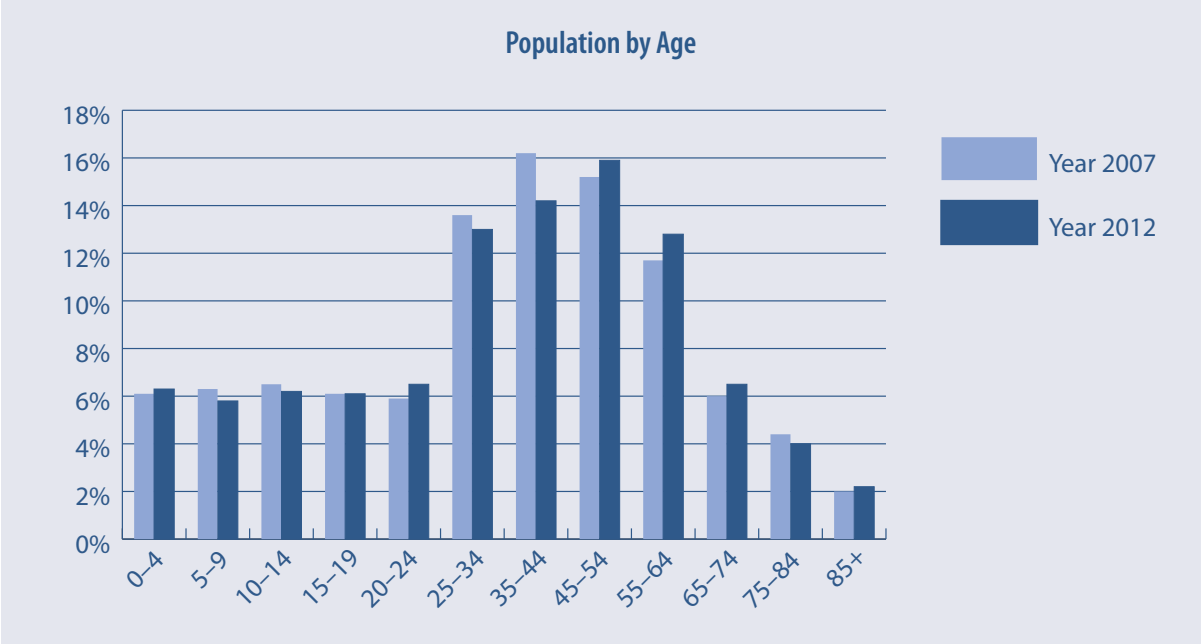


K-12 enrollments in San Mateo County are projected to decrease more than 2% per year from now until 2016.[15]

As the traditional college-bound population decreases in our County, the traditional retirement age groups will increase. Already, from 1990 to 2004 we have seen that the proportion of residents age 25 to 44 declined from 35.9% to 29.8% of the County's population while the proportion of 45 to 64-year-olds increased from 20.4% to 27.1%. The 20 to 24-year-old age range—a prime college-going cohort—decreased from 7.2% to 5.2%.[16] The number of students under age 19 and college bound actually will drop from 25.4% in 2007 to 24.2% in 2012.

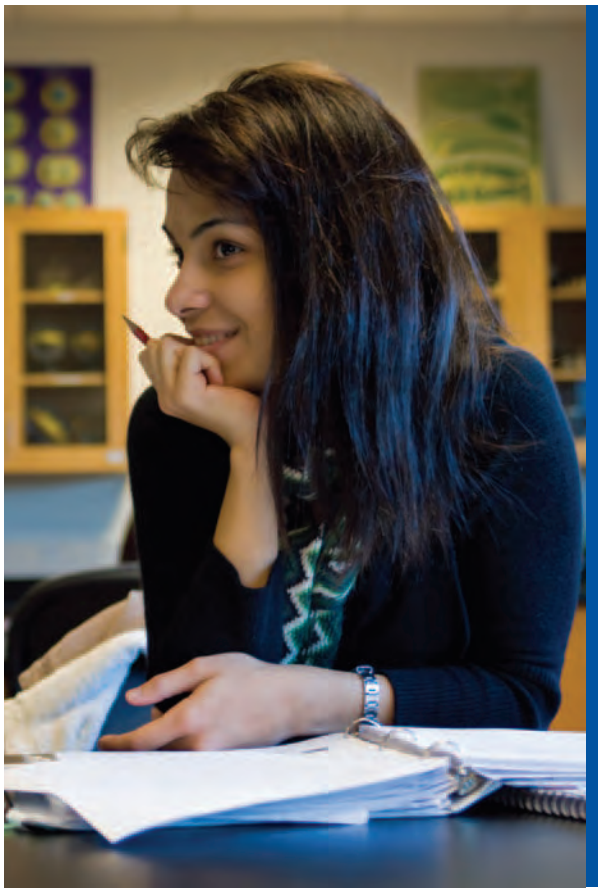
While the number of younger traditional college students decreases, the population age 55 and over will outpace the total population by more than 7 times. From 2007 to 2012, the 55+ population in the County will grow at an annual rate of 1.89%, while the total population grows by only .25%.[17] These data show that San Mateo County is experiencing a loss of young adults.[18]





The Association of Bay Area Governments also expects the Bay Area population to change in significant ways by 2035. For example, it predicts that the median age in the Bay Area will increase from 36.5 years in 2005 to 42.5 years by 2035.[19]

Countywide, 8% of the population age 16 to 64 reported a disability. Among people 55 and over, 17% reported a disability, according to the 2000 Census.[20] The District Colleges will need to continue to provide appropriate assistance to students with disabilities.



The Educational Environment

Importance of Higher Education and the Community Colleges

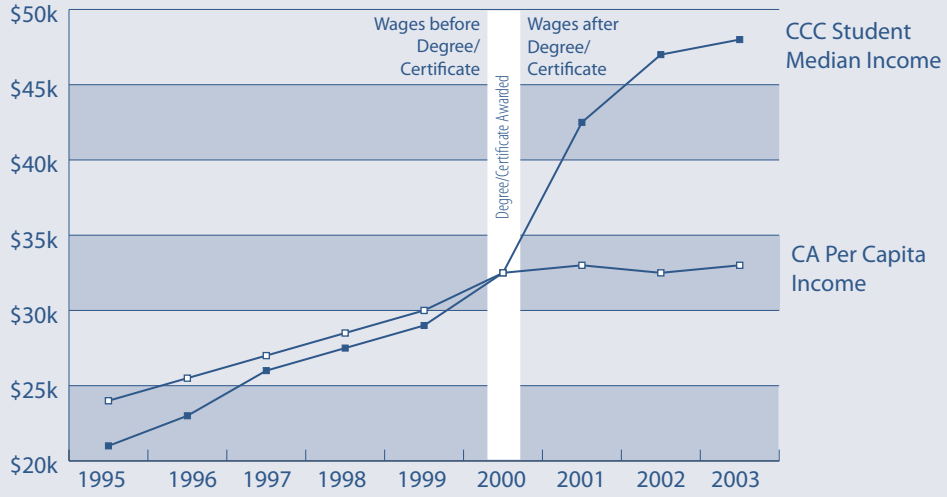
The economy favors those with a college degree. Data published by the Public Policy Institute of California compares inflation-adjusted earnings by education in 1969 to 2001. While a person with a high school diploma in 1969 could earn an annual salary of $25K, in 2001 the same level of education brought home only $20K. In contrast, a college degree in 1969 could allow one to earn an annual salary of $40K; a college degree in 2001 would boost the earnings to $45K.[21]

Having an associate degree or community college certificate has been shown to have a continuous impact on one's earning power over a lifetime. According to the California Community College System Office, people with community college degrees or certificates surpass California's per capita income by a wide margin.[22]

Similarly, having a college degree reduces one's likelihood of unemployment. U.S. Bureau of Labor Statistics data show, for example, that in 2006, a person with only a high school diploma was twice as likely to be unemployed as someone with a college degree.[23]

In addition, nearly 80% of all new jobs projected for 2012 in the United States will require an associate's degree or more. The predominant mode of training employees is "on the job training," suggesting that community colleges need to work closely with private employers to provide efficient training programs. According to the projections of Economic Modeling Specialists, Inc., by 2014, 73% of the jobs in the San Mateo/San Francisco Bay Area will require an associate's degree.

As the economy is increasingly globalized, many jobs can be moved offshore. However, other jobs cannot be moved abroad including firefighting, law enforcement, jobs in the hospitality industry, driving, aeromechanics, work in the dental and medical fields, counseling, and teaching.[24] Community colleges train many of these professionals whose jobs must stay in the United States.



Source: California Community College System Office

In fact, about 80% of firefighters, law enforcement officers, and Emergency Medical Technicians, as well as approximately 70% of the nurses in California received their education from California community colleges. In addition, about 25,000 apprentices are educated by community colleges at 160 apprenticeship programs comprised of 66 trades/crafts that are located on 35 community college campuses.[25]

According to data published by the Public Policy Institute of California in 2005, employment requiring a college degree in year 2020 is projected to far exceed the supply of college graduates. For example, although some thirty-nine percent of the jobs in 2020 will require a college degree, only 33% of Californians are projected to have earned one. There will be far fewer employment opportunities for people with only a high school diploma and even fewer for those who do not graduate from high school. Only 1 out of 10 jobs will not require a high school diploma, but almost one-fourth of the population (22%), those lacking high school diplomas, will be competing for them.[26]

Twenty-four percent of community college students nationwide are enrolled in California community colleges.[27] The demand for higher education in California is projected to grow by more than 700,000 students in California in this decade, and three-fourths of this growth will occur in the state's community colleges.[28]

First-generation community college students, who are more likely female, older than traditional college age, employed full time, and supporting dependents, are likely to attend college to improve job skills and obtain an associate degree. [29]

Student Preparedness for College

Data on achievement tests and diploma attainment point to the issue of under-preparation of recent high school students for college-level work. Nearly 40,000 first-time freshmen admitted to the California State Universities—60% of the cohort—require remedial education in English, mathematics, or both. The California State system has set a goal of reducing the proportion of first-time freshmen who need remedial help to 10% or less.[30]

A 2004 study estimated that 30% of California's youth between the ages of 18 and 24 did not have a high school diploma. Thus California ranks 45th among the 50 states in the proportion of 18- to 24-year-olds who have attained a high school diploma or equivalent.[31]

The dropout rates for the San Mateo County public high schools vary from year to year. Using the 2006–2007 "Adjusted Four-year Derived Dropout Rate" data published by the California Department of Education, the average dropout rate for all six public high school districts in San Mateo County was 14.4%, which was lower than the overall rate of the State of California (21.5%).

Fewer than 18,000 General Education Diplomas (GEDs) were awarded to Californian 18- to 24-year-olds in 2000. This means California places 49th of the 50 states in the percentage of GEDs earned by those with less than a high school education (18- to 24-year-olds only).[32]

There are differences in Academic Performance Index (API) in 2007 among the six public high school districts in the County. The highest API was from San Mateo Union High School District (772), followed by Cabrillo Unified (770), and Sequoia Union High School District (747). The Statewide API performance target for all schools was 800.[33]

API in San Mateo County Public High School Districts

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

Adjusted Grade 9–12 Four-year Adjusted Dropout Rate by High School Districts (2006–2007)

	Cabrillo	Jefferson	La Honda-P.	San Mateo	Sequoia	South SF	County	State
American Indian/ Alaskan Native	0.0%	0.0%		16.7%	20.0%	0.0%	10.6%	28.4%
Asian	0.0%	9.5%		0.7%	0.9%	1.1%	4.8%	9.7%
Pacific Islander		28.3%		5.5%	21.8%	10.7%	19.2%	25.1%
Filipino	0.0%	9.4%		6.1%	8.5%	3.0%	10.0%	10.7%
Hispanic or Latino	26.5%	16.3%	11.1%	10.4%	21.7%	10.5%	23.4%	27.4%
African American (not Hispanic)	0.0%	17.5%		13.4%	23.1%	15.6%	31.3%	36.2%
White	6.1%	8.9%	13.8%	4.1%	4.1%	6.2%	8.6%	13.5%
Multiple/No Response	11.1%			9.7%	2.7%	41.7%	12.6%	27.1%
Total/Avg	13.9%	11.8%	12.3%	5.1%	12.6%	6.9%	14.4%	21.5%

The 2007 high school Standardized Testing and Reporting (STAR) test results showed different performance levels at the County's six high school districts. All but San Mateo Union were below 50% in terms of advanced and proficient levels for English-Language Arts. On the other hand, all districts except South San Francisco Unified were above 50% in combined advanced and proficient levels for Summative Math.[34]

The 2007 Early Assessment Program (EAP) test results also varied from district to district with the majority of students across the six high school districts ready for neither college-level English nor college-level Math.[35]

STAR Test Results among San Mateo County Public High School Districts

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

Early Assessment Program Results among San Mateo County Public High Schools

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

There are ethnic differences in relation to high school accomplishments. A study by the California Postsecondary Education Commission (CPEC) noted that non-Asian minority students were behind in attempting college-prep courses for math and science as well as AP courses. CPEC analyzed California high school students' readiness for college and found that non-Asian students were also less successful in A-G courses, on the SAT, and in Algebra I. The data illustrate this divergence: 57% of Asian students took the SAT in 2004-05 while 20% of Hispanic students did; 59.7% of Asian students completed A-G in 2005-06, while only 25% of Latino students did; 57% of the Asian students enrolled in college-prep math courses while only 22.5% of Hispanic students did.[36]

According to the California Department of Education, in 2006-07 nearly 16% of public school students in San Mateo County were classified as English Learners, students whose primary home language is not English and who lack the necessary level of listening comprehension, speaking, reading and writing to succeed in the K-12 curriculum. Of those English Learners, the majority (75%) spoke Spanish. Also according to the 2006-07 data, the proportion of English Learners in the six public high school districts varied. Examining two additional discrete years (2000-01 and 2003-04) shows that the number of English Learners in County public high schools seems to be decreasing both in percentages and in raw counts.[37]

Proportions of English Learners in San Mateo County Public High Schools

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

In our County's public high schools, 5,918 students were enrolled in Regional Occupation Programs in 2006-07. They were distributed as follows: Service: 1,296; Tech: 1,006; Trade: 2,230; Health: 2,181; and Business: 2,849. AB 2448 requires high schools to reduce the adult student population in ROP classes to 10%. Therefore, an estimated 1,000 to 1,500 adult ROP students will need to take classes from other educational institutions, mostly likely the three Colleges.

As an important part of overall education, Career Technical Education (CTE) classes in the County's public high schools are decreasing as compared to art classes (report summaries available in the 12th annual report card prepared by Sustainable San Mateo County).[38] This suggests that while in high school, students aren't preparing themselves for careers or learning about the fields they'd like to enter.

Fine Arts and Career Technical Education

Data source: California Deparment of Education

District Enrollment History and Projections

The table that follows contains the three Colleges' fall 2007 student headcount by the city areas (cities or surrounding areas of cities) in San Mateo County.

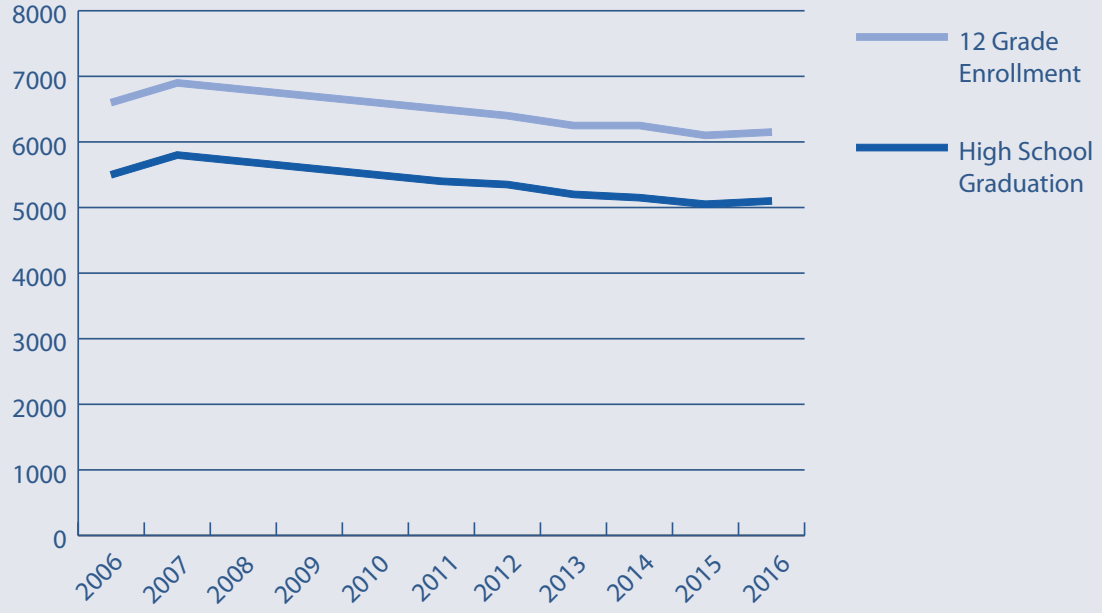
SMCCCD Colleges Enrollment (Student Headcounts) by City and City Areas (Fall 2007)

	Cañada		CSM		Skyline	
	Headcnt	Col %	Headcnt	Col %	Headcnt	Col %
Atherton (Menlo Park)	34	0.6%	13	0.1%	3	0.0%
Belmont	235	4.2%	618	6.8%	51	0.8%
Brisbane	6	0.1%	31	0.3%	38	0.6%
Daly City	84	1.5%	489	5.3%	1,923	30.4%
Foster City	149	2.7%	791	8.6%	74	1.2%
Half Moon Bay (El Granada)	25	0.4%	87	1.0%	21	0.3%
Half Moon Bay (La Honda)	24	0.4%	16	0.2%	4	0.1%
Half Moon Bay (Montara)	10	0.2%	46	0.5%	22	0.3%
Half Moon Bay (Moss Beach)	18	0.3%	55	0.6%	24	0.4%
Half Moon Bay (Pescadero)	11	0.2%	17	0.2%	5	0.1%
Half Moon Bay (Princeton)	141	2.5%	322	3.5%	39	0.6%
Half Moon Bay (San Gregorio)	1	0.0%	2	0.0%		
Hillsborough (Burlingame)	122	2.2%	654	7.1%	145	2.3%
Menlo Park	400	7.2%	130	1.4%	13	0.2%
Millbrae	61	1.1%	431	4.7%	224	3.5%
Pacifica	66	1.2%	292	3.2%	1,077	17.0%
Palo Alto (East Palo Alto)	513	9.2%	134	1.5%	20	0.3%
Portola Valley (Menlo Park)	62	1.1%	12	0.1%	3	0.0%
Redwood City	1,037	18.6%	360	3.9%	36	0.6%
Redwood City (Woodside)	1,498	26.8%	491	5.4%	51	0.8%
San Bruno	86	1.5%	465	5.1%	946	14.9%
San Carlos	392	7.0%	368	4.0%	34	0.5%
San Mateo	509	9.1%	2,812	30.7%	215	3.4%
South San Francisco	99	1.8%	512	5.6%	1,360	21.5%
Total	**5,583**	**100.0%**	**9,148**	**100.0%**	**6,328**	**100.0%**

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

The number of high school seniors in the County will start declining in five years, which directly impacts SMCCCD's enrollment, transfer, FTES, and other areas. The California Department of Finance estimates that 8 out of 10 current twelfth graders in San Mateo County will graduate from high school. Combining the projected county public high school enrollments and graduation, a downward trend appears for the public high schools' enrollments and graduation.[39]

Projected San Mateo County Public High School Senior Enrollment and Graduation (2008–2016)



In 2006-2007, the SMCCCD high school take rate (County public high school graduates enrolling in our Colleges immediately after graduation) was 25.7%, the lowest of the past three academic years.[40]

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

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

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

The County's high school graduates' college-going rates to CSU (13.7% in 2005), UC (11.6% in 2005) and community colleges (34.7%) are likely to remain relatively stable.[41]

An overall measure of involvement in college is the Population Participation Rate (PPR). Our District's PPR is relatively low compared to all California community colleges (All CCCs). In fall 2007, only 40 of every 1000 adults in our service area came to our Colleges as compared to an average of 67 for all California community colleges.[42] Every year, about 45,000 students are enrolled at SMCCCD. An additional 20%, which could be accommodated reasonably by our facilities, would increase the District's headcounts to approximately 54,000 students and raise the PPR to about 50 per 1,000 adults.

District and Statewide Population Participation Rates

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

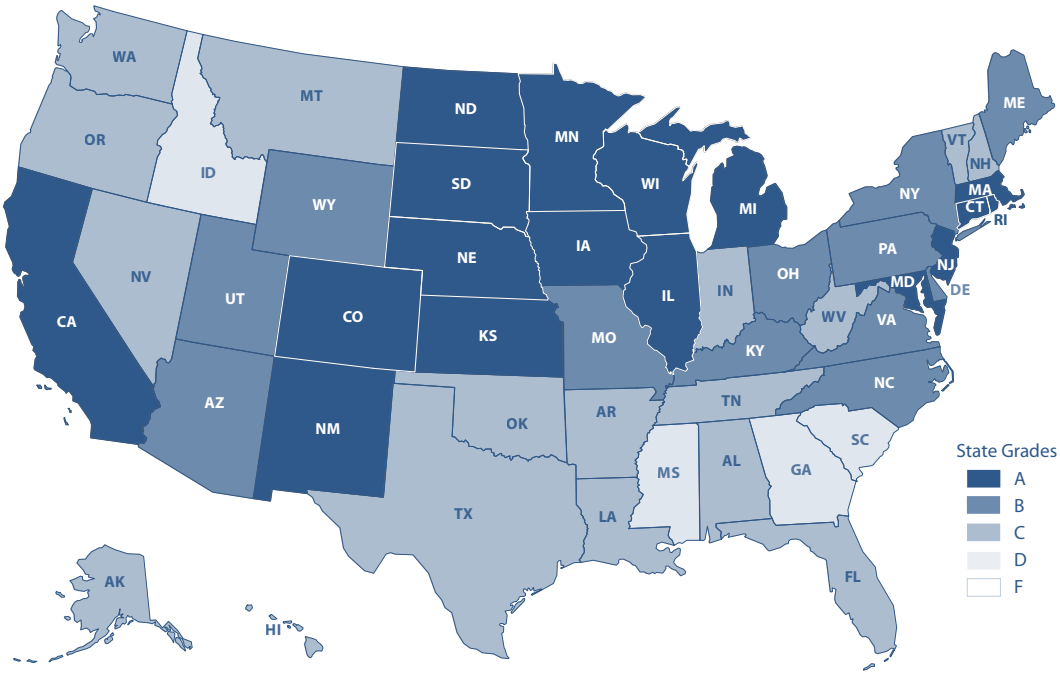
Some of the difference in PPR can be explained by the higher education level of the service area residents. About 37% of the Bay Area's adult residents have at least a bachelor's degree, compared to 24% nationwide, and one in six has a graduate or professional degree.[43]

Data from 2004 show that the education level of the adult population of San Mateo County has been on an upward trajectory since 1990. By 2004, there was a smaller proportion of County residents at the lowest levels of education and more residents at the highest levels. The proportion of adults with bachelor's degrees or higher in 2004 was 43.3% compared to 31.3% in 1990. In addition, both of these educational attainment rates are significantly higher than corresponding California and national statistics.[44]

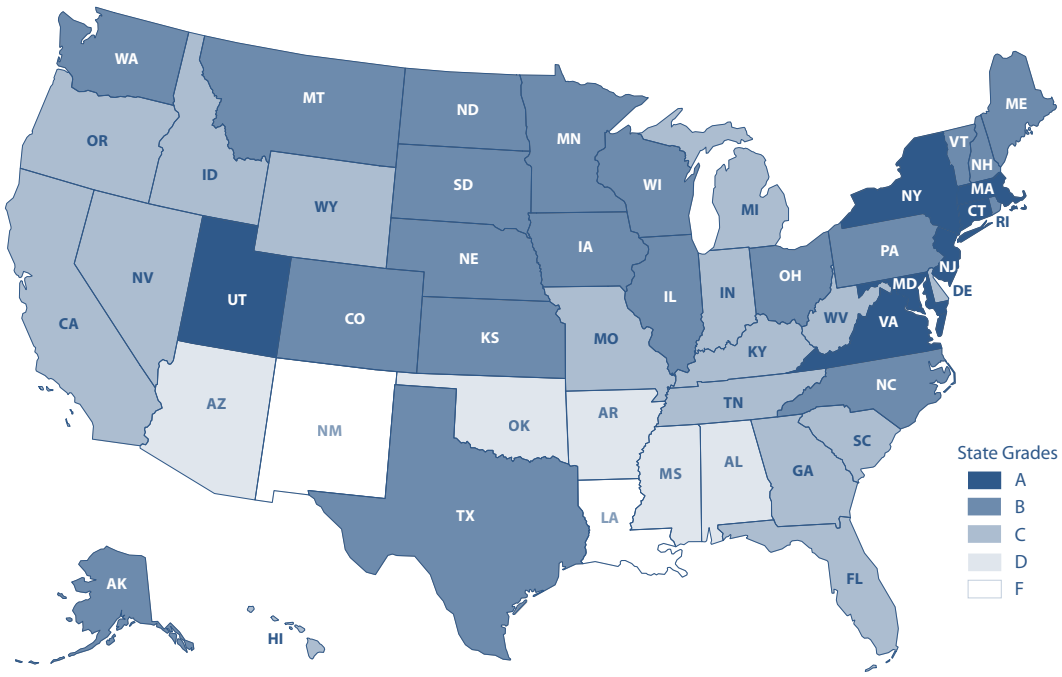
On the other hand, however, in some pockets of the County, a disproportionate number of residents have only a high school education. Recent census estimates show that adults in parts of Daly City, South San Francisco, East Palo Alto, Redwood City and elsewhere are less likely to have earned bachelor or professional degrees than adults throughout San Mateo County.

Despite the importance of college degree attainment for people's livelihood, since the early 1990s the United States has made little progress in enrolling young adults and working-age people in college. Improvements were seen in only eight states. California received an "A" for "Participation" in the study "Measure Up 2006 – The National Report Card", conducted by the National Center for Public Policy and Higher Education, but a "C" in "Preparation."[46] The study noted that the improved academic preparation of young adults has not resulted in gains in areas such as the percentage of young adults graduating from high school in four years. And, discouragingly, "the nation continues to experience disparities in educational performance by race/ethnicity and family income," the study authors remarked. Baccalaureate degree attainment rates for Latino and African-American young adults—the fastest-growing population groups in our Country—are less than half of those for whites and Asians.[47]

Participation Scorecard



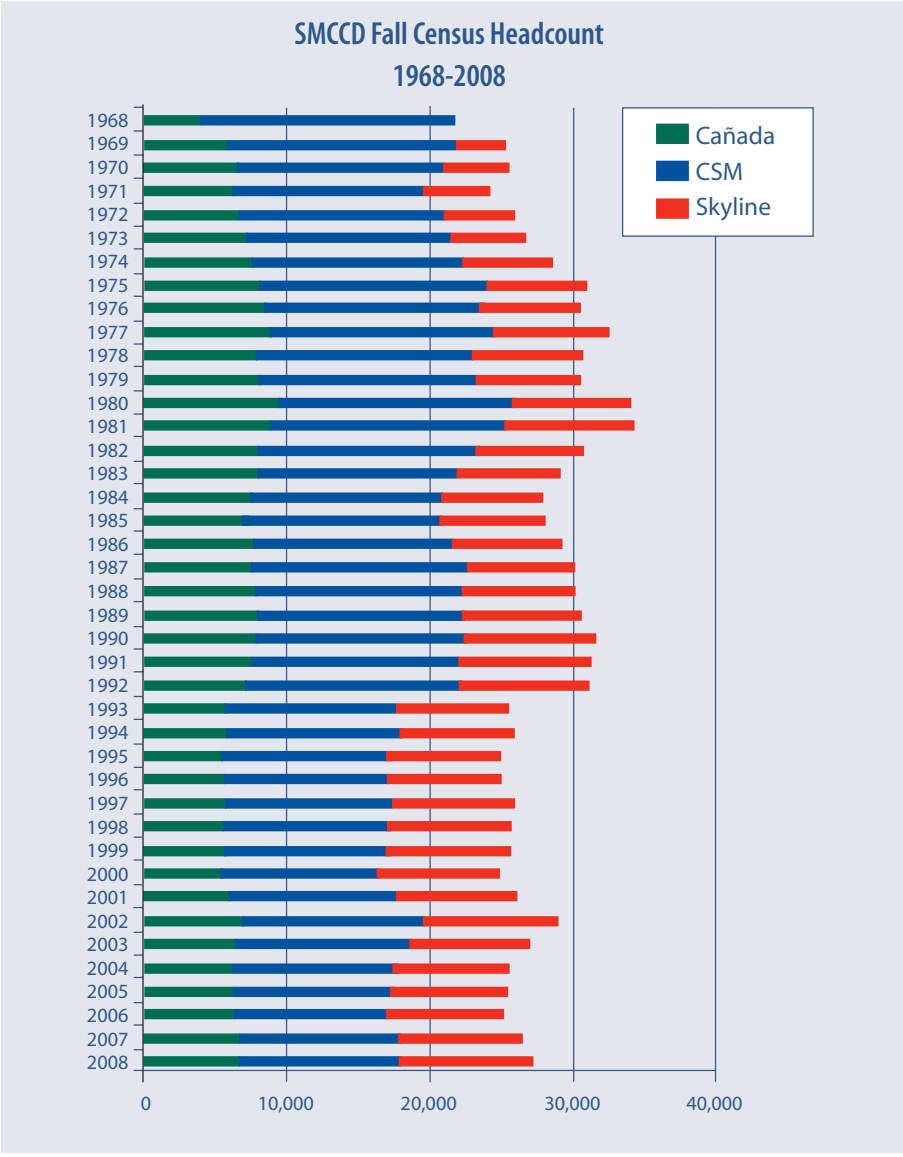
Preparation Scorecard



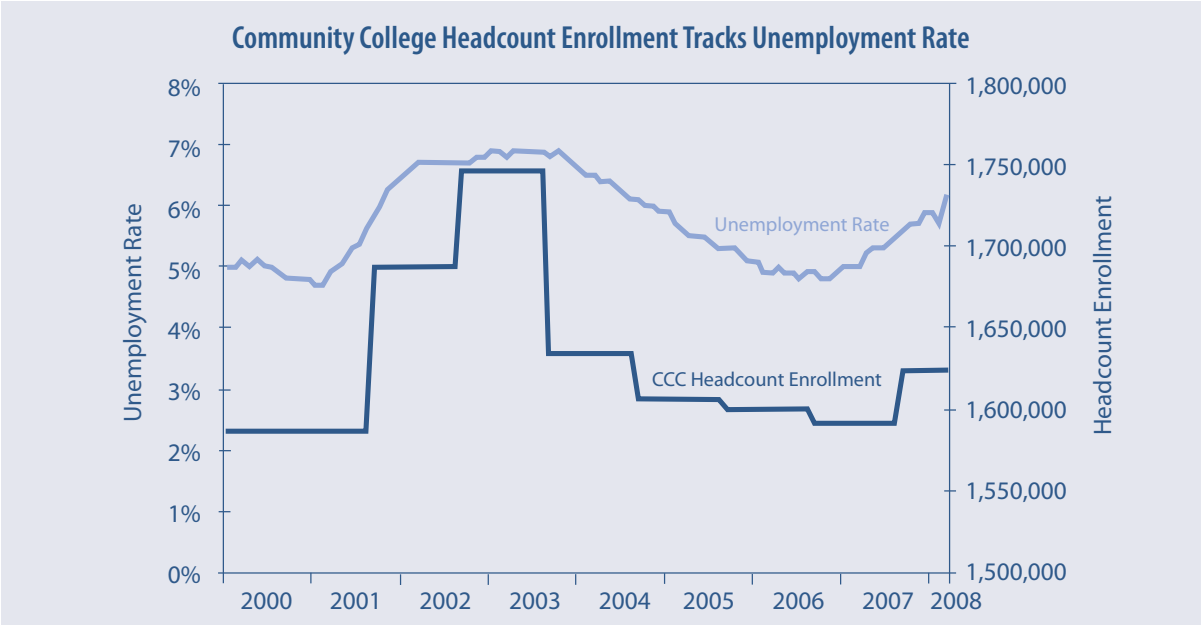
On a positive note, a national study published by the American Council on Education (ACE) shows that associate degrees granted to minority students increased a dramatic 90.6% from 1993 to 2003 compared to an increase of 28.8% for all students receiving associate degrees. African American and Hispanic students showed the most impressive gains: 80.2% and 118.7% respectively.[48]

Looking at SMCCCD enrollment as a whole, headcounts in fall semesters peaked in 1981. The headcount in 2006 was among the lowest and was similar to that of 1969, almost four decades ago, when the County population was 556,000[49] or 70% the size of the County population today.[50] 1969 was also the first year all three Colleges were in operation.

Several factors may account for the major changes in the chart below. These could include the 1978-1981 Proposition 13 reductions and recovery of property taxes; the 1981 to 1982 state-mandated course reclassification reductions resulting in a budget reduction of $825,000, probably equivalent to over $3 million today; the 1992 to 1993 student fee increase to $10 per unit and implementation of the differential fee for bachelor's degree holders, which resulted in the loss of 5,000 students. Although the fee was eliminated in spring 1996, most of the students did not return.



Overall, however, community college enrollments correlate to the ebb and flow of the economy. Data from the System Office, for example, shows that the increase in overall headcounts in California community colleges from mid 2001 to late 2003 follows the rise of the unemployment rate. The pattern seems to be repeating itself, starting in mid 2007.

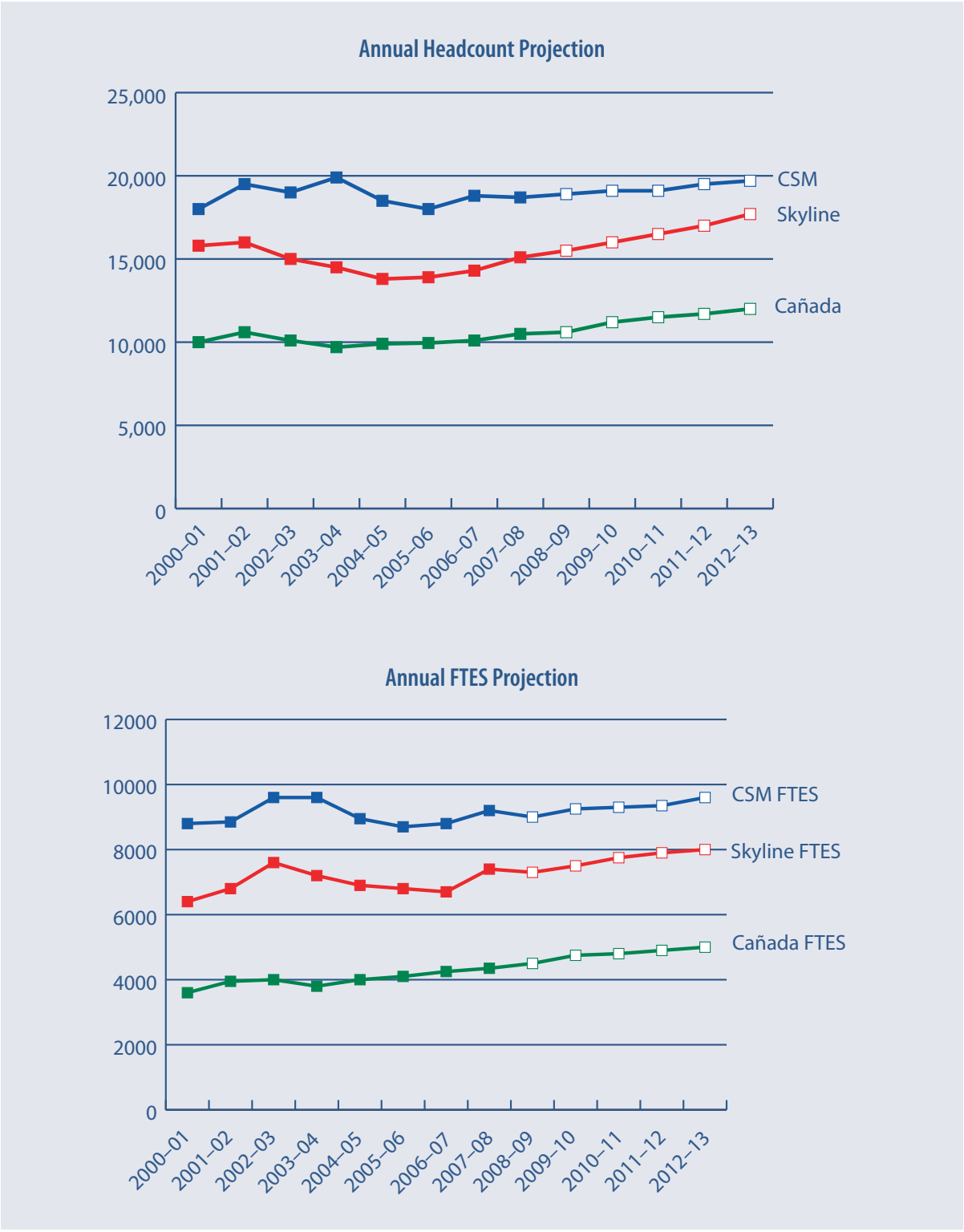


Source: California System Office

Given the current state of our economy, therefore, projections for both annual headcounts and FTES (Full-time Equivalent Students) are showing moderate growth.[51]

	Cañada		CSM		Skyline		SMCCCD	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
2000-01	9,782	3,546	18,050	8,680	16,016	6,522	43,848	18,748
2001-02	10,595	3,948	19,467	8,783	16,261	6,908	46,323	19,639
2002-03	10,046	4,095	19,033	9,562	15,189	7,596	44,268	21,253
2003-04	9,530	3,753	19,817	9,597	14,550	7,128	43,897	20,478
2004-05	9,734	4,061	18,487	8,941	13,740	6,970	41,961	19,972
2005-06	9,674	4,195	18,074	8,669	13,966	6,887	41,714	19,751
2006-07	10,098	4,255	18,670	8,791	14,339	6,801	43,107	19,847
2007-08	10,458	4,452	18,622	9,085	15,211	7,329	44,291	20,866
2008-09	10,640	4,549	18,714	9,010	15,511	7,245	44,864	20,804
2009-10	11,032	4,678	18,988	9,218	16,133	7,466	46,153	21,361
2010-11	11,303	4,825	19,009	9,328	16,719	7,687	47,031	21,839
2011-12	11,590	4,937	19,192	9,394	17,180	7,756	47,962	22,087
2012-13	11,922	5,075	19,340	9,553	17,784	7,977	49,045	22,605

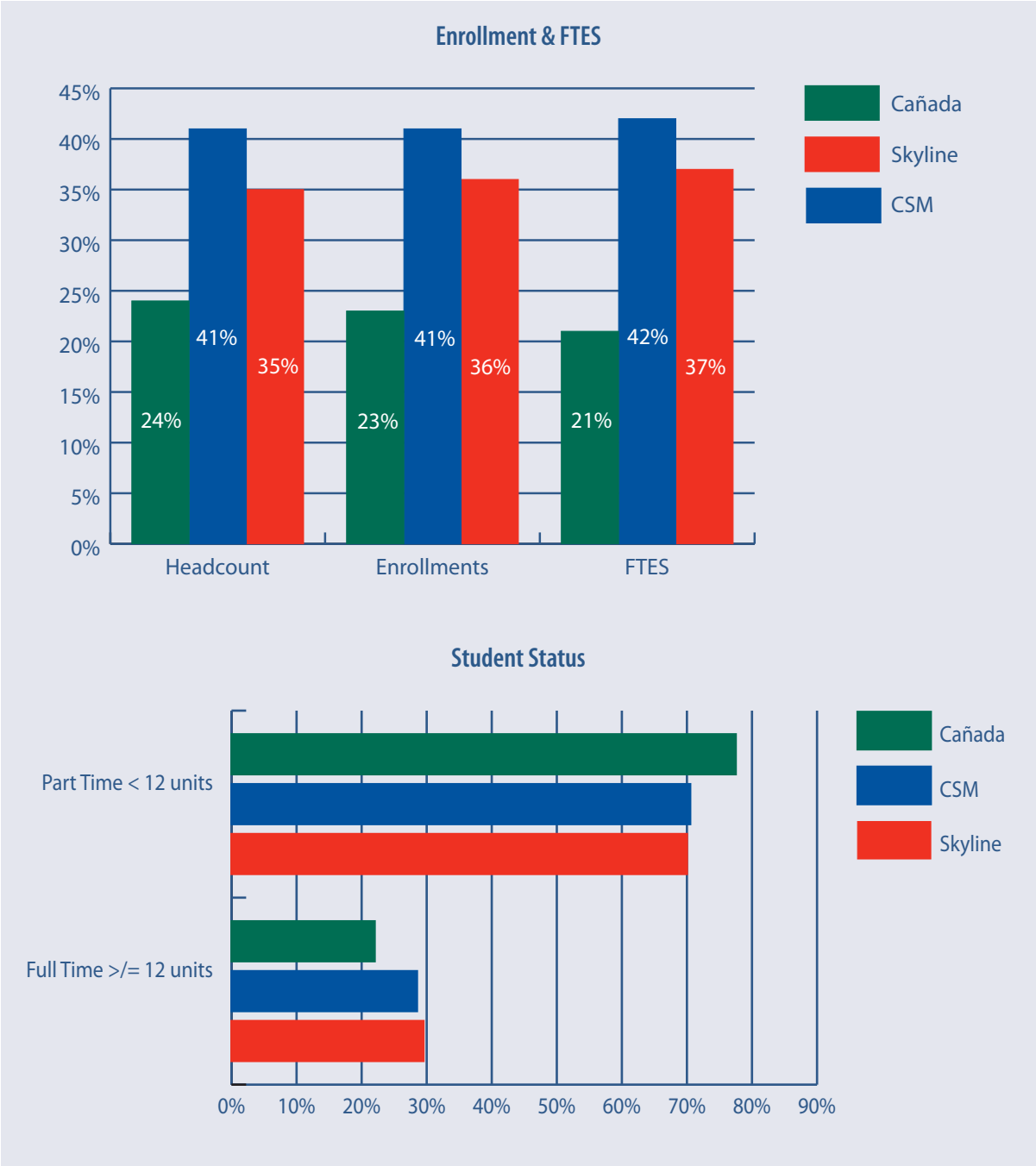
Note: projected numbers start with the 2008-09 academic year.



Note: (1) Linear regression modeling via trend array, as it was used for the projections, represents a forward moving trend without consideration of various intervention factors such as additional marketing, changes in the economy, and/or opening/cancelling classes; (2) The "bump-in-the-road" budget cut in 2002-03 created a statistical anomaly (outlier), therefore, an imputed mean by college was used for each of the three Colleges for that year. However, projections for 2008-09 to 2012-13 are based on years after 2002-03.

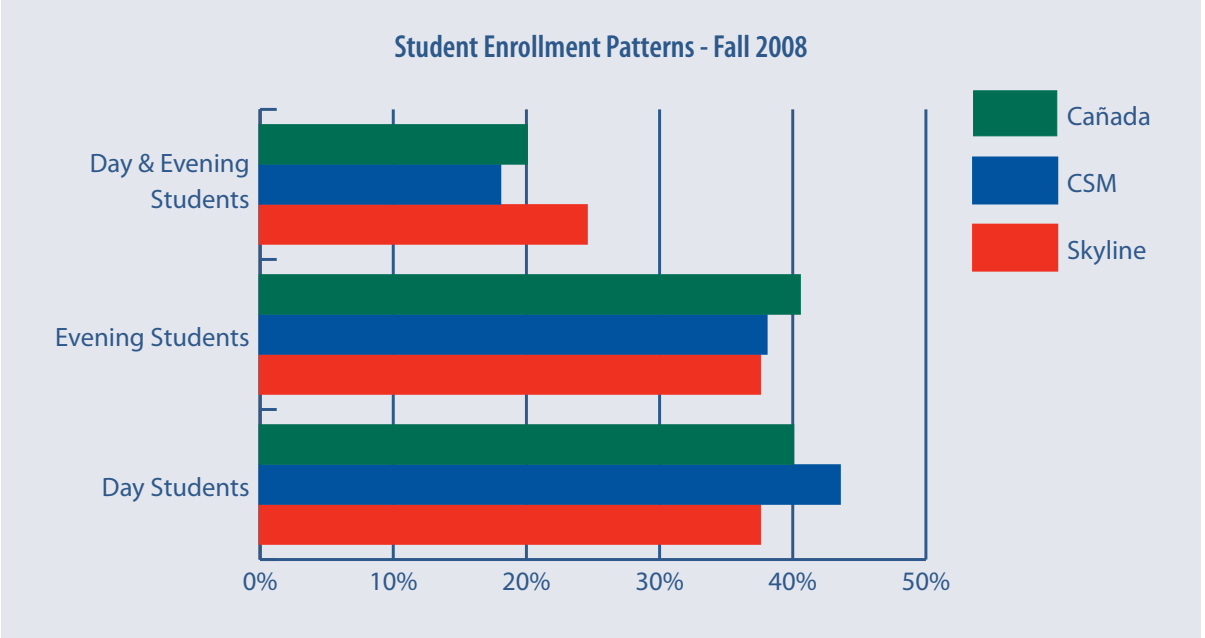
In fall 2008, the distribution of students by College was Cañada (24%), CSM (41%), and Skyline (35%). FTES distribution is slightly different among the three: Cañada 21%, CSM 42% and Skyline 37%.[52]

Fall 2008 census data show noticeable differences in the ratio of full-time students (enrolled in 11.5 or more units) to part-time students (enrolled in fewer than 11.5 units) among the three Colleges. A little over 20% of Cañada's enrollments were full-time. CSM and Skyline had the same proportion of full-time students (29%).[53]



Fall 2008 census data show noticeable differences in student enrollment patterns among the three Colleges as well. The ratio of day and evening students shows that Cañada had slightly more evening students; CSM had disproportionally more day students; Skyline had similar numbers of day and evening students.[54]

However, none of the three Colleges have a majority of day, evening, or day and evening students. In fall 2008, Districtwide, 41% were day students, 38% were evening students, and 21% were day and evening students.[55]

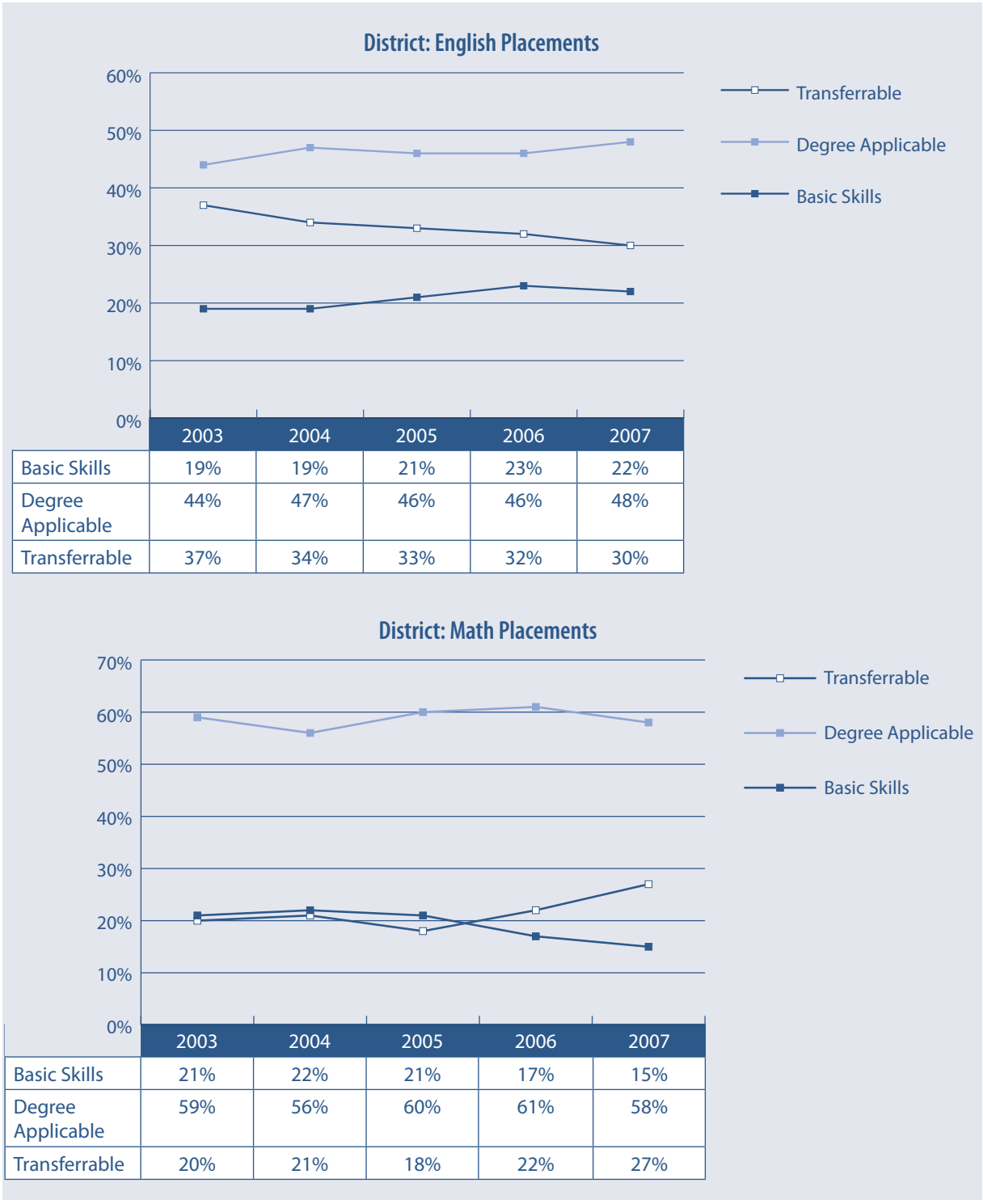


A study conducted by the CSM research office showed that approximately 5% of the students in the District cross-enroll in two or even all three of the Colleges in a given semester.

	SMCCCD Total Enrollment (Unduplicated Headcount)	Students Cross-Enrolling (Unduplicated Headcount)
Fall 2004	25,708 (100%)	1,339 (5.2%)
Fall 2005	26,180 (100%)	1,333 (5.1%)

High School Graduates English and Math Placement

Analysis of five years of incoming high school graduate placement scores shows that only 30% of incoming high school graduates place into transfer-level English courses, and only 27% place into transfer-level math. On the contrary, the majority of the high school graduates place into degree applicable courses that do not transfer to CSU or UC. The courses taught in degree applicable English courses require high school junior level learning, and the courses taught in degree applicable math courses start with elementary or intermediate algebra.



	2003	2004	2005	2006	2007
Basic Skills	19%	19%	21%	23%	22%
Degree Applicable	44%	47%	46%	46%	48%
Transferrable	37%	34%	33%	32%	30%

	2003	2004	2005	2006	2007
Basic Skills	21%	22%	21%	17%	15%
Degree Applicable	59%	56%	60%	61%	58%
Transferrable	20%	21%	18%	22%	27%

Course and Program Offerings

The three Colleges have thirty-eight academic or course department headings in common. As the headings suggest, most of the departments offer the core curriculum necessary for each College to provide a general education as specified in the District's mission statement, e.g. English, Mathematics, Biology, Chemistry, Political Science, Economics, Philosophy, History, Business, Art, Music, Spanish, Physical Education, etc. In addition, some departments provide specialized assistance to help students succeed, e.g. Writing, Reading, ESL, Career Development, and Tutoring; and some departments are sub-disciplines within broader designators, e.g. Team, Fitness, Adaptive, Varsity, Individual, which are all subsets of Physical Education. Given the different purposes served by these core departments—most serve the general education function and very few have large numbers of declared majors—enrollment comparisons are best considered in the context of the larger unit of the "division," where enrollment balance is maintained.

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

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

2006-07 FTES by Course Types*				
District	**College**	**Transfer Ratio**	**CTE Ratio**	**BS Ratio**
Contra Costa CCD	Los Medanos	55%	38%	7%
Peralta CCD	Merritt	59%	37%	4%
Contra Costa CCD	Contra Costa	58%	33%	9%
Peralta CCD	Laney	62%	29%	9%
Foothill-De Anza CCD	Foothill	68%	28%	3%
Foothill-De Anza CCD	De Anza	66%	28%	6%
West Valley CCD	Mission	62%	27%	11%
San Francisco CCD	San Francisco	67%	27%	6%
San Francisco CCD	San Francisco Ctrs	0%	26%	74%
San Mateo CCD	College of San Mateo	71%	25%	4%
Peralta CCD	Alameda	70%	24%	6%
Ohlone CCD	Ohlone	69%	24%	7%
San Mateo CCD	Skyline	70%	23%	6%
Peralta CCD	Berkeley City	72%	23%	4%
San Jose CCD	San Jose City	64%	22%	14%
San Jose CCD	Evergreen Valley	67%	22%	10%
Chabot-Las Positas CCD	Chabot Hayward	68%	22%	10%
West Valley CCD	West Valley	76%	21%	3%
San Mateo CCD	Cañada	63%	20%	16%
Chabot-Las Positas CCD	Las Positas	73%	19%	8%
Contra Costa CCD	Diablo Valley	78%	19%	3%

**Excluding credit courses since many of them overlap with transfer courses.*

Source: System Office Data Mart, Retrived, March 2008 (VC-ESP)

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

Transfer Enrollments

Since fall 2004, transfer education enrollment (headcounts) in SMCCCD has steadily increased.

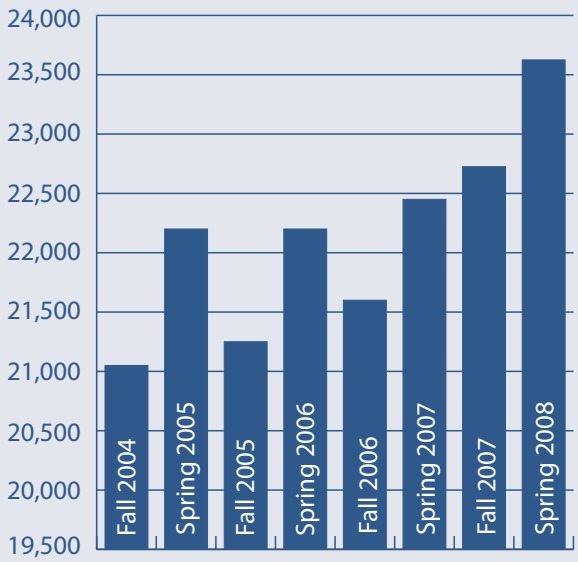
	Cañada	CSM	Skyline	SMCCCD
Fall 2004	4,749	9,085	7,260	21,094
Spring 2005	5,010	9,448	7,725	22,183
Fall 2005	4,925	9,122	7,234	21,281
Spring 2006	5,010	9,585	7,584	22,179
Fall 2006	5,000	9,207	7,416	21,623
Spring 2007	5,240	9,357	7,881	22,478
Fall 2007	5,292	9,475	7,958	22,725
Spring 2008	5,427	9,786	8,468	23,681

Career Technical Education Enrollments

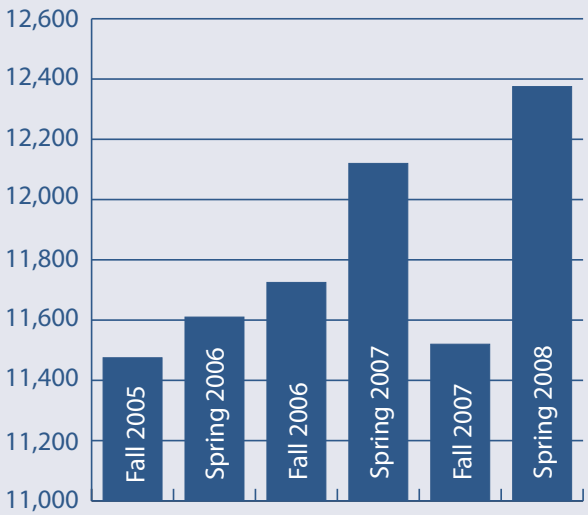
After lingering at around 11,000 headcounts since fall 2005, recently the career technical education (CTE) enrollment (headcounts) in SMCCCD has been increasing.[56]

	Cañada	CSM	Skyline	SMCCCD
Fall 2005	2,616	4,931	3,939	11,486
Spring 2006	2,708	4,912	3,999	11,619
Fall 2006	2,514	5,202	4,024	11,740
Spring 2007	2,585	5,484	4,053	12,122
Fall 2007	2,566	4,839	4,123	11,528
Spring 2008	2,669	5,400	4,295	12,364

SMCCCD Transfer Course Headcounts Fall 2004–Spring 2008



SMCCCD Career Technical Education Headcounts Fall 2005–Spring 2008



Basic Skills Enrollments

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

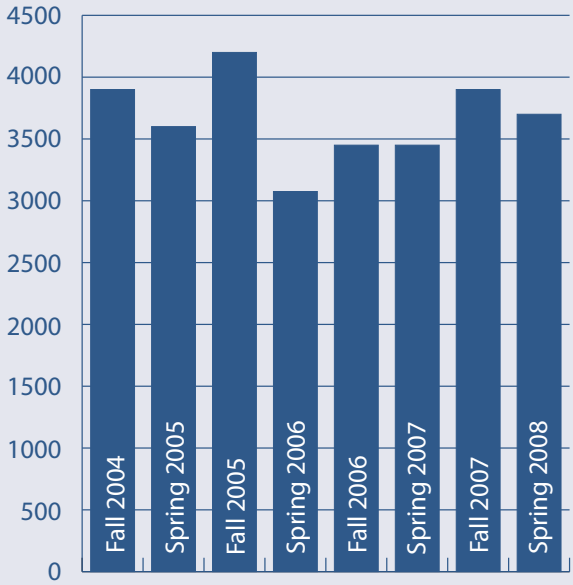
	Cañada	CSM	Skyline	SMCCCD
Fall 2004	1,844	860	1,223	3,927
Spring 2005	1,731	913	999	3,643
Fall 2005	2,232	1,047	903	4,182
Spring 2006	1,405	909	780	3,094
Fall 2006	1,548	910	1,021	3,479
Spring 2007	1,455	883	1,139	3,477
Fall 2007	1,640	965	1,305	3,910
Spring 2008	1,466	1,101	1,170	3,737

ESL Enrollments

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

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

SMCCCD Basic Skills Course Headcounts
Fall 2004–Spring 2008

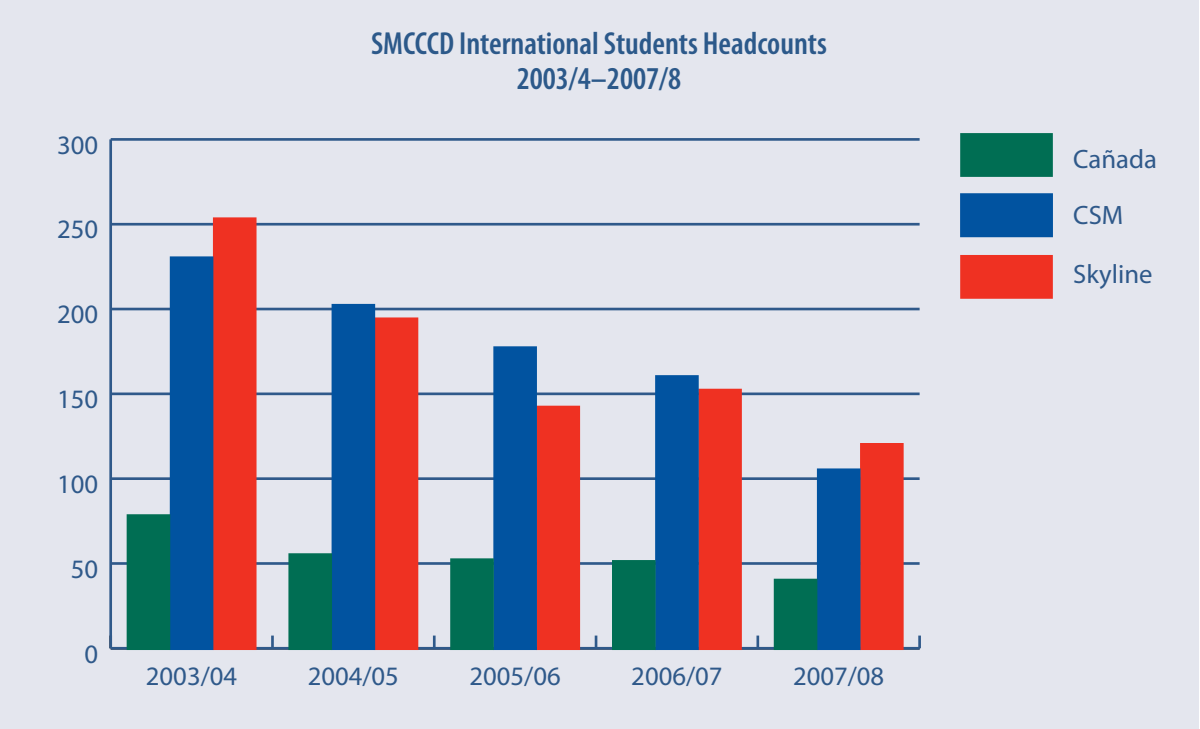


SMCCCD ESL Headcount
Fall 2003–Fall 2007

International Enrollments

The headcount of international students in our District has been on a steady decline from a total of 568 in 2003-04 to 272 in 2007-08. (The counts may include students who initially applied at a college outside the District.)[57]

	Cañada	CSM	Skyline	SMCCCD
2003/04	78	233	257	568
2004/05	60	205	196	461
2005/06	58	177	146	381
2006/07	55	166	155	376
2007/08	39	108	125	272



Selection: Citizenship = F1/M1 (M IS SB06 = 5)

Financial Aid

Pell grants comprise most of the financial aid awarded at our Colleges. Supplemental Educational Opportunity grants are the second most popular awards. Excluding Board of Governors' waivers and loans, on average the Colleges disburse $6.5 million in student financial aid in the form of scholarships and grants.

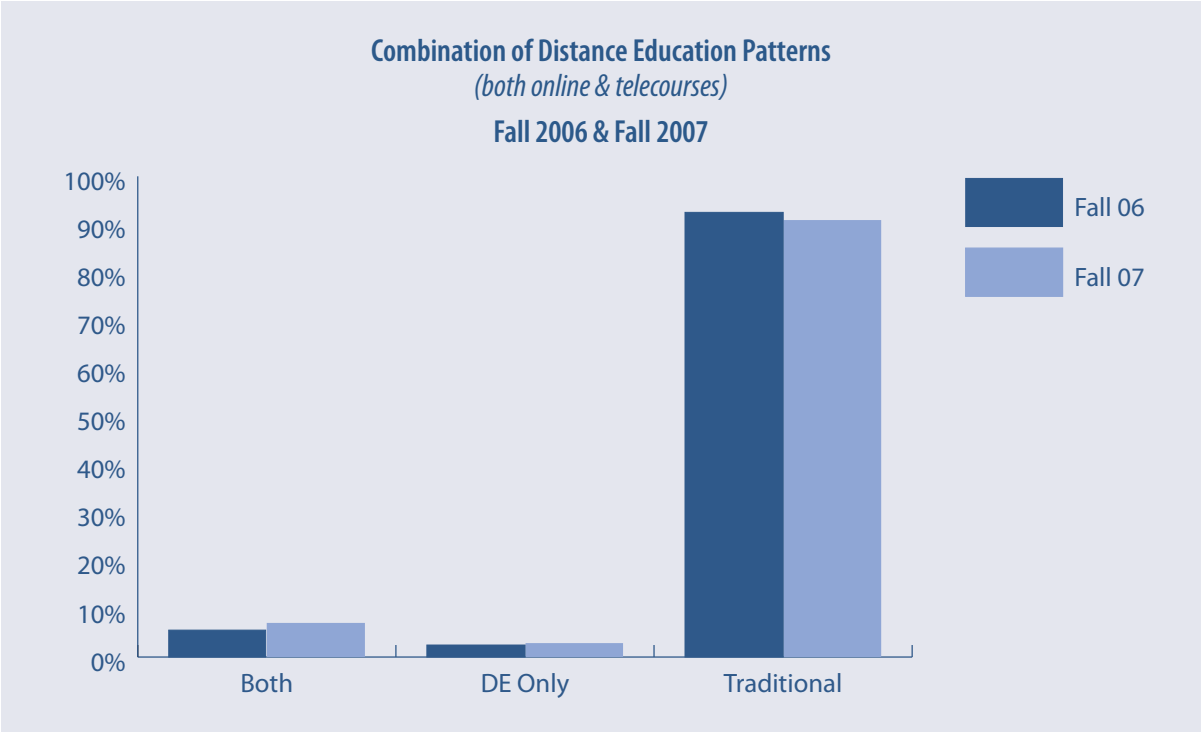
SMCCCD Annual Financial Aid Awards Distribution

	2004-05	2005-06	2006-07	2007-08	2008-09
Academic Competitive Grants			0.1%	0.8%	0.2%
BOG Waivers	32.6%	33.5%	31.8%	34.0%	41.3%
CalGrants	5.8%	5.6%	5.9%	4.8%	
CalWorks	0.2%	0.3%	0.2%	0.2%	0.2%
CARE	0.5%	0.8%	0.3%	0.5%	
Chafee Grants	0.1%	0.1%	0.3%	0.3%	
EOPS	8.2%	10.6%	7.9%	7.6%	
Fed Wrk Study	2.2%	2.0%	2.2%	1.7%	1.2%
MESA		0.0%		0.0%	
Parent Plus Loan	0.1%	0.1%	0.0%	0.1%	
PELL	30.2%	28.3%	31.9%	30.1%	33.3%
SEOG	15.1%	14.3%	15.2%	14.9%	23.5%
Stafford Loan	2.0%	1.5%	1.3%	1.6%	
TRIO	1.4%	1.3%	1.2%	0.6%	
	100.0%	100.0%	100.0%	100.0%	100.0%

Distance Education

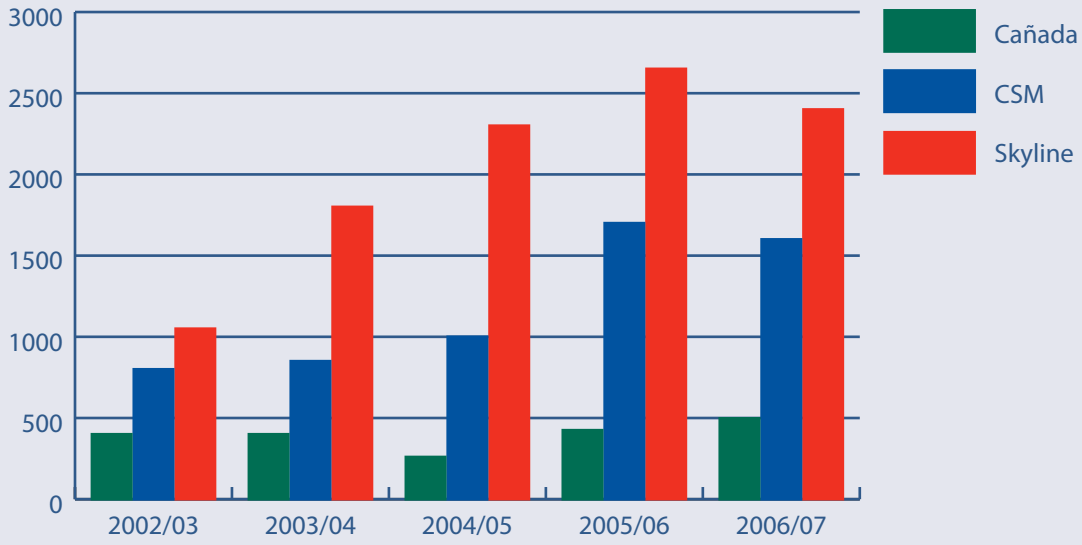
In fall 2006, 92.7% of our students attended traditional (site-based) classes, 2.3% took only distance education courses, and 5.6% took both distance education and traditional classes. In fall 2007, the percentage of students taking only traditional classes had decreased to 90.9%, while the percentage of students taking both traditional and distance education courses had increased to 7.1%. The percentage of those who took only distance education courses had also increased, to 2.9%.[58]

The current level of distance education offerings and enrollments at SMCCCD are below the state average. In the 2005-06 academic year, the headcount percentage of distance education students was 10.7% of total headcount as compared to 11.8% statewide and the percentage of enrollments, a more meaningful measure of distance education, was 4.4% of total enrollments as compared to 5.6% statewide.[59]

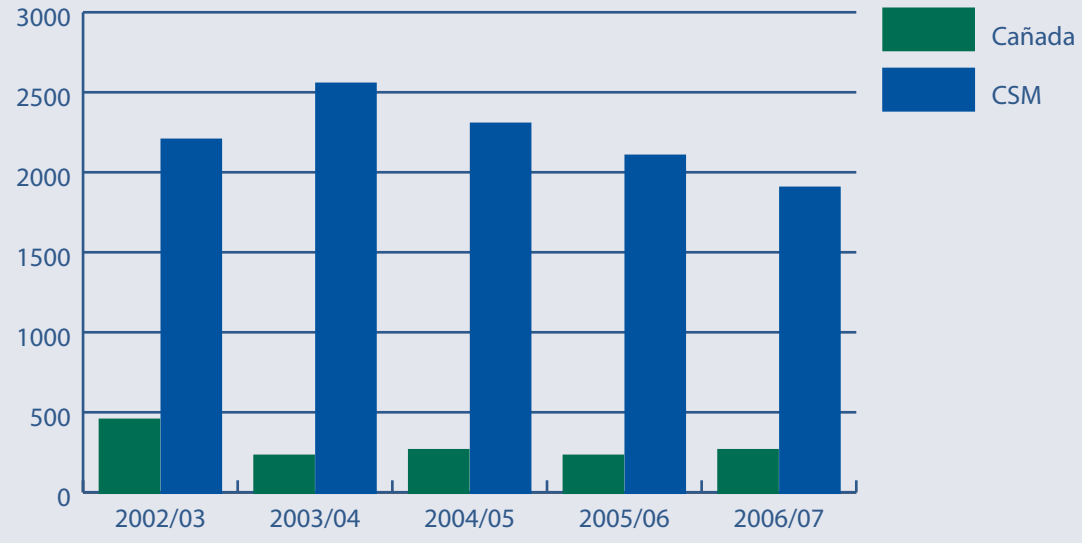


Online course enrollments in the three Colleges have trended upward over the past six years. However, the enrollments in telecourses have declined since 2003–04.

SMCCCD Online Course Enrollments
2002–2007



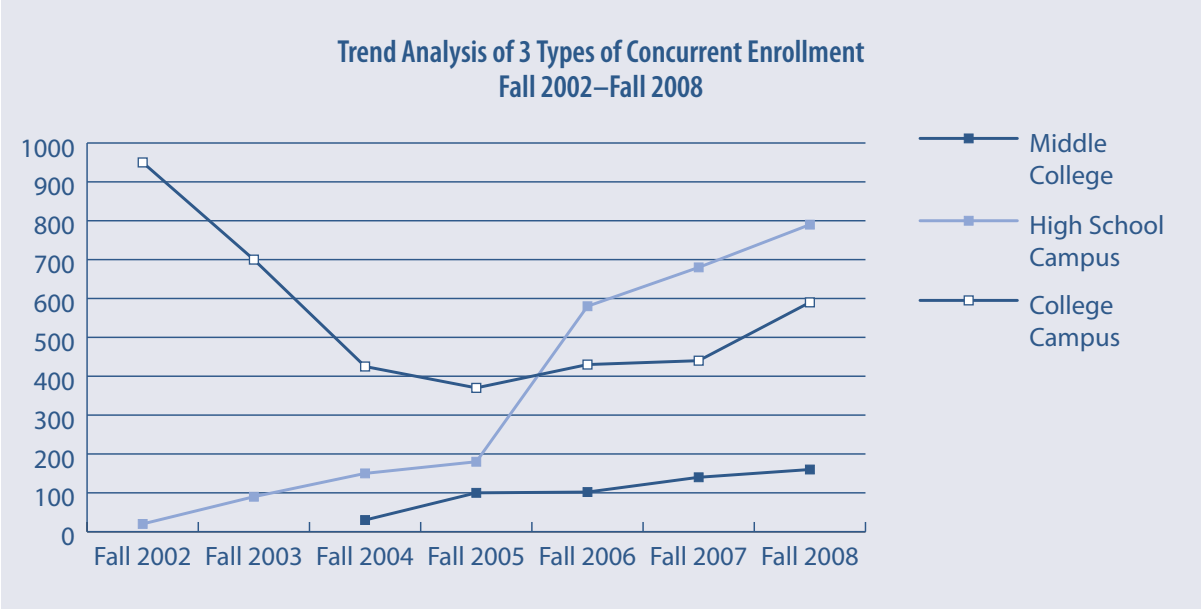
SMCCCD Telecourse Enrollments
2002–2007



Concurrent Enrollment

Concurrent enrollment describes high school student enrollment in community college courses, whether the course is offered at a college or at the student's high school. The concurrent enrollment efforts at SMCCCD have resulted in steady growth, particularly in headcounts of concurrent enrollment students who take college credit courses on high school campuses.[60]

Middle College is a cohort-based model in which high school students study both college and high school programs on college campuses. They have shown great promise in increasing student access to college. Both Cañada and CSM have state-funded Middle Colleges, and Skyline's Education Master Plan recommends pursuing opportunities with local high schools to establish one in 2009.[61]



Student Retention, Success, and Achievement

Our faculty and staff dedicate much time and energy to helping students succeed. In addition to seeing the rewards of their work in their students' lives, many have received national and regional awards for their efforts. The District and Colleges continue to embark on numerous activities to enhance the scholarship of teaching and to help students succeed. A few such endeavors include the University Center and the ezine *Blueprint* at Cañada; *ePortfolio* and *Writing in the End Zone* at CSM; the *Hermanos* and *Kababayan* programs at Skyline, and the textbook rental program, which saves students hundreds of dollars on textbook purchases.

In fall 2007, the overall success and retention rates for the District were 69.0% and 83.4%, respectively.[62] Breaking down the data by category shows that for the past several years, District success rates in basic skills courses have been consistently lower than those in transfer and credit courses. Retention rates, however, have been similar for transfer, credit, and basic skills courses.[63] Note that the tables below are provided by the System Office. Career and Technical Education (CTE) data is presented later in this section.

Success & Retention Rates by District Colleges by Year

Cañada										
	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	74.96	82.74	73.62	83.50	71.60	82.18	72.23	83.50	72.91	85.45
Credit	72.43	81.94	71.68	82.72	70.30	81.66	70.82	82.85	71.23	84.85
Basic Skills	65.52	80.51	61.58	82.11	59.40	72.95	57.83	76.50	59.16	76.46
CSM										
	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	68.76	81.91	68.00	83.33	68.31	82.53	67.97	83.13	69.18	82.63
Credit	69.19	82.14	68.27	83.39	68.57	82.44	68.51	83.43	69.14	82.60
Basic Skills	58.47	79.42	53.81	78.39	53.51	81.06	60.08	81.12	56.09	76.51
Skyline										
	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Transfer	69.09	81.57	68.53	82.82	65.78	79.60	66.57	80.74	66.47	79.60
Credit	68.08	81.18	67.69	82.44	65.18	79.56	65.74	80.61	65.78	79.54
Basic Skills	60.82	78.53	59.99	82.98	24.18	90.96	68.59	85.01	66.76	85.02

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

In addition, according to the available data for fall 2005 through fall 2007, District success and retention rates in vocational education courses have remained relatively stable, and they are similar to the success and retention rates of all courses in the District.[64]

SMCCCD Career Technical Education Success & Retention Rate

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

Note: CTE (Career & Technical Education) is the new term for Vocational Education.

The federally mandated Student Right to Know Act (SRTK) requires tracking all certificate, degree, and transfer seeking first-time and full-time students over a three year period. According to the System Office report for the 2003 cohort (the latest cohort tracking possible), with the exception of the completion rate at Cañada College, the three Colleges performed higher than the state average. Skyline College's completion rate was almost 10 percentage points higher than that of the state and Cañada's Transfer Rate was more than 23 percentage points higher than that of the state.

Student Right to Know (SRTK) Rates for 2003 Cohort

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

In addition, the System Office publishes the Accountability Reporting of Community College (ARCC) report annually for the 109 colleges.[65] In the table below, four indicators in the 2008 final report that are not otherwise mentioned in this strategic plan are described. These four indicators are all based on cohort tracking research methodology. Each indicator has a detailed background, rationale and definitions that are available in the original report at this link (http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2008_final.pdf).

According to data collected as part of the Statewide Basic Skills Initiative (BSI),[66] in fall 2006 as many as 94% of our new students were assessed into developmental courses. The success rate of these students was below 60% across all three Colleges. The fall-to-fall persistence rate for these students was 55.2% at Cañada, 62.6% at CSM, and 74.4% at Skyline.

ARCC College Level Performance Indicators (2008 Report)

	Cañada	CSM	Skyline	State Rate
Student Progress & Achievement (2001-02 to 2006-07)	50.3%	60.2%	56.8%	51.2%
Completed 30 or More Units (2001-02 to 2006-07)	71.4%	73.5%	68.1%	70.4%
Fall to Fall Persistence (Fall 2005 to Fall 2006)	67.3%	73.2%	76.1%	68.3%
ESL Course Improvement (2004-05 to 2006-07)	44.5%	58.7%	56.6%	44.7%

Basic Skills Initiative (BSI) Recommended Data Collection

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

Cañada College recently conducted a cohort tracking study of 1,042 students attending Cañada for the first time in fall 2006. Of this cohort, 49.7% of the ESL students persisted to the spring 2007 term along with 84.2% of the developmental math students, 79.9% of the developmental reading students, 85% of the developmental English students, and 48.4% of the transfer-level students.

For the entire District, the success rate in asynchronous online courses, in which the interaction is not in real-time, was lower than that of many districts in the Bay Ten. In fall 2006, according to the System Office's MIS report, our success rate of 50.8% in asynchronous courses was in the lower third of the eight Bay Ten districts offering such courses.

The success and retention rates of students enrolled in all three types of concurrent courses are higher than the District average, sometimes by a significant margin.[67]

Student Equity Reports, which are the result of the Title V mandated evaluation of the access and success of students by ethnicity, show that disparities of educational achievement exist among students of different ethnicities. For example, according to basic skills success rates, African American students have consistently been the least successful or the second least successful. In 2003, the last year the reports were compiled by Skyline, African American students had a success rate of 46.3% in all basic skills courses combined.[68] At Cañada, the success rate of African American students was 50.0% in English and 33.3% in math.[69] Hispanic students' success rates in both English and math tended to be slightly above African American students' but still fell far short of the overall success rates. For example, in English and math, Hispanic students' success rate at Cañada was 57.4% and 43.4%, respectively. When students who completed a basic skills course were tracked for their success rates in a more advanced course, as was analyzed for students at CSM from fall 2000 to spring 2003, African American students' success rate was the lowest at 40.0%, followed by Filipino students at 42.9%, and Hispanic students at 46.8%.[70]

A special study by EdSource on African American pupils in California showed that although African American students are improving on the math California Standards test, their math scores remain lower than those of all other groups. In addition, their scores in English have not improved since 2003.[71]

These and other data show significant achievement gaps between students of various ethnicities.[72] However, these achievement gaps must be examined in the context of long-standing and deeply entrenched forces that are social, cultural, and economic as well as educational.[73] In "A Letter To Our Next President," well-known American pedagogical philosopher and University of Wisconsin-Madison professor Gloria Ladson-Billings points out that the next president must contend with this continued educational inequity.[74] As Ladson-Billings points out, the current achievement gaps represent an accumulated educational debt that comprises historical, economic, sociopolitical and moral components.

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

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

Success rate is defined grade C or better.

Fall 2007 Success & Retention Rates of Concurrent Enrollment Students

	Success	Retention
College courses taught on high school campuses	85.9%	96.1%
Concurrent enrollment students on college campuses	75.3%	88.8%
Middle College students	73.2%	92.3%
All District Students	69.0%	83.4%

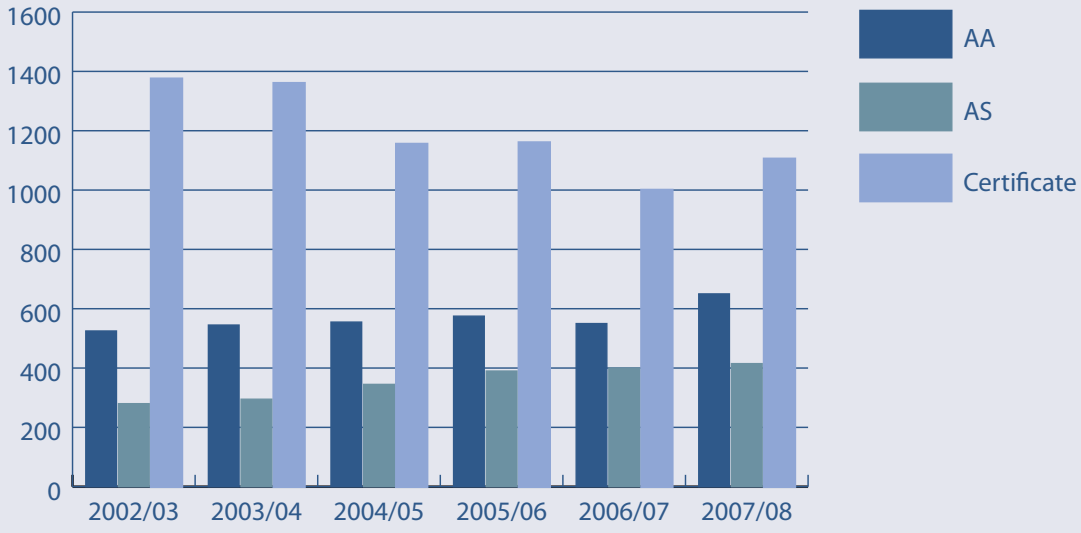
On the positive side, SMCCCD students are awarded over 2,000 degrees and certificates annually, as reported by the System Office.[75] Districtwide, students have been earning more Associate of Science awards each year whereas Associate of Arts awards have been holding steady and, in general, fewer students have been earning certificates.

Degree & Certificate Awards by District Colleges by Year

	Cañada			San Mateo			Skyline			SMCCCD		
	AA	AS	Cert.	AA	AS	Cert.	AA	AS	Cert.	AA	AS	Cert.
2002–2003	51	59	122	245	115	568	232	116	689	528	290	1379
2003–2004	58	54	217	259	128	586	227	124	566	544	306	1369
2004–2005	76	92	212	258	114	499	226	146	445	560	352	1156
2005–2006	71	110	199	252	124	484	252	159	484	575	393	1167
2006–2007	59	90	218	240	133	334	255	195	450	554	418	1002
2007–2008	79	133	263	303	112	356	276	191	494	658	436	1113

Note: these awards are all awards reported by the Colleges, not limited to System Office approved awards.

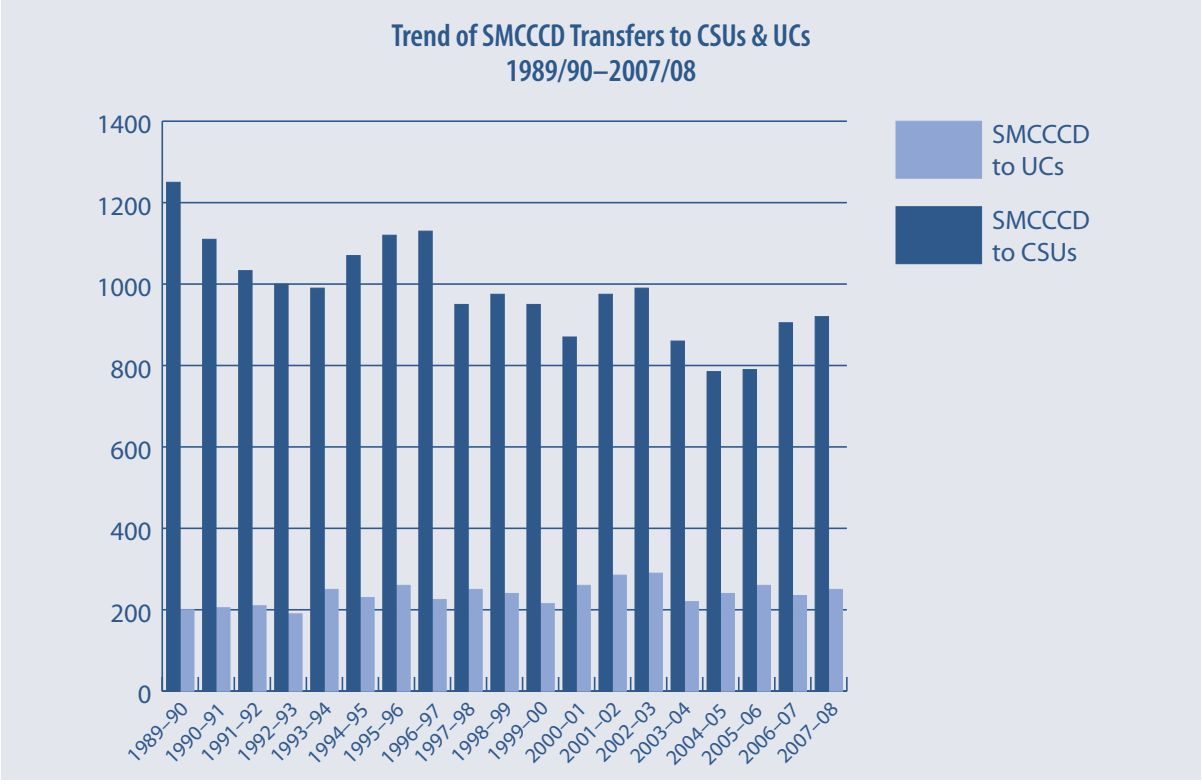
Trend of SMCCCD in Granting Degrees & Certificate Awards 2002/03–2007/08

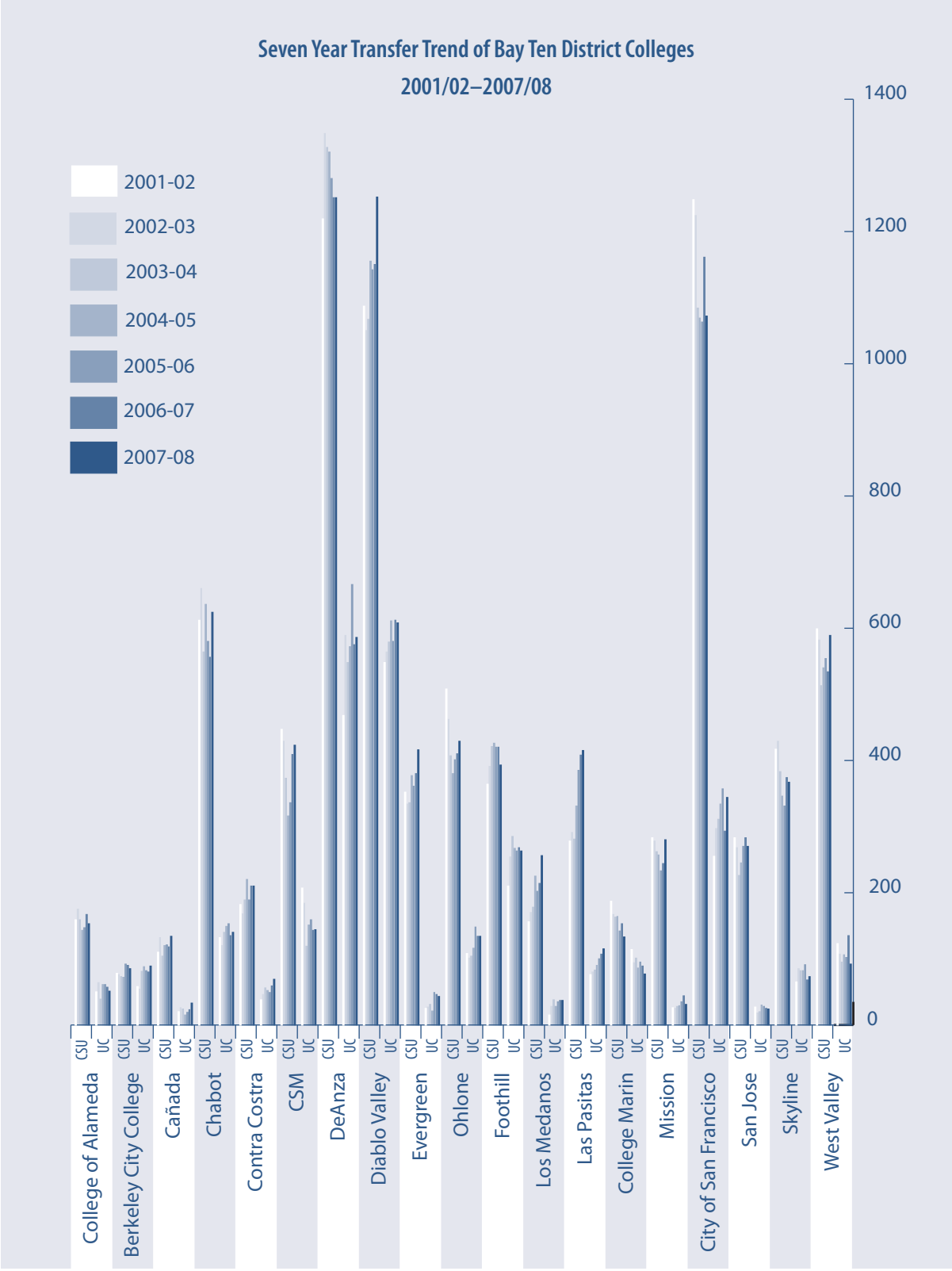


19-Year Transfer Trend by District Colleges

	Cañada		CSM		Skyline		SMCCCD	
	CSUs	UCs	CSUs	UCs	CSUs	UCs	CSUs	UCs
1989-90	183	22	762	153	274	34	1,219	209
1990-91	158	28	648	155	308	28	1,114	211
1991-92	163	29	568	160	304	28	1,035	217
1992-93	154	30	559	127	291	32	1,004	189
1993-94	151	32	557	163	280	51	988	246
1994-95	157	34	570	139	337	57	1,064	230
1995-96	174	37	599	153	346	65	1,119	255
1996-97	177	28	573	138	379	62	1,129	228
1997-98	144	42	492	147	312	62	948	251
1998-99	145	26	457	156	372	59	974	241
1999-00	129	21	435	144	380	59	944	224
2000-01	85	12	411	177	368	70	864	259
2001-02	110	20	447	207	417	65	974	292
2002-03	132	26	429	184	429	85	990	295
2003-04	104	24	373	119	383	82	860	225
2004-05	120	15	316	151	346	82	782	248
2005-06	121	19	336	159	331	91	788	269
2006-07	118	23	409	143	374	68	901	234
2007-08	134	33	423	144	367	73	924	250

Reports provided by CPEC shows that SMCCCD transfers to the CSUs have decreased annually since 1997 (from 1,129 in 1996-97 to 924 in 2007-08) and in the foreseeable future this trend may continue. Transfers to the UCs have also declined from a record of 295 in 2002-03 to 250 in 2007-08. Meanwhile, the transfers from all California community colleges to both CSUs and UCs have been trending upward.[76]




Seven Year Transfer Trend of Bay Ten District Colleges
2001/02–2007/08
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
1400
1200
1000
800
600
400
200
0
CSU
UC
College of Alameda
Berkeley City College
Cañada
Chabot
Contra Costa
CSM
DeAnza
Diablo Valley
Evergreen
Ohlone
Foothill
Los Medanos
Las Positas
College Marin
Mission
City of San Francisco
San Jose
Skyline
West Valley

Program Review and Student Learning Outcomes

Program review follows a six-year cycle at Cañada and Skyline colleges and an annual cycle at CSM, though it is considering a six-year cycle as well. Each year, Colleges on the six-year cycle review eight to twelve programs including non-instructional services. The review cycles currently are aligned with the District Strategic Plan and accreditation self-study cycles. During the reviews, programs and departments study staffing, outcomes, and resource needs, which are then presented to the College as a whole through shared governance. The reviews provide goals, objectives, and recommended actions, which are integrated into the overall planning activities of the Colleges.[77]

Since 2002-2003, the Colleges have been developing and assessing Student Learning Outcomes (SLOs) guided by the three Student Learning Outcomes Assessment Cycle (SLOAC) coordinators and the College-based committees and academic senates.[78] At the course level, the faculty works together where feasible to articulate appropriate student outcomes, teach the skills necessary for students to reach those outcomes, assess student progress, discuss the results, and review/revise the outcomes. The Colleges are on schedule to incorporate SLOs into all course outlines by 2010. At the program/department/unit level, the Colleges are following a timeline to integrate SLOs into program reviews. For those courses that have developed SLOs, at least one program/department/unit level assessment of SLOs has been completed. At the institutional level, in which SLOs typically include degree/certificate, general education and non-instructional campus-wide services, SLOs plans have been developed and are in the process of implementation.

Student Services at the Colleges continues to respond and adapt to the changing student demographics and new and revised regulations and practices. A 2007 Board of Trustees study session analyzed the effectiveness of counseling services in meeting the needs and supporting the success of students, as well as in using technology to enhance service delivery. Following that study session, the vice presidents of students services (VPSS) organized a Districtwide counselors' retreat during which faculty and staff identified strategies to provide consistent counseling services to students with the support of technology. Following the retreat, the VPSS and the deans of counseling/enrollment services prioritized approximately twenty specific actions, most of which were soon implemented. These include developing a Districtwide early alert system so faculty can identify and refer at-risk students to student services for evaluation, intervention, and follow-up; and developing an online orientation for new students that augments the in-person orientation and provides an alternate way to meet the diverse needs of students.

During a 2007 Board of Trustees study session on intra-district articulation, the Colleges reviewed the differences in graduation requirements. The CSM Curriculum Committee found the additional residency requirement at CSM ("Either 48 units of the 60 units required or the last 12 units must be completed at CSM") to be inappropriate; therefore, in April 2007, the CSM Committee on Instruction discussed and approved the proposal to align its residency requirement with that of Skyline and Cañada. Discussion continues among the faculty senates at the three Colleges about eliminating the remaining differences in graduation requirements and streamlining general education requirements.

Since early fall 2007, the instructional deans and vice presidents have been conducting faculty discussions about aligning the more than seventy courses with differing prerequisites. Faculty reviewed the course outlines, discussed the prerequisite differences, and aligned those on which it reached consensus. In other cases, faculty has agreed to continue the discussion or simply to rename the courses to avoid confusing students. Many of the courses are cooperative education courses that were aligned quickly, reducing the total number of courses in need of alignment to about half of that when the effort started.

Since articulation agreements have been established on a college-by-college basis with the CSUs and UCs, courses with the same names in our District may not be considered as the same for transfer purposes by the CSUs and UCs. This predicament is external to our control and subject to change by the CSUs and UCs. Currently, counselors rely on ASSIST to check for course transfer status. To adequately inform students, the Colleges plan to develop an equivalency matrix to comprehensively document and display the disparate transferability of courses.

Several process-related barriers were brought to light during the FUTURES Initiative, which was a District initiative to market concurrent enrollment programs to high school students. Factors such as dated interpretations of the law and cumbersome registration hurdles impeded students' ability to enroll. Some of the barriers were corrected; for example, forms were simplified and materials were revised to look less daunting. An examination of intra-district transfer and counseling services also revealed a number of concerns including obstacles to the implementation of degree audit, courses sharing different prerequisites, inconsistent graduation requirements, and publication errors. To date, the Colleges have been working to ameliorate these process and content barriers to student success.

Graduation Requirements among District Colleges as of 2008

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

Note: gray areas denote the remaining differences.

Higher Education Competitors of the San Mateo County Community College District

External academic competition,[79] loosely defined as two- or less than two-year institutions, comes from fifty-seven institutions located within driving distance of the District colleges. According to the Voorhees Group's research, close to half (twenty-three) of our competitors are sister community colleges. The other thirty-four institutions offer education programs and courses similar to that offered by community colleges. However, since the community colleges enroll over 95% of the 318,000 students, they enjoying the largest market share by far. The competition, then, is mostly among the community colleges.

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

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

A 2006 national study published by the American Council on Education (ACE) indicates that minority enrollments in private for-profit institutions jumped by 342.3% from 1993 to 2003, while their increase at public institutions was only 44.7%.[81]

Research carried out by SMCCCD showed that in 2005-06, thousands of County residents took classes at non-SMCCCD colleges. As a matter of fact, a total of 8,631 residents in San Mateo County took classes outside the SMCCCD service area at either the City College of San Francisco (CCSF) or colleges in the Foothill/De Anza district (FHDA). Many took math and English credit courses. And, among them were 2,000 residents of Redwood City or San Mateo.[82]

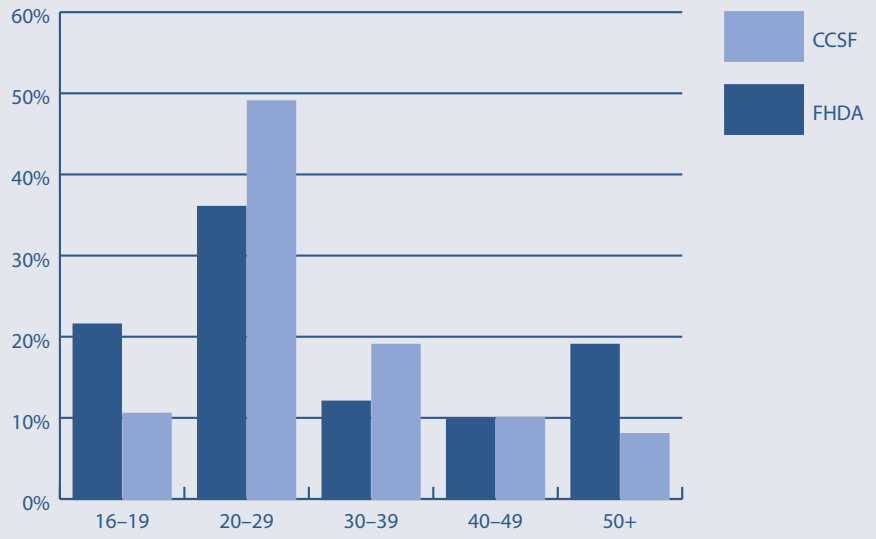
San Mateo County Residents Net Flow to CCSF & Foothill/DeAnza CCDs (2005–2006)

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

**Outflow to CCSF included 2,191 noncredit students.*

FHDA attracted more high school age students, possibly concurrent enrollment students, and CCSF attracted students in their 20s. More than half of the students who went to CCSF or FHDA were below age 30.

Age Comparison of San Mateo Residents Enrolled in City College of San Francisco and Foothill/DeAnza (Headcounts, 2004–2006)



The Employment, Housing and Income Environment

Employment

An impending national labor shortage is predicted for the year 2010 when there will be 167.8 million available jobs in the U.S. economy but only 157.7 million workers to fill them. Most of these jobs will be in the service sector.[83]

The Bay Area has a much higher concentration of knowledge-based occupations – especially professional and executive positions – than the nation as a whole. In addition, its percentage of computer, math, and engineering jobs is twice the national average.[84]

As of June 2007, the County's unemployment rate of just below 4% was lower than that of the state as a whole,[85] and it seems to move parallel to the state's rate. In 2008, as the economy plunged into one of the deepest recessionary periods in 100 years, updates from the California's Employment Development Department show the unemployment rates up from 6.5% in May to 7.6% in August statewide; and from 4.2% in May to 5.2% in August in San Mateo County, which represents over 20,000 individuals receiving monthly unemployment benefits in this County alone.

In 2005 the percentage of California's Worker Adjustment and Retraining Act (WARN) notices occurring in Silicon Valley was 3.2%, but the percentage doubled to 6.4% in 2007. Unemployed workers tend to take more community college classes, so as local unemployment rises so will enrollment.[87]

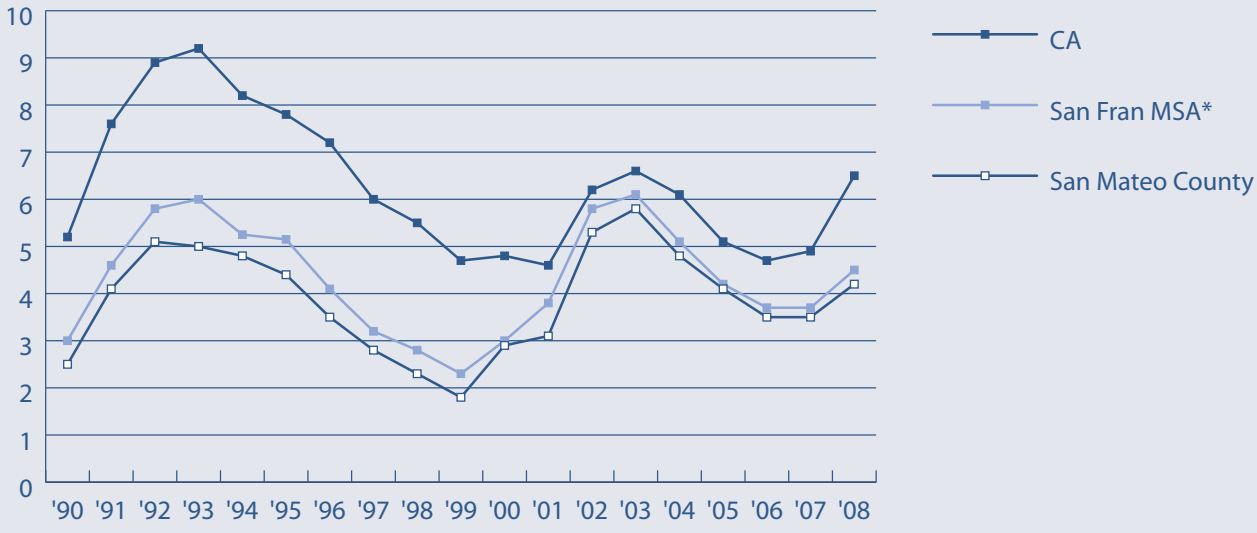
The top five employers in San Mateo County are United Airlines, Oracle, Genentech, the County of San Mateo, and Kaiser Permanente. As the top three employers suggest, technology is a key industry in the county. [88]

San Mateo County Five Largest Employers

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

Source: San Francisco Business Times 2006 Book of Lists.

California & Local Region Unemployment Rates
In percents, months of May, not seasonally adjusted
1990–2008



Source: http://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=labforce[86]

Overall job growth by industry in the County will keep pace with the slow population growth, currently at about 1% a year. From 2008 and 2014, the County is projected to add about 5% more jobs (24,596). Among them, the largest growth will be seen in Professional and Technical Services (10,056), Information (6,599), and Healthcare and Social Services (4,364).

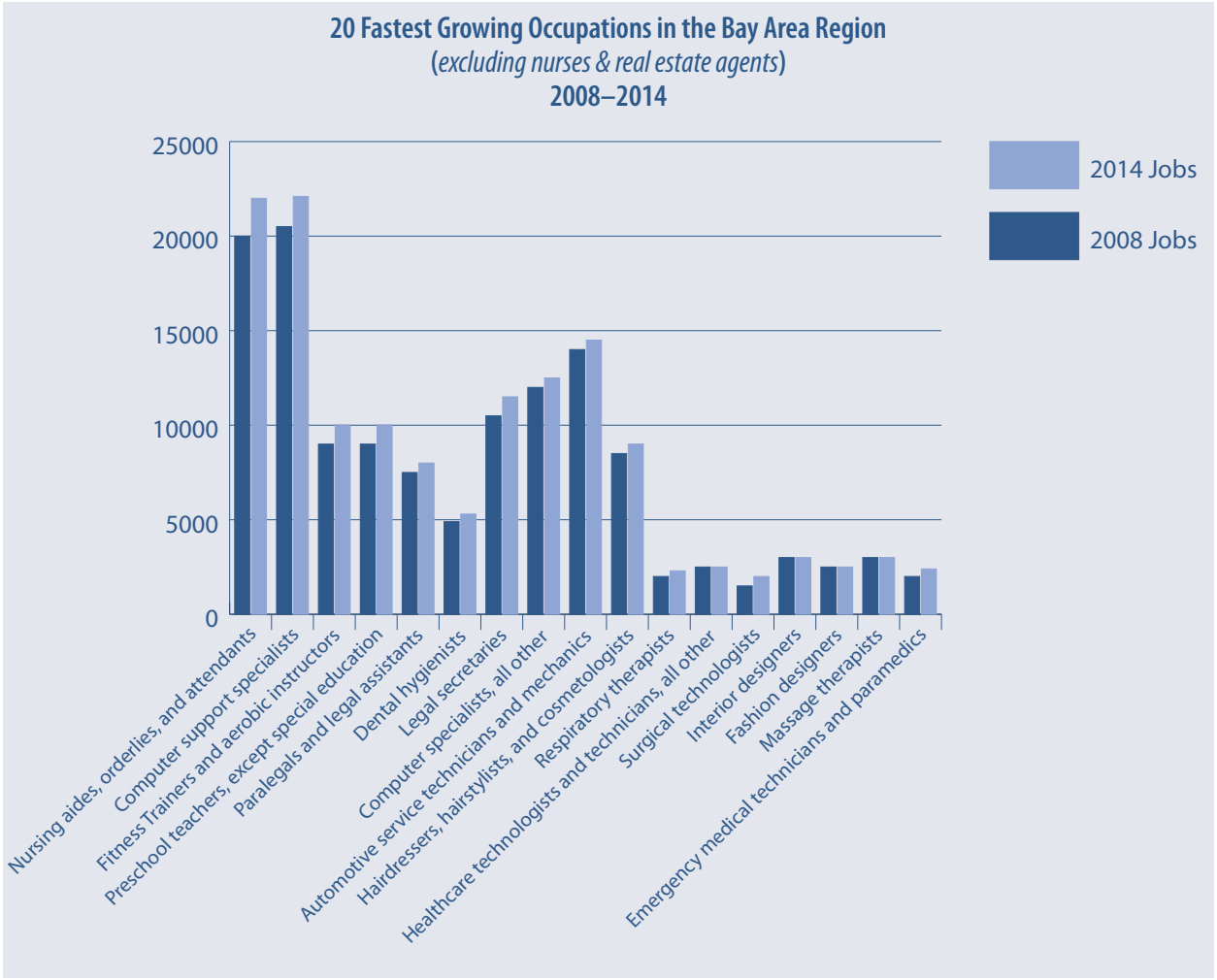
Nursing aides, computer support specialists, fitness trainers, preschool teachers, paralegal assistants, and dental hygienists are projected to be among the top twenty fastest growing occupations in the San Francisco Bay region from 2008 to 2014. The demand for registered nurses, for example, is estimated to rise from the current 54,326 to 61,894 in 2014. Such occupations require the education provided by community colleges.[89]

Another potential area of employment is likely to be in the emerging "green" technologies. Environmentally-friendly industries such as renewable energy, environmental protection, clean manufacturing, and energy efficient construction and design are fast growing. Although the number of new jobs is hard to quantify, a February 2008 article published in the *New York Times* positions California as front and center in the rising "green energy industry." It notes that California recently added thousands of jobs in the production of solar energy cells and solar panel installation.[90] The Colleges in our District have already established partnerships with local companies to offer training and adapt curricula for these emerging industries.

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

Description	2008 Jobs	2009 Jobs	2010 Jobs	2011 Jobs	2012 Jobs	2013 Jobs	2014 Jobs	Change	% Change	EPW
Agriculture, forestry, fishing and hunting	2,218	2,124	2,038	1,986	1,868	1,756	1,649	-569	-26%	$34,305
Mining	445	463	478	487	494	500	506	61	14%	$56,994
Utilities	622	586	556	540	563	584	604	-18	-3%	$139,224
Construction 25,308	25,368	25,431	25,481	25,406	25,345	25,294	-14	0%	$74,761	
Manufacturing	34,172	34,938	35,606	36,046	36,446	36,790	37,083	2,911	9%	$142,324
Wholesale trade	14,429	13,948	13,522	13,265	13,051	12,852	12,668	-1,761	-12%	$87,053
Retail trade	46,801	47,528	48,162	48,690	48,939	49,137	49,282	2,481	5%	$45,836
Transportation and warehousing	32,275	32,042	31,797	31,532	31,300	31,092	30,915	-1,360	-4%	$71,610
Information	24,897	26,612	28,150	29,334	30,171	30,892	31,496	6,599	27%	$146,892
Finance and insurance	26,182	26,575	26,895	27,111	27,322	27,490	27,621	1,439	5%	$149,804
Real estate and rental and leasing	29,653	30,437	31,120	31,556	32,034	32,460	32,838	3,185	11%	$50,641
Professional and technical services	67,918	70,257	72,309	73,782	75,371	76,765	77,974	10,056	15%	$107,751
Management of companies and enterprises	4,525	3,772	3,143	2,752	2,369	2,026	1,716	-2,809	-62%	$136,750
Administrative and waste services	33,096	33,593	34,043	34,433	34,917	35,331	35,678	2,582	8%	$41,937
Educational services	9,094	9,331	9,541	9,703	9,867	10,009	10,130	1,036	11%	$28,830
Health care and social assistance	38,392	39,504	40,475	41,260	41,851	42,350	42,758	4,364	11%	$61,164
Arts, entertainment, and recreation	11,010	10,885	10,775	10,721	10,738	10,749	10,755	-255	-2%	$31,912
Accommodation and food services	31,864	32,136	32,384	32,644	32,852	33,024	33,160	1,296	4%	$25,907
Other services, except public administration	21,998	19,887	18,142	17,178	16,864	16,587	16,339	-5,659	-26%	$28,802
Government	30,248	30,448	30,632	30,827	30,970	31,088	31,178	930	3%	$72,045
	485,146	490,433	495,198	499,328	503,395	506,825	509,641	24,496	5%	$76,390

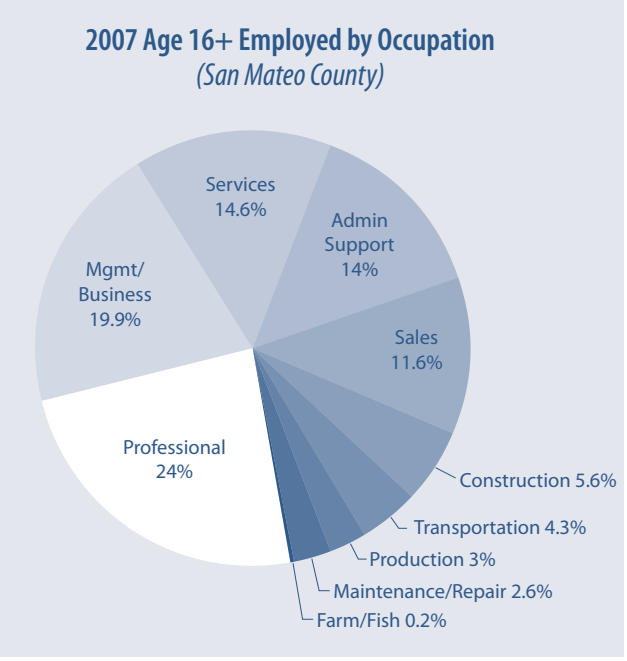
Source: Economic Modeling Specialists, Inc. - 9/07



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

Compared to the rest of the state, in 2006 San Mateo County was home to a significantly higher proportion of managers and professionals (42.2 v. 35.3%) and fewer blue collar workers (6.3 to 11.3%).[91] In 2007, 43.9% of all occupations in San Mateo County were managerial or professional. Persons holding services and sales jobs were 26.2% of the total employed population age 16 and older.[92]

In tandem with the slowdown in the economy in 2007, venture capitalist confidence has dropped. It was at an all time high of 4.38 one year ago but had dropped to 3.54 in the fourth quarter of 2007. The loss of investor confidence means fewer companies will be funded, limiting job growth for the area.[93]



Income

Historically and, as projected by ABAG, in the future, San Mateo will remain the wealthiest county in the Bay Area with a higher mean household income than even Marin, San Francisco, and Santa Clara.

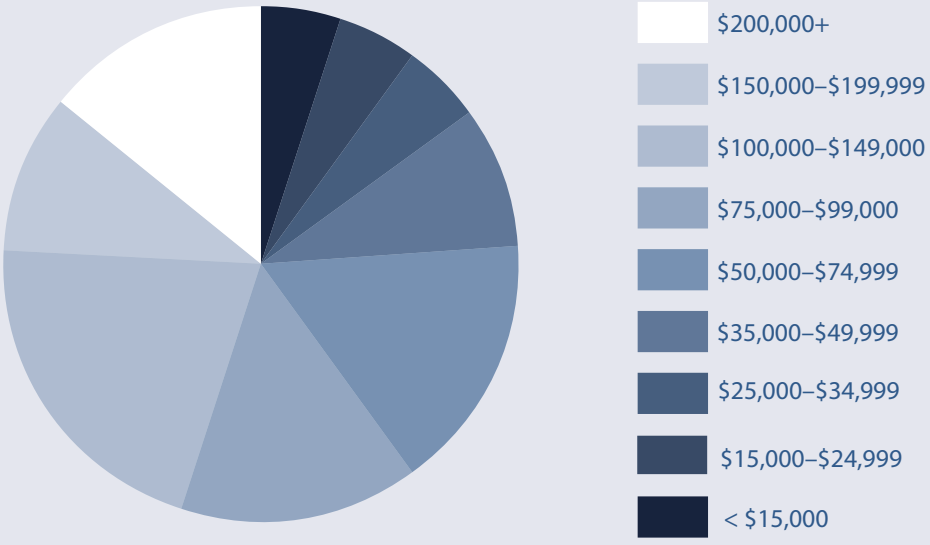
From 2007 to 2012, median household income in San Mateo County will grow at an annual rate of 3.83%, from $89,546 to $108,079.[94]

The County's average household income continues to grow. It is expected to increase from an average of $127,768 in 2007 to $159,246 in 2012. Ten percent of the households in San Mateo County exceeded $200K in income in 2007. Thirty-one percent of households earned between $100K and $200K. These far surpass state and national averages. As a side note, many in the County will not receive an economic stimulus check, since the median family income is $92,730.[95]

Mean Household Income *(In constant 2005 dollars)*

	2000	2005	2010	2015	2020	2025	2030	2035
Alameda County	89,400	88,800	93,100	98,300	103,700	109,400	115,400	121,800
Contra Costa County	100,500	98,400	103,400	109,000	115,100	121,400	128,000	135,100
Marin County	126,500	121,600	127,700	134,600	142,100	149,900	158,200	166,800
Napa County	85,600	85,900	90,200	95,200	100,500	106,000	111,800	117,900
San Francisco County	98,300	97,400	102,200	107,900	113,800	120,100	126,700	133,600
San Mateo County	136,600	121,700	127,800	134,900	142,300	150,100	158,300	167,000
Santa Clara County	118,400	97,900	102,800	108,400	114,400	120,700	127,300	134,300
Solano County	78,000	84,400	88,600	93,300	98,000	102,900	108,100	113,400
Sonoma County	82,800	82,600	86,700	91,500	96,500	101,800	107,400	113,300
Region	104,000	97,400	102,100	107,600	113,500	119,700	126,200	133,100

2007 Household Income



However, despite the fact that San Mateo County's median family income of $89,546 exceeds both the California and United States average, wealth is not distributed evenly throughout the County. Low-income census tracts are located near Daly City, Colma, and San Bruno and in pockets of the South County. Eight percent (8.3%) of persons under seventeen live in poverty in San Mateo County, which seems less dire compared to the overall state average of 19.6%[96] of children under seventeen living in poverty. It means, however, that approximately one in ten children in San Mateo County lives in poverty and that the income gap between their families and the most affluent communities is striking. In 2005, for example, mean household incomes for Atherton, Woodside, and Hillsborough were approximately three times those of Daly City or South San Francisco. This income disparity is likely to grow and exacerbate housing, cost of living, and self-sufficiency concerns for low-income working families.[97]

Wealth is also distributed differently among age and ethnic groups. The age group of 55+ maintains 10% higher median household income ($99,000) than the County overall median household income ($89,000).[98] The proportion of whites in this group exceeds the proportion of Asians and is double the proportion of Hispanics. In 2006-07, 27.1% of the County's public school students received free or reduced price meals.[99]

Housing

Median home values in San Mateo County continue to increase. In 2000, the median price was $469,200.[100] In 2007, the median home value was $923,909, and it is projected to hit the million dollar threshold in 2012. In all likelihood, however, given the current economic outlook the increase of home values will slow down even in a high-income county. In fact, the rate of foreclosures is already increasing, although not as greatly as in the rest of the state. San Mateo County had 109 foreclosures in 2006 and 529 in 2007. The percentage increase, while large, is less than that experienced in the Bay Area in general or the state as a whole.[101] In fact, Bay Area home sales plunged in January 2005 to the lowest level in five years.

The recent median monthly rental price for a two-bedroom apartment in San Mateo County was $1,536. If the renter follows the principle of not paying more than 30% of gross income for shelter, he or she requires an annual income of $61,440 to afford this apartment.[102] Not surprisingly given this scenario, executives indicate trouble finding new employees in the nine Bay Area counties and an even harder time attracting such employees from outside the region, due to the cost of housing.[103]

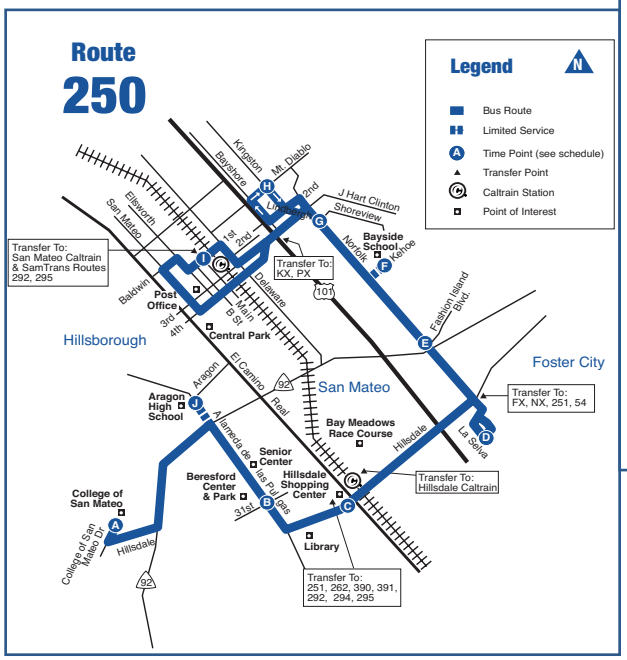
Our District has devoted much time and resources to addressing this problem. In 2004, we broke ground and built forty-four affordable housing units for staff and faculty near the campus of CSM and adjacent to the District headquarters. Called College Vista, this initiative received national attention as an innovative way to mitigate the escalating cost of housing and to attract staff and faculty to work at the District and live in the community. Currently we are planning to build more faculty and staff housing near Cañada College, where plans have been approved by various authorities and agencies to build sixty affordable housing units.

Transportation

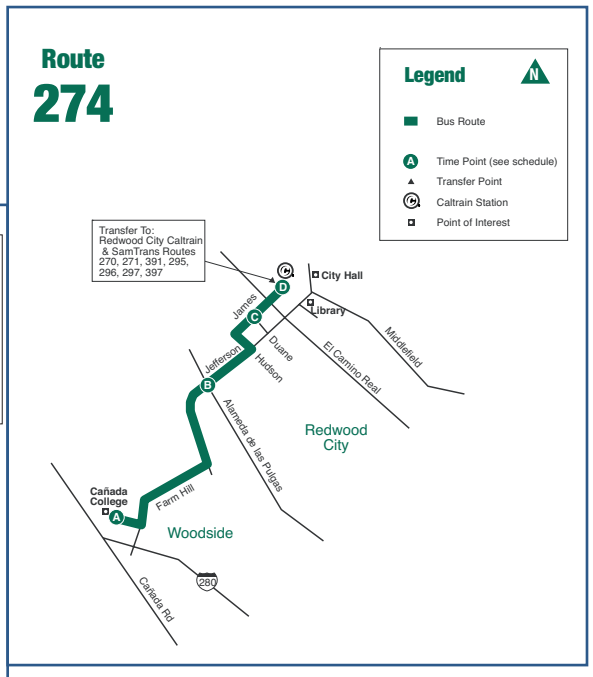
The recent climb in gas prices has affected the way County residents travel to work and seek training[104, 105, 106]. More than 72% of San Mateo County residents drove alone in 2006. Their average travel time to work was 25 minutes.[107] Forty-two percent (148,003) of San Mateo County's work-age residents commute to jobs outside the County. Of this number, almost 72,000 commute to San Francisco County; 55,000 commute to Santa Clara County; and nearly 15,000 commute to Alameda County.[108] An almost identical number of workers commute to San Mateo County (147,283) as commute to work outside the County. Forty-three thousand commute from San Francisco County; 40,000 commute from Santa Clara County; and 33,000 commute from Alameda County.

The 12th Annual Report Card (Indicators for a Sustainable San Mateo County) reports that BART, CalTrain, and SamTrans ridership grew by 6 percent from 2005 to 2006. SamTrans is the main mode of public transportation to and from our three College campuses in the District. Students may obtain a monthly pass for $48. Public transportation to and from our three Colleges is poised to become an increasingly important factor in college choice and class selection.

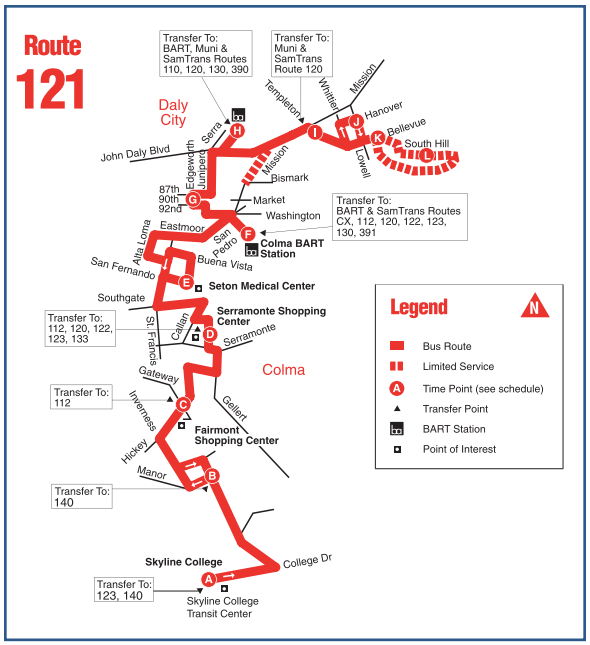
SamTrans Route 250 (CSM)



SamTrans Route 274 (Cañada College)

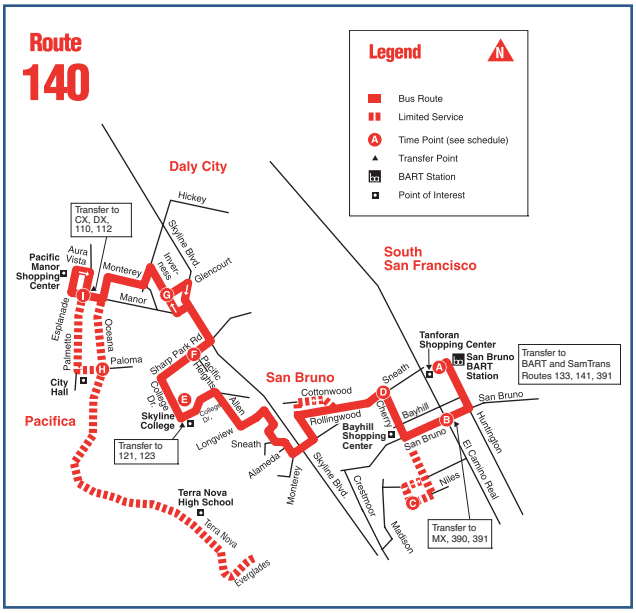


SamTrans Route 121 (Skyline)



SamTrans Route 123 (Skyline)

SamTrans Route 140 (Skyline)



The Human, Fiscal, Facilities and Technology Resource Environment

Human Resources

In fall 2006, the average age of the 349 tenured and tenure-track faculty in our District was 52.2 while the statewide average was 50.4. The average age of the 424 classified support staff in our District was 46.4, while the statewide average was 45.8.[109] In 2008, the median age of SMCCCD faculty is 54 and classified staff is 47. Half of the faculty will reach the traditional retirement age in less than 10 years.[110]

The ethnic distribution in fall 2006 for both tenured/tenure-track faculty and classified staff resembled the state averages in many cases.[111]

The District student body appears to be more diverse by ethnicity than faculty and, to a lesser extent, staff. While 66.5% of the faculty and 49.5% of the staff are white, only 32.1% of the students are white.

Ethnic Distribution of District Faculty & Staff Compared to Statewide Averages

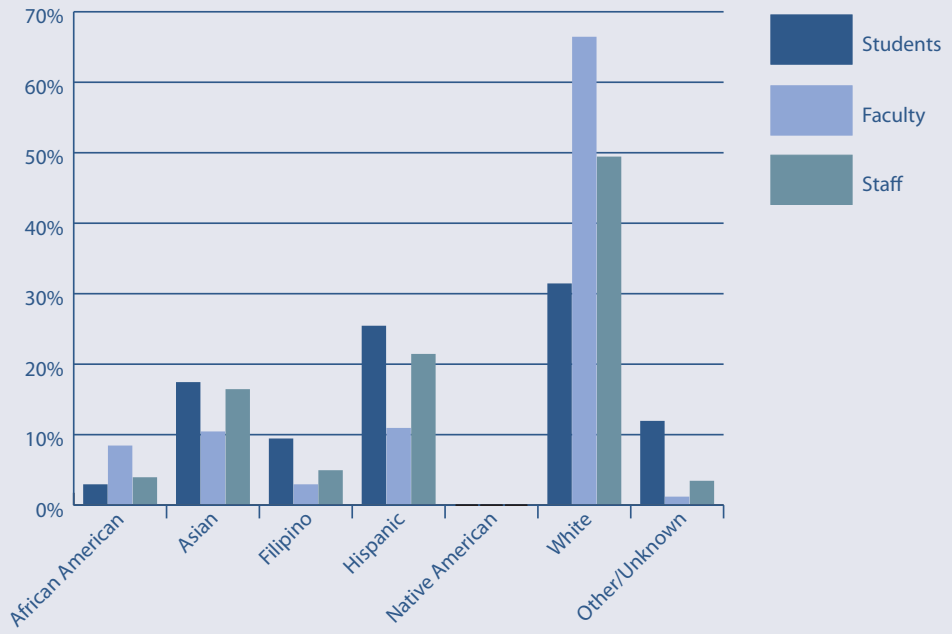
Tenured/Tenure Track

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

Classified Staff

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

SMCCCD Ethnic Comparison (Students, Faculty & Staff) - Fall 2006



The September 2008 special issue of the *Chronicle of Higher Education* titled "Whatever Happened to All Those Plans to Hire More Minority Professors,"[112] reports that results often fell short of the ambitious diversity hiring plans established by many universities. Success in diversifying faculty varied by discipline and proceeded erratically. However, the article notes that overall progress has been made in faculty and staff diversity. Aiding this goal, the national pipeline of minority graduates has opened up. The author cites a 45% increase in minority students earning a PhD as of 2006. While this bodes well for faculty diversity, minority and female PhDs tend to take longer to graduate, notes another *Chronicle* article.[113]

The faculty obligation number (FON)—a State requirement—in our District is above the statewide average, but it has decreased from 67.6%[114] to 60.4%.[115]

Full-time to Part-time Ratio

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

As of February 2008, the San Mateo County Community College District full-time faculty salaries ranked between first and fifth, depending upon the salary schedule column, in the Bay Ten community college districts.[116] In part-time faculty compensation, the California Part Time Faculty Association (CPFA) newsletter dated spring 2008[117] notes that SMCCCD ranked fifth in the state.

Fiscal Resources

State Funding

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

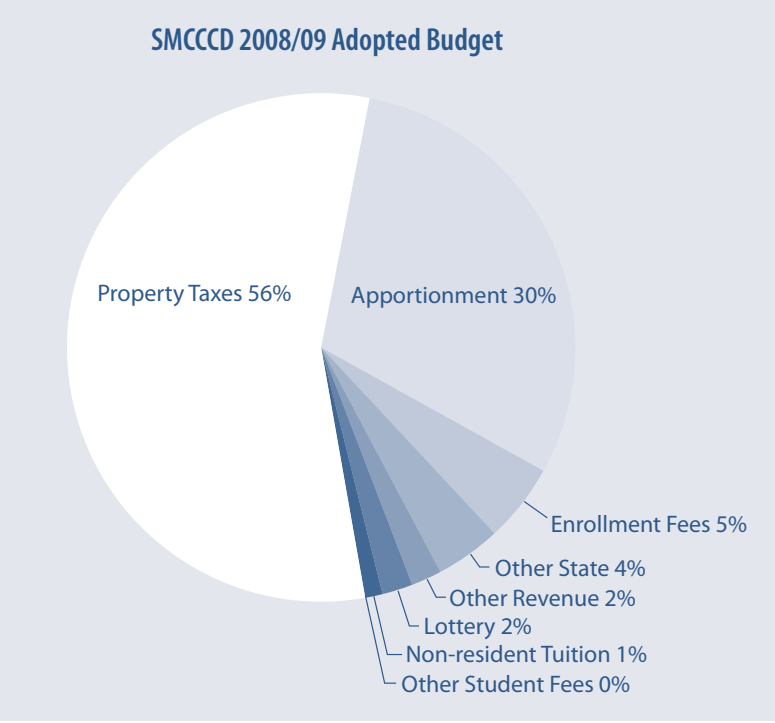
State-Determined Funds (SDF) per FTES, 2006–07

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

Note: the amounts above refer to all state funds per FTES, including categorical funding. Without categorical funds, community colleges receive on average $4,500 per FTES.

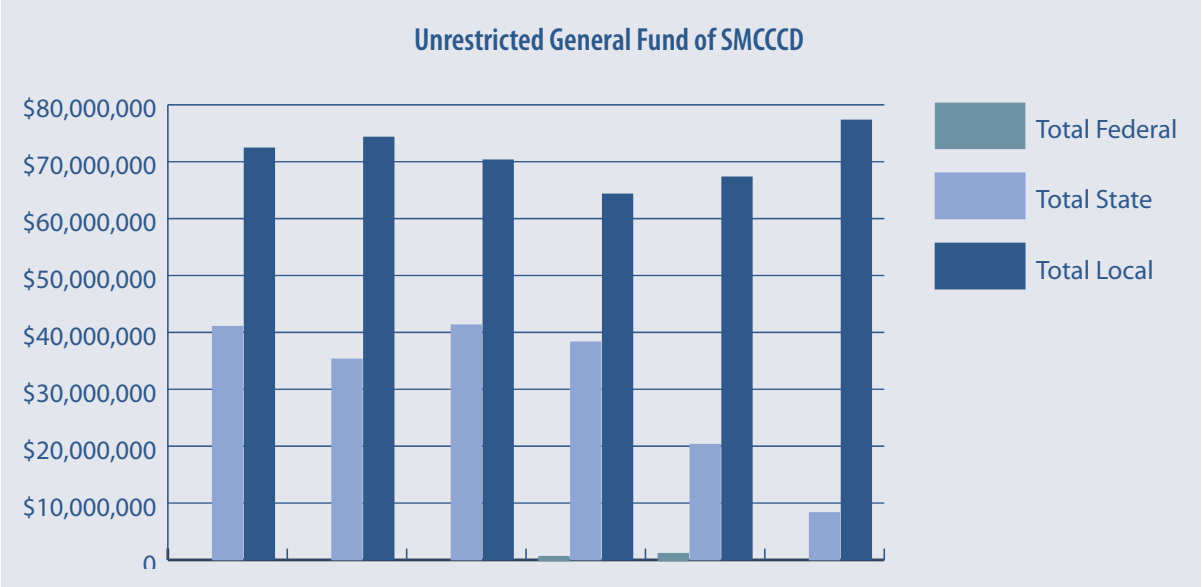
District Revenue

The District revenue comes primarily from local property taxes. In the 2008-09 adopted budget, property taxes amounts to 56% of the revenue and state apportionment 30%. The revenue from property taxes is an increasingly larger share of our total revenue.



Unrestricted General Fund

	2008/09 Adopted	2007/08	2006/07	2005/06	2004/05	2003/04
Other federal	$ -	$ -	$ -	$ 455	$ 1,106	$ -
Total federal	$ -	$ -	$ -	$ 455	$ 1,106	$ -
Apportionment	$ 34,912,382	$ 32,689,316	$ 34,662,621	$ 35,034,529	$ 12,866,193	$ 697,677
Lottery	$ 2,505,020	$ 2,400,000	$ 2,769,559	$ 2,258,620	$ 2,314,423	$ 2,756,921
Other state	$ 4,820,516	$ 1,734,329	$ 4,693,243	$ 2,555,853	$ 6,052,786	$ 6,767,699
Total state	$ 42,037,918	$ 36,823,645	$ 42,125,423	$ 39,849,002	$ 21,233,402	$ 10,222,297
Property taxes	$ 64,963,775	$ 67,113,673	$ 62,006,837	$ 56,824,308	$ 59,722,029	$ 70,634,112
Enrollment fees	$ 5,660,813	$ 5,062,790	$ 5,914,743	$ 6,603,751	$ 6,677,333	$ 5,008,017
Non resident tuition	$ 1,510,091	$ 1,694,634	$ 1,482,993	$ 1,501,241	$ 1,489,584	$ 1,749,480
Other student fees	$ 123,650	$ 123,785	$ 121,578	$ 118,272	$ 108,466	$ 451,576
Other revenue	$ 2,453,954	$ 1,734,080	$ 2,409,507	$ 1,254,772	$ 1,544,679	$ 529,739
Total local	$ 74,712,283	$ 75,728,962	$ 71,935,658	$ 66,302,343	$ 69,542,091	$ 78,372,923
Total Revenue	**$ 116,750,201**	**$ 112,552,607**	**$ 114,061,081**	**$ 106,151,800**	**$ 90,776,599**	**$ 88,595,220**



Our Colleges offer approximately 2,700 sections in 105 departments during a primary term, which produce a total of over 66,000 enrollments (seat counts). Since they offer such a great variety of classes using different modes of instruction, community colleges are not funded by enrollments but on the basis of Weekly Student Contact Hours (WSCH) which normalize enrollments by adjusting for the length (number of weeks) and duration (hours per week) of enrollments. At the fall 2007 census, the District had 273,687 WSCH that were taught by 521 full-time-equivalent faculty (FTE). The resulting ratio of 525 is referred to as "load" and is equivalent to an average class size of 35. Recognizing that student and community needs, interests and values can cause enrollment patterns to change over time, load, as defined above, is a useful measure for divisions and colleges to help sustain a balanced core curriculum while maintaining cost effectiveness. Our load data may be found on the web at http://www.smccd.net/accounts/doresearch/program.html.

At every semester's census, divisions and departments report their enrollments, FTES, FTE, load and fill rates. The fall 2008 census data at the division level given below indicate the interrelationships of enrollment, FTES, load and fill rates. Analysis of these dynamics helps in obtaining an optimal balance of enrollments, FTES, and load.[118]

State budgetary assumptions indicate that the cost of living adjustment for next year is likely to be 0% and the enrollment growth will be only .3–.5%. Fees are likely to increase. Additional cuts may be made in categorical programs that are vital to special populations in our Colleges.[119]

Fall 2008 Cañada Enrollment & Load by Division

	Counseling	Bus. & Wrk Dev	Humanities	Sci & Tech.	Univ. Cntr	Total
Enrollment	405	5187	5791	2938	358	14679
FTES	20.24	619.04	806.69	562.95	20.23	2,029.15
FTE	1.67	35.84	48.95	29.22	1.13	116.81
WSCH	607.19	18,571.29	24,200.80	16,888.44	606.79	60,874.52
Load	364.24	518.16	494.38	577.96	535.47	521.12
Fill Rate	71.2%	52.8%	72.3%	67.2%	2.5%	62.8%

Fall 2008 CSM Enrollment & Load by Division

	Guidance & W Study	Business	Creative Arts	Language Arts	Math/Sci.	P.E./Ath.	Social Science	Total
Enrollment	854	4670	1	5250	6568	2321	6938	26602
FTES	40.36	807.56	0.07	736.3	1,151.58	326.6	891.7	3,954.17
FTE	2.63	43.32	0	51.71	67.86	14.14	48.21	227.87
WSCH	1,210.89	24,226.77	2.00	22,089.06	34,547.30	9,798.10	26,751.00	118,625.12
Load	459.92	559.23	#INF	427.15	509.07	693.18	554.93	520.58
Fill Rate	60.8%	63.2%	33.3%	79.8%	81.4%	70.3%	72.3%	73.4%

Fall 2008 Skyline Enrollment & Load by Division

	Counseling	Business	Lang. Arts/ Learning Ctr	Sci/Math/ Tech	P.E./Rec-reation	Social Sci./ Creative Art	Learning Res.	Total
Enrollment	857	4911	3994	5214	2192	5639	590	23397
FTES	53.33	660.2	650.26	1,025.70	303.75	704.77	94.28	3,492.29
FTE	3.6	39.69	33.55	46.17	14.65	35.69	0.93	174.27
WSCH	1,599.81	19,806.13	19,507.88	30,771.02	9,112.36	21,143.24	2,828.25	104,768.68
Load	444.43	499.08	581.42	666.52	622.01	592.45	3,030.05	601.17
Fill Rate	70.3%	77.3%	95.9%	88.3%	72.9%	77.5%	42.3%	81.4%

SMCCCD Budgetary Scenarios (2008–2011)

The following annual budgetary scenarios are based on assumptions that are subject to change with the state budget, revised assumptions for District fixed costs, results of negotiations, and the district's actual FTES. Fixed costs are estimated using currently available data.[120]

District Budgetary Scenarios (2008–2011)

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

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

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

District budgetary assumptions indicate that the Colleges must treat enrollment as the key factor in maintaining revenue base and obtaining the ability to weather the statewide budgetary shortfall.[121] Enrollment translates into FTES, which equates to revenue.

The regular employee annual salary progression as shown on the District Step and Column will exert budgetary pressure on revenue balance. Medical benefits are a growing concern, and retiree benefits will continue to increase.[122]

Ongoing energy consumption, facility maintenance and equipment upgrade, including technology cost of ownership, will continue to be present regardless of the fiscal crisis.[123]

San Mateo County Community Colleges Foundation

Community colleges are making advances in private fund development. Professional development staff hired by colleges have helped to target prospective foundations, businesses, and alumni; to establish planned giving programs and rejuvenate existing donor support; and thus to grow endowments and increase donations.

Private donations to community colleges appear to be on the rise as more two-year institutions develop fundraising programs.[124, 125] In the 2003-04 fiscal year, 100 public two-year institutions surveyed by the Council for Aid to Education raised $122.4-million, up from $93.3-million raised by 86 community colleges surveyed a year earlier.[126]

The San Mateo Community Colleges Foundation (SMCCCF) has recently positioned itself to join this trend in order to better serve the District's students. In partnership with SMCCCD, SMCCCF has built a development team by hiring an experienced development director and an administrative assistant to join its current staff of one, the executive director. Hiring was completed in May 2008. This team will work with the Colleges to augment identified programmatic and scholarship needs by matching them to donor interests.

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

Facilities Resources

Over the past few years the District has engaged in activities to align operational maintenance costs with College educational plans and facility plans. First, the Vice Chancellor of Facilities Operation, Construction and Planning (VCFOCP) extensively reviewed industry maintenance metrics and compared those standards to District resources. Based on this review and appropriate shared governance input, in 2007 the VCFOCP and the Vice Chancellor of Human Resources redefined some job classifications and service assignments to better align with identified needs.

More recently, in 2008, service levels were reviewed with the three College presidents to address needs associated with recent capital improvement projects.

In addition, three years ago the District adopted a new resource allocation model that had been developed over several years through the Budget and Finance Committee and approved by the District Shared Governance Council. As with all District operations, both academic and operational, this allocation model accounts for changes in workload factors, program and enrollment adjustments, and available resources. Further, the model is reviewed regularly by the District Budget and Finance Committee, a shared governance group with College, organizational and district representation and review.

The Facilities Master Plan

The facilities master plan of SMCCCD calculates that the District will have a net increase of close to 385,000 gsf (gross square feet) in addition to the total of 1,255,000 gsf that exist in the entire District. That will be a total of approximately 1,640,000 gsf, enough to accommodate a 25% growth in enrollments.[127] At the same time, qualitative improvements to facilities throughout the District have the potential to play a key role in enhancing programs and attracting students.

CIP I (Capital Improvement Program I) & CIP II Planned Growth as Measured by GSF

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

Five Year Construction Plan (5YCP)
In 2008, the Board of Trustees authorized submittal of the District's 2009-2013 Five-Year Capital Construction Plan (5YCP) and the related Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) to the California Community Colleges System Office.[128, 129] Submittal of a five year construction plan is an annual requirement for colleges seeking state funding for major capital projects such as new construction or reconstruction of existing facilities. The 5YCP takes into account an important criterion for campus facilities planning: capacity-to-load ratios. The capacity-to-load ratio is a comparison of the assignable square footage a college has in relation to the square footage the college's enrollment necessitates. Capacity-to-load ratios are measured for different categories of space including lecture halls, laboratories, offices, libraries, and audio/visual support spaces.

I. 5CYP projects currently in design or under construction

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

II. Current state capital outlay projects (being resubmitted)

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

III. Current state capital outlay projects (approved)

- Cañada College Electrical Infrastructure Upgrades
- Skyline Electrical Infrastructure Replacement

IV. Fiscal year 2010-2014 initial project proposals and future project proposals

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

Emergency Response, Disaster Preparation, Terrorism Deterrence and Crime Prevention

For several years each campus as well as the District Office has had an emergency preparation plan that complies with the federally mandated National Incident Management System (NIMS) and the California Standardized Emergency Management System (SEMS). In addition, mock emergency exercises have been conducted in partnership with the San Mateo County Sheriff's Department and the San Mateo County Operation of Emergency Services (OES). Currently, SMCCCD is working with a consultant to revise and update the emergency preparation plans. The plans include response guidelines to major catastrophes such as an earthquake or fire as well as specific incident responses for events such as utility outages, hazardous materials issues, medical emergencies, bomb threats, and shooter on campus. Onsite training to operate the Emergency Operations Centers (EOCs) on the campuses and at the District Office is currently occurring (January 2009). Individual training has already occurred as representatives from District administration, classified employees, and security personnel attend workshops offered by the System Office. Several employees have also successfully completed "train the trainer" workshops for future training on our campuses.

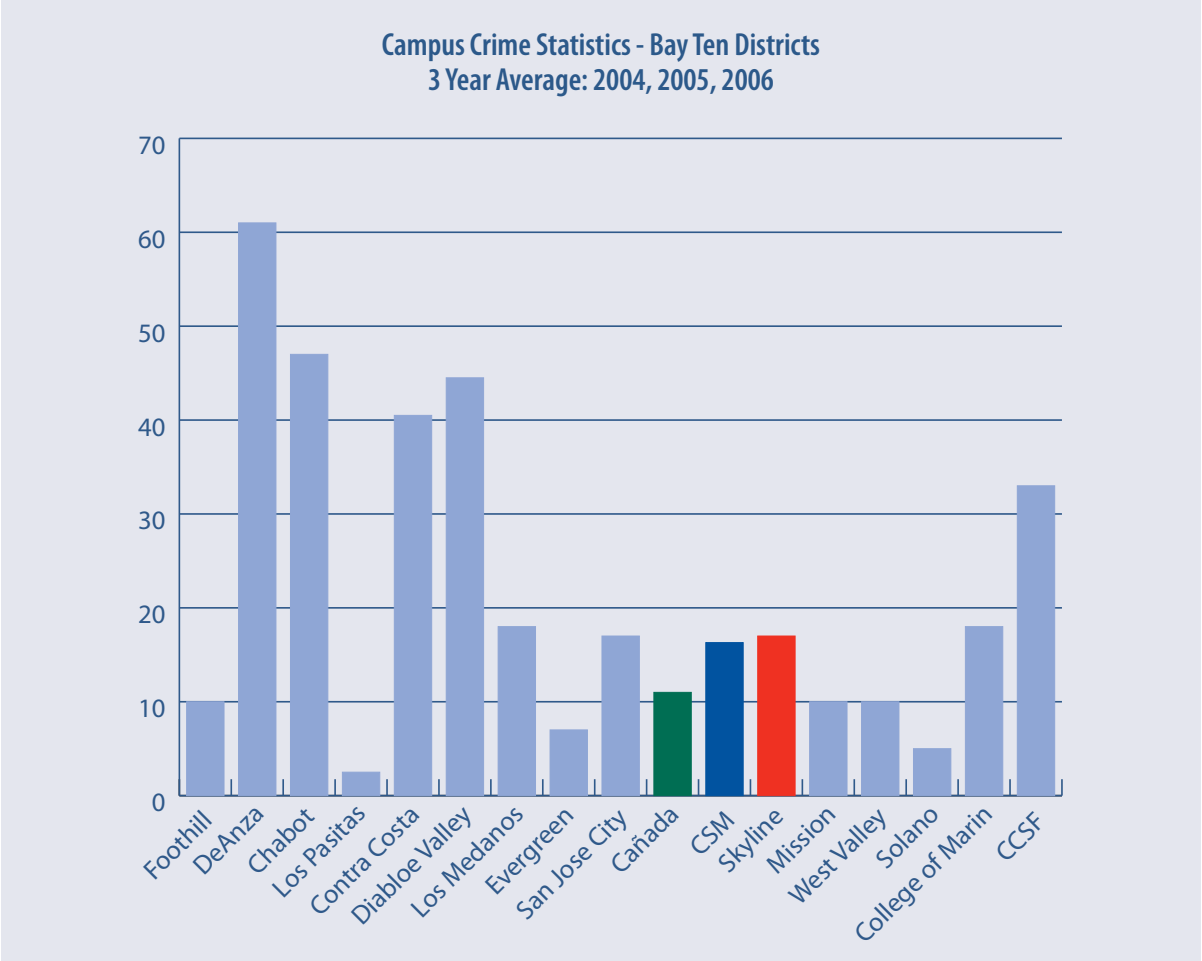
A District safety committee comprised of District personnel and campus employees meets monthly to discuss safety and security issues. This committee has implemented exterior communication systems using carillons on the campuses; developed a process and hired a vendor to dispose of hazardous materials in an organized manner per OSHA rules; dispatched safety chairpersons for evacuation of buildings on all campuses; and partnered with the Sequoia Healthcare District's HeartSafe Program to provide free Automated External Defibrillators on the Canãda campus. Currently the committee is working to put an internal Event Annunciation System (EAS) inside buildings on the three campuses. On the campus level, the College safety committees meet frequently to discuss emergency response, crisis management, and campus security. At a strategic level, a group of key District administrators meets monthly to develop and refine continuity planning for recovery in case of a major disaster.

Maintaining emergency preparation, safety, and security requires continuous updating. Future projects involve modifying the buildings that house the campus Emergency Operations Centers to enable the hook-up of a generator in case of power failure. Each campus will have two buildings with this ability; the primary site and a back up. Another project focuses on security assessment, since College administrators have expressed the desire for heightened campus safety. In addition, a team of security consultants has been engaged to analyze the District's current security organization. The consultants' preliminary recommendations include consolidating the autonomous departments to increase the efficiency of resources, enhance training, and establish and provide unified policies and procedures. SMCCCD continues to develop and implement emergency and safety systems that will serve and protect students and employees.

Campus Safety

Campus crime statistics compiled and reported by the National Center for Educational Statistics (NCES)[130] show that our three Colleges are relatively safe with lower numbers of arrests and offenses (illegal weapons possessions, drug, and liquor law violations, murder, manslaughter, sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft and arson). Of all the criminal offenses, burglary and motor vehicle theft have accounted for the majority of incidents among all colleges in the Bay Ten districts including our own.

In a report titled "What Changed, and Didn't, After Virginia Tech" and presented at the National Association of Institutional Research conference in 2008,[131] researchers from the Midwestern Higher Education Compact listed changes made by institutions that responded to its survey. About 37% increased their institutional budgets for safety and security; more than 50% reviewed and revised student privacy laws; and close to 25% revised language in student handbooks regarding disturbing or threatening behavior.



Technology Resources

The State Chancellor's Office Technology Plan (2007-2010) aims to improve access to management reporting, data, and student records; standardize assessment and placement practices; bring consistency to accreditation and accountability reporting; and make the campuses more connected. Implementation of this plan requires more IT funding.

District Technology Plan

The SMCCCD Technology Plan (2008-2012) has over 33 initiatives. Among them the plan calls for equipment replacement, implementation of a student email system, implementation of an electronic transcript interchange to allow students to obtain transcripts easily among District Colleges, evaluation of curriculum development and course approval software applications, completion of an online degree audit system, and many software and hardware updates and upgrades across the Colleges.[132]

Technology and distance education modalities will be increasingly adopted for face-to-face learning.[133, 134, 135, 136] The District has made major hardware, software and human resource investments in the use of technology for teaching and learning. Educational planning and technology planning should be linked together so as to take best advantage of these investments.

The Millennial Student

Today's teenagers are unlike any previous generation in their exposure to technology: 100% use the Internet to seek information, 94% use the Internet for school research, 41% use email and Instant Messaging to contact teachers and schoolmates about school work, 81% email friends and relatives, 70% use Instant Messaging to keep in touch with friends, and 56% prefer the Internet to the telephone.[137] As incoming students to higher education, they expect colleges to enhance their access to new technology. However, technology-based course delivery requires increased resources.

Since today's students communicate differently than their teachers did in the past, demand and expectations for the use of technology challenges and in some ways reshapes the teaching profession. For example, the "Millennial Student," born between 1982 and 2002 and now in the education pipeline, approaches learning in new ways. More than any previous generation, these students prefer to learn with technology, with each other, online, in their time, in their place, and by doing things that matter to them.[138]

Yet there is clear evidence of an ethnic digital divide based on educational attainment as well. Fifty-seven percent of African-Americans go online, compared with 70% of whites.[139] In addition, a study published by the Public Policy Institute of California in 2007 found that non-English speaking Hispanics had a lower level of access to Internet resources.[140]

Distance Education

Abolition of the federal 50% rule (also called the 50-50 rule), which theretofore had prevented any college that provides more than half of its courses via distance education from participating in federal student-aid programs, has spurred a boom in online programs at traditional colleges, as well as the creation of for-profit businesses specializing in cyber-education.[141]

The overall student headcounts in distance education in California's community colleges has grown from 2.5% in 1996 to 11.8% in 2006, which is a rate of increase of 19% per year. Nationwide, it is estimated that over five million college students are now taking courses online.[142] Almost 40% of colleges offering face-to-face associate degree programs also offer them online.[143] Community colleges in California closely match that ratio, according to the System Office's recent report.[144]

The percentage of colleges identifying online education as a critical long-term strategy grew from 49% in 2003 to 56% in 2005. The largest increases were seen in associate degree institutions of which 72% now agree that it is part of their institution's long-term strategy, up from 58% in 2003.[145]

Compared to institutions that focus on offering online courses, institutions that offer online-based degree programs are four times more likely to perceive that they have had overwhelming success in eLearning.[146]

To provide the Colleges with planning guidelines for growth in distance education courses and programs, the SMCCCD Distance Education Strategic Plan was drafted by the Distance Education Advisory Committee. This plan projects enrollments and demand for distance education and uses these projections to identify potential program and course development areas as well as the resources required to implement them.

The plan sets specific goals that are supported by the Colleges. These goals are:

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

The plan includes recommendations for the Colleges to consider developing distance education degree and certificate programs; to offer more distance education courses; and to address the need for distance education related student services, technology, human resources, and marketing.

Policy, Public Opinion, Community Needs and Outreach Environment

Higher Education Policy

In recent years public scrutiny of California community colleges has increased perceptibly. In 2007, in *Rules of the Game*, the Institute for Higher Education Leadership and Policy identified several areas of state policy in California that create the "rules" by which colleges and students make choices that may hinder student success.[147] Later that year, the same organization published two related papers on California community college governance. "Invest in Success: How Finance Policy Can Increase Student Successes at California Community Colleges" audits state finance policies and discerns the incentives for student and institutional behavior embedded in those policies.[148] In "It Could Happen," the same institute outlines an "achievable agenda" incorporating fiscal incentives, flexibility to use resources to fit local circumstances, and standardized college readiness measures by which degree-seeking students should be assessed.[149]

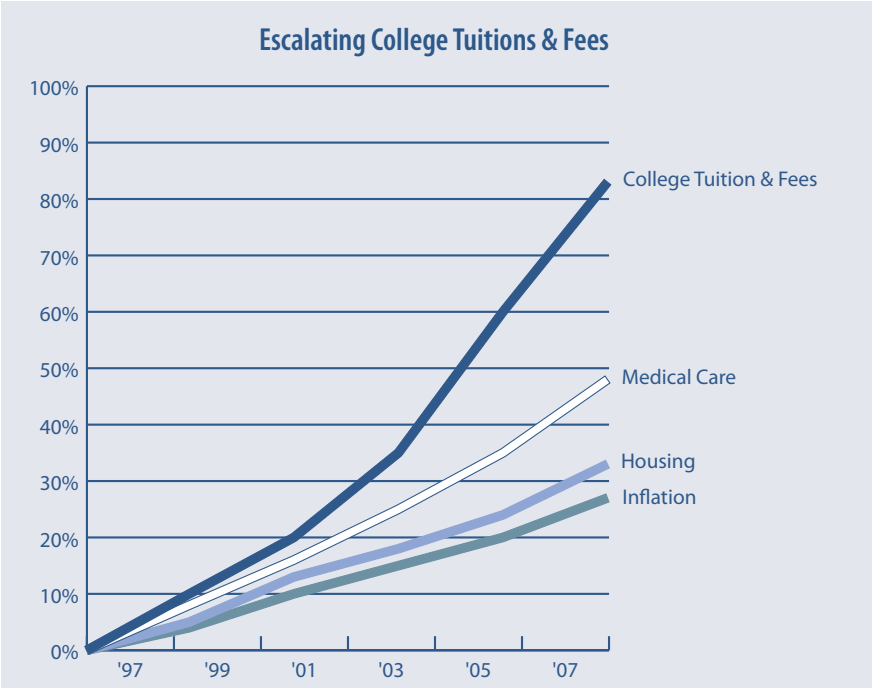
Evolving accreditation standards require colleges to develop clear and measurable learning outcomes. In addition, the inclusion of students of diverse ages, goals, backgrounds, and economic statuses means colleges must explore a variety of teaching modalities. By request of the federal government, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges has dramatically increased the need for assessing and documenting student outcomes. This has resulted in a significant number of institutions receiving warnings.

In addition, the six-year reauthorization of the Carl D. Perkins Act in 2006 requires that both secondary and post-secondary institutions develop processes for aligning career pathways through examining curriculum offerings from high school to college. The act also strengthens accountability measures. In addition, the California legislature has established laws, most recently AB2448, SB70, and SB1133, to require the course sequencing of high school and college career technical education and tech-prep/ROP (Regional Occupational Program) programs.[150]

In fact, concerns have been raised increasingly about the perceived disconnect between high school and college curricula. Many states are furthering their concurrent enrollment efforts by forming partnerships between high schools and colleges through faculty dialogues, articulation agreements, and equivalencies determination, attempting to create a smoother bridge from high school to college.[151]

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

Even as educational institutions strive to smooth the transition from high school to college, thus increasing student access, since the late 1990s, the rise of tuition and fees in the U.S. universities has accelerated much faster than inflation and has outpaced the cost of housing and healthcare.



Source: http://chronicle.com/weekly/v55/i06/06a00101.htm[158]

Equity in access to higher education[152, 153, 154, 155] connections between high schools and colleges, diversity in the teaching profession[156, 157] and the quality of graduates will continue to be the key areas of focus both within higher education and externally to the general public.

Although financial aid is assumed to be available for most American students,[159] concerns remain. As victims of the credit crisis, for example, major student loan lenders are shying away from community colleges even though loans are essential to many of our students.[160] Additionally, a recent report estimates that 1.5 million students who would probably have qualified for Pell Grants in 2003-04 did not apply for them, up from the estimated 850,000 who missed out on aid in 1999-2000. Even more worrisome, the number of low-income college-going students who did not file for federal (financial) aid rose from 1.7 million to 1.8 million, or 28% of low-income students.[161] And, even when students did apply for and receive financial aid, the *Chronicle of Higher Education* notes that Pell Grants fell to a new low in 2006, with an average award of $2,494. Twenty years ago, Pell Grants could cover 52% of the average tuition, fees, room and board at a public university and 21% of the same costs at private institutions. In 2007, however, the grants covered only 32% of such costs at four-year public universities and 13% at private ones.

The trend of community college students missing out on financial aid seems to persist.[162] Just over one-half (52%) of all undergraduates are financially independent students, yet they represent roughly two-thirds of community college students (64%) and part-time students (67%) in higher education in the United States. The needs of these students, who are considered by the federal government to be financially independent of their parents, frequently take a back seat to those of traditional undergraduates.[163]

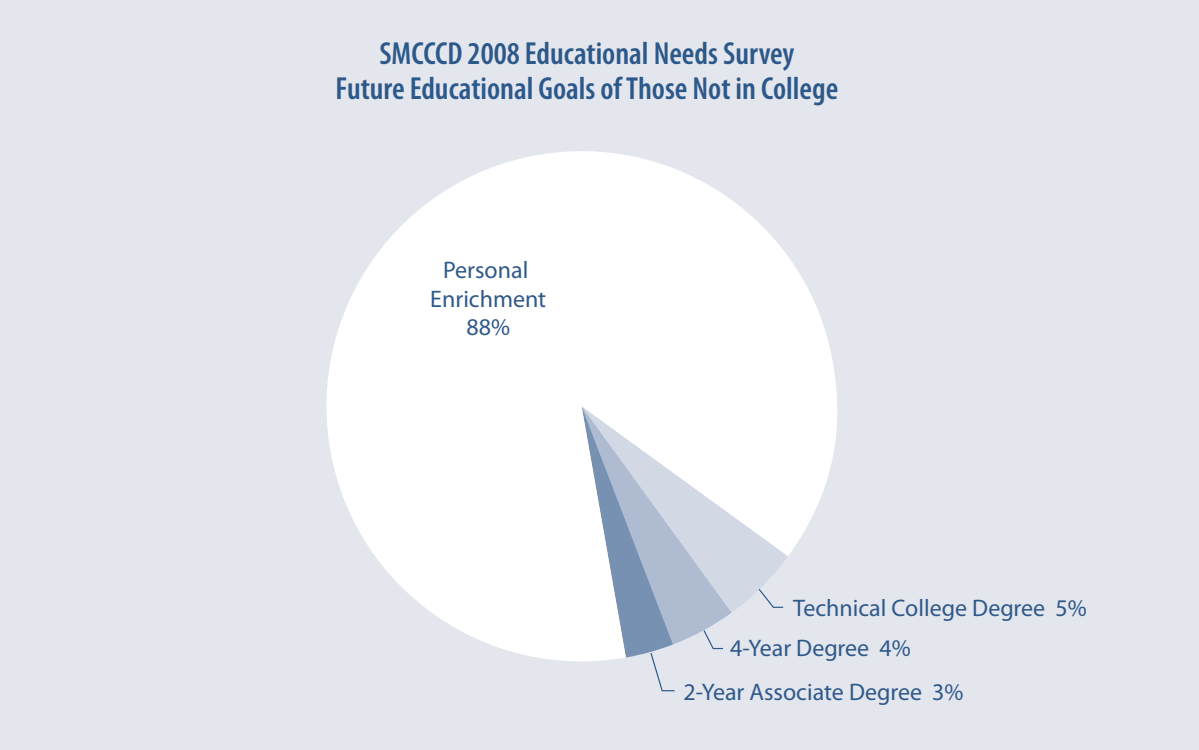
- Tuition increases in public institutions may outpace those at private institutions. In 2007 the *Chronicle of Higher Education* surveyed postsecondary educational institutions and found that in 2006, tuition and fee increases in public institutions were 6.6% higher than the previous year, outpacing private institutions in which the increase was only 6.3%.
- To make up for insufficient state funding, non-Ivy League colleges and universities are increasingly faced with pressure to seek additional revenues through tuition increases as well as private and local sources. This will increase the competition for market share as colleges and universities seek enrollment growth, and, in turn, drive increased public demand for transparency and accountability.
- The recently renewed Higher Education Act (H.R.4137), also called "The College Opportunity & Affordability Act," marks the most aggressive pressure yet exerted by Congress on institutions of higher education to contain both internal costs and tuition.[164]

Community Needs Research

In February 2008, the District commissioned a large scale community needs survey, which resulted in 1,202 valid responses with a margin of error of 1.5%.[165]

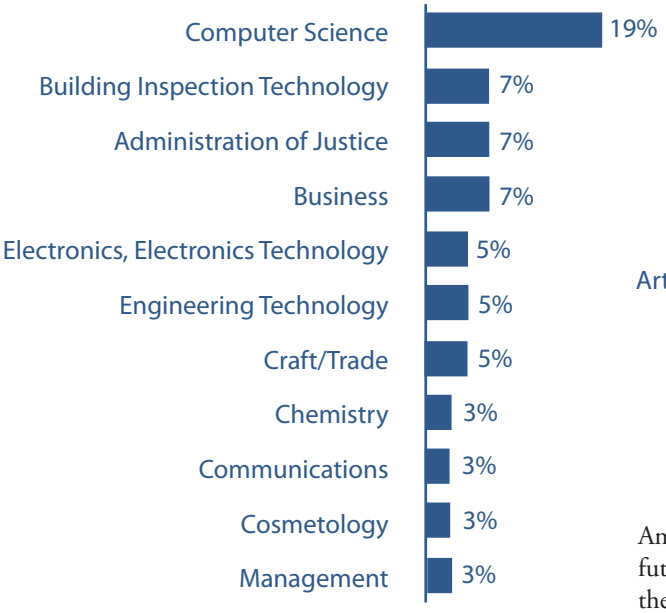
Of those who were considering pursuing a 2-year or 4-year degree, 24.7% were interested in business and finance, 12.3% in computer programming and information science, and the remainder expressed interest in many subject areas. Of those considering a technical degree or certificate, 22% were interested in business and finance, 11% in computer programming and information science, and the rest expressed interest in many subject areas. Of those who were interested in personal enrichment or continuing education, 21.2% were interested in art, 18.7% in computer programming and information science, 13.1% in foreign language, and the rest identified a number of subject areas such as business (7.7%), history (7.2%), and photography (5.7%).

Of the respondents not currently attending college, 84.6% were considering taking personal enrichment or continuing education courses in the near future. The remaining responses included 3.2% interested in pursuing a 2-year associate degree, 4.6% interested in pursuing a technical college degree or certificate, and 3.3% considering pursuing a 4-year college degree.

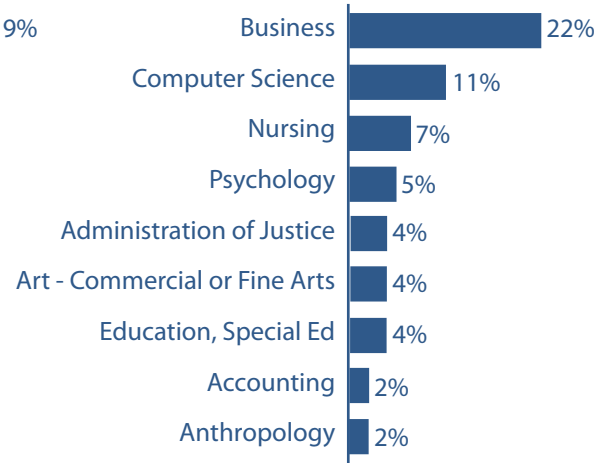


SMCCCD 2008 Educational Needs Survey – Interest in Future Courses

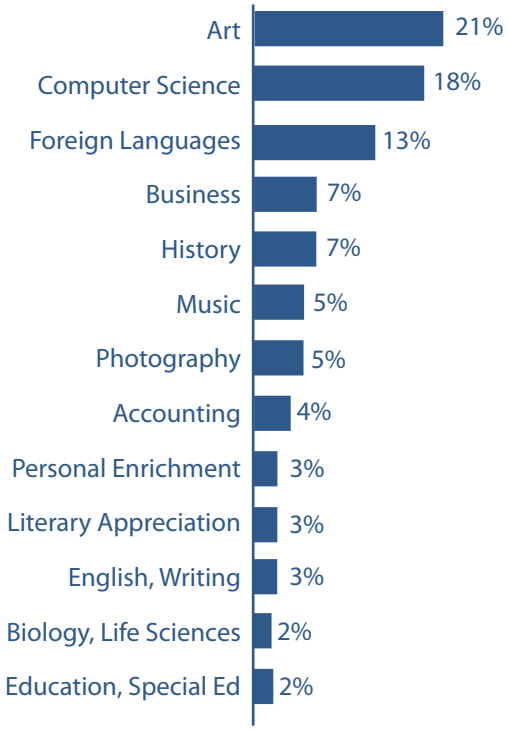
Technical College Degree Group



2-Year/4-Year Degree Group



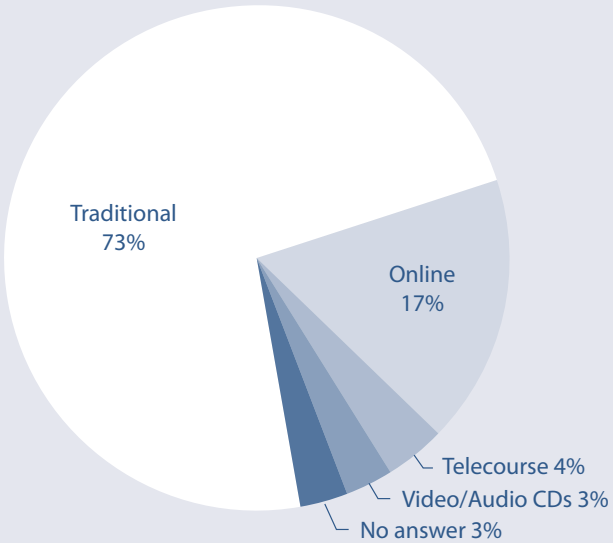
Personal Enrichment Group



Among those who plan to enroll in a college in the near future, when asked how likely they were to enroll in the three Colleges in SMCCCD, only 19% chose "very likely" and 14.3% chose "likely".

Seventeen percent of respondents said they most preferred their next course to be offered online, 3.9% preferred a telecourse, and 3.5% preferred audio/video media, which means that a combined total of 24.5% of our residents who express an interest in taking a college course are potential distance education students.

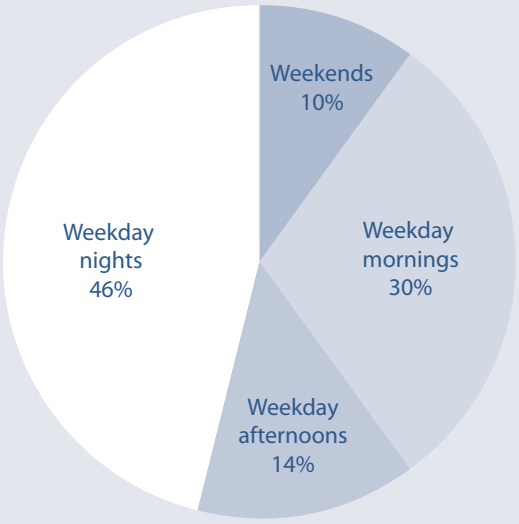
SMCCCD 2008 Educational Needs Survey Population Preferance for Distance Education



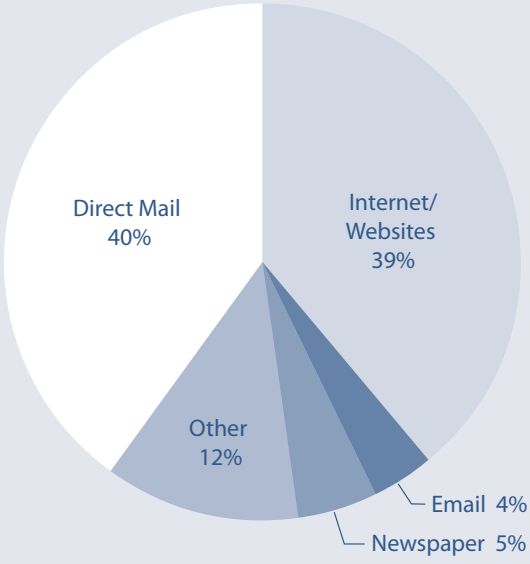
In terms of when the survey respondents most preferred to take their future courses, 46% preferred weekday nights, 30% preferred weekday mornings, 14% preferred weekday afternoons, and 10% preferred weekends.

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

SMCCCD 2008 Educational Needs Survey
Preference for Class Time



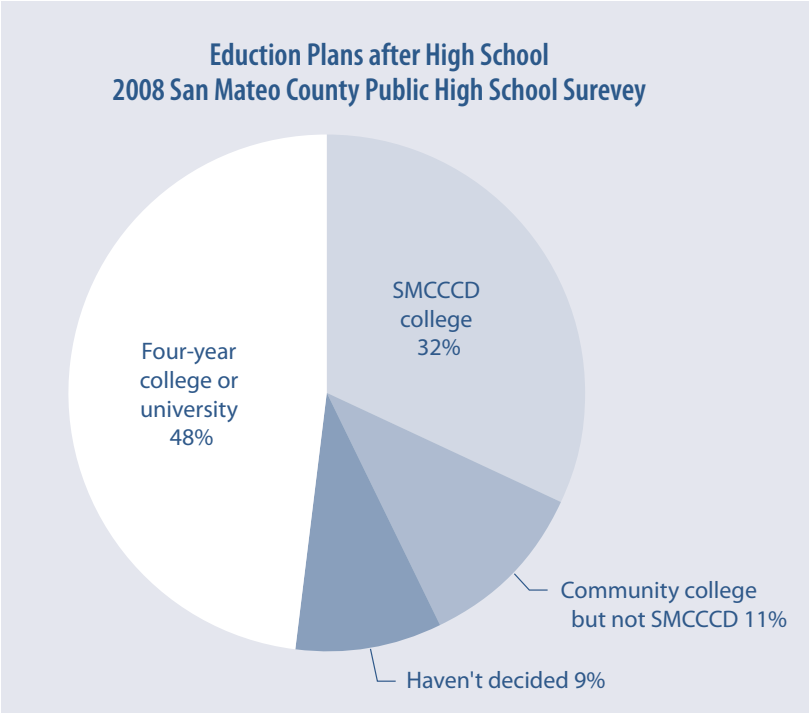
SMCCCD 2008 Educational Needs Survey
Preference for Receiving College Information



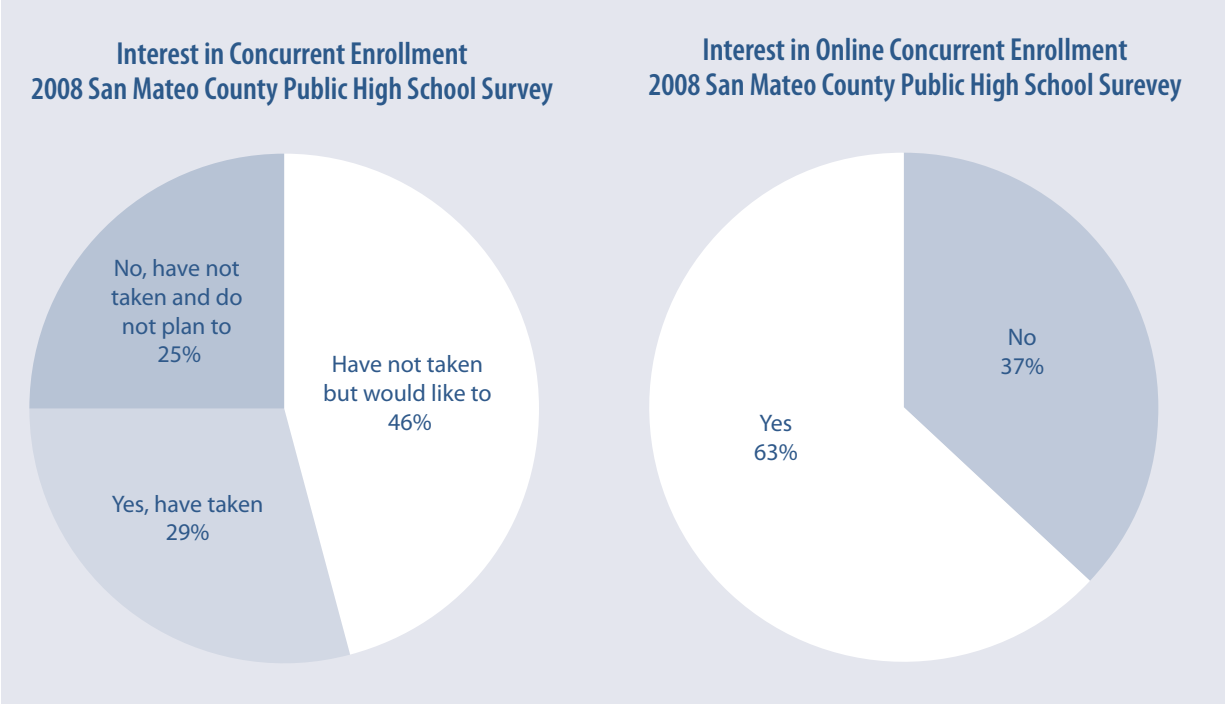
County Public High School Survey

In 2008, SMCCCD collaborated with the San Mateo County public high school districts to conduct a Countywide high school junior and senior survey. Preliminary results showed that 32% of the County's high school students plan to attend one of our three Colleges, which is similar to our recent "take-rate" as tracked by the District and other organizations. However, a little over 10% of respondents said they planned to attend a community college other than the District's three Colleges.

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



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



College-based Research on Student Opinions and Attitudes

The three Colleges frequently conduct surveys and convene focus groups to elicit direct student feedback. For example, since fall 2003, CSM has conducted bi-annual surveys of students who use specific student services (e.g. counseling, EOPS, financial aid, transfer center, health center, etc.). In all, 23 student service units receive feedback regarding overall satisfaction as well as suggestions about how to improve services for students. CSM students consistently give very high marks to these programs.

Although not comprehensive, the points below represent key findings, both positive and negative, of various student surveys:[166]

- In the Campus Climate Survey at all three Colleges, students indicated high satisfaction with faculty. In the same survey, students also highly rated the support they receive from various student services. In addition, students highly value the diverse learning environment including the culture, student body, and student life. A total of 77% of respondents in a survey conducted by Cañada said that they would definitely or probably enroll at the College if they "had to do it all over again." 94.3% of respondents in a survey conducted by CSM said that "they would recommend CSM to a family member or friend."
- In the fall 2005 *Fresh Look* project survey as well as its Campus Climate survey, students describe Skyline as cozy and inviting but request more cultural/social events on campus.
- In the Skyline Campus Climate Survey, students ranked counseling services as the most important to them.
- In a Cañada Upward Bound study, students reported problems with the counseling services. Students praised the facilities in general, but also suggested upgrading lab facilities and information displayed on the websites.
- In CSM's survey of student learning gains, a majority of students report moderate or major progress on 14 different learning outcomes.
- *Students Speak*, a large scale focus group study at CSM, shows that students prefer a stronger branding of the institution in terms of its high level academic program offerings; they recommended targeted outreach to high schools and suggested a range of ideas for matriculation, website construction, and classroom/enrollment management.
- Students believe CSM to be a quality academic institution but express frustration with the college registration and enrollment processes, which are currently under review and will be revised. Students remark that matriculation is a barrier for older students who take only one class.
- Feedback from Cañada College basic skills students indicates a need to work with high school counselors to communicate the value and quality of the three Colleges in the district. High school students' parents were not well informed or aware of community colleges. In another Cañada survey, students recommend outreach to sixth grade Latino students. ESL students report needing additional help with registration, and they point to a lack of transfer course information.
- Media preference surveys at Skyline and Cañada indicate that students prefer learning about the District Colleges through kiosks, mall advertising, and printed media, particularly mailed class schedules. Many students prefer using email to communicate with the College.

Marketing and Outreach

Districtwide marketing efforts have shown results. The *Futures Initiative*, supported by in-take process and high-tech and high-touch, produced a 41% increase (378 more students) in concurrent enrollment in the following semester. The *Careers* marketing efforts, also supported by various registration and enrollment processes at the Colleges, produced a 16% increase in vocational education enrollments in one semester.[167] In 2008, the District Colleges will complete a marketing audit and use the results of that study to formulate future marketing efforts.

Glossary

Academic Calendar Year

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

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

ADA

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

Annual Five-Year Construction Plan

That part of the facility master plan that defines the current and proposed capital improvements a College will need to undertake over the next five years if it is to achieve the learning outcomes specified in its master plan.

Annual Space Inventory

See 'Space Inventory'

API (Academic Performance Index)

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

ASF

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

Budget Change Proposal (BCP)

A document reviewed by the State Department of Finance and the Office of the Legislative Analyst that recommends changes in a state agency's budget.

CAD

Computer Assisted Design

California Community College System Office

The administrative branch of the California Community College system. It is a state agency that provides leadership and technical assistance to the 108 community colleges and 72 community college districts in California. Located in Sacramento, it is responsible for allocating state funding to the colleges and districts.

Capacity

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

Capacity/load Threshold Ratios (AKA "Cap Load(s)")

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

Capital Construction Programs

See 'Capital Projects'.

Capital Outlay Budget Change Proposal (COBCP)

A type of Budget Change Proposal regarding the construction of facilities and their related issues.

Capital Projects

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

Carnegie Unit

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

CCFS – 320 ("The 320 Report")

One of the primary apportionment (funding) documents required by the state. It collects data for both credit and noncredit attendance. Three reports are made annually; the First Period Report (P-1), the Second Period Report (P-2) and the Annual Report. These reports assess whether the college or district is meeting its goals as measured by number of full time equivalent students.

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

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

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

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

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

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

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

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

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

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

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

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

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

FTES
An acronym for "full-time equivalent student." Used by the state as the measure for attendance accounting verification. Also, a student workload measure that represents 525 class (contact) hours in a full academic year.

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

Hardscape
Refers to landscaping projects and components that involve everything but the plants.

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

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

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

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

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

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

Punch List
Incomplete items in a contract. If a job is designated as substantially complete for purposes of occupancy, the items remaining to be completed or resolved form the punch list.

Report 17
See Space Inventory Report.

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

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

Space Inventory Report
(Or "REPORT 17")
A record of the gross square footage and the assignable (i.e. useable) square footage at a college. Provides information necessary for capital outlay projects (IPP's, FPP's), five-year construction plans, space utilization of the college or district, and to project future facility needs.

Key Components of Space Inventory:

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

ASF (assignable square feet)

GSF (gross square feet)

Stations

Space Utilization
The level or degree to which a room is utilized, typically expressed as the percentage of the capacity that the room is actually used.

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

STAR Test
Standardized Testing and Reporting developed by the California Department of Education. Under the STAR program, California students are tested and measured as achieving one of five levels of performance on the CSTs (California Standards Tests) for

each subject tested: advanced, proficient, basic, below basic, and far below basic. (For details, visit http://star.cde.ca.gov/)

Stations

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

Strategic Plan

Strategic planning is the process of defining an organization's strategy or direction and making decisions on how to use resources to pursue this strategy. Various business analysis techniques can be used in strategic planning including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis). The outcome is normally a strategic plan that is used as guidance to define functional and divisional plans, including technology, marketing, etc.[168]

Success & Retention Rates

Success: Grades of C or better. It typically includes the Pass grade.

Retention: All grades except Ws.

Both are expressed as percent ratios.

TOP Code(s)

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

Example: The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of state purposes. Maas Companies commonly uses the two-digit designator for educational master planning purposes. A four-digit code is necessary for reports in the five-year capital outlay plan.

1500 – Humanities (Letters)

1501 – English

1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology

2205 – History

TOP/CSS Code

Rooms or spaces are assigned for a particular function or a specific discipline or service. The state has a numeric code, a four-digit number, that identifies the "type" of use that is supported by a particular room/space. (see TOP Code(s))

WSCH

An acronym for "Weekly Student Contact Hours." WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.

WSCH/FTEF

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

Examples: A faculty member teaching 5 sections of sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class sections X 3 hours/week X 30 students = 450 WSCH/FTEF) A faculty member teaching 3 sections of biology, each section meeting for 6 hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 student = 450 WSCH/FTEF).

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