

SMCCCD

Strategic Plan



2008–2013



SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

You are reading a condensed version of the 2008–2013 San Mateo County Community College District Strategic Plan.

To obtain the complete 2008–2013 San Mateo County Community College District Strategic Plan, including the Environmental Scan, or if you need more information or additional copies of the 2008–2013 San Mateo County Community College District Strategic Plan, please contact Jing Luan, Ph.D., Vice Chancellor, Educational Services & Planning, San Mateo County Community College District, 3401 CSM Drive, San Mateo, CA 94402.
Email: luan@smccd.edu or call: 650.358.6880

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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Dave Mandelkern
Patricia Miljanich
Virginia Medrano Rosales, Student Trustee
Chancellor Ron Galatolo, Board Secretary

SMCCCD Strategic Plan Taskforce (2008–2009)

Jeremy Ball
Kathy Blackwood
Carla Campillo
Suki Chang
Michael Claire
Patty Dilko, Co-Chair
Mauricio Flores Hernandez
Ron Galatolo
Ulysses Guadamuz
Sue Harrison
Rob Johnstone
Nick Kapp
Adolfo Leiva
Jing Luan, Co-Chair
Thomas Mohr
Victoria P. Morrow
Joan Murphy
Martin Partlan
Bart Scott
John Sewart
Gregory Stoup

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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



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



Mission Statement

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

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

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

Approved by the Skyline College Council, February 28, 2007

Approved by the Board of Trustees, April 11, 2007



Mission Statement

PREAMBLE

The Colleges of the San Mateo County Community College District, 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.

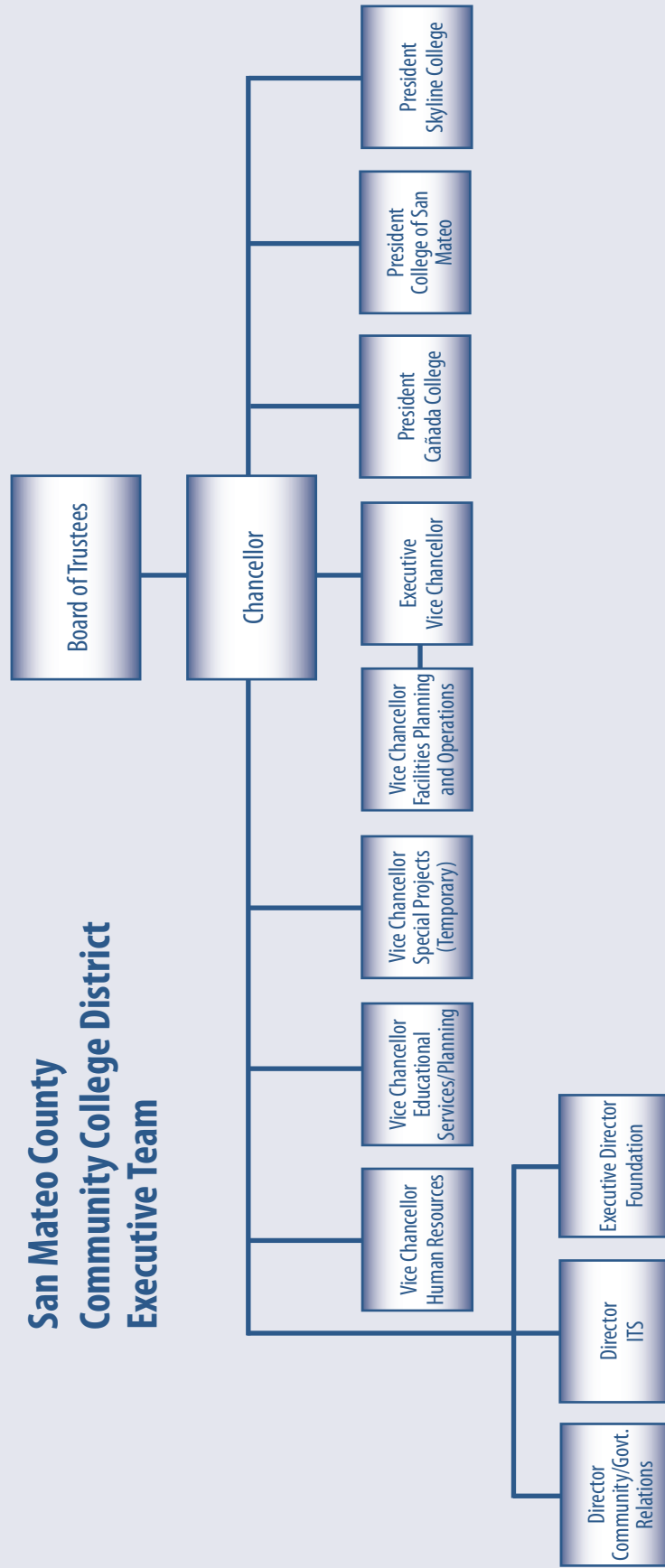
To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision 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

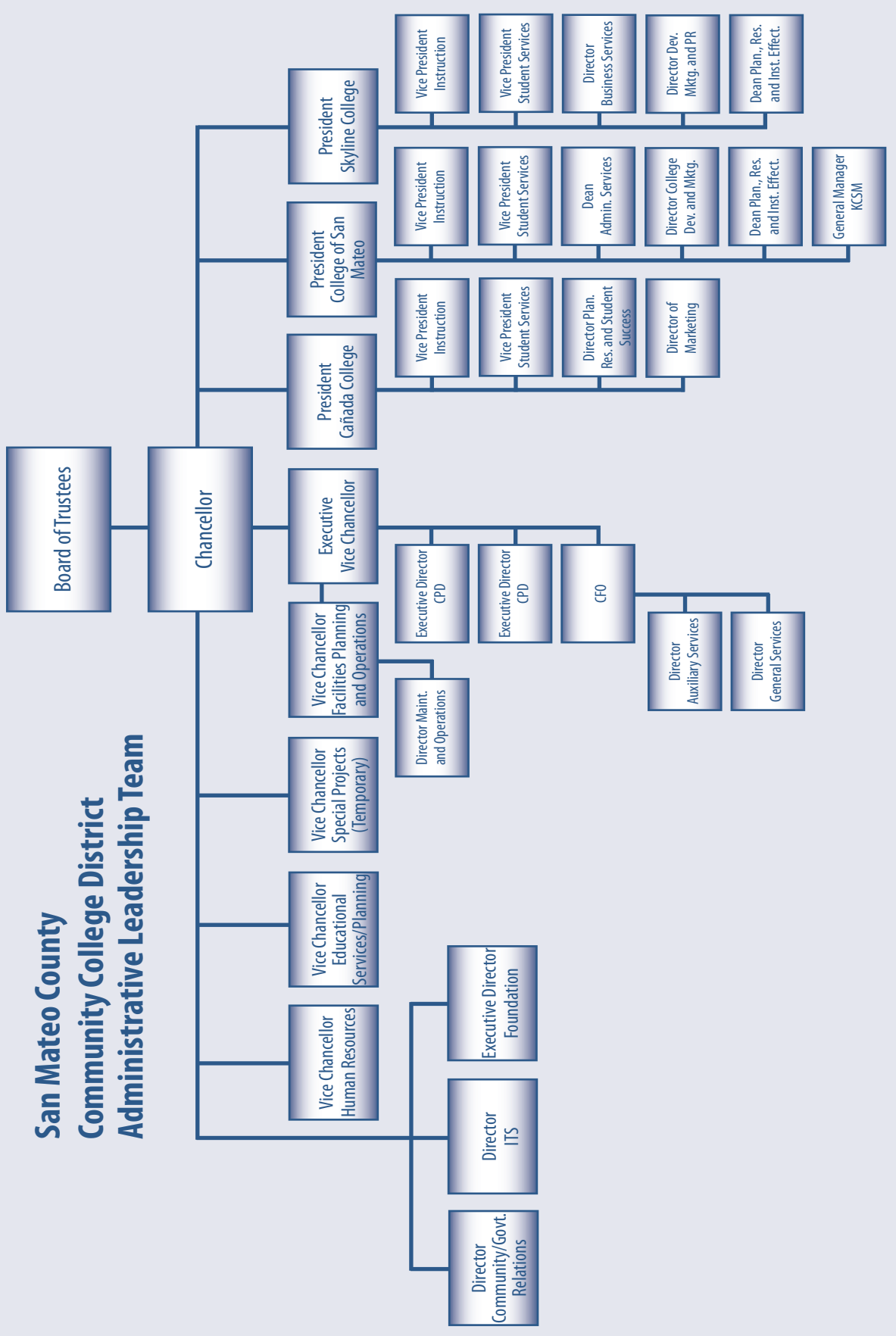
Approved by the Board of Trustees, April 11, 2007



San Mateo County Community College District 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>

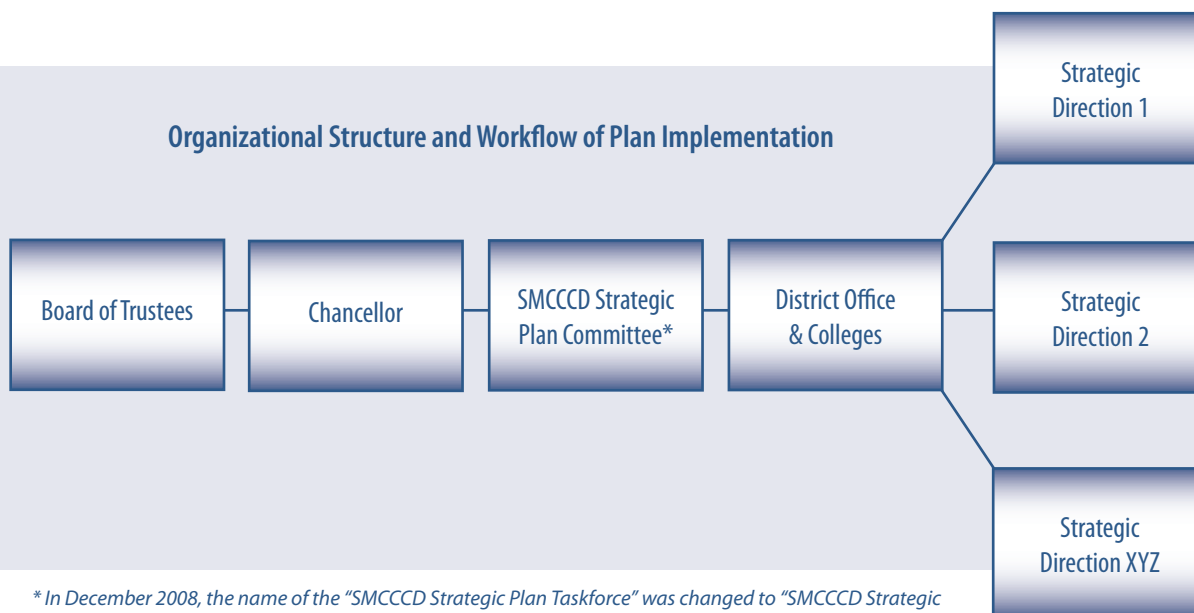
Strategic Direction

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:



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

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.

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			Environmental Scanning	Implement Plan		Environmental Scanning	PA & R	Implement Plan		Plan Update
C	College Master Plans		Environmental Scanning	Implement Plan (Skyline)	Implement Plan (Cañada & CSM)		Environmental Scanning	PA & R	Implement Plan		Plan Update
C	Self-study Cycle	Writing	Writing	Visit				Writing	Writing	Visit	
C	Program Review	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
S	Budget Planning Cycle	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually	Annually
S	Facilities Master Plan		Implement Plan				Plan Update				Plan Update
S	Technology Master Plan				Implement Plan				Implement Plan		
C	Student Equity Plan	Develop Plan				Plan Update			Plan Update		

Legend:

- C = 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

<i>Areas of Strategic Focus</i>	<i>Recommendations</i>
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.

<i>Areas of Strategic Focus</i>	<i>Recommendations</i>
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.

<i>Areas of Strategic Focus</i>	<i>Recommendations</i>
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.





SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

3401 CSM Drive
San Mateo, CA 94402

smccd.edu

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