

Introduction to College of San Mateo: History and New Developments

College of San Mateo (CSM) has served the diverse educational, economic, social, and cultural needs of its community for 92 years, making it the one of the oldest community colleges in the state and the oldest of three colleges in the San Mateo County Community College District (SMCCCD). In 1922, the College was established as San Mateo Junior College in downtown San Mateo, where it started with just 35 students in several rooms of San Mateo High School. After several temporary locations, CSM moved to its current location, College Heights, 20 miles south of San Francisco where it sits on a 153-acre hilltop site with a breathtaking, panoramic view of the San Francisco Bay Area. Designed by the internationally recognized architect John Carl Warnecke, the current campus opened in 1963 and now celebrates 50 years at this location. Since its opening, the College has evolved into a multicultural institution, one that continues a tradition of educational excellence by providing a broad range of quality and innovative programs to serve the academic and vocational needs of its approximately 10,000 culturally and linguistically diverse students. Its Mission Statement articulates its commitment as a student-centered, open-access institution, committed to offering students a “comprehensive curriculum of basic skills, career and technical programs, and transfer preparation.

More than a Decade of New Construction

CSM houses its academic and student services programs in 35 buildings. The College’s main educational structures are built along a north-south axis provided by the central pedestrian mall, from the Science Building and Planetarium in the north to the Gymnasium and Health and Wellness Center in the south; a second mall, running east and west, connects the fine arts buildings, including the Theatre, with the Library. Given the relative age of the campus, major renovation has been necessary to address mandates for current safety, seismic upgrading, infrastructure, and technology standards while preserving key elements of the original design. San Mateo County voters expressed their support for the College by passing bond measures in fall 2001 (Measure C) and fall 2005 (Measure A), which have allowed significant facilities upgrades throughout the campus as well as the construction of several new facilities to meet the community’s growing demand for quality education.

Prior to the last accreditation visit, the College had just opened the new Science Building and Planetarium with its rooftop observatory, which had won several construction and design awards. It had also just launched the Moore Regional Public Safety Center, a training facility for law enforcement agencies comprising the South Bay Regional Public Safety Consortium. These were the first new buildings constructed on the campus in more than 40 years. Other renovations at the time included the installation of several SMART classrooms in the largest classroom buildings. The football and track and field stadium, baseball field, tennis courts, and softball field were also modernized, facilities that support intercollegiate athletics as well as other non-intercollegiate athletics. Critical improvements in infrastructure and emergency systems were initiated to address plumbing, exterior lighting, accessibility accommodations for the disabled, sprinkler and fire alarms systems, mandated seismic upgrading, and removal of hazardous materials.

Since 2007: New Facilities and Their Opportunities for New Programs

Since the last external evaluation team site visit in 2007, renovation and new construction have continued, creating dramatic change at College of San Mateo. Guided by the *SMCCCD Facilities Master Plans* (2001, 2006, and 2011), the College has witnessed additional significant upgrades to virtually all its facilities. Consistent with the *College's Educational Master Plan, 2008*, facilities improvements throughout the campus, along with construction of two new buildings, have significantly shaped the accessibility, manner of delivery, and relevance of many College programs and services.

Health and Wellness Building with Aquatics Complex (Opened in 2010)

Located at the south axis of the campus, a fitness center and several existing occupational preparation programs are now housed in the Health and Wellness Building, each with improved capacities to offer students applicable job skills or preparation to continue their studies:

- **Cosmetology:** The modern clinic and lab setting allows students to practice on live models, providing low-cost services to members of the community.
- **Dental Assisting:** The lab is equipped with a computer and projector to enhance the visibility of demonstrations.
- **Nursing Program:** The Nursing Skills lab is equipped with simulation manikins and cameras to record students' simulation experience for playback and debriefing; SMART classrooms and other technologies allow student to practice current methods in, for example, electronic charting.
- **Fitness and Aquatics Centers:** The fully-equipped fitness center is shared by CSM's physical education programs, athletics, and the San Mateo Athletic Club (SMAC), whose membership is open to the public and whose operations are overseen by the SMCCCD Vice-Chancellor for Auxiliary Services. The Aquatics Center contains a competition, Olympic-size pool and a smaller warm pool for adaptive physical education programs and lap swimming. The partnership enables students to earn an AA-T in Kinesiology. Certificate programs enable students to work in a variety of roles in the fitness industry and are offered in the areas of personal training and teacher training in yoga and Pilates. A group exercise teacher-training certificate is also currently being developed.

College Center (Opened in 2011)

Located at the geographic heart of the campus, College Center is the centerpiece of the revitalized campus. It is a hub of college life and serves as a central location for key student services' programs, including Admissions, Assessment Center, Career Services, Counseling Services, Transfer Services, Financial Aid, Disabled Students Programs and Services, and Equal Opportunity Programs and Services. The building also houses the new Learning Center, laboratories for the Digital Media program, the Distance Education Resource Center, large 120-plus seat classrooms, the bookstore, dining rooms, faculty offices, and offices for key College administrative functions. The College Center features outdoor terraces and stunning views of the San Francisco Bay. New program and services include:

- **Learning Center:** The center offers free peer tutoring for 15 disciplines, up-to-date technology and computers, mentoring, college bridge and student success workshops, a textbook reserve program, group study rooms, scholarship information, and a friendly, comfortable place to study; it is also the College's official proctoring site.
- **One-stop Student Services:** Centralized student services and other supports are organized around the concept of a "one-stop" center to enable easy access and referrals for students. For example, Admissions, the Assessment Center, Financial Aid, Cashiers Office, and Counseling Services are adjacent to one another on the third floor. Other student services are easily accessible on the first floor.
- **Distance Education Resource Center:** The center provides students, faculty, and staff access to resources to help students pursue their educational goals through multiple modes of delivery that promote access, convenience, and flexibility; the center is currently staffed by an instructional designer. The College resources to improving student success in distance learning courses have yielded positive results: currently one in six students uses an online course to earn a degree. (See "How Students Use Online Coursework to Earn Degree and Certificates," http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/HowStudentsUseOnlineCourseworkEarnDegreesCertificates2004-05-2011-12_Feb2013.pdf.)
- **Veterans Resource & Opportunity Center (VROC):** The center assists veterans with admissions, transfer, and the determination of eligibility to receive educational benefits offered through the Department of Veterans Affairs; it also provides peer support and an emergency loan program.

Other Initiatives Launched Since 2007

- **Associate of Arts for Transfer (AA-T) and Associate of Science for Transfer (AS-T):** Effective in fall 2012, the College offers associate degrees designed to support more seamless transfer to the California State University system in Administration of Justice, Business Administration, Communication Studies, Geology, History, Kinesiology, Mathematics, Physics, Psychology, Sociology, and Studio Arts. Additional options are currently being developed.
- **Honors Project:** Implemented in 2012-2013, this unique interdisciplinary community joins a dedicated group of faculty and students to create a rich, intellectual experience at CSM. Students who are accepted pair a "foundation" course (any transfer-level course within either of two clusters, Math/Science or Humanities) and the corresponding interdisciplinary Honors research seminar. Students earn honors credit in the transfer courses by developing and successfully completing advanced research projects. Four students were accepted to the competitive 6th Annual Honors Research Symposium at Stanford University where they delivered papers in May 2013. In its first year, 2012/2013, the Honors Project successfully maintained a cohort of 30 students.
- **International Students Program:** In 2011-2012, the SMCCCD established an initiative to increase the international student population at all three colleges in the District. The District Office led efforts to increase targeted marketing and outreach strategies. As a result, College of San Mateo has seen an increase in applications as well as students enrolled. From spring 2012 to spring 2013, the applications

- received increased by 128 percent. The numbers of students enrolled also increased 16 percent from 124 students enrolled in spring 2012 to 144 in spring 2013. The program is staffed by a full-time Project Director and Program Services Coordinator. Their efforts have focused on increasing student achievement by collaborating with ESL and English faculty to ensure that students are appropriately placed in core classes and have access to necessary supplemental instruction. Other efforts have led to implementing a .5 unit College Planning course required of all new international students: the course addresses such topics as understanding the academic and social culture in the U.S. and successful strategies for achieving educational goals.
- **Professional Development** (SoTL Center): In 2013, the Center for the Scholarship of Teaching and Learning (SoTL) was revived with the appointment of two professional enrichment co-coordinators, one focused specifically on transfer and the other on basic skills. SoTL's mission is to increase student engagement, success, and retention through professional development activities, workshops, and forums. SoTL activities are open to all CSM faculty, staff, and administrators as well as local high school faculty and staff.
- **Professional Development New Initiatives:** For 2012-2013, SoTL adopted two primary initiatives: the Community College Teaching and Learning Program (CCTLP) and Reading Apprenticeship (RA). CCTLP is designed for new tenure-track faculty, providing them with opportunities to attend workings, conferences, or trainings during their four years of tenure review. Active at CSM since fall 2012, RA has been comprised of a team of chemistry, biology, reading, and math faculty who are incorporating the principles of Reading Apprenticeship into their courses. They participate in a larger community of community college practitioners throughout the state and share best practices through participation in RA institutes and online forums. Twelve faculty members currently participate in the program with 5 new faculty members committed to joining in fall 2013.
- **Puente Project:** In fall 2012, the College re-established the Puente Project, a nationally recognized program supported by the University of California. A counselor and English faculty member, dedicated to the project, facilitate a learning community that includes English instruction, counseling, mentoring, and extra-curricular components. The learning community focuses on the Chicano/Latino experience and spans two semesters. Twenty-five students comprised the first Puente class.

Mission & Diversity Statements

Mission Statement

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

- *Improve Student Success*
- *Promote Academic Excellence*
- *Promote Relevant, High-Quality Programs and Services*
- *Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources*
- *Enhance Institutional Dialog*

Diversity Statement

College of San Mateo maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves. As an academic institution, the College fosters a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. The College abides by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

Adopted by College Council May 17, 2012

Approved by the Board of Trustees June 6, 2012

Modified wording approved by the Board of Trustees May 15, 2013, Diversity Statement

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Demographics and Student Achievement Profile of College of San Mateo and the Community It Serves

College of San Mateo Trends and Key Planning Indicators

The effectiveness of CSM's integrated planning efforts relies on an understanding of the key demographics and variables, both internal and external that affect the College and its ability to serve students. This section examines the central characteristics and trends in CSM's surrounding community, student population, employee demographics, student access and achievement, and campus climate.

Profile: College of San Mateo and Its Surrounding Community

Currently serving approximately 10,000 students a semester, CSM is also the oldest institution in the three-college San Mateo County Community College District. Situated nearly midway between San Francisco to the north and Silicon Valley to the south, CSM sits on a 153-acre site located between Highways 101 and 280 and adjacent to Highway 92. Skyline College is located north of CSM and Cañada College to the south.

Its immediate surrounding areas include the cities of San Mateo, northern Redwood City, Foster City, Belmont, San Carlos, Menlo Park, Hillsborough, Burlingame, Millbrae, San Bruno, Moss Beach, El Granada, Woodside, and Half Moon Bay, among others. More than 40 percent of San Mateo County's total geographic area is protected open space with preserves of parks and watershed, a portion of which is directly adjacent to CSM. (See Figure 1)

San Mateo County Population and Demographic Trends

CSM's location in the midst of one of the country's significant population centers and economic regions has a variety of implications for CSM. Its future will be affected by a number of trends outside its immediate environment, a mix of local, regional, national, and global conditions. More important, its future lies in the framework it builds to respond to those conditions outside its immediate sphere as well as to those elements within its immediate control.

San Mateo County experienced rapid population growth between 1950 and 1970. During this period of time, population increased 136 percent, twice the rate of the San Francisco Bay Area as a whole. However, between 1990 and 2000, the county's population increased by only 8.9 percent, approximately one-half the rate of the regional population growth. Currently, 718,451 residents live in San Mateo County. (See Table 1) This figure represents an increase of 1.6 percent since 2000.

Figure 1 San Mateo County



Table 1 Statistical Profile of San Mateo County and Environs

	San Mateo County	SF-San Mateo-Redwood City MD	State of California
Demographics			
Total Population (2010) ¹	718,451	1,776,095	37,253,956
By Ethnicity:			
African American	2.6%	4.1%	5.8%
Asian	24.5%	25.6%	12.8%
Hispanic	25.4%	19.3%	37.6%
Native American	0.2%	0.2%	0.4%
Pacific Islander	1.4%	0.8%	0.3%
White	42.3%	46.4%	40.1%
Multi Races	3.3%	3.2%	2.6%
Other	0.4%	0.4%	0.2%
By Age:			
Under 18 years	22.2%	18.0%	25.0%
25 to 64 years	56.8%	59.8%	53.1%
Over 64 years	13.5%	14.0%	11.4%
Median Age	39.3	39.7	35.2
Annual population growth 2000-2010 ¹	1.6%	2.6%	10.0%
Median household income ²	\$82,748	\$78,247	\$57,708
Education			
Educational attainment ² :			
Percent high school graduates	88.2%	87.6%	80.7%
Percent college graduates	43.0%	48.3%	30.1%
Secondary education ³ :			
Graduation rate	80.1%	85.0%	76.8%
Expenditures per pupil	\$14,138	\$15,028	\$11,958
Pupil-teacher ratio	20.0	18.4	19.8
Labor Market			
Unemployment Rate ⁴	8.1%	8.3%	11.7%
Employment by occupation ² :			
Sales and office	23.0%	23.0%	25.1%
Service	19.1%	17.9%	18.2%
Management, business, and financial	17.9%	19.8%	14.9%
Production, transportation, material moving	7.5%	6.4%	10.8%
Construction, extraction, maintenance and repair	6.7%	5.2%	7.7%
Health care	6.5%	6.0%	4.7%
Education, training	5.0%	4.8%	5.5%
Computer and mathematical	4.9%	4.5%	2.8%
Architecture and engineering	2.4%	2.3%	2.2%
Life, physical, and social science	2.1%	2.1%	1.0%

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Table 1 Statistical Profile of San Mateo County and Environs (continued)

	San Mateo County	SF-San Mateo-Redwood City MD	State of California
Labor Market (continued)			
Arts, design, entertainment, sports, and media	1.8%	3.9%	2.6%
Legal	1.6%	2.7%	1.3%
Community and social services	1.2%	1.2%	1.5%
Farming, fishing and forestry	0.5%	0.3%	1.7%
Innovation Indicators			
Share of high tech employment ⁵	11.9%	7.5%	6.6%
Quality of Life			
Median new home price ^{6,7}	\$813,115	\$779,604	\$527,266
Housing affordability index ⁸ (Percent of population that can afford median priced home)	29%	28%	55%
Crime rates per 100,000 population⁹:			
Violent	276.1	463.3	453.6
Property	1,156.3	1,230.1	1,548.10
Commute time ² (mean travel time to work in minutes)	24.5	27.7	26.9

Note: SF-San Mateo-Redwood City Metropolitan Division (MD) is comprised of Marin, San Francisco, and San Mateo counties.
Sources: ¹U.S. Census Bureau, 2010 Census; ²U.S. Census Bureau, 2010 American Community Survey; ³National Center for Education Statistics, 2012; ⁴U.S. Bureau of Labor Statistics, LAUS 2011; ⁵U.S. Census Bureau, 2009 County Business Patterns; ⁶Council for Community and Economic Research, COLI Q3 2011; ⁷DQ News; ⁸CA Association of Realtors, Q4 2011; ⁹CA Department of Justice, 2009; analysis by Cenetri Group.

Table 2 provides current population data for individual San Mateo County cities. Projections indicate that San Mateo County's population will remain relatively stable for the next decade. In contrast, the neighboring counties of Santa Clara, Alameda, and Contra Costa are expected to experience population growth at a rate of two to three times that of San Mateo County through 2025.

San Mateo County is expected to follow statewide demographic trends with respect to age and ethnicity: the median age in both genders continues to increase and the non-white segment of the population continues to grow as the white population proportionately declines. San Mateo County's populace is a "majority minority," with non-white residents comprising 54 percent of the total population. The most recent comparative statewide demographic information indicates that San Mateo County is comprised of a population of slightly older residents, more affluent, and more educated than California as a whole. Although there are proportionately fewer Hispanic and African-American residents than in the state as a whole, San Mateo County has a significantly greater proportion of Pacific Islander and Asian residents.

In addition, San Mateo County residents are significantly more affluent than the state as whole on every standard measure of economic well-being and affluence available including: percentage of jobs in high-tech industries, low unemployment rates, median household income, median value of owner-occupied homes, home ownership rate, and college-going rates for high school graduates. The county's affluence is also

reflected in the comparison of statewide and regional quality of life indicators. At the same time, the “Housing Affordability Index” (i.e., the percentage of the population that can afford a median priced home) indicates that San Mateo County is not affordable for a significant majority of its residents. For the state of California as a whole, the Housing Affordability Index is 55 percent; in comparison, it is 29 percent for San Mateo County. (See Table 1)

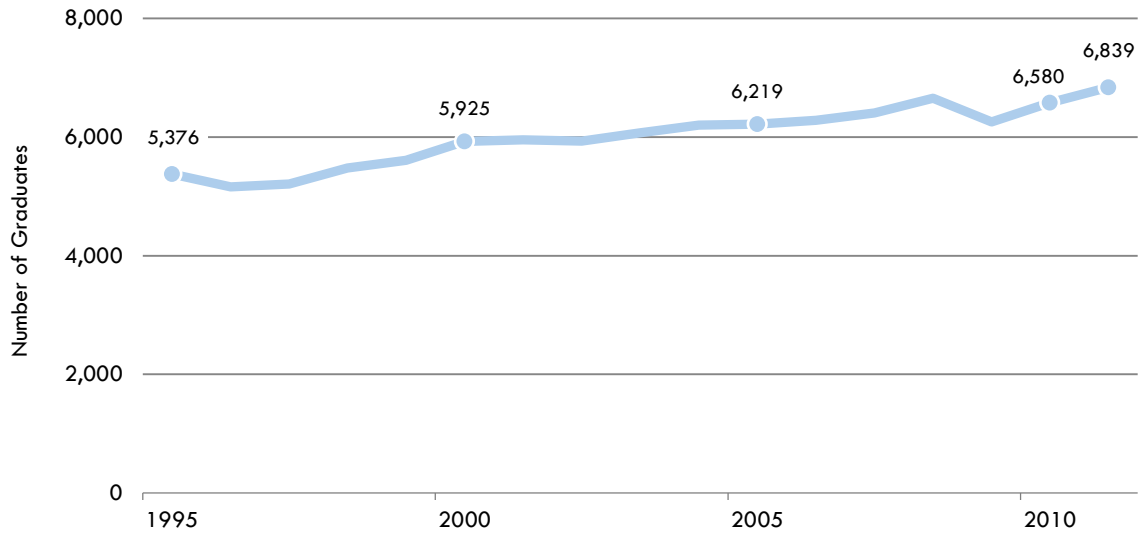
Table 2 Population of San Mateo County Cities, 2010

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

Between 1970 and 1990, there was a steady decline in the number of students enrolled in San Mateo County public schools and the total number of high school graduates (-26.4 percent). However, school enrollments and the numbers of high school graduates have steadily increased since 1990. More recently, between 2006 and 2011, the total number of public and private high school graduates increased 8.9 percent. (See Figure 2)

The California Department of Finance Demographic Research Unit, using birth rate and other demographic data for San Mateo County, projects continued increases in K-12 enrollments and high school graduates at least through the year 2025.

Figure 2 San Mateo County Public & Private High School Graduates, 1995– 2011

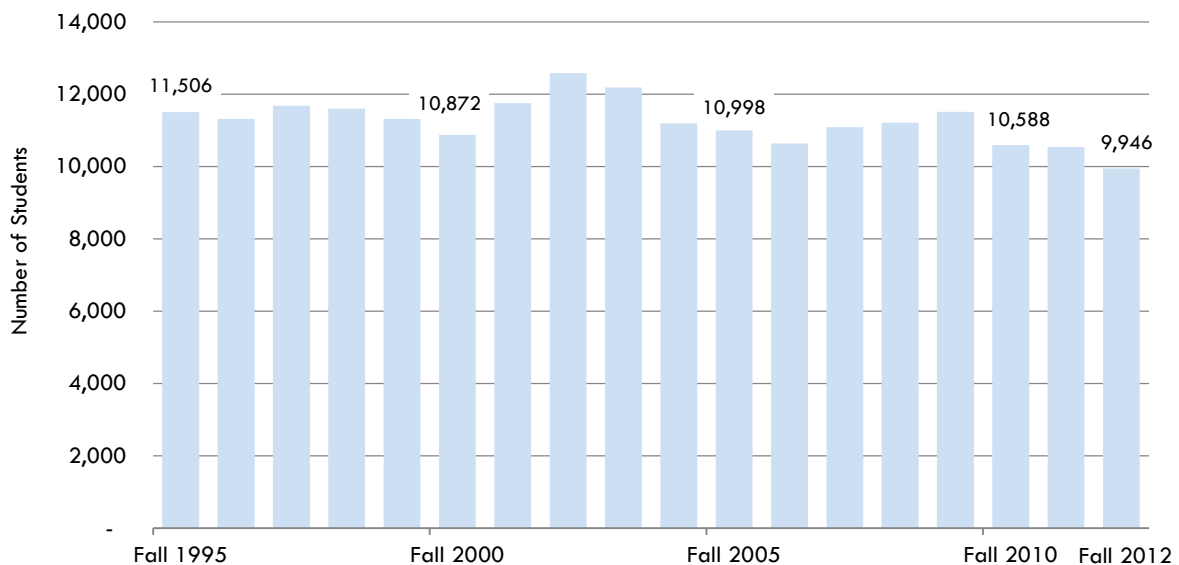


Source: California Department of Education, Educational Demographics Unit, <http://dq.cde.ca.gov/dataquest/dataquest.asp>. 2012 data were not available at the time of this report.

CSM Enrollment History

CSM's total enrollment history, fall 1995 – fall 2012, is presented in Figure 3. Overall, since fall 1995, CSM's total headcount has fluctuated. The size of its most recent enrollment (9,946 for fall 2012 and 9,366 for spring 2013) represents a variety of deliberate enrollment management strategies designed to reshape its offerings in the face of recent economic constraints. These strategies have included the elimination of low-enrolled programs as well as the offering of lifelong learning courses under the umbrella of SMCCCD's Community Education. While CSM has reduced enrollment, it also has met internal SMCCCD FTES targets. In addition CSM's instructional productivity data indicate increasing efficiency in terms of Load (WSCH/FTEF). (See Table 20)

Figure 3 CSM First Census Student Enrollment History: Fall 1995 – Fall 2012



Source: SMCCCD Student Database, first census

CSM Enrollment Trends and Residency

CSM draws the majority (82 percent) of its students from the county of San Mateo, which has a population of approximately 718,000, yet CSM also attracts students from throughout the wider San Francisco Bay Area region of nine counties and their more than seven million residents. Seven percent of CSM students live in San Francisco County, five percent in Alameda County, and nearly three percent in Santa Clara County. Only one-half of students (49.7 percent) reside in what historically has been identified as CSM's official service area. (See Table 3)

CSM students reside throughout the entire county of San Mateo. However, 40.0 percent live within 4-5 miles of the CSM campus (San Mateo, Foster City, Belmont, and San Carlos). Slightly more than one-quarter of the student population is centrally located in the city of San Mateo (25.8 percent). The next highest percentages of CSM students live in cities ranging to the north from San Francisco (6.9 percent), Daly City (4.7 percent), and

Table 3 Where Do CSM Students Live? Fall 2012

Cities	Count	Percent
San Mateo	2,562	25.8%
Redwood City	741	7.5
Foster City	600	6.0
South San Francisco	545	5.5
Belmont	508	5.1
Daly City	470	4.7
Burlingame	469	4.7
San Bruno	451	4.5
Millbrae	357	3.6
San Carlos	311	3.1
Half Moon Bay	272	2.7
Pacifica	253	2.5
East Palo Alto	148	1.5
Menlo Park	114	1.1
Hillsborough	98	1.0
El Granada	55	0.6
Moss Beach	47	0.5
Montara	29	0.3
Brisbane	25	0.3
Pescadero	21	0.2
Woodside	18	0.2
Atherton	14	0.1
Colma	10	0.1
Portola Valley	7	0.1
La Honda	6	0.1
Loma Mar	1	0.0
San Gregorio	0	0.0
Total San Mateo County	8,132	81.9%
San Francisco	685	6.9
Other Cities	1,107	11.2
Total Outside San Mateo County	1,792	18.1%
Grand Total	10,030	100%

Note: Grand total includes missing values. Redwood City includes Emerald Hills and Redwood Shores.
Source: SMCCCD Student Database, end of term.

South San Francisco (5.5 percent), to CSM's surrounding communities of Burlingame (4.7 percent), Foster City (6.0 percent), and Belmont (5.1 percent), and to the south in Redwood City (7.5 percent). (See Table 3 and Figure 4)

Figure 4 Where Do CSM Students Live, Fall 2012

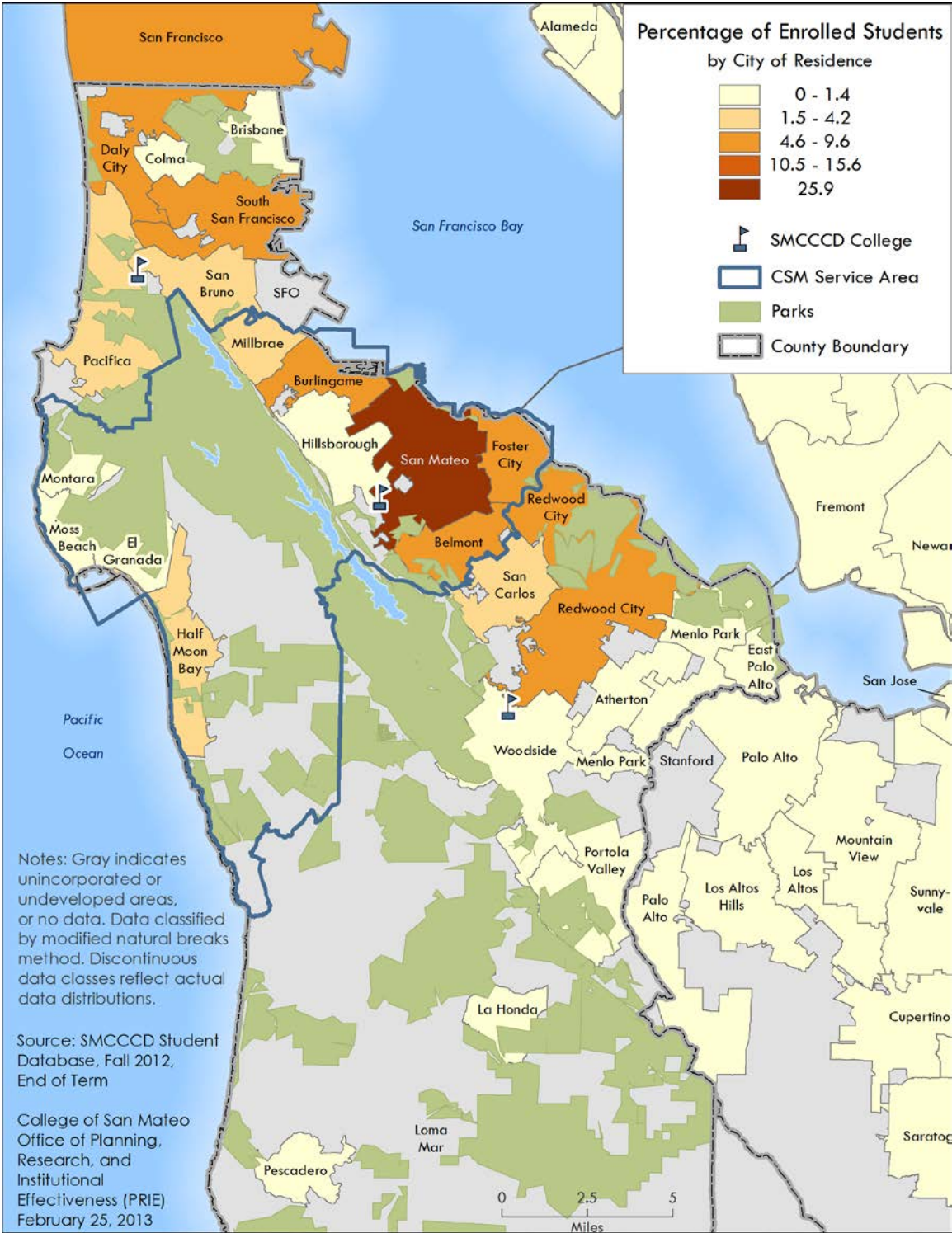


Table 4 CSM Students' Residence and San Mateo County Adult Participation Rate, 2000 – 2012

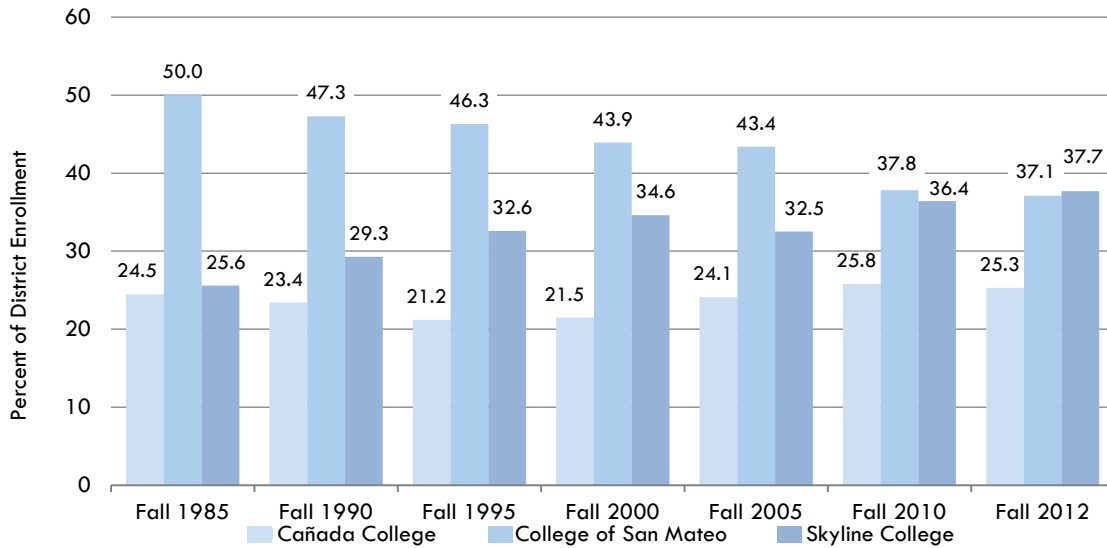
Year	Percent of Total Students by County					San Mateo County Participation Rate (per 1,000 Population, 18-years and older)
	San Mateo	San Francisco	Alameda	Santa Clara	All Other	
2012	81.1%	6.8%	4.6%	2.7%	4.8%	14.2
2011	81.5	6.4	4.0	2.7	5.4	15.0
2010	82.4	6.3	4.2	2.4	4.8	15.3
2008	81.2	5.4	3.7	2.8	7.0	16.0
2006	77.6	6.2	4.1	3.3	8.8	15.7
2004	77.5	6.7	4.3	3.2	8.4	15.1
2002	78.1	6.5	3.7	3.9	7.9	17.0
2000	76.7	9.3	4.6	3.1	6.3	15.5

Note: San Mateo County 2012 participation rate was calculated using projections of the population 18 years and older published by the California Department of Finance (DOF) and based on Census 2010 population benchmarks. 2010 and 2011 participation rates were calculated using DOF projections based on Census 2000 population benchmarks. DOF population projections based on 2010 Census data were published January 2013.

Sources: SMCCCD Student Database, end of term; California Department of Finance.

CSM's county adult participation rate has remained relatively stable over the past 12 years, ranging between 14.2 and 17.0. (See Table 4) The "participation rate" is the count of San Mateo County residents enrolled at CSM relative to the total San Mateo County population, 18 years of age and older, per 1,000 residents.

Figure 5 Proportional Share of SMCCCD Enrollments: Cañada, CSM, and Skyline, Fall 1985 – Fall 2012



Source: SMCCCD Student Database, first census

Table 5 SMCCCD Enrollments: 27-Year Perspective, Fall 1985 – Fall 2012

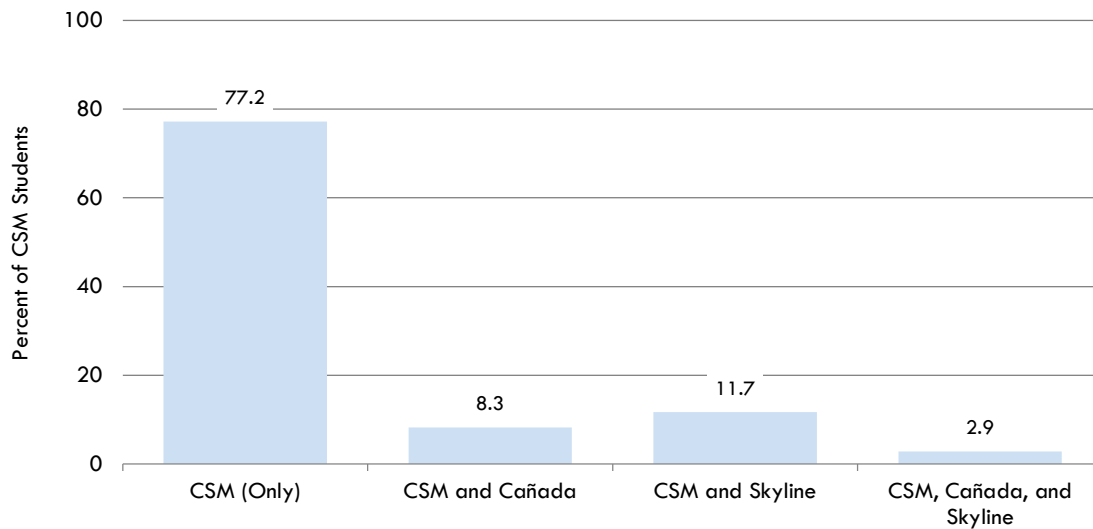
Term	Number of Students and Percent of District Total						District Total
	Cañada		CSM		Skyline		
Fall 2012	6,783	25.3%	9,946	37.1%	10,104	37.7%	26,833
Fall 2010	7,222	25.8	10,588	37.8	10,180	36.4	27,990
Fall 2005	6,099	24.1	10,998	43.4	8,225	32.5	25,322
Fall 2000	5,332	21.5	10,872	43.9	8,573	34.6	24,777
Fall 1995	5,261	21.2	11,506	46.3	8,104	32.6	24,871
Fall 1990	7,567	23.4	15,272	47.3	9,451	29.3	32,290
Fall 1985	7,088	24.5	14,454	50.0	7,393	25.6	28,935

Source: SMCCCD Student Database, first census

CSM Enrollment in Relation to SMCCCD

Figure 5 displays CSM’s share of total enrollment relative to Skyline College and Cañada College, fall 1985 – fall 2012. During this time, CSM’s proportional share of total SMCCCD enrollment has declined: 50.0 percent in fall 1985 versus 37.1 percent in fall 2012. While Cañada’s share of total District enrollment has remained stable (25 percent), Skyline’s share has increased by 12 points, and CSM’s share has decreased by 13 points. During this period of time, the total SMCCCD enrollment has declined 7.3 percent. (See Table 5)

Figure 6 CSM Snapshot: Student Cross-Enrollment within SMCCCD, Fall 2012



Source: SMCCCD Student Database, first census

Table 6 CSM Student Cross-Enrollment: 17-Year Perspective, Fall 1995 – Fall 2012

College(s) Enrolled	Enrollment Count and Percent of Annual Total								17-Year Change
	Fall 2005		Fall 2000		Fall 2005		Fall 2012		
CSM (Only)	11,219	95.0%	10,286	92.9%	9,616	89.3%	7,500	77.2%	-17.8
CSM and Cañada	276	2.3	344	3.1	490	4.6	802	8.3	6.0
CSM and Skyline	295	2.5	423	3.8	612	5.7	1,134	11.7	9.2
CSM, Cañada, and Skyline	17	0.1	20	0.2	46	0.4	277	2.9	2.8
Total	11,807	100%	11,073	100%	10,764	100%	9,713	100%	---

Note: 17-year change represents the change, expressed in percentage points, in percent share of the total from 1995 to 2012.

Source: SMCCCD Student Database, first census

In light of the fact that the SMCCCD is a three-campus district whose historical service area boundaries coincide with the San Mateo County boundaries, coupled with reductions in course offerings, students increasingly enroll in multiple SMCCCD campuses to complete their educational objectives. Table 6 displays the cross-enrollment patterns of SMCCCD students over a 17-year period of time: fall 1995 – fall 2012. In fall 2012, nearly one quarter (23 percent) of CSM students enrolled at one or both of the other SMCCCD campuses. (See Figure 6) These data indicate a steadily increasing number of CSM students taking coursework at the other campuses of the SMCCCD.

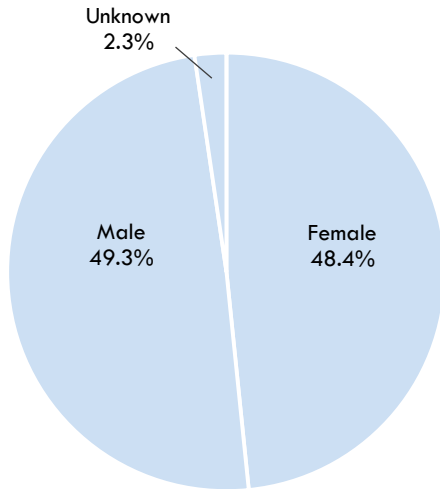
Key Student Characteristics, Fall 2012

A demographic profile of College of San Mateo's fall 2012 student population is presented in this section. What is significant about CSM's student population is its diversity—of age, ethnicity, lifestyle, family and work demands, and academic preparedness. To stay relevant for the future, CSM must serve multiple populations with differing needs, expectations, goals, and experiences.

These data provide an overview of our students in terms of:

- Gender
- Age
- Ethnicity
- Day/evening enrollment
- Educational goals
- Prior education
- Major
- Enrollment status
- Course-taking patterns
- Concurrently enrolled students

Figure 7 CSM Snapshot: Student Gender, Fall 2012



Source: SMCCCD Student Database, first census

Table 7 CSM Student Gender: 17-Year Perspective, Fall 1995 – Fall 2012

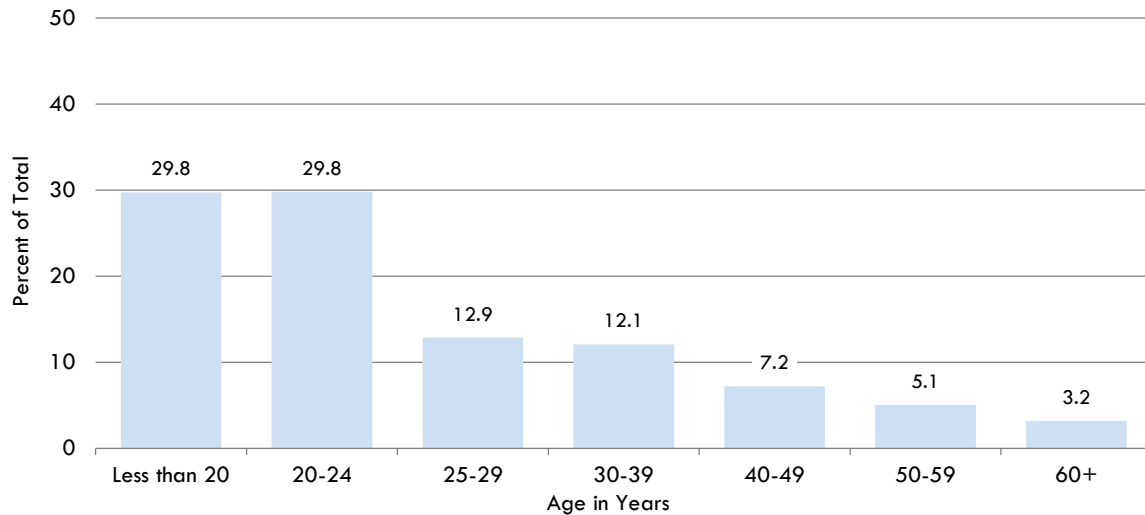
Gender	Number of Students and Percent of Term/Year Total								17-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2012		
Female	5,967	51.9%	5,546	51.0%	5,598	50.9%	4,812	48.4%	-3.5
Male	5,502	47.8	5,256	48.3	5,212	47.4	4,901	49.3	1.5
Total	11,506	100%	10,872	100%	10,998	100%	9,946	100%	---

Notes: 17-year change represents the change, expressed in percentage points, in percent share of the total. Total includes “Unknown.”
 Source: SMCCCD Student Database, first census

Gender

The proportion of male and female students has remained relatively stable since fall 1995, with the proportion of female students declining by -3.5 percent. (See Table 7) In fall 2012, male and female students were roughly equivalent in terms of their proportional representation in the CSM student body. (See Figure 7)

Figure 8 CSM Snapshot: Student Age, Fall 2012



Source: SMCCCD Student Database, first census

Table 8 CSM Student Age: 17-Year Perspective, Fall 1995 – Fall 2012

Age in Years	Number of Students and Percent of Term Total								17-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2012		
Less than 20	2,623	22.8%	2,628	24.2%	2,977	27.1%	2,960	29.8%	7.0
20-24	3,017	26.2	2,715	25.0	2,948	26.8	2,966	29.8	3.6
25-29	1,620	14.1	1,386	12.7	1,349	12.3	1,279	12.9	-1.2
30-39	2,063	17.9	1,831	16.8	1,529	13.9	1,201	12.1	-5.9
40-49	1,256	10.9	1,215	11.2	1,102	10.0	717	7.2	-3.7
50-59	569	4.9	639	5.9	720	6.5	504	5.1	0.1
60+	358	3.1	458	4.2	371	3.4	319	3.2	0.1
Total	11,506	100%	10,872	100%	10,998	100%	9,946	100%	---

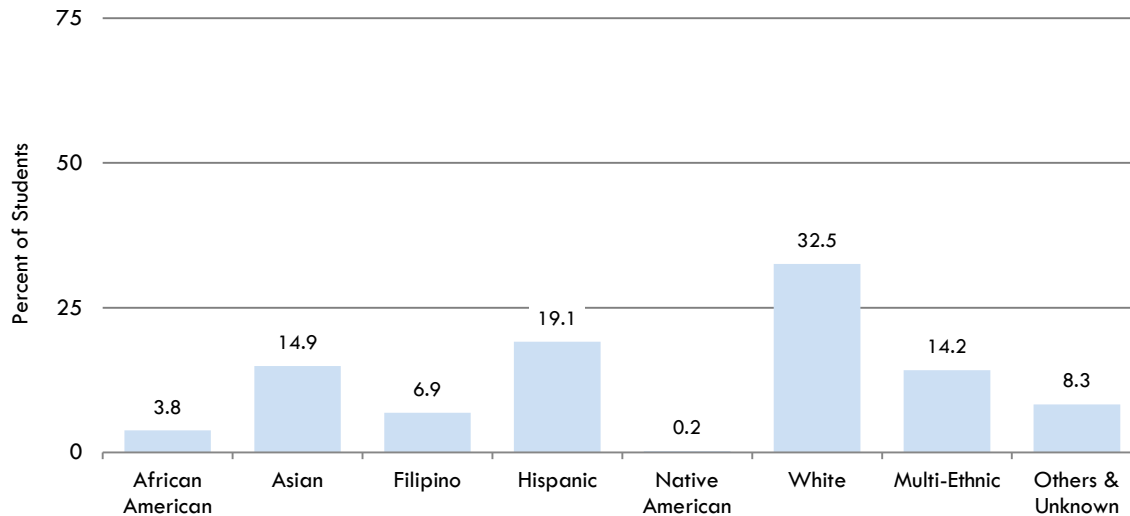
Note: 17-year change represents the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, first census

Age

In fall 2012, more than half (60 percent) of students were under 25 years of age. (See Figure 8) This proportion has increased by nearly 11 percentage points since fall 1995. In fall 2012, more than one-quarter (28 percent) of CSM students were 30 years of age or older. The increase in students under 25 (+11 points) is reflected in a corresponding decrease in students over 30 (-9 points), 1995 – 2012. (See Table 8)

Figure 9 CSM Snapshot: Student Ethnicity Fall 2012



Note: "Others & Unknown" includes Pacific Islanders.
 Source: SMCCCD Student Database, first census

Table 9 CSM Student Ethnicity: 17-Year Perspective, Fall 1995 – Fall 2012

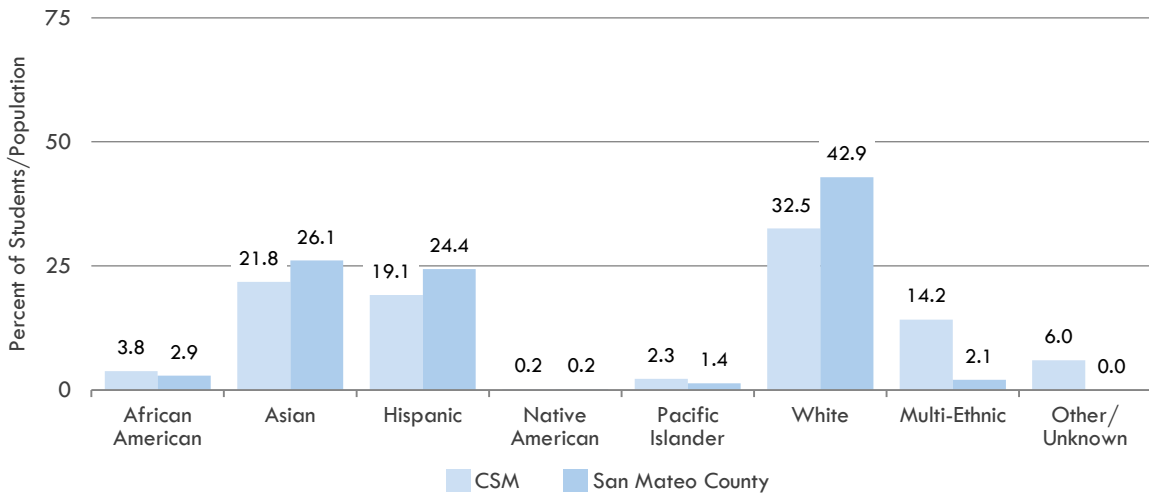
Ethnicity	Number of Students and Percent of Term/Year Total								17-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2012		
African American	432	3.8%	345	3.2%	429	3.9%	377	3.8%	0.0
Asian	1,851	16.1	2,385	21.9	1,985	18.0	1,482	14.9	-1.2
Filipino	791	6.9	698	6.4	818	7.4	684	6.9	0.0
Hispanic	1,825	15.9	1,819	16.7	2,200	20.0	1,904	19.1	3.3
Native American	66	0.6	65	0.6	62	0.6	24	0.2	-0.3
White	5,977	51.9	4,915	45.2	4,340	39.5	3,236	32.5	-19.4
Multi-Ethnic	--	--	--	--	--	--	1,415	14.2	---
Others/Unknown	564	4.9	645	5.9	1,164	10.6	824	8.3	3.4
Total	11,506	100%	10,872	100%	10,998	100%	9,946	100%	---

Notes: 17-year change represents the change, expressed in percentage points, in percent share of the total. The Multi-Ethnic category was introduced in 2009. "Others/Unknown" includes Pacific Islanders.
 Source: SMCCCD Student Database, first census

Ethnicity

In fall 2012, non-white students comprised nearly one-half (45 percent) of the CSM student body. (See Figure 9) Multi-ethnic students represented another 14 percent of the total CSM population. In fall 1990, white students comprised 66 percent of the total student population. In fall 2012, white students comprised less than one-third of all students (32.5 percent). (See Table 9)

Figure 10 Ethnicity: CSM Students Compared to San Mateo County, 2012



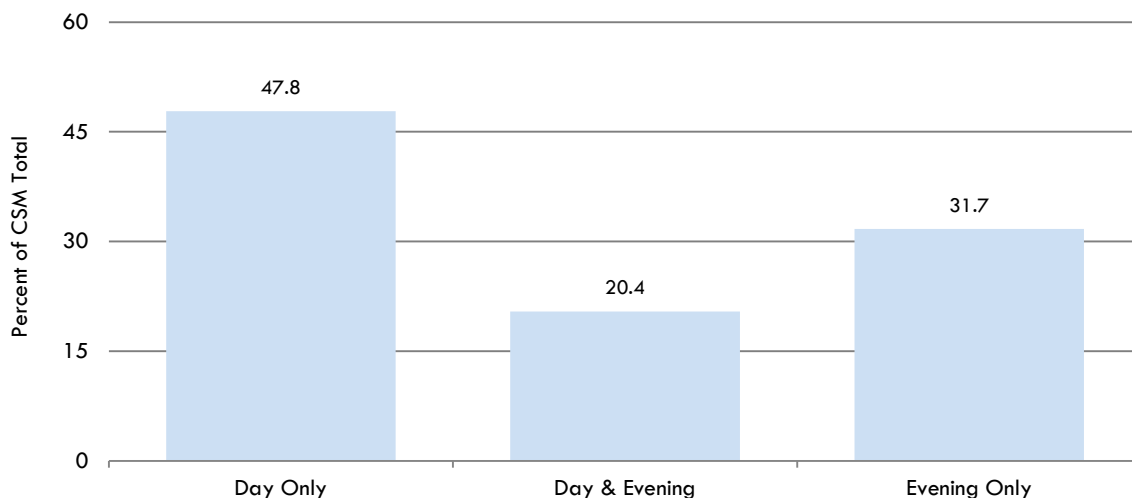
Note: "Asian" includes Filipino.

Sources: SMCCCD Student Database, first census, Fall 2012. CA Department of Finance, Demographic Research Unit; State and County Total Population Projections by Race/Ethnicity and Detailed Age, 2010-2060 (Report P-3); January 31, 2013; <http://www.dof.ca.gov/research/demographic>.

Ethnicity: San Mateo County Proportional Representation Comparison

Comparative ethnic composition data for CSM’s fall 2012 student population and San Mateo County are displayed in Figure 10. African-American, Asian, Hispanic, and Pacific Islander students roughly approximated (+/- 5 points) the ethnic composition of all San Mateo County residents 18 years or older. White students constituted the single largest underrepresented group in terms of their proportional representation in San Mateo County at large: 42.9 percent versus 32.5 percent.

Figure 11 CSM Snapshot: Student Day/Evening Enrollment, Fall 2012



Source: SMCCCD Student Database, first census

Table 10 CSM Student Day/Evening Enrollment: 17-Year Perspective, Fall 1995 – Fall 2012

	Number of Students and Percent of Term/Year Total								17-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2012		
Day Only	5,299	46.1%	4,869	44.8%	4,987	45.3%	4,756	47.8%	1.8
Day & Evening	1,838	16.0	1,724	15.9	2,191	19.9	2,033	20.4	4.5
Evening Only	4,369	38.0	4,279	39.4	3,811	34.7	3,157	31.7	-6.2
Total	11,506	100%	10,872	100%	10,998	100%	9,946	100%	---

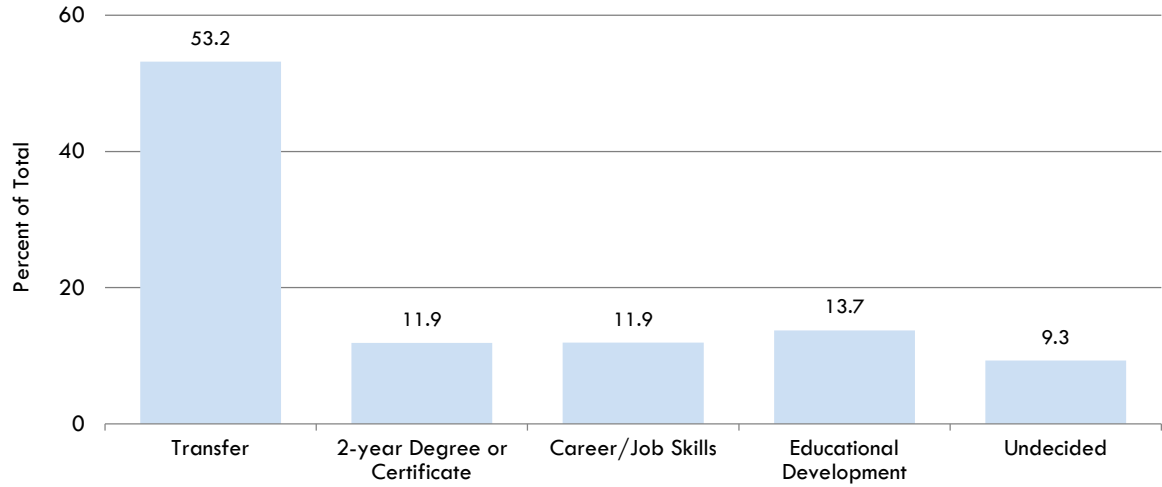
Note: 17-year change represents the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, first census

Day/Evening Enrollment

In fall 2012, approximately one-third (32 percent) of CSM students attended class in the evenings only. Nearly one-half (48 percent) of CSM students attended classes in the day only. (See Figure 11) Slightly more than 20 percent of students enrolled in both day and evening coursework. These enrollment patterns have remained relatively stable since fall 1995. (See Table 10)

Figure 12 CSM Snapshot: Student Educational Goals, Fall 2012

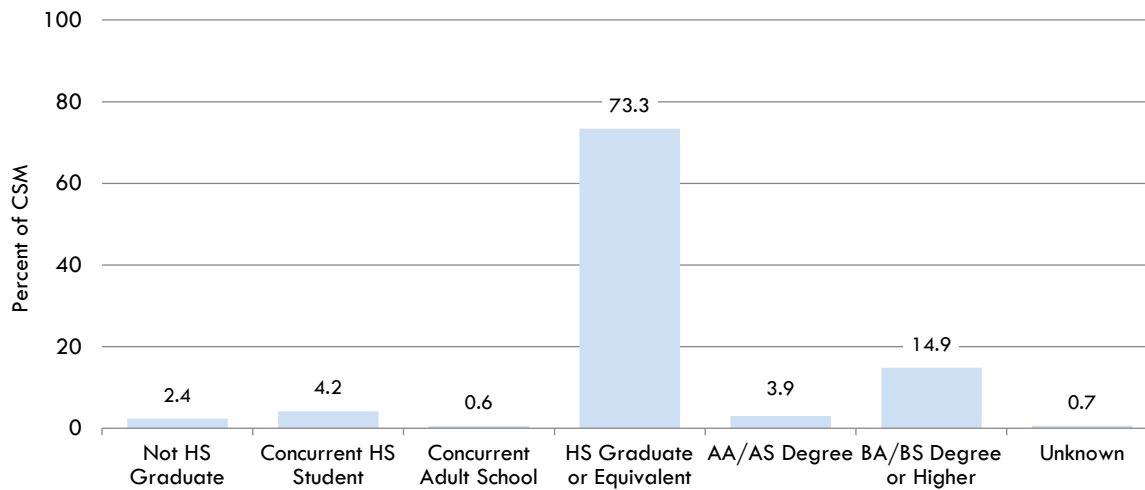


Source: SMCCCD Student Database, end of term

Educational Goals

More than one-half of fall 2012 students (53 percent) indicated on their initial college application an educational goal of transfer. Another 12 percent are pursuing an AA/AS degree or certificate. (See Figure 12)

Figure 13 CSM Snapshot: Student Prior Education, Fall 2012



Source: SMCCCD Student Database, first census

Table 11 CSM Student Prior Education: 18-Year Perspective, Fall 1994 – Fall 2012

Prior Education Level	Number of Students and Percent of Yearly Total								18-Year Change
	Fall 1994		Fall 2000		Fall 2005		Fall 2012		
Not HS Graduate	169	1.4%	275	2.5%	309	2.8%	239	2.4%	1.0
Concurrent HS Student	181	1.5	344	3.2	441	4.0	417	4.2	2.7
Concurrent Adult School	85	0.7	98	0.9	104	0.9	55	0.6	-0.2
HS Graduate or Equivalent	9,509	79.2	7,464	68.7	7,671	69.7	7,295	73.3	-5.9
AA/AS Degree	841	7.0	556	5.1	509	4.6	392	3.9	-3.1
BA/BS Degree or Higher	1,188	9.9	2,069	19.0	1,901	17.3	1,479	14.9	5.0
Unknown	26	0.2	66	0.6	63	0.6	69	0.7	0.5
Total	11,999	100%	10,872	100%	10,998	100%	9,946	100%	---

Note: 18-year change represents the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, first census

Prior Education

The highest level of prior educational attainment among nearly three-quarters (73.3 percent) of fall 2012 students was a high school diploma or its equivalent. The second largest share of those students has earned a baccalaureate degree or higher: 14.9 percent. (See Figure 13) Since 1994, earners of baccalaureate degrees and higher have registered the greatest proportional increase: +5.0 percent. The proportion of students with high school diplomas has declined in approximately the same amount during this period of time: -5.9 percent. (See Table 11)

Table 12 CSM Declared Majors, Fall 2012

Rank	Major Description	Count	Percent	Rank	Major Description	Count	Percent
1	Undeclared	3,346	33.4	34	Sociology	31	0.3
2	University Transfer	1,536	15.3	35	Film	29	0.3
3	Business Management & Administration ¹	641	6.4	36	Electrical Technology	27	0.3
4	Nursing	466	4.6	36	Spanish	27	0.3
5	Biology ²	340	3.4	38	Journalism	26	0.3
6	Fire Technology	340	3.4	39	Radiologic Technology	24	0.2
7	Accounting	324	3.2	40	Medical Assisting	16	0.2
8	Administration of Justice	303	3.0	40	Political Science	16	0.2
9	Social Science	262	2.6	42	Automotive/ Automotive Technology	15	0.1
10	Computer & Information Science ³	222	2.2	42	Ethnic Studies	15	0.1
11	Engineering	199	2.0	44	General Liberal Arts & Science	14	0.1
12	Art/Photography	182	1.8	44	Horticulture	14	0.1
13	Electronics Technology	162	1.6	44	Paralegal/Legal Assistant	14	0.1
14	Music	136	1.4	47	Physics	12	0.1
15	Cosmetology	123	1.2	48	Drafting/CAD	10	0.1
16	English	113	1.1	49	Anthropology	9	0.1
17	DGME/Multimedia	112	1.1	49	Self-Enrichment	9	0.1
18	Psychology	105	1.0	51	History	7	0.1
19	Communication Studies ⁴	87	0.9	52	Economics	6	0.1
20	Interdisciplinary Studies ⁵	81	0.8	52	Fashion/Fashion Merchandising	6	0.1
21	Human Services	62	0.6	52	Interior Design	6	0.1
22	Dental Assisting	60	0.6	52	Respiratory Therapy	6	0.1
23	Alcohol & Other Drug Studies	56	0.6	56	Geological Sciences	4	0.0
24	Kinesiology, Athletics, and Dance	54	0.5	56	Other	4	0.0
25	Mathematics	48	0.5	58	Biological & Physical Science	3	0.0
26	Allied Health	44	0.4	58	Foreign Language	3	0.0
27	Broadcast & Electronic Media	42	0.4	58	International Studies	3	0.0
28	Architecture	39	0.4	61	ESL	2	0.0
28	Early Childhood Education/ Child Development	39	0.4	61	Industrial Technologies	2	0.0
30	Real Estate	36	0.4	63	Emergency Medical Technician	1	0.0
31	Building Inspection	35	0.3	63	Family and Consumer Sciences	1	0.0
31	Physical Science	35	0.3	63	Theatre Arts	1	0.0
33	Chemistry	33	0.3		Total	10,026	100.0

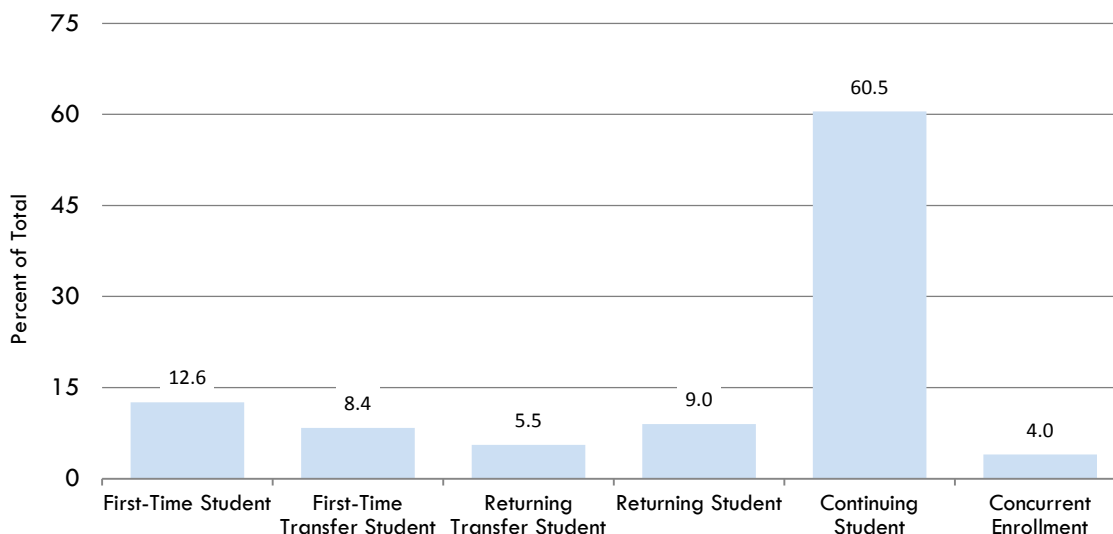
Continued next column.

¹Includes Business Administration, Management, and Computer Business Office Technology. ²Includes Health Sciences, and Life Sciences. ³Includes Telecommunications & Network Information Technology. ⁴Includes Speech Communication and Speech, Debate, and Forensics. ⁵Includes Humanities and Liberal Arts/Studies.

Majors

Undecided or “undeclared” students (33.4 percent) comprise the single largest category of students in terms of a chosen course of study at CSM. Although there is no necessary relationship between students’ initial self-declared major and the eventual completion of an associated course of study at CSM, these data correspond with popular transfer majors and CSM program awards data. (See Table 12)

Figure 14 CSM Snapshot: Student Enrollment Status, Fall 2012



Note: N=9,946
 Source: SMCCCD Student Database, first census

Table 13 CSM Student Enrollment Status: 18-Year Perspective, Fall 1994 – Fall 2012

Enrollment Status	Enrollment Count and Percent of Annual Total								18-Yr Change
	Fall 1994		Fall 2000		Fall 2005		Fall 2012		
First-Time	1,974	16.5%	1,507	14.0%	1,384	13.4%	1,253	12.6%	-3.9
First-Time Transfer	1,447	12.1	1,046	9.7	951	9.2	833	8.4	-3.7
Returning Transfer	1,124	9.4	651	6.0	691	6.7	552	5.5	-3.8
Returning	1,501	12.5	1,252	11.6	1,203	11.6	896	9.0	-3.5
Continuing	5,729	47.9	6,022	55.7	5,838	56.4	6,017	60.5	12.6
Concurrent Enrollment	194	1.6	324	3.0	282	2.7	395	4.0	2.4
Total	11,969	100%	10,802	100%	10,350	100%	9,946	100%	---

Note: 18-year change represents the change, expressed in percentage points, in percent share of the total from 1994 to 2012.
 Source: SMCCCD Student Database, first census

Enrollment Status

A continuing student is defined as one who had enrolled in any of the three semesters prior to the current term. Conversely, a returning student is defined as one who was enrolled at a point in time more than three semesters prior to the current term. In fall 2012, continuing students comprised nearly two-thirds (60.5 percent) of all students. (See Figure 14) The proportion of continuing students has steadily increased since fall 1994 (+12.6 percentage points) and the proportion of concurrently enrolled high school students has increased slightly during this time. (See Table13) However, since 2007, the concurrent population has declined by 50 percent.

Table 14 CSM Student Course-Taking Patterns, Fall 2004 – Fall 2012

Fall Term	Average Number of Units	Average Number of Courses	Census Enroll	Duplicated Course Enrollments	FTEs
2012	7.55	2.6	9,946	25,342	3,469
2011	7.47	2.5	10,165	25,286	3,551
2010	7.23	2.3	9,771	22,016	3,734
2009	7.09	2.3	10,569	24,053	4,137
2008	7.10	2.3	10,190	22,938	3,978
2007	7.09	2.3	10,138	22,889	3,982
2006	6.87	2.3	11,303	26,423	3,918
2005	7.32	2.4	10,223	24,686	3,988
2004	7.37	---	---	---	---

Source: SMCCCD Student Database, End of term.

Course-Taking Patterns

Overall in fall 2012, approximately one-third of CSM students were full-time, taking 12 or more units. Table 14 displays student course-taking patterns in terms of both the average number of units and average number of courses taken per term. In fall 2012, the “typical” CSM student enrolled in approximately 7.5 units each semester. This typical unit-load translates into approximately 2.6 courses per student (duplicated course enrollments ÷ census enrollment). This typical enrollment pattern is stable regardless of changes in college-wide total census enrollment, duplicated course enrollments, and FTES.

Table 15 CSM Concurrent High School Enrollment by Term and Location, Summer 2007 – Spring 2013 (18 terms)

Term	Year	Unduplicated Headcount			
		CSM Campus	Middle College HS	HS Campus	All Locations
Summer	2007	663	17	---	680
	2008	719	1	---	720
	2009	724	9	11	744
	2010	393	32	---	425
	2011	442	28	---	470
	2012	538	18	---	556
Fall	2007	268	56	297	621
	2008	324	57	297	678
	2009	328	61	295	684
	2010	177	61	217	455
	2011	161	54	266	473
	2012	158	43	202	398
Spring	2008	375	50	357	782
	2009	314	65	371	750
	2010	286	55	248	589
	2011	182	59	199	440
	2012	179	58	231	454
	2013	167	51	184	397
Total Headcount (Duplicated)		6,398	775	3,175	10,316
Total Headcount, (Unduplicated)		4,374	328	1,488	5,674

Notes: The student count is an unduplicated count (counts students only once) by term and location only. For example, each row presents an unduplicated headcount only for a given term and location. Students are counted once for each term they attend. "Total Headcount, Unduplicated" counts students *only once per location* for the entire 18-term span. "Total Headcount, Duplicated" counts a student for each term and location attended. For example, a student who attends MCHS spring 2012 and the CSM Campus summer 2011 is counted as both a "CSM Campus" and an MCHS student over the 18-term span.

Source: SMCCCD Student Database, Current Courses

Concurrently Enrolled High School Students

Concurrently high school students can be enrolled as students taking "regular" courses on the CSM campus, taking CSM courses offered at a high school campus, or taking CSM campus courses while enrolled in CSM's Middle College program. Table 15 displays concurrent headcounts for various "campus locations" between 2007-08 and 2012-13. Overall, the number of concurrently students taking courses on the CSM campus has significantly declined. In the academic year fall 2007-spring 2008, a total of 643 concurrent students were enrolled. In contrast, in fall 2012-spring 2013, only 325 concurrent students were taking courses at CSM, a decline of 50.5 percent. Note that this count excludes students enrolled in CSM's special Middle College program.

Key Employee Characteristics

A profile of the CSM faculty, classified staff, and administrators is presented in Tables 16 - 18. Spring 2013 and fall 2008 employee comparison data are displayed and are indicators of the economic constraints of recent years. Reductions in staffing have been governed by a recent hiring freeze in SMCCCD and a variety of college enrollment management strategies, which have included the elimination of low-enrolled programs. All employee categories have declined, with the exception of adjunct non-instructional faculty. Overall, the total unduplicated headcount of CSM employees has declined 19 percent (-119 employees) during this period of time. (See Table 16)

Table 16 CSM Employees by Classification: 3-Year Change, Fall 2008 – Spring 2013

	Employee Count and Percent of Total				5-Year Change	
	Fall 2008		Spring 2013		Difference	Percent Change
Classified	149	22.0%	124	23.4%	-25	-16.8%
Administrator/Academic Supervisory	19	2.8	17	3.2	-2	-10.5
Full-Time Faculty: Instructional	122	18.0	107	20.2	-15	-12.3
Full-Time Faculty: Non-Instructional	18	2.7	15	2.8	-3	-16.7
Instructional Adjunct	351	51.9	237	44.8	-114	-32.5
Non-Instructional Adjunct	17	2.5	29	5.5	+12	+70.6
Total Employees (duplicated)	676	100%	529	100%	-147	-21.7%
Employee Headcount (unduplicated)	616		497		-119	-19.3%

Notes: "Difference" is calculated as decrease or increase in the number of employees, 2008 - 2013. Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; it does not include short-term employees or student employees. "Full-Time Faculty" includes tenured and tenure-track faculty.

*Administrative positions include: President; Vice President of Instruction; Vice President of Student Services; Dean of Language Arts; Dean of Mathematics/Science; Dean of Business & Technology; Dean of Creative Arts & Social Science; Dean of Kinesiology, Athletics & Dance; Dean of Counseling, Advising, & Matriculation; Dean of Enrollment Services; Dean of Planning, Research, and Institutional Effectiveness; and General Manager of KCSM (district position).

*Academic Supervisory positions include: Director of Library Services and Learning Services, Director of Learning Center, Director of Nursing, Director of Student Support Services, and Director of Health Center (district position).

Source: SMCCCD Human Resources Database, accessed September 2008 and January 2013.

Male and female full-time faculty are nearly identical in terms of their proportional representation: 49.5 percent versus 50.5 percent. However, all other employee categories (with the exception of adjunct non-instructional) are predominately female. (See Table 17) Employee ethnicity data are shown in Table 18. Overall, 55 percent of CSM employees self-identify as white as compared to 25 percent who self-identify as minorities. Another 20 percent of employees are of "other or unknown" ethnicity. (See Table 18)

Table 17 CSM Snapshot Spring 2013: Employees by Classification and Gender

	Classified		Administrator/ Academic Supervisors		Full-Time Faculty: Instructional		Full-Time Faculty: Non-Instructional		Adjunct Instructional		Adjunct Non-Instructional		Total Employees	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	82	66.1%	12	70.6%	53	49.5%	12	80.0%	119	50.2%	12	41.4%	290	54.8%
Male	42	33.9	5	29.4	54	50.5	3	20.0	118	49.8	17	58.6	239	45.2
Total Gender	124	100%	17	100%	107	100%	15	100%	237	100%	29	100%	529	100%

Source: SMCCCD Human Resources Database, accessed January 2013.

Table 18 CSM Snapshot Spring 2013: Employees by Classification and Ethnicity

	Classified		Administrator/ Academic Supervisors		Full-Time Faculty: Instructional		Full-Time Faculty: Non-Instructional		Adjunct Instructional		Adjunct Non-Instructional		Total Employees	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	1	0.8%	2	11.8%	5	4.7%	3	20.0%	12	5.1%	1	3.4%	24	4.5%
Asian	11	8.9	0	0.0	13	12.1	1	6.7	21	8.9	2	6.9	48	9.1
Filipino	7	5.6	0	0.0	2	1.9	0	0.0	5	2.2	1	3.7	15	2.9
Hispanic	13	10.5	2	11.8	5	4.7	2	13.3	17	7.2	3	10.3	42	7.9
Native American	0	0.0	0	0.0	1	0.9	0	0.0	0	0.0	0	0.0	1	0.2
Pacific Islander	4	3.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	0.8
White	46	37.1	8	47.1	64	59.8	7	46.7	149	62.9	17	58.6	291	55.0
Other/ Decline to State	42	33.9	5	29.4	17	15.9	2	13.3	33	13.9	5	17.2	104	19.7
Total Ethnicity	124	100%	17	100%	107	100%	15	100%	237	100%	29	100%	529	100%

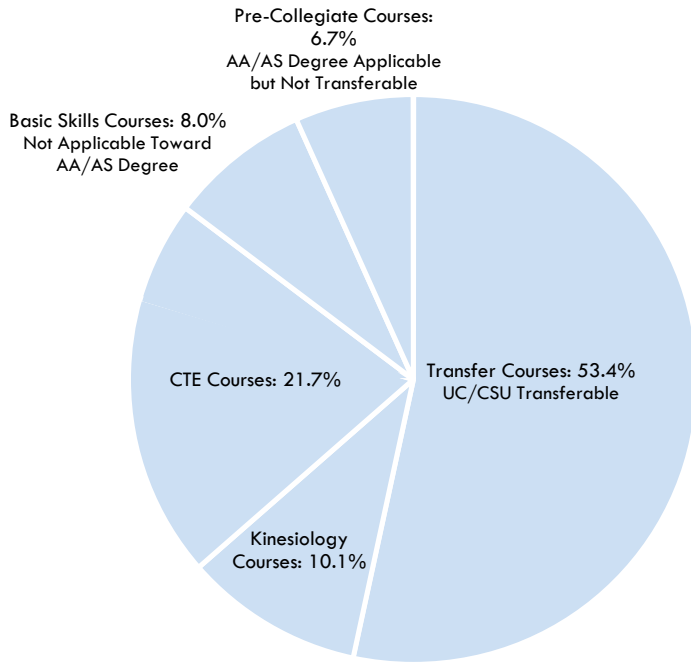
Notes: Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; does not include short-term employees or student employees. "Full-Time Faculty" includes tenured and tenure-track faculty.

Source: SMCCCD Human Resources Database, accessed January 2013.

Instructional Programs: Curriculum Mix and Distance Learning

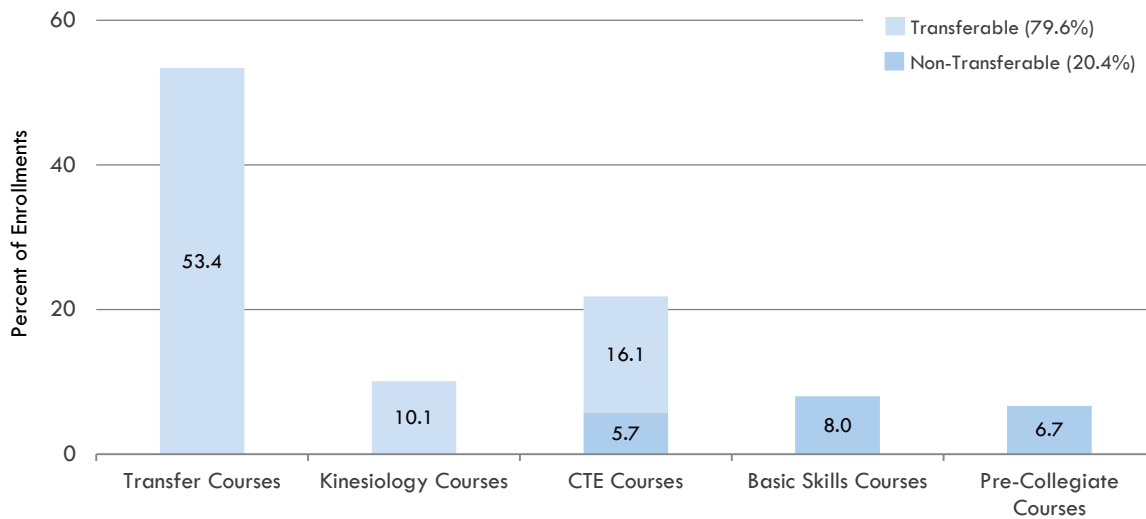
Figures 15-16 examine total duplicated course enrollments in fall 2012 according to commonly-used classifications for community college programs. Overall, 80 percent of total CSM course enrollments are in transferable courses (i.e., transfer, CTE, and kinesiology combined); 8 percent of course enrollments are in basic skills courses; and another 7 percent in pre-collegiate courses which are AA/AS degree applicable only. CTE enrollments represent 22 percent of all course enrollments.

Figure 15 CSM Instructional Program Enrollments, Fall 2012



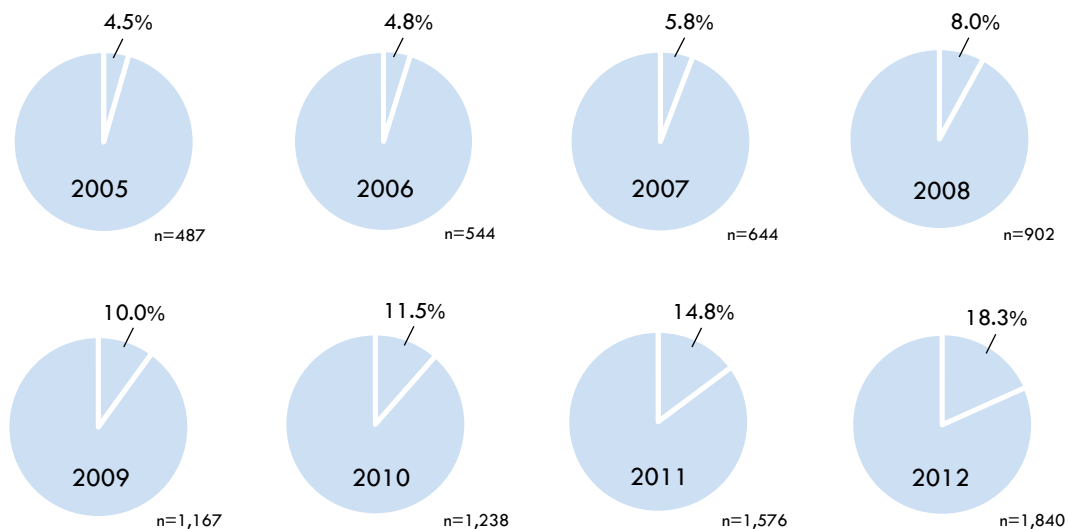
Note: Kinesiology and CTE courses are 100% and 74% transferable, respectively.
Source: SMCCCD Student Database, end of term

Figure 16 CSM Instructional Program Enrollments by Transferability, Fall 2012



Source: SMCCCD Student Database, end of term

Figure 17 CSM Students in Online Courses Proportional Share of CSM Total Headcount, Fall 2005 – Fall 2012



Note: Percentage represents proportional share of CSM students in online courses. N indicates online student unduplicated headcount.

Table 19 CSM Students in Online Courses Proportional Share of CSM Total Headcount, Fall 2005 – Fall 2012

Fall Term	Online Students		All CSM Headcount
	Unduplicated Headcount	As Percent of All CSM Headcount	
2005	487	4.5	10,725
2006	544	4.8	11,325
2007	644	5.8	11,185
2008	902	8.0	11,206
2009	1,167	10.0	11,647
2010	1,238	11.5	10,769
2011	1,576	14.8	10,618
2012	1,840	18.3	10,042
Total	8,398	9.6	87,517

Trends in online course enrollment are presented in Table 19 and Figure 17. Between fall 2005 and fall 2012, the number of students (unduplicated headcount) enrolling in CSM online coursework increased from 487 to 1,840 (278 percent). Expressed differently, in fall 2005, only 1 in 21 (4.5 percent) of all CSM students were enrolled in at least one online course. In contrast, in fall 2012, this figure had increased to nearly 1 in 5 (18.3 percent) of all CSM students.

The College’s key instructional productivity metrics, fall 2007 – spring 2013, are displayed in Table 20. Six individual fall, spring, and summer term productivity indicators are displayed. In response to budget reductions, CSM strategically reduced the total number of sections offered by more than 20 percent during this period of time: -21 percent in the fall semesters and -23 percent in the spring semesters. Guided by District and College overarching

Table 20 CSM Instructional Productivity and Efficiency, Fall 2007 – Spring 2013

	Total Headcount	Enrollments	FTEF	FTES	WSCH	Load	Sections
Fall Terms							
2007	11,083	27,737	235.83	3,967.22	119,015	505	1,149
2008	11,215	27,758	228.63	3,975.45	119,263	522	1,113
2009	11,508	28,938	214.47	4,135.15	124,055	578	1,058
2010	10,588	26,632	192.68	3,731.41	111,942	581	945
2011	10,540	26,317	199.41	3,583.84	107,515	539	956
2012	9,946	25,342	192.48	3,469.17	104,075	541	912
Total	64,880	162,724	1,263.50	22,862.24	685,865	543	6,133
Change 2007–2012	-1,137	-2,395	-43.35	-498.05	-14,940	36	-237
% Change 2007–2012	-10.3%	-8.6%	-18.4%	-12.6%	-12.6%	7.1%	-20.6%
Spring Terms							
2008	10,899	28,201	239.16	3,940.63	118,219	494	1,189
2009	11,405	28,716	211.67	4,144.61	124,338	587	1,043
2010	11,679	28,773	208.51	4,153.43	124,603	598	1,047
2011	10,261	26,346	191.85	3,601.07	108,032	563	944
2012	9,827	24,564	190.90	3,335.00	100,050	524	938
2013*	9,366	23,538	189.93	3,229.79	96,894	510	919
Total	63,437	160,138	1,232.02	22,404.54	672,136	546	6,080
Change 2008–2013	-1,533	-4,663	-49.23	-710.84	-21,325	16	-270
% Change 2008–2013	-14.1%	-16.5%	-20.6%	-18.0%	-18.0%	3.2%	-22.7%
Summer Terms							
2008	5,816	8,243	51.81	1,019.51	30,584	590	295
2009	6,422	9,415	54.62	1,105.31	33,159	607	301
2010	5,713	8,445	47.18	993.08	29,793	631	262
2011	5,407	8,148	49.25	936.99	28,110	571	265
2012	5,225	7,364	48.18	922.80	27,684	575	258
Total	28,583	41,615	251.05	4,977.70	149,329	595	1,381
Change 2008–2012	-591	-879	-3.63	-96.71	-2,900	-15	-37
% Change 2008–2012	-10.2%	-10.7%	-7.0%	-9.5%	-9.5%	-2.7%	-12.5%

Note: Spring 2013 based upon first census data; all other terms based upon end of term data reports.

goals, reductions reflected a variety of enrollment management strategies to eliminate under-enrolled programs and offer many lifelong learning courses under the umbrella of SMCCCD Community Education. As CSM trimmed its section offerings, the College's overall efficiency, measured in terms of Load, has increased by +7 percent and +3 percent in the fall and spring semesters, respectively.

The top 40 enrolled courses in fall 2012 are identified in Table 21. These top enrolled courses are all "core" courses leading to or fulfilling either AA/AS degree requirements or lower-division transfer requirements. These 40 CSM courses comprise 32 percent of all fall 2012 enrollments.

Table 21 CSM Top 40 Courses by Enrollment Size, Fall 2012

Course	Title	Sections	Enrollments	Enrollments per Section
ENGL 100	Composition and Reading	30	779	26.0
PSYC 100	General Psychology	6	581	96.8
MATH 120	Intermediate Algebra	13	461	35.5
ENGL 848	Introduction to Comp and Reading	17	458	26.9
PLSC 210	American Politics	10	423	42.3
ENGL 110	Composition, Literature & Critical Thinking	15	394	26.3
MATH 811	Arithmetic Review	10	380	38.0
SOCI 100	Introduction To Sociology	9	374	41.6
ASTR 100	Introduction To Astronomy	8	362	45.3
PHIL 100	Introduction to Philosophy	7	329	47.0
COMM 110	Public Speaking	12	328	27.3
BIOL 100	Introduction to the Life Sciences	6	316	52.7
COMM 130	Interpersonal Communication	11	311	28.3
MATH 200	Elementary Probability & Statistics	8	311	38.9
MATH 110	Elementary Algebra	8	291	36.4
ECON 100	Principles of Macro Economics	5	237	47.4
FITN 116	Body Conditioning	5	237	47.4
MUS. 100	Fundamentals of Music	7	237	33.9
BIOL 110	General Principles of Biology	7	216	30.9
ACTG 121	Financial Accounting	5	210	42.0
ENGL 838	Intensive Introduction to Composition/Reading	8	210	26.3
MATH 251	Calculus/Analytic Geometry I	5	197	39.4
MATH 111	Elementary Algebra I	6	186	31.0
CIS 110	Introduction to CIS	5	182	36.4
FITN 334	Yoga	4	179	44.8
CHEM 210	General Chemistry I	6	176	29.3
ECON 102	Principles of Micro Economics	5	174	34.8
BUS. 100	Contemporary American Business	5	170	34.0
ETHN 101	Introduction to Ethnic Studies I	4	166	41.5
ACTG 100	Accounting Procedures	3	162	54.0
BIOL 250	Anatomy	6	161	26.8
ADAP 875	Adapted Evaluation	2	159	79.5
HIST 201	United States History I	5	159	31.8
HSCI 100	General Health Science	4	158	39.5
CRER 120	College and Career Success	4	147	36.8
PSYC 200	Developmental Psychology	2	140	70.0
LIBR 100	Intro. to Library Research	3	137	45.7
MATH 241	Applied Calculus I	4	135	33.8
MATH 130	Analytic Trigonometry	4	132	33.0
MATH 125	Elementary Finite Math	4	131	32.8

Trends in Student Achievement

Success

Perhaps the single most referenced metric for student achievement is the successful course completion rate. Overall, CSM students successfully completed 71 percent of all courses in the 2011-12 academic year. The associated withdrawal rate and retention rates were 15 percent and 85 percent, respectively. These rates have remained remarkably consistent over the past 5 years. (See Table 22)

Additional course success rate detail is provided for the 40 top-enrolled courses with enrollments of 100 students or more for fall 2012. (See Table 23) The college-wide success rate was 69.8 percent for fall 2012.

Table 22 CSM Student Success, Retention, and Withdraw Rates, 2007-08 to 2011-12

Academic Year	Enrollment Count	Success Rate	Retention Rate	Withdraw Rate
2007-08	55,092	70%	84%	16%
2008-09	55,260	70	84	16
2009-10	56,540	70	85	15
2010-11	52,196	70	84	16
2011-12	50,054	71	85	15
Total 2007-08 to 2011-12	269,142	70%	84%	16%

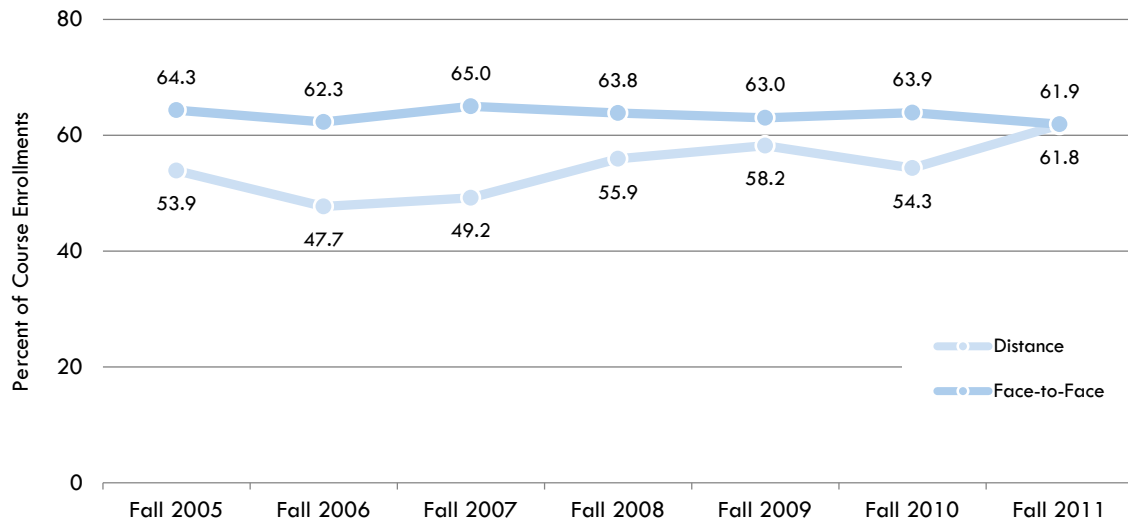
Notes: Academic Year (e.g., 2010-11) represents fall and spring semesters, combined. Success = A, B, C, and CR only, and does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

Table 23 CSM Success Rates of High Enrollment Courses, Fall 2012

Course	Title	Sections	Enrollments	Enrollments per Section	Success Rate
NURS 808	Open Skills Laboratory	1	100	100.0	92.0
ADAP 110	Adapted General Conditioning	3	109	36.3	91.7
ADAP 875	Adapted Evaluation	2	159	79.5	89.3
CRER 121	Planning for Student Success	4	124	31.0	84.7
FITN 334	Yoga	4	179	44.8	82.7
CRER 120	College and Career Success	4	147	36.8	79.6
FITN 116	Body Conditioning	5	237	47.4	79.3
READ 830	College and Career Reading	4	111	27.8	79.3
MUS. 100	Fundamentals of Music	7	237	33.9	77.6
BIOL 110	General Principles of Biology	7	216	30.9	75.9
MATH 122	Intermediate Algebra I	3	108	36.0	75.0
DGME 100	Media in Society	4	126	31.5	74.6
COMM 130	Interpersonal Communication	11	311	28.3	74.6
CHEM 210	General Chemistry I	6	176	29.3	73.3
ESL 828	Writing for Non-Native Speakers IV	4	107	26.8	72.0
ENGL 110	Composition, Literature & Critical Thinking	15	394	26.3	71.6
ETHN 102	Introduction to Ethnic Studies II	3	119	39.7	71.4
ENGL 102	English Practicum	4	100	25.0	71.0
MUS. 202	Music Listening and Enjoyment	3	105	35.0	69.5
PSYC 200	Developmental Psychology	2	140	70.0	69.3
LIBR 100	Introduction to Library Research	3	137	45.7	68.6
FILM 100	Introduction to Film	2	104	52.0	68.3
ACTG 121	Financial Accounting	5	210	42.0	67.6
BUS. 100	Contemporary American Business	5	170	34.0	67.1
ASTR 100	Introduction to Astronomy	8	362	45.3	66.3
ETHN 101	Introduction to Ethnic Studies I	4	166	41.5	65.7
SOCI 100	Introduction to Sociology	9	374	41.6	65.2
ECON 100	Principles of Macro Economics	5	237	47.4	65.0
ECON 102	Principles of Micro Economics	5	174	34.8	64.9
ACTG 100	Accounting Procedures	3	162	54.0	64.8
COMM 110	Public Speaking	12	328	27.3	64.3
HSCI 100	General Health Science	4	158	39.5	63.9
CIS 110	Introduction to CIS	5	182	36.4	63.7
PLSC 210	American Politics	10	423	42.3	63.6
ENGL 848	Introduction to Composition and Reading	17	458	26.9	63.3
BIOL 250	Anatomy	6	161	26.8	62.7
ENGL 100	Composition and Reading	30	779	26.0	62.5
MATH 120	Intermediate Algebra	13	461	35.5	62.0
MATH 200	Elementary Probability & Statistics	8	311	38.9	61.1
MATH 110	Elementary Algebra	8	291	36.4	59.8

Figure 18 Success Rates, Distance versus Comparable Face-to-Face Coursework, Fall 2005 – Fall 2011



Distance Education Success

Parallel student success data for distance education courses are displayed in Figures 18-20. Achievement data for online coursework are directly compared to the same courses offered in the traditional face-to-face modality. The historical overall “achievement gap” between online and traditional coursework success rates has been virtually eliminated at CSM between fall 2005 and fall 2011: from -10.4 points in fall 2005 (53.9 percent versus 64.3 percent) to -0.1 points in fall 2011 (61.8 percent versus 61.9 percent). (See Figure 18) The corresponding withdrawal rates and retention rates reveal the same pattern of convergence. (See Figures 19-20)

Figure 19 Withdrawal Rates, Distance versus Comparable Face-to-Face Coursework, Fall 2005 – Fall 2011

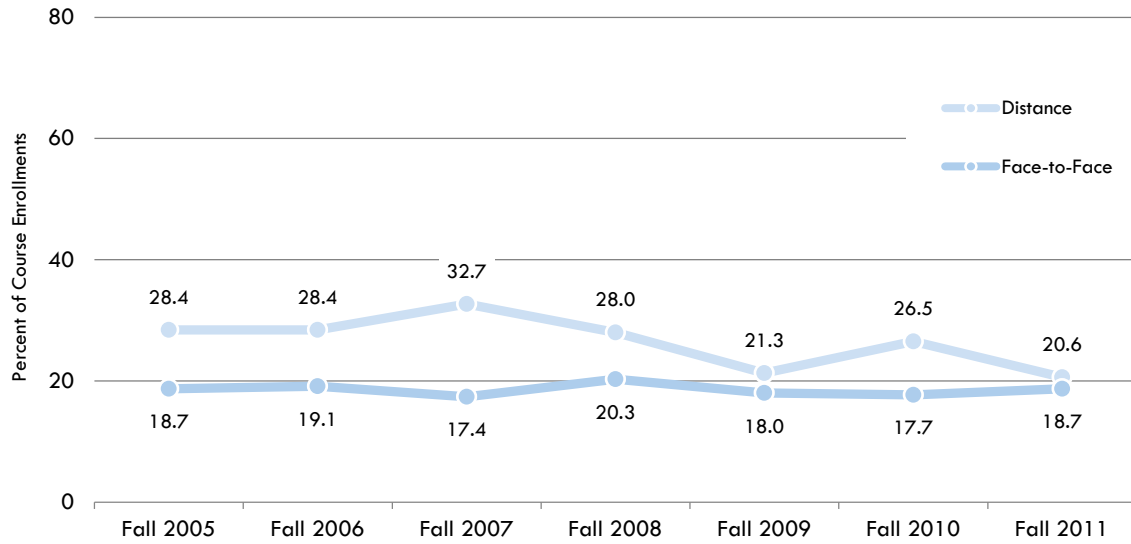


Figure 20 Retention Rates, Distance versus Comparable Face-to-Face Coursework, Fall 2005 – Fall 2011

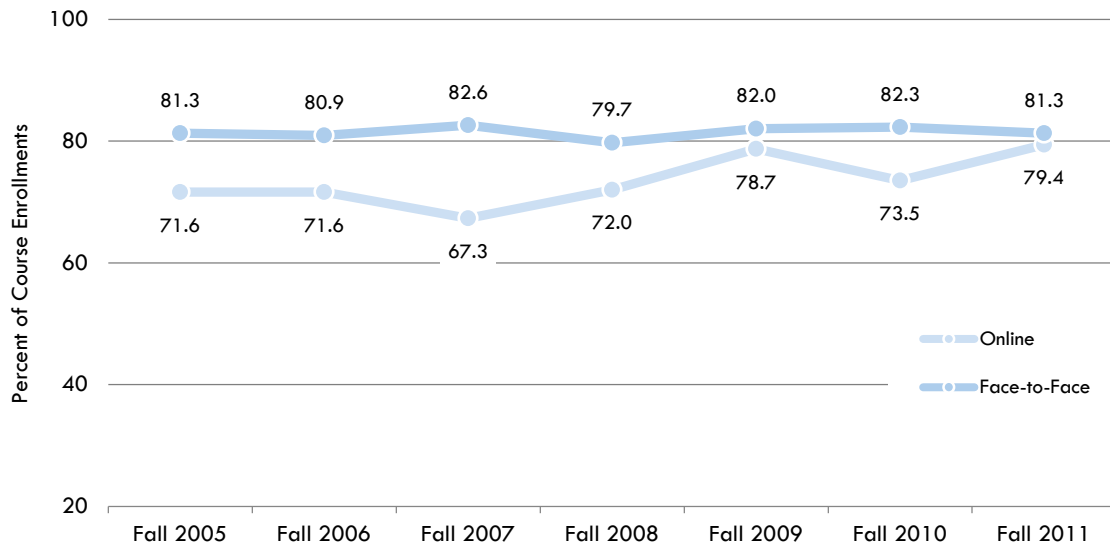


Table 24 CSM Degrees and Certificates Awarded, 2006-07 to 2011-12

Academic Year	# of Awards and % of Yearly Total								Total Awards
	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization		
2006-07	251	35.1%	135	18.9%	215	30.0%	115	16.1%	716
2007-08	294	35.7	106	12.9	263	32.0	160	19.4	823
2008-09	285	33.3	147	17.2	307	35.9	117	13.7	856
2009-10	313	31.9	151	15.4	315	32.1	203	20.7	982
2010-11	240	26.6	142	15.8	353	39.2	166	18.4	901
2011-12	237	25.2	153	16.3	362	38.5	188	20.0	940
Total	1,620	31.0%	834	16.0%	1,815	34.8%	949	18.2%	5,218

Note: All academic year data include summer term awards, with summer term counted at end of the academic year; e.g., fall 2011 + spring 2012+ summer 2012.

Table 25 CSM Transfer Degrees Awarded, Spring 2012 – Spring 2013

Term	AA-T	AS-T	Total	As a share of all Associate degrees
Spring 2012	2	2	4	1.7
Summer 2012	1	1	2	3.4
Fall 2012	3	2	5	3.6
Spring 2013	34	39	73	17.9

Degrees and Certificates

Another key measurement of student achievement is the number of degrees and certificates awarded. Overall, 5,218 degrees and certificates were awarded, from 2006-07 to 2011-12. Over the past five years, the number of degrees awarded has remained relatively stable, while the number of certificates has increased. (See Table 24)

In 2012, CSM began implementation of California’s Student Transfer Achievement Reform Act. With the creation of new “transfer degrees” (AA-T and AS-T), students now have a clear curricular pathway leading to transfer at any CSU campus. Table 25 shows that CSM students are increasingly utilizing transfer degrees. In spring 2013, transfer degrees comprised 17.9 percent of all AA/AS degrees awarded.

Degree and certificate outcomes are commonly measured by the U.S. Department of Education for all community colleges. Since the inception of this metric in 1998, CSM’s degree and certificate completion rates have ranked near or above the statewide average for all California community colleges. (See Table 26)

The growth in CSM’s distance education curriculum is reflected in the number of degree and certificate earners utilizing online coursework. In 2004-05, approximately 1 in 13 (7.5 percent) of all CSM award earners had taken at least one online course. In contrast, in 2011-12, nearly 6 of 10 (58.4 percent) of award earners utilized online coursework. (See Table 27)

Table 26 CSM Student Right-to-Know Degree/Certificate Completion Rates, 1997–2000 to 2008–2011

Cohort	CSM	Statewide Average
2008-2011	18.2%	24.6%
2007-2010	23.0	24.4
2006-2009	19.2	16.7
2005-2008	27.1	24.1
2004-2007	24.7	24.8
2003-2006	34.1	25.1
2002-2005	51.8	36.0
2001-2004	43.8	35.3
2000-2003	42.8	33.7
1999-2002	41.7	34.8
1998-2001	44.0	30.6
1997-2000	43.7	32.7
1996-1999	39.6	32.0
1995-1998	39.9	34.3

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2008-11 data were published December 2012.

Source: California Community Colleges Chancellor’s Office, <http://srtk.cccco.edu>.

Table 27 CSM Awards Earned by CSM Distance Education Students, 2004–05 to 2011–12

Academic Year	# of Awards and % of Yearly Total								Total	Distance Awards as % of All CSM Awards
	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization			
2004–05	20	28.6%	7	10.0%	18	25.7%	25	35.7%	70	7.5
2005–06	43	26.4	27	16.6	34	20.9	59	36.2	163	17.5
2006–07	65	35.5	32	17.5	35	19.1	51	27.9	183	25.6
2007–08	94	44.8	30	14.3	37	17.6	49	23.3	210	25.5
2008–09	123	45.2	51	18.8	50	18.4	48	17.6	272	31.8
2009–10	139	37.5	55	14.8	98	26.4	79	21.3	371	37.8
2010–11	145	34.6	57	13.6	124	29.6	93	22.2	419	46.5
2011–12	175	31.9	93	16.9	169	30.8	112	20.4	549	58.4
Total	804	35.9%	352	15.7%	565	25.3%	516	23.1%	2,237	31.6

Note: Academic Year = fall + spring + summer.

Table 28 CSM Transfer Students to CSU and UC, 1989-90 to 2011-12

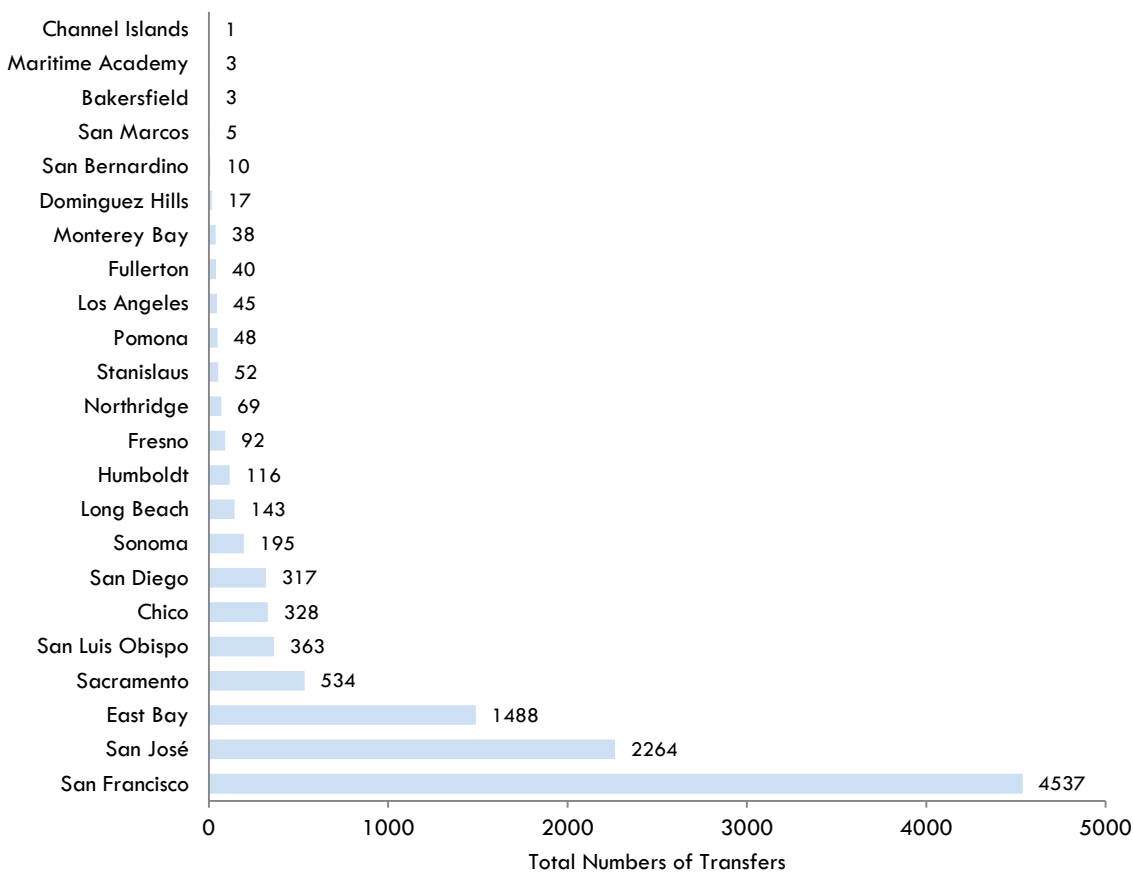
Full Year	Transfer Students			Percent of Total		
	CSU	UC	Total	CSU	UC	Total
1989-90	762	153	915	83.3%	16.7%	100%
1990-91	648	155	803	80.7	19.3	100
1991-92	568	160	728	78.0	22.0	100
1992-93	559	127	686	81.5	18.5	100
1993-94	557	163	720	77.4	22.6	100
1994-95	570	139	709	80.4%	19.6%	100%
1995-96	599	153	752	79.7	20.3	100
1996-97	573	138	711	80.6	19.4	100
1997-98	492	147	639	77.0	23.0	100
1998-99	457	156	613	74.6	25.4	100
1999-00	435	144	579	75.1%	24.9%	100%
2000-01	411	177	588	69.9	30.1	100
2001-02	447	207	654	68.3	31.7	100
2002-03	429	184	613	70.0	30.0	100
2003-04	373	119	492	75.8	24.2	100
2004-05	316	151	467	67.7%	32.3%	100%
2005-06	336	159	495	67.9	32.1	100
2006-07	409	143	552	74.1	25.9	100
2007-08	423	144	567	74.6	25.4	100
2008-09	387	132	519	74.6	25.4	100
2009-10	242	136	378	64.0%	36.0%	100%
2010-11	376	144	520	72.3	27.7	100
2011-12	339	133	472	71.8	28.2	100

Sources: UC Office of the President (2010-11 and later); California State University (2010-11 and later); California Postsecondary Education Commission (2009-10 and earlier).

Transfer

In 2011-12, 472 CSM students transferred to the University of California and California State University systems. Approximately another 250 students transferred to California private and out-of-state institutions. There has been a significant decline in the number of students transferring to CSU in the past two decades, while the number transferring to UC has remained more stable. (See Table 28). This shift reflects both overall statewide fiscal issues which have impacted the capacity of both UC and CSU campuses to accommodate transfer students as well as changes in the academic preparedness and baccalaureate degree aspirations of students enrolling at CSM.

Figure 21 CSM Transfers to the California State University, 1989-90 to 2011-12

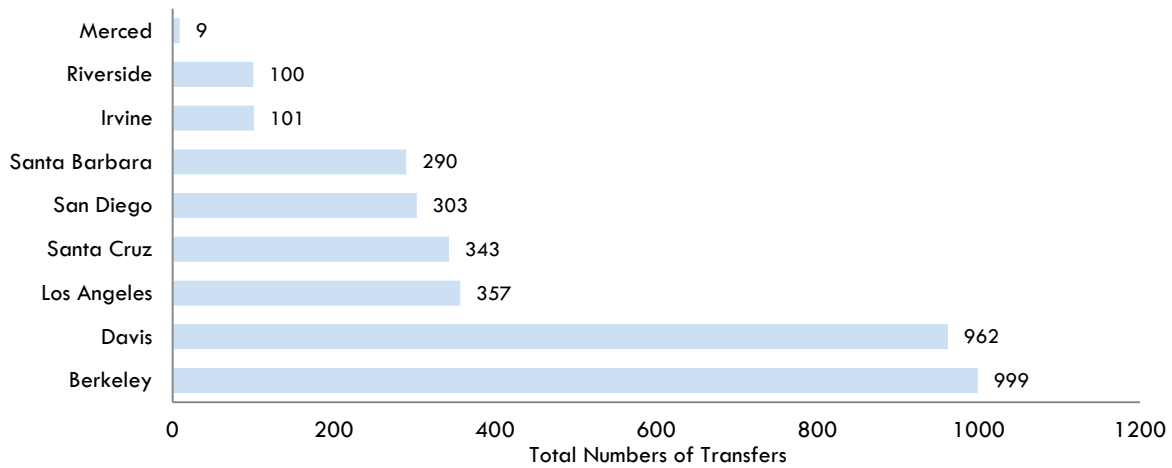


Sources: California State University (2010-11 and later) and California Postsecondary Education Commission (2009-10 and earlier).

The vast majority of CSM students transfer to a CSU or UC campus located close to home: 78 percent of CSU transfers enroll at 3 campuses—San Francisco, San Jose, and East Bay, while 57 percent of UC transfers enroll at two campuses—Berkeley and Davis. (See Figures 21-22) Since 1989-90, 80.2 percent of transfers enroll at a CSU or UC campus within approximately 100 miles of CSM. Stated differently, of the total 32 CSU and UC campuses, nine campuses (28 percent) enroll 80.2 percent of all CSM transfers. This geographic pattern of transfer enrollment (i.e., “close to home”) is also found nationally and statewide. This CSM transfer enrollment pattern has remained constant for as long as transfer data have been systematically collected.

Transfer outcomes are commonly measured by the U.S. Department of Education for all community colleges. Since the inception of this metric in 1998, CSM’s transfer rates have ranked near or above the statewide average for all California community colleges. (See Table 29)

Figure 22 CSM Transfers to the University of California, 1989-90 to 2011-12



Sources: UC Office of the President (2010-11 and later) and California Postsecondary Education Commission (2009-10 and earlier).

Table 29 CSM Student Right-to-Know (SRTK) Transfer Rates, 1997 – 2000 to 2008 – 2011

Cohort	CSM	Statewide Average
2008-2011	19.3%	13.9%
2007-2010	16.9	15.2
2006-2009	19.2	16.7
2005-2008	19.3	17.9
2004-2007	40.0	25.1
2003-2006	36.3	24.7
2002-2005	28.5	29.6
2001-2004	27.7	21.4
2000-2003	28.3	22.1
1999-2002	33.1	23.6
1998-2001	32.4	27.0
1997-2000	32.0	25.5
1996-1999	33.3	25.1
1995-1998	36.3	23.1

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. SRTK is a "cohort" study. The SRTK cohort is a group of students who are: first-time freshmen, enrolled full-time and are degree-seeking. These students are identified in a fall term and their outcomes are measured over a period of three years, at which time the SRTK rates are calculated and made public. Data are published in December for the prior academic year, e.g., 2008-11 data were published December 2012.

Source: California Community College Chancellor's Office, <http://srtk.cccco.edu>.

Table 30 CSM Student Placement Test Results, 2008-09 to 2011-12

	2008-09	2010-11	2011-12
Math Placement			
Basic Skills	17%	53%	52%
AA/AS Degree Applicable	53	20	21
Transfer Level	30	27	27
English Placement			
Basic Skills	12%	8%	6%
AA/AS Degree Applicable	61	61	63
Transfer Level	27	32	32

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

Table 31 Freshmen Mathematics and English Proficiency Levels: UC, CSU, CCC, & CSM, Fall 2011

Institution	Total Freshmen	Math		English	
		Proficient	Assessed Below College-Level	Proficient	Assessed Below College-Level
UC System	32,218	100%	0%	75.0%	25.0%
CSU System	54,478	66.7	33.3	66.3	33.7
CCC System	350,129	14.6	85.4	28.4*	71.6
CSM	-	27.0	73.0	32.0*	68.0

* Does not include ESL placements.

Note: As applied to the CCC's, proficiency = "transfer level" coursework. As applied to the SMCCCD, proficiency in English = ENGL 100; proficiency in mathematics = MATH 125 level or higher.

Sources: University of California Office of the President, California State University, and California Community Colleges Chancellor's Office.

Student Placement Test Results and Outcomes: Mathematics, English and ESL

Approximately 70 percent of CSM's new, first-time students consistently place below transfer-level mathematics and English coursework. (See Table 30) Of those students placing into basic skill courses, the success rate is approximately -15 points lower than the college-wide average for all courses. Table 31 provides a statewide higher education perspective on students' preparedness for college-level coursework in mathematics and English. These data indicate that remediation is a major issue at all three segments of public higher education—UC, CSU, and the California Community Colleges system as a whole, which includes CSM.

Table 32 CSM Student Achievement and Progression in Basic Skills/Pre-Transfer through Transfer-Level Coursework: English, ESL, and Mathematics

Students who start at:	Head-count	Subsequently Enroll at Transfer-level		Succeed at Transfer-level		Overall Basic Skills through Transfer-level Completion Rate
		Students	Rate	Students	Rate	
English						
1 level below transfer	4,301	2,592	60.3	2,130	82.2	49.5
2 levels " "	1,881	1,075	57.2	786	73.1	41.8
3 levels " "	1,191	428	35.9	340	79.4	28.5
ESL						
1 level below transfer	202	138	68.3	123	89.1	60.9
Mathematics						
1 level below transfer	3,966	1,945	49.0	1,507	77.5	38.0
2 levels " "	1,341	516	38.5	381	73.8	28.4
3 levels " "	3,555	946	26.6	701	74.1	19.7
4 levels " "	3,064	503	16.4	374	74.4	12.2
5 levels " "	2,289	195	8.5	132	67.7	5.8

Notes: English and ESL students were tracked from fall 2003 to fall 2011. Math students were tracked from fall 2000 to spring 2010. English coursework leading to transfer: ENGL 828 [3 levels below transfer] → 838 [2 levels] → 848 [1 level] → 100. ESL coursework leading to transfer: ESL 400 [1 level below transfer] → ENGL 100. Math coursework leading to transfer: MATH 811 [5 levels below transfer] → 111 [4 levels] → 110 [3 levels] → 122 [2 levels] → 120 [1 level] → 125+.

Students' initial placement in the sequence of coursework leading to transfer level English and mathematics coursework reveals a clear pattern of achievement relative to their curricular starting point. Students who initially enroll at the lowest levels of English and math have the lowest rates of subsequent success in transfer-level coursework: 28.5 percent and 5.8 percent, respectively. (See Table 32) Conversely, students who initially enroll only one level below transfer-level coursework succeed at significantly higher rates: 49.5 percent and 38.0 percent, respectively. Of ESL students who initially place one level below transfer-level English, 60.9 percent eventually succeed.

ARCC Success and Achievement Measures

In 2004, the California Community Colleges Chancellor's Office implemented common performance indicators for the system and for its colleges. This comprehensive system, Accountability Reporting for the Community Colleges (ARCC), provides data for seven performance indicators for all community colleges in the state, individual colleges, and individual college "peer groups."

The data presented here include the complete six-year ARCC 1.0 dataset for CSM, 2007-2012. During this period of time CSM has consistently ranked above the majority of ARCC performance indicators for the California Community Colleges system as a whole and for its peer groups. (See Table 33) Note that ARCC 2.0 "Scorecard 2013" data are not available at the time of the preparation of this report.

**Table 33 CSM Accountability Reporting for the Community Colleges (ARCC 1.0)
Performance Indicators, 2007 – 2012**

1 Student Progress & Achievement Rate

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

2 Percent Earning 30 Units+

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

3 Fall-to-Fall Persistence Rate

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

4 Successful CTE Course Completion Rate

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

5 Successful Basic Skills Course Completion Rate

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

6 Basic Skills Improvement Rate

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

7 ESL Improvement Rate

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

Notes: For details see: CSM’s Accountability Reporting for the Community Colleges (ARCC), Performance Indicators, 2007-2012 <http://collegeofsanmateo.edu/institutionalresearch/studentoutcomes.asp>, and “Focus on Results, Accountability Reporting for the Community Colleges, Report to the Legislature, March 31, 2012.” <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC.aspx>. ARCC 2.0 “Scorecard 2013” data was not available at the time of the preparation of this report.

Campus Climate

Beyond quantitative data regarding student achievement and demographic profiles, an important dimension of institutional self-understanding can be gleaned from qualitative research. Accordingly, the College systematically captures student, faculty, administrators, and staff opinions, and attitudes regarding various aspects of institutional effectiveness. Each spring semester since 2010, a comprehensive campus climate and satisfaction survey is administered to the entire college community. The survey instrument is tailored to each of three key groups: students, classified staff, and faculty and administrators as a combined, single cohort. For all three groups, satisfaction levels are generally high. Three years of survey data consistently report respondents' positive agreement with a series of statements regarding the totality of their CSM experience. In questions specifically concerned with overall satisfaction with the College, satisfaction levels range from 84.4 percent - 100 percent for students, staff, and faculty and administrators. (See Table 34)

Table 34 Overall Attitudes toward CSM: Students, Classified Staff, and Faculty/ Administrators, 2010 – 2012

Student Attitudes	2010 (n=1,118)	2011 (n=1,397)	2012 (n=1,132)
Would you recommend CSM to a family member or friend?	96.4%	96.9%	97.6%
If I were starting over, I would attend CSM.	90.8	91.0	91.4
How would you describe CSM's reputation in the community?	91.2	90.9	93.9
Overall, how would you rate your educational experience at CSM?	91.7	92.9	92.7
Classified Staff Attitudes	2010 (n=44)	2011 (n=48)	2012 (n=49)
I am proud to say that I am an employee of CSM.	97.6%	97.9%	97.9%
I would recommend CSM to a family member or friend who is looking for a job.	88.4	91.3	86.7
I would recommend CSM to a family member or a friend who is a prospective student.	93.0	97.8	100.0
Overall, I like working for CSM.	100.0	97.8	100.0
Faculty/Administrator Attitudes	2010 (n=101)	2011 (n=123)	2012 (n=127)
I am proud to say that I am an employee of CSM.	90.8%	94.1%	89.7%
I would recommend CSM to a family member or friend who is looking for a job.	84.4	83.3	86.0
I would recommend CSM to a family member or a friend who is a prospective student.	89.7	92.5	88.0
Overall, I like working for CSM.	94.8	93.3	90.6

Note: Data compare the total percentages of respondents who expressed positive agreement.