

**College of San Mateo  
Student Equity Plan**

**Signature Page**


**District:** San Mateo County **College:** College of San Mateo  
Community College District

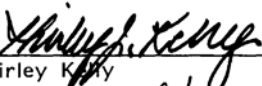


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September 28, 2005

**Date**

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**Student Equity Coordinator:**   
Patricia Griffin

**College of San Mateo**  
**Student Equity Plan**

September 2005

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## COLLEGE OF SAN MATEO STUDENT EQUITY PLAN

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### Table of Contents

#### Signature Page

#### Executive Summary

- Target Groups
- Goals
- Activities
- Resources
- Contact Person

#### Campus-Based Research

- Overview
- Indicator Definitions and Data
  - Access
  - Course Completion (*Retention*)
  - ESL and Basic Skills Completion
  - Degree and Certificate Completion
  - Transfer

#### Goals and Activities

- Access
- Course Completion (*Retention*)
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

#### Budget

- Sources of Funding

#### Evaluation Schedule and Process

#### Attachments (*Optional*)

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## **Executive Summary**

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The College of San Mateo takes its mission statement seriously. Our college goals are derived from our mission statement. Revised annually, they are reviewed throughout the year by College Council, CSM's shared governance body, to ascertain how well we are doing in achieving them. As we have become a more diverse college, we have recognized these changes in our college mission, vision and values statements and in our college goals (see attachments).

Details on the student equity plan goals and groups for whom the goals have been set, the activities, and selected resources to support accomplishing these goals are found in the following pages. The activities from the most recent previous student equity plan were reviewed and the status of each has been noted. Expected outcomes for each activity and the department responsible for implementing the activity are specified. The college's contact for further information is the Vice-President, Student Services and Student Equity Coordinator, Dr. Patricia L. Griffin.

#### Access

Our student population has shifted significantly in the past decade and a half. Presently, CSM's overall student population closely approximates or exceeds the ethnic composition of San Mateo County. In 1990, 66 percent of our students were White; in 2004 that percentage had declined to 47 percent. In 1990 Asian, African-American and Hispanic students made up 31 percent of our students; in 2004 that percentage had increased to 51 percent.

Other demographic data reveals changes in the ethnic profile of the CSM student population over the last two decades. There has been more than 100 percent increase in the enrollment of Hispanic and Asian students; the enrollment of Filipino students has increased almost 200 percent. During this same period the enrollment of White students has declined 34 percent. Also during this period, CSM has experienced an increase of nearly 41 percent in the enrollment of students aged 50-59.

CSM actively reaches out to high school students, encouraging them to enroll at the college, both while they are in high school and after they graduate. In 2004-05 more than 1,500 high school students took advantage of the opportunity to earn college credit through the concurrent enrollment program. During Summer, 2004, concurrently enrolled students accounted for 12 percent of the college's total enrollment. The Priority Enrollment Program (PEP), which CSM conducts each spring, attracted more than 400 San Mateo County graduating high school seniors last spring. The EOPS/CARE programs served 536 students last year. Its staff reached 1,744 individuals through outreach and recruitment activities, hosting the fifth annual EOPS Preview Day and sixth annual Summer College Readiness Program. The Multicultural Center, serving nearly 400 students this past year, embarked on a revitalization of services to include opportunities for students to engage in activities promoting cross-cultural understanding.

DSPS provided specialized classes, academic accommodations and personal support to 680 students last year. Several projects were completed including hosting two workshops for high school staff and community agencies and updating the DSPS website and various faculty and

student handbooks and reference guides. Two district grants enabled staff to purchase and install two programs that provide technological adaptations for CSM's disabled students.

CSM's growth plan for 2005-07, currently being finalized, includes the addition of a new college recruiter position in order to assist the high school relations counselor with both general and targeted outreach, marketing and recruitment efforts at CSM. Funding is currently available for reinstating the Puente and African-American Student Retention programs should faculty members previously involved, or other faculty members, agree to undertake either or both of these programs designed specifically to assist underrepresented populations.

#### Course completion

Averaged over a seven year period of time, 1997-98 through 2003-04, course completion rates are quite stable, averaging nearly 72 percent; state-wide, course completion rates are in the 68 percent range. There are demographic differences, however, in course completion rates at CSM; women and older students (40 years and over) are more likely to successfully complete courses than are men and younger students (20 years and younger). There are also ethnic variations in successful course completion rates, as follows: Whites, 75 percent; Asians, 74 percent; Hispanics, 66 percent; Filipinos, 66 percent; and African-Americans, 63 percent.

As a result of budget constraints, several years ago all tutorial services at CSM were decentralized; students were directed to various existing division labs and centers for academic support and assistance. Since that time, a number of students, especially those enrolled in basic skills courses, have expressed dissatisfaction with the degree of services available to them, citing limited staffing and hours of operation. As a result, included in CSM's 2005-07 growth plan is funding to further develop a Learning Center project proposal for expanded tutorial services. This proposal was developed by a college-wide group of faculty and support staff and is intended to coordinate and significantly augment present services.

CSM's matriculation plan specifies several ways in which the college attempts to identify students in potential academic difficulty. Instructors are encouraged to provide counselors or faculty advisors with information about student performance early in the semester and to make referrals to counseling or other support services as appropriate. The availability of electronic counseling notes has assisted counselors and faculty advisors in their follow-up work with students.

#### ESL and basic skills completion

Student completion of and progression beyond basic skills course work at CSM, from Fall 2000 through Summer 2004, varies considerably; overall, students are more successful in the discipline of English than they are in the discipline of math.

At CSM the English as a Second Language (ESL) course just below English 100 is ESL 400 (composition for non-native speakers). Of those students initially enrolling in ESL 400, 36 percent successfully completed English 100 (composition), CSM's college-level English course. Of those students completing ESL 400, 73 percent successfully completed English 100.

The percent of students initially enrolling in various levels of English (ENGL) courses below English 100 who eventually completed English 100 ranges from 17 percent to 34 percent.

Only one percent of the students enrolling in Math 811 (arithmetic review), two levels below MATH 125/130/200, CSM's college-level math courses, eventually completed a college-level math course. Ten percent of the students enrolling in MATH 110/111/112 (elementary algebra), one level below college-level math, eventually completed a college-level math course.

The data for CSM students initially enrolling in ESL, and ENGL and MATH basic skills courses demonstrates that female students subsequently complete college-level course work at a greater rate than male students. Ethnic variations in the progression from basic skills to college-level coursework are considerable and vary by specific course.

The English and ESL faculty at CSM are currently engaged in discussions that focus on better placement of non-native speakers of English in the sequence of courses that best ensure their ultimately successful completion of English 100; and on creating a better college-wide support system for basic skills students with an emphasis on devising ways to provide these students with support through the possible creation of an additional CSM learning community. In order to better meet student demand, two additional ESL faculty have been hired; they began work at the college in Fall, 2005.

In an effort to boost student success in below-college-level math courses, math faculty redesigned CSM's basic skills math course, MATH 811, to incorporate more student-to-student and student-teacher collaborative contact within the classroom; the course now consists of three sequenced modules. MATH 111, the first half of elementary algebra, has been linked with a Career and Life Planning course, CRER 122, Strategies for Educational Success. This is one of CSM's learning communities and is supported by a math instructor, a counselor, and a math tutor.

#### Degree and certificate completion

Over an 11 year period of time, from 1992-93 through 2003-04, the total number of degrees and certificates awarded at CSM has remained relatively stable. However, degrees and certificates as a proportion of total awards has changed during this time period; associate degrees have declined from 57 percent in 1992-93 to 40 percent in 2003-04, and certificates have increased from 43 percent to 60 percent. Demographic variations exist among students awarded degrees and certificates; for example, female students are more likely to earn awards than are male students, 63 percent versus 37 percent; and also during this time period, the number of older students earning degrees and certificates increased. There has been a significant increase in the number of Asian and Hispanic students earning degrees and certificates and a notable decrease in the number of White students doing so.

The information explaining degree and certificate requirements is updated regularly in the college catalog and schedule of classes. In an ongoing effort to communicate this information to students in a variety of ways, three new Career and Life Planning half-unit classes, transferable to CSU, are currently being offered to students, each one focused on one aspect of academic success: college planning; achieving an associate degree and/or certificate; and introduction to

choosing a college major. Across the district work continues on the development of an automated degree audit system whereby students' educational progress can be quickly and comprehensively assessed. A series of recommendations from the district-wide Degree Audit Steering Committee has been agreed to by the three colleges' academic senates and currently each college is working on its implementation procedures. District Information Technology Services (ITS) has provided financial support for much of this effort.

### Transfer

An analysis of CSM transfer data from 1989-90 through 2003-04 indicates that the number of students transferring during this time period declined by 46 percent. The proportion of students transferring to CSU during that period of time decreased from 83 percent to 76 percent, while the proportion of transfers to UC increased from 17 percent to 24 percent. Over a shorter period of time, 1997-98 through 2003-04, the number of Hispanics transferring to CSU and UC has increased by 117 percent; the number of Asians/Pacific Islanders transferring has decreased by 25 percent; and the number of Whites has also decreased by 32 percent. From 1995-98 through 2000-03, however, as compared to statewide figures on transfer as defined by the student-right-to-know standards, CSM students consistently transfer at a rate greater than the statewide average.

In 2004-05 more than 6,000 students visited the CSM Transfer Center and participated in a wide range of activities and services, including workshops on university transfer requirements and how to select a transfer major; college and university tours; individual appointments with university representatives; and participation in transfer admission agreements (TSAs). The responsibility for all Transfer Center activities has largely been borne by a classified staff program services coordinator with assistance on a rotational basis from counselors; plans are underway to assign a counselor fulltime to the Center.

In an effort to provide students with more personalized transfer assistance, the Transfer Center sponsors a transfer club, and the counseling division is offering to students a new, CSU transferable, half-unit course on transfer essentials and planning. The addition of a counselor position in the Multicultural Center to assist Asian and Pacific Islander students to reach their educational goals is being discussed. Specialized counseling continues to be offered to Multicultural Center and EOPS/CARE students, many of whom are historically underrepresented; last year 38 MCC and 35 EOPS/CARE students transferred to four-year colleges and universities.



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## **Campus-Based Research**

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### **CAMPUS-BASED RESEARCH**

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1. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

**CSM STUDENT SUCCESS INDICATOR: ACCESS**  
**First Census Student Enrollment -- By Age**  
**Fall 1982 - Fall 2004**

Term	Less than 20			20-24			25-29			30-39			40-49			50-59			60+			Total		
	Count	% of the Total	% Change (Prior Year)	Count	% of the Total	% Change (Prior Year)	Count	% of the Total	% Change (Prior Year)	Count	% of the Total	% Change (Prior Year)	Count	% of the Total	% Change (Prior Year)	Count	% of the Total	% Change (Prior Year)	Count	% of the Total	% Change (Prior Year)	Count	% of the Total	% Change (Prior Year)
Fall 1982	3875	25.5%	n/a	4163	27.4%	n/a	2245	14.8%	n/a	2439	16.1%	n/a	1263	8.3%	n/a	630	4.2%	n/a	555	3.7%	n/a	15170	100.0%	n/a
Fall 1983	3504	25.4%	-9.6%	4008	29.0%	-3.7%	2035	14.7%	-9.4%	2187	15.8%	-10.3%	1081	7.8%	-14.4%	555	4.0%	-11.9%	450	3.3%	-18.9%	13820	100.0%	-8.9%
Fall 1984	3273	24.2%	-6.6%	3777	28.0%	-5.8%	1887	14.0%	-7.3%	2272	16.8%	3.9%	1147	8.5%	6.1%	541	4.0%	-2.5%	606	4.5%	34.7%	13503	100.0%	-2.3%
Fall 1985	3274	22.7%	0.0%	3838	26.6%	1.6%	2168	15.0%	14.9%	2579	17.8%	13.5%	1349	9.3%	17.6%	599	4.1%	10.7%	647	4.5%	6.8%	14454	100.0%	7.0%
Fall 1986	3157	22.7%	-3.6%	3590	25.9%	-6.5%	2057	14.8%	-5.1%	2409	17.4%	-6.6%	1330	9.6%	-1.4%	617	4.4%	3.0%	720	5.2%	11.3%	13880	100.0%	-4.0%
Fall 1987	3477	23.0%	10.1%	3723	24.6%	3.7%	2219	14.6%	7.9%	2667	17.6%	10.7%	1467	9.7%	10.3%	664	4.4%	7.6%	931	6.1%	29.3%	15148	100.0%	9.1%
Fall 1988	3374	21.2%	-3.0%	3658	23.0%	-1.7%	2425	15.2%	9.3%	3065	19.2%	14.9%	1822	11.4%	24.2%	758	4.8%	14.2%	828	5.2%	-11.1%	15930	100.0%	5.2%
Fall 1989	2968	20.6%	-12.0%	3485	24.2%	-4.7%	2174	15.1%	-10.4%	2605	18.1%	-15.0%	1598	11.1%	-12.3%	663	4.6%	-12.5%	931	6.5%	12.4%	14424	100.0%	-9.5%
Fall 1990	2777	18.2%	-6.4%	3797	24.9%	9.0%	2378	15.6%	9.4%	2756	18.0%	5.8%	1691	11.1%	5.8%	759	5.0%	14.5%	1114	7.3%	19.7%	15272	100.0%	5.9%
Fall 1991	2997	19.8%	7.9%	3903	25.7%	2.8%	2170	14.3%	-8.7%	2721	17.9%	-1.3%	1635	10.8%	-3.3%	682	4.5%	-10.1%	1059	7.0%	-4.9%	15167	100.0%	-0.7%
Fall 1992	2884	19.9%	-3.8%	3852	26.6%	-1.3%	2177	15.0%	0.3%	2696	18.6%	-0.9%	1549	10.7%	-5.3%	741	5.1%	8.7%	586	4.0%	-44.7%	14485	100.0%	-4.5%
Fall 1993	2861	24.2%	-0.8%	3287	27.8%	-14.7%	1592	13.4%	-26.9%	2042	17.2%	-24.3%	1131	9.6%	-27.0%	550	4.6%	-25.8%	376	3.2%	-35.8%	11839	100.0%	-18.3%
Fall 1994	2733	22.8%	-4.5%	3207	26.7%	-2.4%	1663	13.9%	4.5%	2171	18.1%	6.3%	1310	10.9%	15.8%	601	5.0%	9.3%	314	2.6%	-16.5%	11999	100.0%	1.4%
Fall 1995	2623	22.8%	-4.0%	3017	26.2%	-5.9%	1620	14.1%	-2.6%	2063	17.9%	-5.0%	1256	10.9%	-4.1%	569	4.9%	-5.3%	358	3.1%	14.0%	11506	100.0%	-4.1%
Fall 1996	2526	22.3%	-3.7%	2683	23.7%	-11.1%	1558	13.8%	-3.8%	2126	18.8%	3.1%	1362	12.0%	8.4%	666	5.9%	17.0%	399	3.5%	11.5%	11320	100.0%	-1.6%
Fall 1997	2643	22.6%	4.6%	2797	23.9%	4.2%	1662	14.2%	6.7%	2166	18.5%	1.9%	1400	12.0%	2.8%	629	5.4%	-5.6%	384	3.3%	-3.8%	11681	100.0%	3.2%
Fall 1998	2749	23.7%	4.0%	2618	22.6%	-6.4%	1552	13.4%	-6.6%	2107	18.2%	-2.7%	1438	12.4%	2.7%	712	6.1%	13.2%	426	3.7%	10.9%	11602	100.0%	-0.7%
Fall 1999	2774	24.5%	0.9%	2726	24.1%	4.1%	1460	12.9%	-5.9%	2000	17.7%	-5.1%	1289	11.4%	-10.4%	645	5.7%	-9.4%	424	3.7%	-0.5%	11318	100.0%	-2.4%
Fall 2000	2628	24.2%	-5.3%	2715	25.0%	-0.4%	1386	12.7%	-5.1%	1831	16.8%	-8.5%	1215	11.2%	-5.7%	639	5.9%	-0.9%	458	4.2%	8.0%	10872	100.0%	-3.9%
Fall 2001	3135	26.7%	19.3%	2714	23.1%	0.0%	1472	12.5%	6.2%	1892	16.1%	3.3%	1294	11.0%	6.5%	719	6.1%	12.5%	523	4.5%	14.2%	11749	100.0%	8.1%
Fall 2002	3200	25.4%	2.1%	2889	23.0%	6.4%	1626	12.9%	10.5%	2159	17.2%	14.1%	1391	11.1%	7.5%	759	6.0%	5.6%	555	4.4%	6.1%	12579	100.0%	7.1%
Fall 2003	3341	27.4%	4.4%	2932	24.1%	1.5%	1462	12.0%	-10.1%	1914	15.7%	-11.3%	1307	10.7%	-6.0%	763	6.3%	0.5%	466	3.8%	-16.0%	12187	100.0%	-3.1%
Fall 2004	3048	27.2%	-8.8%	2901	25.9%	-1.1%	1350	12.1%	-7.7%	1636	14.6%	-14.5%	1145	10.2%	-12.4%	720	6.4%	-5.6%	393	3.5%	-15.7%	11195	100.0%	-8.1%

	Less than 20 % Change	20-24 % Change	25-29 % Change	30-39 % Change	40-49 % Change	50-59 % Change	60+(included unknown) % Change	Total % Change
Fall 1982- Fall 2004	-21.3%	-30.3%	-39.9%	-32.9%	-9.3%	14.3%	-29.2%	-26.2%

	Less than 20 Net Change	20-24 Net Change	25-29 Net Change	30-39 Net Change	40-49 Net Change	50-59 Net Change	60+(included unknown) Net Change
Fall 1982- Fall 2004	4.9%	-4.1%	-13.7%	-6.7%	16.9%	40.5%	-3.0%

\* Net Change is calculated by factoring the percent change registered by specific sub-populations or sub-categories in relation to the overall percent change in the "universe" [i.e., Total College Enrollment].

**CSM STUDENT SUCCESS INDICATOR: ACCESS**  
**First Census Student Enrollement -- By Gender**  
**Fall 1982 - Fall 2004**

Term	Male			Female			Total*		
	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)
Fall 1982	7332	48.3%	N/A	7833	51.6%	N/A	15170	100.0%	N/A
Fall 1983	6820	49.3%	-7.0%	6960	50.4%	-11.1%	13820	100.0%	-8.9%
Fall 1984	6513	48.2%	-4.5%	6766	50.1%	-2.8%	13503	100.0%	-2.3%
Fall 1985	7211	49.9%	10.7%	7224	50.0%	6.8%	14454	100.0%	7.0%
Fall 1986	6570	47.3%	-8.9%	7302	52.6%	1.1%	13880	100.0%	-4.0%
Fall 1987	7279	48.1%	10.8%	7864	51.9%	7.7%	15148	100.0%	9.1%
Fall 1988	8195	51.4%	12.6%	7735	48.6%	-1.6%	15930	100.0%	5.2%
Fall 1989	6994	48.5%	-14.7%	7430	51.5%	-3.9%	14424	100.0%	-9.5%
Fall 1990	7458	48.8%	6.6%	7814	51.2%	5.2%	15272	100.0%	5.9%
Fall 1991	7199	47.5%	-3.5%	7967	52.5%	2.0%	15167	100.0%	-0.7%
Fall 1992	7161	49.4%	-0.5%	7324	50.6%	-8.1%	14485	100.0%	-4.5%
Fall 1993	5781	48.8%	-19.3%	6046	51.1%	-17.4%	11839	100.0%	-18.3%
Fall 1994	5936	49.5%	2.7%	6042	50.4%	-0.1%	11999	100.0%	1.4%
Fall 1995	5502	47.8%	-7.3%	5967	51.9%	-1.2%	11506	100.0%	-4.1%
Fall 1996	5541	48.9%	0.7%	5736	50.7%	-3.9%	11320	100.0%	-1.6%
Fall 1997	5734	49.1%	3.5%	5890	50.4%	2.7%	11681	100.0%	3.2%
Fall 1998	5475	47.2%	-4.5%	6051	52.2%	2.7%	11602	100.0%	-0.7%
Fall 1999	5396	47.7%	-1.4%	5832	51.5%	-3.6%	11318	100.0%	-2.4%
Fall 2000	5256	48.3%	-2.6%	5546	51.0%	-4.9%	10872	100.0%	-3.9%
Fall 2001	5598	47.6%	6.5%	6072	51.7%	9.5%	11749	100.0%	8.1%
Fall 2002	6085	48.4%	8.7%	6424	51.1%	5.8%	12579	100.0%	7.1%
Fall 2003	5615	46.1%	-7.7%	6503	53.4%	1.2%	12187	100.0%	-3.1%
Fall 2004	5385	48.1%	-4.1%	5726	51.1%	-11.9%	11195	100.0%	-8.1%

	Male % Change	Female % Change	Total* % Change
Fall 1982- Fall 2004	-26.6%	-26.9%	-26.2%

\* Total Includes "Unknown."

	Male Net Change	Female Net Change
Fall 1982- Fall 2004	-0.4%	-0.7%

**CSM STUDENT SUCCESS INDICATOR: ACCESS**  
**First Census Student Enrollment -- By Ethnicity**  
**Fall 1982 - Fall 2004**

Term	Asian			African American			Filipino			Hispanic			Native American			White			Others & Unkown			Total		
	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)
Fall 1982	1210	8.0%	n/a	580	3.8%	n/a	305	2.0%	n/a	1231	8.1%	n/a	92	0.6%	n/a	11448	75.5%	n/a	304	2.0%	n/a	15170	100.0%	n/a
Fall 1983	1237	9.0%	2.2%	480	3.5%	-17.2%	314	2.3%	3.0%	1189	8.6%	-3.4%	99	0.7%	7.6%	9996	72.3%	-12.7%	505	3.7%	66.1%	13820	100.0%	-8.9%
Fall 1984	1219	9.0%	-1.5%	408	3.0%	-15.0%	327	2.4%	4.1%	1037	7.7%	-12.8%	96	0.7%	-3.0%	9717	72.0%	-2.8%	699	5.2%	38.4%	13503	100.0%	-2.3%
Fall 1985	1312	9.1%	7.6%	463	3.2%	13.5%	384	2.7%	17.4%	1099	7.6%	6.0%	103	0.7%	7.3%	10008	69.2%	3.0%	1085	7.5%	55.2%	14454	100.0%	7.0%
Fall 1986	1340	9.7%	2.1%	452	3.3%	-2.4%	424	3.1%	10.4%	1035	7.5%	-5.8%	88	0.6%	-14.6%	9655	69.6%	-3.5%	886	6.4%	-18.3%	13880	100.0%	-4.0%
Fall 1987	1479	9.8%	10.4%	531	3.5%	17.5%	518	3.4%	22.2%	1285	8.5%	24.2%	96	0.6%	9.1%	10535	69.5%	9.1%	704	4.6%	-20.5%	15148	100.0%	9.1%
Fall 1988	1631	10.2%	10.3%	577	3.6%	8.7%	634	4.0%	22.4%	1488	9.3%	15.8%	145	0.9%	51.0%	11072	69.5%	5.1%	383	2.4%	-45.6%	15930	100.0%	5.2%
Fall 1989	1601	11.1%	-1.8%	493	3.4%	-14.6%	620	4.3%	-2.2%	1446	10.0%	-2.8%	141	1.0%	-2.8%	9803	68.0%	-11.5%	320	2.2%	-16.4%	14424	100.0%	-9.5%
Fall 1990	1763	11.5%	10.1%	588	3.9%	19.3%	696	4.6%	12.3%	1703	11.2%	17.8%	136	0.9%	-3.5%	10091	66.1%	2.9%	295	1.9%	-7.8%	15272	100.0%	5.9%
Fall 1991	1987	13.1%	12.7%	543	3.6%	-7.7%	821	5.4%	18.0%	1790	11.8%	5.1%	108	0.7%	-20.6%	9626	63.5%	-4.6%	292	1.9%	-1.0%	15167	100.0%	-0.7%
Fall 1992	2160	14.9%	8.7%	518	3.6%	-4.6%	942	6.5%	14.7%	1883	13.0%	5.2%	87	0.6%	-19.4%	8630	59.6%	-10.3%	265	1.8%	-9.2%	14485	100.0%	-4.5%
Fall 1993	1821	15.4%	-15.7%	416	3.5%	-19.7%	871	7.4%	-7.5%	1683	14.2%	-10.6%	73	0.6%	-16.1%	6503	54.9%	-24.6%	472	4.0%	78.1%	11839	100.0%	-18.3%
Fall 1994	1856	15.5%	1.9%	443	3.7%	6.5%	829	6.9%	-4.8%	1820	15.2%	8.1%	75	0.6%	2.7%	6402	53.4%	-1.6%	574	4.8%	21.6%	11999	100.0%	1.4%
Fall 1995	1851	16.1%	-0.3%	432	3.8%	-2.5%	791	6.9%	-4.6%	1825	15.9%	0.3%	66	0.6%	-12.0%	5977	51.9%	-6.6%	564	4.9%	-1.7%	11506	100.0%	-4.1%
Fall 1996	2027	17.9%	9.5%	440	3.9%	1.9%	751	6.6%	-5.1%	1726	15.2%	-5.4%	71	0.6%	7.6%	5718	50.5%	-4.3%	587	5.2%	4.1%	11320	100.0%	-1.6%
Fall 1997	2258	19.3%	11.4%	413	3.5%	-6.1%	789	6.8%	5.1%	1836	15.7%	6.4%	66	0.6%	-7.0%	5699	48.8%	-0.3%	620	5.3%	5.6%	11681	100.0%	3.2%
Fall 1998	2348	20.2%	4.0%	409	3.5%	-1.0%	711	6.1%	-9.9%	1871	16.1%	1.9%	54	0.5%	-18.2%	5575	48.1%	-2.2%	634	5.5%	2.3%	11602	100.0%	-0.7%
Fall 1999	2505	22.1%	6.7%	341	3.0%	-16.6%	715	6.3%	0.6%	1762	15.6%	-5.8%	56	0.5%	3.7%	5261	46.5%	-5.6%	678	6.0%	6.9%	11318	100.0%	-2.4%
Fall 2000	2385	21.9%	-4.8%	345	3.2%	1.2%	698	6.4%	-2.4%	1819	16.7%	3.2%	65	0.6%	16.1%	4915	45.2%	-6.6%	645	5.9%	-4.9%	10872	100.0%	-3.9%
Fall 2001	2602	22.1%	9.1%	372	3.2%	7.8%	741	6.3%	6.2%	2009	17.1%	10.4%	46	0.4%	-29.2%	5232	44.5%	6.4%	747	6.4%	15.8%	11749	100.0%	8.1%
Fall 2002	2612	20.8%	0.4%	404	3.2%	8.6%	845	6.7%	14.0%	2244	17.8%	11.7%	66	0.5%	43.5%	5501	43.7%	5.1%	907	7.2%	21.4%	12579	100.0%	7.1%
Fall 2003	2645	21.7%	1.3%	440	3.6%	8.9%	783	6.4%	-7.3%	2335	19.2%	4.1%	70	0.6%	6.1%	4965	40.7%	-9.7%	949	7.8%	4.6%	12187	100.0%	-3.1%
Fall 2004	2174	19.4%	-17.8%	400	3.6%	-9.1%	813	7.3%	3.8%	2267	20.3%	-2.9%	69	0.6%	-1.4%	4555	40.7%	-8.3%	917	8.2%	-3.4%	11195	100.0%	-8.1%

	Asian % Change	African American % Change	Filipino % Change	Hispanic % Change	Native American % Change	White % Change	Others & Unkown % Change	Total % Change
Fall 1982- Fall 2004	79.7%	-31.0%	166.6%	84.2%	-25.0%	-60.2%	201.6%	-26.2%

	Asian Net Change	African American Net Change	Filipino Net Change	Hispanic Net Change	Native American Net Change	White Net Change	Others & Unkown Net Change
Fall 1982- Fall 2004	105.9%	-4.8%	192.8%	110.4%	1.2%	-34.0%	227.8%

\* Net Change is calculated by factoring the percent change registered by specific sub-populations or sub-categories in relation to the overall percent change in the "universe" [i.e., Total College Enrollment].

**CSM STUDENT SUCCESS INDICATOR: ACCESS**  
**First Census Student Enrollment -- By Ethnicity**  
**Fall 1982 - Fall 2004**

Term	Minority*			White			Total		
	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)	Count	% of Total	% Change (Prior Year)
Fall 1982	3722	24.5%	n/a	11448	75.5%	n/a	15170	100.0%	n/a
Fall 1983	3824	27.7%	2.7%	9996	72.3%	-12.7%	13820	100.0%	-8.9%
Fall 1984	3786	28.0%	-1.0%	9717	72.0%	-2.8%	13503	100.0%	-2.3%
Fall 1985	4446	30.8%	17.4%	10008	69.2%	3.0%	14454	100.0%	7.0%
Fall 1986	4225	30.4%	-5.0%	9655	69.6%	-3.5%	13880	100.0%	-4.0%
Fall 1987	4613	30.5%	9.2%	10535	69.5%	9.1%	15148	100.0%	9.1%
Fall 1988	4858	30.5%	5.3%	11072	69.5%	5.1%	15930	100.0%	5.2%
Fall 1989	4621	32.0%	-4.9%	9803	68.0%	-11.5%	14424	100.0%	-9.5%
Fall 1990	5181	33.9%	12.1%	10091	66.1%	2.9%	15272	100.0%	5.9%
Fall 1991	5541	36.5%	6.9%	9626	63.5%	-4.6%	15167	100.0%	-0.7%
Fall 1992	5855	40.4%	5.7%	8630	59.6%	-10.3%	14485	100.0%	-4.5%
Fall 1993	5336	45.1%	-8.9%	6503	54.9%	-24.6%	11839	100.0%	-18.3%
Fall 1994	5597	46.6%	4.9%	6402	53.4%	-1.6%	11999	100.0%	1.4%
Fall 1995	5529	48.1%	-1.2%	5977	51.9%	-6.6%	11506	100.0%	-4.1%
Fall 1996	5602	49.5%	1.3%	5718	50.5%	-4.3%	11320	100.0%	-1.6%
Fall 1997	5982	51.2%	6.8%	5699	48.8%	-0.3%	11681	100.0%	3.2%
Fall 1998	6027	51.9%	0.8%	5575	48.1%	-2.2%	11602	100.0%	-0.7%
Fall 1999	6057	53.5%	0.5%	5261	46.5%	-5.6%	11318	100.0%	-2.4%
Fall 2000	5957	54.8%	-1.7%	4915	45.2%	-6.6%	10872	100.0%	-3.9%
Fall 2001	6517	55.5%	9.4%	5232	44.5%	6.4%	11749	100.0%	8.1%
Fall 2002	7078	56.3%	8.6%	5501	43.7%	5.1%	12579	100.0%	7.1%
Fall 2003	7222	59.3%	2.0%	4965	40.7%	-9.7%	12187	100.0%	-3.1%
Fall 2004	6640	59.3%	-8.1%	4555	40.7%	-8.3%	11195	100.0%	-8.1%

	Minority % Change	White % Change	Total % Change
Fall 1982- Fall 2004	<b>78.4%</b>	<b>-60.2%</b>	<b>-26.2%</b>

	Minority Net Change	White Net Change
Fall 1982- Fall 2004	<b>104.6%</b>	<b>-34.0%</b>

\* Minority: Asian, African American, Filipino, Hispanic, Native American, Other/Unknown Combined.

**CSM STUDENT SUCCESS INDICATOR: ACCESS**  
**CSM & San Mateo County: Proportional Ethnic Composition Comparisons\***  
**1982, 1990, & 2004**

	1982				1990				2004			
	Asian**	African American	Hispanic	White	Asian**	African American	Hispanic	White	Asian**	African American	Hispanic	White
CSM	10.0%	3.8%	8.1%	75.5%	16.1%	3.9%	11.2%	66.1%	26.7%	3.6%	20.3%	40.7%
San Mateo County	10.9%	5.8%	13.7%	69.3%	16.4%	5.2%	17.8%	60.3%	19.8%	3.4%	21.9%	49.8%
Difference [CSM - SM County]	-0.9%	-2.0%	-5.6%	+6.2%	-0.3%	-1.3%	-6.6%	+5.8%	+6.9%	+0.2%	-1.6%	-9.1%

\*Source: State of California, Department of Finance Demographic Research Unit. DOES NOT INCLUDE "OTHER/UNKNOWN."

\*\* Note: 1982 and 1990 Department of Finance data include Pacific Islanders and Filipinos in this category. College figures are similarly adjusted; 2004 data includes Filipinos only.

\*\*\* Note: San Mateo County data based on 1980, 1990, and 2000 Census. College data based on Fall 1982, Fall 1990, and Fall 2004 figures.

## **CAMPUS-BASED RESEARCH**

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2. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.



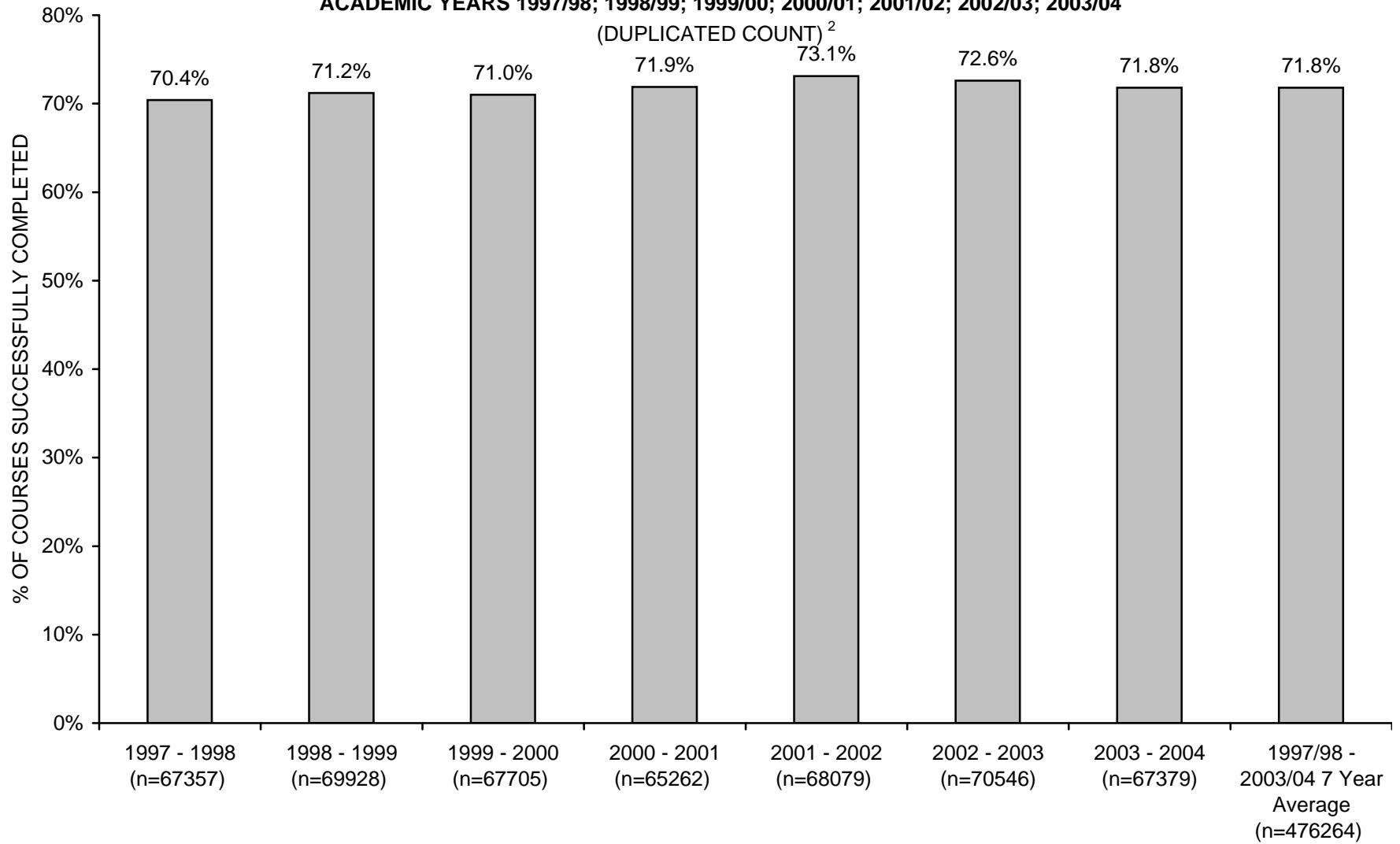
# CSM STUDENT SUCCESS INDICATOR: RETENTION

## SUCCESSFUL COURSE COMPLETION RATES<sup>1</sup>

### CSM COLLEGE-WIDE TOTAL

ACADEMIC YEARS 1997/98; 1998/99; 1999/00; 2000/01; 2001/02; 2002/03; 2003/04

(DUPLICATED COUNT)<sup>2</sup>



1 Successful Course Completion = Grade "A", "B", "C", or "Cr"

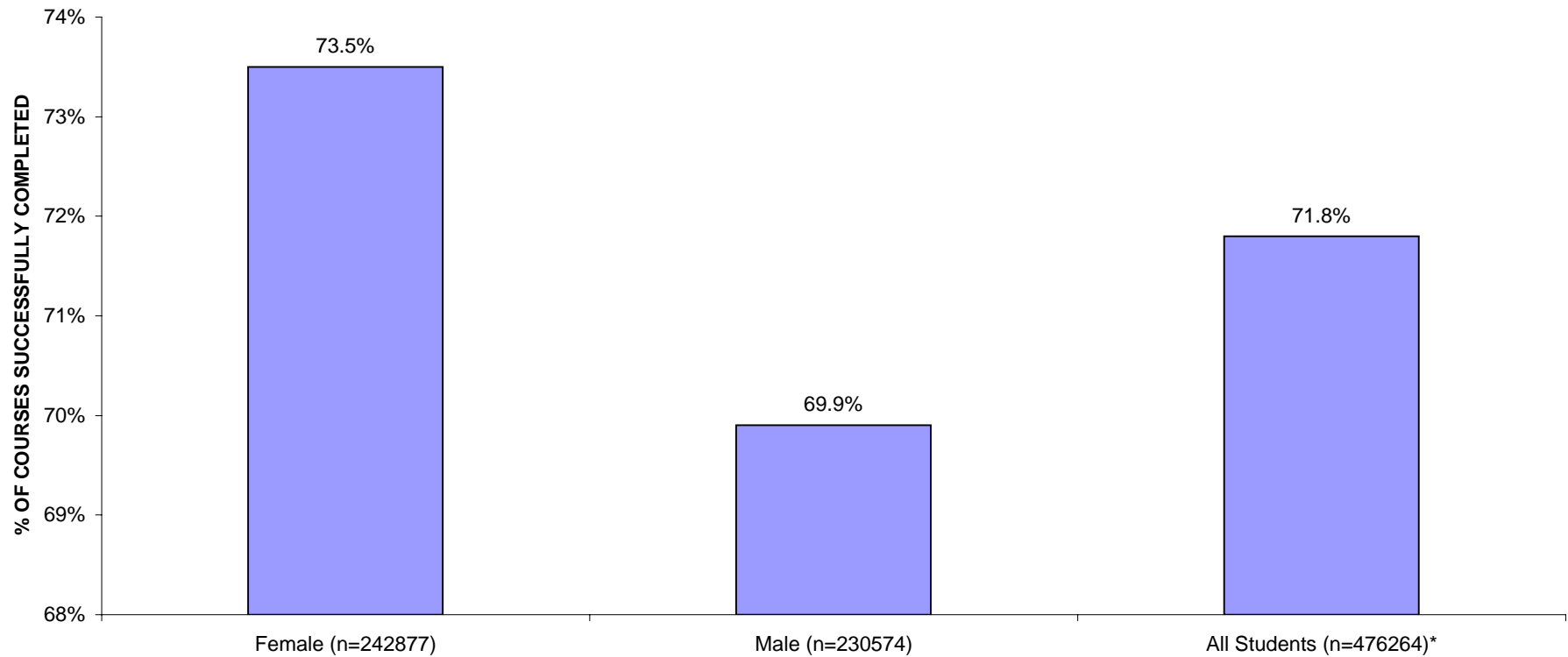
2 Analysis includes Fall, Spring & Summer term enrollments by all students.

Thus, "n" refers to total course enrollments, not students.

# CSM STUDENT SUCCESS INDICATOR: RETENTION

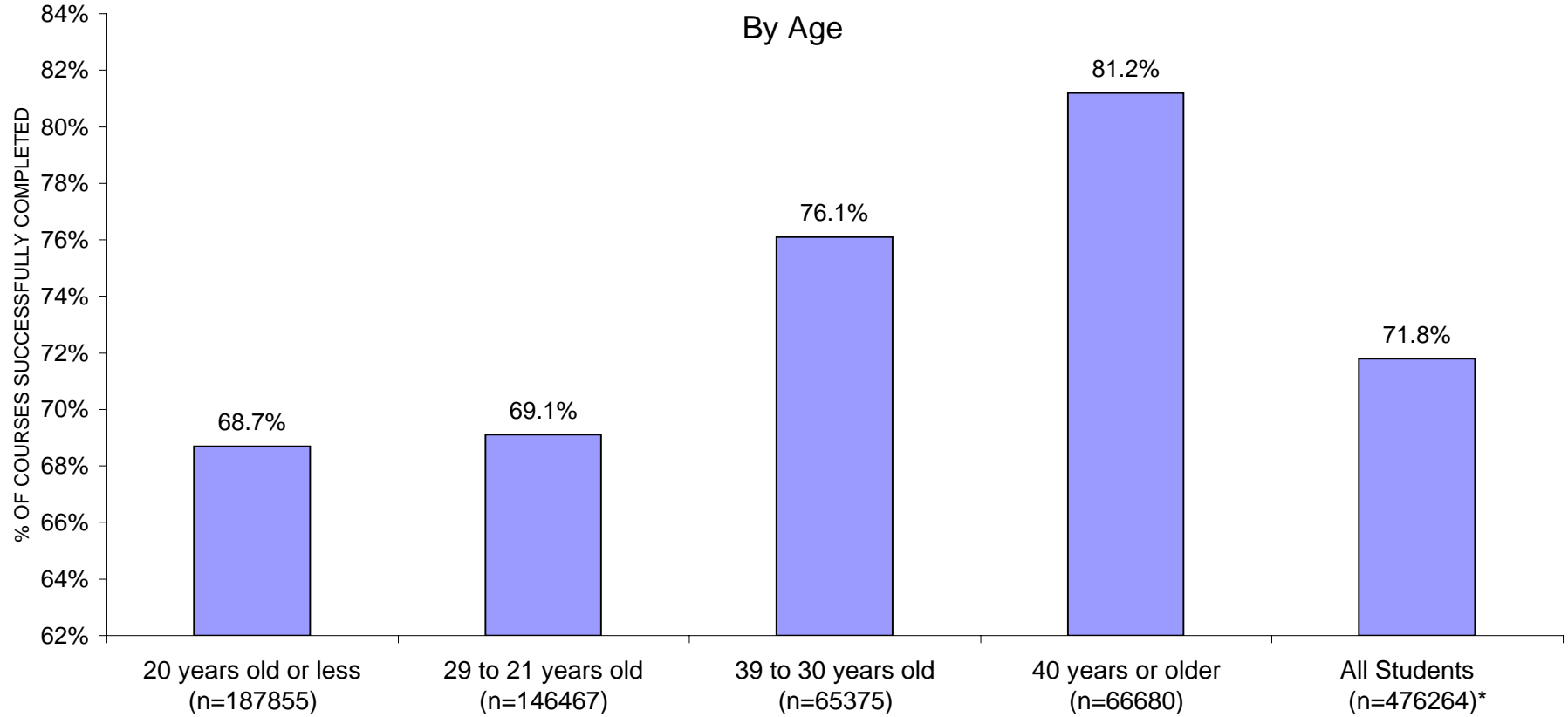
SUCCESSFUL COURSE COMPLETION RATES  
CSM COLLEGE-WIDE TOTAL  
ACADEMIC YEARS 1997/98 - 2003/04 [21-TERM AVERAGE]

By Gender



\*Total includes missing and unknown

**CSM STUDENT SUCCESS INDICATOR: RETENTION**  
SUCCESSFUL COURSE COMPLETION RATES  
CSM COLLEGE-WIDE TOTAL  
ACADEMIC YEARS 1997/98 - 2003/04 [21-TERM AVERAGE]



\*Total includes missing and unknown

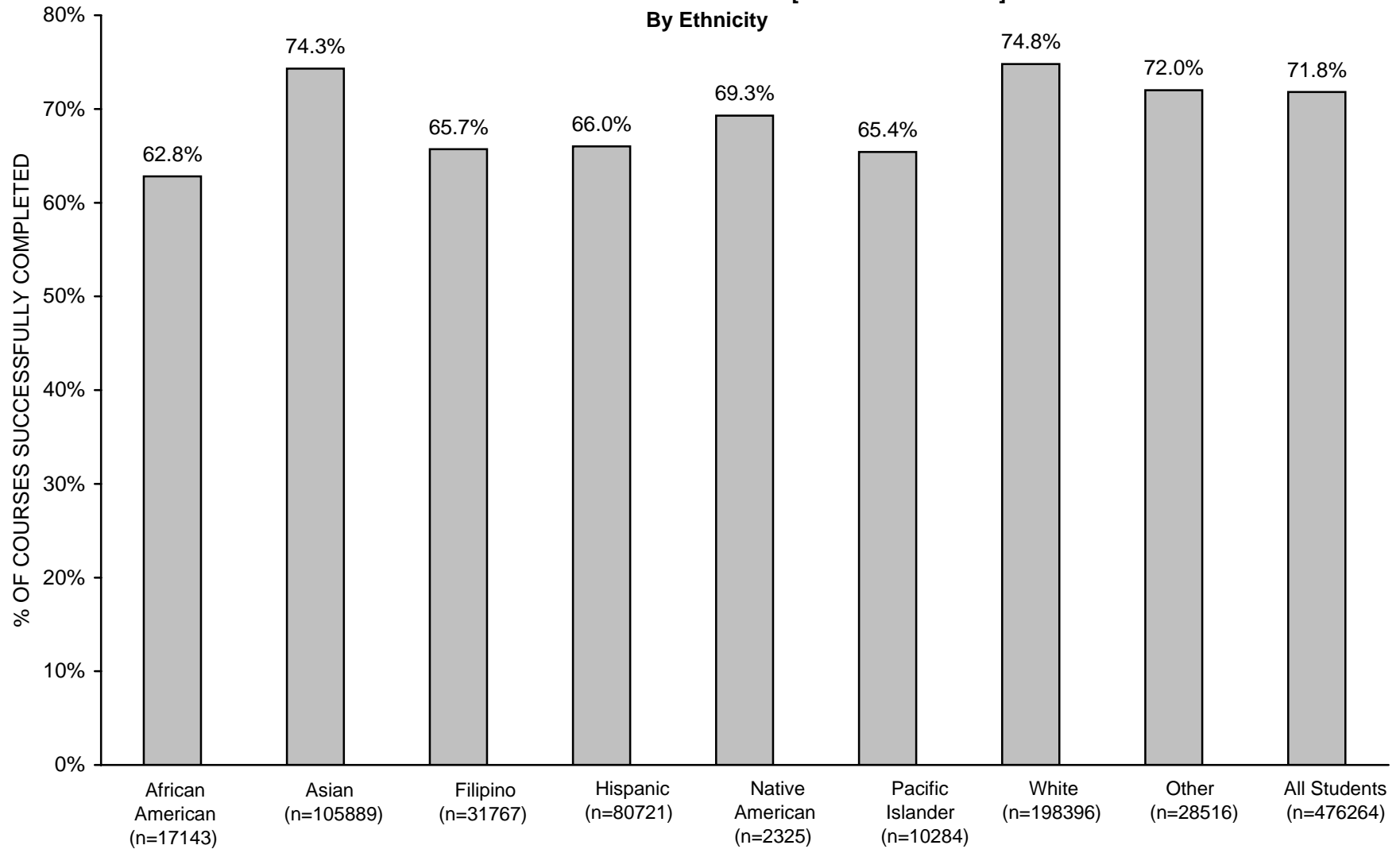
# CSM STUDENT SUCCESS INDICATOR: RETENTION

## SUCCESSFUL COURSE COMPLETION RATES

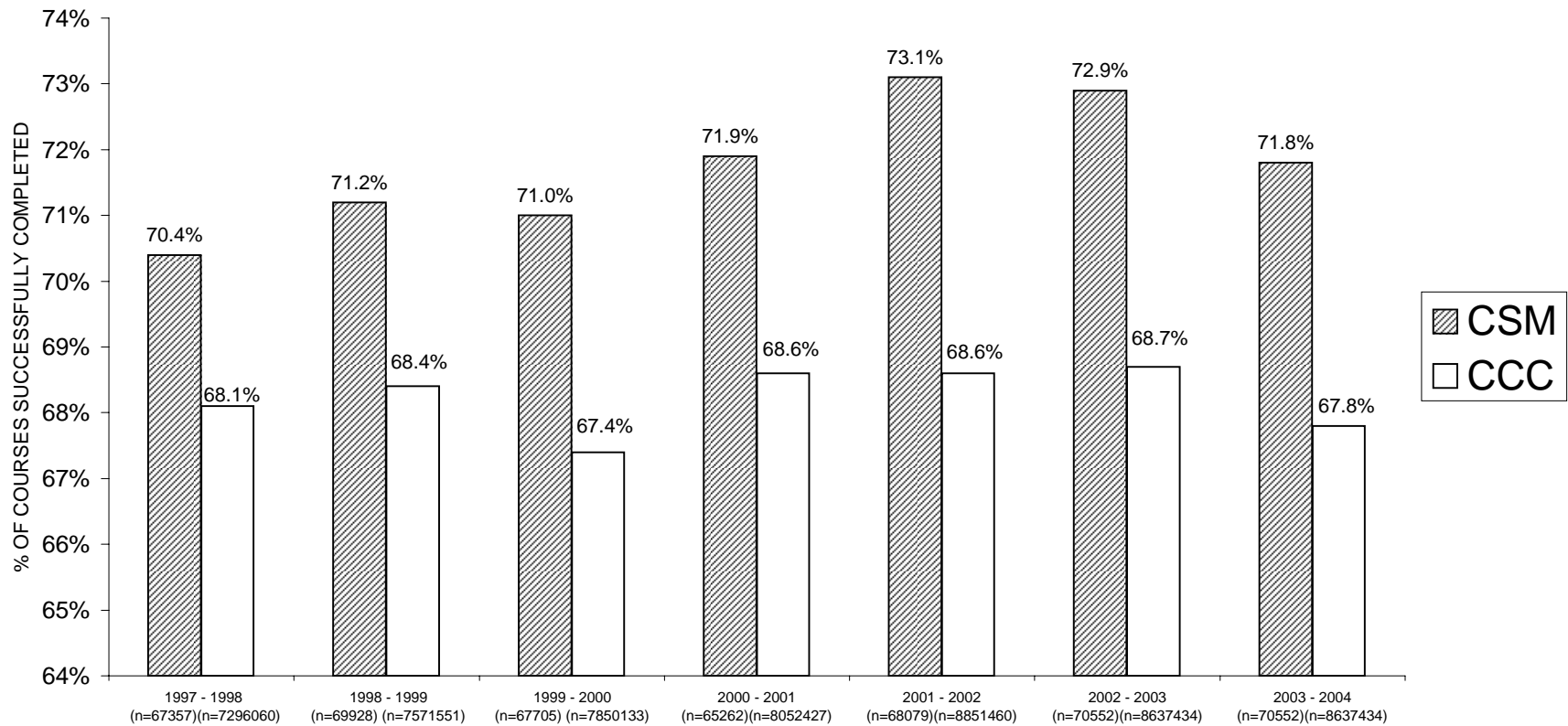
### CSM COLLEGE-WIDE TOTAL

ACADEMIC YEARS 1997/98 - 2003/04 [21-TERM AVERAGE]

By Ethnicity



**CSM STUDENT SUCCESS INDICATOR: RETENTION**  
**SUCCESSFUL COURSE COMPLETION RATES**  
**CSM vs. ALL CALIFORNIA COMMUNITY COLLEGES (CCC)**  
**ACADEMIC YEARS 1997/98; 1998/99; 1999/00; 2000/01; 2001/02; 2002/03; 2003/04**  
(Duplicated Count)<sup>1</sup>



<sup>1</sup> Analysis includes Fall, Spring & Summer term enrollments by all students.  
Thus, "n" refers to total course enrollments, not students.

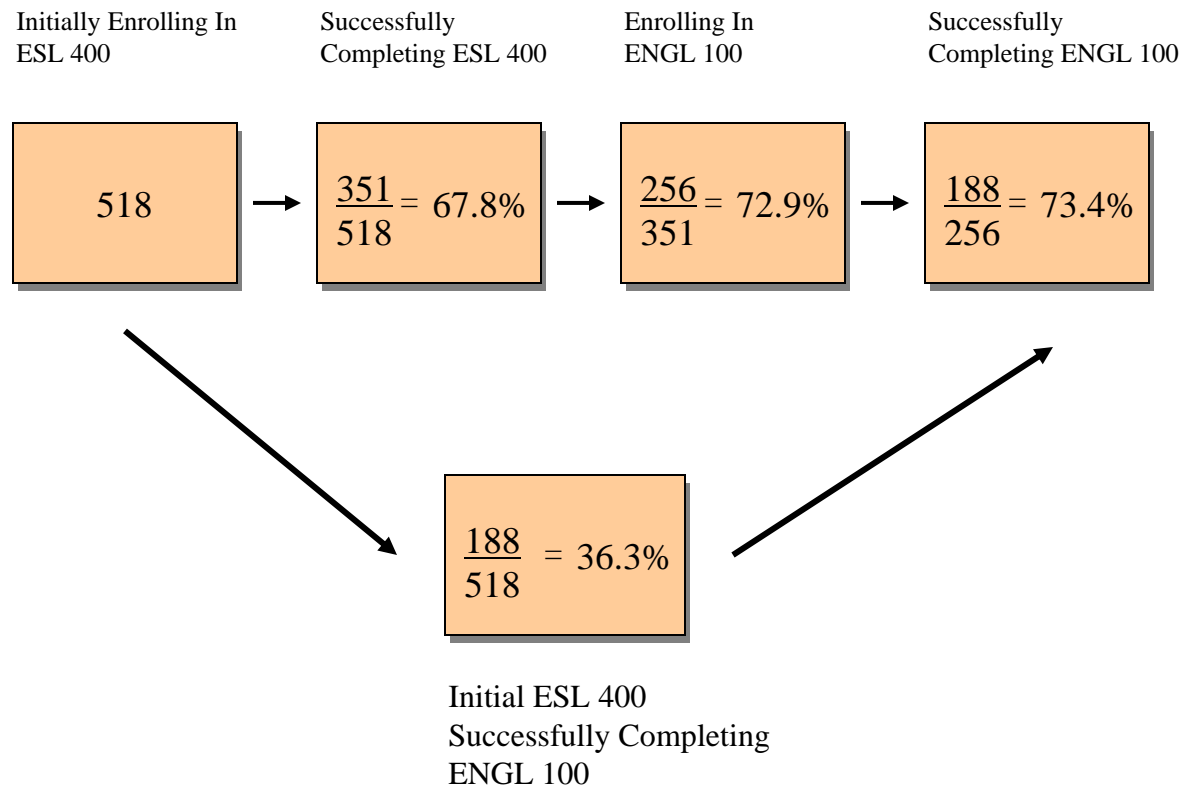
\*Statewide total does not include Summer 2004

### **CAMPUS-BASED RESEARCH**

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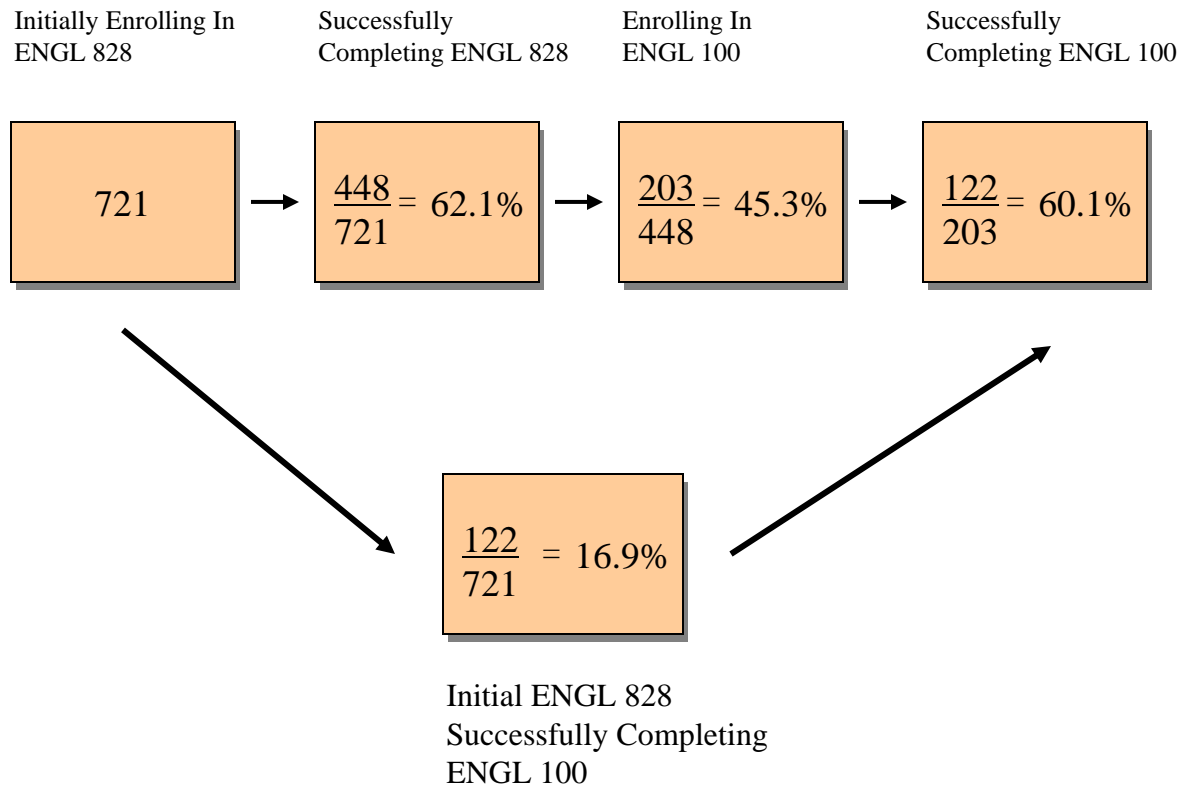
- 3. ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

# CSM STUDENT SUCCESS INDICATOR: Progression Beyond Basic Skills ESL 400 → ENGL 100 Fall 2000 – Spring 2003\*



\*Outcomes Tracked Through Summer 2004

# CSM STUDENT SUCCESS INDICATOR: Progression Beyond Basic Skills ENGL 828 (801, 826) → ENGL 100 Fall 2000 – Spring 2003\*



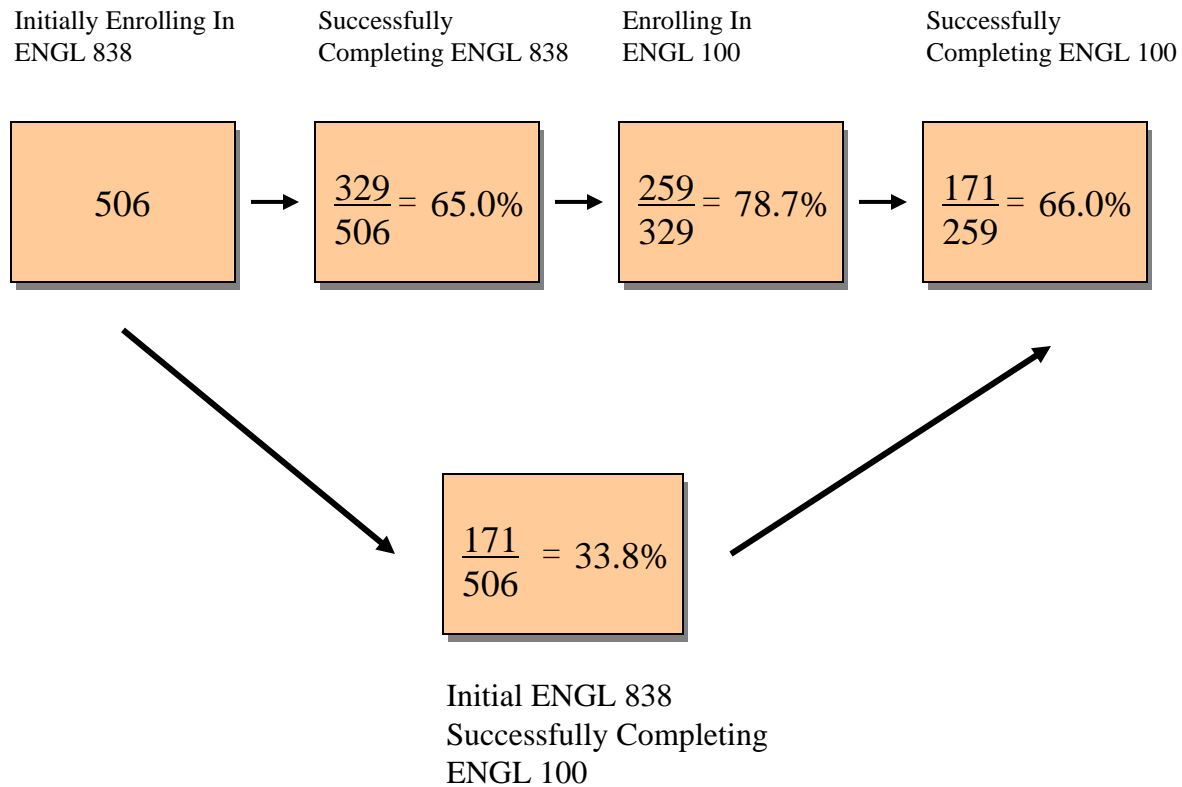
\*Outcomes Tracked Through Summer 2004



# CSM STUDENT SUCCESS INDICATOR: Progression Beyond Basic Skills

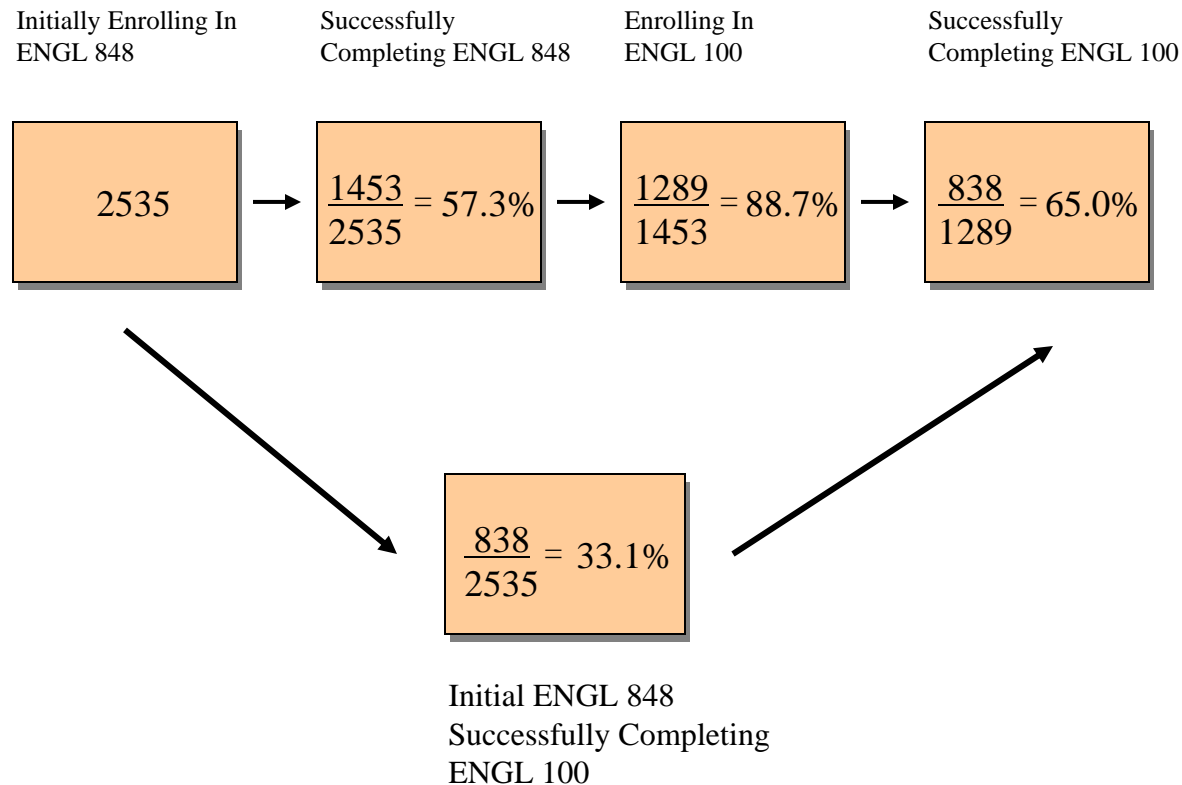
## ENGL 838 (811, 800/810, 836/837) → ENGL 100

### Fall 2000 – Spring 2003\*



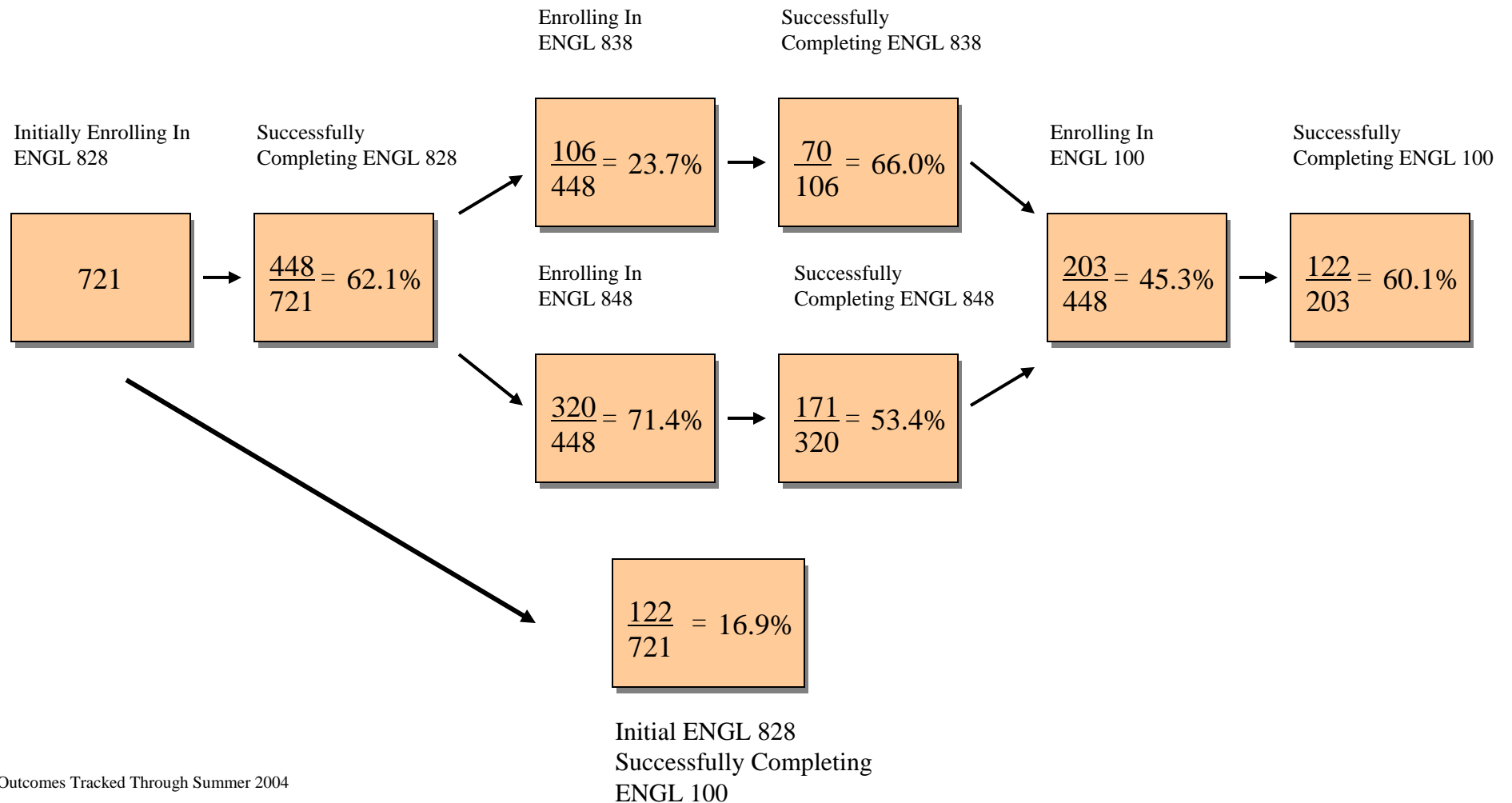
\*Outcomes Tracked Through Summer 2004

# CSM STUDENT SUCCESS INDICATOR: Progression Beyond Basic Skills ENGL 848 (800, 836) → ENGL 100 Fall 2000 – Spring 2003\*



\*Outcomes Tracked Through Summer 2004

# CSM STUDENT SUCCESS INDICATOR: Progression Beyond Basic Skills ENGL 828 (801, 826) → ENGL 100 Fall 2000 – Spring 2003\*

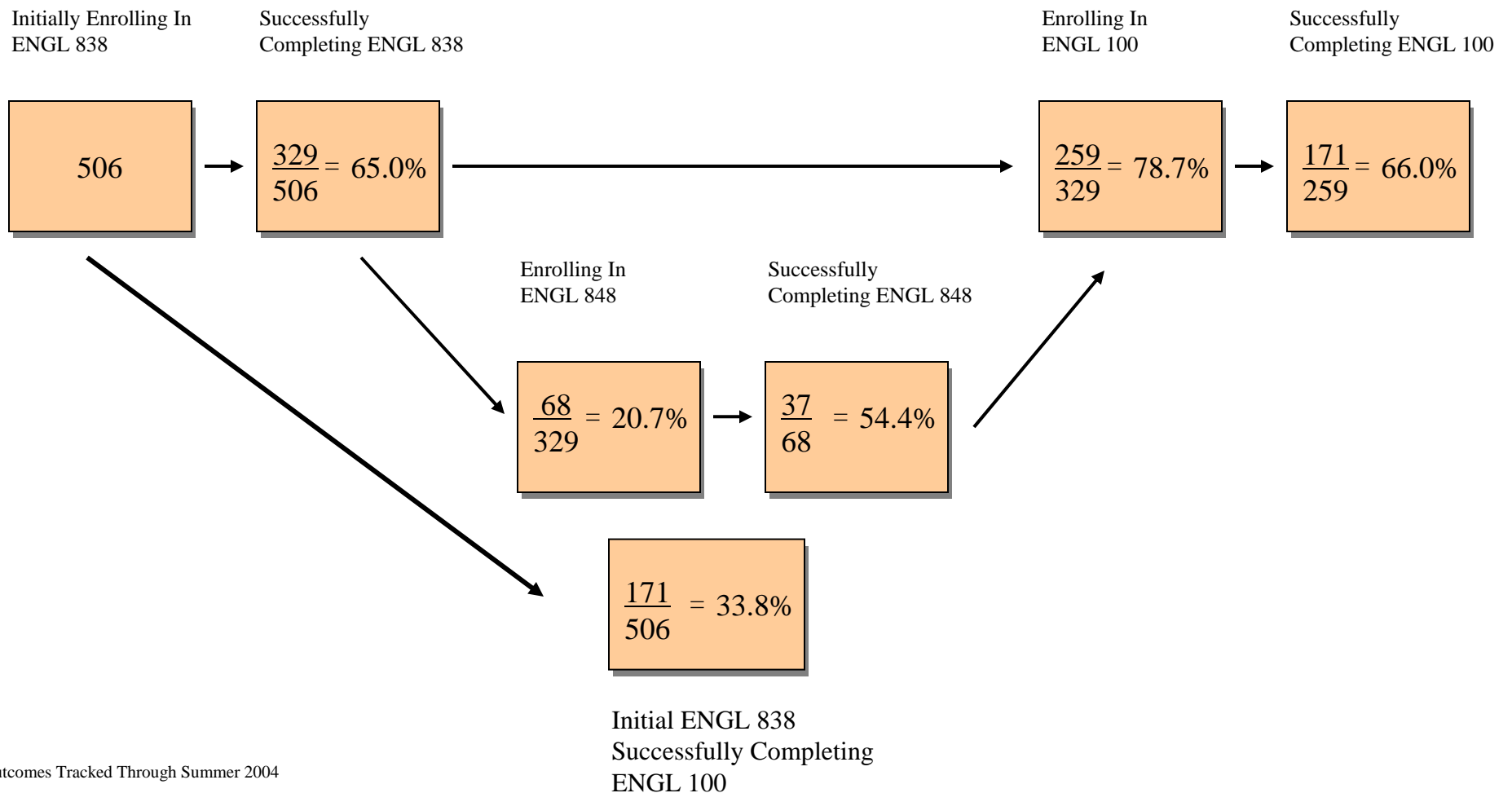


\*Outcomes Tracked Through Summer 2004

# CSM STUDENT SUCCESS INDICATOR: Progression Beyond Basic Skills

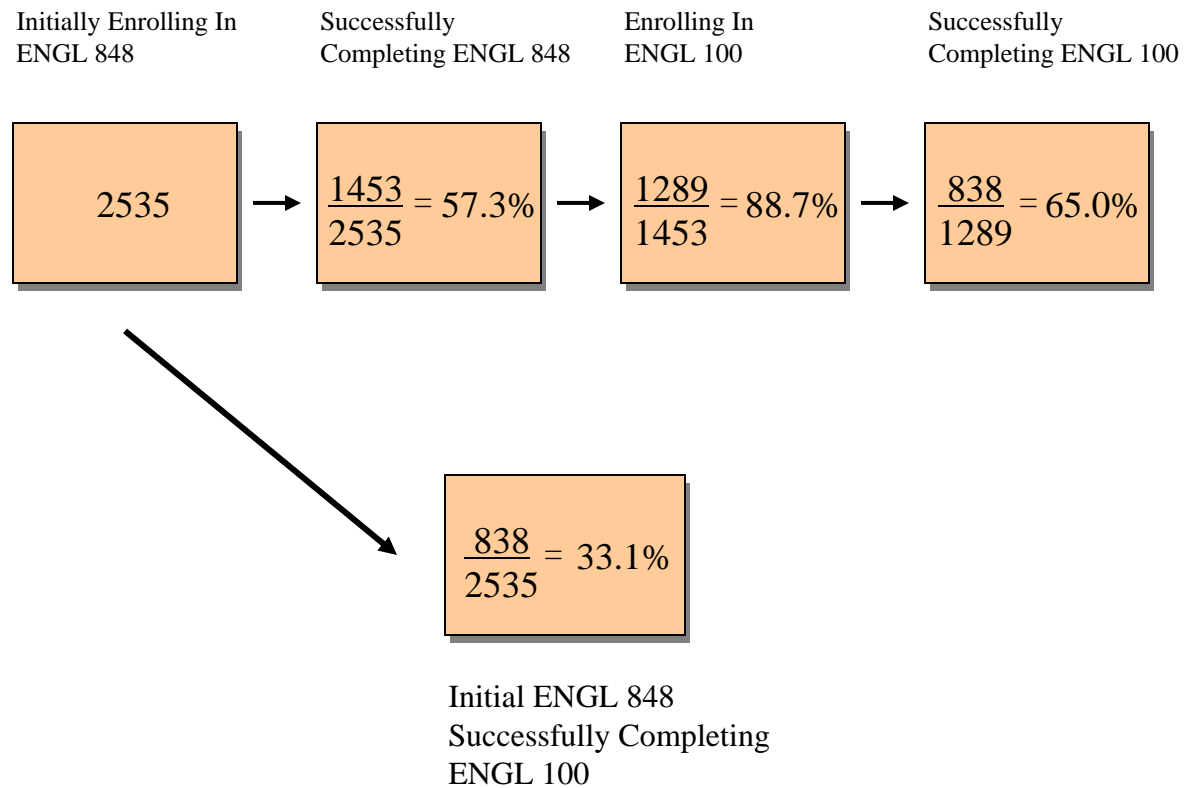
## ENGL 838 (811, 800/810, 836/837) → ENGL 100

### Fall 2000 – Spring 2003\*



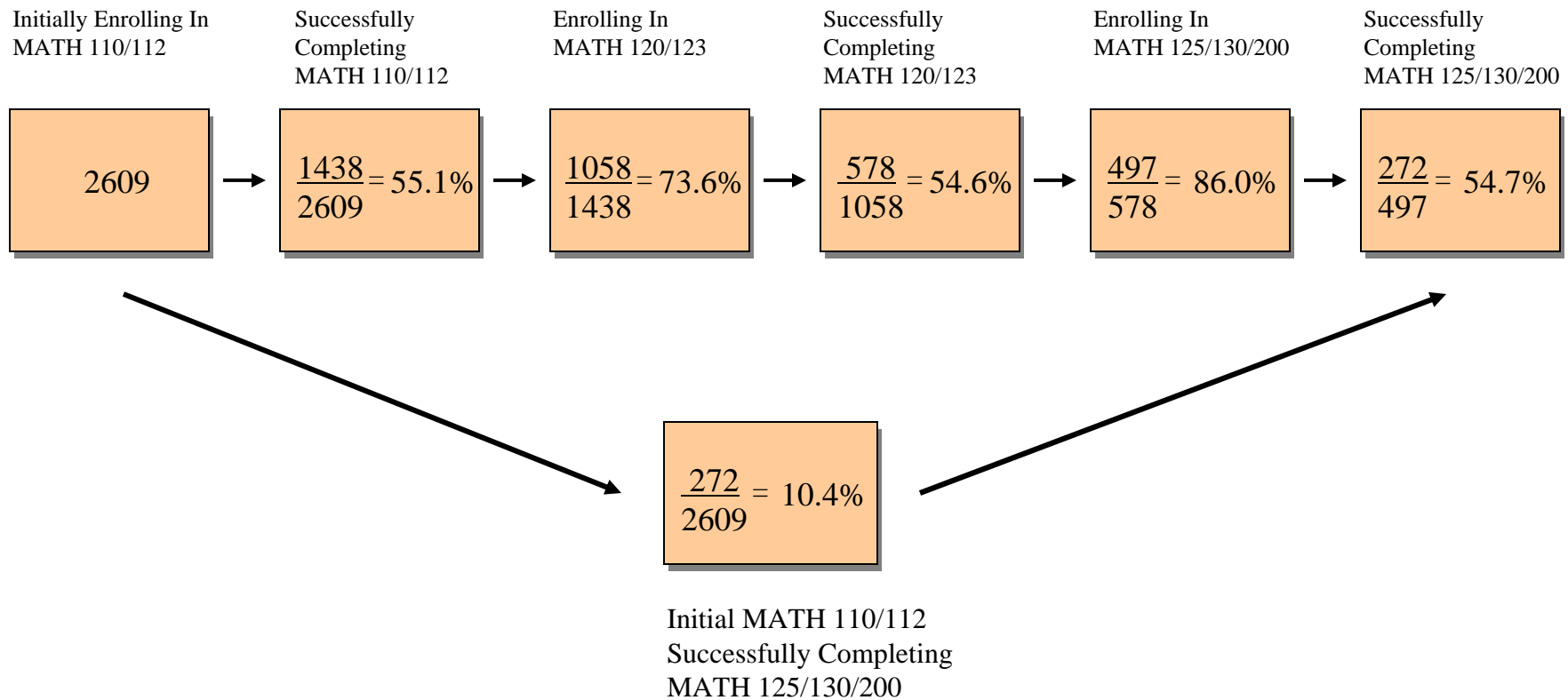
\*Outcomes Tracked Through Summer 2004

# CSM STUDENT SUCCESS INDICATOR: Progression Beyond Basic Skills ENGL 848 (800, 836) → ENGL 100 Fall 2000 – Spring 2003\*



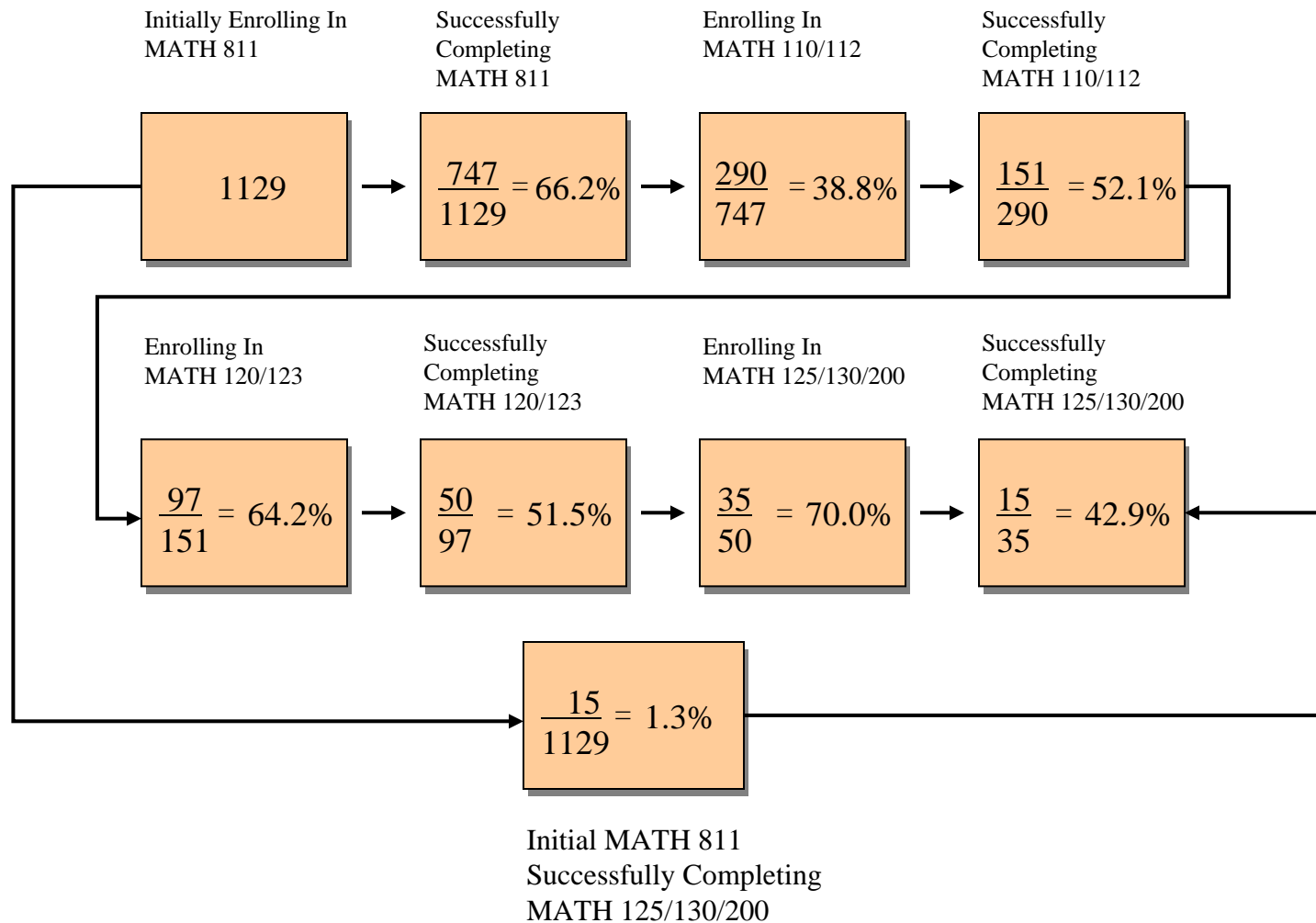
\*Outcomes Tracked Through Summer 2004

# CSM STUDENT SUCCESS INDICATOR: Progression Beyond Basic Skills MATH 110/112 → MATH 125/130/200 Fall 2000 – Spring 2003\*

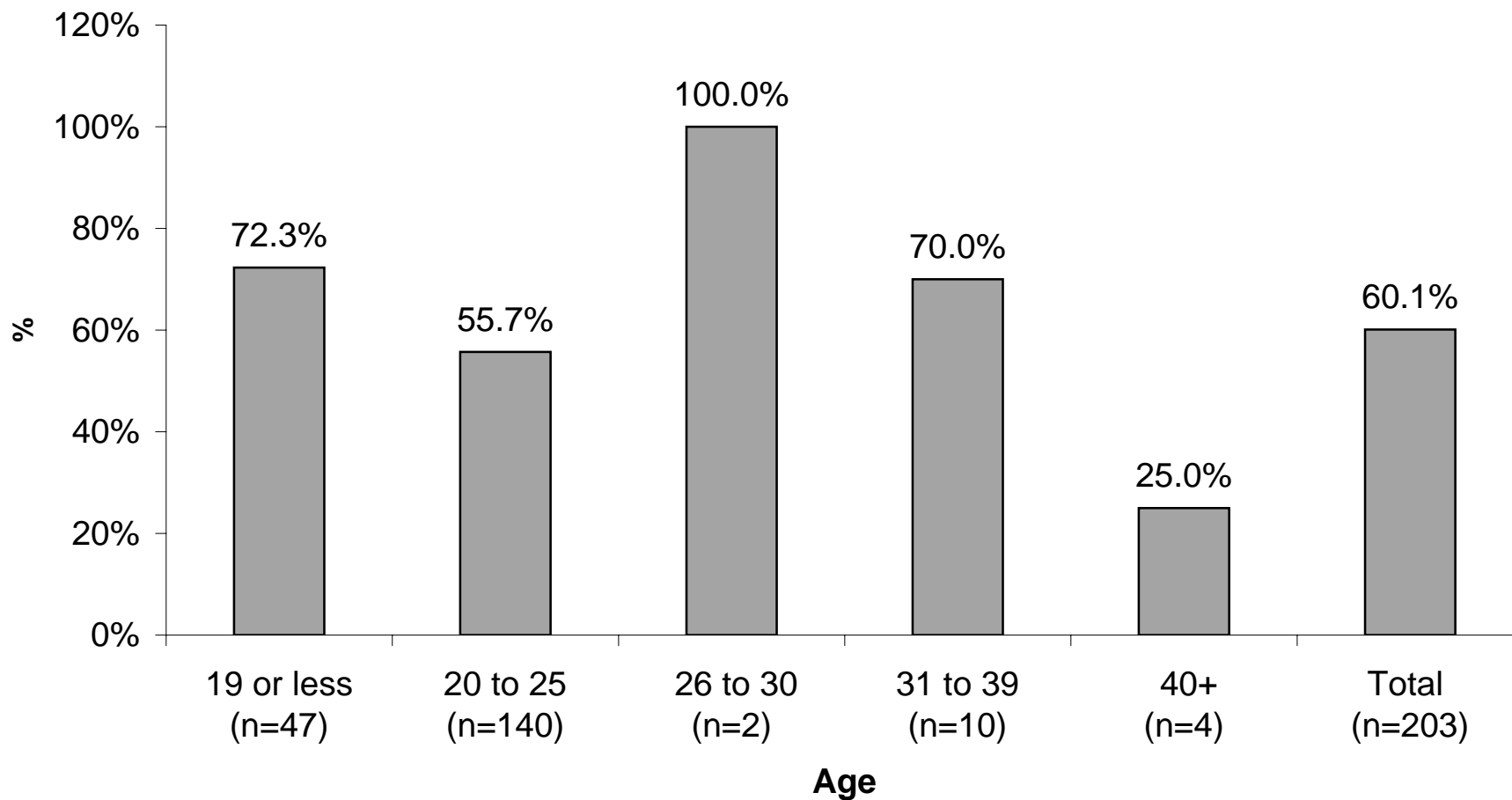


\*Outcomes Tracked Through Summer 2004

# CSM STUDENT SUCCESS INDICATOR: Progression Beyond Basic Skills MATH 811 → MATH 125/130/200 Fall 2000 – Spring 2003\*

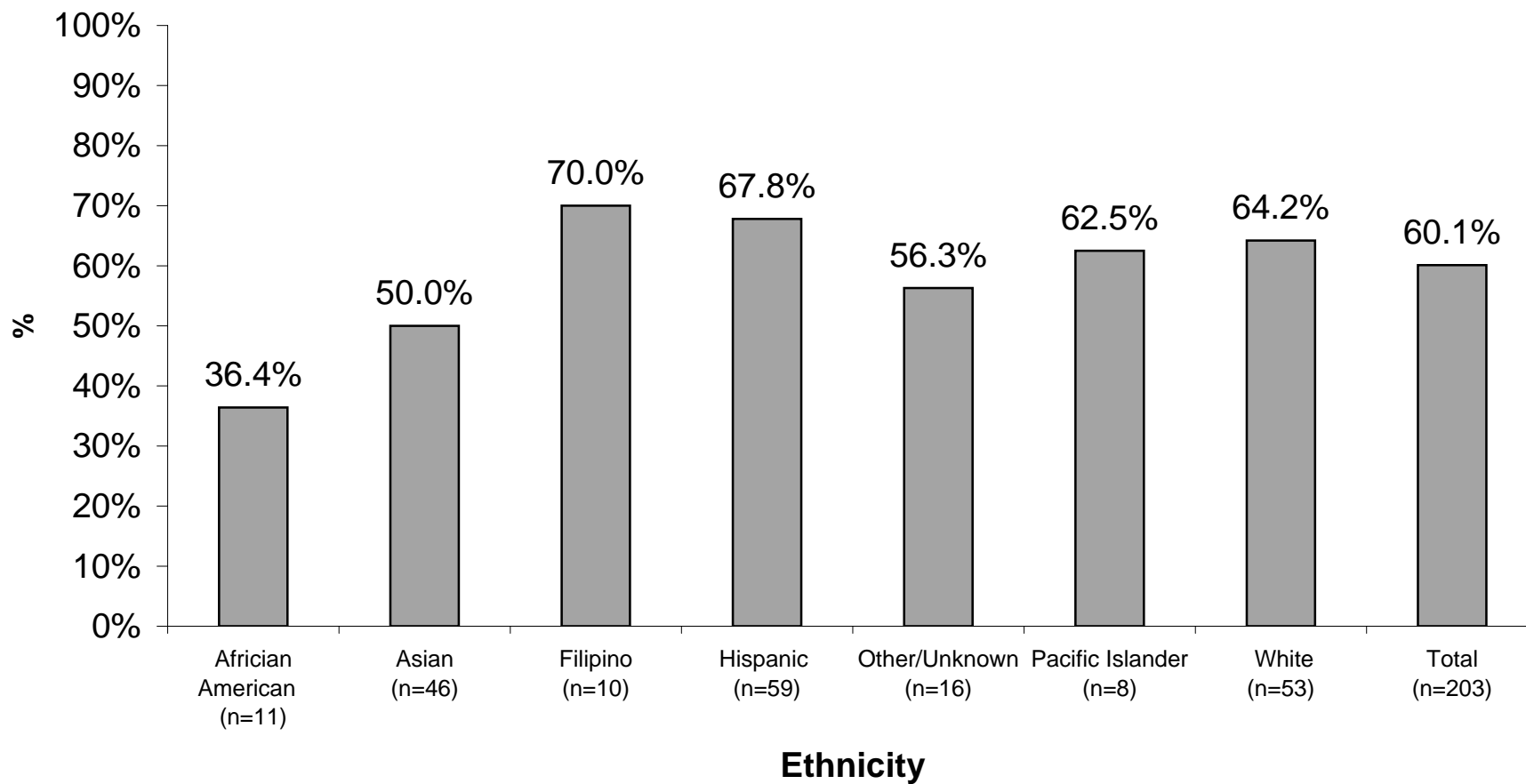


**College of San Mateo**  
**ENGL 100 Success Rates for ENGL 828 Students**  
**Fall 2000 – Spring 2003**  
**By Age**

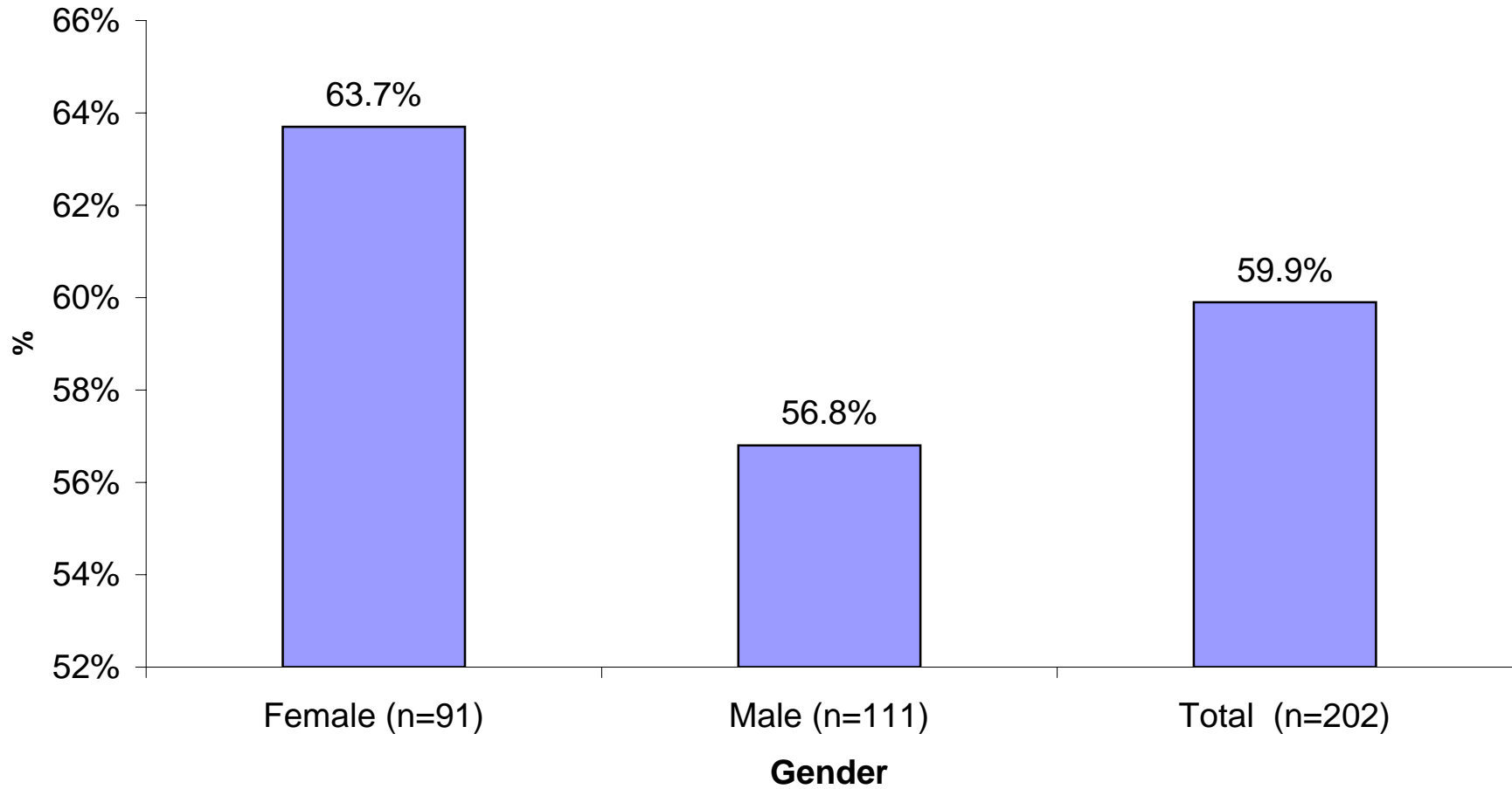




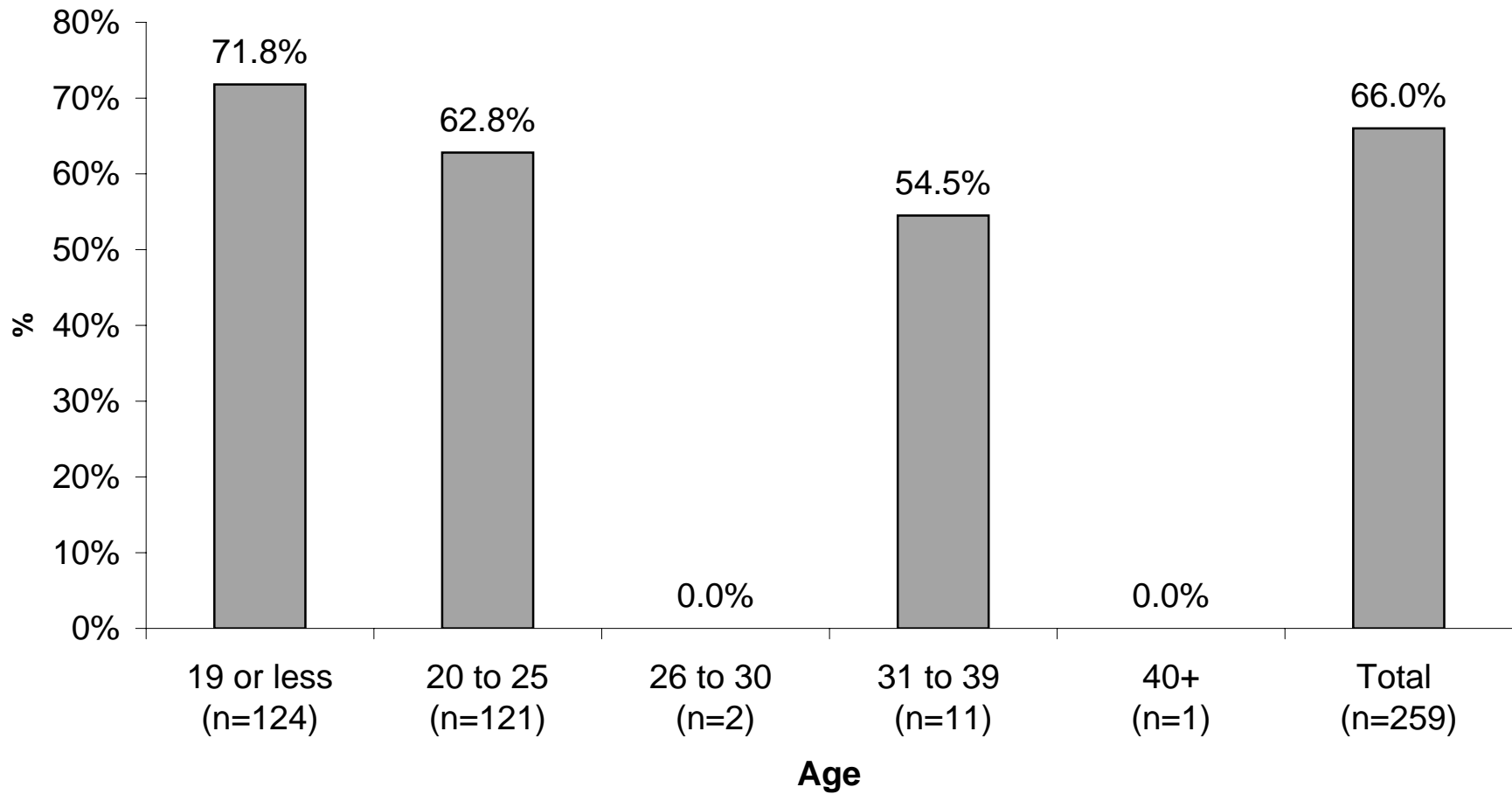
**College of San Mateo**  
**ENGL 100 Success Rates for ENGL 828 Students**  
**Fall 2000 – Spring 2003**  
**By Ethnicity**



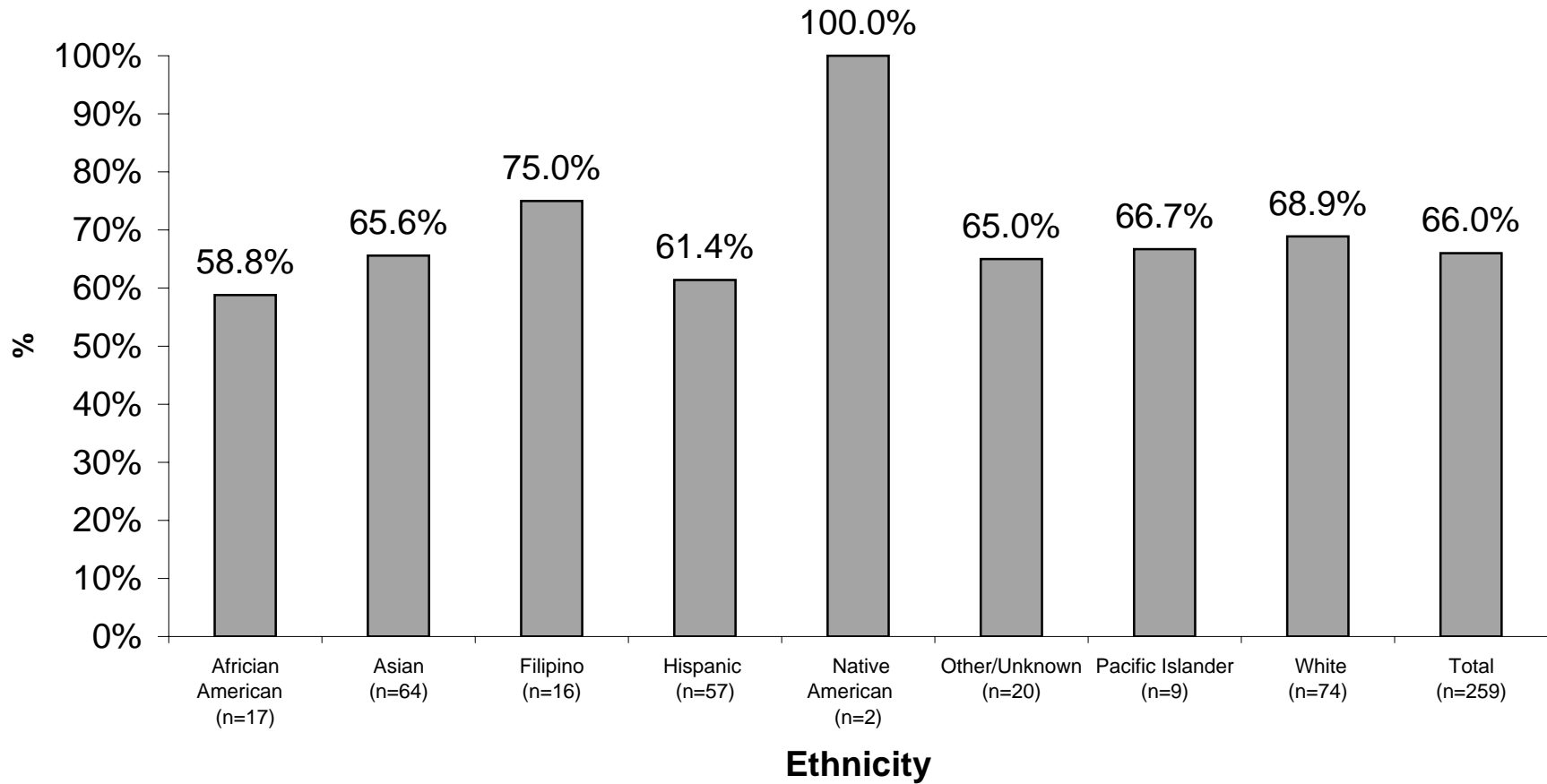
**College of San Mateo**  
**ENGL 100 Success Rates for ENGL 828 Students**  
**Fall 2000 – Spring 2003**  
**By Gender**



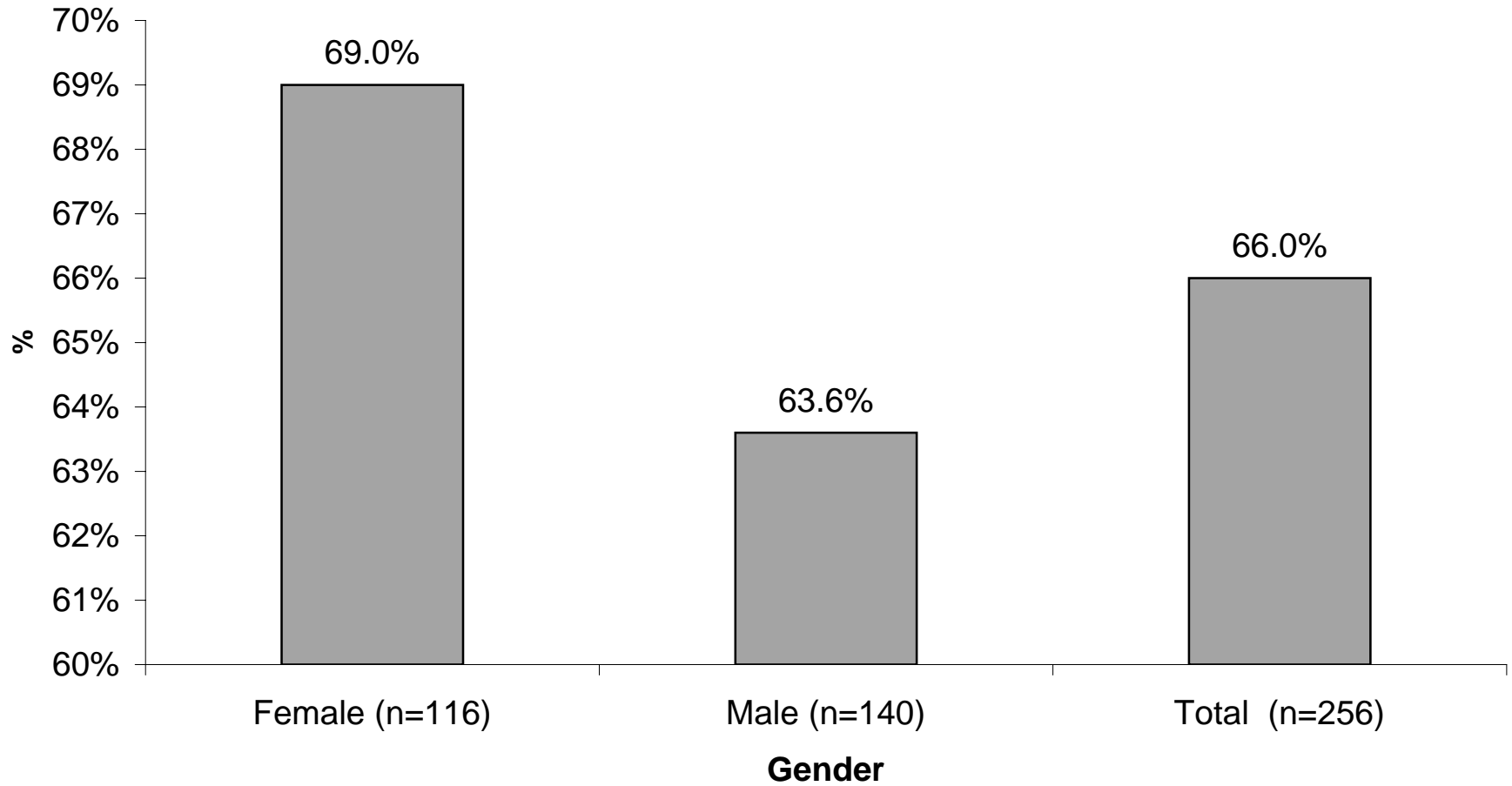
**College of San Mateo**  
**ENGL 100 Success Rates for ENGL 838 Students**  
**Fall 2000 – Spring 2003**  
**By Age**



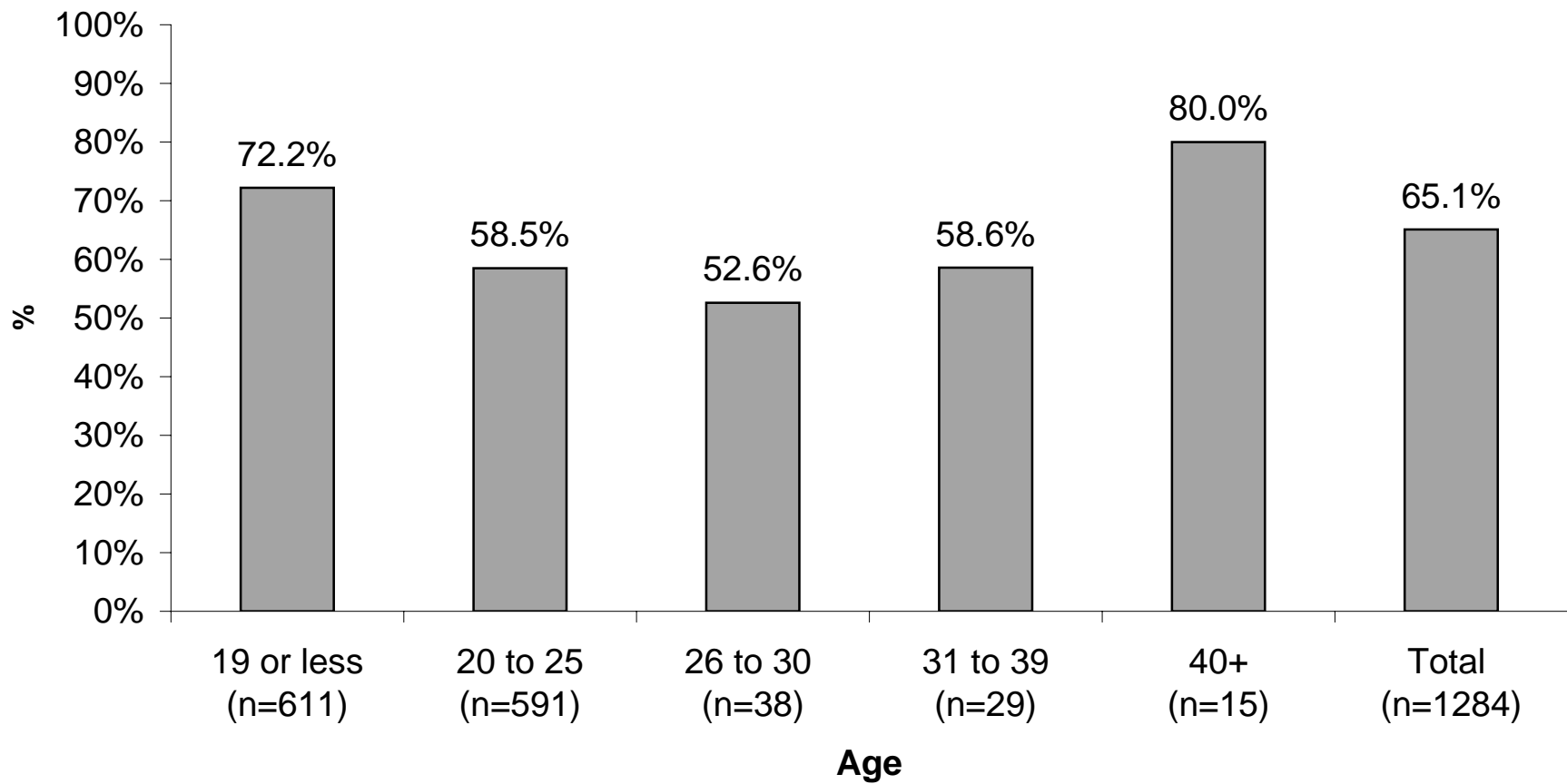
**College of San Mateo**  
**ENGL 100 Success Rates for ENGL 838 Students**  
**Fall 2000 – Spring 2003**  
**By Ethnicity**



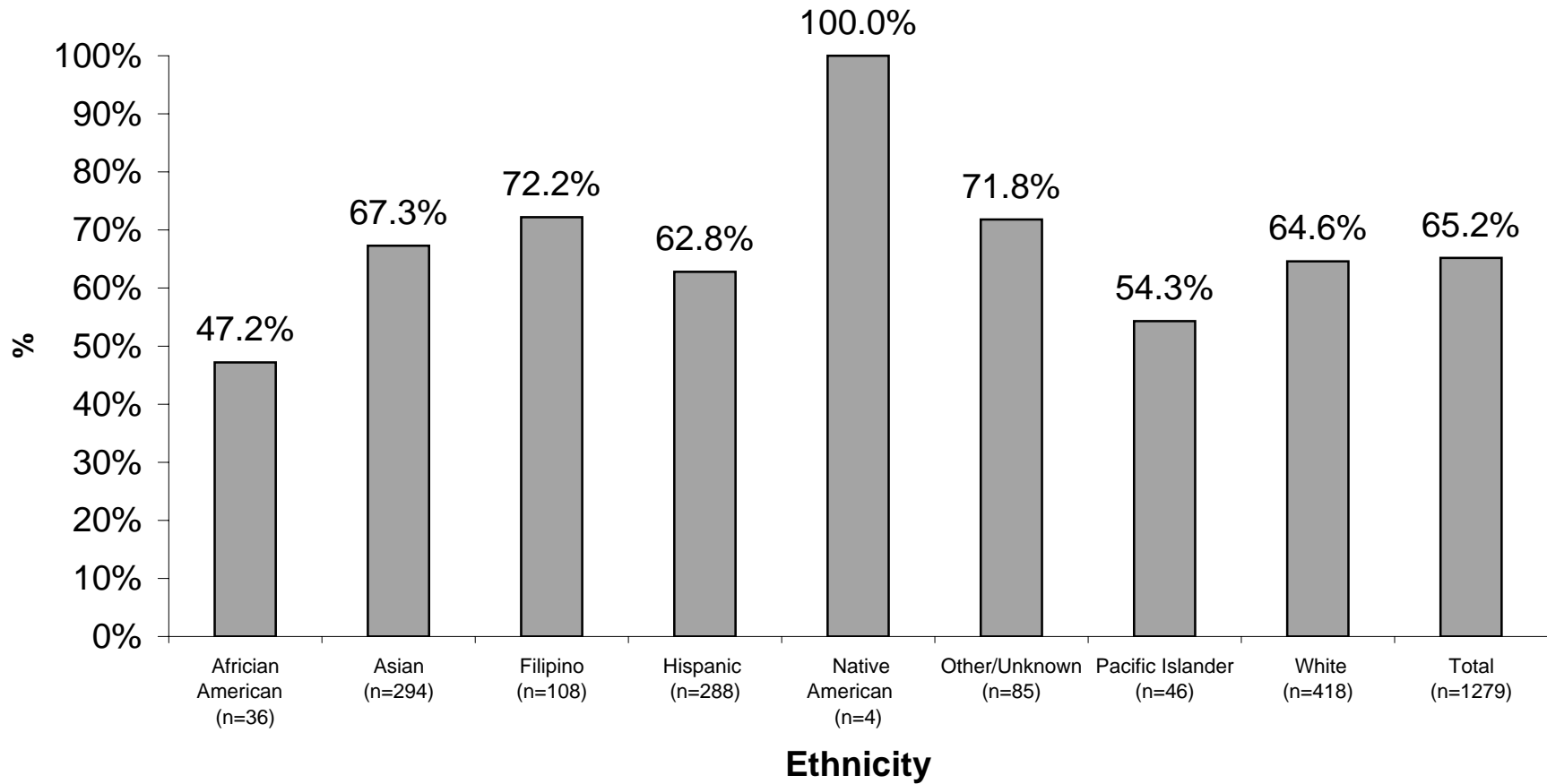
**College of San Mateo  
ENGL 100 Success Rates for ENGL 838 Students  
Fall 2000 – Spring 2003  
By Gender**



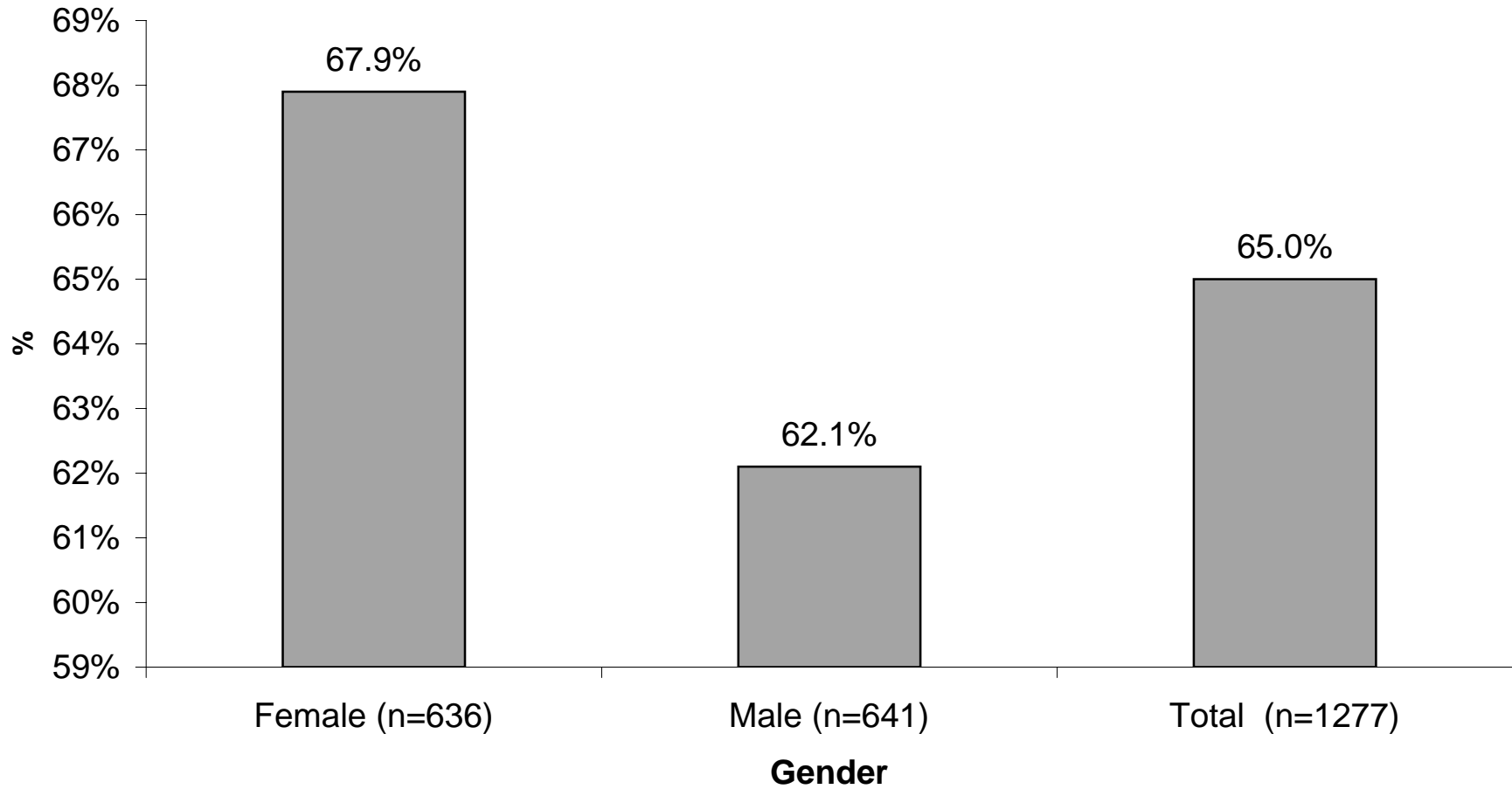
**College of San Mateo**  
**ENGL 100 Success Rates for ENGL 848 Students**  
**Fall 2000 – Spring 2003**  
**By Age**



**College of San Mateo  
ENGL 100 Success Rates for ENGL 848 Students  
Fall 2000 – Spring 2003  
By Ethnicity**

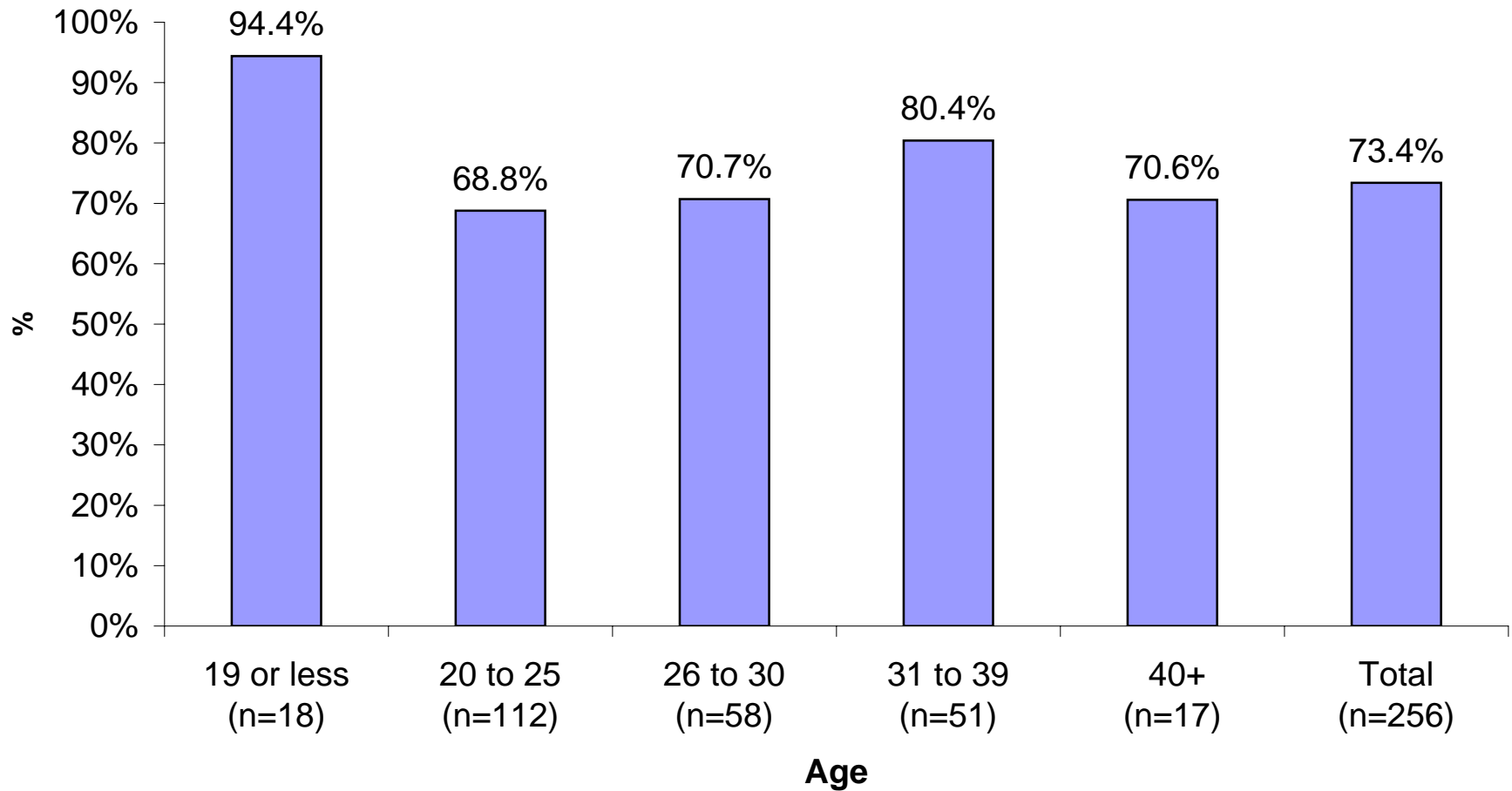


**College of San Mateo**  
**ENGL 100 Success Rates for ENGL 848 Students**  
**Fall 2000 – Spring 2003**  
**By Gender**

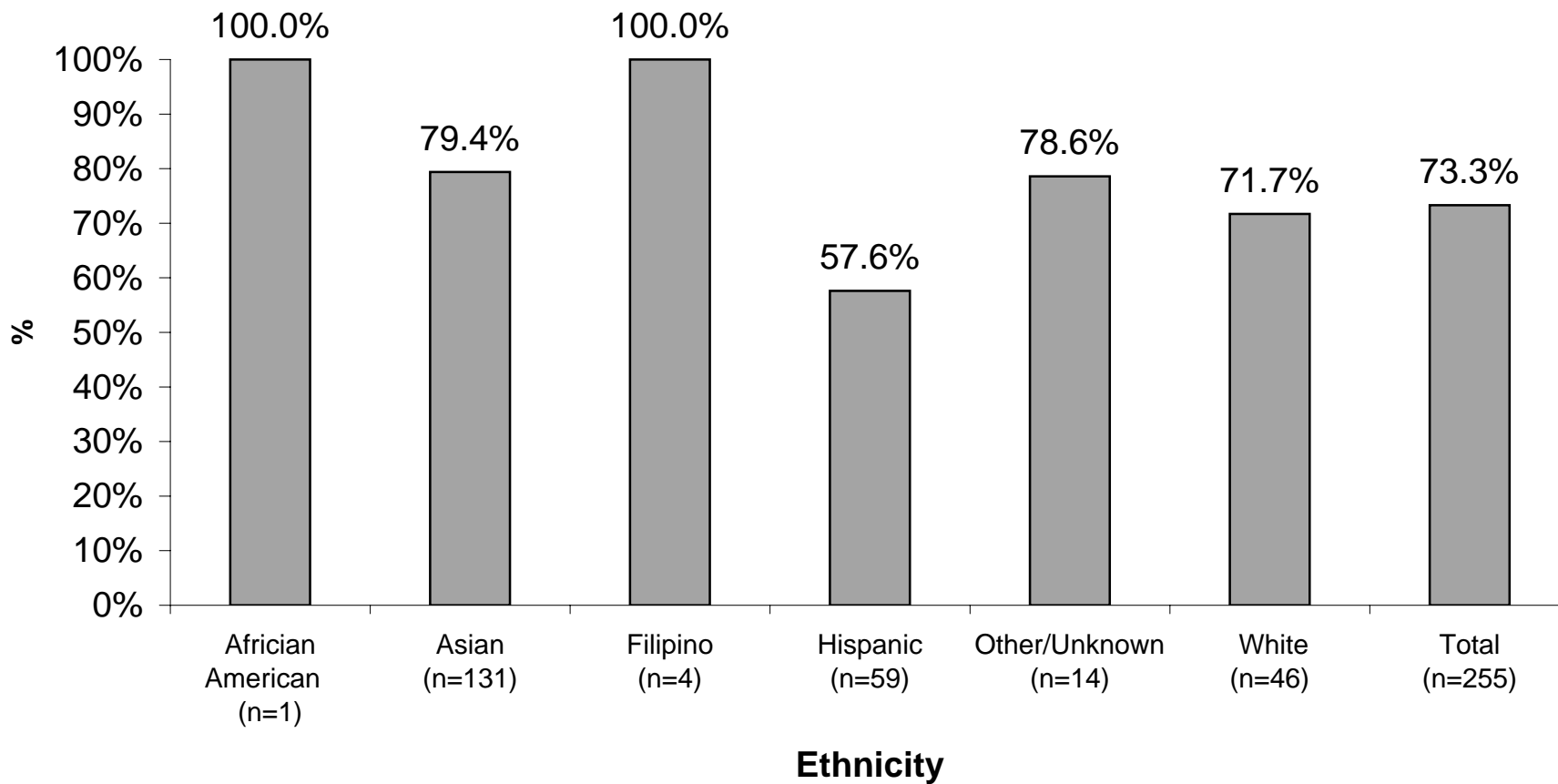




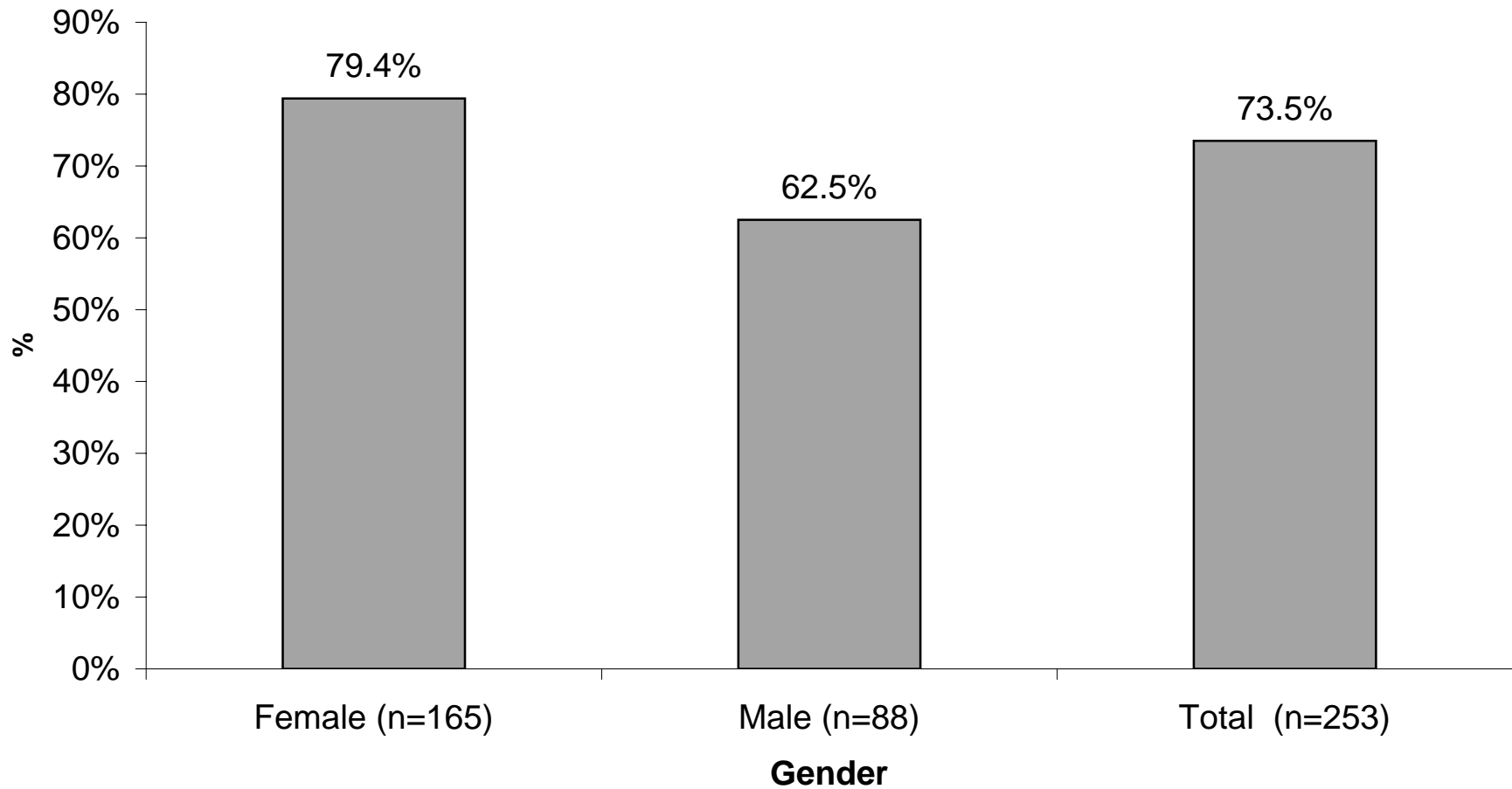
**College of San Mateo**  
**ENGL 100 Success Rates for ESL 400 Students**  
**Fall 2000 – Spring 2003**  
**By Age**



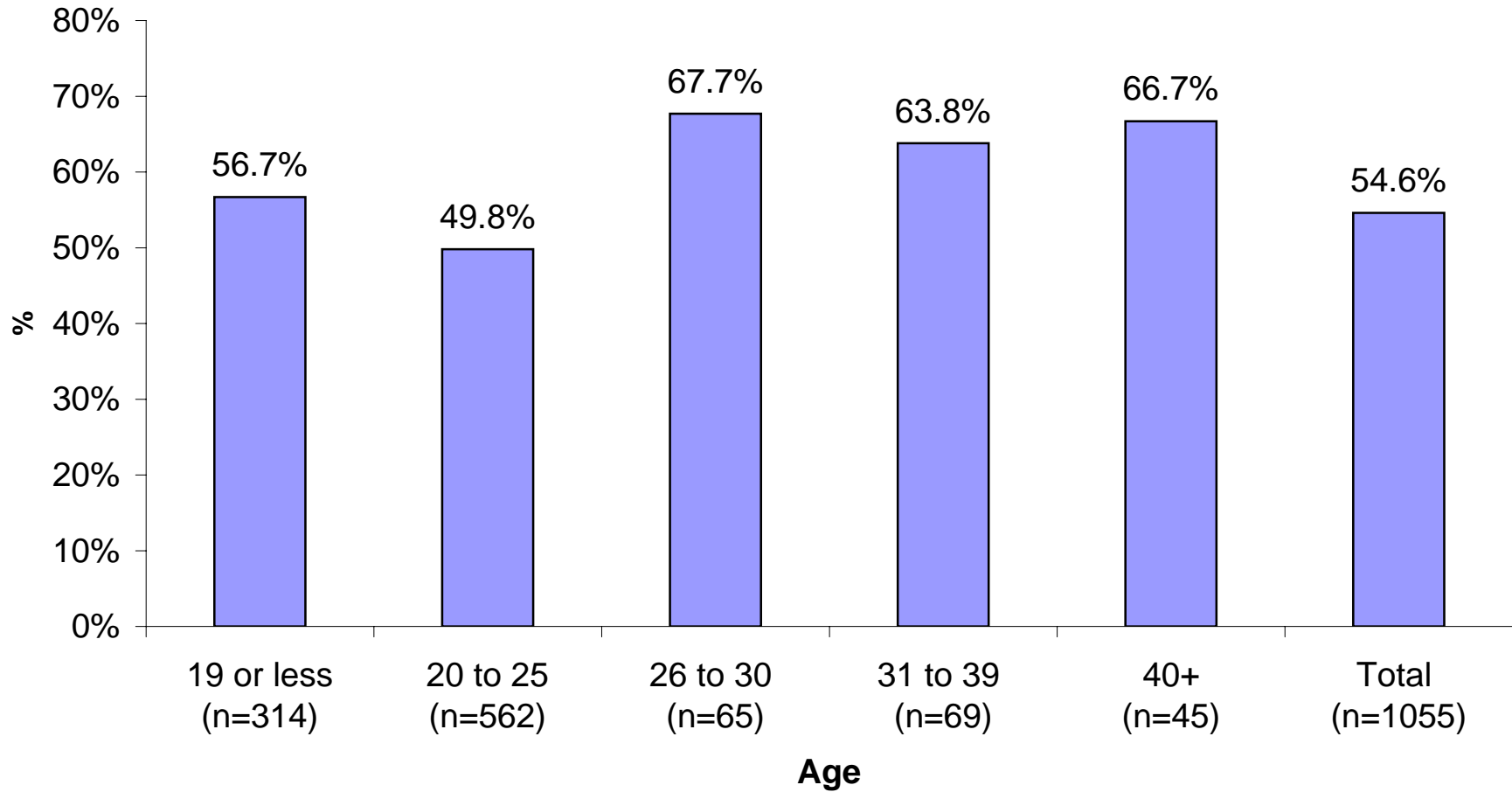
**College of San Mateo  
ENGL 100 Success Rates for ESL 400 Students  
Fall 2000 – Spring 2003  
By Ethnicity**



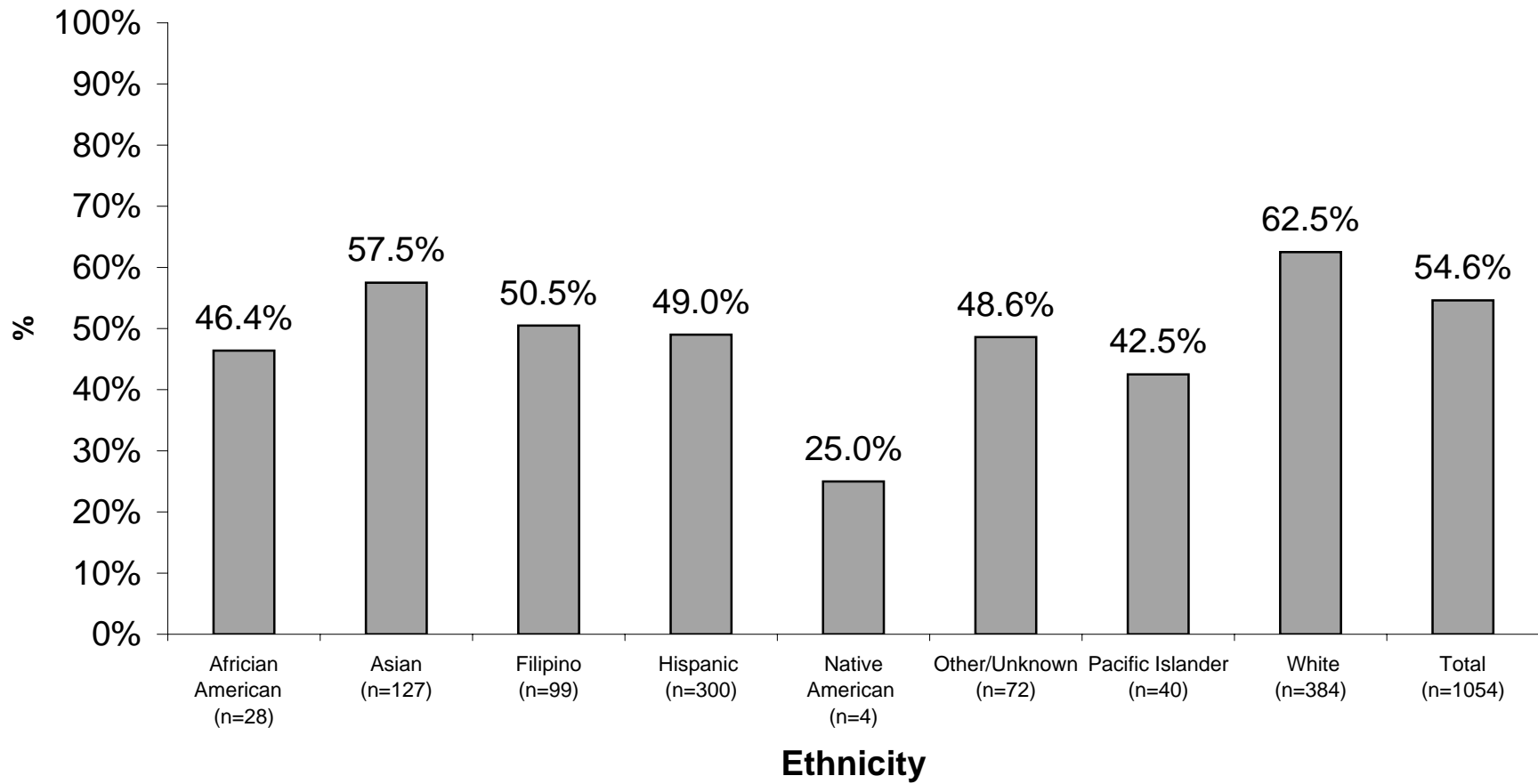
**College of San Mateo  
ENGL 100 Success Rates for ESL 400 Students  
Fall 2000 – Spring 2003  
By Gender**



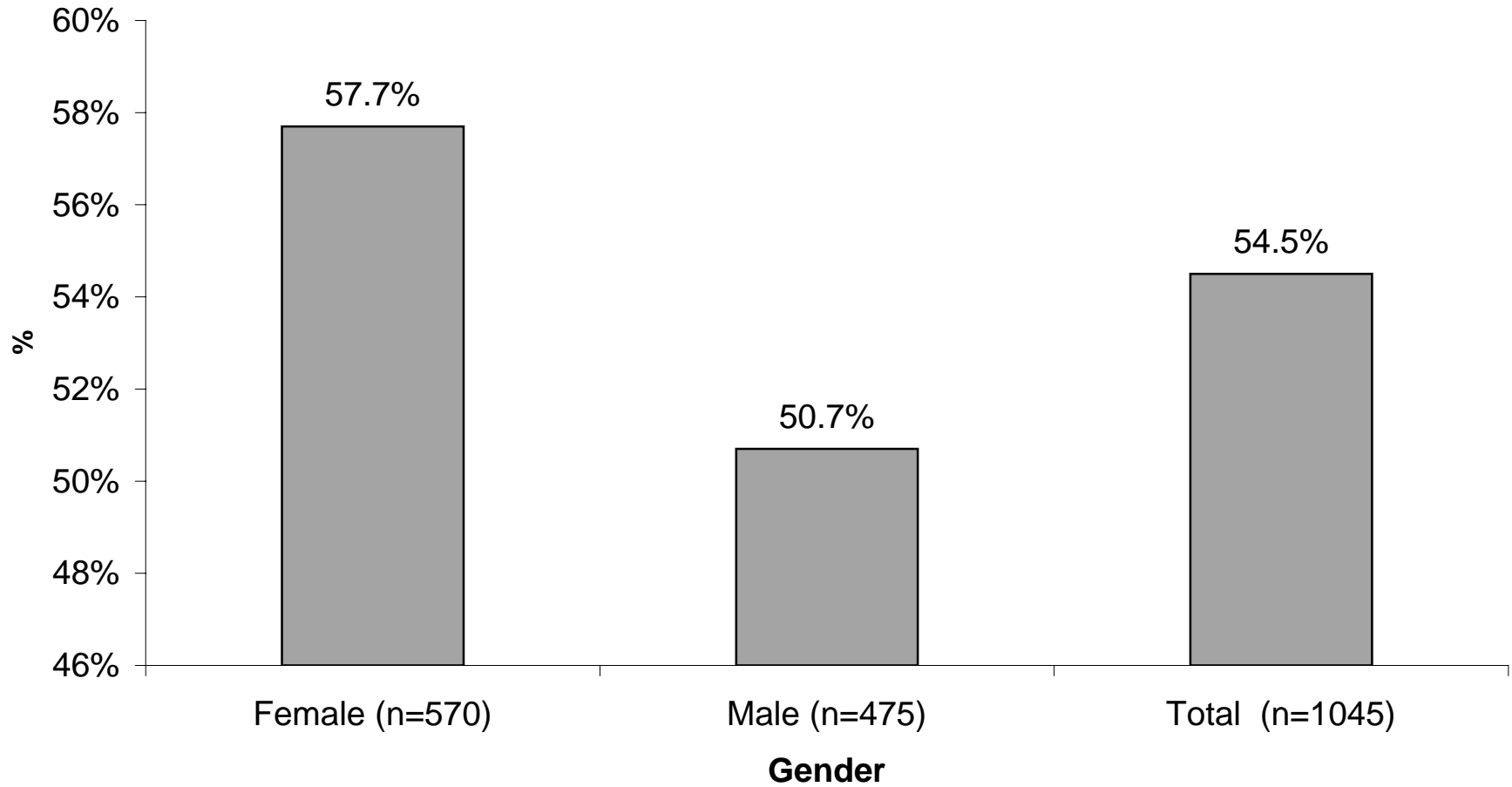
**College of San Mateo**  
**MATH 120/123 Success Rates for MATH 110/112 Students**  
**Fall 2000 – Spring 2003**  
**By Age**



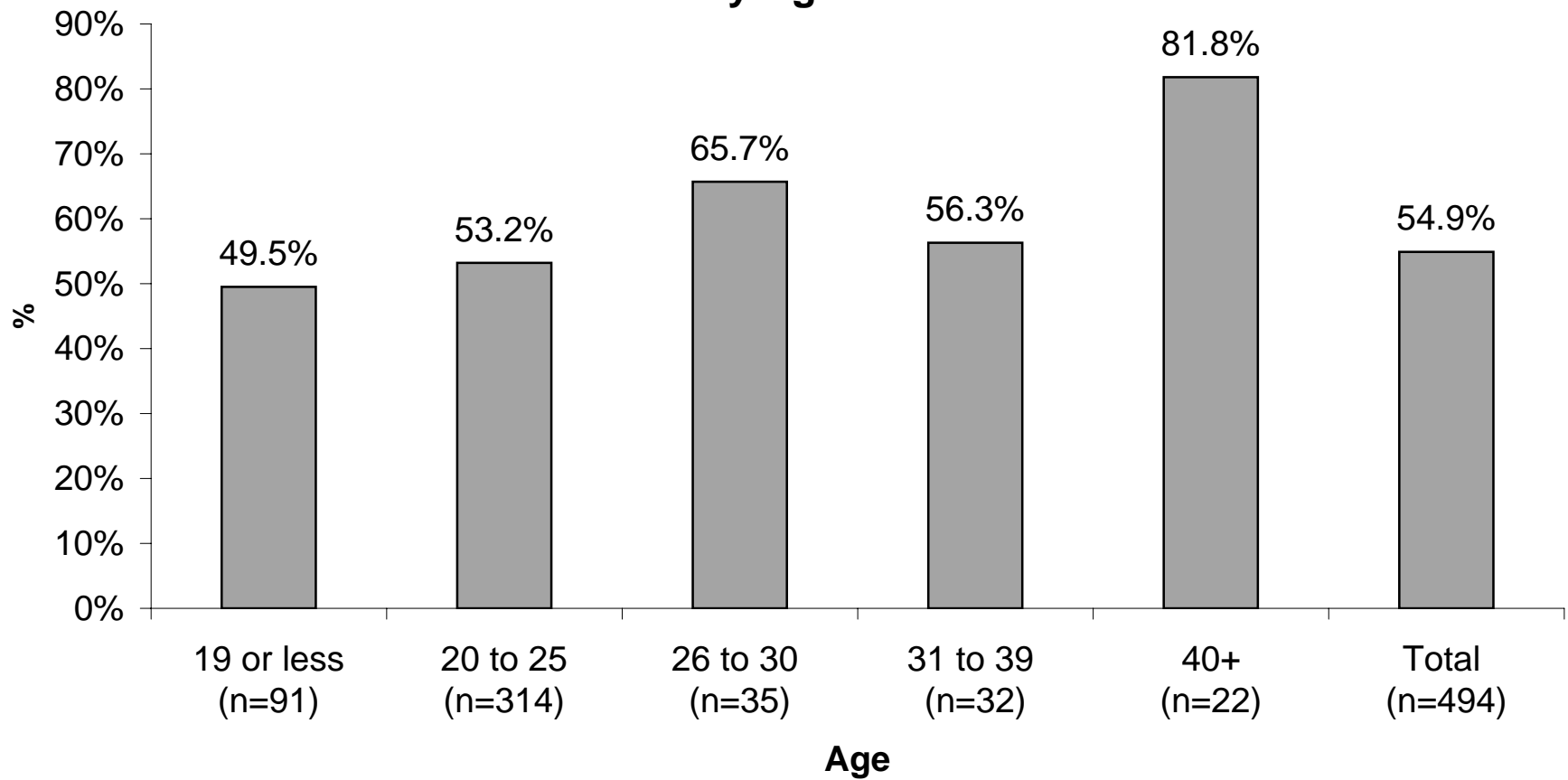
**College of San Mateo**  
**MATH 120/123 Success Rates for MATH 110/112 Students**  
**Fall 2000 – Spring 2003**  
**By Ethnicity**



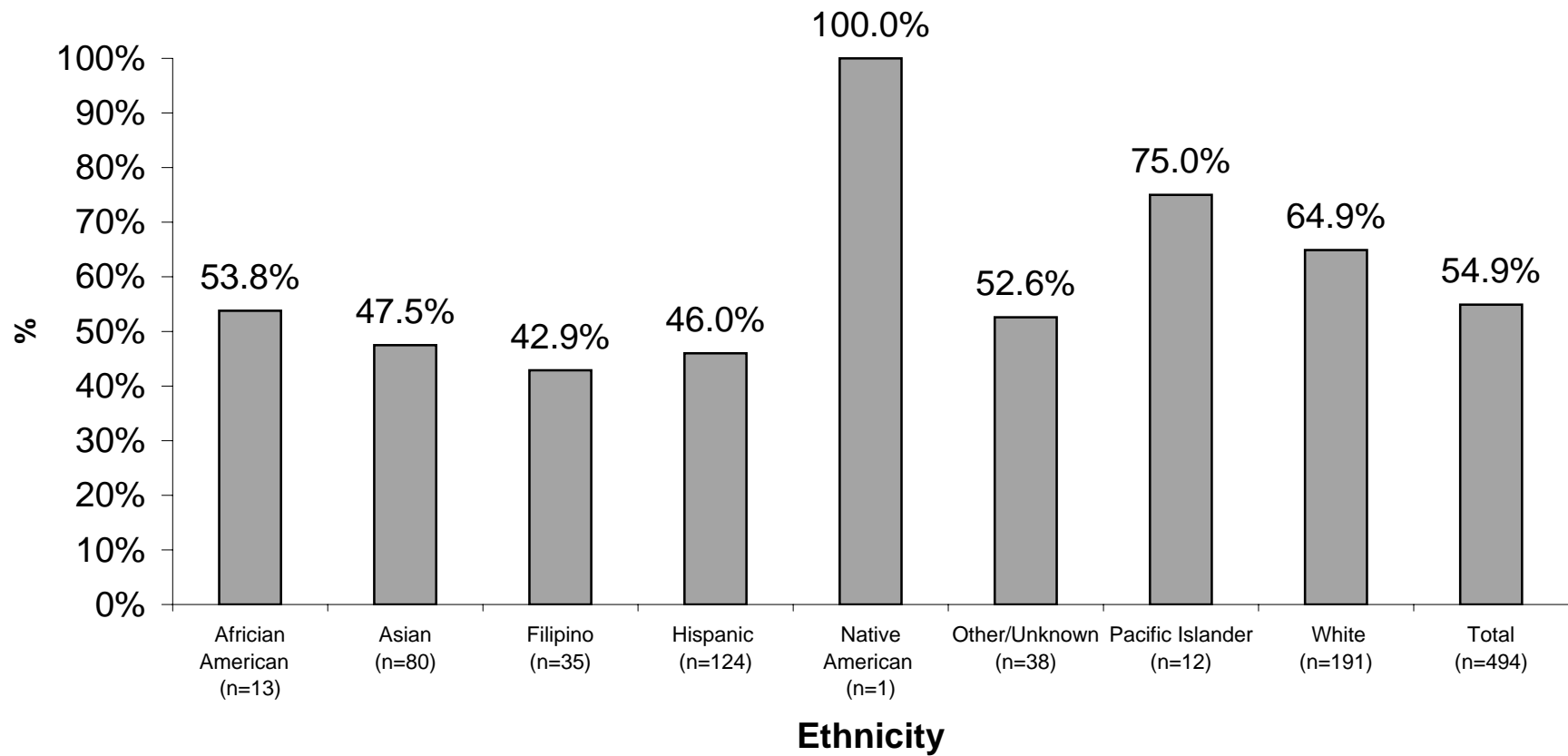
**College of San Mateo**  
**MATH 120/123 Success Rates for MATH 110/112 Students**  
**Fall 2000 – Spring 2003**  
**By Gender**



**College of San Mateo**  
**MATH 125/130/200 Success Rates for MATH 110/112**  
**Students**  
**Fall 2000 – Spring 2003**  
**By Age**

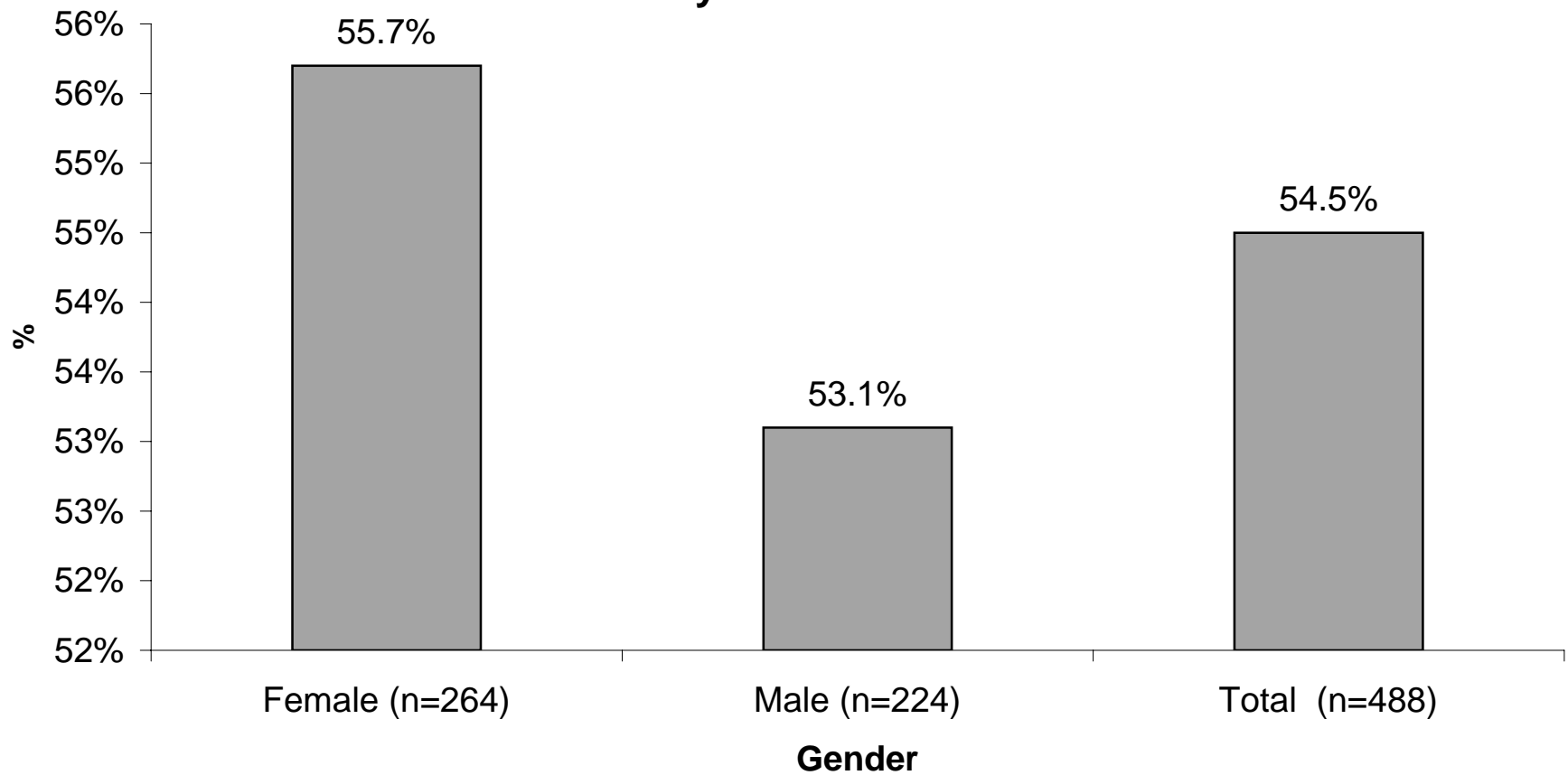


**College of San Mateo**  
**MATH 125/130/200 Success Rates for MATH 110/112**  
**Students**  
**Fall 2000 – Spring 2003**  
**By Ethnicity**

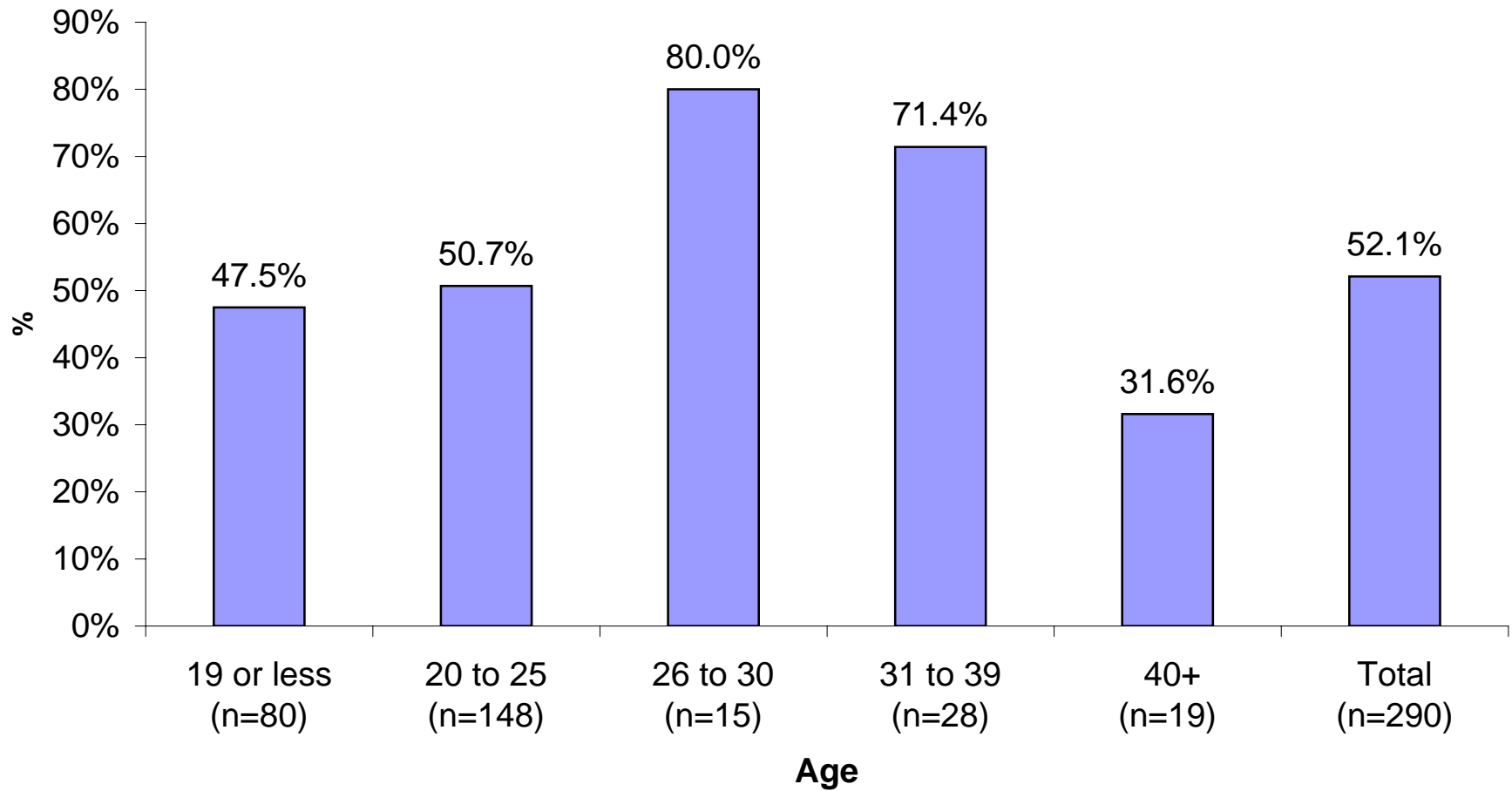




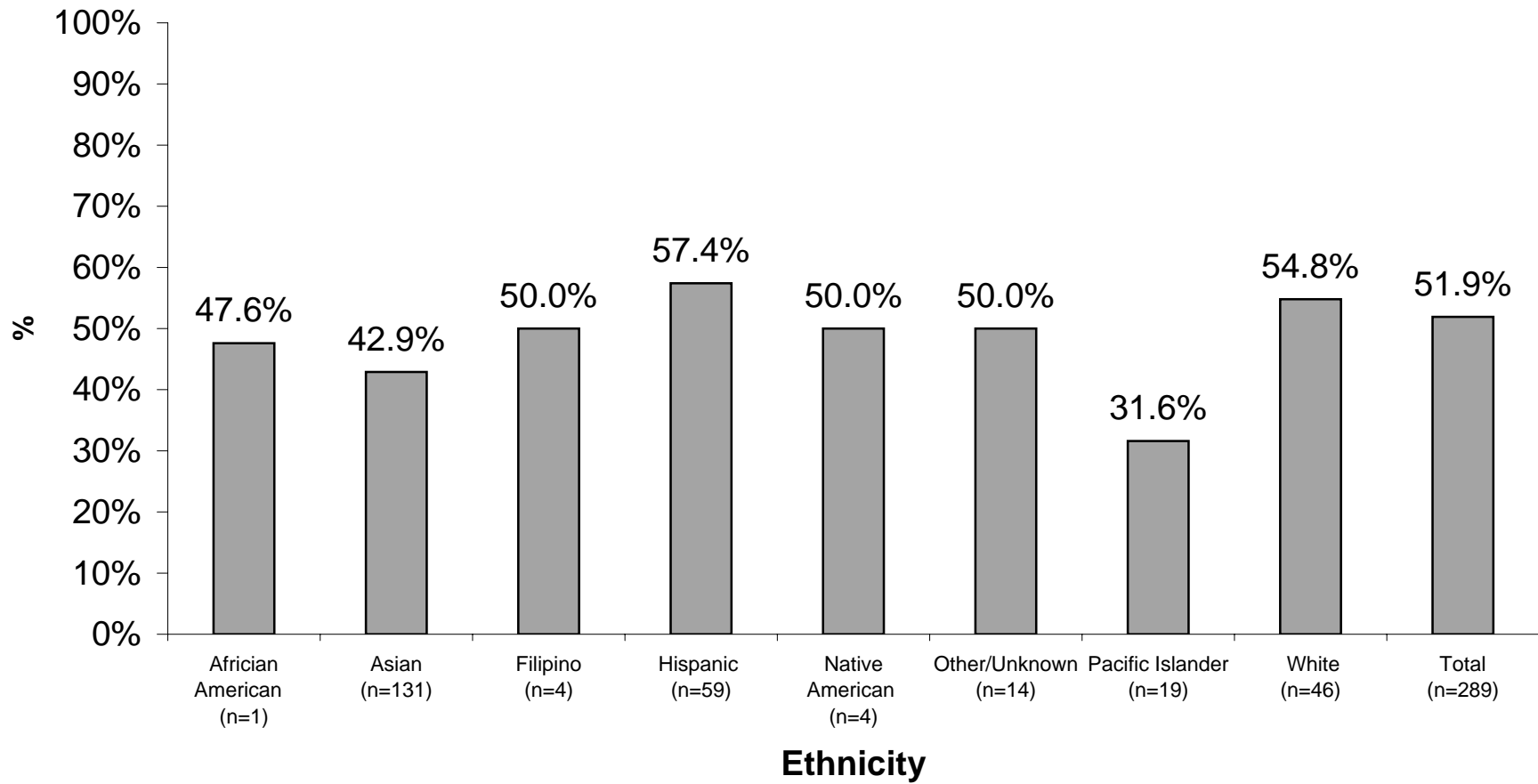
**College of San Mateo  
MATH 125/130/200 Success Rates for MATH 110/112  
Students  
Fall 2000 – Spring 2003  
By Gender**



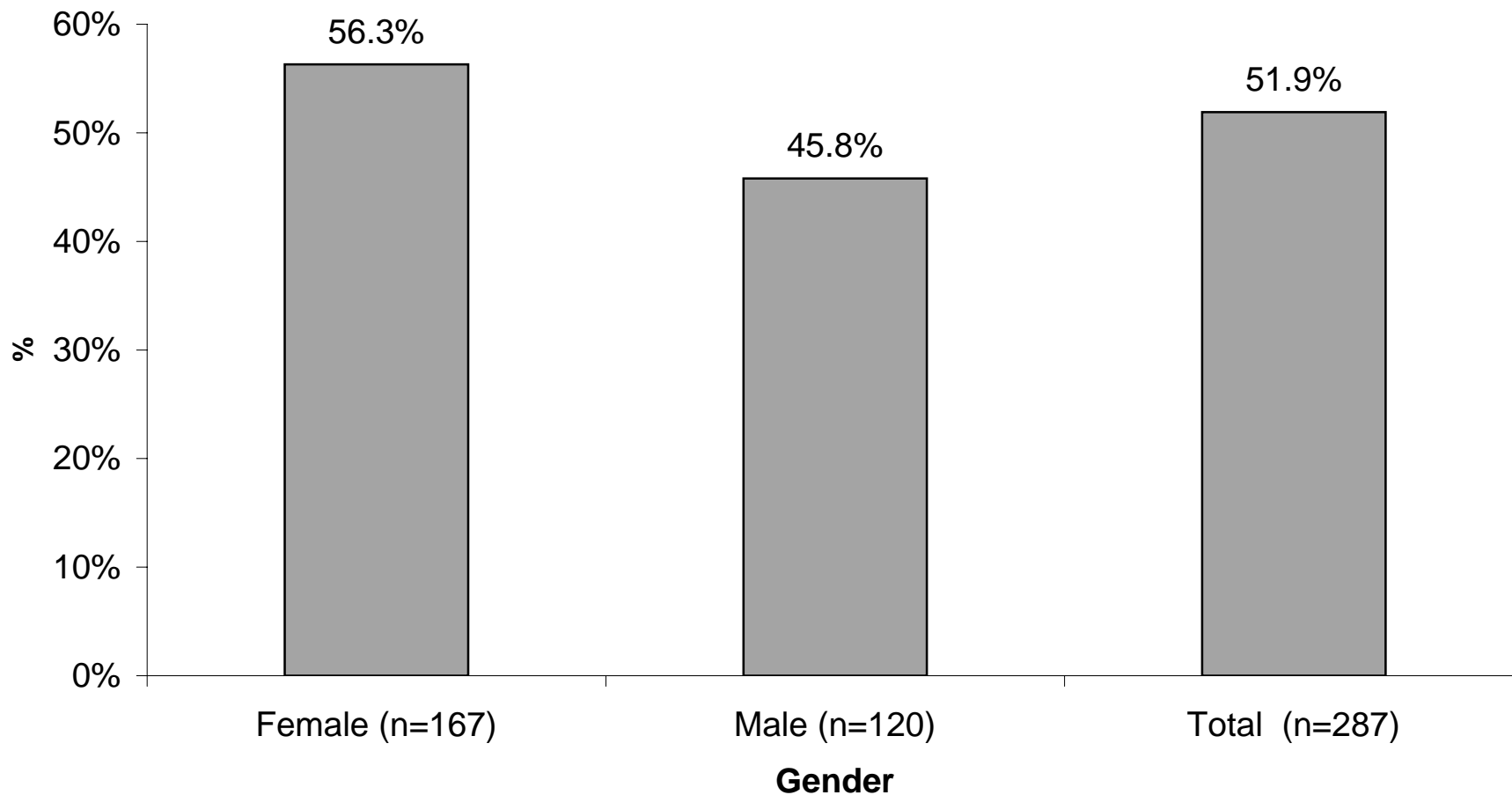
**College of San Mateo**  
**MATH 110/112 Success Rates for MATH 811 Students**  
**Fall 2000 – Spring 2003**  
**By Age**



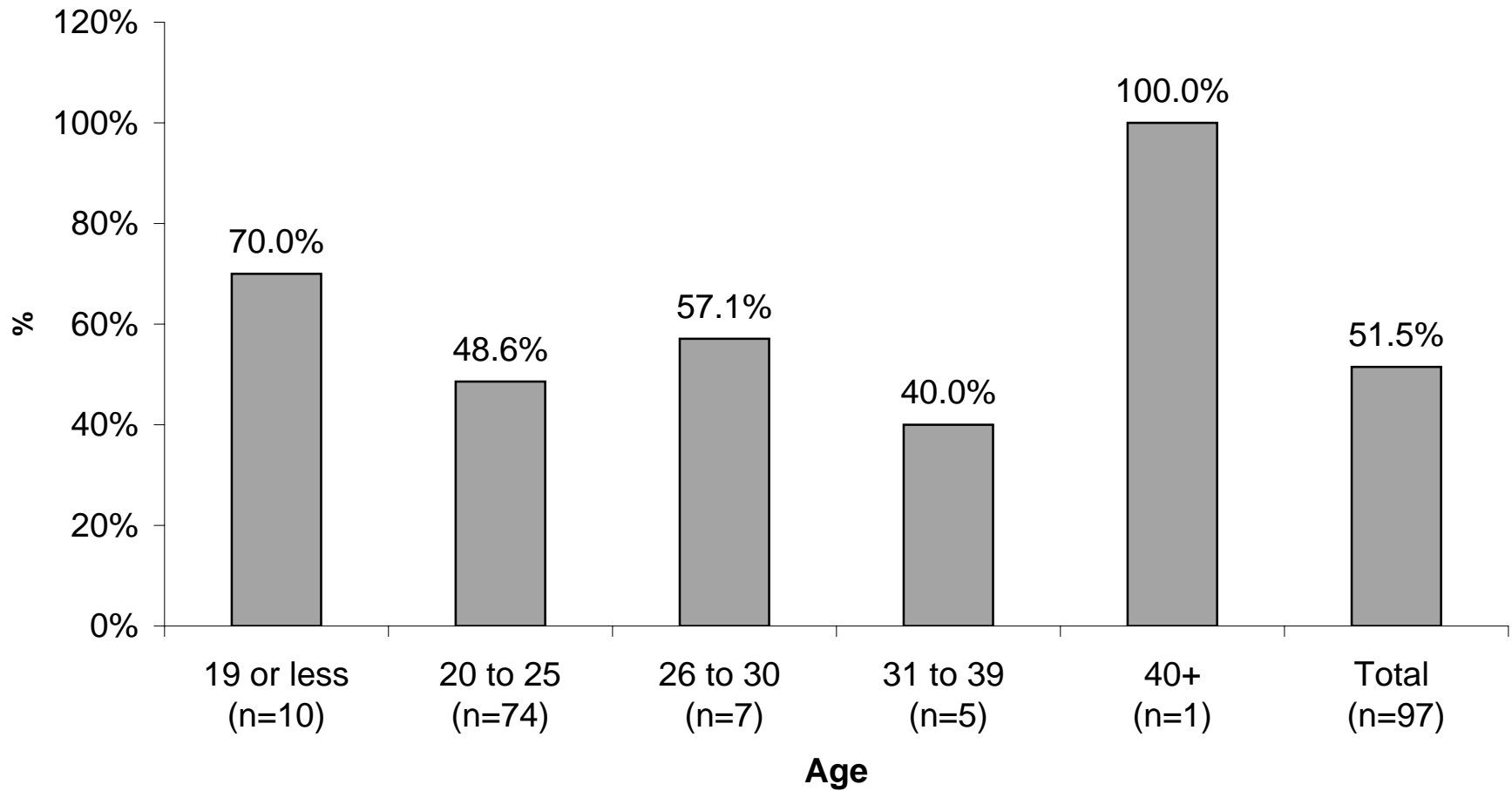
**College of San Mateo**  
**MATH 110/112 Success Rates for MATH 811 Students**  
**Fall 2000 – Spring 2003**  
**By Ethnicity**



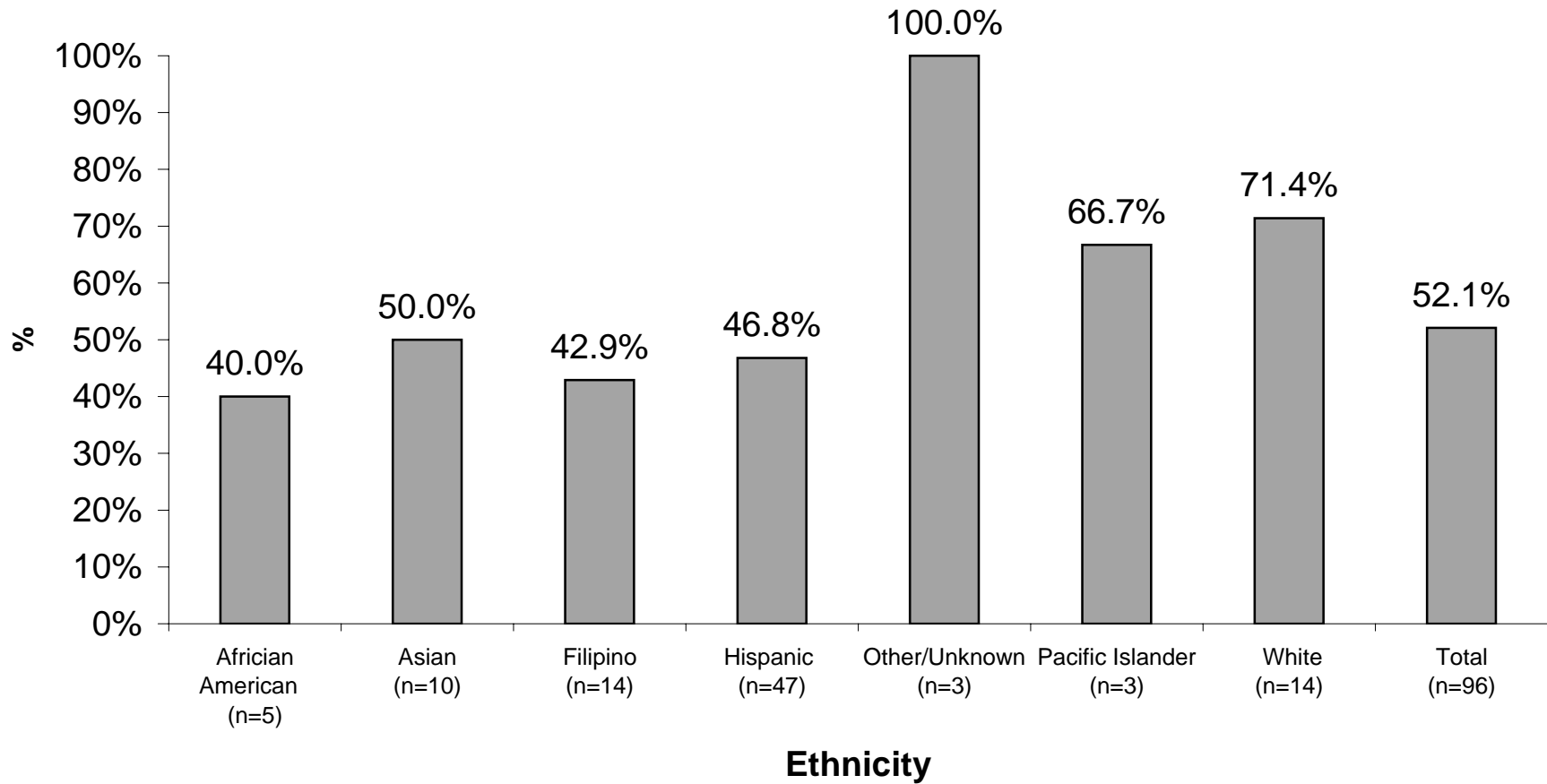
**College of San Mateo**  
**MATH 110/112 Success Rates for MATH 811 Students**  
**Fall 2000 – Spring 2003**  
**By Gender**



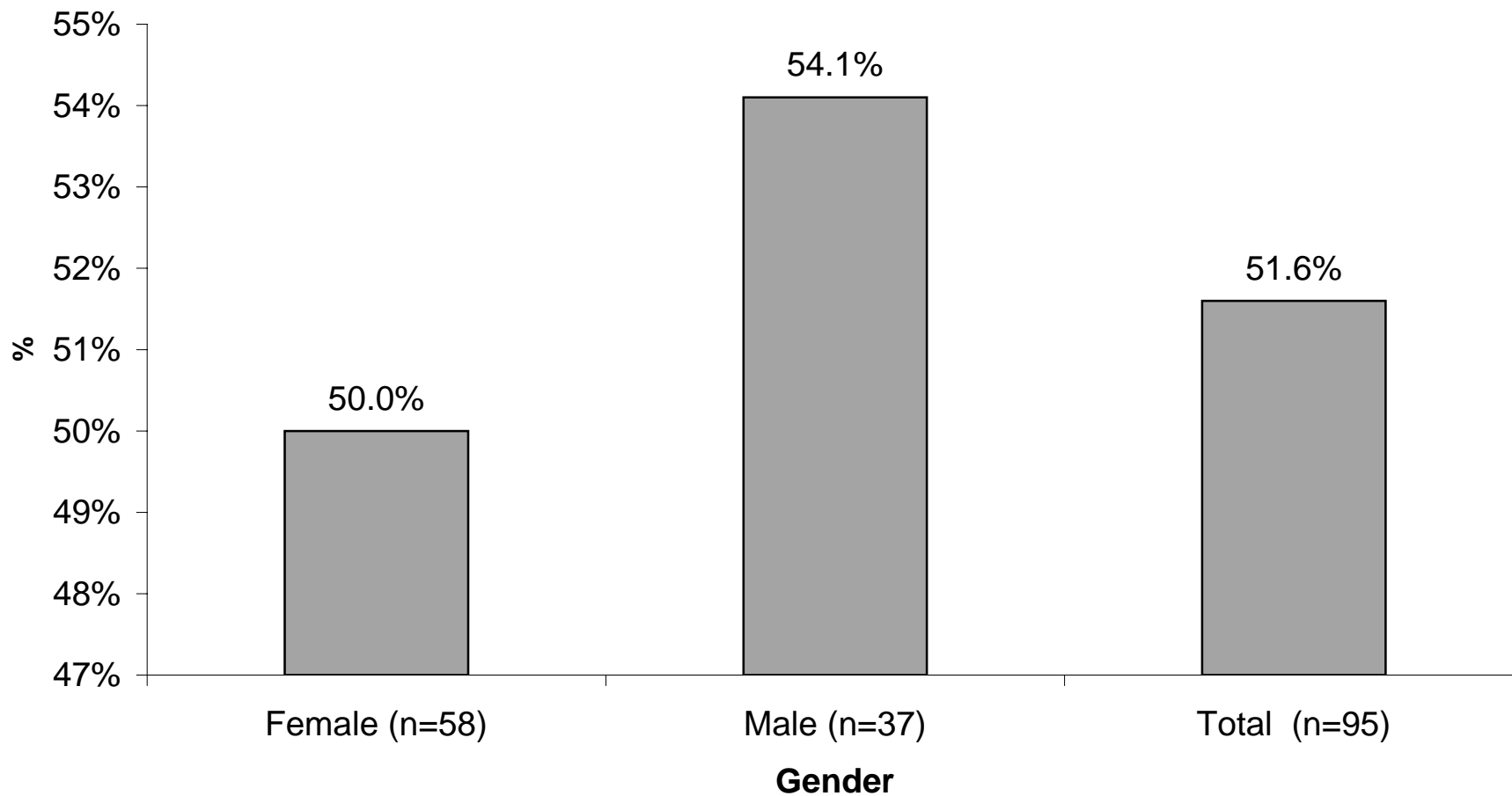
**College of San Mateo**  
**MATH 120/123 Success Rates for MATH 811 Students**  
**Fall 2000 – Spring 2003**  
**By Age**



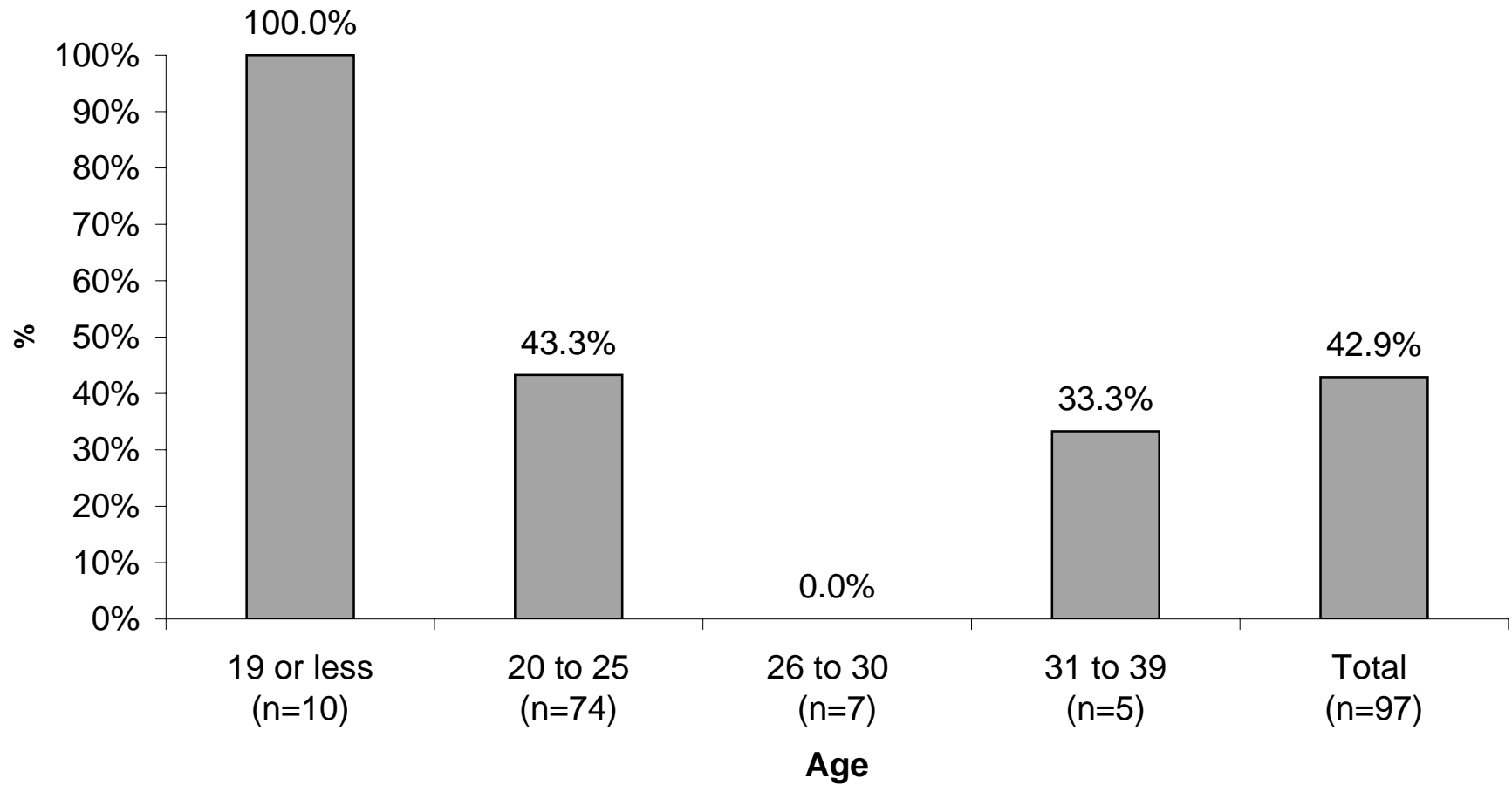
**College of San Mateo**  
**MATH 120/123 Success Rates for MATH 811 Students**  
**Fall 2000 – Spring 2003**  
**By Ethnicity**



**College of San Mateo**  
**MATH 120/123 Success Rates for MATH 811 Students**  
**Fall 2000 – Spring 2003**  
**By Gender**

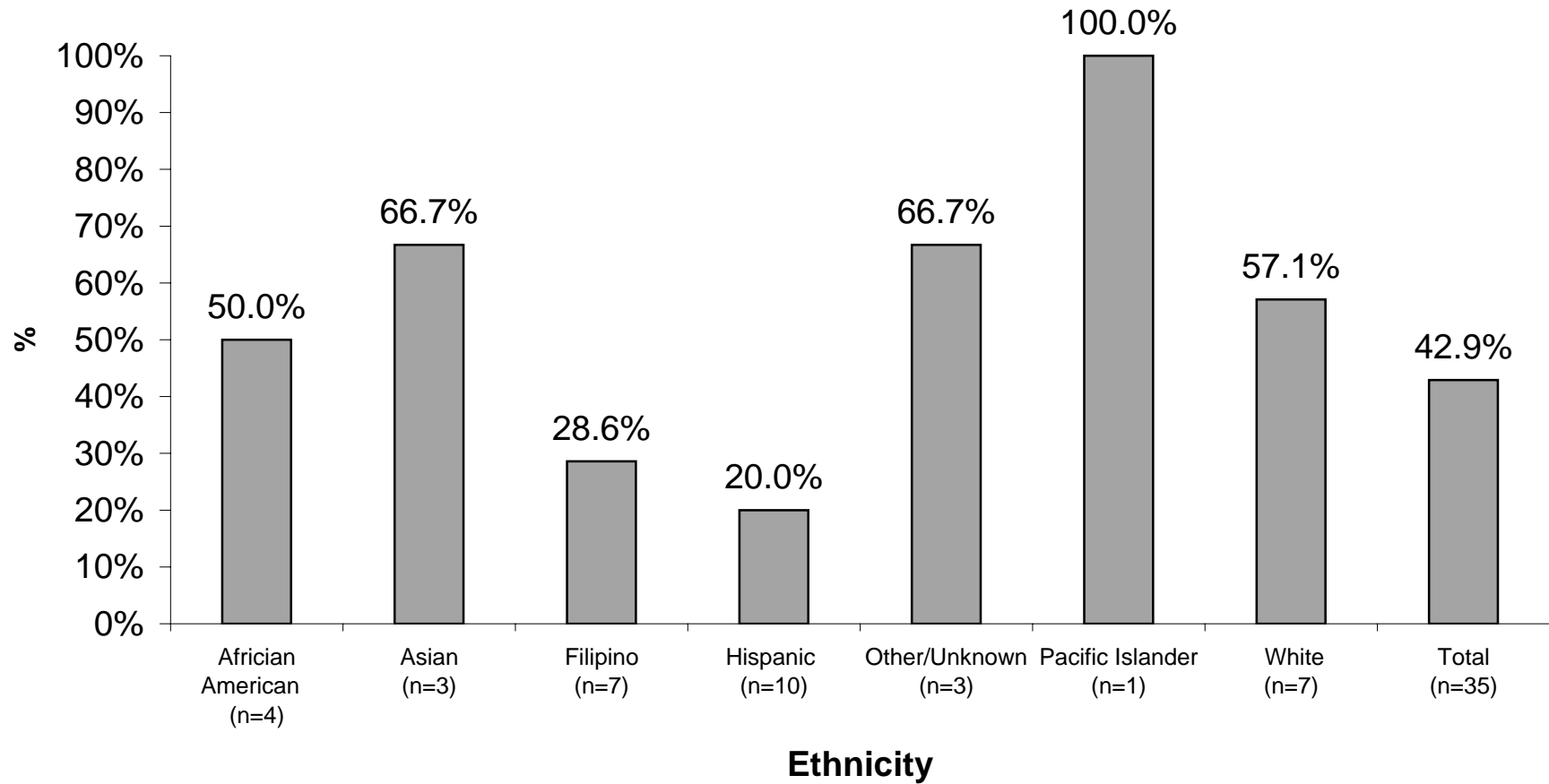


**College of San Mateo**  
**MATH 125/130/200 Success Rates for MATH 811 Students**  
**Fall 2000 – Spring 2003**  
**By Age**

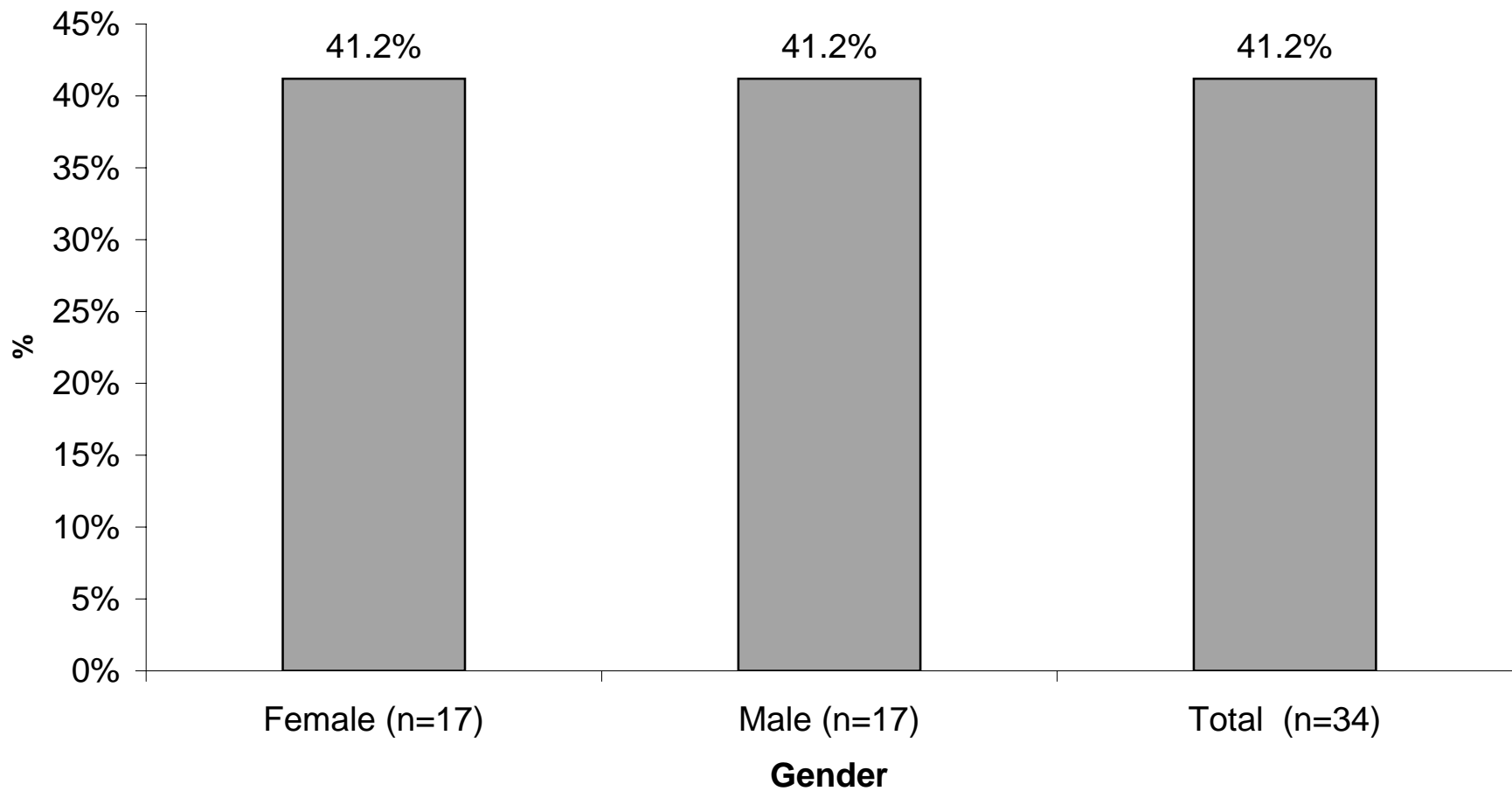




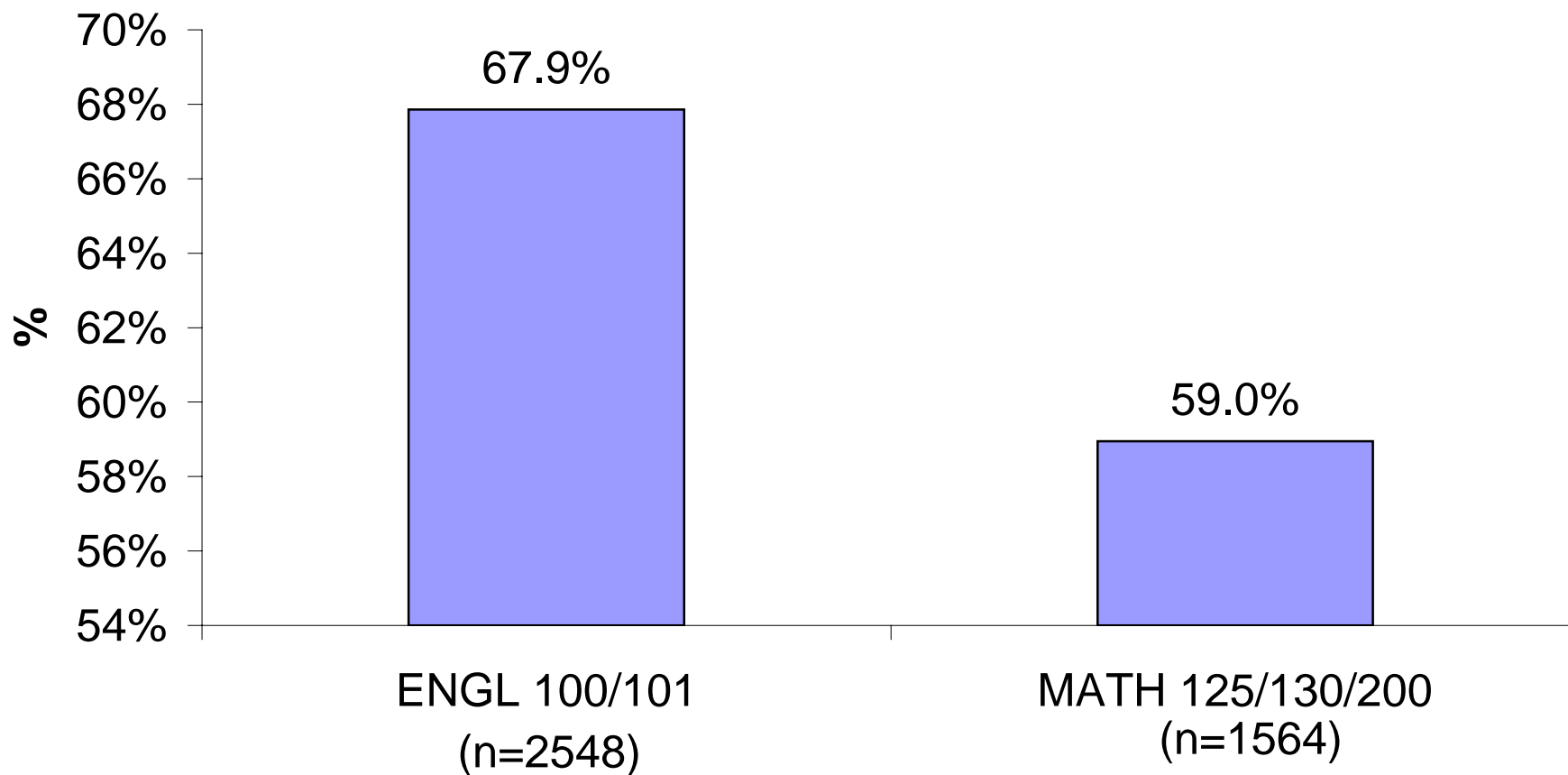
**College of San Mateo**  
**MATH 125/130/200 Success Rates for MATH 811 Students**  
**Fall 2000 – Spring 2003**  
**By Ethnicity**



**College of San Mateo**  
**MATH 125/130/200 Success Rates for MATH 811 Students**  
**Fall 2000 – Spring 2003**  
**By Gender**



**College of San Mateo**  
**ENGL 100/101 & MATH 125/130/200**  
**Success Rates**  
**Fall 2003 - Fall 2004**



#### **CAMPUS-BASED RESEARCH**

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4. **DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

**CSM STUDENT SUCCESS INDICATOR: DEGREE & CERTIFICATE COMPLETION**  
**Degrees & Certificates Awarded**  
**1992/93 - 2003/04**

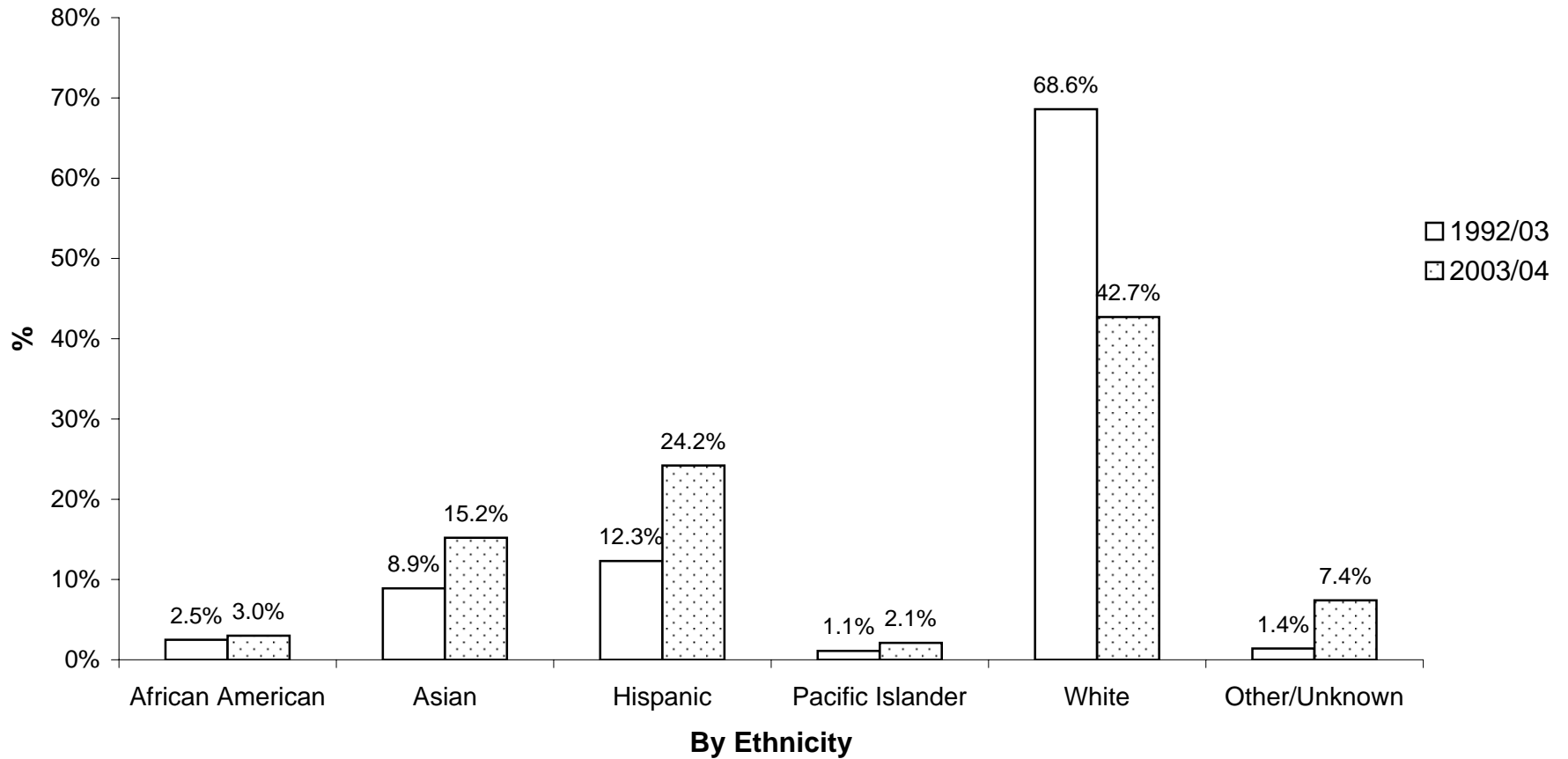
		Award Type								Total	
		Associate Degree		Certificates 30-60+ units		Certificates 18-30 units		Certificates Less than 18 units		#	%
		Award Count		Award Count		Award Count		Award Count			
		#	%	#	%	#	%	#	%		
Academic Year	1992-1993	499	57.4%	370	42.6%					869	100.0%
	1993-1994	465	54.5%	248	29.1%	140	16.4%			853	100.0%
	1994-1995	437	57.2%	231	30.2%	96	12.6%			764	100.0%
	1995-1996	394	58.5%	180	26.7%	99	14.7%			673	100.0%
	1996-1997	391	59.2%	175	26.5%	95	14.4%			661	100.0%
	1997-1998	378	75.4%	69	13.8%	54	10.8%			501	100.0%
	1998-1999	365	65.4%	115	20.6%	78	14.0%			558	100.0%
	1999-2000	337	52.3%	193	30.0%	106	16.5%	8	1.2%	644	100.0%
	2000-2001	338	47.7%	222	31.3%	136	19.2%	13	1.8%	709	100.0%
	2001-2002	346	54.0%	178	27.8%	86	13.4%	31	4.8%	641	100.0%
2002-2003	360	38.8%	223	24.0%	150	16.2%	195	21.0%	928	100.0%	
2003-2004	386	39.8%	186	19.2%	152	15.7%	245	25.3%	969	100.0%	
Total		4696	53.5%	2390	27.3%	1192	13.6%	492	5.6%	8770	100.0%

# CSM STUDENT SUCCESS INDICATOR: DEGREE & CERTIFICATE COMPLETION

## Degrees & Certificates Awarded: By Ethnicity

1992/93 vs. 2003/04

(n=910) (n=849)

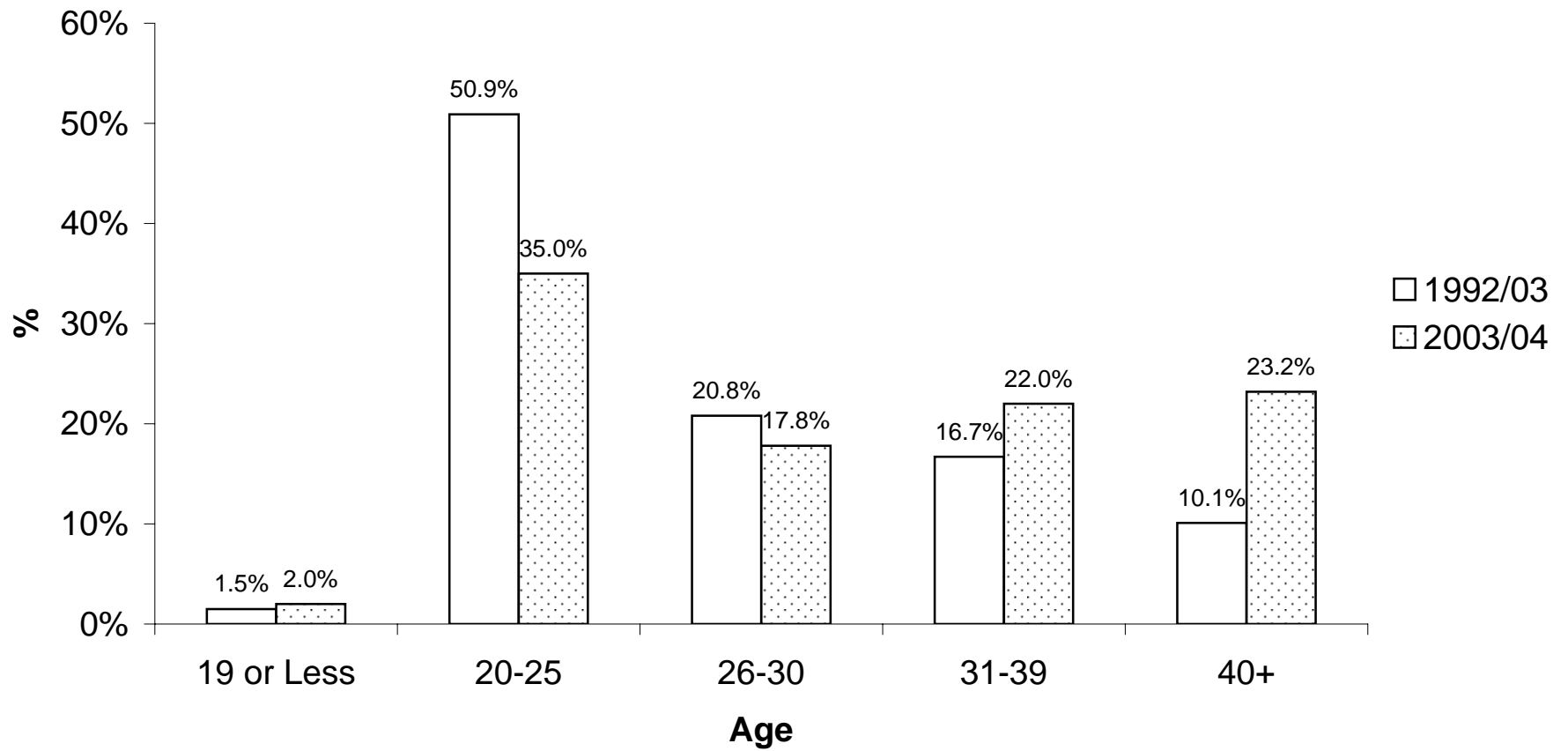


# CSM STUDENT SUCCESS INDICATOR: DEGREE & CERTIFICATE COMPLETION

## Degrees & Certificates Awarded: By Age

1992/93 vs. 2003/04

(n=910) (n=849)

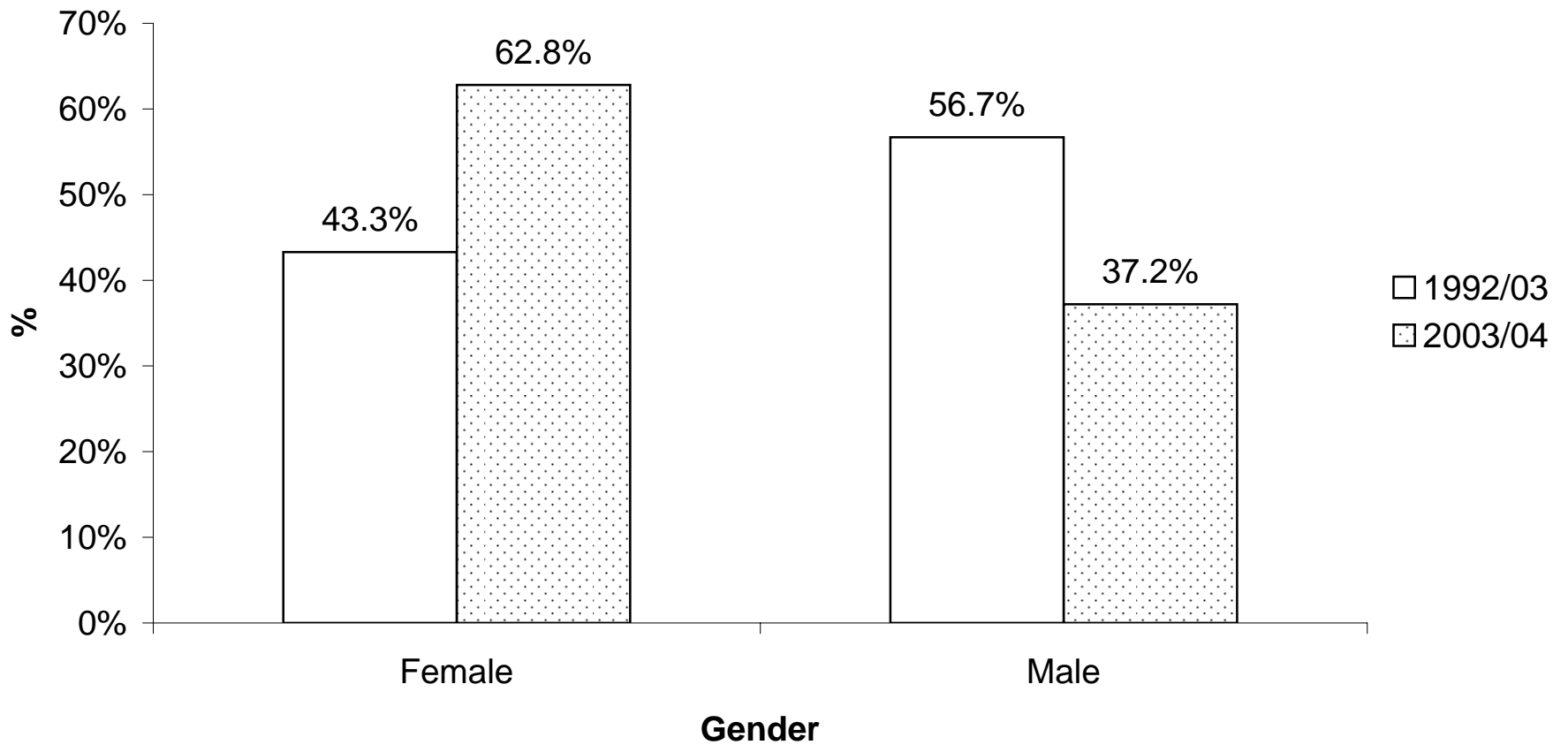


# CSM STUDENT SUCCESS INDICATOR: DEGREE & CERTIFICATE COMPLETION

## Degrees & Certificates Awarded: By Gender

1992/93 vs. 2003/04

(n=910) (n=849)





## **CAMPUS-BASED RESEARCH**

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- 5. TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

CSM STUDENT SUCCESS INDICATOR: TRANSFER  
 Students Transferring to CSU and UC  
 1989/90 - 2003/04

Full Year	Total Transfer Students	Transfers To		Percentage Distribution		Percent Change Prior Year	
		California State University	University of California	California State University	University of California	California State University	University of California
1989-90	915	762	153	83.3%	16.7%	N/A	N/A
1990-91	803	648	155	80.7%	19.3%	-12.2%	+1.3%
1991-92	728	568	160	78.0%	22.0%	-9.3%	+3.2%
1992-93	686	559	127	81.5%	18.5%	-5.8%	-20.6%
1993-94	720	557	163	77.4%	22.6%	+5.0%	+28.3%
1994-95	709	570	139	80.4%	19.6%	-1.5%	-14.7%
1995-96	752	599	153	79.7%	20.3%	+6.1%	+10.1%
1996-97	711	573	138	80.6%	19.4%	-5.5%	-9.8%
1997-98	639	492	147	77.0%	23.0%	-10.1%	+6.5%
1998-99	613	457	156	74.6%	25.4%	-4.1%	+6.1%
1999-00	579	435	144	75.1%	24.9%	-5.5%	-7.7%
2000-01	588	411	177	69.9%	30.1%	+1.6%	+22.9%
2001-02	654	447	207	68.3%	31.7%	+11.2%	+16.9%
2002-03	613	429	184	70.0%	30.0%	-6.3%	-11.1%
2003-04	492	373	119	75.8%	24.2%	-19.7%	-35.3%

*Source: California Postsecondary Education Commission, "Transfer Pathways Report," August 2004*

**CSM STUDENT SUCCESS INDICATOR: TRANSFER**  
**Transfers To UC & CSU**  
**By Ethnicity**  
**Full-Year 1997-98 and 2003-04**

Full Year		African American	Asian/ Pacific Islander	Filipino	Latino	Native American	White	Other/ Unknown	Total
		1997-98	UC	2 1.4%	66 44.9%	8 5.4%	9 6.1%	0 0.0%	46 31.3%
	CSU	13 2.8%	122 26.1%	42 9.0%	27 5.8%	1 0.2%	166 35.5%	96 20.6%	467 100.0%
	Total Transfer	15 2.4%	188 30.6%	50 8.1%	36 5.9%	1 0.2%	212 34.5%	112 18.2%	614 100.0%
2003-04	UC	0 0.0%	57 47.9%	3 2.5%	13 10.9%	1 0.8%	32 26.9%	13 10.9%	119 100.0%
	CSU	6 1.6%	84 22.5%	21 5.6%	65 17.4%	0 0.0%	112 30.0%	85 22.8%	373 100.0%
	Total Transfer	6 1.2%	141 28.7%	24 4.9%	78 15.9%	1 0.2%	144 29.3%	98 19.9%	492 100.0%
1997-98/ 2003-04 Percent Change	UC	-100.0%	-13.6%	-62.5%	+44.4%	+0.0%	-30.4%	-18.8%	-19.0%
	CSU	-53.8%	-31.1%	-50.0%	+140.7%	-100.0%	-32.5%	-11.5%	-20.1%
	Total Transfer	-60.0%	-25.0%	-52.0%	+116.7%	+0.0%	-32.1%	-12.5%	-19.9%

Source: California Postsecondary Education Commission

**CSM STUDENT SUCCESS INDICATOR: TRANSFER**

**Statewide Transfer Rates**

**1995 - 1998**

Rank	College Name	Transfer Rate
1	COASTLINE	81.8%
2	MERRITT	45.9%
3	SAN DIEGO MIRAMAR	45.3%
4	EVERGREEN	43.7%
5	FULLERTON	43.2%
6	VISTA	40.7%
7	MARIN	40.0%
8	LANEY	39.4%
<b>9</b>	<b>CAÑADA</b>	<b>38.1%</b>
10	FOOTHILL	37.0%
<b>11</b>	<b>SAN MATEO</b>	<b>36.3%</b>
12	CUYAMACA	36.2%
13	RIO HONDO	35.6%
14	CYPRESS	33.2%
15	ALAMEDA	32.3%
16	SAN DIEGO MESA	31.7%
17	LAS POSITAS	31.3%
18	SAN JOSE CITY	31.3%
19	SAN DIEGO CITY	30.3%
20	RANCHO SANTIAGO	30.1%
21	DEANZA	29.9%
22	SISKIYOU	29.6%
<b>23</b>	<b>SKYLINE</b>	<b>29.6%</b>
24	MISSION	29.5%
25	MT SAN JACINTO	28.1%
26	WEST VALLEY	28.1%
27	SACTO CITY	28.0%
28	LA SWEST	27.8%
29	SANTA BARBARA	27.1%
30	GOLDEN WEST	26.8%
31	CONSUMNES RIVER	26.3%
32	IRVINE	26.3%
33	OXNARD	26.3%
34	LAKE TAHOE	26.2%
35	AMERICAN RIVER	26.1%
36	CUESTA	25.9%
37	YUBA	25.1%
38	GROSSMONT	24.9%
39	OHLONE	24.5%
40	MOORPARK	24.4%
41	LOS MEDANDOS	24.3%
42	COMPTON	24.0%
43	WEST LA	24.0%
44	BUTTE	23.8%
45	COLUMBIA	23.6%
46	LONG BEACH	23.4%
47	CONTRA COSTA	23.3%
48	LA PIERCE	23.2%
49	CITRUS	23.0%
50	CERRITOS	22.8%
51	CABRILLO	22.6%
52	SIERRA	22.6%
53	GAVILAN	22.5%



STATEWIDE AVERAGE  
23.1%



Rank	College Name	Transfer Rate
54	MT SAN ANTONIO	22.4%
55	CHABOT HAYWARD	22.3%
56	KINGS RIVER	22.3%
57	IMPERIAL	22.2%
58	ORANGE COAST	22.1%
59	MENDOCINO	22.0%
60	DIABLO VALLEY	21.3%
61	REDWOODS	21.3%
62	EL CAMINO	21.0%
63	PASADENA	20.8%
64	VENTURA	20.8%
65	GLENDALE	20.6%
66	SOLANO	20.4%
67	RIVERSIDE	19.8%
68	MIRA COSTA	19.7%
69	WEST HILLS	19.6%
70	CHAFFEY	19.4%
71	PALOMAR	19.3%
72	LA VALLEY	19.0%
73	LA CITY	18.8%
74	DESERT	18.0%
75	FEATHER RIVER	17.9%
76	MERCED	17.8%
77	SOUTHWESTERN	17.8%
78	LA HARBOR	17.6%
79	FRESNO CITY	17.5%
80	SANTA MONICA	17.3%
81	CANYONS	17.0%
82	HARTNELL	17.0%
83	BAKERSFIELD	16.8%
84	CRAFTON HILLS	16.7%
85	EAST LA	16.7%
86	LA TRADE	16.4%
87	MONTEREY	16.0%
88	SHASTA	15.6%
89	BARSTOW	15.4%
90	TAFT	15.0%
91	SEQUOIAS	14.9%
92	ANTELOPE VALEY	14.8%
93	SADDLEBACK	14.7%
94	SANTA ROSA	14.7%
95	MODESTO	14.4%
96	NAPA	14.4%
97	PALO VERDE	14.3%
98	VICTOR VALLEY	14.0%
99	SAN FRANCISCO	13.6%
100	LA MISSION	13.0%
101	SAN BERNARDINO	12.1%
102	ALLAN HANCOCK	12.0%
103	SAN JOAQUIN DELTA	11.5%
104	CERRO COSO	10.2%
105	LASSEN	10.2%
106	PORTERVILLE	8.4%

# CSM STUDENT SUCCESS INDICATOR: TRANSFER

## Statewide Transfer Rates

1996 - 1999

Rank	College Name	Transfer Rate
1	San Diego Miramar	52.3%
2	Fullerton	49.5%
3	Los Angeles Mission	47.5%
4	Vista	46.7%
5	Cypress	46.2%
6	Alameda	46.2%
7	Laney	45.9%
8	Merritt	45.9%
9	Foothill	40.8%
10	Siskiyous	40.5%
11	Coastline	38.9%
12	Los Angeles Harbor	38.8%
13	West Los Angeles	38.3%
14	Evergreen Valley	38.2%
15	San Jose	37.2%
16	<b>Cañada</b>	<b>36.5%</b>
17	Santa Ana	36.1%
18	San Diego Mesa	35.2%
19	San Diego City	34.3%
20	<b>San Mateo</b>	<b>33.3%</b>
21	Oxnard	32.9%
22	DeAnza	32.7%
23	Miracosta	32.7%
24	Irvine Valley	31.1%
25	Feather River	31.1%
26	Los Angeles City	31.1%
27	Los Angeles Pierce	30.4%
28	Lake Tahoe	30.4%
29	Golden West	30.3%
30	Lassen	30.0%
31	Los Angeles Valley	29.9%
32	Cerritos	28.5%
33	Marin	28.4%
34	Cuesta	28.2%
35	American River	28.0%
36	Cosumnes River	27.9%
37	Rio Hondo	27.6%
38	Crafton Hills	27.3%
39	Cuyamaca	27.1%
40	West Valley	27.0%
41	Diablo Valley	26.7%
42	Santa Barbara	26.4%
43	Columbia	25.9%
44	Mt. San Antonio	25.9%
45	Monterey Peninsula	25.6%
46	Ohlone	25.6%
47	West Hills	25.4%
48	Reedley	25.0%
49	Chabot	24.2%
50	Los Angeles Southwest	24.1%
51	Sacramento City	24.1%
52	Palomar	23.9%
53	Saddleback	23.8%
54	Gavilan	23.7%

Rank	College Name	Transfer Rate
55	Citrus	23.6%
56	Grossmont	23.5%
57	Canyons	23.5%
58	Cabrillo	23.1%
59	<b>Skyline</b>	<b>23.0%</b>
60	Chaffey	23.0%
61	Ventura	23.0%
62	Butte	22.3%
63	Mission	22.2%
64	Antelope Valley	21.9%
65	Sierra	21.9%
66	Moorpark	21.5%
67	Orange Coast	21.4%
68	Napa Valley	21.4%
69	East Los Angeles	21.3%
70	El Camino	21.2%
71	Las Positas	21.2%
72	Hartnell	21.0%
73	Fresno City	20.9%
74	Long Beach	20.6%
75	Redwoods	20.5%
76	Victor Valley	20.5%
77	Pasadena City	20.4%
78	San Francisco	19.9%
79	Shasta	19.7%
80	Los Medanos	19.6%
81	Mendocino	19.5%
82	San Bernardino Valley	19.4%
83	Riverside	19.4%
84	Los Angeles Trade-Tech	19.4%
85	Barstow	18.9%
86	Glendale	18.6%
87	San Joaquin Delta	18.6%
88	Desert	18.6%
89	Solano	18.0%
90	Contra Costa	17.6%
91	Allan Hancock	16.9%
92	Compton	16.7%
93	Santa Rosa	16.5%
94	Santa Monica	16.1%
95	Bakersfield	15.8%
96	Cerro Coso	15.5%
97	Taft	14.9%
98	Mt. San Jacinto	14.7%
99	Modesto Junior	14.3%
100	Yuba	13.6%
101	Palo Verde	13.3%
102	Sequoias	13.3%
103	Southwestern	13.1%
104	Imperial Valley	11.1%
105	Porterville	11.1%
106	Merced	10.0%

STATEWIDE AVERAGE  
25.1%

# CSM STUDENT SUCCESS INDICATOR: TRANSFER

## Statewide Transfer Rates

1997 - 2000

Rank	College Name	Transfer Rate
1	Fullerton	59.5%
2	Cypress	49.3%
3	San Diego Miramar	49.0%
4	Vista	47.6%
5	Coastline	46.7%
6	Evergreen Valley	46.6%
7	Santiago Canyon	46.0%
8	Los Angeles Southwest	44.4%
9	San Jose	42.6%
<b>10</b>	<b>Cañada</b>	<b>41.8%</b>
11	West Los Angeles	41.7%
12	Alameda	41.1%
13	Laney	41.1%
14	Merritt	40.0%
15	San Diego City	39.3%
16	San Diego Mesa	38.5%
17	Irvine Valley	36.2%
18	Cuyamaca	33.6%
19	Cuesta	32.5%
20	Los Angeles Mission	32.4%
<b>21</b>	<b>San Mateo</b>	<b>32.0%</b>
22	Lake Tahoe	31.8%
23	Los Angeles City	31.6%
24	Napa Valley	31.4%
25	Los Angeles Trade-Tech	31.0%
26	Santa Barbara	30.8%
27	Siskiyou	30.5%
<b>28</b>	<b>Skyline</b>	<b>30.5%</b>
29	Santa Ana	30.2%
30	Los Angeles Pierce	29.9%
31	Cerro Coso	29.9%
32	Los Angeles Valley	29.8%
33	Columbia	29.7%
34	DeAnza	29.7%
35	Mission	29.6%
36	Golden West	29.4%
37	Canyons	29.2%
38	Redwoods	29.2%
39	Cosumnes River	28.9%
40	Miracosta	28.3%
41	Palomar	28.2%
42	Rio Hondo	27.1%
43	Sacramento City	26.9%
44	Ohlone	26.8%
45	West Valley	26.6%
46	Grossmont	26.4%
47	Marin	26.4%
48	Reedley	26.3%
49	American River	25.9%
50	Oxnard	25.8%
51	Diablo Valley	25.6%
52	Cabrillo	25.2%
53	Feather River	25.0%
54	Cerritos	24.8%



STATEWIDE AVERAGE  
25.5%

Rank	College Name	Transfer Rate
55	Gavilan	24.6%
56	Las Positas	24.5%
57	Mt. San Jacinto	24.2%
58	Ventura	24.1%
59	Mt. San Antonio	24.0%
60	Los Angeles Harbor	23.9%
61	Porterville	23.8%
62	Chaffey	23.7%
63	Orange Coast	22.9%
64	Mendocino	22.7%
65	El Camino	22.5%
66	Los Medanos	22.5%
67	Monterey Peninsula	22.3%
68	Contra Costa	22.3%
69	Crafton Hills	22.1%
70	Pasadena City	22.1%
71	Yuba	22.1%
72	Bakersfield	21.8%
73	West Hills	21.5%
74	Fresno City	21.5%
75	Saddleback	21.3%
76	Desert	21.2%
77	Riverside	21.0%
78	Citrus	20.8%
<b>79</b>	<b>Butte</b>	<b>20.7%</b>
80	Hartnell	20.6%
81	Foothill	20.2%
82	Solano	20.1%
83	Lassen	19.7%
84	Sierra	19.6%
85	Antelope Valley	19.6%
86	East Los Angeles	19.5%
87	Chabot	19.3%
88	Moorpark	18.9%
89	San Joaquin Delta	17.5%
90	Compton	17.2%
91	Victor Valley	17.0%
92	Glendale	17.0%
93	Long Beach	16.9%
94	Santa Monica	16.4%
95	Sequoias	15.9%
96	Santa Rosa	15.8%
97	San Francisco	15.7%
98	Allan Hancock	15.4%
99	Modesto Junior	15.2%
100	Shasta	14.4%
101	Southwestern	14.2%
102	Merced	13.8%
103	Barstow	13.6%
104	San Bernardino Valley	13.2%
105	Imperial Valley	8.7%
106	Palo Verde	7.7%
107	Taft	4.4%

# CSM STUDENT SUCCESS INDICATOR: TRANSFER

## Statewide Transfer Rates

1998-2001

Rank	College Name	Transfer Rate
1	Fullerton	77.5%
2	Cypress	64.6%
3	Canyons	50.0%
4	Coastline	48.0%
5	Evergreen Valley	47.4%
6	Alameda	46.9%
7	Santa Ana	45.7%
8	San Diego Miramar	45.6%
9	West Los Angeles	43.9%
10	Vista	41.7%
11	Columbia	41.4%
12	Laney	41.0%
13	San Jose	39.2%
14	<b>Cañada</b>	<b>38.7%</b>
15	Merritt	38.0%
16	San Diego Mesa	37.2%
17	Marin	37.1%
18	Cuesta	35.5%
19	Irvine Valley	35.1%
20	Rio Hondo	35.0%
21	Cerro Coso	34.3%
22	Siskiyou	33.7%
23	Napa Valley	33.3%
24	Mission	32.9%
25	San Diego City	32.8%
26	Feather River	32.7%
27	Lake Tahoe	32.7%
28	<b>San Mateo</b>	<b>32.4%</b>
29	Los Angeles Mission	32.4%
30	DeAnza	32.0%
31	Cosumnes River	31.9%
32	Santa Barbara	31.7%
33	Cuyamca	31.6%
34	Los Angeles Trade-Tech	31.6%
35	Santiago Canyon	31.5%
36	Oxnard	31.1%
37	Golden West	30.7%
38	Las Positas	30.6%
39	<b>Skyline</b>	<b>30.6%</b>
40	Los Angeles Harbor	30.5%
41	Los Angeles Pierce	30.4%
42	Los Medanos	30.0%
43	Moorpark	30.0%
44	Victor Valley	29.8%
45	Reedley	29.7%
46	San Francisco	29.4%
47	Foothill	29.3%
48	Porterville	28.8%
49	Diablo Valley	28.6%
50	Ohlone	28.4%
51	Sacramento City	28.3%
52	West Valley	27.5%
53	American River	27.2%
54	Ventura	27.2%

STATEWIDE AVERAGE  
27.0%

Rank	College Name	Transfer Rate
55	El Camino	27.1%
56	Miracosta	27.0%
57	Orange Coast	26.2%
58	Mt. San Antonio	26.2%
59	Lassen	26.0%
60	Imperial Valley	25.8%
61	Cabrillo	25.6%
62	Desert	25.4%
63	Saddleback	25.4%
64	Los Angeles City	25.4%
65	Butte	25.1%
66	Palomar	24.8%
67	Los Angeles Valley	24.7%
68	Chaffey	24.4%
69	Cerritos	24.2%
70	Riverside	24.1%
71	Fresno City	23.9%
72	Redwoods	23.0%
73	Solano	22.5%
74	Grossmont	22.2%
75	Santa Rosa	21.9%
76	Shasta	21.7%
77	Crafton Hills	21.4%
78	San Bernardino Valley	21.4%
79	San Joaquin Delta	21.0%
80	Barstow	20.9%
81	Mt. San Jacinto	20.5%
82	Chabot	20.2%
83	Hartnell	20.0%
84	Modesto Junior	19.8%
85	Antelope Valley	19.6%
86	Bakersfield	19.6%
87	Pasadena City	19.6%
88	Gavilan	19.4%
89	Glendale	19.0%
90	Compton	17.9%
91	Citrus	17.8%
92	Mendocino	17.1%
93	Los Angeles Southwest	16.7%
94	East Los Angeles	16.3%
95	West Hills	16.2%
96	Contra Costa	15.5%
97	Long Beach	15.4%
98	Sierra	15.2%
99	Monterey Peninsula	14.8%
100	Allan Hancock	14.6%
101	Santa Monica	14.6%
102	Yuba	13.8%
103	Taft	13.7%
104	Merced	13.6%
105	Sequoias	12.0%
106	Southwestern	11.2%
107	Palo Verde	0.0%

# CSM STUDENT SUCCESS INDICATOR: TRANSFER

## Statewide Transfer Rates

1999-2002

Rank	College Name	Transfer Rate
1	Merritt	55.9%
2	Lake Tahoe	52.5%
3	San Diego Miramar	51.4%
4	Vista	48.8%
5	Fullerton	47.7%
6	Cypress	41.2%
<b>7</b>	<b>Cañada</b>	<b>41.0%</b>
8	Evergreen Valley	40.1%
9	Reedley	38.5%
10	San Jose	38.4%
11	Alameda	38.4%
12	Laney	37.9%
13	Santiago Canyon	37.8%
14	Marin	36.7%
15	Los Angeles Trade-Tech	35.1%
16	DeAnza	33.4%
17	Coastline	33.3%
18	Feather River	33.3%
19	Mission	33.3%
<b>20</b>	<b>San Mateo</b>	<b>33.1%</b>
21	Fresno City	32.8%
22	West Los Angeles	32.6%
23	Rio Hondo	32.2%
24	West Valley	31.5%
25	Foothill	31.5%
26	Los Angeles Pierce	30.7%
27	Chabot	30.5%
28	San Diego Mesa	30.5%
29	Columbia	30.4%
30	Golden West	29.3%
31	Los Medanos	29.2%
32	Mt. San Antonio	28.5%
33	Los Angeles Valley	28.3%
34	Cuyamca	28.1%
35	Moorpark	27.3%
36	Riverside	27.2%
<b>37</b>	<b>Los Angeles Mission</b>	<b>26.9%</b>
38	Ohlone	26.8%
39	Citrus	26.8%
40	Orange Coast	26.7%
41	Ventura	26.6%
42	Santa Barbara	26.6%
43	Miracosta	25.9%
44	Siskiyous	25.8%
45	Cuesta	25.7%
46	Glendale	25.5%
47	Cosumnes River	25.5%
48	Yuba	25.3%
49	Los Angeles City	25.2%
50	Santa Ana	25.0%
<b>51</b>	<b>Skyline</b>	<b>24.8%</b>
52	Solano	24.4%
53	Diablo Valley	24.3%
54	Grossmont	24.2%

STATEWIDE AVERAGE  
23.6%

Rank	College Name	Transfer Rate
55	Sacramento City	23.9%
56	Irvine Valley	23.7%
57	Canyons	23.5%
58	Bakersfield	23.3%
59	Redwoods	23.2%
60	Mendocino	23.2%
61	Los Angeles Harbor	22.8%
62	Gavilan	22.7%
63	East Los Angeles	22.5%
64	Contra Costa	22.5%
65	Las Positas	22.4%
66	Victor Valley	22.3%
67	Saddleback	22.1%
68	Sierra	22.0%
69	Compton	21.7%
70	San Diego City	21.3%
71	Palomar	21.0%
72	Cerritos	20.8%
73	Crafton Hills	20.5%
74	San Bernardino Valley	20.4%
75	Mt. San Jacinto	20.2%
76	Pasadena City	20.2%
77	San Francisco	20.1%
78	Oxnard	19.2%
79	Santa Monica	19.1%
80	Chaffey	18.9%
81	Monterey Peninsula	18.7%
82	Long Beach	18.6%
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84	Palo Verde	18.2%
85	Modesto Junior	18.0%
86	San Joaquin Delta	17.3%
87	Butte	17.2%
88	Cabrillo	17.1%
89	West Hills	17.0%
90	Shasta	16.7%
91	Imperial Valley	16.6%
92	El Camino	16.1%
93	Los Angeles Southwest	15.4%
94	Sequoias	15.3%
95	Hartnell	15.3%
96	Merced	15.2%
97	Taft	14.5%
98	Porterville	13.6%
99	American River	13.4%
100	Barstow	12.7%
101	Southwestern	11.6%
102	Allan Hancock	11.0%
103	Antelope Valley	10.1%
104	Napa Valley	10.0%
105	Santa Rosa	9.7%
106	Desert	4.8%
107	Lassen	4.6%
108	Copper Mountain	0.0%



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## **Goals and Activities**

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## **GOALS AND ACTIVITIES**

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### **1. STUDENT SUCCESS INDICATOR FOR ACCESS**

*"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"*

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### **GOAL 1.**

**ACTIVITY 1.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

### **EXPECTED OUTCOME 1.1.1**

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**GOALS AND ACTIVITES**

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**1. ACCESS**

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**GOAL 1. The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.**

**ACTIVITY 1.1**

The assignment of a high school relations counselor to conduct college-wide outreach and recruitment activities such as, but not limited to: college nights/fairs, community college/CSM presentations, CSM/SMCCCD application workshops, career and educational planning workshops, phone/email and individual meetings with students/parents and concurrent enrollment program. Responsible department: Counseling

*EXPECTED OUTCOME 1.1.1*

Implemented, developing and ongoing. College of San Mateo assigned this position and designated office space. Representative is visible at hundreds of outreach and recruitment events and activities throughout the year. However, this is a huge responsibility to fall upon one individual; e.g. high school parent night activity has been discontinued. **Recommendation:** provide additional support staff that is bilingual/bicultural to assist in the general outreach and recruitment efforts of College of San Mateo.

**ACTIVITY 1.2**

Disability Resource Center provides orientation programs on a semester basis and has been successful in referrals and coordination of services with EOPS, Mutlicultural Center, Financial Aid and Department of Rehabilitation. Responsible department: Disability Resource Center

*EXPECTED OUTCOME 1.2.2*

Ongoing. The implementation for the orientation program has increased student enrollment for both the Disability Resource Center and College of San Mateo.

**GOAL 1. (Continued)**

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**ACTIVITY 1.3**

Extended Opportunity Programs and Services (EOPS) provides targeted outreach to low-income, underrepresented students both on and off campus. Program staff offer college tours/panels, CSM application workshops, college/financial aid/EOPS presentations as well as participate in numerous K-12 and community events throughout the year. Responsible Department: Extended Opportunity Programs and Services

*EXPECTED OUTCOME 1.3.3*

New, ongoing and developing. The additional hiring of Program Services Coordinators (one of which is bilingual in Spanish) allowed for expanded outreach and inreach for EOPS within College of San Mateo and the surrounding schools and community organizations. Workshops, presentations and tours are scheduled throughout the year, while Summer College Readiness Program, Preview Day, and College Readiness Workshop Series have become annual events within EOPS. Currently, EOPS has been without the second Program Services Coordinator position for two years which has not allowed for an expansion nor development of new outreach and recruitment activities. **Recommendation:** fill the Program Services Coordinator position, thus allowing for a more consistent and regular presence at our feeder high schools, early outreach (K-8) and expanding College Readiness Workshop Series to all feeder high schools.

**ACTIVITY 1.4**

Financial Aid has implemented various activities such as the Got BOGG? Campaign, Cash for College, mobile stations throughout College of San Mateo, financial aid orientations/workshops and presentations. Responsible department: Financial Aid

*EXPECTED OUTCOME 1.4.4*

New and ongoing. Additional funding has allowed for the increase in outreach and inreach from the financial aid office thus allowing students with financial need to attend college. Furthermore, the financial aid staff is culturally diverse and two staff members are bilingual in Vietnamese and Spanish, allowing for additional specialized support for these communities.

**District:** San Mateo County Community College District

**College:** College of San Mateo

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**GOAL 1. (Continued)**

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**ACTIVITY 1.5**

Priority Enrollment Program (PEP) focuses outreach efforts to graduating high school seniors and due to staffing, outreach is largely focused on our feeder high schools only. PEP participants receive orientation, counseling, CSM presentation and tour, and priority registration.

Responsible department: Counseling

*EXPECTED OUTCOME 1.5.5*

New and ongoing. Since its inception, thousands of students have gone through the Priority Enrollment Program and successfully registered as full-time College of San Mateo students.

**ACTIVITY 1.6**

English as a Second Language department conducts department orientations and campus tours. Department presentations are provided on and off campus. An ongoing relationship has been established with the SMART Adult Center within the San Mateo Union High School District.

Responsible department: English as a Second Language.

*EXPECTED OUTCOME 1.6.6*

New and ongoing. ESL faculty is actively involved in the outreach and recruitment of potential ESL students. This targeted outreach assists in filling a void left in the general outreach of the College; however, faculty have limited availability for outreach events due to their teaching load and lack of support staff focused on this primary objective.

**ACTIVITY 1.7**

International Student Center currently recruits via walk-in, phone, email, referral, and application on CSM website. Furthermore, the English language schools and ESL centers in the area refer students on a regular basis. Responsible department: International Students

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**GOAL 1. (Continued)**

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*EXPECTED OUTCOME 1.7.7*

Ongoing: Limited staff and financial resources hinder the ability to actively outreach and recruit to this population.

**ACTIVITY 1.8**

Student Activities Office houses the Ambassador program which provides campus tours and presentations to visiting students and groups as well as works closely with the Priority Enrollment Program every Spring. Student senators return to high schools as alumni and staff information tables and/or conduct College of San Mateo presentations. Responsible department: Student Activities

*EXPECTED OUTCOME 1.8.8*

Ongoing. Student Activities continues to provide these services upon request only. The Ambassador Program's level of activity depends on the interest and commitment of the ASCSM members.

**ACTIVITY 1.9**

The Athletics department is involved in recruitment activities year-round such as mailings, phone calls and referrals from coaches. CSM campus tours and home and game visits are conducted by CSM coaches on a regular basis. Responsible department: Athletics

*EXPECTED OUTCOME 1.9.9*

Ongoing. Recruitment activities are done year-round within San Mateo, San Francisco, and Santa Clara counties. Specifically, the football program largely contributes to the enrollment of underrepresented students at College of San Mateo.

**ACTIVITY 1.10**

On a regular basis, College of San Mateo's Marketing and Public Relations department conducts mass mailings of the CSM Currents newsletter and schedule of classes to San Mateo residents. In addition, television/radio commercials as well as the development and

District: San Mateo County Community College District

College: College of San Mateo

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**GOAL 1. (Continued)**

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expansion of the College of San Mateo websites are part of this department's outreach and recruitment efforts. Responsible department: Marketing and Public Relations

*EXPECTED OUTCOME 1.10.10*

New and ongoing. Through this office, all of College of San Mateo's programs and services have their own web page, thus providing information to people with internet access. For the most part, printed materials available in languages other than English continue to be limited, with very few languages represented. **Recommendation:** identify college resources and funding for a centralized office to be responsible for the production of a greater variety of outreach materials in languages other than English; the current practice tends to be bilingual staff in various offices reproducing materials for their own use.

**ACTIVITY 1.11**

Technology Program outreach is conducted at various college and career fairs and through the newly developed website. The designated point person also serves as a liaison for many of the high school School to Career programs, providing tours for interested groups. Responsible department: Technology

*EXPECTED OUTCOME 1.11.11*

Discontinued. This very specialized outreach activity was funded through a temporary grant. **Recommendation:** commit college funding and staffing for this position.

**ACTIVITY 1.12**

Since its inception in Fall 1998, Middle College High School Program has conducted numerous orientations at CSM feeder high schools. Access to College of San Mateo has been provided to hundreds of high school students. A great number of these students continue on as full-time college students. Responsible department: Middle College High School

**GOAL 1. (Continued)**

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*EXPECTED OUTCOME 1.12.12*

Ongoing. Middle College High School enrollment is overwhelmingly white and thus not representative of San Mateo County.

**Recommendation:** increase outreach and recruitment activity to underrepresented groups.

**ACTIVITY 1.13**

Online services have greatly improved. All college departments and programs have their own web page, many college forms and materials are available by downloading them, online course registration and placement testing is available, and mobile work stations have been placed around campus, specifically from Financial Aid and Public Relations. The Counseling department has instituted electronic counseling and there is increased accessibility for disabled students. Responsible department: College wide

*EXPECTED OUTCOME 1.13.13*

New and developing. These activities are providing a greater expansion of access to new and current students. However, as the college moves towards online based services, college faculty, staff and administrators must keep in mind the reality of the technology divide and that many non-traditional students still need the person-to-person contact and may be negatively affected by this technology shift.

**Recommendation:** maintain commitment to offering computer access to students through computer labs and the college library, in addition to maintaining person-to-person contact for all of CSM programs and services.

**ACTIVITY 1.14**

There is an increased availability of support services through expanded evening and Saturday hours throughout the semester, specifically. Admissions and Records, Cashiers, Security, Bookstore, Financial Aid, Extended Opportunity Programs and Services, Counseling Center and Assessment Center. Responsible department: Student Services



**District:** San Mateo County Community College District

**College:** College of San Mateo

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**GOAL1. (Continued)**

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*EXPECTED OUTCOME 1.14.14*

Ongoing. Due to lack of staffing and funding, many of these offices are limited to offering evening services one day a week. Furthermore, many times bilingual staff is not available in the evening hours.

**ACTIVITY 1.15**

Enrollment Management Committee is comprised of CSM faculty, staff and administrators who meet on a regular basis to discuss enrollment management issues. Responsible department: Enrollment Management Committee

*EXPECTED OUTCOME 1.15.15*

New and developing.

**ACTIVITY 1.16**

Provide a variety of interesting academic programs for students. Responsible department: Office of Instruction

*EXPECTED OUTCOME 1.16.16*

New and discontinued. There have been newly developed programs such as Computer Forensics as well as a loss of various academic programs at College of San Mateo, specifically Medical Assisting, Aeronautics, Architecture and Broadcasting. There are more academic programs discontinued or on hiatus than new ones being developed, thus possibly negatively affecting the campus enrollment.

**ACTIVITY 1.17**

Provide additional special support services for students, specifically underrepresented populations. Responsible department: Student Services

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**GOAL 1. (Continued)**

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*EXPECTED OUTCOME 1.17.17*

Discontinued. College of San Mateo has lost the Re-Entry Program, Learning Center and Tech Prep. Furthermore there has been a significant loss in key programs and services that were designed specifically to recruit and assist underrepresented student populations such as Puente, African American Student Retention Program, and a full-time bilingual/bicultural Asian counselor. **Recommendation:** re-commit staffing and funding for these programs and counselor position.

**ACTIVITY 1.18**

Multicultural student clubs organize social activities such as fashion/talent shows, conferences, tournaments, and dances. These events bring numerous people to College of San Mateo. Furthermore, the Polynesian Club, International Student Union and Latinos Unidos plan activities targeting high school students. Club members contact high school personnel, facilitate workshops, and provide food and cultural entertainment to many students each year. Most times, it is these events that generate the greatest number of underrepresented students visiting College of San Mateo at one time. Responsible department: Student Activities

*EXPECTED OUTCOME 1.18.18*

Ongoing. Although these events continue for the Polynesian Club and Latinos Unidos (International Student Union has not had an African American Student Day since 1999), they have become more social than educational in nature. Furthermore, because they are student driven, the actualization of these events is solely dependent on the students' desire and commitment to plan and organize these events. Because of the student-driven nature of these events, college departments and programs are not always involved to the maximum. While some critical support services offices and programs are sometimes contacted to facilitate workshops, such as Financial Aid, Multicultural Center, and Extended Opportunity Programs and Services, the collaborations are not consistent from event to event. Thus, the college is not maximizing the opportunity for access for these underrepresented students even though they are on the campus for the day. **Recommendation:** faculty and staff from key support services programs take a proactive approach in involving themselves in these events and not wait for student invitation.

District: San Mateo County Community College District

College: College of San Mateo

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**GOAL 1. (Continued)**

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**ACTIVITY 1.19**

Early outreach is neglected at the college as outreach and recruitment efforts continue to focus on the high school population. K-8 activities are limited to a few campus tours and presentations throughout the year and for the most part are conducted by EOPS staff.

*EXPECTED OUTCOME 1.19.19*

Ongoing. There is a lack of funding and staff dedicated for early outreach. **Recommendation:** focus on a few k-8 activities each year.

**ACTIVITY 1.20**

Targeted outreach to underrepresented students is conducted by Extended Opportunity Programs and Services, Disability Resource Center and athletics (football program specifically).

*EXPECTED OUTCOME 1.20.20*

This current practice limits access to underrepresented students who do not fall within the scope of Extended Opportunity Programs and Services, Disability Resource Center and athletics. **Recommendation:** provide additional support staff that is bilingual/bicultural to the high school relations counselor to adequately address the diversity needs of San Mateo County.

## **GOALS AND ACTIVITIES**

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### **2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

*"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"*

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### **GOAL 2.**

**ACTIVITY 2.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

### **EXPECTED OUTCOME 2.1.1**

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**GOALS AND ACTIVITIES**

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**2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”

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**GOAL: To increase the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.**

**ACTIVITY 2.1.**

Monitor the effectiveness of lab programs through the use of survey instruments (Math Lab, Reading Lab, Writing Center, etc.). Responsible department: Lab Coordinators/Deans

*EXPECTED OUTCOME 2.1.1.*

Ongoing. Instructional units utilize end of term surveys to gauge effectiveness and student satisfaction as part of the annual program review. The Reading Center offers two late afternoon days: 8 a.m. to 6 and 6:20 p.m.; the Writing Lab is open 8 a.m. to 8:30 p.m. four days a week, and until 4:30 p.m. on Friday. The Math Lab has very limited evening hours. **Recommendation:** seek creative ways to allocate funds/staff to increase evening hours in Reading and Math labs to better serve basic skills students.

**ACTIVITY 2.2.**

Monitor tutoring services to evaluate their effectiveness for underrepresented groups. Responsible department: Lab Coordinators/Deans

*EXPECTED OUTCOME 2.2.2.*

Ongoing. Tutorial Center services were closed in 2002 due to budget constraints. Students enrolled in courses in some disciplines were already receiving assistance through campus labs: Accounting Lab; Integrated Science Center; Math Lab, Writing Center, Speech Lab, and the Reading Center. Students are able to walk-in and/or schedule appointments for tutorial assistance. **Recommendation:** research effects of decentralized tutorial services, and elicit student feedback regarding service quality.

**ACTIVITY 2.3.**

Expand and develop programs for ‘at-risk’ students such as STEM mentoring project. Responsible department: Dean, Counseling/Advising/Matriculation

District: San Mateo County Community College District

College: College of San Mateo

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GOAL 2. (Continued)

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*EXPECTED OUTCOME 2.3.3.*

STEM mentoring program succumbed to a lack of institutional support (i.e. release time for coordinator and funding). The African American Recruitment and Retention Program suffered from a weak infrastructure. Both were placed on hiatus.

**ACTIVITY 2.4.**

Make available tutorial labs through centralized tutorial services. Responsible department: Division Deans/Lab Coordinators

*EXPECTED OUTCOME 2.4.4.*

Centralized tutorial services are decentralized. Students receive tutorial and academic support services through a number discipline specific labs and centers throughout the campus. **Recommendation:** develop creative support centers so that they may serve a greater number of students, and extend service hours to evenings and/or week-ends, i.e. flex work schedules, grants applications, job sharing, etc.

**ACTIVITY 2.5.**

Maintain support for tutorial services and Disabled Student Center in providing students with alternative methods. Responsible department: VP, Instruction/Director, Student Support Services

*EXPECTED OUTCOME 2.5.5.*

Ongoing. Disabled Students Programs and Services continues to provide accommodations for students with verified disabilities in the form of test taking and accessibility accommodations, note taking, reader and interpreting services, assistive technology, Braille and enlarged text print and Adapted Physical Education instruction. With decentralization of tutorial services, DSPS staff works closely with division labs and other academic centers to support its students. The Disability Resource Center filled a previously vacant position, allowing for greater staff support. The Disability Resource and Assessment Centers were relocated to a larger space, centrally located within the academic buildings and across the hall from the Assistive Technology Center, thereby enhancing service delivery and unit cohesion. Transition to College, which serves students with psychological disabilities, shares the DRC counselor and is located in the adjacent building.

District: San Mateo County Community College District

College: College of San Mateo

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GOAL 2. (Continued)

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**ACTIVITY 2.6.**

Provide a bilingual and culturally diverse counseling staff both day and evening to serve students in the Career Development Center and Counseling Centers. Responsible department: Dean of Counseling/Advising/Matriculation and Director, Student Support Services

*EXPECTED OUTCOME 2.6.6.*

Ongoing. The college employs a diverse, bilingual staff. The Drop-In Counseling Center was relocated to the Career Development Center and is now the Counseling Center for Educational, Career and Transfer Services, offering a broader range of counselors and support staff in a central location. The Multicultural Center, which works with 'at-risk' populations, lost a full-time counseling position previously filled by a bilingual Asian/American counselor; as well as the adjunct funding hired to backfill it. **Recommendation:** reinstate the full-time MCC position to serve the rising Asian, Pacific Island and Filipino populations.

**ACTIVITY 2.7.**

Continue to develop alternative ways for students with disabilities to complete tests (e.g., extended time, readers, audio-tape, large print, Braille). Responsible department: Director, Student Support Services/ Assistive Technology Specialist

*EXPECTED OUTCOME 2.7.7.*

Ongoing. Students with verified disabilities receive appropriate accommodations through the Disability Resource, Learning Disabilities and Assessment, and Assistive Technology centers. The centers provide various software programs to scan/read aloud to students; recreate documents in Braille, enlarge text, and extend test time. The new Assessment Center offers extended-time placement test dates. Also, the advent of online placement testing allows extended time for English placement tests on a walk-in basis throughout the semester. The DSPS program will continue to seek and utilize emerging technologies.

**ACTIVITY 2.8.**

Increase student recognition programs using student newspaper and other creative methods. Responsible department: PR staff; VP Student Services, campus community

District: San Mateo County Community College District

College: College of San Mateo

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GOAL 2. (Continued)

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*EXPECTED OUTCOME 2.8.8.*

Ongoing. The college has several ways to recognize student achievement: the Dean's List; annual campus based scholarships and the Scholarship Awards Convocation; and the Allan R. Brown Outstanding Student Service Award. In addition, the Public Relations and Marketing department regularly requests student interest stories to publish in local newspapers, the quarterly CSM Currents, and the on-line newsletter CSM Internal. Both the EOPS/CARE and Transition to College Programs host annual student recognition celebrations, and the Nursing and Drug and Other Alcohol programs hold annual graduation and/or dinner ceremonies. Finally, CSM Connects, the service learning component of student services, established a Student Leadership Internship Program and Service Award. **Recommendation:** continue to seek creative ways to recognize and celebrate student achievement. Provide opportunity for interns to present learning experiences to larger audiences; publish student interest articles in college catalog and/or schedule of class. Publish Dean's List in student newspaper.

**ACTIVITY 2.9.**

Develop support classes for limited students in the vocabulary and methodology of the academic/vocational discipline. Responsible department: Division Deans and Instructional staff/Academic Senate

*EXPECTED OUTCOME 2.9.9.*

Ongoing. Emerging learning communities offer a supported learning environment across disciplines for basic skills students. Pairings include a basic skills English and P.E. course designed for athletes; English and sociology, philosophy, or a career course. Counseling Services has developed several 'pathway' courses for nursing, medicine and law. The Math/Science division offers a similar course in Biotechnology. Math, English and Reading labs continue to support students enrolled in basic skills and/or ESL courses. The development, implementation and assessment of student learning outcomes will assist the college in identifying course effectiveness and program/service gaps.

**ACTIVITY 2.10.**

Offer adjunct ESL sections for vocational areas. Responsible department: Dean, Language Arts

*EXPECTED OUTCOME 2.10.10.*

Cosmetology instructors offer tutorials for ESL students who need additional assistance. Budget constraints continue to challenge the college in realizing this activity. **Recommendation:** brainstorm creative ways to support this effort utilizing current resources.



District: San Mateo County Community College District

College: College of San Mateo

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GOAL 2. (Continued)

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**ACTIVITY 2.11.**

Explore the possibility of intensive basic skills and ESL programs to improve academic skills, thereby helping students to succeed in all college classes. Responsible department: Language Arts, Math Science, CalWORKs

*EXPECTED OUTCOME 2.11.11.*

Ongoing. In collaboration with the CalWORKs program, math faculty revamped the Arithmetic Review course so that students could complete it in one unit modules within a semester. The Reading Center has developed a series of courses to aid students: *Academic Textbook Reading*; *College Analytical Reading*; and *Reading Across the Disciplines*. **Recommendation:** collaborate with support program staff to develop and/or redesign courses to improve course completion rates for basic skills and ESL students.

**ACTIVITY 2.12.**

Provide placement testing by a culturally sensitive and ethnically diverse staff to ESL students. Responsible department: Dean, Counseling/Advising/Matriculation

*EXPECTED OUTCOME 2.12.12.*

Implemented. The Testing Office blossomed into the Assessment Center in Fall 2004. Staff is diverse and bilingual, and provides paper and online Math and English placement and ESL testing, and extended time placement testing as needed for the college community.

**ACTIVITY 2.13.**

Revise and expand ethnic studies and multicultural curricula. Responsible department: VP Instruction, Division Deans, Academic Senate

*EXPECTED OUTCOME 2.13.13.*

Ongoing. Three adjunct faculty members have joined the Ethnic Studies department. A new course entitled *People and Cultures of Polynesia* is being offered. English and career courses developed primarily for the African American and Latin communities were discontinued when Puente and African American Recruitment and Retention programs were placed on hiatus. The Academic Senate is discussing curriculum diversity and how to institute it at College of San Mateo. **Recommendation:** develop and implement culturally inclusive curriculum across disciplines. Seek creative ways to expand ethnic studies/multicultural curriculum via grants, fellowships, and teaching internships.

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GOAL 2. (Continued)

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**ACTIVITY 2.14.**

Create and integrate the Puente Program. Responsible department: College Cabinet

*EXPECTED OUTCOME 2.14.14.*

The college was unsuccessful in its efforts to identify a full-time counselor to coordinate Puente, and fiscal constraints prevented the hiring of an adjunct counselor. Unfortunately, the program was placed on hiatus.

**ACTIVITY 2.15.**

Provide English composition instruction in English 853 (Computer-Assisted Instruction in Composition) to enhance changes for success in English composition classes using a computer-equipped lab. Responsible department: Language Arts Dean/faculty

*EXPECTED OUTCOME 2.15.15.*

Implemented. Now English 850.

**ACTIVITY 2.16.**

Gather data and evaluate the effectiveness of placement and the impact of testing upon underrepresented students. Responsible department: Dean of Articulation and Research

*EXPECTED OUTCOME 2.16.16.*

Implemented.

**ACTIVITY 2.17.**

Use multiple measures in advising students in course placements. Responsible department: Counseling

*EXPECTED OUTCOME 2.17.17.*

Implemented. College counselors utilize transcripts, ESL placement, disability issues (if volunteered by the student) and other competency test scores when advising students.

District: San Mateo County Community College District

College: College of San Mateo

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GOAL 2. (Continued)

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**ACTIVITY 2.18**

Enhance the data retrieval capacities of the SMCCD student academic database, so that queries can be made directly. Responsible department: Dean of Articulation and Research, District Information Technology Services

*EXPECTED OUTCOME 2.18.18.*

Ongoing. The college updated its BANER system allowing for greater retrieval of student information. Instructors submit grades on-line; and 95% of students use WebSMART to register for classes. Counseling Services utilizes SARS to schedule student appointments and share pertinent notes regarding the student's counselor contacts. The campus website was significantly enhanced, increasing accessibility to campus policies and procedures, student services forms, financial aid applications, instructor and program web pages. The addition of a new staff member in Articulation and Research enhances research ability and collaborative efforts between instruction and student services in supporting its students.

**ACTIVITY 2.19.**

Evaluate the progression of underrepresented students from non-degree application to degree-applicable courses. Responsible department: Dean of Articulation and Research

*EXPECTED OUTCOME 2.19.19.*

Overall, the college enjoys a high course completion rate when compared to all California community colleges—ranging between 70.4% to 73.1% from the 97/98 thru the 03/04 academic years. The college wide total averages 71.8%. Students over thirty-nine years of age have a higher rate than their younger counterparts. Women complete more courses than men; White (74.8%) and Asian students (74.3%) complete the highest number of courses and African American (62.8%) and Pacific Islander students the lowest (65.4%). Filipino, Hispanic and Native American populations hover just above Pacific Island students in course completion rate. The college continues to work towards improving these numbers for all students, and particularly for underrepresented students.

**ACTIVITY 2.20.**

Maintain an 'early-alert' system to identify students with potential academic difficulty. Responsible department: Academic Senate, Dean of Counseling, Advising and Matriculation

District: San Mateo County Community College District

College: College of San Mateo

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GOAL 2. (Continued)

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*EXPECTED OUTCOME 2.20.20.*

Ongoing. While the Academic Senate agrees with this recommendation, it has yet to agree upon an 'early alert' process. **Recommendation:** the Academic Senate should develop and implement an 'early alert' process no later than Fall 2006.

**ACTIVITY 2.21.**

Monitor and assure the placement of textbooks in the Library. Responsible department: Division Deans, CSM Bookstore, Director, Library Services

*EXPECTED OUTCOME 2.21.21.*

Ongoing. The college bookstore places a number of textbooks in the Library each semester. Students may use these reserved texts on the premises. **Recommendation:** continue to work with instructors, publishers and the campus bookstore to increase the number and/or scope of texts on reserve.

**ACTIVITY 2.22**

Increase hours of Library service to provide maximum access to accommodate working and non-traditional students in the evening and on Saturdays. Responsible department: VP Instruction; Director, Library Services

*EXPECTED OUTCOME 2.22.22.*

Ongoing. After an initial increase in hours, the Library has reduced evening, week-end and summer access to students. This is particularly significant due to the loss of computer access with the decentralization of the Learning Center. A budget augmentation request is pending. **Recommendation:** restore and expand evening and week-end hours of Library availability.

**ACTIVITY 2.23.**

Explore the possibility of establishing a learning resource center for faculty, staff and administrators which will foster student-centered teaching and learning. Responsible department: VP, Instruction, VP, Student Services, District ITS

*EXPECTED OUTCOME 2.23.23.*

Implemented. The Center for Teaching and Learning (CTL) was established to provide professional development opportunities to the campus community. CTL offers technological training and courses including how to develop websites, use WebSMART for managing student records and

Sep -05

District: San Mateo County Community College District

College: College of San Mateo

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GOAL 2. (Continued)

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class attendance, and BANNER trainings. Responsive to the needs of the academic and support staff, CTL will continue to seek out and offer cutting edge training to employees.

**ACTIVITY 2.24.**

Monitor and evaluate financial aid availability to increase financial assistance for students. Responsible department: Director, Financial Aid

*EXPECTED OUTCOME 2.24.24.*

Implemented. BFAP funds have greatly increased the outreach efforts of the Financial Aid Office resulting in an increase in BOGW and FAFSA applications. Efforts include: hiring counselors to develop educational plans for students on financial aid probation; student ambassadors to disseminate information and assist peers in completing applications; staffing satellite locations in EOPS/CARE, the Student Center, and selected academic classroom buildings. Hiring of a full-time financial aid technician and office assistant as well as two hourly assistants will assist with efficient service delivery.

**ACTIVITY 2.25.**

Solicit and administer scholarships targeted for specifically for underrepresented students. Responsible department: VP Student Services, Scholarship Office Assistant Project Director

*EXPECTED OUTCOME 2.25.25.*

Administered with the assistance of the district office, the college annually awards approximately \$120,000 scholarships—many to EOPS/CARE; DSPS; and CalWORKs students. Thanks to several large bequests, the college awarded \$280,000 for the 2005-2006 academic year. Since the passage of Prop 209, the district does not solicit scholarships based upon racial, ethnic or cultural criteria.

**ACTIVITY 2.26.**

Maintain child care on campus for student parents of preschool children. Responsible department: VP, Instruction

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GOAL 2. (Continued)

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*EXPECTED OUTCOME 2.26.26.*

Implemented. The Mary Meta Lazarus Child Development Center currently serves 48 families, giving priority to low-income students. Within the past year the playground has been renovated, and the Center received much needed facility upgrades in the Summer of 2005.

**ACTIVITY 2.27.**

Create a position and hire a new staff worker to serve full-time in the Child Development Center to meet waiting list demands and ensure quality service. Responsible department: VP Student Services, Child Care Center Coordinator

*EXPECTED OUTCOME 2.27.27.*

Completed.

**ACTIVITY 2.28**

Increase sensitivity of faculty to the need for cross-cultural communication by enhancing on-going professional development. Responsible department: VP Instruction, VP Student Services, Division Deans

*EXPECTED OUTCOME 2.28.28.*

Ongoing. Each semester the college sends several employees to the district-wide Museum of Tolerance training in Los Angeles. Upon their return, MOT participants share their experiences with the campus community in a roundtable discussion.

**ACTIVITY 2.29**

Begin a brown-bag lunch/discussion for faculty, staff and administrators on books related to cross-cultural communication. Responsible department: President, VP Instruction, VP Student Services, Division Deans, Diversity in Action Group

*EXPECTED OUTCOME 2.29.29.*

Ongoing. The college promotes faculty, staff and student participation in the President's Lecture Series: Diverse by Design; the lunch-time roundtable Conversations on Diversity; and the Diversity in Action Group lectures, workshops and panel discussions. Management Council has also made the commitment that all classified staff will attend CSM CARES workshops which emphasize customer service and diversity training.

## **GOALS AND ACTIVITIES**

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### **3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION**

*"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"*

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#### **GOAL 3.**

**ACTIVITY 3.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

#### **EXPECTED OUTCOME 3.1.1**

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**GOALS AND ACTIVITIES**

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**3. PROGRESSION BEYOND ESL AND BASIC SKILLS**

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of students who complete such a final course.”

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**GOAL: To increase the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of students who complete such a final course.**

**ACTIVITY 3.1.**

Provide courses for ESL and basic skills students which prepare them for successful entry into college-level courses. Responsible department: ESL faculty, English faculty, Dean of Language Arts

*EXPECTED OUTCOME 3.1.1*

This activity has been implemented. Completion of ESL 828 with a C or higher qualifies the student for ESL 400, completion of which, with a C or higher, qualifies the student for college-level English 100. Completion of English 828 with a C or higher qualifies the student for English 838 or English 848, completion of which, with a grade of C or higher, qualifies the student for college-level English 100.

**ACTIVITY 3.2.**

Provide tutorial services in the Writing Center, the Reading Center, and the Computer Writing Center to improve skills of ESL and basic skills students. Responsible department: ESL faculty, English faculty, Dean of Language Arts

*EXPECTED OUTCOME 3.2.2*

This activity has been implemented and expanded. The Writing Center serves students enrolled in ESL 400 with an hour-per-week-by-arrangement requirement. Students enrolled in ESL 825 through ESL 828 may enroll in English 850, a writing workshop offered through the Writing Center. At least one level of ESL writing has been offered in the computer-assisted classroom so that students gain computer literacy needed for drafting and completing compositions once they enter transfer-level English courses. In addition, in fall 2005 the Reading Center became the Reading and ESL Center, so ESL students can now receive support for the hour-by-arrangement requirement for their conversation classes as well as their reading classes in this facility. The English 800 Lab supports students enrolled in English 828, the basic skills writing course. Faculty members and qualified instructional aides and student tutors are available to assist students in the Writing Center, the Reading and ESL Center, and the English 800 Lab.



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GOAL 3. (Continued)

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**ACTIVITY 3.3.**

Review the ESL and basic skills curricula to identify any possible modifications needed in methodology, materials, presentation, or course offerings to prepare students to succeed in college-level courses. Responsible department: ESL faculty, English faculty, and Dean of Language Arts

*EXPECTED OUTCOME 3.3.3*

The implementation of this outcome is by its nature ongoing. ESL faculty regularly meet in both formal department meetings and in collegial conversations to discuss curriculum and methods of instruction. Faculty attend discipline conferences. **Recommendation:** ESL faculty should take advantage of the training session offered by the college in order to increase their proficiency in using the new “SMART” (state-of-the-art technologically equipped) classrooms and to offer more sections in the recently-renovated computer-assisted classroom.

The English Department faculty have revised the curriculum by designing English 828 to focus on more general text-based composition and reading skills; this integrated reading and writing approach should enhance students’ ability to succeed in English 838 or English 848 and then English 100, the transfer-level course. **Recommendation:** since current college research shows that basic skills English students still successfully complete English 100 at a lower rate than those students entering the sequence at the English 838 or 848 level, faculty should develop additional ways to support the success of students beginning at the basic skills level.

**ACTIVITY 3.4.**

Explore the possibility of broadening the ESL and basic skills schedules to include more sections and varied hours. Responsible department: ESL faculty, English faculty, Dean of Language Arts

*EXPECTED OUTCOME 3.4.4*

The implementation of this activity continues to expand. All levels of ESL writing are offered during the day and evening. In addition, a second section of highly enrolled writing courses is now offered in the evening. In addition to the first two levels of conversation, the third-level conversation course will be offered in the evening, effective spring 2006, as well as being offered in the day as it has been in recent years. A course in accent reduction is now regularly offered, and comprehensive grammar review for ESL students has just become a permanent course that is now offered both during the day and in the evening. All levels of ESL reading continue to be offered in both the day and the evening. English 828 is offered both during the day and in the evening. **Recommendation:** ESL and English faculty should consider the feasibility of offering Saturday courses, beginning with those courses in most demand.

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GOAL 3. (Continued)

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**ACTIVITY 3.5.**

Continue efforts to increase the ethnic diversity in faculty hiring including but not limited to ESL and basic skills courses. Responsible department: ESL faculty, English faculty, Dean of Language Arts, Vice President of Instruction, College President

*EXPECTED OUTCOME 355.*

Two full-time ESL faculty members have been hired, effective fall 2005. Although these hires did not increase the ethnic diversity of the full-time faculty, the overall diversity of the predominantly female ESL Department was increased because one of the new hires is male. Recently the English Department has hired a Latino male instructor full time. **Recommendation:** continue to increase ethnic diversity in faculty hiring through part-time hiring on an ongoing basis and through full-time hiring when future positions become available.

**ACTIVITY 3.6.**

Offer flex-day activities that provide professional development in communicating with limited-English-speaking students. Responsible department: ESL faculty, English faculty, Academic Senate

*EXPECTED OUTCOME 3.6.6.*

Sessions on intercultural communication have been held during flex days. **Recommendation:** because flex days have become increasing “flexible,” i.e., faculty may fulfill their flex-day obligations throughout the year rather than on designated days, faculty should be encouraged to attend workshops and conferences at which intercultural communication is a focus.

**ACTIVITY 3.7.**

Continue review of placement-testing procedures and results offered for ESL and basic skills students to assure reliable students placement in classes. Responsible department: ESL faculty, English faculty, Dean of Language Arts, Dean of Articulation and Research

*EXPECTED OUTCOME 3.7.7.*

Ongoing. The ESL and English faculty periodically review their placement tests as mandated by state regulation. In addition, the ESL and English faculty are currently having interdisciplinary discussions focusing on ensuring that non-native speakers of English are placed in courses (either the ESL sequence or the native-speaker sequence) that best ensure their ultimate successful completion of English 100.

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GOAL 3. (Continued)

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**ACTIVITY 3.8.**

Work on collaboration with other community college partners to explore distance-learning approaches to effective ESL instruction. Responsible department: ESL faculty, English faculty, Dean of Language Arts

*EXPECTED OUTCOME 3.8.8.*

This activity has been minimally explored. **Recommendation:** the ESL faculty need to further explore this activity.

**ACTIVITY 3.9.**

Explore and implement creative ways to enhance a college-wide (institutional) support system designed to increase the success rate of English 828 students by providing them with a sense of community and a support system across the campus. Responsible department: English faculty, Counseling faculty, Dean of Language Arts, Dean of Counseling, Learning Community faculty, Public Relations and Marketing Office

*EXPECTED OUTCOME 3.9.9.*

This is a new initiative, although Learning Community faculty are currently exploring this possibility. This initiative need not be limited to the Learning Community structure, although folding this project into the already existing Learning Community program is one possibility.

**ACTIVITY 3.10**

Create a system whereby successful students talk to at risk students in the beginning math courses about methods for success. Responsible department: Math

*EXPECTED OUTCOME 3.10.10*

The “ASSET Development Learning Community” was created to develop various strategies for success in pre-transfer level math. ASSET is described below [3.13]. In addition, the basic skills math curriculum has been redesigned.

**ACTIVITY 3.11**

Provide students with individualized guidance with their math homework through classroom instruction, office hours, and the Math Resource Center. Responsible department: Math

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**GOAL 3. (Continued)**

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***EXPECTED OUTCOME 3.11.11***

Under development. As a result of this effort, the “ASSET Development Learning Community” was created to develop various strategies for success in pre-transfer level math. ASSET is described below [3.13] . In addition, the basic skills math curriculum has been redesigned.

**ACTIVITY 3.12**

In light of data indicating low completion rates in CSM's basic skills mathematics course, the curriculum of CSM's basic skills mathematics course [Math 811] was redesigned as a mastery-based course that supports student-student and student-teacher contact with much collaborative activity in the classroom. The redesigned course was implemented in the Spring of 1999. The old version of the course now is taught only in a single evening section during the academic year and during the Summer. The new version of the course consists of a sequence of three modules. The content of the course is parceled out among the three modules. Students must take the modules in sequence and must pass one module in order to pass on to the next module. The modules are taught as regular classes and are not self-paced. The instructor presents material and examples, students work in groups to solve exercises during class, and there is regular homework and quizzes. All students in a module are at the same place in the course at any given time. Students must qualify for permission to take a module exam by scoring at a certain level on homework and quizzes. The purpose of this is to increase the incentive for students to study and do their homework on a regular basis. The way class time is organized depends to a degree on the instructor of the module, but it is common for the instructor to ask students to work on exercises in class in groups. During this time the instructor and a teaching assistant (a CSM student) can circulate, answer questions, and give instruction on the spot as needed. All modules have a teaching assistant, who works closely with the instructor. The teaching assistant works with students during class time, may grade some homework and quizzes and some of the module exams, and may even teach a guest lesson. Responsible department: Math

***EXPECTED OUTCOME 3.12.12***

Student success rates in MATH 811 are expected to increase. Subsequent enrollment of MATH 811 students in the next math course [Elementary Algebra] are expected to increase.

**ACTIVITY 3.13**

Create ‘linked courses’ for students enrolling in pre-transfer level coursework. Known as the “ASSET Development Learning Community” students take MATH 111 (Elementary Algebra first half) and CRER 122 (Strategies for Educational Success). While learning elementary algebra and developing strategies for success in mathematics courses as well as other college courses, students assess their learning styles, develop effective study habits, reduce test-taking anxiety, develop problem-solving skills, and create a system of study. Students are part of a community of students who

District: San Mateo County Community College District

College: College of San Mateo

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GOAL 3. (Continued)

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support each other in the goal of success in mathematics. The community will have the support of a mathematics instructor, a counselor, and a mathematics tutor. Responsible department: Math and Counseling Division Deans and faculty

*EXPECTED OUTCOME 3.13.13*

Student success rates in pre-transfer level MATH 811 will increase as a result of enrollment in ASSET Development Learning Community.

## **GOALS AND ACTIVITIES**

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### **4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION**

*"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"*

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#### **GOAL 4.**

**ACTIVITY 4.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

#### **EXPECTED OUTCOME 4.1.1**

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**GOALS AND ACTIVITIES**

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**4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION.**

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**GOAL: To increase the number of students by population group who receive degrees and certificates to the number of students in that group with the same informed matriculation goal.**

**ACTIVITY 4.1**

Assist students in identifying their educational goals at the time of entry and reviewing them during subsequent educational planning sessions.  
Responsible department: Counseling.

*EXPECTED OUTCOME 4.1.1*

Implemented. Counselors discuss with new students their educational goals at the time of entry and set up an appointment for a subsequent educational planning session during the semester. Students are encouraged to revise their educational plans in subsequent semesters as necessary.

**ACTIVITY 4.2**

Maintain a “user friendly” application for graduation requirements. Responsible department: Office of Admissions and Records, and Counseling.

*EXPECTED OUTCOME 4.2.2*

Recently revised. The associate degree application requires the evaluation and approval of a counselor. The Office of Admissions and Records continues to encourage feedback on the utility of the degree application form and modifies the application based on this information.

**ACTIVITY 4.3**

Provide workshops on choosing a major for degrees and/or certificates. Responsible department: Counseling.

*EXPECTED OUTCOME 4.3.3*

A new career class has been created, “Achieving an Associate Degree and/or Certificate” and was offered for the first time in Spring 2005.

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**GOAL 4. (Continued)**

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**ACTIVITY 4.4**

Continue to utilize and update printed materials which explain degree and certificate requirements. Responsible department: Counseling.

*EXPECTED OUTCOME 4.4.4*

Ongoing. The college catalog continues to be updated annually with the latest degree and certificate requirements (the format for the listing of “A.A./A.S. Degree and Certificate Programs Offered at CSM” was changed for the current catalog), and the schedule of classes is updated each semester with the latest degree requirements. The Office of Counseling Services supplies counselors and students with an annual information sheet outlining Associate Degree requirements for students beginning studies in the new academic year. **Recommendation:** make further changes to the “Major and Certificate Requirements” section of the catalog.

**ACTIVITY 4.5**

Offer a Saturday and Distance Learning Degree Program, whereby students can fulfill the requirements for the Associate in Arts Degree with a major in Liberal Studies or Social Science. Responsible department: Office of Instruction and Counseling.

*EXPECTED OUTCOME 4.5.5*

Ongoing. **Recommendation:** develop a worksheet which would explain how the associate degree could be completed through distance learning.

**ACTIVITY 4.6**

Mail letters to all non-exempt full and part-time day and evening students suggesting that they meet with a counselor/advisor to develop or update their educational plan, and informing them that they will receive additional continuing student registration priority by doing so. Responsible department: Counseling.

*EXPECTED OUTCOME 4.6.6*

Ongoing.



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**GOAL 4. (Continued)**

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**ACTIVITY 4.7**

In addition to large group orientation, consider developing small group breakout sessions designed to explain to students specific degree and/or certificate program requirements. Responsible department: Counseling.

*EXPECTED OUTCOME 4.7.7*

Recently implemented. Online orientation is now available as are targeted in-person orientations (including ESL and re-entry students). PEP orientations (Priority Enrollment Program) for high school seniors have been redesigned with smaller groups and more sessions offered. In addition, an orientation handbook was developed in Spring 2005 for PEP students which includes information on associate degree and certificate requirements.

**ACTIVITY 4.8**

Enhance the data retrieval capacities of the SMCCCD student academic database. Responsible department: Office of Admissions and Records.

*EXPECTED OUTCOME 4.8.8*

Ongoing. BANNER 6.0 is currently being used district-wide.

**ACTIVITY 4.9**

Increase student awareness of the value of degrees and/or certificates through presentations in classrooms and workshops. Responsible department: Counseling.

*EXPECTED OUTCOME 4.9.9*

Ongoing and developing. Counselors are connected to the classroom through learning communities and through informal connections with instructors.

**ACTIVITY 4.10**

Consider developing a computerized degree audit system for review of students' educational goals at regular intervals. Explore the possibility of identifying general education course completion for associate degrees. Responsible department: District-wide Degree Audit Committee.

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**GOAL 4. (Continued)**

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*EXPECTED OUTCOME 4.10.10*

Ongoing. There is not yet a target date for the degree audit (A.A./A.S.) phase. Specific recommendations must be agreed upon by all three colleges before degree audit can be implemented.

**ACTIVITY 4.11**

Assess the feasibility of requiring all students to take a one-unit orientation to college course unless exempted by matriculation regulations.

Responsible department: Counseling.

*EXPECTED OUTCOME 4.11.11*

Being explored by all three colleges.

**ACTIVITY 4.12**

Provide academic success workshops aimed at helping students plan a strategy to take them from probation to graduation. Responsible department: Counseling.

*EXPECTED OUTCOME 4.12.12*

Discontinued; however, these workshops may be reinstated for reinstated students.

## **GOALS AND ACTIVITIES**

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### **5. STUDENT SUCCESS INDICATOR FOR TRANSFER**

*"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"*

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### **GOAL 5.**

**ACTIVITY 5.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

### **EXPECTED OUTCOME 5.1.1**

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**GOALS AND ACTIVITIES**

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**5. STUDENT SUCCESS INDICATOR FOR TRANSFER**

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.”

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**GOAL 5. Increase the number of students by population group who complete a minimum of 12 units and attempt a transfer level course in mathematics or English to the number of students in that group who actually transfer.**

**ACTIVITY 5.1**

Identify those underrepresented students who indicate intent to transfer. Responsible department: Transfer Center Program Services Coordinator, Counselors/Advisors

*EXPECTED OUTCOME 5.1.1*

Implemented. This data is available from application and registration material but is currently untapped. **Recommendation:** have Transfer Center Program Services Coordinator develop and resume targeted outreach activities for underrepresented students.

**ACTIVITY 5.2**

Identify underrepresented students who actually transfer. Responsible department: Transfer Center Program Services Coordinator; Articulation & Research

*EXPECTED OUTCOME 5.2.2*

Ongoing. The college is able to identify some transfer populations, but private and out-of-state transfers remain difficult to track. UC and CSU report transfer information by ethnicity only. More specific information proves challenging however, the college persists in trying to identify and track this population.

**ACTIVITY 5.3**

Negotiate articulation agreements with transfer institutions, particularly with those which historically serve underrepresented students. Responsible department: Transfer Center Program Services Coordinator; Articulation & Research

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**GOAL 5. (Continued)**

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*EXPECTED OUTCOME 5.3.3*

Ongoing. The college continues to seek new agreements with UC, CSU and private campuses and has added several agreements (UC Santa Barbara, Merced, Riverside and San Diego; San Jose State and CSU East Bay (Hayward) over the past two years. **Recommendation:** consider feasibility of entering into articulation agreements with HBCU's and other out-of-state programs that recruit student athletes—many of whom are members of underrepresented groups.

**ACTIVITY 5.4**

Disseminate articulation agreements and related information to students and counselors/advisors and develop periodic updates during the academic year. Responsible department: Transfer Center Program Services Coordinator; Dean, Counseling/Advising/Matriculation

*EXPECTED OUTCOME 5.4.4*

Ongoing. The college makes information available to students, counselors and advisors through the campus catalog, new Transfer Center website, and regular updates via counselors' meetings, e-mail, activities schedule, and program brochures. ASSIST also provides on-line information for the campus community. The Transfer Club provides an engaging and social way for students to learn about the transfer process.

**ACTIVITY 5.5**

Increase students' awareness of and familiarity with transfer institutions and their requirements, particularly with independent schools. Responsible department: Transfer Center Program Services Coordinator

*EXPECTED OUTCOME 5.5.5*

Ongoing. In addition to the 'Major Preparations Recommendations,' 'IGETC,' and 'CSU General Education' sections of the college catalog, the college now offers 'Recommended General Education Courses for Transfer to Selected Independent Colleges and Universities.' The Transfer Center disseminates written materials detailing scheduled activities to students and counseling/advising staff, updates its website, and provides online forms and applications. The campus maintains a relationship with Bay Area private, UC and CSU campuses, and offers a number of transfer workshops, including but not limited to, bi-semester forums for international students interested in transfer to private institutions.

**ACTIVITY 5.6**

Develop more career/guidance courses for students with specific needs. Responsible department: Dean, Counseling/Advising/Matriculation

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**GOAL 5. (Continued)**

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*EXPECTED OUTCOME 5.6.6*

Ongoing. Funding and/or a lack of infrastructure support eroded programs (Puente/African American Recruitment and Retention Program) to assist targeted populations. The college still offers a number of career courses and recently launched CRER 681 *Transfer Essentials*. Also, the Multicultural Center, EOPS/CARE and Disabled Students Programs and Services still provide specialized counseling services and workshops to our most vulnerable students—many of whom are historically underrepresented. Discussions are under way to resurrect sections of CRER 121: Planning for Student Success, designed primarily for DSPS, and student athletes (similar to EOPS/CARE). Learning communities have paired basic skills courses with a counseling component, and English with a P.E. (for athletes), Social Science, or Philosophy course.

**ACTIVITY 5.7**

Develop more basic skills support to move students from underrepresented groups into transfer-level courses. Responsible department: VP Student Services, VP Instruction

*EXPECTED OUTCOME 5.7.7*

The college continues to offer services through its Mathematics and Reading Labs, Writing Center, the Multicultural Center and EOPS/CARE and CalWORKs programs. Other programs with strong basic skills support components such as the Learning Skills Center, Tutorial Center, Puente Program and African American Recruitment and Retention Program were discontinued or decentralized. **Recommendation:** recommit funding and staff resources to design and/or resurrect services to increase basic skill course completion rates and declining transfer numbers for underrepresented populations.

**ACTIVITY 5.8**

Expand offering of ‘Introduction to Professions’ courses to students who indicate a desire to transfer. Responsible department: Dean, Counseling/Advising and Matriculation, Dean of Articulation and Research and Division Deans

*EXPECTED OUTCOME 5.8.8*

In addition to the nursing program course, two new ‘pathway’ courses were added for law and medicine. As funding allows, and student interest demands, the campus will seek to offer new disciplines.

**GOAL 5. (Continued)**

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**ACTIVITY 5.9**

Expand the number of colleges offering Transfer Admission Agreements to CSM students. Responsible department: Transfer Center Program Services Coordinator, Articulation and Research staff

*EXPECTED OUTCOME 5.9.9*

Ongoing. New transfer admission agreements were developed with UC Merced, San Diego, Santa Barbara and Riverside; San Jose State University and California State University, East Bay (Hayward).

**ACTIVITY 5.10**

Develop local (Bay Area) 'supportive educational transfer sites' such as the one being developed by Transition to College program at CSM with College of Notre Dame. Responsible department: Dean, Counseling/Advising/Matriculation, Transfer Center Program Service Coordinator, Director of Student Support

*EXPECTED OUTCOME 5.10.10*

The pilot project to allow CSM transfer students with a verified psychological disability to receive full financial aid assistance for a part-time unit load was discontinued. EOPS/CARE program continues to support its students in their application for EOP and EAOP services at public California universities.

**ACTIVITY 5.11**

Continue the Transfer Center's outreach programs to underrepresented students e.g. special mailings and special study groups. Responsible department: Transfer Center Program Services Coordinator

*EXPECTED OUTCOME 5.11.11*

Currently there are limited mailings to international populations. There is a sharp decline in activities designed to inform and elicit involvement of underrepresented groups. Lack of full-time faculty leadership in the Transfer Center has severely hindered these efforts. The college plans to assign a full-time counselor to the Center. **Recommendation:** utilize campus faculty and staff to assist in outreaching to this population; resume targeted efforts to help bolster transfer rates.

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**GOAL 5. (Continued)**

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**ACTIVITY 5.12**

Continue the role of the Athletic Department coaches as mentors to student athletes, many of whom are from underrepresented groups. Maintain a member of the coaching staff as a counselor/advisor. Responsible department: Dean, P.E., Dean, Counseling/Advising/Matriculation

*EXPECTED OUTCOME 5.12.12*

Ongoing. Coaches continue to serve as academic advisors. Additionally, a full-time academic advisor/counselor was assigned to work with athletes. The college Student Support Team, a cross section of student services (and sometimes instructional) staff and faculty, have recommended that the campus resume offering a section of CRER 121: Planning for Student Success, primarily designed for athletes. Discussion is underway with faculty and administration.

**ACTIVITY 5.13**

Continue and expand the STEM Program (Student/Teacher Excellence through Mentoring) for ‘at-risk’ and underrepresented students. Responsible department: Dean, Counseling/Advising/Matriculation, Director of Student Support Services

*EXPECTED OUTCOME 5.13.13*

Discontinued due to a lack of institutional support and funding. **Recommendation:** revisit mentoring program component utilizing campus staff and faculty.

**ACTIVITY 5.14**

Continue sponsoring Transfer Days and College Fairs for students and expand workshops and representatives’ visits on campus, especially those of institutions with special programs for underrepresented students. Responsible department: Transfer Center Program Services Coordinator

*EXPECTED OUTCOME 5.14.14*

Ongoing. The college continues to offer Transfer, Major, and Transfer Application workshops as well as individual appointments with four-year college/university representatives. Activities are advertised via the Transfer Center website, campus e-mail to faculty and staff, an activity board and bi-monthly brochures. Program expansion has slowed due to cuts in outreach services at four-year institutions.



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**GOAL 5. (Continued)**

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**ACTIVITY 5.15**

Continue to house in the Career Center complete and up-to-date information on transfer schools. Responsible department: Transfer Center Program Services Coordinator, Articulation and Research staff

*EXPECTED OUTCOME 5.15.15*

Ongoing. The Career and Drop-In- Counseling Centers have joined to become the Counseling Center for Educational, Career and Transfer Services, providing more staff support and informational resources to college students. The Center offers internet access, on-line information (i.e. ASSIST, WebSMART, and college website), articulation and transfer admission agreements, college catalogs, and applications from California and out-of-state institutions, including historically black colleges and universities.

**ACTIVITY 5.16**

Explore the possibility of facilitating visits to transfer institutions outside of the Bay Area. Responsible department: Transfer Center Program Services Coordinator, Dean, Counseling/Advising/Matriculation, Director of Student Support

*EXPECTED OUTCOME 5.16.16*

Ongoing. Through a collaborative effort with UC Santa Cruz, college students participated in a Southern California University Tour. EOPS/CARE also offered a Spring 2004 six-campus southern California universities tour for its students, and sponsored a similar tour in Spring 2005.

**ACTIVITY 5.17**

Continue efforts to increase hiring of underrepresented staff including but not limited to Transfer and Career Centers. Responsible department: VP, Student Services, Dean, Counseling/Advising/Matriculation, Director of Student Support

*EXPECTED OUTCOME 5.17.17*

Ongoing. The Transfer Center is currently staffed by a diverse trio of rotating counselors, and a full-time program services coordinator. Relatively recent college hires include: two new financial aid technicians, a Dean of Admissions and Records, Director of Library Services, Director of Student Support Services, and a tenure track astronomy instructor—all members of underrepresented groups.

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**GOAL 5. (Continued)**

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**ACTIVITY 5.18**

Enhance the data retrieval capacities of the SMCCD academic database. Responsible department: Dean, Counseling/Advising/Matriculation, Dean, Enrollment Management, ITS staff

*EXPECTED OUTCOME 5.18.18*

Ongoing. The college updated its BANNER system allowing for greater retrieval of student information. Instructors submit grades online; counseling services now utilizes SARS to schedule student appointments and share pertinent counseling notes. Ninety-five percent of all students register via WebSMART. Enhancement of the campus website increases access to academic policies and procedures, student services forms, and instructor and program web pages. The addition of a new staff member in the Articulation and Research office enhances research ability and collaborative efforts between student services and instructional divisions in tracking student success and supporting campus students.

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## **Budget**

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(Current funding for selected student equity activities)

**ACCESS INDICATOR:**

<b>Item</b>	<b>Activity</b>	<b>Cost</b>
A.	High School Relations counselor	\$105,396
B.	Program Services Coordinators – EOPS	\$124,015
C.	BFAP additional allocation for outreach	\$102,266
D.	Priority Enrollment Program (PEP)	\$2,862
E.	ESL faculty outreach	\$558,850
F.	Student Ambassador program	\$769
G.	Multicultural Center (MCC) counselors	\$202,468

**COURSE COMPLETION INDICATOR:**

<b>Item</b>	<b>Activity</b>	<b>Cost</b>
A.	ESL, reading, writing, ENGL 800, math, accounting, science, speech labs/centers; classified & faculty support	\$295,250
B.	Disability Resource Center: counselor, Office Assistant II, Program Services Coordinator, Instructional Aide	\$280,265
C.	Assistive Technology hardware and software for disabled students in AT Center and classrooms	\$8,934
D.	Part-time counselors	\$12,432
E.	Ethnic Studies adjunct faculty	\$72,075

**ESL & BASIC SKILLS COURSE COMPLETIONS INDICATOR:**

<b>Item</b>	<b>Activity</b>	<b>Cost</b>
A.	Adjunct professors teaching ESL/Basic Skills courses	\$174,270
B.	New full-time ESL faculty	\$132,403
C.	Center for Teaching and Learning staff: Director, CTL Instructional Technology (38.3% paid by CSM)	\$51,610

**DEGREE AND CERTIFICATE COMPLETION INDICATOR:**

<b>Item</b>	<b>Activity</b>	<b>Cost</b>
A.	Implement degree audit	\$10,000

**TRANSFER INDICATOR:**

<b>Item</b>	<b>Activity</b>	<b>Cost</b>
A.	Transfer/Articulation Program Services Coordinator	\$66,555
B.	Transfer Center Program Services Coordinator	\$72,327
C.	EOPS – sponsored student trips to southern California colleges/universities	\$9,075

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## **Evaluation Schedule and Process**

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The College Council, CSM's shared governance body, has general responsibility for reviewing all college plans. Many plans are reviewed annually, or more often, by the Council as a whole; others are delegated to College Council subcommittees for review, with the findings reported back to College Council.

The Student Development Committee, a subcommittee of the Academic Senate, consists of faculty, administrators, classified staff and student members. It serves in an advisory capacity to the Vice President, Student Services, who serves as a liaison to the Committee, as does the Academic Senate President. This Committee is charged with responsibility for the College's matriculation and student equity plans, among other responsibilities.

The Student Development Committee, as a whole or in part, reviews the CSM Student Equity Plan periodically throughout the year. The Committee reports its findings to the Academic Senate President and the Vice President, Student Services, both of whom, by virtue of their positions, have seats on College Council.

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## **Attachments**

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# COLLEGE of SAN MATEO MISSION STATEMENT

*C*ollege of San Mateo, the first community college in San Mateo County, is an open access, student-focused, teaching and learning institution which 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.

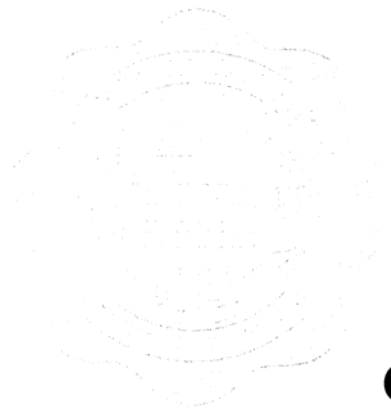
*Adopted by College Council, December 5, 2001  
Revised by College Council, February 2, 2005*

## COLLEGE of SAN MATEO VISION STATEMENT

*I*t is our belief that we must continue to build on our strengths to provide an educational experience that, within College of San Mateo's mission, is appropriate to the needs of our students.

1. College of San Mateo will prepare students to be informed, active, engaged citizens in a global society.
2. College of San Mateo will continue its commitment to robust programs in transfer, occupational education, basic skills and lifelong learning.
3. College of San Mateo will recruit, support and retain the best faculty, staff and administrators.
4. College of San Mateo will strengthen partnerships with businesses and industry and other educational institutions.
5. College of San Mateo will nurture a campus climate that is inviting and intellectually stimulating to all students and staff.
6. College of San Mateo will endorse, support and actively pursue a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve, the professionals with whom we serve and the subject matter we impart.
7. College of San Mateo will create a supportive learning environment that maximizes the synergy between instruction and student support services.
8. College of San Mateo will demonstrate a conscious effort to support student in- and out-of-class learning, measure that learning, assess how well learning is occurring and make changes to improve student learning.
9. College of San Mateo will support institutional needs identified through program review for updating facilities and equipment to enhance learning environments.
10. College of San Mateo will promote institutional advancement as a means to increase visibility and funding for program support.
11. College of San Mateo will promote institutional effectiveness based on research, planning, resource management and evaluation.

*Adopted by College Council, February 20, 2002  
Revised by College Council, April 7, 2004*

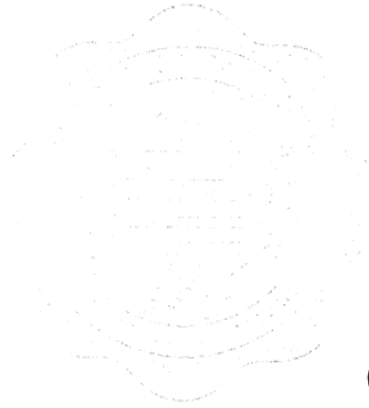


## COLLEGE of SAN MATEO VALUES STATEMENT

*C*ollege of San Mateo is a vital community resource. We have an individual and collective responsibility to manage this resource and to fulfill our mission and vision to the best of our ability. To that end,

- we believe in encouraging and motivating students to seek, identify and achieve individual educational goals by providing an intellectually challenging, student-focused environment.
- we believe in supporting open, dynamic and collaborative decision making processes with appropriate representation.
- we believe in fostering sensitivity to, respect for and appreciation of the individual differences among the College's diverse students, faculty and staff.
- we believe that the effectiveness of any College action should be assessed by comparing results against measurable goals and standards.
- we believe in supporting and promoting informed risk taking supported by institutional research and encouraging innovation and creativity in pursuit of College goals.

*Adopted by College Council,  
April 17, 2002*



## COLLEGE of SAN MATEO DIVERSITY STATEMENT

*C*ollege of San Mateo endorses, supports and actively pursues a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve, the professionals with whom we serve, and the subject matter we impart. To thrive as an academic institution, we believe we must foster a learning and working environment that encourages multiple perspectives and the free exchange of ideas in an unbiased and non-prejudicial way.

To that end, as we strive to attract students, develop curriculum, diversify staffing, and offer support services, we are consciously guided by our priority to achieve broad inclusiveness and afford equal opportunity to all, without regard to gender, color, race, ethnicity, national origin, religion, age, economic and educational background, sexual orientation, and physical, learning, and psychological differences. We constantly evaluate our progress, and we gratefully acknowledge and welcome the support of the community in our efforts to achieve our goals.

*Adopted by College Council,  
March 6, 2002*

# College of San Mateo

## COLLEGE GOALS, 2005-06

### Goal 1 - Programs and Services

College of San Mateo will match its programs and services – and the manner in which they are delivered – to the evolving needs and expectations of our students and the community.

<i>Action Steps:</i>	<i>Lead(s)</i>	<i>Completion Date</i>	<i>Progress/Reference Docs</i>
a. Analyze course scheduling patterns at an institutional level to ensure that sufficient sections of required courses in transfer, occupational programs and basic skills are offered.	<i>Enrollment Management Committee, Instructional Deans</i>	<i>Analysis of prior academic year by October of current academic year; Ongoing</i>	
b. Monitor UC and CSU transferable course offerings so that they continue to be current and relevant (examples: CSU LDTP Project)	<i>Articulation Office</i>	<i>Pass through list by 4/06; Ongoing</i>	
c. Explore new program offerings that meet the needs of the community. (Examples: emerging technologies, learning communities)	<i>Instructional Deans, Academic Senate</i>	<i>Ongoing</i>	
d. Identify and implement new programs. (Examples: forensics, robotics, insurance, alternative energy)	<i>Instructional Deans</i>	<i>Fall 05/ Spring 06; Ongoing</i>	
e. Use the results from annual program reviews for program improvement, staffing and instructional equipment allocation.	<i>Vice Presidents for Instruction and Student Services; College Council, Academic Senate</i>	<i>Spring 06; Ongoing</i>	
f. Continue implementation of a comprehensive program review process.	<i>Academic Senate</i>	<i>Spring 06</i>	
g. Increase the use of alternative instructional delivery modes to meet the evolving needs and expectations of our students and the community.	<i>Instructional deans and faculty</i>	<i>On-going</i>	

**Goal 2 - Enrollment Management**

**College of San Mateo will develop and implement a comprehensive, research-based enrollment management plan**

<i>Action Step:</i>	<i>Lead(s)</i>	<i>Completion Date</i>	<i>Progress/Reference Docs</i>
a. Implement recommendations from the Enrollment Management Plan.	<i>Enrollment Management Committee</i>	<i>Implementation of recommendations ongoing.</i>	
b. Develop a comprehensive marketing plan.	<i>Public Relations Office</i>	<i>Ongoing</i>	
c. Expand outreach to the Coastside community.	<i>Vice President, Instruction, Vice President, Student Services</i>	<i>Ongoing</i>	

**Goal 3 – Diversity College of San Mateo will promote a diverse learning and working environment that encourages tolerance, mutual respect, and the free exchange of ideas.**

<i>Action Steps:</i>	<i>Lead(s)</i>	<i>Completion Date</i>	<i>Progress/Reference Docs</i>
a. Continue to offer college-sponsored events and activities that focus on diversity (examples: president's lecture series, campus conversations, etc.) and explore bringing additional activities to campus.	<i>President, Instructional Deans, DIAG, Academic Senate</i>	<i>Ongoing</i>	
b. Increase the visibility of DIAG initiatives through the development and promotion of the group's goals.	<i>College President, DIAG</i>	<i>Ongoing</i>	
c. Continue to support and encourage the participation of faculty, staff and administrators in the Museum of Tolerance training.	<i>President, Academic Senate, CSEA</i>	<i>Ongoing</i>	
d. Explore with faculty, possible opportunities to increase diversity throughout the curriculum.	<i>Academic Senate, Instructional Deans, Committee on Instruction</i>	<i>Ongoing</i>	
e. Work in conjunction with the Human Resources department to promote the hiring of faculty and staff that reflects the diversity of CSM's community.	<i>Management Council</i>	<i>Ongoing</i>	

**Goal 4- Assessment**

**College of San Mateo, through campus-wide dialogue, will articulate, measure and use student learning outcomes to shape curricular, programmatic and institutional transformations.**

<i>Action Steps:</i>	<i>Lead(s)</i>	<i>Completion Date</i>	<i>Progress/Reference Docs</i>
a. Continue dialogue to discuss and develop student learning outcomes (SLOs)/assessment at the institution, department and course levels.	<i>Assessment coordinator, assessment committee</i>	<i>Ongoing</i>	
b. Provide faculty development and support through professional development. Expand local faculty expertise to assist other faculty in the creation of SLOs/assessment at the department and course levels.	<i>Assessment coordinator, assessment committee</i>	<i>Ongoing</i>	
c. Revise, in collaboration with the Academic Senate, program review to incorporate SLOs/assessment.	<i>Assessment coordinator, assessment committee, Academic Senate</i>	<i>Spring 06</i>	
d. Develop and maintain an SLOs/assessment website to promote institutional dialogue and communication, and to serve as a faculty resource.	<i>Assessment coordinator, assessment committee</i>	<i>Fall 05</i>	

**Goal 5 - Staff Recruitment, Retention, Development, and Recognition**

**College of San Mateo will recruit, select, retain, develop, and recognize faculty, staff and administrators to advance the mission and vision of the college.**

<i>Action Steps:</i>	<i>Lead(s)</i>	<i>Completion Date</i>	<i>Progress/Reference Docs</i>
a. Continue the promotion of professional and staff development opportunities and sponsorship of recognition events for employee groups.	<i>President, PR &amp; Marketing, Office of Instruction, Student Services, Academic Senate, Classified Planning Committee</i>	<i>Ongoing</i>	
b. Offer activities which provide faculty with opportunities to develop teaching and learning strategies. (Examples: brown bag discussions, lecture series, integrated learning activities)	<i>President, Academic Senate, Vice President for Instruction</i>	<i>Ongoing</i>	
c. Participate in the districtwide review of selection procedures for faculty and administrators.	<i>Administrators, Academic Senate</i> 127/129	<i>Ongoing</i>	

**Goal 6 - Institutional Planning and Resources**

**College of San Mateo will continue implementing its strategic planning model and will maintain institutional health and growth by generating and allocating resources based on institutional plans, which include educational and organizational outcome measures.**

<i>Action Steps:</i>	<i>Lead(s)</i>	<i>Completion Date</i>	<i>Progress/Reference Docs</i>
a. Continue to implement CSM's Technology Plan, specifically:	<i>(see below)</i>		
1. Develop a common definition of a technologically-equipped classroom and maintain an inventory of classroom technology.	<i>Technology Planning Committee, ITS, Academic Senate, Vice President for Instruction</i>	<i>Fall 05</i>	
2. Explore alternative funding sources for equipment, training and technical support through partnerships/sponsorships with foundations, corporations or individuals.	<i>Technology Planning Committee, Institutional Advancement Office</i>	<i>Ongoing</i>	
3. Develop an inventory of faculty printers to facilitate the distribution of funds.	<i>Technology Planning Committee ITS, Academic Senate, Vice President for Instruction</i>	<i>Fall 05</i>	
b. Continue to conduct regularly scheduled program reviews.	<i>Academic Senate, Instruction Office, Student Services</i>	<i>Fall 05</i>	
c. Organize and begin the campuswide accreditation self-study process.	<i>President, Steering Committee, Accreditation Liaison Officer</i>	<i>Ongoing</i>	
d. Continue to respond to accreditation recommendations from the team and the action plans in the self study by identifying and implementing appropriate changes.	<i>Accreditation Liaison Officer</i>	<i>Ongoing</i>	
e. Explore applying for a Title 3 federal grant (Strengthening Institutions Program) to enhance current development/fundraising efforts.	<i>President's Office</i>	<i>Fall 05</i>	



**Goal 7 – Facilities**

**College of San Mateo, with the resources allocated from the bond and other sources, will create a vibrant and innovative learning environment that enables the college to offer a variety of programs and services.**

*Action Steps:*

	<i>Lead(s)</i>	<i>Completion Date</i>	<i>Progress/Reference Docs</i>
a. Continue the communication process to inform the campus community of developments in the construction, upgrade and renovation of facilities projects. The process will include:	<i>(see below)</i>	<i>(see below)</i>	
1. Regular updates on CSM Internal with a link to the CSM Construction website.	<i>PR &amp; Marketing Office</i>	<i>Ongoing</i>	
2. Regular reporting to College Council, the body that serves as the campus oversight committee.	<i>President</i>	<i>Ongoing</i>	
3. Appropriate consultation with stakeholders in decision making regarding space programming.	<i>President's Cabinet</i>	<i>Ongoing</i>	
b. Continue informing the external community about developments in college facilities.	<i>PR &amp; Marketing Office</i>	<i>Ongoing</i>	
c. Continue the planning process for the remodeling, upgrades and new construction projects scheduled for the next twelve months; plan and implement occupancy for projects that will be completed over the next twelve months.	<i>President's Cabinet</i>	<i>Ongoing</i>	
d. Identify priorities for renovation, remodeling and new construction for Bond Phase 2.	<i>President's Cabinet</i>	<i>Ongoing</i>	

*Approved by College Council, 5/05*