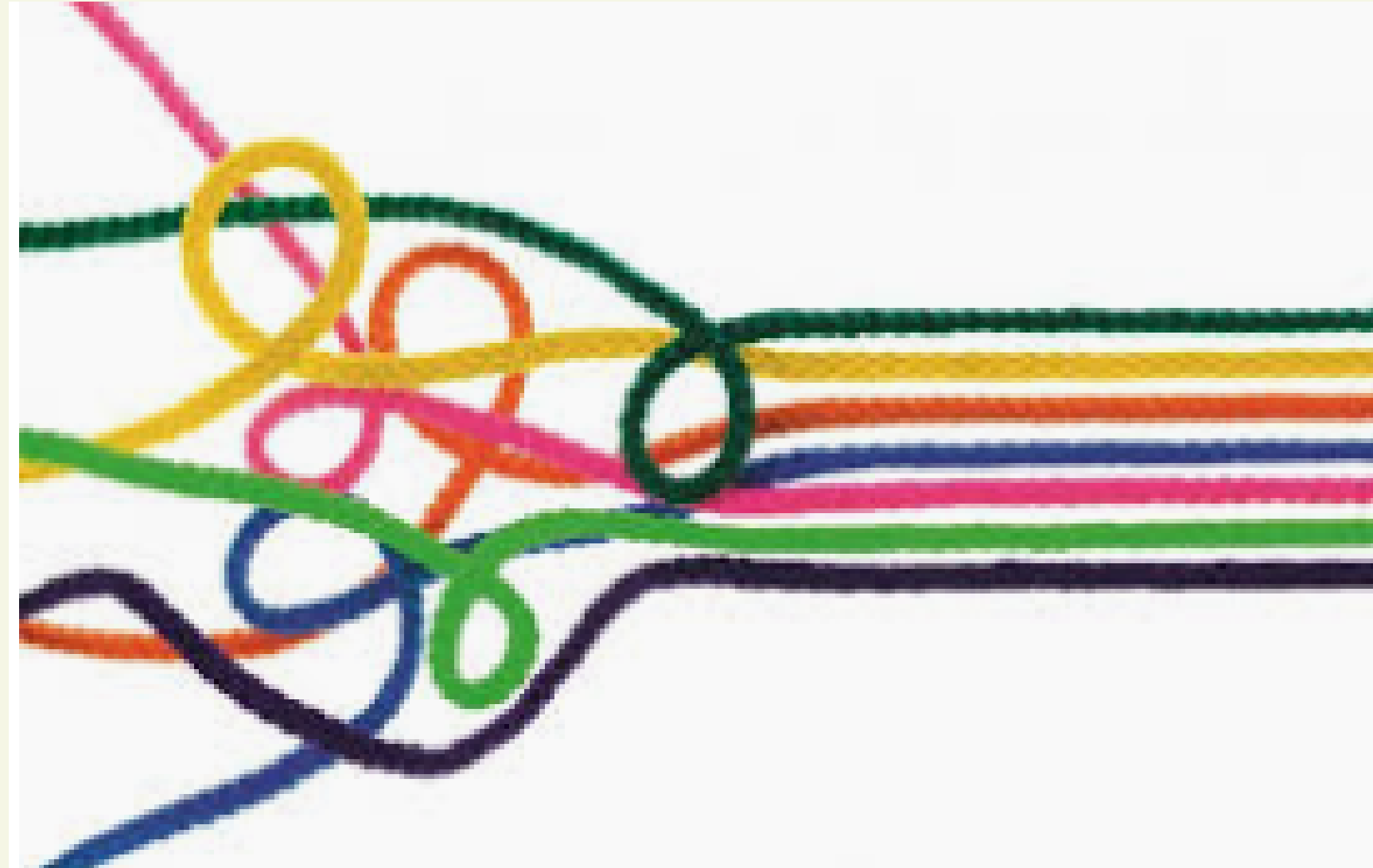


# "STUDENTS FIRST" LEADERSHIP RETREAT

MAY 28-29, 2019



# Why are we here?



# WHERE ARE WE & HOW DID WE GET HERE?

1

Our education master plan=  
social justice + equity

2

Student Context

3

Our Strategic Priorities

4

Implementation

# MASTER PLAN PROGRESSION

## INTERNAL SCAN

A collective of voices through structured focus groups across campus with over 250 employees and students representing all constituencies

## EXTERNAL SCAN

Student barriers to education and gainful employment

## STRATEGIC PRIORITY DEFINITION

Cross campus representation to develop and approve our 5 priorities



## TAKE STOCK

Alignment of initiatives and activities

## IMPLEMENTATION PLAN

- Messaging for campus alignment and planning
- 5 year implementation plan
- Set dates

# CSM Students in Context

AS A NATION

WITHIN SILICON VALLEY

AT CSM



# National Educational Context

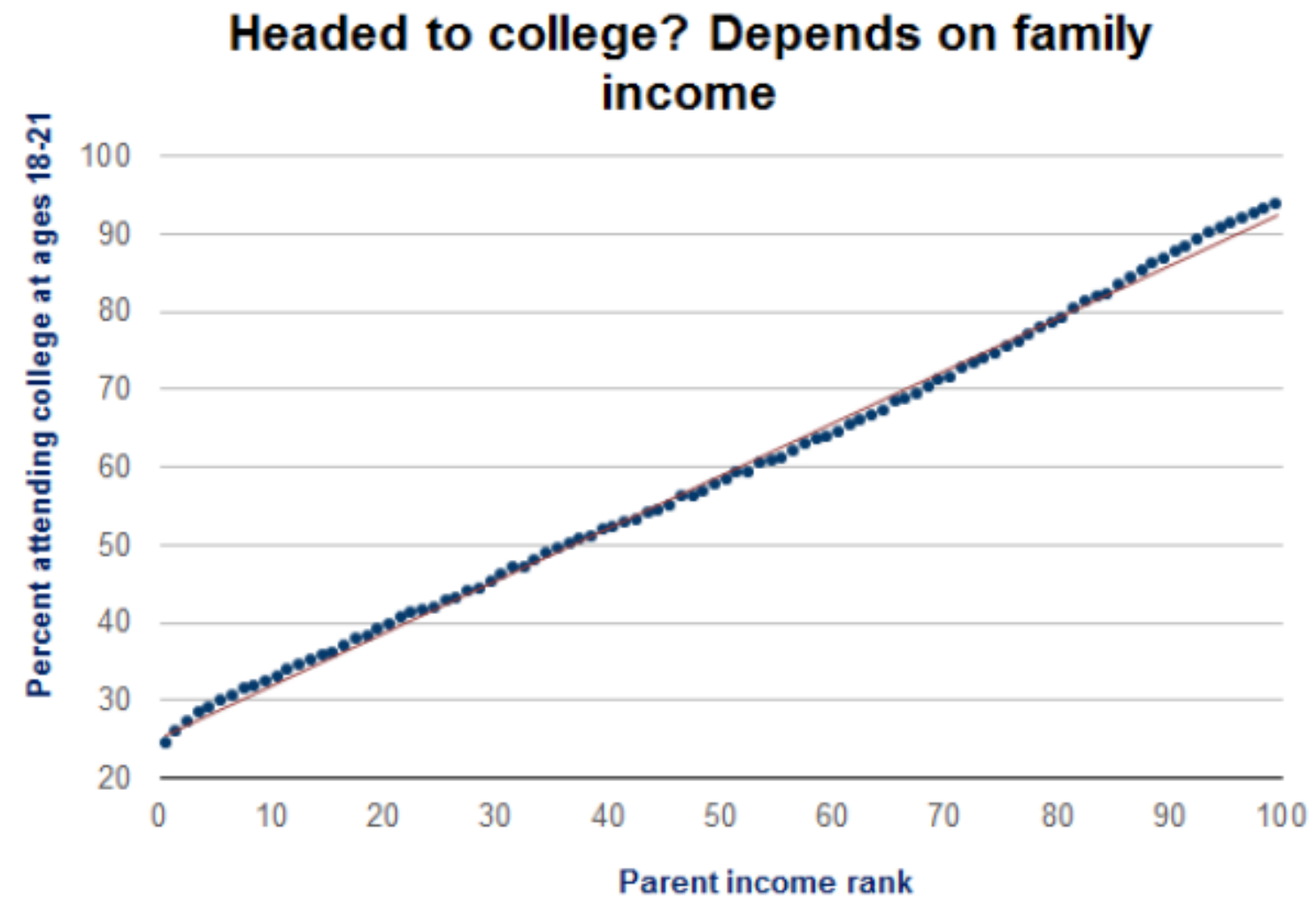
## RETURN ON A COLLEGE INVESTMENT

- The probability of being employed is 24% higher
- College graduates utilize about 39% fewer government resources (e.g., emergency assistance and jails)
- College graduates are nearly 5 times less likely to be jailed or imprisoned than those who have no college experience
- College graduates contribute hundreds of thousands of dollars more over a lifetime in local, state, and federal taxes
- College graduate make substantial contributions to regional economic development and community cohesion

# Achievement & Income Inequities

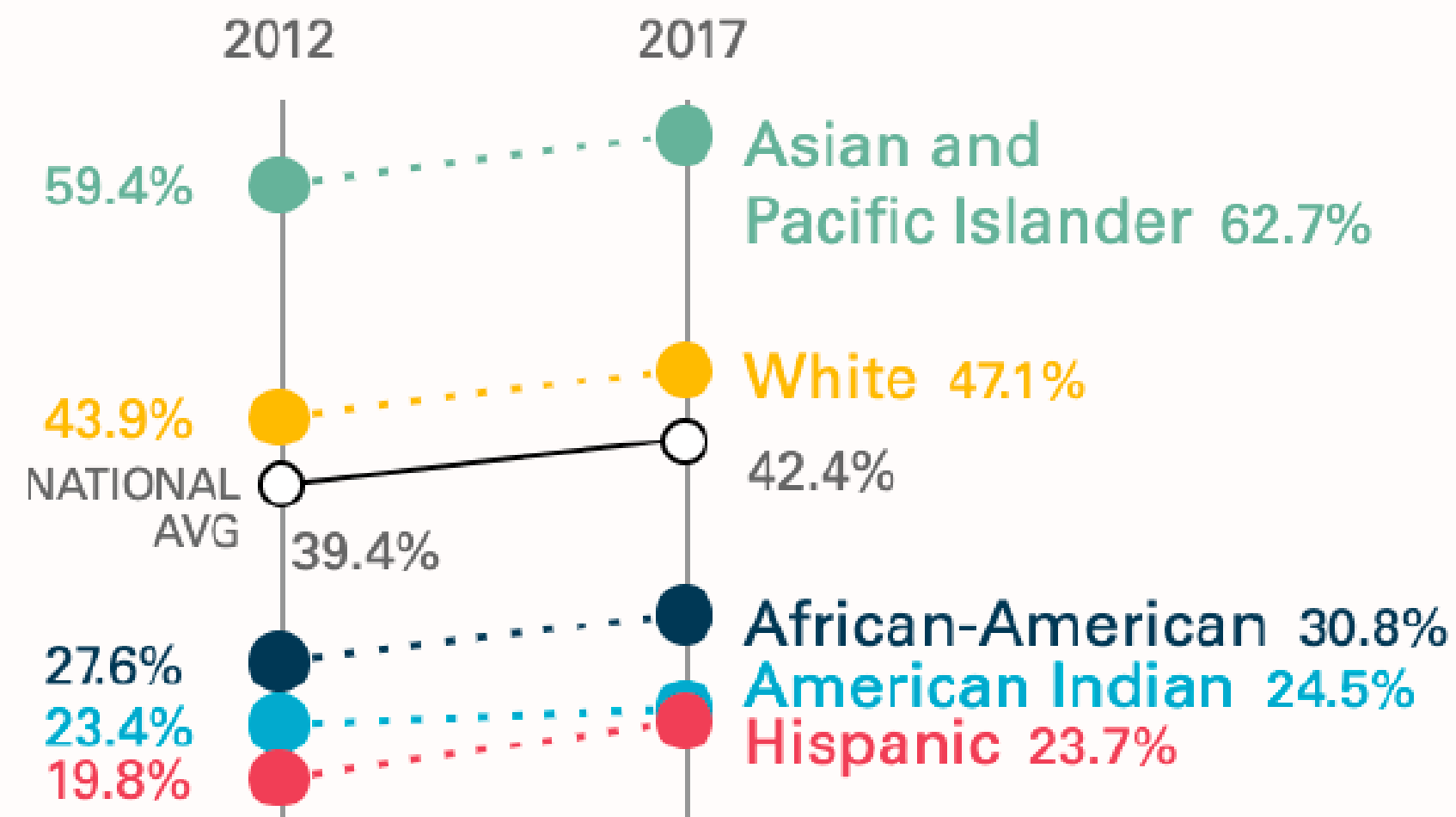
## EQUITY, ACHIEVEMENT & SOCIOECONOMIC GAPS IN EDUCATION

- Low-income students often fail to access college, and if they do make it to college, many struggle to afford it.
- 30% of families do not have emergency savings
- The net price low-income families pay is 56% of their income at a public 4-year and 44% at public 2-year institutions
- Just 14% of low-income students earn a bachelor's degree, compared to 87% high income students ([Dynarski](#)).
- The graduation rate for Pell students is 18% less than non-Pell students ([Third Way](#))



Source: Chetty et al., "Where is the land of opportunity? The geography of intergenerational mobility in the U.S."

## PERSISTING RACIAL GAPS IN POSTSECONDARY EDUCATION



Values above do not include postsecondary certificates, only achievement of associate degree or higher.

- Even as the nation makes progress, educational attainment remains unequal across racial and ethnic groups.
- Today, opportunity depends on learning beyond high school, these persistent inequities harm us all as Americans.
- Postsecondary degree completion as of 2017
  - 30.8% of African Americans
  - 24.5% of American Indians
  - 23.7% of Hispanic



# Regional Educational Context



## EDUCATION EQUATES TO EARNING IN SILICON VALLEY

Silicon Valley residents with a graduate or professional degree earn nearly \$88,000 more than those with less than a high school diploma (a ratio of 4.4); this gap has widened by \$1,200 over the past year and more than \$17,000 over the past decade.

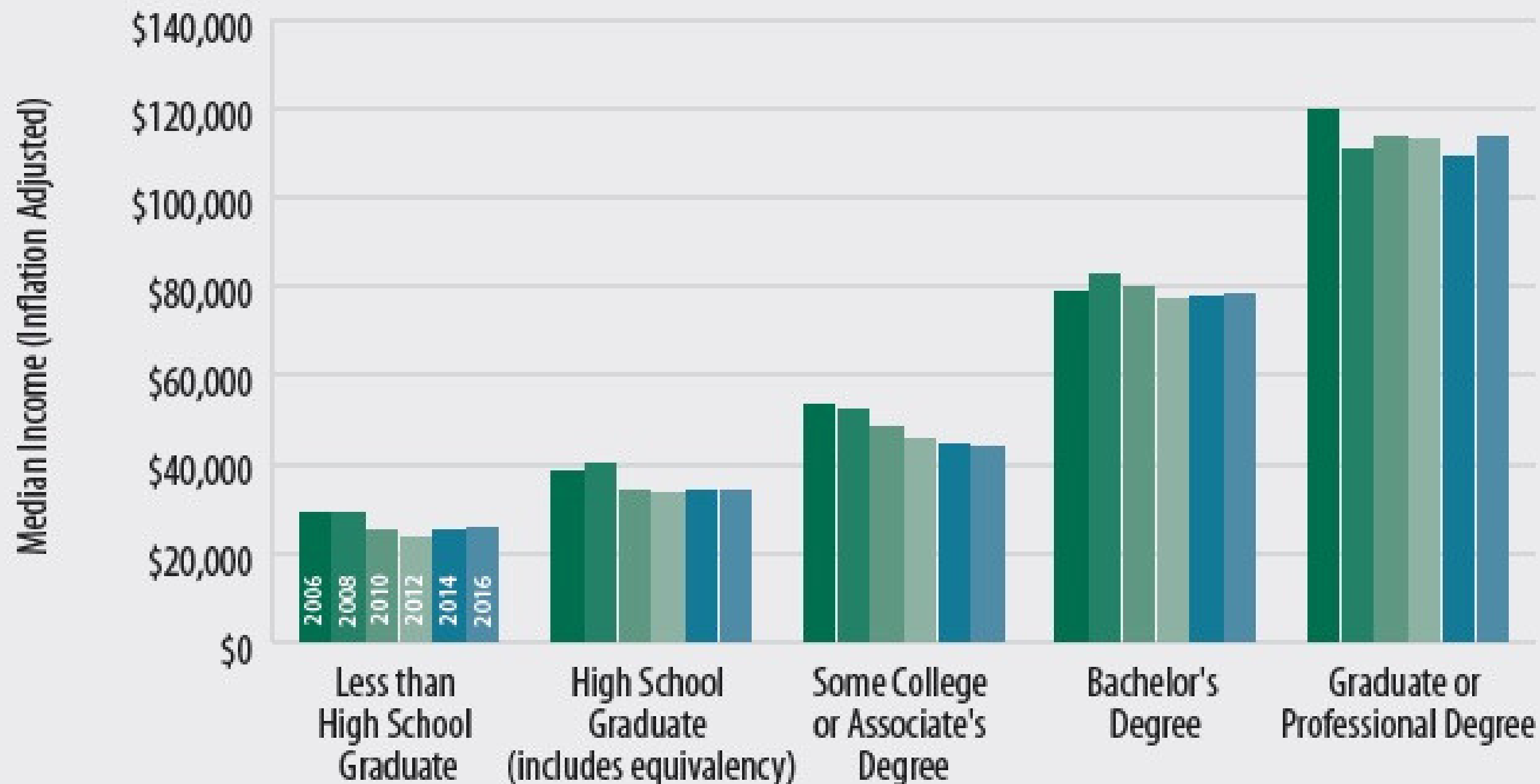
## THE GAP CONTINUES TO WIDEN

The income gap between residents of varying educational attainment levels is greater in Silicon Valley and San Francisco than in California or the United States as a whole.

**MEDIAN  
INCOME IN  
SILICON  
VALLEY VARIES  
SIGNIFICANTLY  
BY  
EDUCATIONAL  
ATTAINMENT  
LEVEL**

**Individual Median Income, by Educational Attainment**

*Santa Clara & San Mateo Counties*

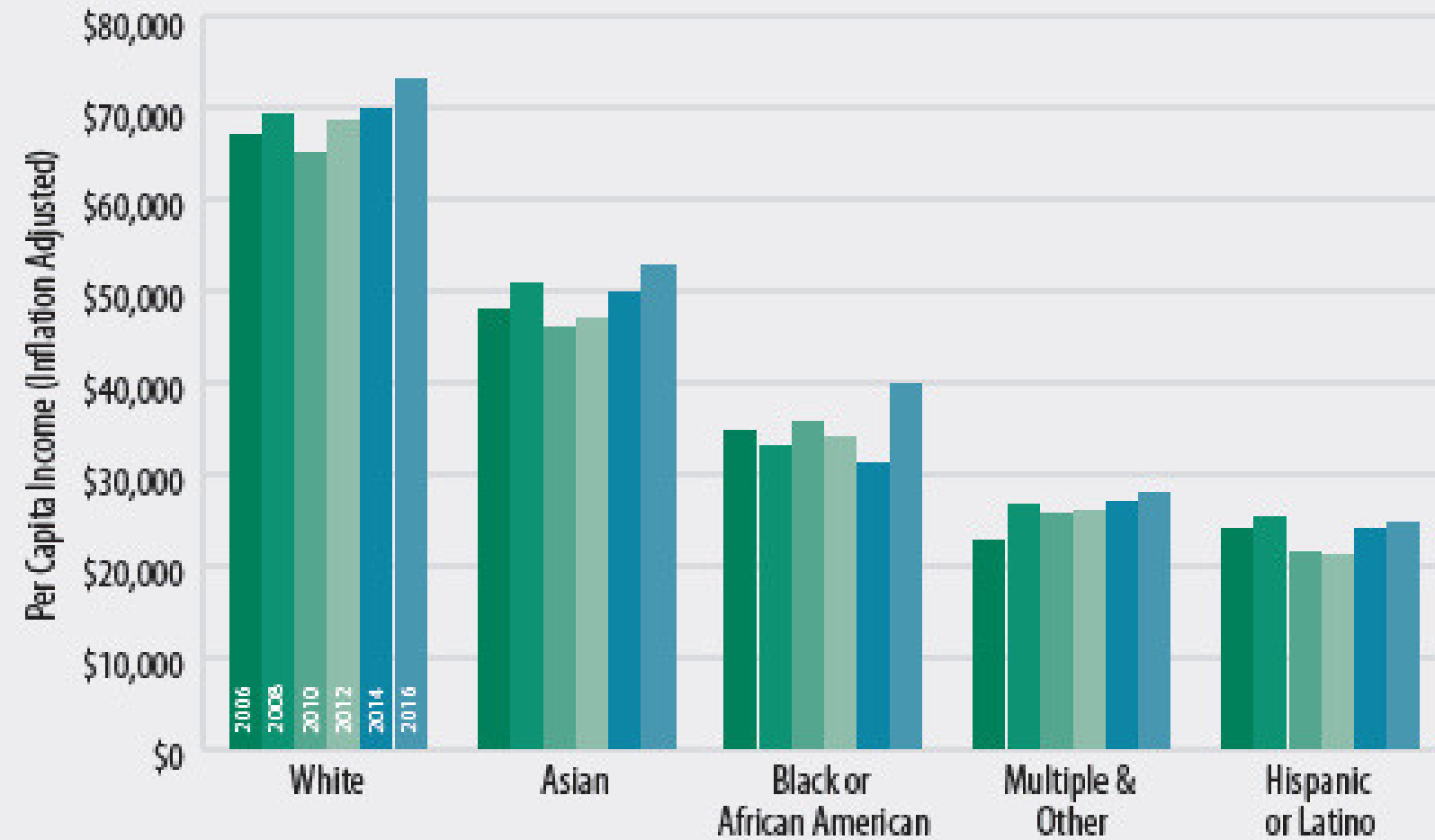


Note: Some College includes Less than 1 year of college; Some college, 1 or more years, no degree; Associate degree; Professional certification. The 2008 value for Graduate or Professional Degree is for San Mateo County only. | Data Source: United States Census Bureau, American Community Survey | Analysis: Silicon Valley Institute for Regional Studies

# INCOME INEQUITIES BY ETHNICITY & GENDER

## Per Capita Income by Race & Ethnicity

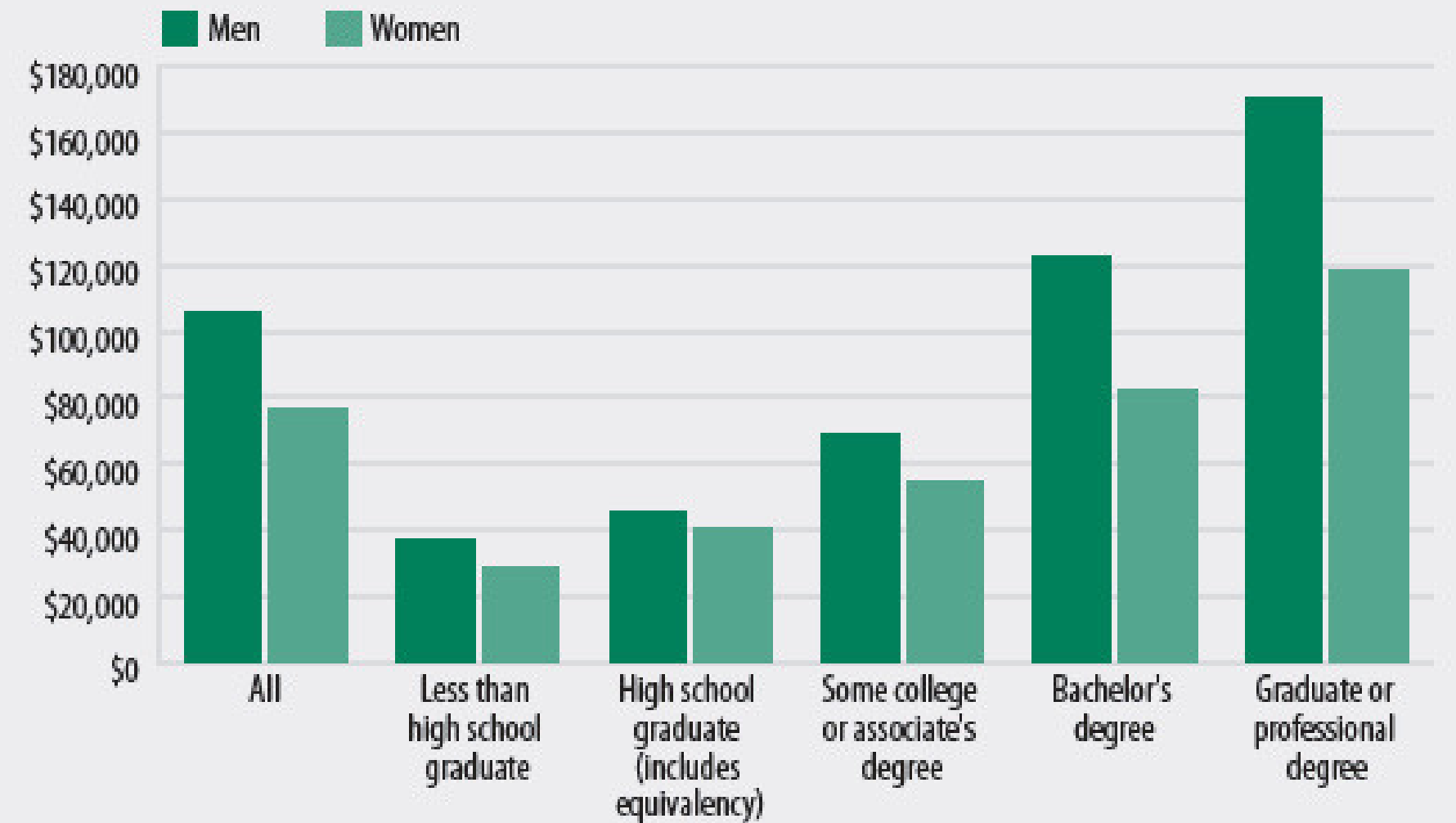
Santa Clara & San Mateo Counties



Note: Multiple & Other includes Native Hawaiian & Other Pacific Islander Alone, American Indian & Alaska Native Alone, Some Other Race Alone and Two or More Races; Personal income is defined as the sum of wage or salary income, net self-employment income, interest, dividends, or net rental welfare payments, retirement, survivor or disability pensions; and all other income; White, Asian, Black or African American, Multiple & Other are non-Hispanic. Data Source: United States Census Bureau, American Community Survey | Analysis: Silicon Valley Institute for Regional Studies

## Average Wages for Full-Time Workers, by Gender

Santa Clara & San Mateo Counties | 2016



Note: Includes all full-time workers over age 15 with earnings. Some College includes Less than 1 year of college; Some college, 1 or more years, no degree; Associate degree; Professional certification. | Data Source: United States Census Bureau, American Community Survey PUMS | Analysis: Silicon Valley Institute for Regional Studies

# EDUCATION LEADS TO WAGE INCREASE

## LOW WAGE JOBS = \$5 - \$11 PER HOUR

Require little formal education= \$21,450 minimum wage

## MIDDLE AND HIGH WAGE JOBS = \$19.63+ PER HOUR

Living wage defined by Feds for San Mateo is \$19.63/per hour, or \$40,830

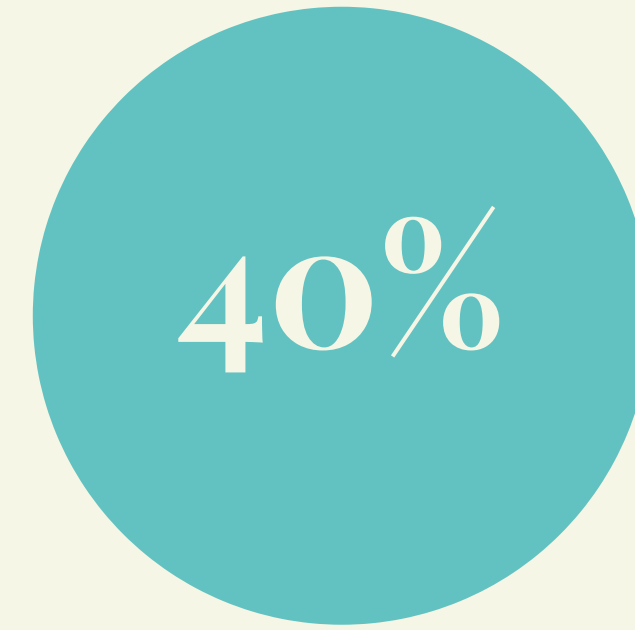
Require knowledge and skills acquired by education

## LIFELONG CAREER PATHWAYS ARE NEEDED TO \$

Knowledge and skills are upgraded and acquired over a career or lifetime

Community College provides the mechanism for mobility

# ALL STUDENTS COME TO COLLEGE TO GET BETTER JOBS THAT CLOSE EQUITY GAPS

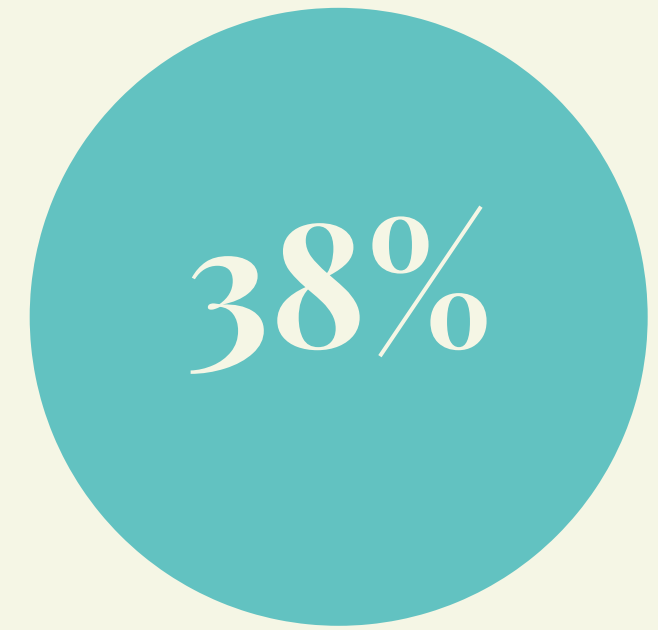


40% OF STUDENTS COME TO CSM FOR CAREER/JOB SKILLS, 2-YEAR DEGREE OR CERTIFICATE, EDUCATIONAL DEVELOPMENT, OR OTHER

60% PLAN TO TRANSFER TO 4 YEAR UNIVERSITIES

*NEARLY ALL WILL ENTER THE WORKFORCE*

# MANY OF OUR STUDENTS STRUGGLE TO MEET BASIC NEEDS AND GO TO COLLEGE



30% OF ALL SILICON VALLEY HOUSEHOLDS STILL DO NOT EARN ENOUGH MONEY TO MEET THEIR BASIC NEEDS WITHOUT PUBLIC OR PRIVATE, INFORMAL ASSISTANCE

IN 2016, 23% OF SILICON VALLEY HOUSEHOLDS WHO RENTED SPENT MORE THAN HALF OF THEIR GROSS INCOME ON HOUSING COSTS.

\$117,000 QUALIFIES A HOUSEHOLD OF 4 PEOPLE FOR AFFORDABLE HOUSING PROGRAMS

APPROXIMATELY 38% OF OUR FT COHORT LIVE AT OR BELOW 150% OF POVERTY

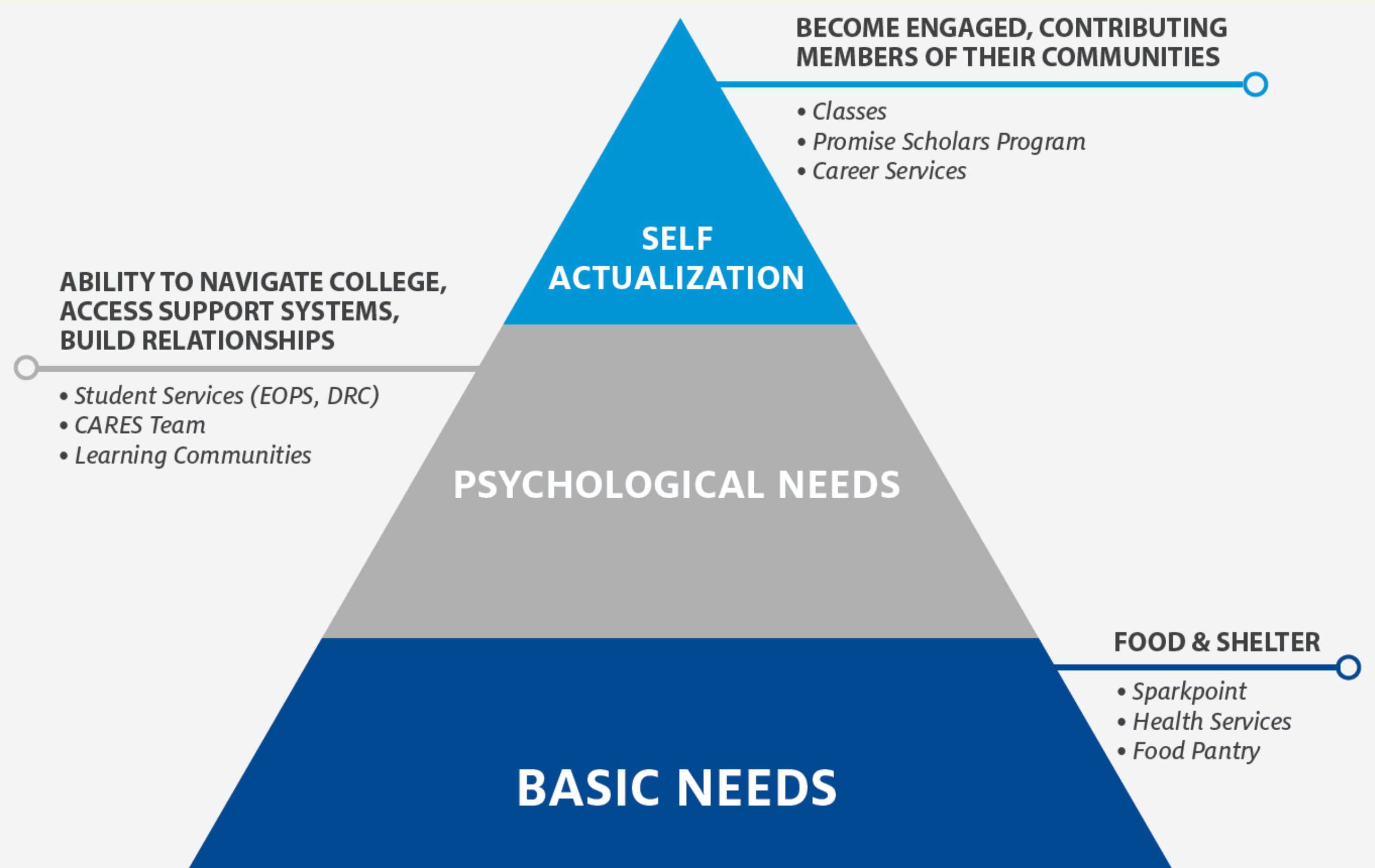
Source: Joint Venture Silicon Valley Index 2018

# WHO ARE OUR STUDENTS?



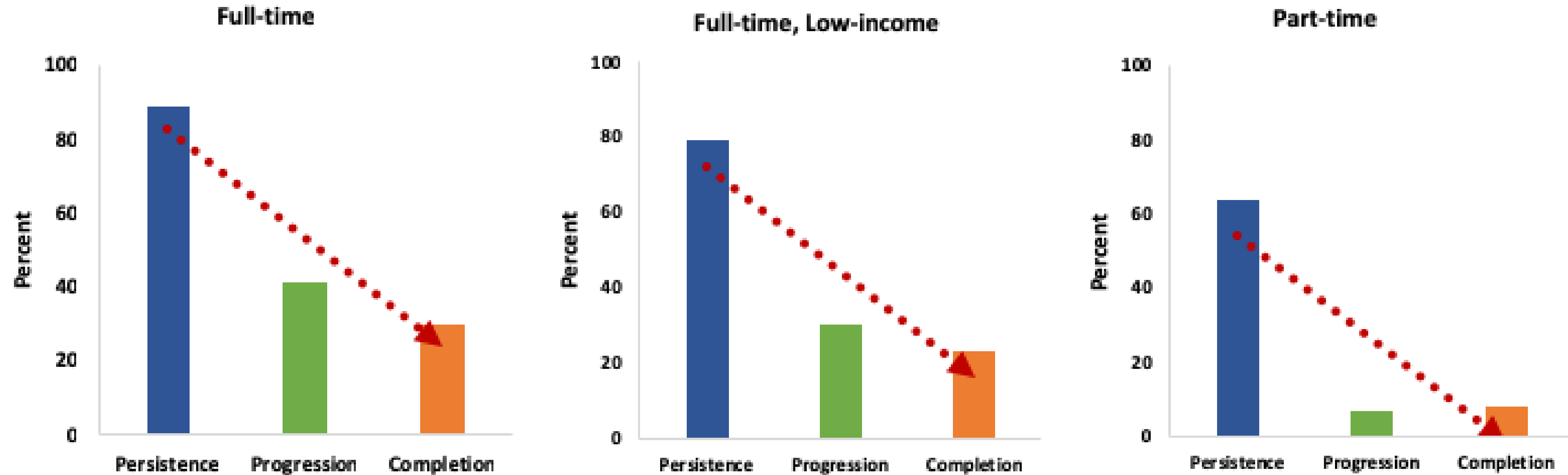
- 65% OF STUDENTS ARE UNDER 24 YEARS OLD
- FULL TIME STUDENTS MAKE UP 38% OF THE CSM POPULATION WHILE ANOTHER 62% ATTEND PART-TIME
- 52% OF STUDENTS ARE FROM UNDER REPRESENTED POPULATIONS
- 47% OF STUDENTS ARE THE FIRST IN THEIR FAMILY TO GO TO COLLEGE
- OVER 10% OF ALL CSM STUDENTS ARE INTERNATIONAL
- APPROXIMATELY 38% OF OUR 2017 FT COHORT LIVE AT OR BELOW 150% OF POVERTY

# WHAT DOES IT TAKE FOR OUR STUDENTS TO SUCCEED AT CSM





# CALL TO ACTION



Persistence: first year, fall to spring

Progression: completion of transfer-level math & English within one year

Completion: 3 year completion

Source: Equity Plan data (2018)

# CSM STRATEGIC PRIORITIES AIM TO ADDRESS EQUITY OPPORTUNITIES



1. SUPPORTING OUR STUDENTS' ASPIRATIONS

2. CREATING EQUITABLE OPPORTUNITIES FOR ALL OF OUR STUDENTS

3. COMMITTING TO PROGRESSIVE AND INNOVATIVE TEACHING AND LEARNING

4. BUILDING ON A CULTURE OF PARTICIPATION AND COMMUNICATION

5. BUILDING ON A TRADITION OF SERVICE TO THE COMMUNITY



# THE IMPLEMENTATION CHALLENGE

## ➔ Initiative Overload & Alignment

Communicate alignment of initiatives in preparation for Master Plan implementation

Define an Implementation plan that crosses campus, division, roles, and initiatives to address our equity opportunities

Meet again to Draft a Plan

