

CSM FORWARD 2028

EDUCATION MASTER PLAN | 2023-2028



College of San Mateo

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Highlights

College of San Mateo's centenary offers an opportunity to take stock, look at the emerging character of the institution, and to shape our future direction.

The College has begun the work of making antiracism into a practice.

CSM is focused on exploring how we can address obstacles, both internal and external, that impede students from enrolling and/or achieving their academic goals. Through a variety of means, the College plans to turn antiracism into a set of policies and practices—cultural and academic—that make a difference.

Our focus is on improving student access and the student experience, through integrated holistic academic and student support programs.

All students, but especially those from neighborhoods with chronic disinvestment, benefit from a well-supported, well-lit, uncluttered path both into and through college. CSM emphasizes a holistic, wrap-around approach to student services and academic support. Guided Pathways, dual enrollment programs, new approaches to academic support required by AB705 and other initiatives all underscore this move to a more integrated student experience.

The College will reach out to currently underserved communities.

CSM is building on a tradition of community outreach – not only serving the students who come to college, but finding underserved populations and under-resourced communities. The Coast-to-College initiative is the first of many such outreach programs.

There is a strong emphasis on internal collaboration, planning, and reflection.

To work together smoothly towards shared goals, the College's many moving parts are brought together through a clear integrated planning process. Areas of the College align goals and detailed action plans with the priorities outlined in the Master Plan, with Program Review reporting on progress. CSM actively promotes opportunities for reflection and self-interrogation.

There is an equally strong emphasis on community engagement.

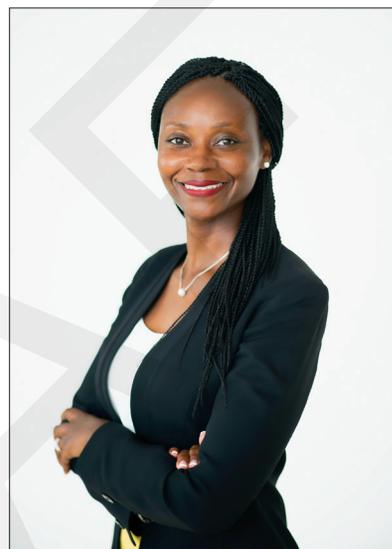
Partnerships with feeder high schools (through dual enrollment and other programs), and with our local businesses (through the Strong Workforce program), our four-year transfer institutions, and others are key to our engagement with the community.

1 President's Message

CSM Forward 2028, the college's five-year education master plan, details college priorities and outcomes, district and college goals, planning and strategy (to inform programming), resource allocation, facilities visioning, and long-range imagining. The education master plan is both a look backward at where we have been and a look forward to where we might want to go.

Our 100-year legacy, which we celebrate in this centennial year, requires us to reflect on our evolution as an institution of higher education. As the times have changed so has the college. CSM has moved through the decades serving San Mateo County and connecting community members to education, resources, and workforce development. Our students are mothers, fathers, cousins, sisters, brothers, sons and daughters.

We have been the community's college through social, civic, economic, cultural, and world events. Imagine some of the events the college has seen: Women's Suffrage, Wall Street Crashes, FDR's New Deal, United Automobile Workers and Workers' Rights, World War II, McDonald's Founding, Pearl Harbor, Birth of Israel, NATO, Discovery of DNA, Brown vs. Board of Education, Little Rock Nine, Vietnam War, Moon Landing, Nixon's Resignation, Rise of the Personal Computer, AIDS, Birth of the Internet, Berlin Wall Falls, War in Middle East, Amazon.com is Born, The Age of Google Begins, International Space Station Opens, 9/11,



Facebook, Hurricane Katrina, the iPhone, America's First African American President, NASA Flies by Pluto, Wildfires, and COVID-19. Progress, integrity, transformation have defined us and as we come together, we set the course for the next five years and well into the future.

Thank you to the campus community and our community partners for your service and commitment to

CSM students. And thank you to the many students, faculty, classified employees, and administrators for contributing to the development of *CSM Forward 2028*.

A meaningful community college education is not just about what one learns academically but about what one gives, shares, and becomes.

In community,

A handwritten signature in black ink that reads "Jennifer Taylor-Mendoza".

Jennifer Taylor-Mendoza, Ph.D.

2 The First 100 Years

The College and Its Students: 1922 & 2022

In many ways, it's hard to recognize today's College of San Mateo in the group of thirty students who enrolled in the just-founded San Mateo Junior College (SMJC) in Fall of 1922. The College, primarily focused on preparing students to transfer to UC Berkeley, did not have its own premises, but occupied a few rooms in San Mateo High School. And the community it served was still primarily agricultural. The town of San Mateo, numbering only 10,000, sat in a county of only 40,000 people, flanked by fields of artichokes, cabbage, carrots (with a fair amount of bootlegging along the coast), with no freeways or bridges to connect it to the larger Bay Area.



What was the class of 1924 like? The incoming class was overwhelmingly white, mostly working- and middle-class. The first student to enroll at SMJC was Marjorie Brace, one of twelve women in SMJC's first class. She had just graduated from the same high school where SMJC had opened, and had hoped to go to Stanford; but her father was a clerk at the Southern Pacific Rail-



road, and Stanford's annual \$225 tuition put it out of the reach of the family's modest budget. SMJC enabled her to get an associate degree while living at home in Burlingame. Without it, as Brace later said, "I really don't know what I would have done." The College offered an affordable path to higher education—and one that was much needed. College tuition frequently ran to many hundreds of dollars a year, at a time when the average California salary was about \$3,500. Most students were locals; but junior colleges were few in 1922 (Northern California had only two, in San Jose and Santa Rosa) so SMJC drew students from all over the Bay Area, commuting hours a week by boat and streetcar, and even out of state.

Today, of course, after a turbulent and fast-growing century, much has changed. The College has an enrollment in thousands, and occupies a 153-acre campus in the San Mateo hills. The community it serves has changed almost beyond recognition, now hugely diverse, urban, and globally connected. The agricultural heartland has become a technology and venture capital hub. East of Skyline, the duck farms and cabbage fields have given way to an almost continuous suburban sprawl knit together by freeways. Only the coastside retains a connection to the county's farming past.

What is today's CSM student like? In our student body of 7,699, some patterns emerge. A "typical" CSM student is just slightly more likely to be a woman (51%) and a person of color (64%), living in San Mateo county (78%). She is a graduate of one of our local high schools, probably San Mateo High School—where CSM got its start—and is the first in her family to attend college (55%). She studies part-time (58%); and most likely has significant commitments outside school, notably to a job (the main reason students gave for interrupting their education over the pandemic was the need to prioritize work). She is planning to transfer (61%). She is likely middle-class—not necessarily low income (21%), but quite possibly receiving financial aid (38%). And largely thanks to the pandemic, she is well used to taking classes through multiple modes of delivery: face-to-face or online, synchronous or asynchronous.

But this is not 1924, and this "typical" student portrait, of course, cannot capture the variety of today's student



body. Today, CSM has a highly diverse student body of over 7,699 students, including over 200 international students, who come with a range of goals in mind: not only to transfer to a four-year institution, but also to prepare for a variety of careers, from dental assisting to electronics to fire fighting—about 10% of students are working towards a certificate in a Career & Technical Education (CTE) program. And while most students are high school graduates, a growing dual enrollment program (7%) is bringing high school students into the College (and bringing college to high school students).

Milestones - An Emerging Character

In *Class Act*, the history of CSM's first seventy-five years, CSM professor and local historian Michael Svanevik writes that "the college and the community matured together." There were some obvious milestones: the steady growth in enrollment exploding after the second world war, the building of the current campus, the challenges of Proposition 13, and the campus renovation in the early 2000s.

But the College's emerging character can be traced in some milestones that speak specifically to CSM's evolution over the years.

1954: Becoming a Community College

The first decades of San Mateo Junior College focused almost exclusively on educating white-collar workers. The "junior" in the title suggested an identity rooted in the College's relationship to UC and Stanford, and emphasized its role as a prep school for those and other four-year institutions. But by the end of the second world war, CSM had expanded its programs to serve a much wider variety of professional and educational needs, offering certificates in plumbing, bookkeeping, dental assisting, and many other professions and vocations. Academic education and vocational training merged. By 1955, the "junior" had been dropped from the College name, thus suggesting a shift in identity: no longer a junior partner to the UCs, CSM was firmly oriented towards becoming the community's college.

1966-1968: Reaching Out - The College Readiness Program

In the mid-1960s, CSM confronted its poor record with Black/African American students (just 87 enrollees in a student body of over 8,000). Acknowledging that "our traditional open door is not enough," faculty and administrators created a support program for hypermarginalized students which offered wrap-around academic and support services: one-on-one tutoring and counseling, free meals, bus passes, and campus jobs. The program was highly successful, transferring 38 students the first year, increasing Black/African American enrollment to 650, and minority enrollment generally to over 1,000.

Despite its success, the program became a victim of the upheavals of the 1960s and of timid administrative leadership, and was closed down in December 1968. But it marks an important CSM milestone for a number of reasons. It was a homegrown program, tackling a national problem at the local level. It was conspicuously proactive, seeking to bring people into the college community who had not thought of themselves as "college" material. The support it offered students was financial and cultural as well as academic. It was highly effective; Bill Sommerville, director of the San Mateo Foundation, described the program as "the most comprehensive counseling and tutoring effort found on any two or four-year campus in the country." And it ultimately helped inspire the Extended Opportunity Programs and Services bill (EOPS), which became law one year after the College Readiness Program closed, and which has brought its legacy into all community colleges throughout California.

1964-2018: KCSM-TV and the “College of the Air”

In 1964, College of San Mateo began broadcasting to its community on UHF television and FM radio. The goal was three-fold. First, KCSM-TV supported a highly successful broadcast training program. It afforded a rare degree of hands-on experience, and its graduates were sought after by television and radio stations. Second, having its own television station allowed CSM students to broadcast their work and experiences to the community. And third, then-President Bortolazzo’s vision of a “College of the Air” led to over thirty years of telecourse offerings before on-line education took off in the early 21st century. Apart from being a standout program, the story of KCSM offers an example of the College being ready to take a bold step, ahead of the curve (most homes in the county did not even have UHF when the station began broadcasting) in order to bring college to the community. The connection continues: CSM currently operates a student-run digital station, KDOG, and houses KCSM-FM.

1974-1981: Title IX, Re-Entry, and the Mary Meta Lazarus Center

The 1970s saw an influx of adult women looking to re-enter higher education. These students, however, faced a number of barriers, the most significant of which was childcare. Childcare was generally considered to be the mothers’ problem, and not something that institutions needed to address. But in 1978, CSM students sued under Title IX, arguing that the lack of childcare facilities on campus deprived them of an “equal educational opportunity.” They won, and three years later the Mary Meta Lazarus Center

opened to serve the children of CSM students and faculty, with low-income families taking priority. The program today not only provides childcare, but is itself a training ground for early childhood learning specialists, and is thus integrated into the academic life of the College.

1922-2022: A Tradition of Scholar-Athletes

CSM has been chalking up athletic accomplishments since 1925, when the College football team won its first California Coast Conference Championship. Since then, CSM has shone and sometimes dominated in multiple sports, fielding olympians (such as track star Archie Williams in 1936) and professional players (such as wide receiver Julian Edelman and pitcher Scott Feldman). Sport is part of the College’s DNA. But importantly, CSM has taken the student-athlete tradition seriously, and woven it into equity work, creating a series of academic programs aimed at improving transfer success for student-athletes. A few Bulldogs have become professional or Olympic athletes; but more importantly, they have also become Peace Corps volunteers, pilots, teachers, tech workers, and contributors to society in a variety of ways.

1963 & 2010: Campus Re-Envisioned

The current campus opened on September 30, 1963. After five previous addresses, the permanent home of the College was made possible by the energetic efforts of students, faculty, staff and administrators. Two bond measures over two years, totalling \$18.7 million, paid not only for College Heights but for the land that eventually became Skyline and Cañada Colleges. The community’s

investment paid off; by 1970, enrollment had skyrocketed to 20,000, and College of San Mateo—with its state-of-the-art campus, its theater and planetarium—had become the largest community college in Northern California. The austerity ushered in by Proposition 13 put a brake on the College’s growth, but in the first decade of this century, voters once again approved \$675 million to improve all three campuses in the District. The result is today’s campus: a new Health and Wellness Center, the Athletic Center, housing for faculty and staff, and College Center, the focal point for the campus, housing the Learning Center, cafeteria, and a number of student services. The new campus design, with the central placement of the College Center building, expresses CSM’s emphasis on student life, services, and support. The new campus is also testimony to the voters’ commitment to the College. Few actions speak more clearly to the importance of an institution to the community than the community’s willingness to pay for its improvement.

The Next 100 Years

The centennial offers an opportunity to mark the great changes we’ve seen in our College and our community. But in many ways, our work—and the need for it—remains the same. And throughout our history, it’s possible to detect some emerging characteristics in how we have tackled this work, and how we might continue to address it going forward:

Providing an affordable path to four-year college. The expense of a four-year degree was the original reason for founding our college, and it is even more pressing today. With increased wealth inequality, skyrocketing university tuition, and fewer career opportunities for those with only a high school education, CSM offers very much the same sort of lifeline to today’s student as it did to Marjorie Brace and her classmates in 1922.

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My professors and mentors at CSM were among the best I’ve ever had. They became lifelong friends, as did many of my peers in student government. I wouldn’t be who I am or where I am if it hadn’t been for them or my time at CSM.

- Richael Young

Adapting to a changing student population. Who our students are, what they want, and what they need, continually changes. Over the last hundred years, the College has frequently found itself adapting to the needs of a new student population: veterans, women, undocumented students, high school students, students with disabilities, students of color. The next decades are likely to see more changes. The AB705 bill, the changes wrought by information technology and social media, developments in mental health needs and awareness of those needs, a post-pandemic world—all these will require us to continue to adapt and change going forward.

Providing preparation for today's workplace. Beginning with the pivot towards the community in the 1950s and the introduction of career and technical education, to our current participation in the Strong Workforce program, CSM strives to align our curriculum with evolving economic and employment trends. The College can expect to build curriculum, in the coming decades, to meet employment trends driven by a changing economy responding to the pandemic, technological innovation and climate change.

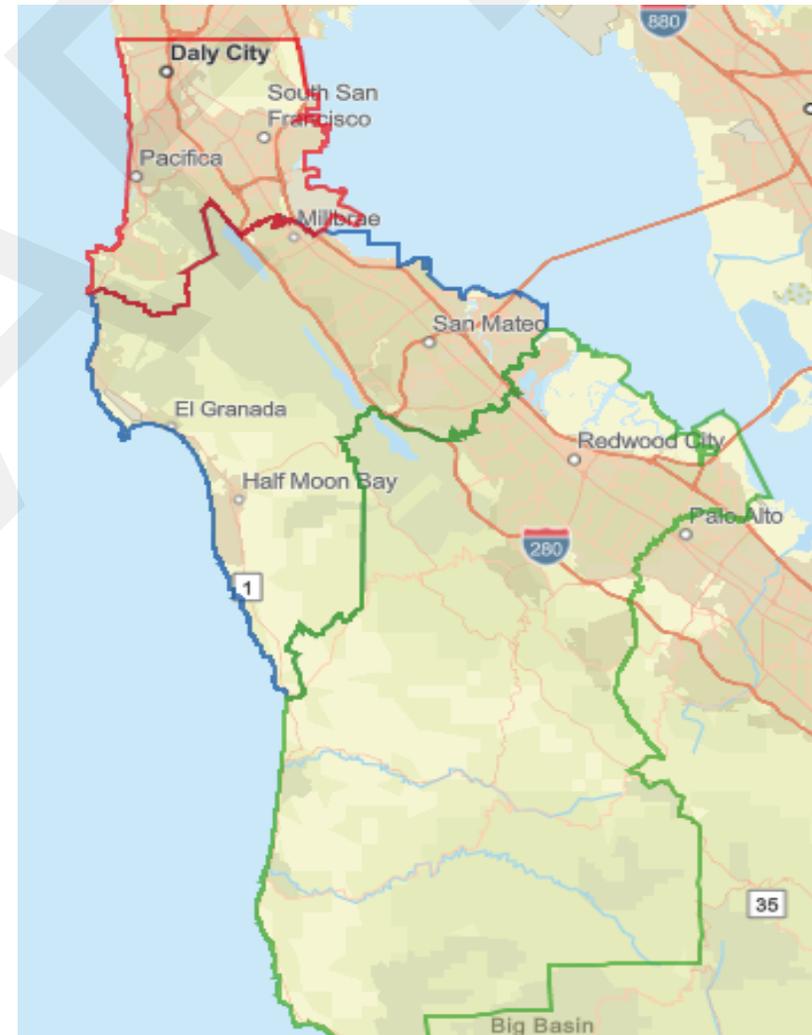
Structuring the student experience with integrated support. Student support in the 1920s consisted chiefly of some academic counseling. Today, CSM reaps the benefits of decades of investment in student support inside and outside the classroom. Along with more extensive instructional support (the Learning Center, discipline centers and labs), there has been a growing emphasis on coordinated curriculum and integrated personal support: Guided Pathways (Academic and Career Communities), Promise Scholars Program, Dual Enrollment, learning communities, wellness counseling, the SparkPoint program, student clubs, and programs for different groups (veterans, Dreamers, and more). All of these, in different ways, emphasize a shift away from the cafeteria model of higher education, to something more like an integrated, collaborative approach to education. What advantages will this more structured approach bring? What might the College lose? The next decades will raise these questions and more.

Committing to social justice and diversity. From the College Readiness Program, to the many learning communities, to the Solidarity Statement, CSM has long articulated a commitment to equity and diversity. In the past, CSM has worked to seek out and bring underserved and marginalized students into the college community, especially students of color. Efforts have been made to diversify not only the students, but the faculty, staff, curriculum and campus culture. Today's anti-racism work is an extension of this effort. How well are we doing? What more should we do? What strategies work? These are some of the questions around which our work will focus.

3 Service to Our Community

CSM's Service Area

College of San Mateo's service area includes the geographic region outlined in blue in the map on the right (between Skyline's service area to the north, and Cañada's to the south). This area includes Belmont, Burlingame, El Granada, Foster City, Half Moon Bay, Hillsborough, Millbrae, Miramar, Montara, Moss Beach, Princeton Landing, San Bruno (serving Capuchino High School), and San Mateo (serving Carlmont High School).

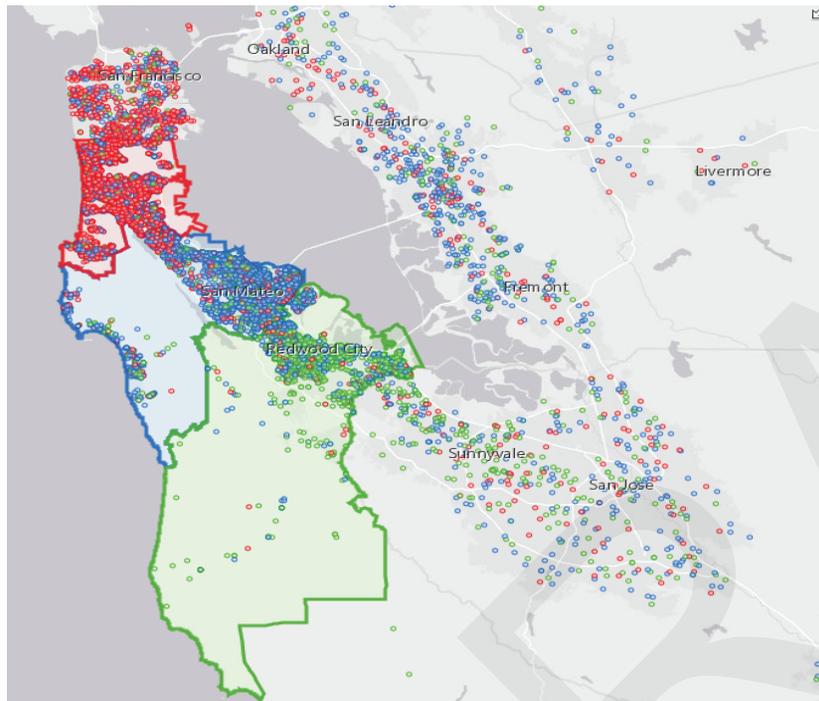


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“CSM didn't just meet my expectations, it helped shape new expectations for the future!”

-Rupinder Grewal

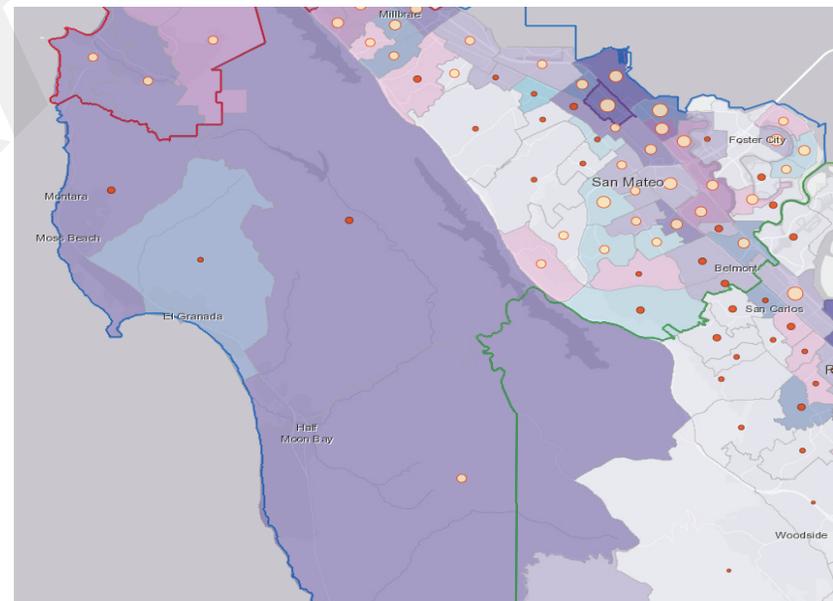
CSM currently serves students both within and outside of our service areas. The map below highlights CSM students (represented by blue dots) served throughout the region:



Serving the Underserved

A key part of CSM's plan is to ensure we are sufficiently serving the students from historically disinvested and under-resourced neighborhoods, and to reach out to our most under-resourced communities that we are not yet serving.

A geographical analysis of CSM's service area reveals that we have had success in most under-resourced neighborhoods, as illustrated in the map below. The purple shaded areas represent regions where greater than 50% of the population has less than an associate degree and earns a median income less than \$100k. Red dots represent areas where the community is historically and currently under-resourced, and intensive outreach and support is needed to recruit students. Yellow dots represent areas that are being adequately served by CSM.

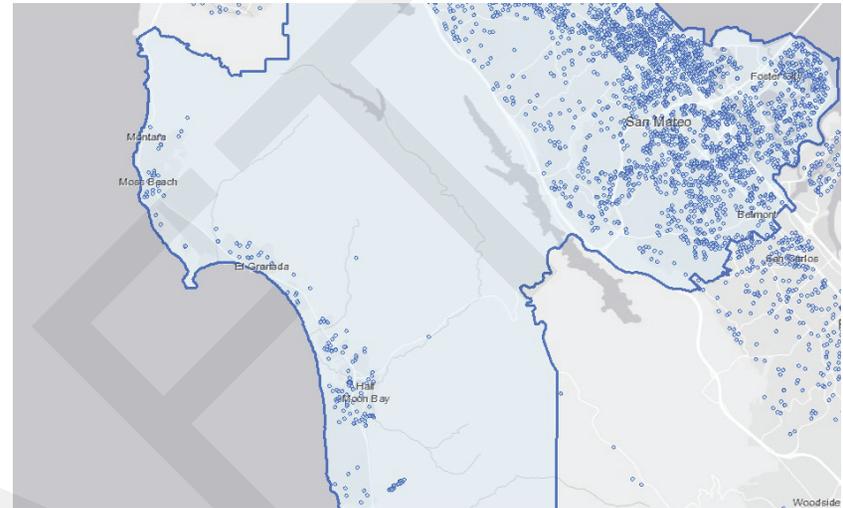


The map tells us where we've had success in reaching out and enrolling students from under-resourced San Mateo neighborhoods such as Los Prados, North Central, Central, North Shoreview and South Shoreview. We have had success attracting students from these areas, and need to ensure that we have support services in place to retain them.

Coastside: Recruitment & Access

This map also indicates where we need to do more to reach out, recruit, and serve students: Coastside. The San Mateo County Coastside region is an historically and currently under-resourced area which remains underserved. Comprised of Montara, Moss Beach, El Granada, Half Moon Bay, Princeton and Miramar, the Coastside is distinct from the rest of San Mateo County—owing both to physical geography, with the Coast Range Mountains separating it from the Bay region, and to its economy, which is agricultural compared to the technological economy dominating the Bay Area. Extremely limited transportation options, a migrant farmworker population, and regional poverty challenge the Coastside's recruitment and access to college.

The map on the right provides a visual display of where CSM's 2021-2022 Coastside students reside relative to the main campus. Students from coastal communities, like Montara and Moss Beach, must travel up to 20 miles each way (40 miles round trip) to attend in-person classes at College of San Mateo.



In April of 2022, the SMCCCD Board of Trustees approved CSM's Coast to College plan. The plan's goal is to reduce the barriers facing Coastside student access to CSM in the areas of transportation, instruction, financial aid, support services, workforce development, and marketing. Highlights of the plan include the Coastside Education Center (opening in Spring 2023), door-to-door Lyft service, high school dual enrollment, and strengthening community partnerships.



4 Participatory Governance & Leadership

College of San Mateo's first hundred years show something of the foundations and traditions we build on going forward. It's an opportunity to draw something of a landscape plan for the future—not only of the physical campus, but also of our values, priorities, and direction.

College Statements

That landscape is governed primarily by three documents. Each represents a collaboration between different constituencies of the college - staff, faculty and administration.



Solidarity Statement – The events of summer 2020 added urgency to the College's equity and anti-racism efforts. Following an urgent discussion at Management Council in early June of that year, a cross-constituency group set to work on crafting a statement as an "attempt to respond to a distress call that might have been missed" (IPC minutes 12/2/20). The Solidarity Statement was reviewed by the Director of Equity, discussed and endorsed by Academic and Classified Senates, and ultimately approved by IPC on January 20, 2021.

The Solidarity Statement articulates the College's commitment to serving hyper marginalized students of all kinds. It is a kind of pledge – to not be satisfied with the status quo, or with the "best" that we can do, but to keep pushing ahead to look for ways to do better by those students who rely on us, and whom we so often fail. The task it outlines (to "dismantle our own oppressive college systems") is an ambitious and as-yet undefined one. The work of the coming years will consist in deciding what, exactly, this means, identifying and implementing changes, and measuring their effectiveness.

Vision, Mission & Values – In March 2022, a revision to the existing “College Mission & Values Statements” was submitted to a still-ongoing participatory governance process. This outlines a proposed statement of our aspirations (vision); our focus (mission); and the practices that we, as a college, can develop to achieve our mission (values).

Vision: To deliver a liberatory education that inspires individual achievement and generational impacts.

Mission: We are the community’s college. College of San Mateo creates access and inclusion, fosters academic excellence, and ensures equitable outcomes so students can realize their full potential.



Values:

- **Accountability:** We value continuous improvement as a way to demonstrate our commitment to high-quality programs and services.
- **Authentic Care:** We value love as praxis.
- **Celebration:** We value celebrating both personal and professional accomplishments, milestones, and achievements.
- **Critical Reflection:** We value critical self-analysis of our deeply held assumptions.
- **Empowerment:** We value empowerment as a means to liberation.
- **Excellence:** We value and maintain CSM’s legacy of excellence in education.
- **Growth (Personal & Professional):** We value personal and professional enrichment for all members of our campus community.
- **Inspiration & Innovation:** We value inspiration and innovation as a means to improvement.
- **Integrity:** We value acting with integrity in thought and deed.
- **Solidarity:** We value cross-collaboration and working to “yes.”

Leadership Commitments – These define our commitment to the practices that will bring our vision and values to fruition.

- **Be Great for Our Students**

College of San Mateo is committed to being a campus that is antiracist, equity-advancing, and focused on academic excellence.

- **Engage in Thoughtful Inquiry**

We are committed to critically examining our policies and practices, utilizing self-reflective inquiry, critical reflection, and data-informed decision making.

- **Inspire & Innovate**

Foster an environment where we can be brave and open to create ways educate, engage, and support students, employees, and the community.

- **Reflect & Connect**

We commit to honoring one another in our practice by allocating time to support one another with humility, trust, and respect.

- **Commit to Continuous Improvement**

As members of the CSM community, we strive to improve individually and collectively as we deliberately and continuously assess/evaluate our practices, policies, and procedures to promote accountability to CSM students.

Institutional Priorities (aligned with District Strategic Priorities) The work of these leadership commitments is shaped by our Institutional Priorities (Management Council 3/14/2022). Our priorities are:

- **Antiracism / Equity**
- **Community Partnerships**
- **Effective Communication**
- **Strategic Planning**
- **Student-Focused Support**
- **Teaching and Learning**

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CSM was one of the first places to open doors, welcome me, and help me grow when I came to this country. I am enjoying helping my community grow. Thanks to the Promise Scholars Program, going to college is not a struggle.

- Andrea Morales

These in turn align with our District’s Strategic Priorities, as outlined below (<https://smccd.edu/strategicplan/index.php>).

District Strategic Priorities	CSM Institutional Priorities
<p>Develop and strengthen educational offerings, interventions, and support programs that increase student access & success.</p>	<p>CSM focuses on teaching and learning, and prioritizes student-focused support, especially relating to antiracism/ equity work that supports access and success for students most in need.</p>
<p>Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.</p>	<p>CSM calls for community partnerships to support stronger teaching and learning. This also aligns with the emphasis on effective internal and external communications.</p>
<p>Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.</p>	<p>CSM’s teaching and learning make innovative use of new technology; strategic planning is required to develop delivery options that speak to student need, as well as student-focused support to ensure students are well served in different modalities.</p>
<p>Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations.</p>	<p>Strategic planning supports sound allocation of CSM’s resources. Planning also calls for effective communication, both internal and external.</p>

Integrated Planning: Working Together

The College represents a diverse and varied community, with dozens of services, departments and support sectors - all of which must continually set goals and objectives. It's vital, then, that all this planning is integrated, so that the many moving parts of the College come together to move us towards our overall goals. Integrated planning is a sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change (Society for College and University Professionals, 2022).

The planning process begins with the Education Master Plan, which identifies the College's priorities. Integrated plans from different areas of the College explain how each proposes to respond to the priorities, with unit work plans detailing the specific work, and Program Review reporting on the work in progress. Resource requests correspond, in turn, to the needs outlined in the planning process.

CSM Planning Cycle



FRAMEWORK: DISTRICT STRATEGIC PLAN

Implementing CSM's Vision, Mission, Values & Priorities

The practical work of turning our vision, values, and priorities into practice begins with the College's integrated plans. Integrated plans are aligned with the district strategic plan, CSM Education Master Plan, Vision, Mission, Values, and Leadership Commitments. Each integrated plan lays out a brief history, and includes an external scan, a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, current and future goals, and a description of how its work aligns with the College's six Institutional Priorities. Work plans are written for areas where further detail is needed. The program review and resource request processes further align our integrated planning with our continuous improvement cycle. Eleven areas of the College have proposed plans:

- **Administrative**
- **College Facilities**
- **Communications & Outreach**
- **Distance Education**
- **Enrollment Sustainability & Growth**
- **Equity**
- **Instruction**
- **Professional Development**
- **Research & Innovation**
- **Student Services**
- **Technology**

These initial plans are going through participatory governance processes through September 21st. Draft plans are circulated for feedback from all relevant college bodies: Academic and/or Classified Senates, institutional committees, deans, divisions, student services and other college constituencies as relevant.

CSM's integrated plans are working documents that will be assessed, revised, and measured annually as part of our continuous improvement process: constituent groups across campus review plans, and prioritize action steps for each institutional priority across all plans.

Emerging Priorities

The items below aggregate some of the priorities emerging so far from the integrated planning process of the life of this Education Master Plan.

General Themes – While many of the integrated plans are still in development, some themes are emerging. Across the College, plans emphasize the need:

To ground our work in data to inform improvement and decision making. Across the board, plans call for up-to-date data that is analyzed in partnership with researchers, to meaningfully assess the strengths and weaknesses of our programs, our students' needs, and our progress in serving them. Data coaching is essential to build capacity to analyze data for programs in a meaningful and relevant way.

To ensure that the student voice is heard. Along with quantifiable data, plans frequently refer to ensuring that the student voice becomes part of the planning and assessment process. Through focus groups, surveys, panel discussions and other forums, we need to keep hearing from students themselves: we need to know what they need, what their experience of the College is like, and how they feel our programs are working.

To provide well-supported, continuous, integrated professional development for all College constituencies.

Plans frequently identify a need for well-resourced professional development opportunities to support our priorities. We need training in technology, pedagogy, accessibility, data interpretation, new partnerships and initiatives, as well as continuing mentorship and orientation of part-time and full-time faculty.

To promote collaborations inside and outside College.

Plans frequently refer to partnerships and collaboration. Our initiatives (Guided Pathways, Dual Enrollment, learning communities), our participation in statewide programs (CVC-OEI, Umoja, Puente) and our Career and Technical Education programs rely on such collaborations.

To regularly measure, reflect on, and communicate our progress.

Plans include audits, rubrics and other instruments that help us assess our efforts at improvements. Institutional processes such as Program Review or flex day workshops and feedback document our goals, our progress towards them, and our self-reflection. Finally, plans typically refer to communicating these reflections, underscoring the importance of shared forums and participation.

To promote a Community of Practice. A significant part of the goal of communication is to share what we learn, in different parts of the College, about effective teaching and learning on our campus. A number of plans outline ways to support a culture of reflection and discussion, to connect professional development to Program Review, to ensure collaboration across disciplines, and to work toward continuous improvement in teaching and learning.

On the Ground – Integrated plans have begun to outline some ways in which priorities will be turned into action. A look at some of the specifics around each priority gives us a sense of the College’s emerging character. As we finalize the integrated plans across the College and move through the participatory governance process, these ideas can serve as a guide for input:

Antiracism/Equity: Plans suggest an emphasis on a welcoming community which all students can be a part of, with culturally relevant curriculum and pedagogy, accessibility, and increased visibility of Black, Indigenous and People of Color (BIPOC) and other students.

Community Partnerships: Plans describe building and strengthening external relationships in historically and currently under-resourced areas, for instance with high schools, faith-based organizations, mental health and basic needs organizations, and other community centers. Collaborations with feeder high schools smooths the path into college (notably through dual enrollment) and participation in the California Virtual Campus–Online Education Initiative (CVC-OEI) improves access to quality online classes. Intra-District

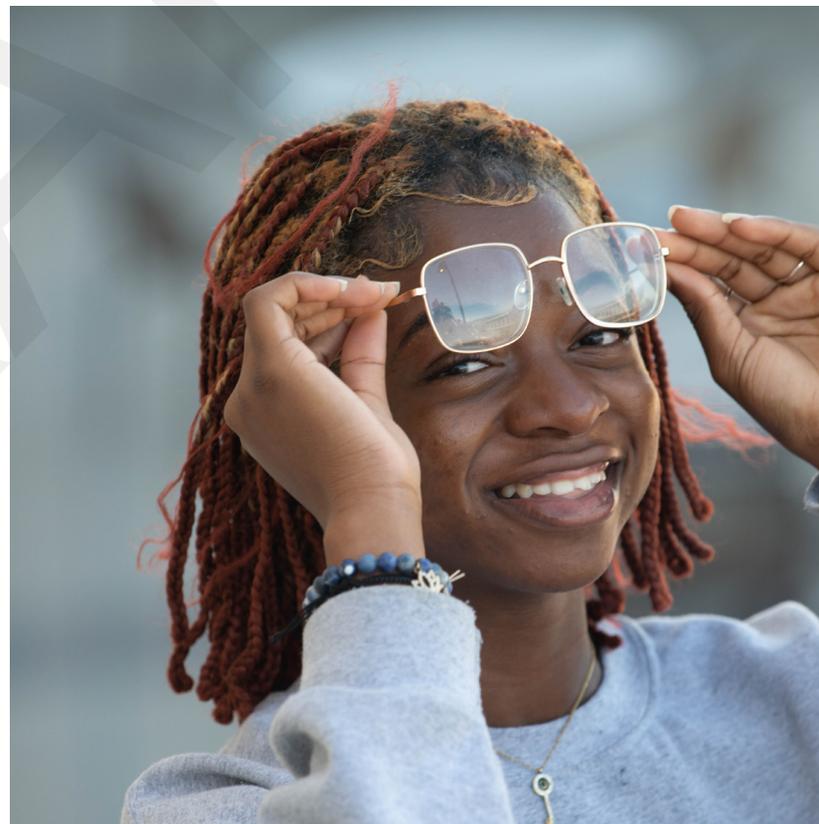
and internal collaborations improve administrative services, support professional development in various areas, and strengthen mentoring.

Effective Communication: Plans suggest ways of improving internal and external communication on campus by improving navigation online and on campus, ensuring a good arrival and wayfinding experience for newcomers. Internal communication can improve in clarity, consistency, formats and channels; and shared schedules, documentation protocols and events publicity can improve the College's websites and technical communications.

Strategic Planning: Strategies for enrollment management, fiscal stability, sustainability, and facilities management are guided by data informed decision making. The strategic planning process includes participatory governance with all constituent groups.

Student-Focused Support: CSM provides a wide and easily accessible range of services including financial aid, mental health services, translation services, technology access and support, and personal and academic services. Ultimately, these plans include student housing. Academic support comes from a proactive approach to recruitment and meeting student needs through support for Dual Enrollment, services for first-generation and marginalized students, participation in the Promise Scholars Program and other initiatives, and ensuring access for Coastside students. Finally, there's an emphasis on improving the student on-campus experience (modernizing the Gymnasium, Library, East Hall and Center for Emerging Technologies).

Teaching and Learning: Teaching and learning represent the core of CSM's mission, and promoting excellence in this area is a key focus of planning. In professional development planning, there's an emphasis on developing a culture of inquiry, reflection and continuous improvement, notably by building a Community of Practice and by ensuring that the Program Review process supports and informs the professional development. The Center for Academic Excellence provides a permanent home to professional development activities, along with permanent staffing for coordination and inquiry design.



5 Reflection & Growth in Strategic Planning

As we look forward to the future, we reflect on CSM's opportunities for development, growth, improvement, and alignment. Our honest reflection includes an extensive assessment of our strengths, weaknesses, challenges, and opportunities. Our campus community provided input

into four key activities that inform our strategic planning for the college of the future: 1) Presidential reflections after her first 100 days; 2) Campus climate surveys; 3) Anti racism surveys; and 3) a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and a competitor analysis.



Presidential Reflection on First 100 Days

Dr. Jennifer Taylor-Mendoza became CSM's 10th President, on July 1, 2022. At the start of her presidency, she embarked on a one-hundred-day campus listening tour. Her listening tour informed the development of our institutional priorities. Highlights from this tour include:

Prominent Characteristics

- The campus focuses on “doing good”
- Teaching and scholarship are a priority
- The 100-year legacy shapes our future
- Collaboration is central to our work
- Mental and financial health are important to us

Opportunities

- Ensure all populations are being served equitably
- Provide adequate resources to operational areas to create stability
- Create comprehensive economic development infrastructure
- Build CSM brand in the community, from early education to college
- Interrogate programs, services, and curriculum that have not led to equitable outcomes or student achievement
- Invest in antiracism as our Solidarity Statement claims

Participatory, Shared Governance

- Shared governance requires shared responsibility
- Create space to reflect, discuss, and connect
- Communicate to build understanding and to avoid confusion
- Establish a process to facilitate the feedback cycle for committee representatives
- Reflect on and assess institutional governance committee effectiveness

Values

- Create a culture in which BIPOC faculty, students, and staff feel authentic care
- Enhance campus engagement and voice
- Review and revise practices, policies, processes, and procedures that create barriers to student achievement
- Budget allocation should reflect our priorities
- Inspire innovation and creativity
- Be accountable, be thoughtful, and lead with urgency
- Celebrate each other and the diversity of our students

The presidential reflections led to a campus-wide assessment of all aspects of our climate to gauge alignment and opportunities for growth. The first step was an assessment of antiracism on campus

Becoming an Antiracist Campus

Throughout the course of 2021 and 2022, CSM engaged students, faculty, and staff in an assessment of antiracism on our campus. The student survey was conducted in 2021 with a 12.1% response rate. The faculty and staff antiracism survey was conducted in 2021 with a response rate of 20%.

Student Survey Observations:

Environment and culture: Overall, students reported high to moderately high feelings of safety and belonging at CSM. A majority strongly agreed with feeling “safe being who I am” and agreed that CSM has places and programs where they feel a sense of belonging. Collegewide, fewer than 1 in 6 students reported having observed race- or appearance-based incidents by faculty or staff, while one-half to two-thirds denied such observations. More than 1 in 4 disabled, LGBTQ+, and Black/African American students reported having experienced microaggressions. Of those responding affirmatively, Black/African American, disabled, and LGBTQ+ students agreed at higher rates than other groups.

Perceived connection between identification and education: Disabled and Black/African American students consistently perceive a connection between their racial/cultural identity and disability, and the quality of their overall campus experience, inside and outside the classroom.

Pedagogy/curriculum: Disabled and Black/African American students consistently perceive a connection between their racial/cultural identity and the quality of their overall campus experience, inside and outside the classroom.

Faculty and Staff Survey Observations:

Overall, faculty and staff feel that CSM is a culturally responsive campus, yet incongruities between what people believe and do at CSM exist:

- 42.5% of the respondents perceive racial and ethnic tension on campus
- 40.7% of respondents say they notice students being treated differently by coworkers based on appearance
- 39.6% of respondents felt that committees do not have diverse representation

If we are to create an equitable campus and culture, it's crucial that antiracism become a matter of policy and practice. Action steps toward this have been discussed and incorporated into our integrated plans.

Campus Climate Survey

The last campus climate survey was conducted in 2017. The institution has experienced much transition in the last five years. The president felt it was necessary to conduct a climate survey right away in Spring 2022. The next campus climate survey will be administered in two years. Campus climate surveys play an essential role in our college planning. We want to note what is working well and consider ways to improve.

An external agency, ModernThink, collected feedback about our campus climate. All members of the CSM community were invited to participate. With a high participation rate of 42%, CSM faculty and classified staff shared their perspectives and highlighted opportunities for growth.

Here are the ten areas the College will focus on over the next five years: collaboration, communication, confidence in senior leadership, diversity, inclusion, and belonging, faculty and staff well-being, job satisfaction and support, mission and pride, performance management, professional development, and supervisor/department chair effectiveness.



Competitor Analysis

Managers and senate leadership participated in a SWOT analysis to develop a full awareness of all factors CSM faces in developing the college of the future. Our SWOT analysis was facilitated by the Society for College and University Planning (SCUP) in June of 2022, and revealed the following factors:

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Beautiful, well-designed campus that supports student learning and well-being • Dedicated, student-focused staff • Culture of collaboration and student focus • Diversity • 100-year legacy • Dedicated student body • Athletics programs 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Lack of resources and personnel • Entrenched culture • Agility to adapt to new approaches post pandemic • Communication across the District • Bureaucracy in systems, processes and approvals • Student registration systems can be bureaucratic and hard to navigate
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Funding to help students pay for college, transportation, and supplies • Enrollment management • Marketing of programs and services • Increase service modalities • Community partnerships • Grants and fundraising • Diversity and equity practices 	<p>THREATS</p> <ul style="list-style-type: none"> • Cost of college • Economic challenges: inflation and the cost of living • Aging demographics of San Mateo • Declining enrollment • New employee recruitment

Building upon the SWOT analysis, SCUP coached College of San Mateo leadership through a competitor analysis that revealed the following:

CSM COMPETITORS FOR STUDENTS	WHAT MAKES THEM COMPETITORS?
<ul style="list-style-type: none"> • Online institutions, specifically four-year institutions offering a variety of classes and degrees • Community colleges offering a larger variety of online or hybrid courses • Nearby community colleges with shorter semester/quarter systems • Employers, particularly those offering free training • Trade schools, educational online institutions, four-year colleges • Community colleges that are free • Funding that allows students to work fewer hours to attend school 	<ul style="list-style-type: none"> • More online course offerings in a variety of subject areas • Academic rigor in programs • Preparation for transfer • Preparation for employment • Cheaper price per unit or no cost • Access to campus • High profile internship and job opportunities • Better technology • A sense of belonging • Easy access for students



6 What Sets Us Apart

The competitor analysis was analyzed to identify what sets us apart from other colleges.

What are CSM's points of distinction? Much of our focus is on strengthening the connective tissue of the College – the bonds between college and high school, between different disciplines, between academic and career/technical education, between instruction and student services – in order to give our students a clear, well-lit, well-structured and welcoming path to their academic goals. This sort of integrated support is especially important for assisting our underserved student population.

Some of the highlights of this work can be seen in programs that integrate different disciplines and services in order to scaffold the student experience.

Academic & Student Support Programs

Academic & Career Communities/Guided Pathways

The Guided Pathways initiative, launched in 2017, focuses on a redesign of the student experience to create an “equity-minded, student-centered experience that em-

powers students to reach their educational goals” (<https://collegeofsanmateo.edu/guidedpathways>). The emphasis is on a “close collaboration between student services and instruction” in order to create easily navigable paths that integrate academic and other support services, leading to clearly identified goals.

The support begins with improved navigation: the scores of degrees and certificates offered in dozens of disciplines are organized into six categories:

- **Arts & Media**
- **Business & Public Services**
- **Health & Wellness**
- **Language Arts & Social Sciences**
- **Science & Engineering**
- **Explorers**

The goal is to close the equity gap, and to increase the number of students able to complete a degree, certificate or transfer program in three years (according to PRIE's 2019 Equity Data SAP report, 59% of full-time students achieve their goal in six years, while only 29% of part-time students do).

Promise Scholars Program

In summer 2016, CSM launched a program aimed at first-year students called Year One. Year One students would take a college orientation course in summer, get priority registration, and receive extensive counseling, financial, and academic support. Along the way, they would participate in events designed to build community. Over the next two years, the State Chancellor's office began funding first-time, full-time student tuition, and the College began exploring a more extensive support program based on CUNY's ASAP model. And by 2018, Year One had adopted the ASAP replication model and merged with Promise to form Promise Scholars—a 3-year degree completion program offering “multi-year tuition support, individualized counseling support, textbook vouchers, and food and transportation incentives.” (<https://collegeofsanmateo.edu/promise>). It is by far one of the most successful programs, having enrolled 1,439 students by 2021.

Learning Communities

The College now hosts twelve learning communities aimed at supporting the degree and certificate completion goals of specific groups of underserved students.

Some well-established programs focus on serving the needs of BIPOC or other underserved ethnic student populations.

Puente: CSM has participated in the national Puente program since the 1990s, a program established to “address the low rate of academic achievement among Latino community college students” (Puente Program Review 2021).

Umoja: CSM is part of the statewide Umoja community, a program intended to enhance the “cultural and educational experiences of African-American and other students” (<https://umojacommunity.org/mission-and-vision-state-ments>). In 2021, it enrolled 42 students.

Mana: The Mana learning community has supported Native Hawaiian and Pacific Islander (NHPI) students since 2014, through a cohort model transfer program with specialized curriculum and “wraparound support community” (<https://collegeofsanmateo.edu/mana>).

Writing in the End Zone: Another long-standing, home-grown program is Writing in the End Zone (WEZ). Started in 2004 to improve transfer rates for Black/African American and Pacific Islander students on the College's football team, WEZ represents a collaboration between English faculty and coaches that harnesses students' passion for football to their work in the classroom. (A parallel effort, Math in the End Zone, began in 2019, with great success.)

Katipunan & Brothers Empowering Brothers: More recently, the College has launched the Katipunan and Brothers Empowering Brothers learning communities, inspired by data analysis showing a gap in the College's counseling support for Philipinx students and male students of color respectively. Katipunan launches in 2022; Brothers Empowering Brothers began in 2019, and by 2021 had served over 70 students. It now operates within the Promise Scholars Program.

Other populations with particular needs are served by existing and proposed learning communities.

Project Change: A well-established, CSM-developed program, Project Change offers financial, counseling and academic support to incarcerated youth, along with in-person college instruction inside youth facilities.

IX in Action: The newly developed IX in Action references Title IX and is aimed at enhancing the "educational experience of our female student-athlete cohort," supporting the empowerment of women (Voices in Action Program Review 2021), and establishing a counterpart to the learning communities serving male sports teams.

All of these programs work with academic instruction. But the main focus is on building community, establishing wrap-around services, bringing the students' home cultures and identities into the classroom, creating spaces where students can feel welcome (the Village serves several learning communities), and above all, showing respect and appreciation for the knowledge, enthusiasm, and challenges students bring with them. One small example: English instructors who teach the Writing in the End Zone also go to several football games during the season and stay informed about the team's progress.

The value of this sort of community building is highlighted by the fact that these learning communities were hard hit by the pandemic. Umoja, Writing in the End Zone and Puente all saw significant drops in enrollment and success. While the reversal is temporary, this underscores both the importance of social connection and community, and the vulnerability of a student population with less access to technological resources, and higher financial needs outside school.

The role of the learning communities may also be clarified thanks to research by the California Community Colleges RP Group. Their African American Transfer Tipping Point Project (AATTP) researches the points along the academic path where African American students leave education; the “tipping points” that propel them into persistence; and any specific programs and practices that “are associated with greater persistence to and through the tipping points.” Data analysis has identified College of San Mateo as “particularly successful when it comes to serving transfer-bound Black/African American students,” and the group plans to research our practices to try to identify what is working. This research will benefit our understanding of our work, and our ability to build on it.

Honors Project

Along with learning communities focused on providing support to at-risk or underserved populations, CSM has a highly successful and broadly inclusive honors program that helps students make “intellectual connections across a range of disciplines.” Interdisciplinary instruction is at the core of the Honors Project, as it is with Promise and other learning communities. It also partners with UCLA through the Transfer Alliance Program to improve students’ ability to transfer.



Athletics

As noted earlier, CSM has long been a standout in athletics, not only for its many championships but for the diversity of its sports, and its extensive and recently renovated facilities. The athletics program takes the students' academic work seriously; faculty have invested in collaborating with disciplines and services to ensure strong academic support, with the two highly successful athlete-oriented End Zone support programs, and more recently, a learning community focusing on women in sports (IX in Action).

International Program

CSM's International Program is supported by the Center for Global Engagement, which provides wrap-around services from admission to graduation for international students. A distinctive feature of this program is the pre-departure modules, introduced to ensure that incoming international students meet requirements for math and English. The modules represent a collaboration with math and ESL instructors, and have succeeded in steadily raising international students' GPAs.

Conclusions

In all of the learning and academic communities, some consistent themes emerge:

- The importance of collaboration between different programs at the College, especially around academic support
- The importance of integrating student services and instruction—educating the whole student
- The importance of outreach—meeting students where they are, acknowledging who they are, and developing their confidence and sense of belonging in academic life
- The interconnectedness of disciplines and majors
- The need for a great degree of one-to-one and small group attention



Focus on Recruitment & Access

CSM is positioning its recruitment and access toward enhancing the quality of the student journey, from recruitment to application to matriculation and registration. To that end, CSM is focusing on improving the quality of its recruitment and outreach by leveraging its resources and relationships in the following ways:

Building partnerships with community organizations such as those serving migrant workers or people with housing insecurity, thus establishing connections with hard-to-reach populations (e.g. Migrant Education Program, Moonridge farmworker family housing, LifeMoves, Boys & Girls Clubs in East Palo Alto).

Participation in community events, such as the Black College Expo, LatinX Expo, and CSM and Coastside Farmers Markets.

Strengthening relationships with high school counselors by maintaining regular communications and participating in college preparation programs (e.g., AVID).

Multimodal outreach, both in-person and virtual.

Cooperation and reciprocity with college recruiters from other districts.

College recruitment does not end with the initial information and outreach session. Therefore, improving the application, matriculation, and registration process remains a priority for CSM. We offer:

Application, matriculation and registration workshops (e.g., outreach events at high schools, priority enrollment workshops, career presentations).

A physical and a virtual front desk, which gives students and applicants access to a real person to ask questions and to access college services.

Enhanced translation allowing website users to access information in over 100 languages, rolling out across the CSM website through the next year.



CSM afforded me the opportunity to be a leader and positive role model on campus for students and veterans alike. When I stumbled, there was always someone who would pick me up or help me correct my course. Before CSM, I would have never thought I could get into a school like Stanford much less succeed there. Despite the challenge ahead, I now have full confidence in my abilities.

- Stephen McReynolds

7 Economic Development & Community Engagement

College of San Mateo acts as a critical resource in economic and workforce development, and engages in activities to better understand the needs of San Mateo County and the Bay Area. CSM has recently created an Executive Director of Strategic Initiatives and Economic Development position, and is in the process of redesigning the core infrastructure and thoughtful programming necessary to advance key economic and workforce development strategies and expanded partnership development. The campus will move through this process over three phases.

Build Trust and Increase Understanding: It is essential to engage in experiences that will expand our understanding of campuswide efforts and great work while exploring areas of collaboration in our service of students, prospective students and the community. We will engage the Academic Senate, Classified Senate, Associated Students of CSM and Management Council. Additionally, we will meet with learning communities, Mana, Puente, Umoja and Project Change. We will host weekly drop-in sessions where campus team members can stop by and have informal conversations and share ideas. Internal stakeholder engagement will be a critical priority as we are committed to building trust and thoughtful partnership across the campus.

Deep Discovery: Our second priority is leading deep discovery across the campus and our community through a Community and Economic Needs Assessment. We will design a team of campus stakeholders who will take part in the development of the assessment and who will assist with carrying out the various activities.

Key components such as *critical data analysis and community engagement* in the form of **focus groups, surveys, town halls and asset mapping**, will begin to provide critical insight as to what we can do to better serve students and our community. As we share critical data analysis and the synthesis of our findings with the campus, we will host a “Possibilities” Tour where we will create a space for the campus to come together, “dream big,” co-create a plan moving forward and begin to realize all that is possible in making the changes necessary to better serve our students, industry, government and the greater community through powerful external community partnerships.

Establish a Shared Vision: The third priority is to further establish a shared vision and to develop a five-year plan for the College that advances partnership development, and that integrates equity-minded practices and leading program design across career focused education, workforce development training, early college programming and greater service and visibility in our community.

Our approach will provide an opportunity to create, together, a shared vision of the sort of workplace culture we want, and how we want our campus to operate. A writing team will be assembled that includes faculty, staff, administrators, external community stakeholders, existing campus partners and students with the focus on partnership development, community engagement, increased success for students, workforce and economic development strategies and free college programming while furthering our commitment to equity and acting as a catalyst of liberation.

Engagement Strategy

CSM will employ a thoughtful engagement strategy for internal and external partnership development. It will focus on three main areas.

Pace: A sense of urgency, being responsive and timely when serving students and partners to ensure momentum and success of partnership opportunities that advance the Colleges mission, vision and District priorities.

Partnership: Enthusiastically serve interests and needs of internal and external stakeholders and align in ways that serve an equity-focused agenda.

Practice: Employ practices and actions that advance a “student/stakeholder first” culture—and do all possible to remove barriers for students and partners to engage with College of San Mateo.

The College currently offers educational opportunities that directly support the development of key talent necessary to serve the local economy and workforce needs. We guide, teach and train students on career or transfer paths that will lead to their enhanced socio-economic mobility. Through flexible and manageable transfer, workforce training and career pathways, CSM students can access high-skill and high-wage employment that propels the regional economy and contributes to advancing generational wealth.

Through the development of the Strategic Initiatives and Economic Development operational area, CSM has placed great importance on building the appropriate infrastructure, vision and services necessary to build relationships with community partners and regional businesses that will thoughtfully address and respond to emerging career focused education and training needs.

“



The concurrent enrollment classes I took while in high school really helped me get ahead. In addition to the academics, CSM helped me to improve my work ethic and develop skills that made me a stronger student.

-Jennifer Vara

Early Examples of this Work

As a campus community we are actively engaged with community partnership at all levels. The President has developed a Centennial Committee composed of thirty-eight regional businesses, community-based organizations, educational partners, and Board of Trustee representatives to guide our celebration and scholarship fundraising efforts. The Centennial committee will evolve to become a President’s Advocacy Council representing business and community-based organizations across our service area. Members will serve as thought advisors and advocates for CSM and shape strategic direction for the College as it sets goals that will meet the ever-changing needs of our community, industry and government partners.

Across campus, our faculty and staff are extremely engaged in our community with relationships to over 500

community-based organizations and companies across a range of sectors. This enormous potential for partnership will be explored for greater collaboration as we move into our next phase of economic and workforce development.

A core element of our economic and workforce development strategy at CSM includes the development and service of community partnerships that will further reach and more effectively serve disproportionately impacted populations and expand early college and dual enrollment programs.

Community Partnerships Taking Shape: The Coast-to-College Plan

As mentioned above, after an initial data analysis, CSM identified Coastside as a key underserved neighborhood. As part of our Coast-to-College plan, the Coastside Education Center is scheduled to open in Spring 2023, and a

CHALLENGES	OPPORTUNITIES
<ul style="list-style-type: none"> • Transportation • Lack of Coastside advocates • No academic or support programming • No educational alignment to small businesses and local entrepreneurs • No internship programs • Lack of partnership between high school, industry, non-profits, and trades • Childcare needs • Internet bandwidth • Lack of CSM presence 	<ul style="list-style-type: none"> • Higher education is integrated into City Hall’s Coastside Economic Recovery Plan • Expand instruction and services • Utilize dual enrollment, Promise Scholars Program, career education, and ESL • As the community’s college, we will take the college to the community • Establish sustainable and varied partnerships with community organizations • Prioritize pathways from early education to college • Enhance workforce development, local business partnerships, apprenticeships, and curriculum innovation

key priority over the next five years will be to develop and expand partnerships to better serve this community. Our Coast-to-College efforts exemplify the power of community partnerships and our efforts to serve disproportionately impacted populations, more specifically Latinx individuals.

Inspired by the work of Team Innovate, recovery task force member Sophia Layne started the roundtable which has expanded to include affordable housing advocates, labor and trades, and higher education. A strong relationship was established with CSM and a strategy has been formed.

The Coastsides Workforce Development Roundtable began in August 2021 with exploratory conversations among non-profit, government, K-12, post-secondary education and business partners who wanted to address long-standing challenges related to workforce development, job training, and greater connections to college on the Coastsides.

The College led two town halls with Coastsides community members (including resident employees) to identify challenges and opportunities. They include:

Challenges and opportunities were used to develop a comprehensive Coast-to-College Education Plan with the following community partners:

- **Ayudando Latinos A Sonar (ALAS)**
- **Boys & Girls Club of the Coastsides**
- **Cabrillo Education Foundation**
- **Cabrillo Unified School District**
- **CoastPride**
- **Coastsides Hope**
- **Greater Coastsides Regional Economic Development Coalition**
- **Half Moon Bay City Council**
- **Half Moon Bay Coastsides Chamber**
- **Half Moon Bay Library**
- **Latinx Leaders**
- **Moonridge Coastsides Family & Labor Housing**
- **Rotary Club of Half Moon Bay**
- **Senior Coastsiders**

The Coast-to-College Education plan was presented to the Board of Trustees on April 27, 2022. This plan is the first of several to serve communities with under-represented populations. As we grow our outreach to serve more communities, we will support and serve students in their efforts as they pursue upwardly mobile career paths with livable wages that contribute to the vitality of the communities we serve.

Our workforce development programs and services represent additional opportunities to engage community partners for economic development.

Existing Employer Partnerships

CSM engages a community of industry partners focused on workforce development. Together, they enhance the regional culture of collaboration that will bridge labor market supply and demand to impact the economy. Community partnerships enhance outreach to our service area as we expand to deliver programs and services for entry to or advancement in the workplace.

The workforce team has established partnerships with local and regional employers in an effort to align career education programs with employer-demanded skills. Through participation on local advisories, employers provide critical input into program development, redesign programs to ensure they remain relevant, and keep up with trends while also providing connections to paid internships and job opportunities for CSM graduates.

Employer partners include, but are not limited to: Adobe, Amazon, Bay Area Rapid Transit (BART), CalCPA, CitiVentures, Communications & Power Industries (CPI), Deloitte, Equinix, Google, Hewlett Packard, International Facilities Management Association, LinkedIn, PricewaterhouseCoopers, Sony, Splunk, Tesla, and Zendesk.

Partnerships with organizations such as Amazon Web Services have led to training opportunities for students to up-skill for career advancement. The College serves as a certi-

fied Amazon Academy, and offers an industry-developed curriculum to support the attainment of industry-recognized cloud computing certifications. Training is offered in partnership with San Mateo Adult School and San Mateo County Community College District's (SMCCCD) Community, Continuing, and Corporate Education program.

Paid Internships & Expanded Work-Based Learning

Community and corporate partnerships will be leveraged to support CSM's Cooperative Education and Work Experience programs, which provide students the opportunity to earn college credit for their participation in a job, internship or volunteer experience that is closely aligned with their field of study and expand work-based learning experiences. Over the next year, the Workforce team will build upon its relationships with Community Based Organizations across the county with the goal of making career education more accessible to underserved student populations.

Teams will collaborate with faculty and industry partners to design paid internship programming and services and expand dynamic work-based learning opportunities for students across a variety of programs. They will also explore ways in which entrepreneurial activities and services, and the use of student enterprises, can support work-based learning.

New Program Development & Redesign

The SIED team will facilitate engagement with faculty partners to explore opportunities for new program design in areas of high demand career growth to ensure students have access to innovative career focused training and education in emerging areas. Additionally, the expertise of industry partners will be used to shape opportunities for faculty to redesign or update existing programs to ensure they are remaining relevant and preparing students effectively to enter vibrant careers. CSM's workforce partners collaborating with faculty and campus stakeholders is critical to our career pathway development.

Career education programs and curriculum will be designed in ways that will serve all students. with efforts to ensure culturally relevant pedagogy and representation across experiences and course tools/materials. Our goal is to engage students early and often in career exploration, college course experiences and to build their confidence and ultimately transform their lives.

The earlier we can engage students on career or transfer pathways, the better we can support persistence and completion and ultimately better impact their socioeconomic mobility, reduce educational debt and advance the regional economy. High school students represent our upcoming generation of students who contribute to the regional economy and become tomorrow's leaders across the county and region. By reaching them in K-12, we can successfully support their transition to CSM for either transfer or career education opportunities.

High School Transition Programs

Partnerships with our regional high schools enable students to access higher education and provide an early pipeline for educational attainment. In collaboration with community partners, CSM develops programming to support high school access to college courses and work-based learning experiences. We support early access to college while reducing the cost of college for communities we serve. CSM works with our high school partners to align, partner and advance career education opportunities and connections for students while building seamless transitions to college.

Dual Enrollment is a partnership between CSM and our local high schools that supports high school student participation in transfer and career pathways. Dual enrollment provides high school students who may not already be college bound or who are disproportionately impacted in higher education the opportunity to earn high school and college level credit at no financial cost. CSM will continue to expand dual enrollment partnerships across the county and enhance experiences for students to visit and explore CSM's campus.



Concurrent Enrollment visibility and partnership development will also be expanded to support more students in experiences that will provide enrichment and expanded access to college programming for 9th through 12th graders to gain experience and earn college credit at no cost (up to 11 units).

Middle College is an established high school program on the College of San Mateo campus, where students earn high school and college credit. High school students complete their 11th and 12th grades with Middle College high school faculty while taking College of San Mateo courses to complete their remaining high school credits. Middle College was established in 1998, and in recent years has expanded to serve approximately 200 students annually. Middle College serves San Mateo Union High School and Cabrillo Unified School Districts. Program partnerships and prospective student outreach will continue to

increase participation for Latinx, Black/African American and Pacific Islander students.

To facilitate students' seamless transition to college and efficiencies of program experiences, CSM aligns Dual Enrollment/Early College Programming with Guided Pathways and the Promise Scholars Program.

We bridge students' experience beginning with dual enrollment support and programming - which includes wrap-around, proactive support services and strategically scheduled coursework. Dual Enrollment, Guided Pathways, and the Promise Scholars Program are highly coordinated to afford students every opportunity to succeed in completing their degree or certificate goals. Dual Enrollment provides early access to post-secondary education and a well-supported on-ramp to College of San Mateo.

As the initial entry point to college, Dual Enrollment has the potential to significantly increase the number of students going to college, and to more effectively support access, persistence and completion of college for Latinx, Black/African American and Pacific Islander students.

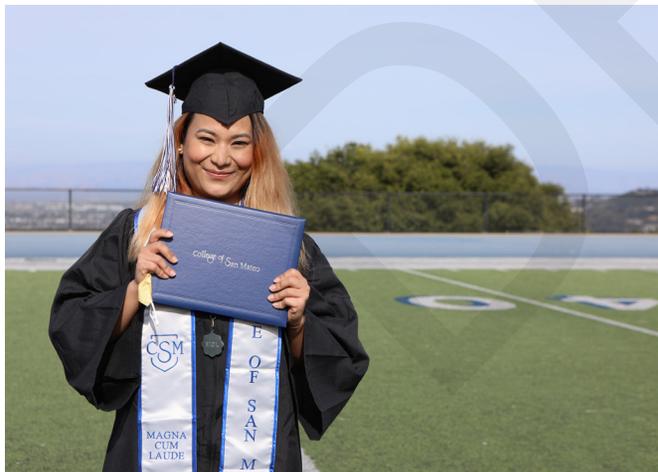
CSM currently partners with the following high schools for transition programs:

- **Aragon High School**
- **Burlingame High School**
- **Capuchino High School**
- **Carlmont High School**
- **Half Moon Bay High School**
- **Hillsdale High School**
- **La Costa High School**
- **Middle College**

- **Mills High School**
- **Peninsula Continuation School**
- **Pilarcitos Continuation School**
- **San Mateo Adult School**
- **Sequoia High School**

Our strategy includes: 1) work with high school sites to create a dual enrollment team of local expert practitioners; and 2) build strategic and structured pathways that align high school to CSM for career education or preparation for transfer.

To do this, our work will focus on continued and expanded student recruitment, program marketing and visibility, program participant engagement, assessment, partner teacher and faculty collaborations, and professional development that supports pathway expansion within each high school. We will support district strategic priorities and advance free college programming initiatives grounded in an equity focused approach.

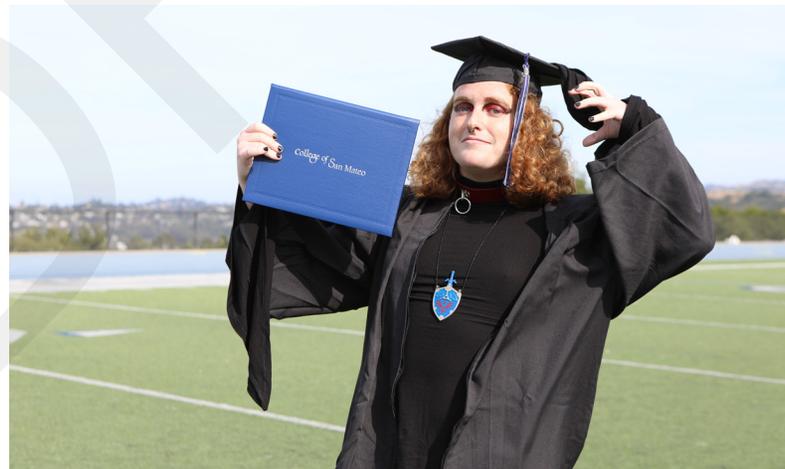


Over the next two academic years, CSM will expand dual enrollment programming to serve 1,500 students in 2022-2023 academic year and 3,000 students in the 2023-2024 academic year.

Our combined efforts and greater collaboration with community partners, industry, and higher education to establish pathways and programs to economically viable opportunities for our students are substantial. We will continue to diversify and expand our efforts to serve students as they pursue career and transfer opportunities that result in workforce and economic development for our region.

Through this work we will collaboratively make the changes necessary to be recognized as best-in-class service to students, workforce training and development, career technical education programming, free college initiatives and partnership development across San Mateo County, the Bay Area and the entire state.

“  *I am always proud to talk about CSM and what it offered me. It is more than just a gorgeous campus, it is a college of opportunity.*
- Jennifer Menjivar



8 Conclusion

The campus today is a living testimony to the community's faith in College of San Mateo. CSM, in turn, reciprocates with a commitment to being the community's college.

What does being "the community's college" mean?

It means that we work continually to serve all of our community, It means taking seriously our role in helping to improve the lives and prospects of our community members, by doing everything we can to create a clear, well-lit and uncluttered path into and through college, towards whatever educational goal students set out to achieve. It means developing support services that ensure students

are not disadvantaged by lack of financial, academic or personal resources. It means that we value collaboration with our community at every level: its workforce, its high schools, its businesses, and above all, its residents. It means creating a college campus and culture that is anti-racist, welcoming, inclusive, and celebratory—a campus that increasingly looks and sounds like our community.

All of CSM's efforts—in participatory governance, in teaching and learning, strategic planning, and student support—rest on a shared vision, shared responsibilities, and shared understanding of our work.

“



“Attending CSM showed me my true potential—here, I realized that I was capable of achieving my academic goals, developing a professional network and building long-lasting friendships.”

- Divi Kumar

Appendix A: EXTERNAL ENVIRONMENTAL SCAN

The three colleges of the San Mateo County Community College District—College of San Mateo, Cañada College, and Skyline College—serve the more than 767,000 residents who live in San Mateo County and beyond. To update educational master plans, the three colleges are assessing the dramatic changes in the context in which they operate from a local, regional, national and global perspective. On a global scale, forces related to climate change, the COVID-19 pandemic, California wildfires, and racial reckonings are impacting the region in which the colleges operate in new and dramatic ways. The overwhelming success of the Silicon Valley and larger Bay Area economies also impacts the communities the colleges serve in a both positive and negative ways. This document summarizes relevant trends and their likely impacts on the colleges and the communities they serve.

Summary of Key Take-Aways

- The cost of living in the region continues to soar making it nearly impossible for low-wage workers to have time to attend school while working.¹
- The pandemic has exacerbated long-term socio-economic trends in the region: worsening income disparities, longer commutes, and a greater incidence of housing insecurity and homelessness in the Bay Area.
- Demographic shifts in the region point to a population that will be older, better educated and wealthier displacing low and moderate income families and communities.
- Low and moderate income earners have been hit the hardest by the pandemic. There has been a disproportionate impact on Black, Indigenous & People of Color (BIPOC) students and families in the region.
- Gaps in educational attainment persist and further divide regional residents in terms of economic mobility. Education leads to economic mobility in Silicon Valley.
- School age populations are projected to decline, as are the number of high school graduates who go to college.
- Employment demand in San Mateo County is predicted in occupations that require a bachelor's degree or higher, including jobs in technology, health care, and management services.
- Higher education is working to understand pandemic related shift in enrollments, technology, and the future of in-person instruction and services.
- Declining enrollment will require creative problem solving that includes key challenges post pandemic operations affecting enrollment: Course modality; intensive student supports; and recruitment, retention, and succession planning of college employees.

Economic Trends

Life in San Mateo County, and Silicon Valley in particular, continues to become more and more expensive. The success of technology companies such as Facebook, Google, and Apple bring wealth to the region, drive up the cost of living, and exacerbate the already dire trends in the cost of housing in the region.

Cost of Living

According to the Bureau of Labor Statistics and Best Places, the overall cost of living in San Mateo County in 2021 is more than two and half times the national average. The median cost of a home is more than six times the national average.²

COST OF LIVING	San Mateo	California	USA
Overall	270.6	149.9	100
Grocery	116.7	105.1	100
Health	106.5	92.4	100
Housing	610.2	239.1	100
Median Home Cost	\$1,410,700	\$552,800	\$231,200
Utilities	91.9	102.4	100
Transportation	143.4	133.1	100
Miscellaneous	119.6	103.7	100

Transportation

To access the economic opportunities and education in the region, many employees and students move to cities farther away and commute—sometimes many hours per day—to afford a house and keep a reasonable balance between their income and cost of living.

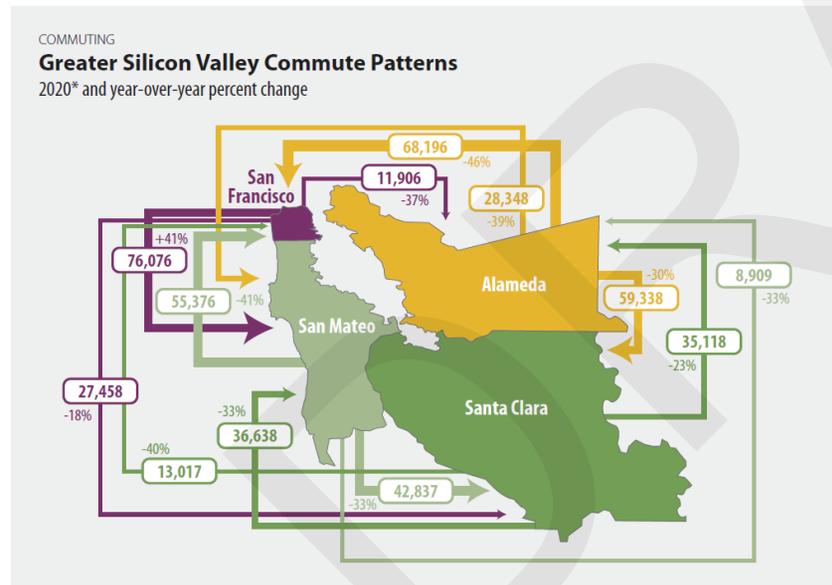


Note: Other Means includes taxicab, motorcycle, and other means not identified separately within the data distribution.

Data Source: United States Census Bureau, American Community Survey | Analysis: Silicon Valley Institute for Regional Studies

The cost of basic transportation needs has risen continually over the past decade, outpacing the inflation rate. The costs rose to such a height in 2021, that a Silicon Valley family of four with two minimum wage workers would have to spend 14 percent of their pre-tax income just to share one car (Silicon Valley Index 2022). These rising costs affect students trying to attend college as well as faculty and staff commuting to SMCCCD.

Over time, the increase in the cost of living in San Mateo County has required the SMCCCD to raise salaries to try to attract faculty and staff and yet, in many instances, faculty and staff newer to the region find living and commuting in the region unsustainable.



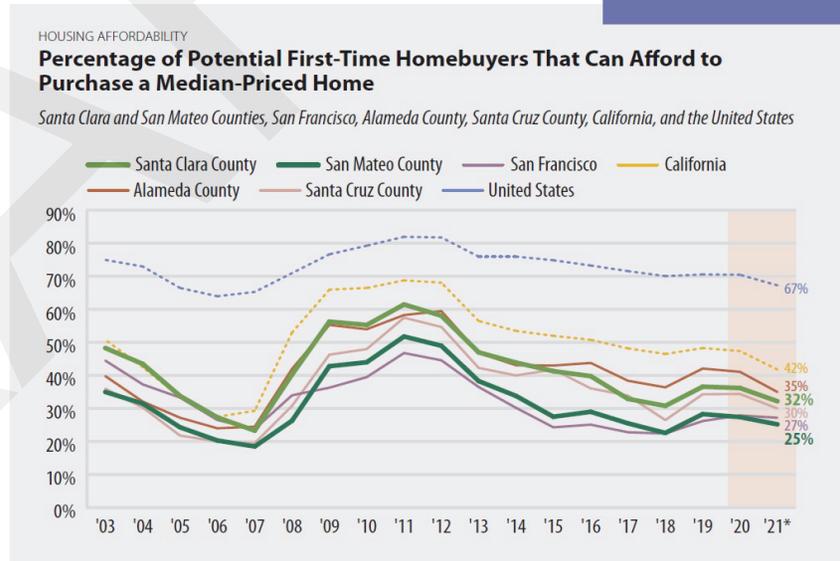
*estimated | Note: Percent change in inbound bridge traffic includes Vehicle Miles Traveled (VMT) and Vehicle Hours of Delay for the Bay Bridge (westbound I-80) and San Mateo-Hayward Bridge (SR-92 westbound) combined. | Data Source: United States Census Bureau, American Community Survey PUMS
Analysis: Silicon Valley Institute for Regional Studies; Jon Haveman, Marin Economic Consulting;

Income Disparities

The Silicon Valley region is home to some of the greatest disparities in income and wealth in the world. For those living in the region, the gap between rich and poor has worsened over time.

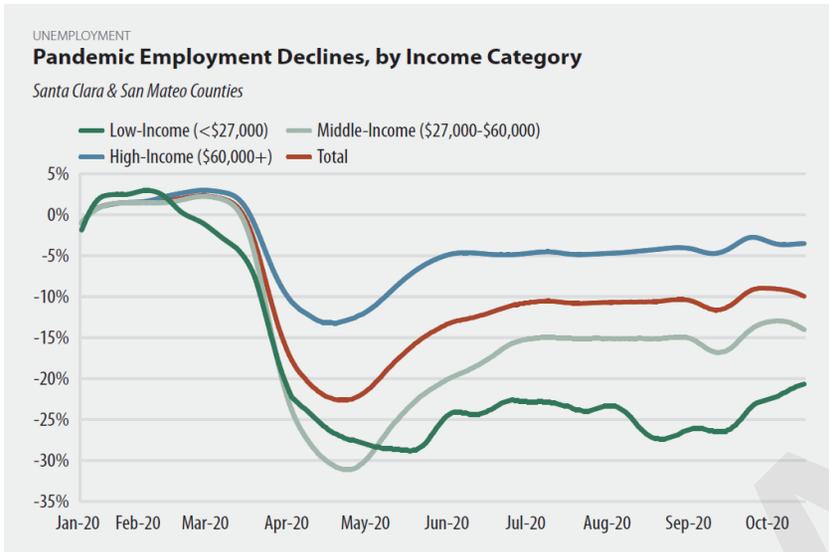
The COVID-19 pandemic has exacerbated these trends.

As of July 2021, 13.7% of San Mateo County rental households were behind on paying rent.

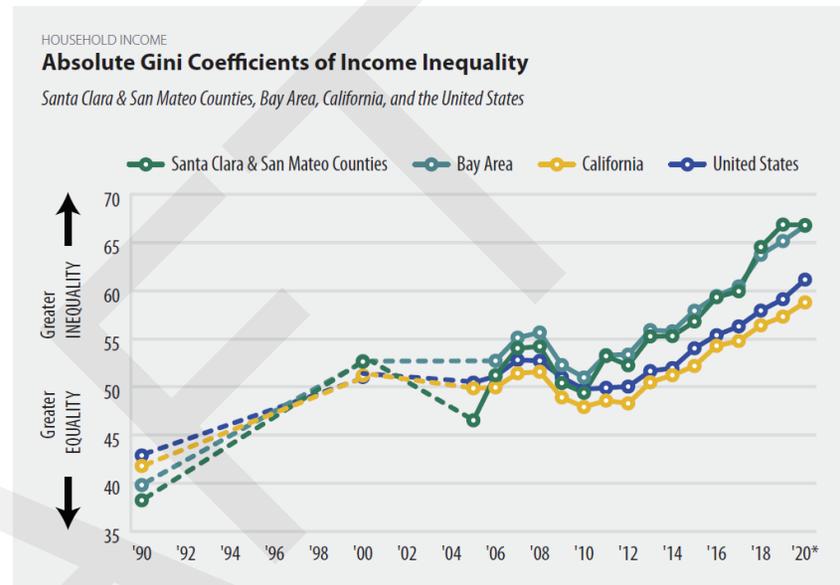


*includes Q1-3 | Data Source: California Association of Realtors | Analysis: Silicon Valley Institute for Regional Studies

Between January 2020 and July 2021, San Mateo County experienced the largest increase in food stamp enrollment in the State of California, with a 41 percent jump in the number of people here relying on CalFresh.³



Data Source: Opportunity Insights Economic Tracker | Analysis: Silicon Valley Institute for Regional Studies

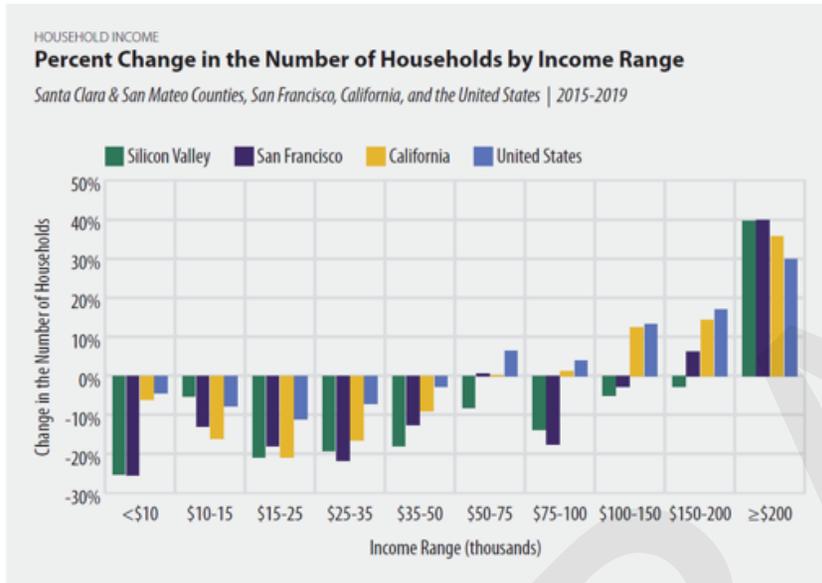


*2020 estimate from 1-year American Community Survey microdata with experimental weights. | Note: The Absolute Gini is the product of the Relative Gini and the inflation-adjusted mean household income, and has been scaled to equal the Relative Gini in 1990. | Data Source: United States Census Bureau, American Community Survey | Analysis: Jon Haveman; Silicon Valley Institute for Regional Studies

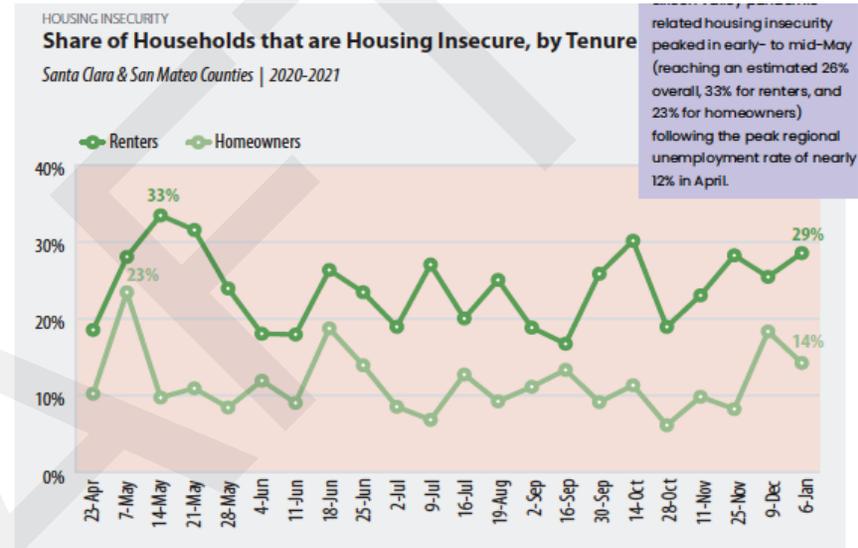
Range of Pandemic Employment Declines, by Income Category <i>March 15 - October 15, 2020</i>			
	Low	Middle	High
Silicon Valley	5-29%	0-31%	1-13%
San Francisco	4-27%	0-41%	1-23%
California	5-36%	0-25%	0-15%
United States	2-38%	0-24%	0-13%

Pandemic effects on employment levels varied significantly by worker income category, with low- and middle-income workers (making less than \$60,000 annually) in Silicon Valley experiencing declines of up to 29% and 31%, respectively, compared to a maximum pandemic decline of 13% in high-income jobs.

Lower income workers living in San Mateo and Santa Clara Counties saw their wages drop more severely and rebound more slowly due to the COVID-19 pandemic.



Note: Household income includes wage and salary income, net self-employment income, interest dividends, net rental or royalty income from estates and trusts, Social Security or railroad retirement income, Supplemental Security Income, public assistance or welfare payments, retirement, survivor, or disability pensions, and all other income excluding stock options. Data Source: United States Census Bureau, American Community Survey | Analysis: Silicon Valley Institute for Regional Studies

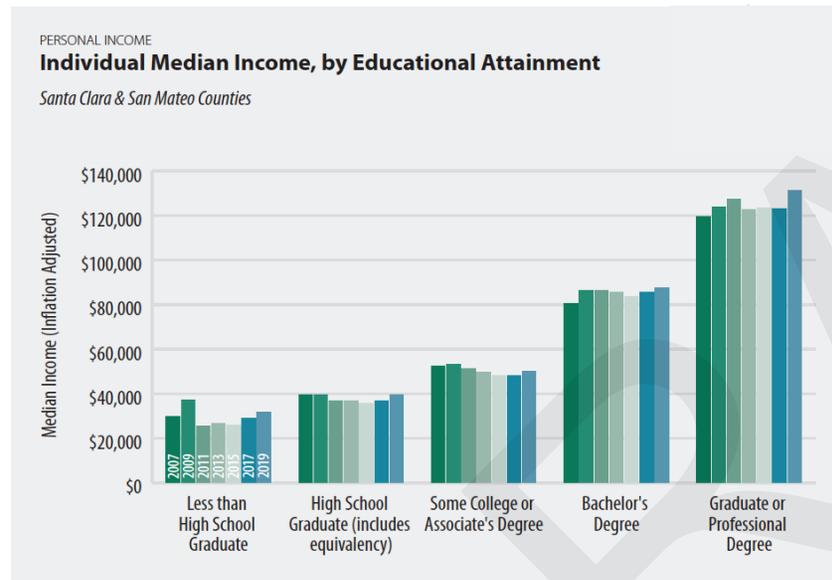


related housing insecurity peaked in early- to mid-May (reaching an estimated 26% overall, 33% for renters, and 23% for homeowners) following the peak regional unemployment rate of nearly 12% in April.

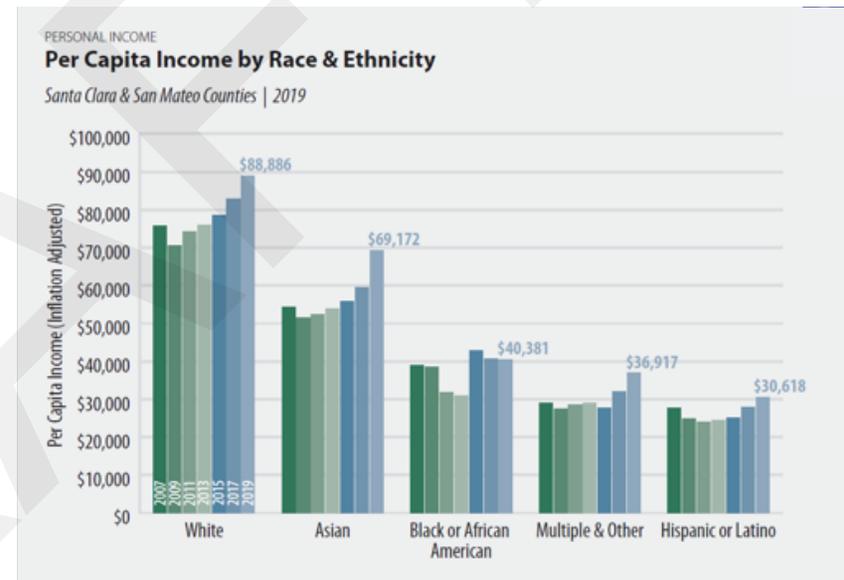
Data Source: U.S. Census Bureau, Household Pulse & Community Resilience Estimates | Analysis: Silicon Valley Institute for Regional Studies

As incomes decline or stagnate and cost of living continues to rise, low and moderate income families are frequently displaced—some forced out of their homes due to evictions or rising rents, others due to the loss of wages or employment. As a result, the region has lost low and moderate income households and gained only upper income households over time.

When incomes are disaggregated by race and ethnicity, the wide gaps in the ability of San Mateo County residents to prosper is evident.



Note: 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 | Analysis: Silicon Valley Institute for Regional Studies



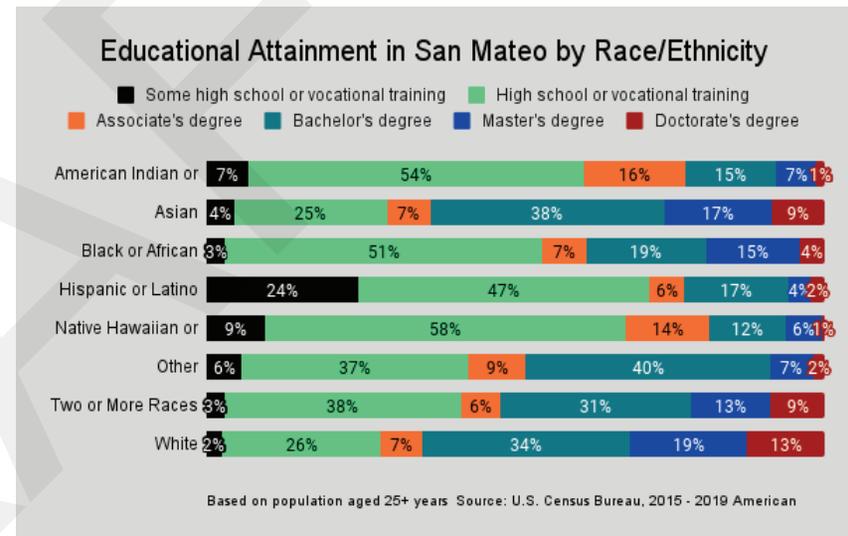
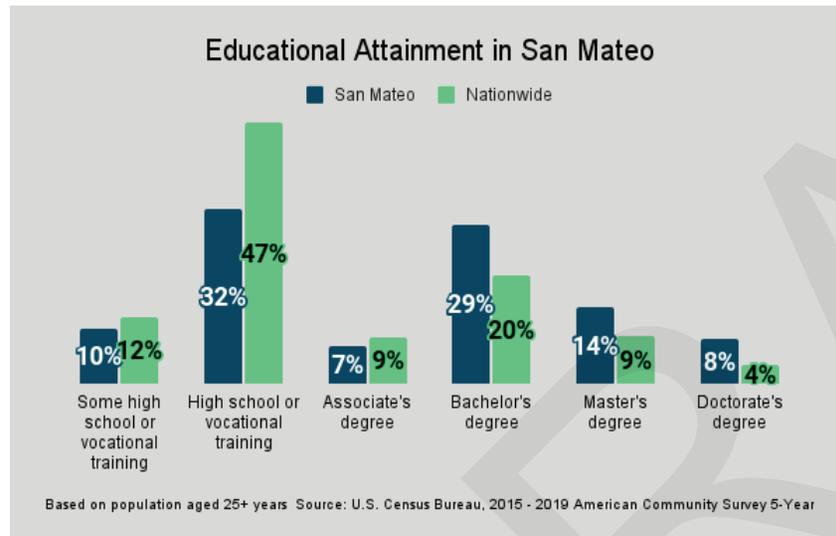
Note: Multiple & Other includes Native Hawaiian & Other Pacific Islander Alone, American Indian & Alaska Native Alone, Some Other Race Alone and Two or More Races; Personal income is defined as the sum of wage or salary income, net self-employment income, interest, dividends, or net rental welfare payments, retirement survivor or disability pensions; and all other income; White is not Hispanic or Latino.
Data Source: United States Census Bureau, American Community Survey | Analysis: Silicon Valley Institute for Regional Studies

Similarly, as home to the world’s most successful “knowledge economy,” the Silicon Valley region is also home to wide gaps between residents by education level.

The importance of education to survive and thrive in San Mateo County cannot be understated. Education is a key indicator of economic mobility.

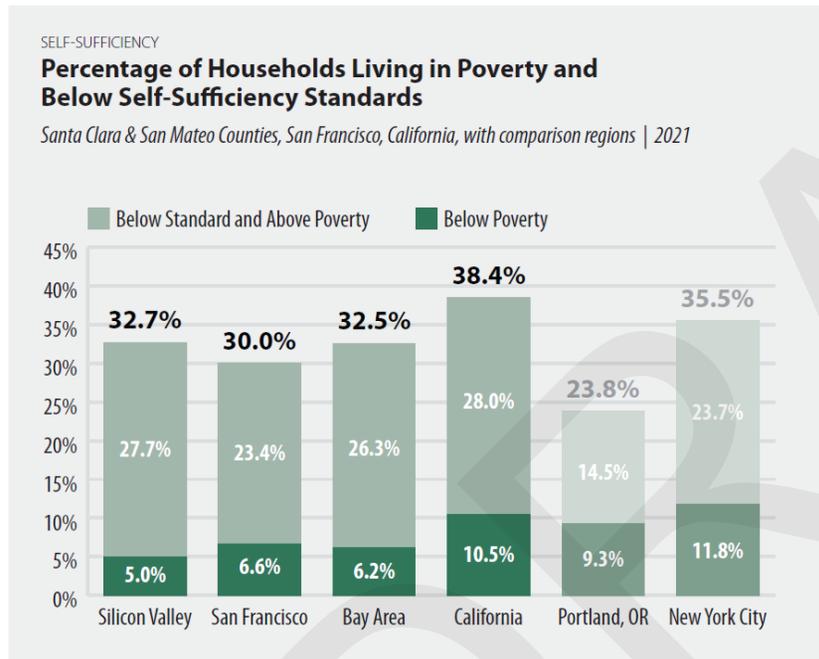
Educational Attainment

There is a clear correlation between an individual’s level of education and income in San Mateo County. A high level of income is needed to live and raise a family in the County. A large percentage of County residents (42%) have a high school education with (or without) some vocational training. When disaggregated by race and ethnicity, the disparities in educational attainment are pronounced with BIPOC residents facing pronounced challenges.

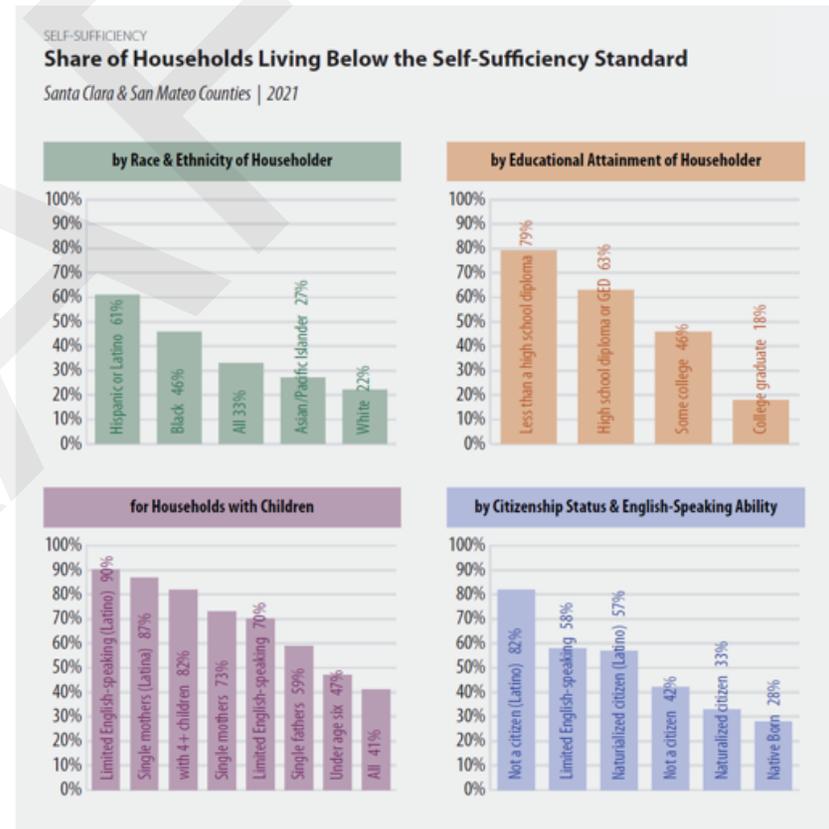


Self Sufficiency and Poverty

Given these income and education disparities, it follows that nearly 30% of San Mateo and Santa Clara County households are living in poverty and below self-sufficiency standards.



Note: The Self-Sufficiency Standard defines the amount of income necessary to meet basic needs without public subsidies or private/informal assistance. | Data Source: Center for Women's Welfare, University of Washington | Analysis: Silicon Valley Institute for Regional Studies

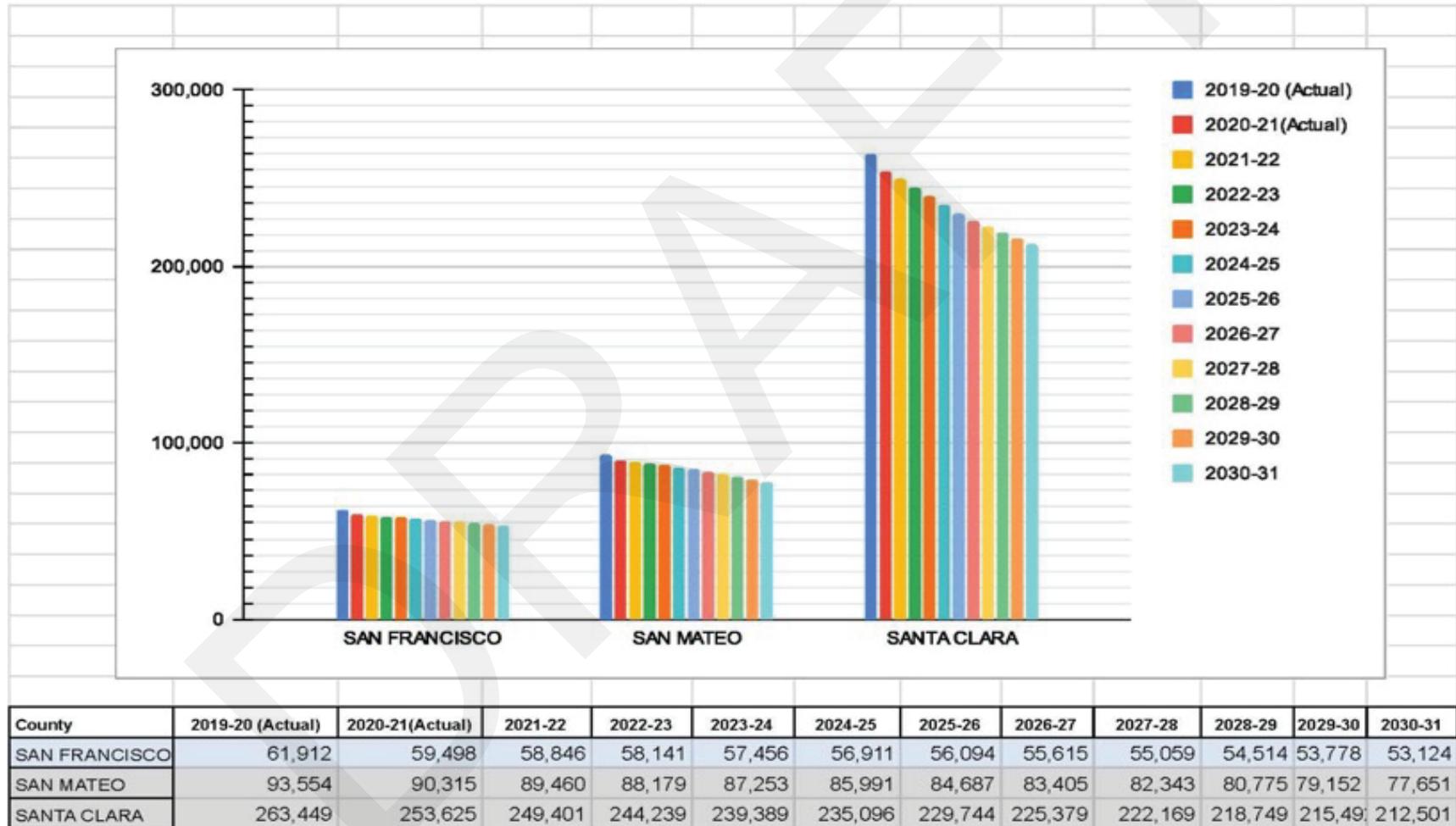


Note: The Self-Sufficiency Standard defines the amount of income necessary to meet basic needs without public subsidies or private/informal assistance. Asian/Pacific Islander, Black, White, and Other are non-Hispanic or Latino. | Data Source: Center for Women's Welfare, University of Washington | Analysis: Silicon Valley Institute for Regional Studies

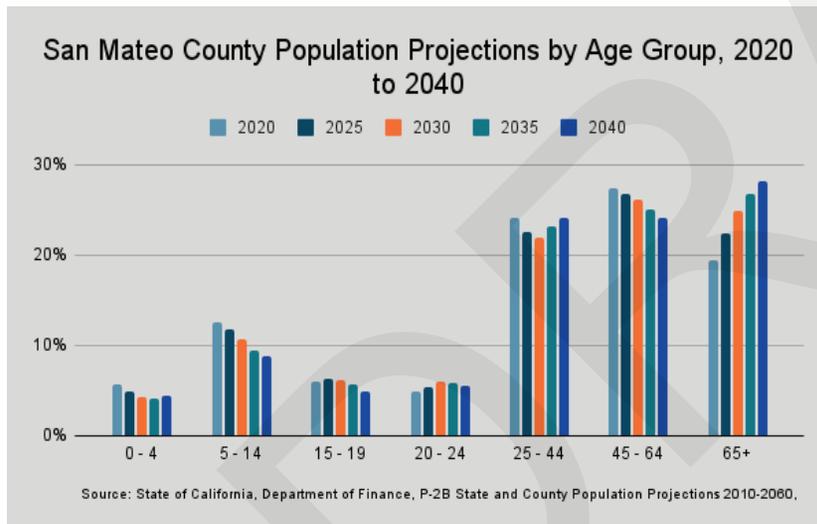
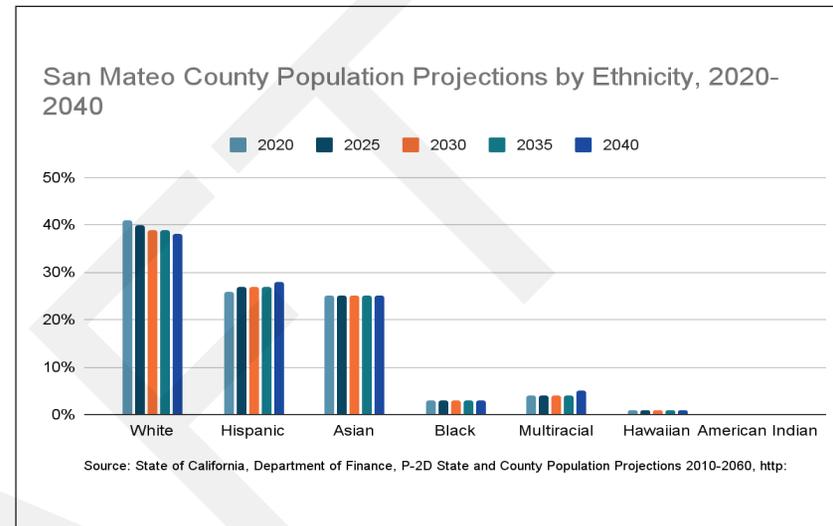
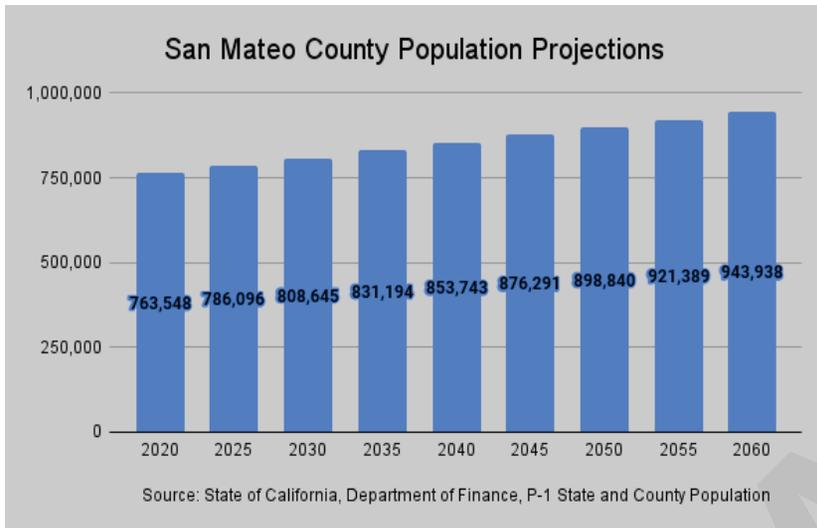
Population and Demographic Trends

The population of San Mateo County is expected to grow 24% over the next 40 years according to the California Department of Finance.

PROJECTED CALIFORNIA PUBLIC K-12 GRADED ENROLLMENT BY COUNTY BY SCHOOL YEAR



State of California, Department of Finance, California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2021 Series. Sacramento, California, June 2021.



An Aging Population

Most of this growth is projected to come from older residents, ages 65 and up, followed by an increase in the number of working age residents: ages 25-44. Younger residents—children, teens and young adults—are expected to decline significantly as a proportion of the overall population. As a result, the CA Department of Finance is projecting that the total enrollment in grades K-12 in San Mateo County will decrease by 14% by 2030-31 (see chart on left).

When considered by race and ethnicity, the only racial group projected to decline as a share of the total County population is the White population. Hispanic, or Latinx, residents will continue to increase as a share of the total, as they are projected to do statewide. Other groups are expected to remain unchanged.

Human Capital⁴

The present and future workforce is dependent upon our students' preparation. Human capital fuels our workforce. Workforce shifts are relevant to higher education for both educators and employers. Employment shifts challenge prospects for our students, our current workforce, and the future workforce.

Demographics and post-pandemic challenges are creating human capital challenges for all industries. According to an EMSI 2021 study, the US is facing a demographic drought that will affect our workforce for years to come. A shortfall of 8.5 million workers is predicted to cause both higher education institutions and businesses to desperately compete for recruits who simply don't exist. The US stands to lose \$162 billion annually due to talent shortages. Hiring and recruiting will be increasingly competitive as employers scramble for a diminishing supply of talent. The US labor force participation rate has fallen dramatically, shrinking the pool of talent for would-be employers.

With fewer children born in the US, K-12 enrollment was already projected to fall by 8.5% before 2030. But after the events of 2020, enrollment is likely to slip even lower. Meanwhile, a report by EAB states that delayed college plans, combined with the spike in high school dropout rates during COVID, will drive college enrollment numbers lower still. Even the best-case projections look grim. Companies can no longer expect to hire the perfect candidate off the shelf. In fact, pulling any candidate off the shelf is getting harder. On-the-job training, in-house recruitment, and high retention rates will be among the key survival strategies for HR. Broader recruitment strategies, targeted skills training, and higher retention can keep the talent pool from drying up prematurely.

A LinkedIn study including data from its 800M members and 58M companies identified 2022 employment trends resulting from the pandemic. LinkedIn's team of economists and data scientists identified three key trends worth watching in 2022:

- 1) How we work:** Remote and hybrid work attract over 2.5 times the share of job applications compared to on-site jobs. In March 2020 only every 1 in 67 paid jobs in the US offered remote work. By the start of 2022, that number ballooned to nearly 1 in 6.
- 2) Where we work:** Workers are moving into new roles at an accelerated pace where job changing in the US is up 37% year over year.
- 3) Why we work:** Workers feel empowered to demand more out of work. Job seekers prioritize work-life balance (63%), compensation and benefits (60%), and colleagues and culture (40%) as their top priorities for employment.

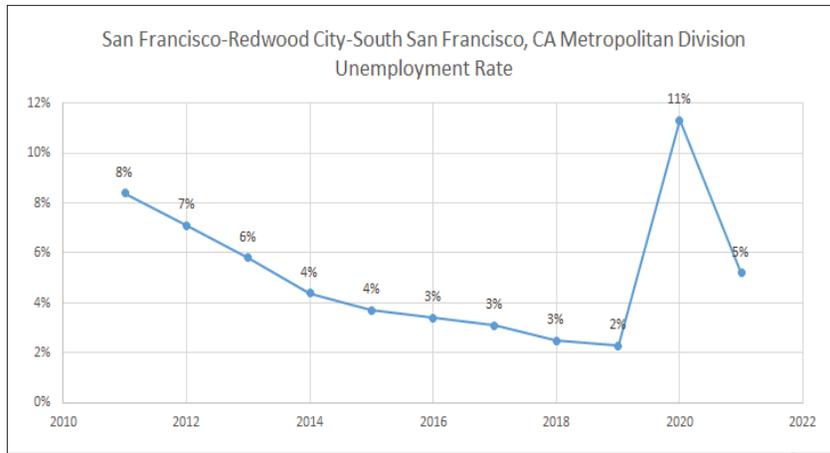
Additional workforce shifts were noted by LinkedIn in the SF and South Bay areas where the region continues to see a net loss of workers migrating out of the area to other states.

CSM relies on the excellence of faculty and staff to serve our students. We pride ourselves on our ability to serve all populations. Our ability to continue to attract and retain a high quality diverse faculty and staff able to meet the needs of our community is critical to the success of our students. Recruitment, retention, and succession planning strategies will enable CSM to maintain high quality education and services to our community.

Regional Industry and Workforce Trends

In the heart of the Silicon Valley region, San Mateo County is home to (or in close proximity to) some of the fastest-growing and most profitable companies in the world, including Facebook, Genentech, Apple, and Google. The major employers in the County include⁵:

Employer Name	Location	Industry
BART Daly City Station	Daly City	Transit Lines
Electric Charging Station	Menlo Park	Research Service
Electronic Arts Inc	Redwood City	Game Designers - Manufacturers
Facebook Inc	Menlo Park	Social Media
Fisher Investments	San Mateo	Investment Management
Fisher Investments	Woodside	Investment Management
Forced Dump Debris Box Service	Burlingame	Garbage Collection
Genentech Inc	South San Francisco	Biotechnology Products & Services
Gilead Sciences Inc	Foster City	Biological Products - Manufacturers
Kaiser Permanente - RWC	Redwood City	Hospital
Kaiser Permanente - SSF	South San Francisco	Hospital
Lsa Global	Redwood City	Training Consultants
Mills-Peninsula Medical Center	Burlingame	Hospital
Motif Inc	San Mateo	Business Services NEC
Oracle Corp	Redwood City	Computer Software - Manufacturers
Palo Alto VA Hosp Med Center	Menlo Park	Govt-Specialty Hosp Ex Psychiatric
Plateau Systems	San Mateo	Computer Software
San Francisco Intl Airport-SFO	San Francisco	Airport
San Mateo County Behavior	San Mateo	Government Offices - County
San Mateo County Tax Collector	Redwood City	Tax Return Preparation & Filing
San Mateo Medical Center	San Mateo	Hospital
Sciex LLC	Redwood City	Scientific Apparatus & Instrument Manufacturers
SRI International	Menlo Park	Engineers - Research
Visa Inc	Foster City	Credit Card & Other Credit Plans
Youtube LLC	San Bruno	Online Services



Many of these employers experienced dramatic growth during the COVID-19 pandemic and, as a result, the region’s unemployment rate recovered fairly quickly after the initial spike at the beginning of the pandemic⁶:

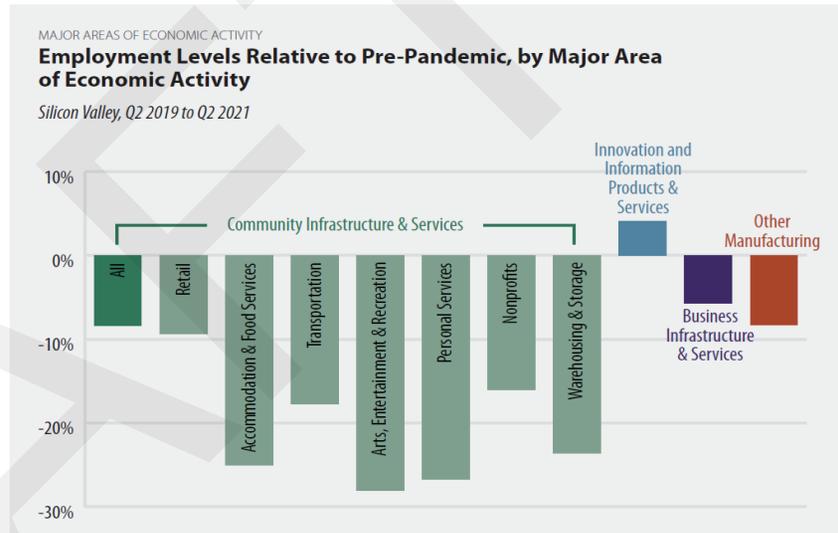
Wage Differences

The difference in wages paid in different industries and different employers in the region makes it difficult to analyze regional income trends as a whole.

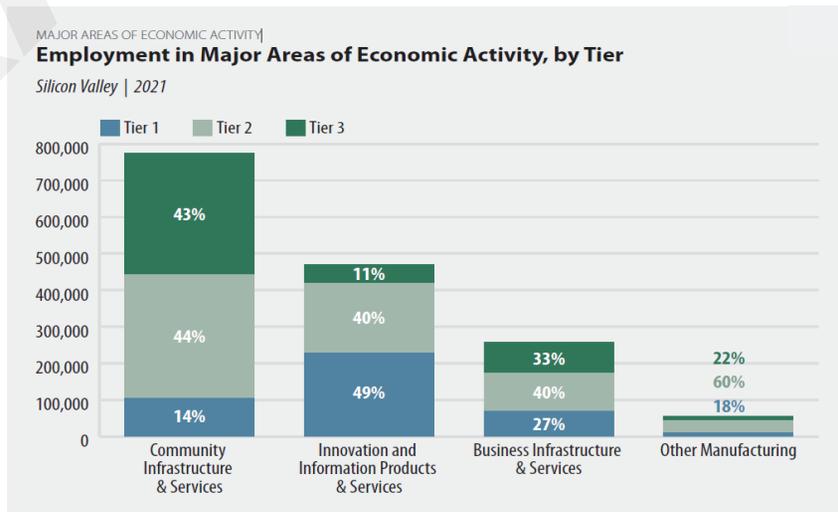
Technology firms clearly play an out-sized role in the Silicon Valley economy. These companies produce many of the region’s “Tier 1” jobs. Tier 1 jobs require a high level of skill or educational attainment and pay a high wage. Yet technology-related companies directly employ slightly less than a third of the regional workforce.

In contrast, the majority of jobs in the region are “Tier 3” jobs which require less skill and pay a much lower wage. Community infrastructure & services and business infrastructure & services activities create more low-skill, low-wage jobs than any other kind of job. Together, they also employ two-thirds of the region’s workforce.

Since 2019, however, only the innovation and information products and services sector (high-skill, high-wage jobs) experienced positive job growth. All other sectors experienced negative growth between 2019 and 2020.



Note: Definitions of the major areas of economic activity are included in Appendix A. | Data Source: BW Research; U.S. Bureau of Labor Statistics Quarterly Census of Employment and Wages; JobsEQ | Analysis: BW Research; Silicon Valley Institute for Regional Studies



Note: Definitions of the major areas of economic activity, and of Tier 1 (high-skill/high-wage), Tier 2 (mid-skill/mid-wage), and Tier 3 (low-skill/low-wage) jobs are included in Appendix A. | Data Sources: BW Research; U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages; California Employment Development Department; JobsEQ | Analysis: BW Research

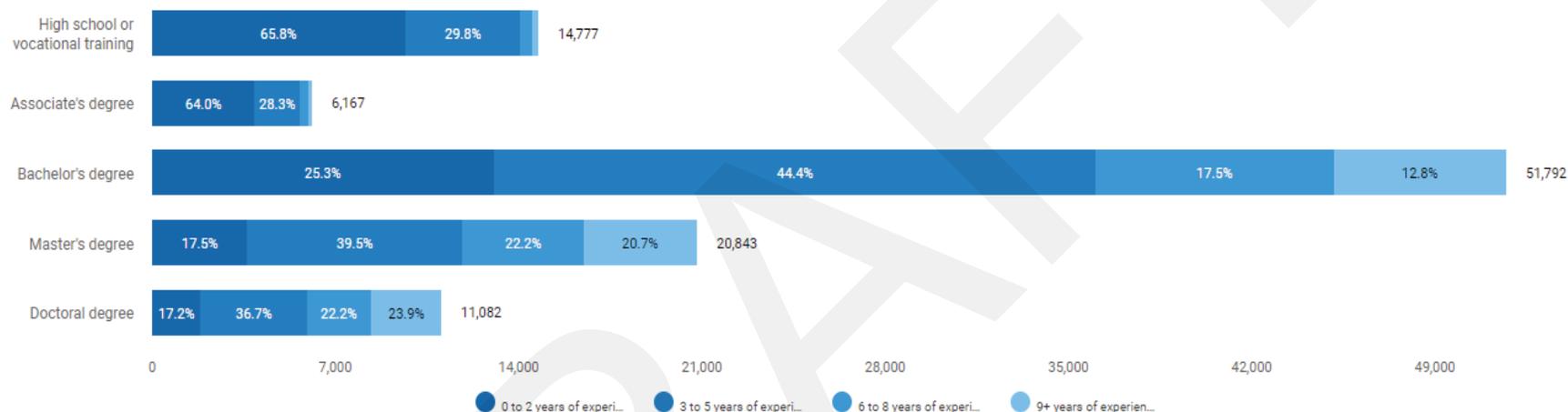
During the period between December 1, 2020 and November 30, 2021, occupations with the most job postings and which require at least a bachelor's degree in San Mateo County according to Labor Insight included⁷:

Occupation Title	Number of Job Postings	Risk of Automation [?]	Number Employed 2020	% Change in Employment, 2019-2020	Projected National Change in Employment, 2018-2028 [?]	Mean Market Salary, last 12 months [?]
Software Developers, Applications*	8,044	Low Risk	45,850	-2%	29.0%	\$110,307
Managers, All Other*	7,087	Low Risk	16,590	2%	11.6%	\$90,468
Computer Occupations, All Other*	5,926	Low Risk	20,810	-4%	15.8%	\$99,303
Marketing Managers	5,255	Low Risk	11,350	-2%	12.9%	\$104,663
Registered Nurses	4,715	Low Risk	40,600	5%	16.7%	\$72,499
Operations Research Analysts	3,149	Low Risk	2,040	-17%	28.3%	\$75,069
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3,054	Medium Risk	16,250	-8%	4.3%	\$58,901
Medical and Health Services Managers	2,818	Low Risk	6,650	20%	23.5%	\$93,703
General and Operations Managers	2,600	Low Risk	43,260	-3%	9.3%	\$94,543
First-Line Supervisors of Retail Sales Workers	2,367	Low Risk	12,040	-10%	-0.4%	\$44,663

The occupations with the most job postings during the same period and location that required less than a bachelor's degree included⁸:

Occupation Title	Number of Job Postings	Risk of Automation [?]	Number Employed 2020	% Change in Employment, 2019-2020	Projected National Change in Employment, 2018-2028 [?]	Mean Market Salary, last 12 months [?]
Registered Nurses	4,683	Low Risk	40,600	5%	16.7%	\$72,209
Retail Salespersons	3,588	High Risk	36,530	-24%	-2.0%	\$35,103
Security Guards	3,081	Medium Risk	21,380	0%	6.6%	\$34,020
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3,054	Medium Risk	16,250	-8%	4.3%	\$58,901
Customer Service Representatives	2,490	Medium Risk	29,130	-7%	-0.9%	\$36,124
Laborers and Freight, Stock, and Material Movers, Hand	2,451	Medium Risk	35,720	-9%	15.9%	\$29,771
First-Line Supervisors of Retail Sales Workers	2,367	Low Risk	12,040	-10%	-0.4%	\$44,663
Human Resources Specialists	1,982	Low Risk	14,120	2%	10.4%	\$63,515
Stock Clerks and Order Fillers*	1,678	Medium Risk	26,460	-3%	6.5%	\$30,345
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,654	High Risk	26,350	-9%	-7.0%	\$40,124

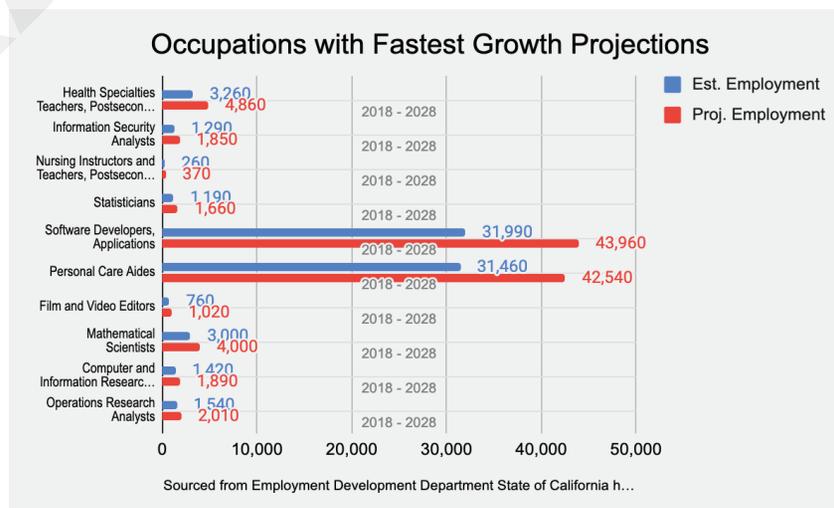
In San Mateo County, the vast majority of jobs posted between November 1, 2020 and November 29, 2021 require a bachelor's degree or higher plus experience. Of the 173,636 total postings during this timeframe, Burning Glass/Labor Insight report that 88% require at least a bachelor's degree.



In the larger Bay Area, the SMCCCD colleges are three of 25 public community colleges serving the region. In 2019-20, the SMCCCD colleges served 35,668 students (8% of the Bay Area's 448,851 community college students) and conferred 3,078 degrees and certificates (6% of the 52,895 degrees awarded to all 2-year Bay Area students).¹⁰

Looking ahead, the California Employment Development Department projects that the occupations that will continue to grow the fastest in San Mateo County will largely require at least a bachelor's degree, with the exception of personal care aides⁹:

The role of the community colleges in the region could not be more important for the 47% of local high school students who enroll within one year of completing high school, and also for the many adults who move to the region to pursue economic opportunity, as well as the 24% who leave high school and do not enroll in college at all within the first 12-18 months of graduating.



Regional Wages and the Cost of Attendance

Numerous studies of the factors that lead to persistence and completion of a students' educational goals have found the close connection between the amount a student must work to live and their ability to persist and complete: "A 2016 study from the Urban Institute on minimum wage and higher education showed that a student working 800 hours a year in the 1960s and 1970s could afford to pay tuition, fees, and generally room and board at a four-year institution. Since 2002, students working 800 hours at minimum wage could only cover 57% of the average tuition and fees alone. By 2017, 800 hours of work at the minimum wage covered barely 28%."¹¹

These trends are even more pronounced in the San Mateo County Community College District due to the exorbitant cost of living and the relatively low wages paid by a majority of occupations that do not require a 2 or 4-year degree or certificate. According to the MIT Living Wage Calculator, the minimum living wage for a single adult with no children in San Mateo County is \$28/hour. With a child to support, that figure doubles to \$56/hour. While San Mateo raised its minimum wage to \$15.62 as of January, 2021, it does not come close to creating an economic environment in which a student can work part-time and afford to attend college at least part-time.

The cost of tuition at the SMCCCD colleges was \$1,439 for the 2020-21 academic year, a tiny fraction of that charged by the four California State Universities (CSU) serving the Bay Area (\$7,427) or the two University of California (UC) undergraduate campuses (\$14,100) and an even smaller portion when compared to the \$34,000 tuition bill charged by many private colleges.

The relative cost advantage of attending a public, 2-year college in the Silicon Valley region cannot be considered by itself. The cost of living and supporting oneself (if not a family as well) while attending college, is the critical factor and challenge for the SMCCCD colleges.

Regional Philanthropy as a Means to Offset Education Costs

Silicon Valley is home to nearly 1,000 active grantmaking foundations with a total of \$72 billion in total assets – approximately \$4 billion or more of which is distributed on an annual basis. These foundations, plus corporate and individual philanthropists, continue to provide much-needed funding to the region's nonprofit, community-based organizations.

Among the top 50 corporate philanthropists alone, \$225 million was donated to local organizations in FY 2019-20, representing \$43 million more than the prior year thanks to annual increases by Cisco (+\$15.6 million), Google (+\$6 million), and others.¹² Sobrato Philanthropies topped the list of corporate donors for local giving during eight of the past nine years, with a total of half a billion dollars donated worldwide (75 percent locally) over that time. Corporate-advised grants through the Silicon Valley Community Foundation (SVCF) rose year-over-year as well, reaching \$5.3 million to local Santa Clara & San Mateo County organizations (and another \$11 million to others throughout the Bay Area) in 2020, responding to increased need during the pandemic. Likewise, SVCF discretionary grantmaking to local nonprofits rose in 2020 to \$6.3 million that year (\$1.9 million more than in 2019). Donor-advised giving through SVCF represented a significant contribution

Top 15 Corporate Philanthropists

Local Giving | 2020

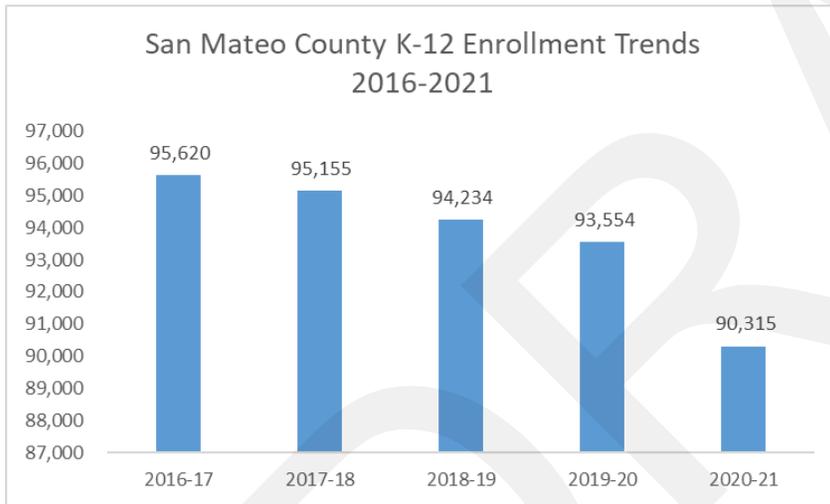
	Amount (millions)
Sobrato Philanthropies	\$63.4
Cisco Systems	\$45.6
Alphabet/Google	\$28.9
Wells Fargo Bank	\$9.04
KLA Corp.	\$8.5
SAP	\$8.19
Applied Materials	\$7.34
Gilead Sciences	\$5.34
Nvidia	\$4.89
Intel	\$4.58
Adobe	\$4.52
Bank of America	\$4.34
Silicon Valley Bank	\$2.74
Micron Technology	\$2.2
eBay	\$2.1

(of \$97 million) to address local needs, with the rest (94 percent of all donor-advised grants) directed to recipients elsewhere in the Bay Area or outside of the region. More than eight out of ten Silicon Valley individuals who itemize their taxes deducted some amount of charitable contributions in 2019. In total, these contributions exceeded \$5.28 billion in donations, although some may have been directed to donor-advised funds for disbursement in future years. These donations represented 19 percent of all charitable giving deducted on California (and three percent on all U.S.) individual tax returns that year. Philanthropy will be increasingly important to fund educational opportunities for our under-represented students. The top fifteen philanthropists present opportunities for CSM student scholarships.



Trends in K-12 Education

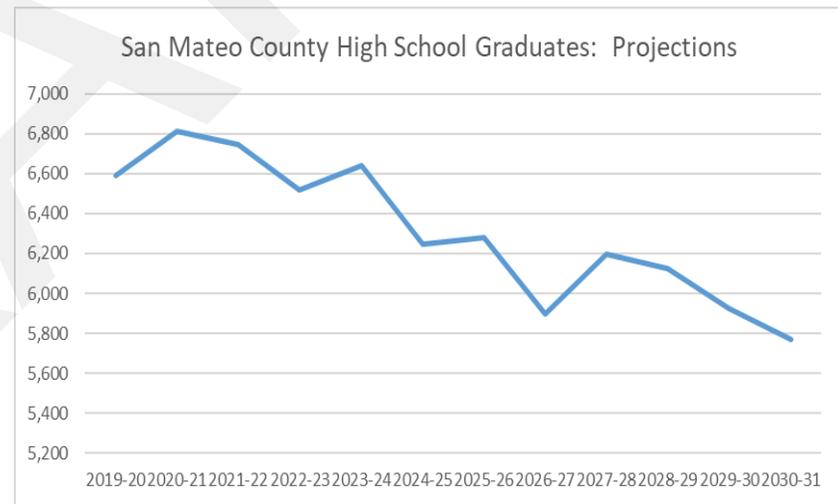
Enrollment trends in K-12 education in San Mateo County have declined by 6% over the past five years and are projected to continue declining by another 14% over the next 10 years according to the California Department of Finance.¹³ These are established, statewide trends according to the Public Policy Institute for Higher Education.¹⁴ The impact of these declines on public, 2-year college enrollments is less clear. Some California counties may see increases in enrollments while others may see overall declines.



High School Graduations Rates

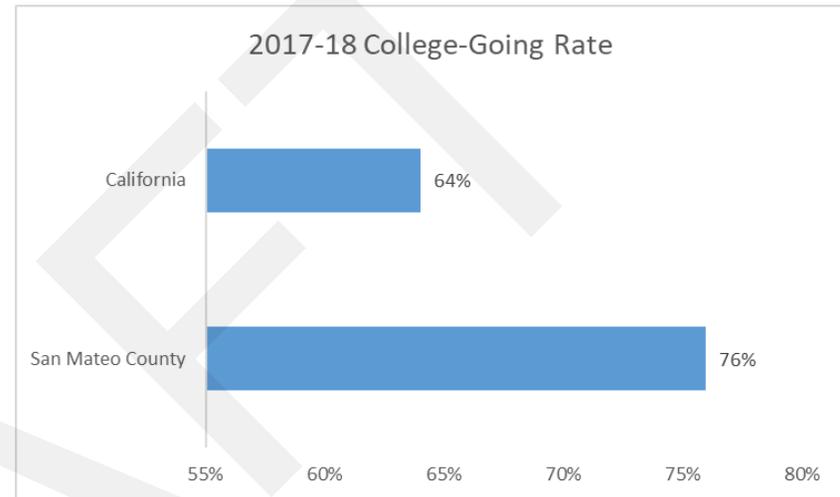
One of the factors influencing community college enrollments in the future is the percentage of high school students graduating. The California Department of Finance expects the total number of high school graduates statewide to peak in 2023-24 after which they expect them to decline through the end of the projection period (2030-31).

In San Mateo County, the California Department of Finance expects the number of high school graduates to decline from 6,592 in 2019-20 to 5,770 in 2030-31 (-12%). This trend mirrors the expected trend in K-12 enrollments.



College-Going Rates

Of those students who do complete high school in San Mateo County, many of them enroll in college within one year of completing high school. Overall, San Mateo County has the fourth highest percentage of high school completers going to college in the State. Approximately 76% of County high school graduates attend college, nearly one half of whom attend a community college.¹⁵ Combining the 47% of local high school completers who attend community college within one year of graduating high school and the 24% who do not attend any college within 12 or 16 months of completing high school, the local public community colleges are the best positioned to serve more than half of all high school completers in the County—approximately 3,600 students per year. As the K-12 population shrinks, however, this pool of potential SMCCCD students is likely to decrease.



According to the California Department of Education, the college-going trends by high school district in San Mateo County are as follows for 2017-18 (the most recent year for which data is available)¹⁶:

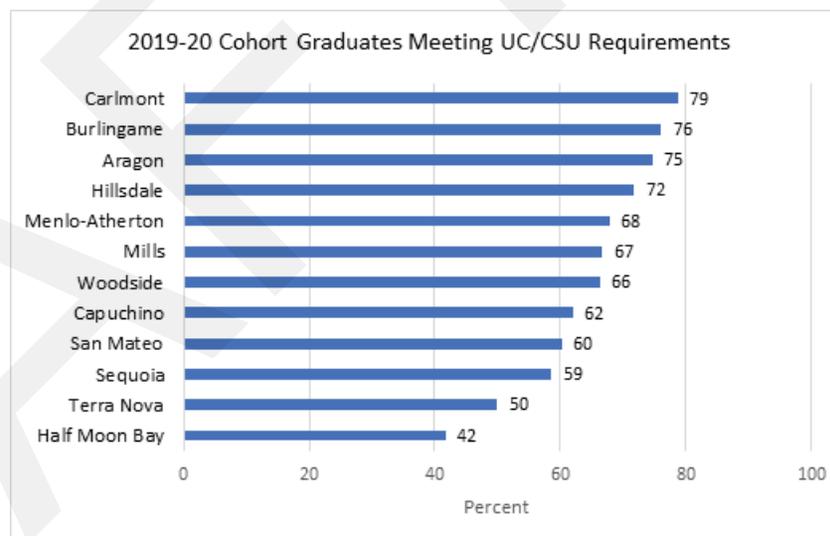
High School District Name	HS Completers	HS Completers Enrolled in College	College-Going Rate	University of California	ENROLLED IN-STATE			ENROLLED OUT-OF-STATE	
					California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/Private)	2-Year College (Public/Private)
Cabrillo Unified	258	186	72%	19	21	95	11	39	1
Jefferson Union	1,059	791	75%	86	134	510	34	23	4
La Honda-Pescadero Unified	27	12	44%	1	2	6	0	3	0
San Mateo County Office of Education	32	11	34%	0	0	11	0	0	0
San Mateo Union	2,082	1,686	81%	275	274	703	120	308	6
Sequoia Union	1,974	1,444	73%	226	226	520	124	344	4
South San Francisco Unified	634	466	74%	34	76	316	26	14	0

The college-going rate for San Mateo County high school completers varies widely by the race/ethnicity of the student. In San Mateo County in 2017-18, the gap between the college-going rate of Hispanic/Latinx and Asian students was 25 percentage points.¹⁷

Race / Ethnicity of San Mateo High School Students 2017-18	San Mateo County High School Completers	High School Completers Enrolled In College	College-Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of-State)	No Record of College Enrollment
African American	118	79	67%	52%	15%	33%
American Indian or Alaska Native	20	12	60%	50%	10%	40%
Asian	990	879	89%	77%	12%	11%
Filipino	713	528	74%	71%	3%	26%
Hispanic or Latino	2,364	1,521	64%	60%	4%	36%
Pacific Islander	127	75	59%	58%	2%	41%
White	1,673	1,406	84%	57%	28%	16%
Two or More Races	353	295	84%	71%	13%	16%
Not Reported	278	229	82%	63%	20%	18%

Another factor influencing community college enrollments is the rate at which high school completers in the region complete the requirements for matriculating at the University of California (UC) and/or the California State University (CSU) systems. Critical to a high school graduate’s ability to attend a UC or CSU directly after high school is whether or not they have completed all of the pre-requisites of direct matriculation—commonly referred to as “a-g” requirements due to the 7 items on the list to meet minimum admission requirements for UC (CSU’s are slightly different). To attend a UC after high school, students must complete 15-year-long high school courses with a letter grade of C or better—at least 11 of them prior to their last year of high school.¹⁸

While San Mateo County has an impressive overall “college-going rate” of 76%, not all of its high school graduates have completed the “a-g” requirements. When CSM’s feeder high schools are considered, the percentage of high school completers meeting UC/CSU requirements varies widely (data by high school coming).¹⁹

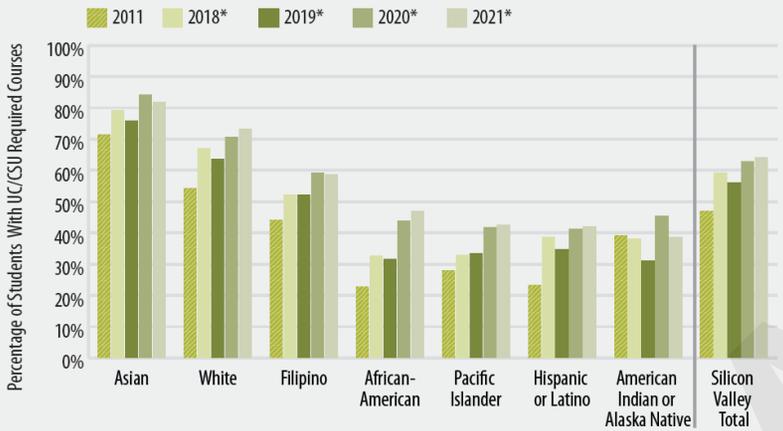


These trends are exacerbated when a student’s socio-economic status and/or race and ethnicity are considered. Data on a-g performance reveal the lowest rates among the African American and Hispanic populations, with improvements observed over time.

COLLEGE PREPARATION

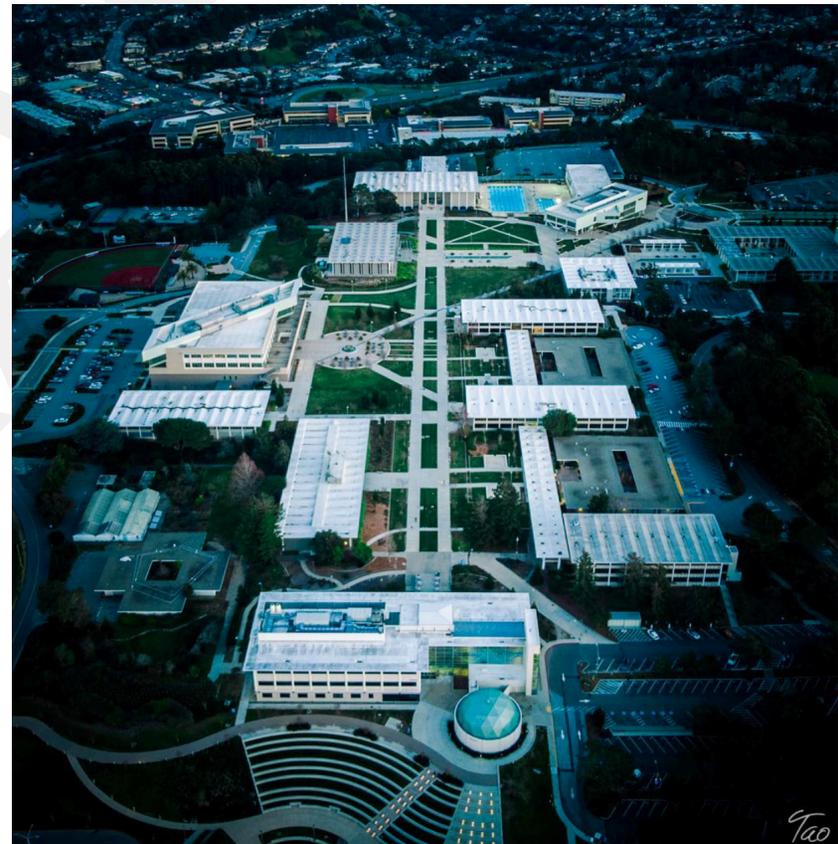
Share of Graduates Who Meet UC/CSU Requirements, by Race and Ethnicity

Silicon Valley



*Due to changes in the California Department of Education methodology for 2017 and subsequent years, caution should be used in comparing cohort outcome data to prior years. | Note: All racial/ethnic groups aside from Hispanic or Latino are non-Hispanic.
Data Source: California Department of Education | Analysis: Silicon Valley Institute for Regional Studies

While the percent of high school students in the Silicon Valley region meeting UC/CSU requirements improved for all groups over the last 9 years, equity gaps between student groups based on race and ethnicity persist. The gap between the share of African American and Asian high school graduates in Silicon Valley leaving high school ready to meet the requirements of the UC/CSU systems is still 40 percentage points. For Hispanic/Latinx students, the gap is even wider.



SMCCCD High School Take Rate

Prior to the COVID-19 pandemic, the San Mateo County Community Colleges experienced a 10-year decline of 19.8% in the number of County high school graduates enrolling at one of the three SMCCCD colleges, even as the total number of local high school graduates increased by 15.1% over the same period.

San Mateo County Public High School 5-Year Take Rates (Enrolling SMCCCD 2015/16 - 2019/20)

Summary of San Mateo County Public High School 5-year Take Rates, 2010/11 to 2018/19

High School Graduating Years	Total Public High School Graduates	SMCCCD		Skyline		Cañada		CSM	
		High School Graduate Enrollment	Take Rate						
2010/11 – 2014/15	29,747	14,078	47.3	7,082	23.8	4,742	15.9	8,018	27.0
2011/12 – 2015/16	29,951	13,701	45.7	7,142	23.8	4,851	16.2	7,734	25.8
2012/13 – 2016/17	30,313	13,503	44.5	7,271	24.0	4,932	16.3	7,681	25.3
2013/14 – 2017/18	30,900	13,227	42.8	7,343	23.8	5,098	16.5	7,558	24.5
2014/15 – 2018/19	31,253	13,105	41.9	7,396	23.7	5,268	16.9	7,531	24.1

Note: Take Rate = Proportion of total high school graduates enrolling at an SMCCCD college

San Mateo County Public High School Graduates and SMCCCD Unique Headcounts, 2010-2019

Year	San Mateo County Public H.S. Graduates	SMCCCD Unique Headcount			
		District	Skyline	Cañada	CSM
2010	5,580	38,838	16,716	11,215	16,779
2011	5,839	38,275	17,229	10,963	16,149
2012	5,857	37,386	17,180	11,080	15,692
2013	6,051	36,541	17,112	11,129	15,295
2014	6,068	35,704	16,979	11,309	14,861
2015	5,932	34,717	16,725	11,306	14,609
2016	6,043	34,686	16,711	11,290	14,593
2017	6,219	33,198	15,836	10,983	14,602
2018	6,638	32,200	15,251	10,744	14,839
2019	6,421	31,145	15,278	10,594	14,363
Percent Change 2010-2019	+15.1	-19.8	-8.6	-5.5	-14.4

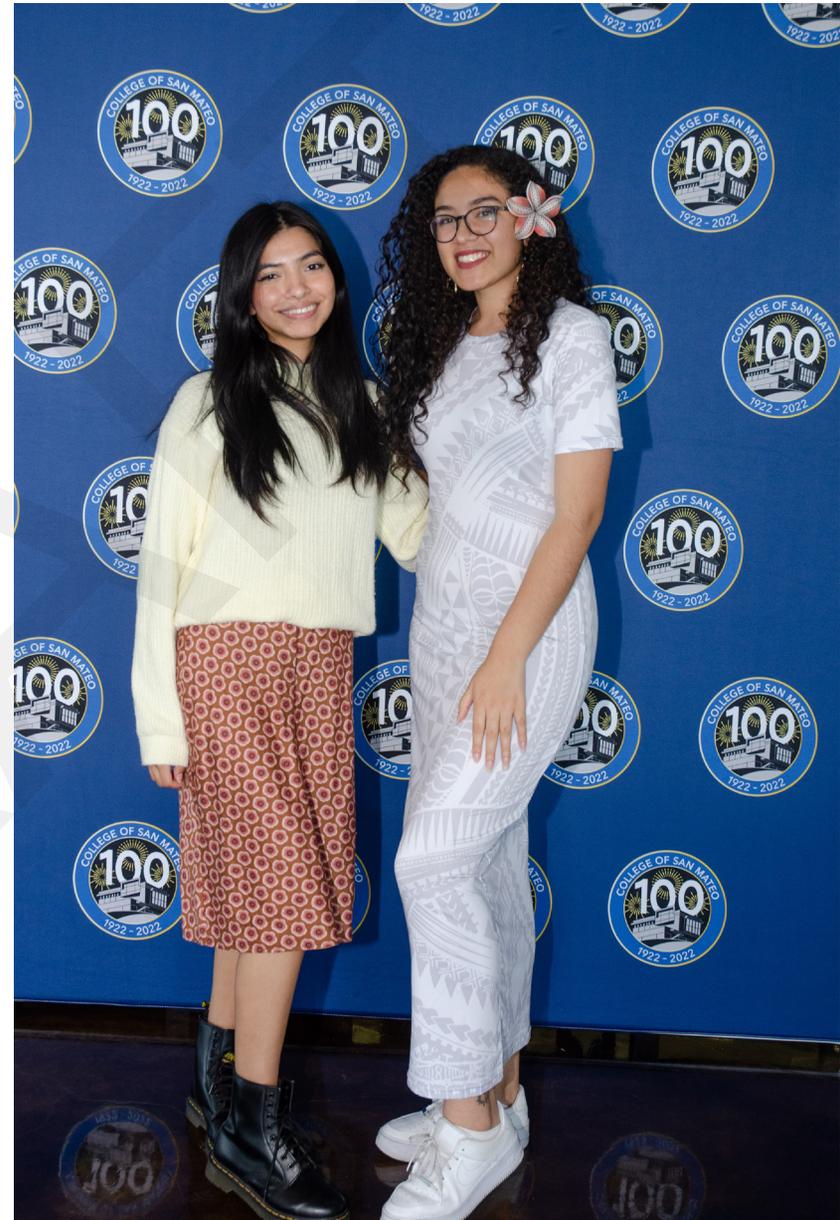
Note: This table compares the total number of SM County public high school graduates with the total unique SMCCCD headcount enrollment in the corresponding academic year (Summer/Fall/Spring term combined). SMCCCD Unique Headcount based on end of term enrollment.

Changes in Higher Education

The COVID-19 pandemic has dramatically changed higher education. The National Student Clearinghouse reports declines in enrollment across segments, but 2-year public colleges are particularly hard hit.²⁰ Unlike other economic recessions, the pandemic recession saw steep declines in enrollments at the California Community Colleges. Many students who typically rely on community colleges have stopped out or never enrolled due to social, health and/or economic pressures and it is not clear when or how they will return.

The dramatic shift to online education brought on by the pandemic continues to be felt as colleges grapple with the best balance between in-person and online instruction and services. In California, the California Community College Chancellor's Office (CCCCO) has increased its commitment to the California Virtual Campus (CVC) as a way to improve more equitable access to online courses and degree and certificate programs across the State.²¹ There is renewed interest nationally in providing more degree programs 100% online. Private and public 4-year colleges (including the UCs and CSUs) are entering the market for 100% online programs. How will the community colleges create 100% online pathways to 100% online four-year programs?

These and other questions remain and need further exploration as the San Mateo County Community Colleges consider their external environment in their educational master planning processes.



END NOTES

1 Indicators of Higher Education Equity in the US 2021: Historical Trend Report. https://canadacollege.edu/emp/Indicators_of_Higher_Education_Equity_in_the_US_2021_Historical_Trend_Report.pdf

2 https://www.bestplaces.net/cost_of_living/city/california/san_mateo. Bureau of Labor Statistics.

3 Sources: <https://patch.com/california/sanbruno/time-bomb-ticking-see-rental-arrears-san-mateo-county>; <https://www.nytimes.com/2021/08/10/us/bay-area-hunger-problem.html>

4 Ron Hetrick et al., The Demographic Drought (Moscow, ID: Emsi, 2021), eBook <https://www.economicmodeling.com/demographic-drought/>

5 America's Labor Market Information System (ALMIS) Employer Database, 2021, 1st Edition. <https://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

6 Bureau of Labor Statistics: https://www.bls.gov/eag/eag.ca_sanfrancisco_md.htm

7 Source: Burning Glass/Labor Insight/EMSI

8 Source: Burning Glass/Labor Insight/EMSI

9 The San Francisco-Redwood City-South San Francisco Metropolitan District according the the California Employment Development Department.

10 California Community College Chancellor's Office Data Mart: Outcomes. https://datamart.cccco.edu/Outcomes/Program_Awards.aspx

11 <https://www.diverseeducation.com/institutions/community-colleges/article/15113866/community-college-students-persistence-and-the-minimum-wage>

12 Ron Hetrick et al., The Demographic Drought (Moscow, ID: Emsi, 2021), eBook <https://www.economicmodeling.com/demographic-drought/>

13 California Department of Education (<https://dq.cde.ca.gov/dataquest/dqcensus/EnrGrdYears.aspx?cde=41&aggllevel=county&year=2020-21>) and California Department of Finance (https://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/)

14 Public Policy Institute of California, <https://www.ppic.org/publication/declining-enrollment-in-california-schools-fiscal-challenges-and-opportunities-in-the-coming-decade/>

15 California Department of Education DataQuest for 2017-18 (most recent year available). <https://dq.cde.ca.gov/dataquest/DQCensus/CGRLocLevels.aspx?aggllevel=State&cds=00&year=2017-18>

16 Source: <https://dq.cde.ca.gov/dataquest/DQCensus/CGRLevels.aspx?aggllevel=County&cds=41&year=2017-18>

17 Source: California Department of Education, <https://dq.cde.ca.gov/dataquest/DQCensus/CGRLoc.aspx?aggllevel=County&cds=41&year=2017-18>

18 University of California admissions requirements: <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

19 Source: California Department of Education (<https://www.cde.ca.gov/ds/ad/gdtop.asp>) Note: The data for El Camino HS, Junipero Serra HS, Peninsula HS, and South San Francisco HS is not available.

20 National Student Clearinghouse: <https://www.studentclearinghouse.org/blog/undergraduate-enrollment-drops-nearly-8-and-community-colleges-decline-15-since-fall-2019/>

21 California Virtual Campus: <https://cvc.edu/>



Appendix B: INTERNAL SCAN

This document highlights some of the most salient findings of the Internal Scan. Source is SMCCCD Data Warehouse unless it's indicated otherwise.

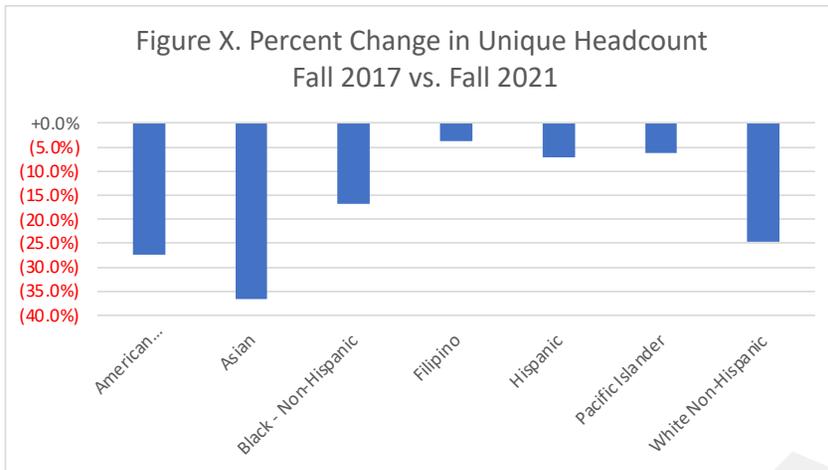


College of San Mateo (CSM) Student Demographics

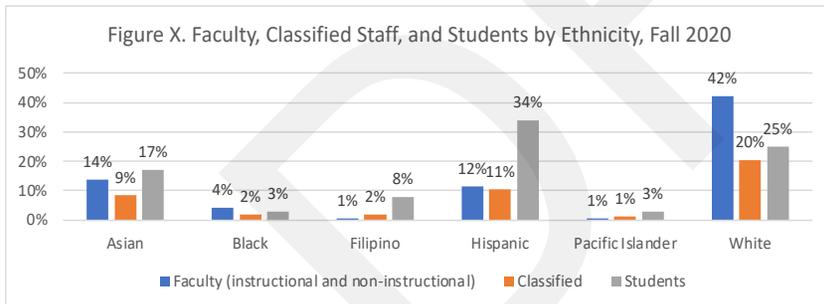
The largest student group at CSM, Latino/a/x students, as of Fall 2021, comprised 34% of the student body, followed by White (25%), Asian (17%), and Black/Non-Hispanic (3%) students. There has been a significant decrease by 68% in the enrollment of international students in the recent years, 250 students in Fall 2021 compared to 783 students in Fall 2017, due to the COVID-19 pandemic. The percentage of Latino/a/x students has consistently increased from 30% to 34% between Fall 2017 and Fall 2021. In Fall 2021, two-thirds of students at CSM were under 25 years of age, with the largest category being students younger than 20 years old (36%), followed by students age 20-24 years old (30%).

Figure X. Student Headcount (Fall 2017 vs. Fall 2021)

Total	FALL 2017 (N=9,769)		FALL 2021 (N=8,069)	
	Unique Headcount	% of Total Headcount	Unique Headcount	% of Total Headcount
American Indian/ Alaskan Native	11	0.1%	8	0.1%
Asian	2128	21.8%	1350	16.7%
Black	285	2.9%	237	2.9%
Filipino	672	6.9%	647	8.0%
Hispanic	2916	29.8%	2711	33.6%
Pacific Islander	224	2.3%	210	2.6%
White	2689	27.5%	2024	25.1%
Multiracial	612	6.3%	631	7.8%
Unknown	232	2.4%	251	3.1%
Female	4635	47.4%	3918	48.6%
Male	4875	49.9%	3944	48.9%
Unreported	259	2.7%	207	2.6%
First Generation	4603	47.1%	3951	49.0%
Not First Generation	3398	34.8%	3280	40.6%
Unreported	1768	18.1%	838	10.4%
Low Income	3622	37.1%	2703	33.5%
Not Low Income	6147	62.9%	5366	66.5%
Younger Than 20	2940	30.1%	2907	36.0%
Age 20 - 24	3362	34.4%	2420	30.0%
Age 25 - 29	1231	12.6%	912	11.3%
Age 30 - 39	1097	11.2%	994	12.3%
Age 40 - 49	500	5.1%	403	5.0%
Age 50 +	639	6.5%	433	5.4%

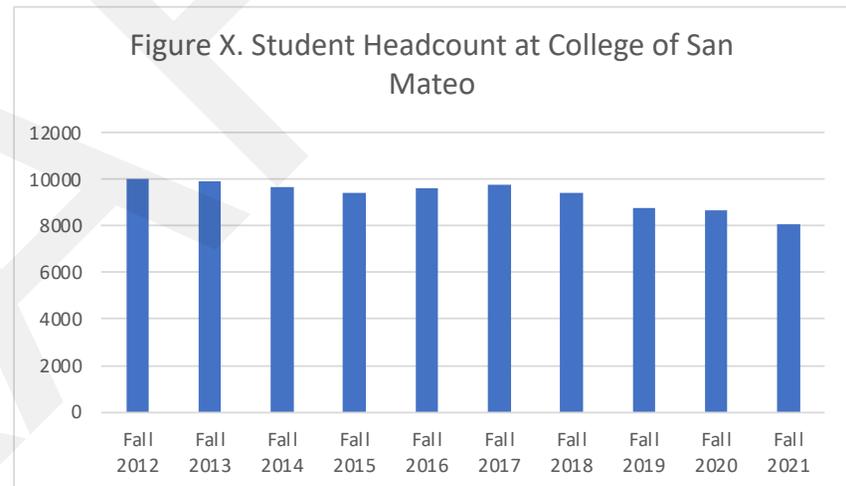


Although CSM serves a diverse student body, 64% of which is non-White with over half comprised of Latino/a/x students, the ethnicity of faculty and staff do not mirror that of the students.



Enrollment

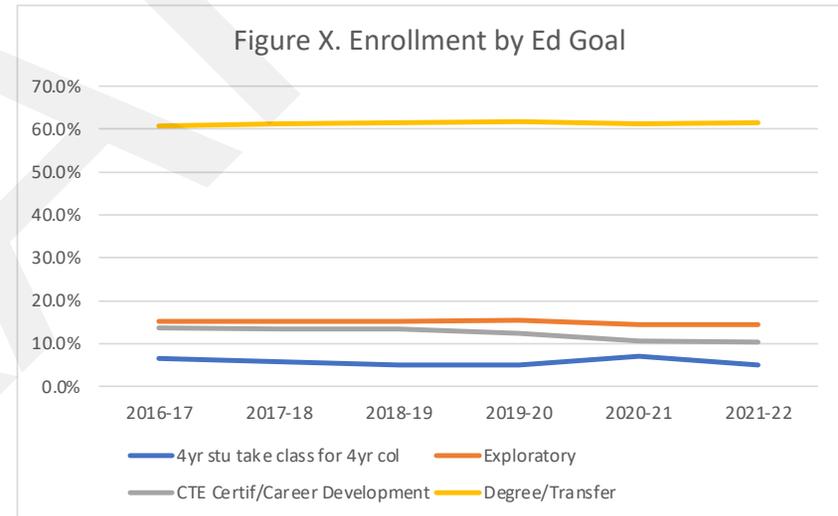
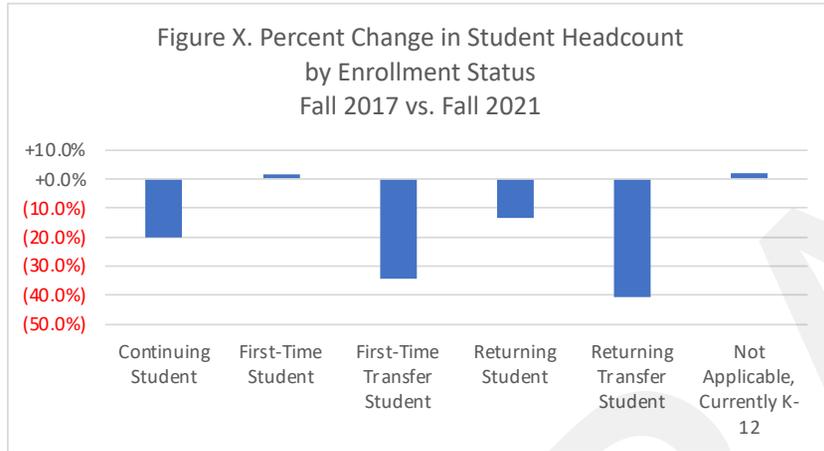
Enrollment decline has been a serious concern for California community colleges. In recent years, enrollment at CSM has steadily declined, in part exacerbated by the COVID-19 pandemic. Most noticeable is the decline in Full Time Equivalent Students (FTES), possibly due to students taking fewer units, on average, during the pandemic.



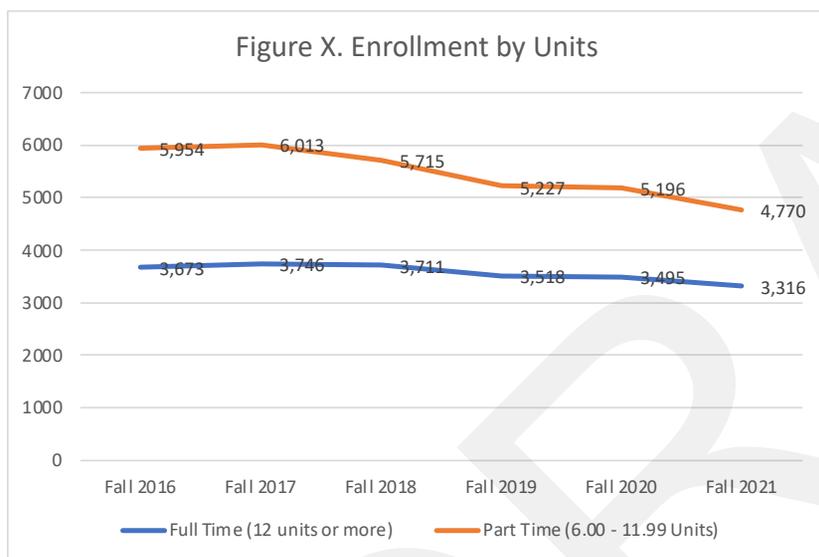
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Headcount	9760	9432	8746	8691	8086
FTES	3140	2982	2786	2536	2288
FTEF	191	184	176	173	171
Load	494	485	475	439	401
Sections	806	779	748	736	718

Student retention remains a concern for CSM as does bringing back students who may have stopped out during the pandemic.

Approximately 60% of CSM students have the educational goal of attaining degrees and certificates or transfer to a four-year institution. Although providing affordable post-secondary education as a pathway to a four-year degree has been a primary goal of community colleges, it is important to remember that CSM also serves a significant percent of non-degree seeking students with various educational goals including skill building and lifelong learning.



Nearly 60% of students who attend CSM are part-time students, defined as those who take more than 6 units and less than 12 units. In the recent years, enrollment of part-time students has declined. This is important to keep in mind to design programs and services targeting part-time students (e.g., working adults) with responsibilities outside school.



Enrollment of low-income students has decreased gradually over the years whereas enrollment of first-generation college students has slightly increased.

Figure X. Enrollment by Economic Status

	n	%
Fall 2017	3622	37%
Fall 2018	3380	36%
Fall 2019	3055	35%
Fall 2020	2920	34%
Fall 2021	2703	34%

Figure X. Enrollment by First-Generation College Status

	n	%
Fall 2017	4603	47%
Fall 2018	4469	47%
Fall 2019	4226	48%
Fall 2020	4177	48%
Fall 2021	3951	49%

Enrollment increased for first-time students and K-12 students in Fall 2021, compared to Fall 2017. Dual Enrollment courses rose, from 14 in 2020-21 to 20 in 2021-22, and a total course enrollment increase from 257 to 562.

The overall percentage of high school graduates who attend CSM in 2019-20 and 2020-21 was 19%, 20%, respectively. While the list of top ten feeder high schools to CSM remains stable over the years, the take rate for Mills High significantly increased from 26% to 40% and Pescadero High from 16% to 23% from 2018-19 to 2019-20. The take rate for Hillside High decreased from 45% to 37% from 2018-19 to 2019-20.

Figure X. CSM Feeder High Schools

High School	2018-2019 HS Graduates		2019-2020 HS Graduates	
	#	%	#	%
San Mateo High	158	43%	158	40%
Aragon High	140	36%	141	36%
Carlmont High	128	25%	134	26%
Hillsdale High	145	45%	125	37%
Mills High	76	26%	118	39%
Burlingame High	102	30%	92	28%
Capuchino High	56	21%	76	25%
Sequoia High	44	11%	60	13%
Half Moon Bay High	55	26%	55	23%
Woodside High	36	9%	45	12%
Westmoor High	21	6%	44	13%
El Camino High	31	10%	38	14%
Terra Nova High	24	12%	35	17%
Design Tech High	23	22%	26	19%
South San Francisco High	28	12%	25	10%
Oceana High	5	4%	23	18%
Menlo-Atherton High	31	6%	19	4%
Jefferson High	8	3%	12	5%
Everest Public High	10	12%	11	12%
Summit Prep Charter High	4	4%	10	9%
Summit Public School: Shasta	4	4%	10	11%
Redwood High	10	10%	6	8%
Pescadero High	3	16%	5	23%
Thornton High	2	4%	3	4%
Baden High (Continuation)	5	8%	2	4%
East Palo Alto Academy	2	4%	1	1%
Canyon Oaks Youth Center	0		0	0%
Gateway Center	1	17%	0	0%
Hillcrest at Youth Services Center	2	17%	0	
Pilarcitos Alternative High (Continuation)	0	0%	0	0%
Grand Total:	1170	19%	1284	20%

Course Success Rates

At CSM, course success rates have been relatively consistent for most race/ ethnicity groups from 2016-17 to 2020-21. In 2020-21, White and Asian groups have had the highest course success rates, with ranging between 79% and 82%. Course success rates for Black Non-Hispanic students slightly decreased over the past five years from 69% to 65%, remaining the lowest of any student group along with Pacific Islander students (65%), followed by Latino/a/x students (68%). Overall, BIPOC students continue to experience a persistent equity gap.

Figure X. Course Success Rates by Race/Ethnicity, Fall 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21
Collegewide	74%	74%	74%	73%	75%
American Indian/ Alaskan Native	82%	70%	77%	61%	53%
Asian	80%	81%	79%	80%	82%
Black	69%	67%	66%	65%	65%
Filipino	72%	74%	72%	74%	75%
Hispanic	67%	68%	67%	67%	68%
Pacific Islander	68%	65%	61%	60%	65%
White	77%	78%	79%	76%	79%

In interpreting course success rates for 2020-21, it is important to consider the impact of excused withdrawal (EW), which temporarily suspends student withdrawal on course success rates in 2020-21. An EW is not counted as an enrollment attempt, which allows the withdrawal not to factor in academic probation or dismissal calculations, the permitted number of withdraws, or course repeatability. Of all Spring 2020 grades issued, EWs made up 10 percent of, compared to just 0.2 percent of Spring 2019 grades, which led to significantly inflated course success rates starting March 2020. Caution is needed to compare course success rates of 2020-21 with the previous years' data.

It is encouraging to see that part-time and full-time students are equally successful. Course success rates of low income and first-generation students are consistently lower than their counterparts. Although preliminary, hybrid learning modality yielded the highest course success for part-time students at 78%, compared to 72% for face to face learning and 73% by online learning.

Figure X. Course Success Rates by Units

	2018-19	2019-20	2020-21
Full Time (12+ Units)	75%	75%	75%
Part Time (6.00 - 11.99 Units)	70%	71%	71%
Less Than Part Time (0.00 - 5.99 Units)	77%	75%	77%

[See Course success, units, modality tab]

Figure X. Course Success Rates by Modalities

	2018-19		2019-20		2020-21	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Face-to-Face	75%	74%	75%	72%	74%	72%
Hybrid	72%	70%	74%	71%	78%	78%
Online	75%	71%	74%	74%	77%	73%

Figure X. Course Success Rates by Economic Status

	2018-19	2019-20	2020-21
Low Income	69%	73%	81%
Not Low Income	75%	77%	83%
Less Than Part Time (0.00 - 5.99 Units)	77%	75%	77%

Figure X. Course Success Rates by First Generation College Status

	2018-19	2019-20	2020-21
First Generation	69%	72%	79%
Not First Generation	78%	80%	88%
Less Than Part Time (0.00 - 5.99 Units)	77%	75%	77%

AB 705: Transfer-level Math and English Access

AB 705 is associated with increased access to transfer-level English and math for first-time, degree- and transfer-seeking students. Enrollments in transfer-level English jumped to 83% in Fall 2020 from 52% in Fall 2016. Similarly, enrollments in transfer-level math jumped to 62% in Fall 2020 from 42% in Fall 2016. However, for math, it is important to point out that the number of enrolled Asian students has significantly decreased over the years, which might have been affected by the enrollment decrease of international students. While the percentage of initial enrollment has gone up for both English and math since Fall 2016, it is still too early to say with certainty how AB 705 will impact future success rates.

Figure X. Initial Enrollment in Transfer-Level English by Race/Ethnicity

Initial Enrollment in Transfer Level English					
	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Asian	38%	54%	60%	68%	74%
Black Non-Hispanic	36%	73%	64%	76%	55%
Filipino	74%	91%	89%	89%	85%
Hispanic	43%	71%	78%	77%	83%
Pacific Islander	42%	61%	54%	70%	73%
White Non-Hispanic	75%	83%	81%	80%	87%
Total	52%	71%	75%	77%	83%

Note: The percentages for Native Americans are too small to show on the table.

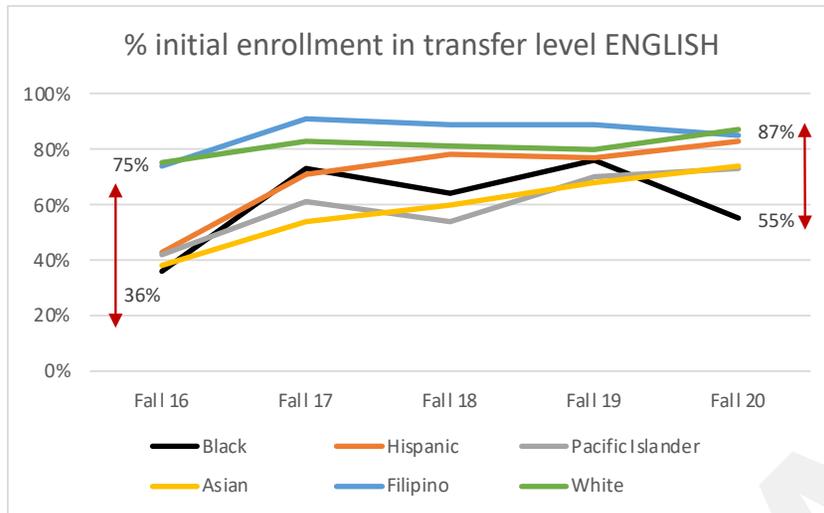


Figure X. Initial Enrollment in Transfer-Level Math by Race/Ethnicity

Initial Enrollment in Transfer-Level Math (Includes STEM & Non-STEM Transfer-Level)					
	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Asian	76%	64%	60%	78%	72%
Black Non-Hispanic	16%	7%	11%	39%	55%
Filipino	38%	55%	47%	70%	62%
Hispanic	20%	16%	19%	57%	57%
Pacific Islander	19%	15%	20%	59%	63%
White Non-Hispanic	39%	44%	45%	64%	61%
Total	42%	40%	40%	62%	62%

Note: The percentages for Native Americans are too small to show on the table.

AB 705: Transfer-Level Math and English Completion within First Year

With the implementation of AB 705, CSM is working hard to increase the likelihood that first-time, degree- and transfer-seeking students complete transfer-level English and math in their first year of enrollment. It is too early to say with certainty how AB 705 will impact success rates for transfer level English and math. So far, it is slightly associated with an increase in the completion of transfer level English. Looking at the Fall 2020 data, 59% of students at CSM completed transfer-level English compared to 42% in Fall 2016. Unfortunately, there are clear disproportionate impacts by race/ethnicity. For example, in Fall 2020, the completion rate of transfer-level English for Black Non-Hispanic students was 25% whereas the completion rates for Asian, Filipino, and White students were above 60%. However, caution is needed in interpreting this data due to the small population of Black Non-Hispanic students since a small change in the success count can result in a large change in the success rate. In general, one can expect metrics for larger group sizes to be more stable than metrics for small group sizes (e.g., Black Non-Hispanic, Native Americans).

As for Math, the completion rate for transfer-level math was 42% in Fall 2020, which increased from 36% in Fall 2016. Again, it's too early to say how AB 705 may impact future success rates for students from various racial and ethnic backgrounds. The difference between completion rates for the lowest and highest performing racial/ethnic

group for transfer-level math has ranged from a 34 percentage gap in Fall 2020 to a 60 percentage gap in Fall 2016. It is safe to say that so far AB 705 is not associated with increased success rates for either English or math. With time, AB 705 may rectified the inequity.

Figure X. Completion of Transfer-Level English within First Year by Race/Ethnicity

Completing Transfer-Level English within First Year					
	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Black Non-Hispanic	28%	43%	36%	52%	25%
Hispanic	40%	40%	45%	50%	54%
Pacific Islander	38%	39%	43%	39%	47%
Asian	35%	50%	52%	55%	60%
Filipino	60%	70%	71%	70%	67%
White Non-Hispanic	51%	72%	65%	56%	64%
Total	42%	54%	54%	53%	59%

Note: The percentages for Native Americans are too small to show on the table.

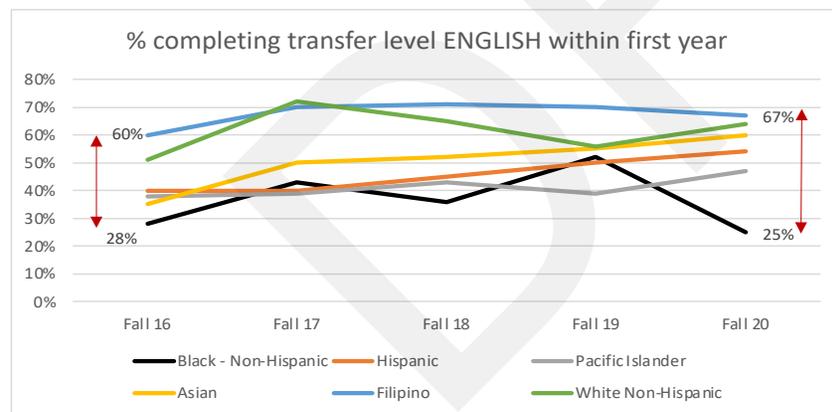
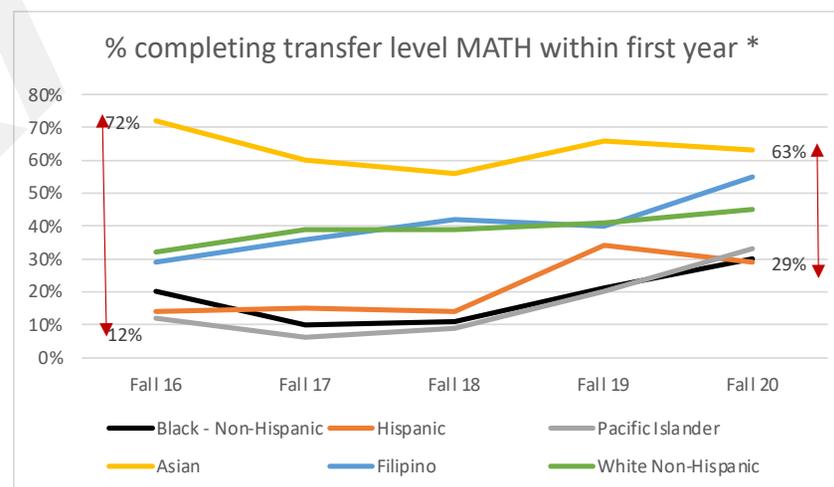


Figure X. Completion of Transfer-Level Math by Race/Ethnicity

Completed Transfer-Level Math within First Year *					
	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Black Non-Hispanic	20%	10%	11%	21%	30%
Hispanic	14%	15%	14%	34%	29%
Pacific Islander	12%	6%	9%	20%	33%
Asian	72%	60%	56%	66%	63%
Filipino	29%	36%	42%	40%	55%
White Non-Hispanic	32%	39%	39%	41%	45%
Total	36%	36%	34%	41%	42%

* (Includes STEM and Non-STEM MATH transfer-level courses, plus PSYC171, PSYC121, CIS278, BUS120, and BUS123). The percentages for Native Americans are too small to show on the table.



Persistence and Retention Rates

Both Fall-to-Spring (FtS) and Fall-to-Fall (FtF) persistence rates were examined for the students enrolled in Fall 2019 and Fall 2020. FtS persistence rates are typically higher than FtF rates at CSM. FtS persistence rates collegewide were 73% in Fall 2019 and Fall 2020 whereas FtF persistence rates were significantly lower at 48%. This might be in part due to the fact that some students choose to transfer in the subsequent Fall term.

Figure X. Persistence Rate by Race/Ethnicity

	Fall 2020 Cohort		Fall 2019 Cohort	
	Fall-to-Spring	Fall-to-Fall	Fall-to-Spring	Fall-to-Fall
TOTAL	73.4%	48.0%	73.7%	48.6%
Female	72.7%	47.0%	73.9%	49.8%
Male	74.3%	49.2%	74.2%	47.7%
Unreported	70.0%	44.9%	62.8%	44.7%
American Indian/ Alaskan Native	81.8%	27.3%	78.6%	35.7%
Asian	71.3%	41.7%	75.6%	45.4%
Black Non-Hispanic	71.7%	47.4%	62.6%	40.7%
Filipino	71.7%	52.7%	76.6%	53.5%
Hispanic	74.7%	51.9%	73.8%	52.1%
Pacific Islander	74.2%	49.6%	72.2%	51.0%
White Non-Hispanic	72.6%	45.8%	73.9%	46.7%
Multi-Racial	77.6%	51.2%	74.3%	49.6%
Unknown	73.0%	45.5%	66.4%	43.8%
First Generation	72.6%	49.9%	72.5%	49.1%
Not First Generation	73.4%	45.6%	73.8%	48.4%
Unreported	77.0%	49.2%	78.0%	47.1%
Low Income Student	83.2%	53.9%	76.5%	40.6%
Not Low Income	71.1%	46.7%	72.9%	50.9%
Age 20 - 24	3362	34.4%	2420	30.0%
Age 25 - 29	1231	12.6%	912	11.3%
Age 30 - 39	1097	11.2%	994	12.3%
Age 40 - 49	500	5.1%	403	5.0%
Age 50 +	639	6.5%	433	5.4%

The pandemic has demonstrated the adaptability of faculty, staff, and students within a short period and revealed the capacities and capabilities of online and hybrid learning modalities as ways to deliver content to our students. In the past 3 years, hybrid courses showed higher successes than both face to face and online course modalities, for most ethnic groups. The course success rate for hybrid learning, at 71% in 2018-19, increased to 78% by 2020-21. The course success for both face to face and online learning, at approximately 73%, remained the same over the past three years. However, it remains too soon to conclude which learning modality is the most effective, and how it may interact with different groups of students. Thus, this data needs close and continuous monitoring going forward.

	2018-19	2019-20	2020-21
Face-to-Face	74%	73%	73%
Hybrid	71%	73%	78%
Online	72%	74%	74%

In March 2020, SMCCCD administered a districtwide survey of students to identify their needs and preferences for course modality post-pandemic. The survey results indicated that 44% students at CSM prefer mixed-modality whereas 31% prefer in-person classes and 25% prefer online classes as much as possible. The survey results at CSM was consistent with the districtwide data, and across all race/ethnicity groups.

Figure X. SMCCCD Student Survey - Post Pandemic Course Modality Preferences

	Take in-person classes as much as possible	Take some courses online, some in person	Take online classes as much as possible
SMCCCD	28%	45%	27%
Cañada	23%	46%	31%
CSM	31%	44%	25%
Skyline	27%	45%	28%

Figure X. SMCCCD Student Survey - Post Pandemic Course Modality Preferences by Race/Ethnicity (CSM)

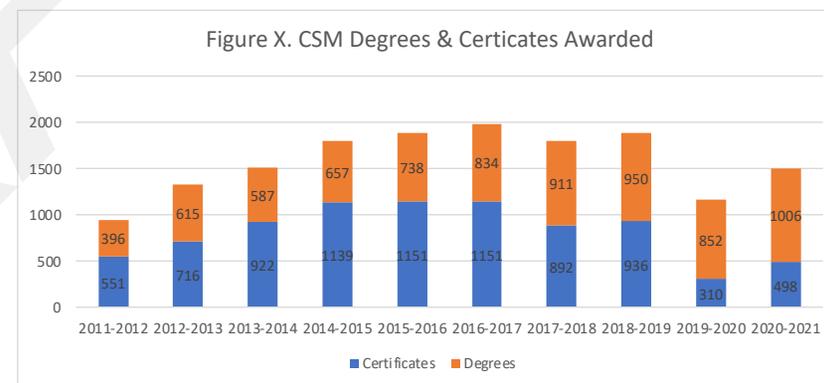
	In Person	Hybrid	Online
American Indian/ Alaskan Native	67%	0%	33%
Asian	27%	44%	29%
Black Non-Hispanic	16%	19%	35%
Filipino	23%	51%	26%
Hispanic	28%	51%	28%
Pacific Islander	29%	44%	24%
White Non-Hispanic	29%	44%	27%

Degrees, Certificates and Transfer Outcomes

Degrees and Certificates

The number of associate degrees awarded by CSM has steadily increased over the past ten years. This uptick is mostly due to the introduction of Associate for Transfer (ADTs) degrees and growth in the number of ADTs awarded, which constituted one-third of all degrees in 2020-2021. The number of certificates awarded at CSM has decreased in recent years as the Registrar’s Office stopped the practice of proactively awarding certificates.

Figure X. CSM Degrees and Certificates Awarded



Note: All academic year data include summer term awards, with summer term counted at end of the academic year (AY); e.g., AY2011-12 = fall 2011 + spring 2012 + summer 2012.

For the past five years, the majors that produced the most degrees and certificates are Communication Studies (125), Business (123), Computer & Information Studies (106), and Accounting (101).

Approximately 60% of students come to CSM with the goal of attaining degrees and certificates or transfer to a four-year institution. However, CSM can improve efforts to ensure degree- and transfer-seeking students achieve their educational goals. Less than 10% of the first-time cohort attained a 2-year degree within two years although time to degree completion within 2, 3 or 4 years increases at a small rate.

Figure X. Time to Completion (CSM as Home College)

First-Time Cohort	N	(N) Associate Degree in 100% Time	(%) Associate Degree in 100% Time	(N) Associate Degree in 150% Time	(%) Associate Degree in 150% Time	(N) Associate Degree in 200% Time	(%) Associate Degree in 200% Time	(N) Associate Degree in 250% Time	(%) Associate Degree in 250% Time
Fall 2014	1579	50	3.2%	190	12.0%	280	17.7%	329	20.8%
Spring 2015	299	7	2.3%	23	7.7%	35	11.7%	41	13.7%
Fall 2015	1493	58	3.9%	211	14.1%	311	20.8%	357	23.9%
Spring 2016	314	5	1.6%	32	10.2%	46	14.6%	54	17.2%
Fall 2016	1417	63	4.4%	223	15.7%	301	21.2%	331	23.4%
Spring 2017	294	7	2.4%	33	11.2%	48	16.3%	54	18.4%
Fall 2017	1302	80	6.1%	211	16.2%	274	21.0%		
Spring 2018	314	1	0.3%	22	7.0%	32	10.2%		
Fall 2018	1447	95	6.6%	275	19.0%				
Spring 2019	276	7	2.5%	33	12.0%				
Fall 2019	1435	133	9.3%						
Spring 2020	251	8	3.2%						
Fall 2020	1302								
Spring 2021	156								
Fall 2021	1208								
Spring 2022	229								

Transfer

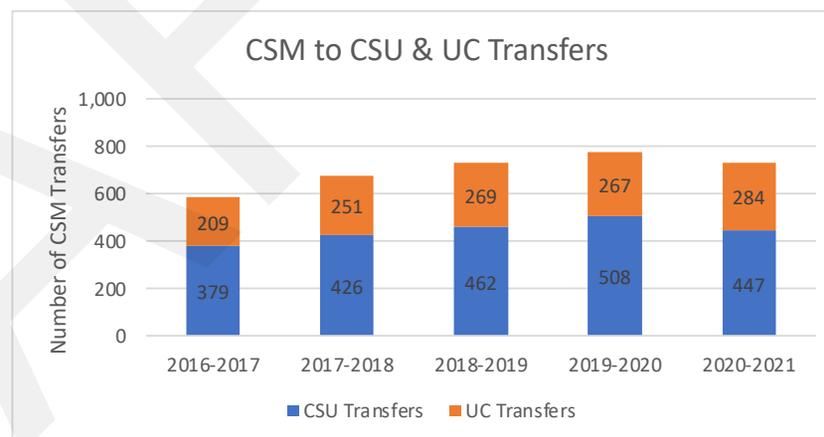
Students transfer to 4-year institutions both within and outside of California. However, the majority of students stay in California to attend the public institutions of the University of California and California State University systems. Using the 2017 cohort, 44% of full-time, degree seeking students transferred to 4-year institutions whereas 14% of part-time, degree seeking students do so within three years.

Figure X. Transfer Rate by Units (Fall, First-Time, Cohort 2017)

First-Time Student Fall 2017 Cohorts (CSM)	Full Time (12+ Units)	Part Time (6-11 units)	Part Time (< 6 units)
Within 2 Years	23%	6%	9%
Within 3 Years	44%	14%	12%
Within 4 Years	52%	23%	15%

Transfer to California 4-year public institutions has increased over the last five years among the students at CSM. The UC and CSU transfer numbers had a dip in 2020-21, which is likely to be affected by the COVID-19 pandemic.

Figure X. College of San Mateo UC & CSU Transfer



Source: University of California Information Center & California State University, Chancellor's Office

Among CSM students who transferred to a University of California over the past five years, the main transfer destination was Davis, followed by Berkeley and Santa Barbara. UC transfers have ranged from 208 in 2016-17 to 284 in 2020-21.

Figure X. College of San Mateo UC Transfer by Campus

UC CAMPUS	2016-17	2017-18	2018-19	2019-20	2020-21	5-Year Total
Davis	57	75	67	63	64	326
Berkeley	40	45	31	42	42	200
Santa Barbara	23	29	49	39	40	180
San Diego	24	30	37	29	51	171
Santa Cruz	21	28	43	35	34	161
Irvine	22	29	15	21	18	105
Los Angeles	21	11	21	20	22	95
Riverside	0	4	5	14	13	36
Merced	0	0	0	4	0	4
Total	208	251	268	267	284	1278

Source: University of California Information Center

In 2020-21, the largest number of students who transferred to UC identified as Asian (83) followed by international students (97).

Figure X. College of San Mateo UC & Transfer by Race/Ethnicity

UC Transfers	2016-17	2017-18	2018-19	2019-20	2020-21	5-Year Total
CSM Total Transfers	209	251	269	267	284	1280
American Indian	0	0	0	0	0	0
Asian	92	97	67	73	83	412
Black Non-Hispanic	7	3	7	7	10	34
Hispanic/Latino	20	36	34	31	37	158
White	38	48	56	34	49	225
Domestic Unknown	3	0	0	0	8	11
International	49	62	101	120	97	429

Source: University of California Information Center

In terms of specific CSU colleges to which CSM students transfer, San Francisco State University (SFSU) and San Jose State University (SJSU) have consistently been the top destinations by a significant margin.

Figure X. College of San Mateo CSU Transfer

CSU CAMPUS	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20	5-Year Total
San Francisco	124	149	175	167	138	753
San Jose	81	102	69	102	107	461
East Bay	38	47	35	64	29	213
Sacramento	8	10	12	16	12	58
Long Beach	8	5	5	15	11	44
San Luis Obispo	5	5	8	11	11	40
Chico	7	7	8	6	9	37
San Diego	5	1	5	10	7	28
Sonoma	9	5	7	3	4	28
Humboldt	1	4	3	5	5	18
Fullerton	5	2	2	1	7	17
Northridge	3	3	3	4	4	17
Pomona	4	0	3	4	5	16
Los Angeles	2	5	3	1	2	13
Monterey Bay	4	0	2	5	0	11
Dominguez Hills	1	1	2	1	3	8
Fresno	2	1	2	2	0	7
Stanislaus	0	2	1	1	0	4
Channel Islands	0	2	0	1	0	3
San Marcos	0	1	1	0	0	2
San Bernadine	0	0	0	0	1	1
Bakersfield	0	0	0	0	0	0
Maritime	0	0	0	0	0	0
TOTAL ENROLLMENT	307	352	346	419	355	1779

The largest number of CSM students who transferred to CSUs identified as Latino/a/x (657) followed by White (507) and Asian (490). Two groups that were low in their CSU transfer numbers were Black Non-Hispanic (55) and Pacific Islander (33). More efforts are needed to support Black Non-Hispanic and Pacific Islander to transfer to CSUs.

Figure X. College of San Mateo CSU Transfer by Race/Ethnicity

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	5-Year Total
CSM Total Transfers	379	426	462	508	447	2222
American Indian				1	2	3
Asian	88	106	102	101	93	490
Black Non-Hispanic	11	8	17	10	9	55
Hispanic	107	124	144	151	131	657
Pacific Islander	4	9	4	7	9	33
White, Non-Hispanic	95	101	103	107	101	507
Two or More Races	27	33	19	30	23	132
International	30	31	53	85	68	267
Unknown	17	14	20	16	11	78

Source: California State University Chancellor's Office

CE Awards

CSM offers 96 career and technical education (CE) programs, including 53 Certificates of Specialization, 18 Certificates of Achievement, 8 Associate of Arts (AA) degrees, and 14 Associate of Science (AS) degrees.

Between 2015-16 to 2020-21, CSM conferred a total of 4,676 awards to 3,463 students in career and technical education programs. A six-year look at the number of career and technical education certificates and degrees awarded reveals a 31% decrease in the count of awards conferred (628 awards vs. 916 awards, respectively). The decrease is due to a significant drop (-60%) in the number of certificates awarded in recent years. The count of AA and AS degrees awarded in career and technical education programs remained relatively stable over the last six years, with a slight dip in AA degrees in the most recent year.

Career & Technical Education

Students at College of San Mateo who earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units were surveyed to understand student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 1009 students were surveyed and 245 (24%) students responded. The results of the survey showed that completing CTE studies and training is related to positive employment outcomes.

Figure X. CTE Satisfaction (Fall 2021)

<i>How satisfied are students with the education and training they received?</i>			
	Very Satisfied	Satisfied	Other
College of San Mateo	61.2%	32.7%	6.1%
Statewide	56.7%	34.3%	9.1%

Source: Career & Technical Education Employment Outcomes Survey (Fall 2021)

Figure X. Employment close to Program of Study (Fall 2021)

<i>How many students secured a job that is closely related to their program of study?</i>			
	Very Close	Close	Not Close
College of San Mateo	46.8%	26.0%	27.3%
Statewide	48.8%	22.6%	28.6%

Source: Career & Technical Education Employment Outcomes Survey (Fall 2021)

Figure X. Hours of Employment Per Week (Fall 2021)

<i>How many hours per week are employed students working?</i>			
	40+ Hrs	>20 Hrs	<20 Hrs
College of San Mateo	80.0%	11.0%	9.0%
Statewide	75.9%	16.1%	8.0%

Source: Career & Technical Education Employment Outcomes Survey (Fall 2021)

Figure X. Time Taken to Find a Job

How many months did it take for students to find a job?				
	0 Months	1-3 Months	4-6 Months	7+ Months
College of San Mateo	23.5%	35.3%	25.0%	16.2%
Statewide	28.7%	40.0%	17.2%	14.1%

Source: Career & Technical Education Employment Outcomes Survey (Fall 2021)

Figure X. Current Employment Status

What is your current employment status?	
	Employed at One Job
College of San Mateo	55.9%
Statewide	61.7%

Source: Career & Technical Education Employment Outcomes Survey (Fall 2021)

More Key Career & Technical Education Employment Outcomes Survey Results:

- \$15.00 is the overall change in hourly wages after completing training—in dollars
- 60% is the overall change in hourly wages after completing training—in percentage gain
- 71% of respondents reported being employed for pay
- 49% of respondents reported transferring to another college or university
- 94% of respondents reported being very satisfied or satisfied with their training.



Appendix C: FIVE-YEAR ACTION STEPS TIMELINE

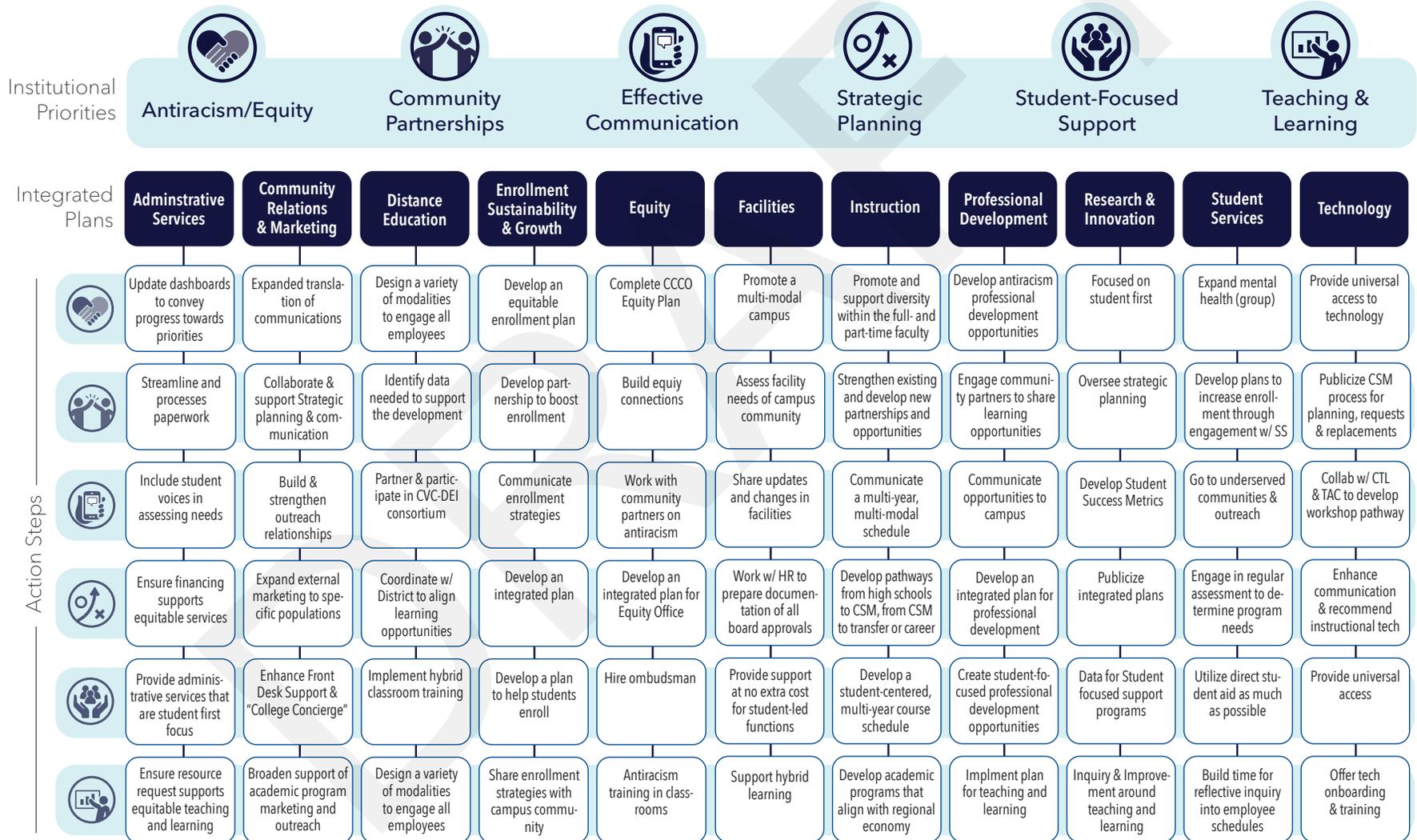


2023-2024 Institutional Priorities, Integrated Plans & Action Steps

Action Steps Are Examples. Final List Determined through Participatory Governance

College Vision

To deliver a liberatory education that inspires individual achievement and generational impacts.



2024-2025 ACTION STEPS

DRAFT

2025-2026 ACTION STEPS

DRAFT

2026-2027 ACTION STEPS

DRAFT

2027-2028 ACTION STEPS

DRAFT