College of San Mateo

Strategic Metrics, 2018/19-2022/23

Institutional Indicators & Outcomes Measures	2017/18 Baseline*	Historic Actuals					2023/24	
		2018/19	2019/20	2020/21	2021/22	2022/23	Set Standard	Stretch Goal
Institutional Priority 1: Strategic Planning (Access)								
1.1 Headcount	13,237	14,638	13,575	13,815	12,851	13,505	12,241	14,941
1.2 Successful enrollment within 1 year of application	17%	21%	22%	21%	21%	42.0%	33%	35%
1.3 Percent of all dual enrollment students matriculating to SMCCCD	NA	NA	NA	NA	NA	78%	‡	‡
1.4 Number of Dual Enrollment sections	NA	NA	2	14	25	39	14	51
1.5 Feeder high school take rate	NA	41%	35%	NA	34%	34%	31%	39%
1.6 Countywide high school take rate	25%	25%	24%	25%	25%	23%	22%	25%
1.7 County participation rate	15.7‰	13.6‰	13.8‰	13.4‰	14.9‰	13.3‰	12.6‰	14.4‰
Institutional Priority 2: Teaching and Learning								
2.1 Course success rate	73%	73%	73%	75%	83%	79%	75%	81%
2.2 Successful completion of transferable Math and English in 1st year	13%	14%	17%	22%	21%	19%	16%	22%
2.3 Successful completion of transferable Math in 1st year	21%	21%	27%	33%	30%	27%	23%	32%
2.4 Successful completion of transferable English in 1st year	29%	30%	32%	38%	37%	37%	33%	38%
2.5 Successful completion of 30 units in 1st year	10%	11%	13%	15%	13%	NA	11%	15%

‡ Insufficient data points to calculate Set Standard and Stretch Goal.

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2.6 Average number of units accumulated by all first-time associate degree earners	90	90	89	88	85	NA	81	92
2.7 Faculty Resource Accessibility	No survey	No survey	No survey	No survey	46%	No survey	‡	‡
2.8 Access to Professional Development (Fall Flex Day count)	NA	330	360	469	405	532	371	580
2.9 Percent of faculty completing the Regular and Substantive Interaction training	NA	NA	67%	38%	2%	3%	---	---
Institutional Priority 3: Antiracism/Equity								
3.1 Students reporting having experienced microaggression(s), collegewide	No survey	No survey	No survey	No survey	17%	10%	‡	‡
3.1a African American/Black students	No survey	No survey	No survey	No survey	42%	38%	‡	‡
3.1b Asian/Asian American students	No survey	No survey	No survey	No survey	19%	14%	‡	‡
3.1c Filipino/a/x/ students	No survey	No survey	No survey	No survey	25%	16%	‡	‡
3.1d Hispanic/Latinx students	No survey	No survey	No survey	No survey	15%	15%	‡	‡
3.1e Middle Eastern/Arab American students	No survey	No survey	No survey	No survey	24%	30%	‡	‡
3.1f Native American/Alaska Native students	No survey	No survey	No survey	No survey	NA	NA	‡	‡
3.1g Native Hawaiian/Pacific Islander students	No survey	No survey	No survey	No survey	7%	10%	‡	‡
3.1h White students	No survey	No survey	No survey	No survey	14%	15%	‡	‡
3.2 Student perception of culturally relevant curriculum	No survey	No survey	No survey	No survey	56%	36%	‡	‡

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3.3 Academic Notice rates, collegewide	15%	15%	14%	8%	8%	13%	16%	10%
3.3a African American/Black students	21%	22%	25%	14%	13%	18%	16%	10%
3.3b Asian/Asian American students	10%	10%	8%	4%	4%	6%	16%	10%
3.3c Filipino/a/x/ students	12%	13%	12%	8%	8%	13%	16%	10%
3.3d Hispanic/Latinx students	21%	21%	19%	14%	12%	20%	16%	10%
3.3e Middle Eastern/Arab American students	N/A	N/A	N/A	N/A	N/A	N/A	16%	10%
3.3f Native American/Alaska Native students	12%	7%	18%	14%	14%	28%	16%	10%
3.3g Native Hawaiian/Pacific Islander students	24%	27%	28%	14%	12%	24%	16%	10%
3.3h White students	11%	11%	10%	3%	6%	9%	16%	10%
3.4 Percent of students successfully exiting academic probation	12%	13%	15%	18%	19%	13%	10%	18%
3.5 Faculty diversity	34%	38%	38%	38%	42%	47%	43%	45%
3.6 Staff diversity	48%	53%	55%	56%	63%	63%	58%	63%
3.7 Faculty and staff sense of inclusion and belonging	No survey	No survey	No survey	No survey	64%	No survey	‡	‡
Institutional Priority 4: Student-focused supports								
4.1 Fall-to-Spring persistence rates (First time & Full time)	91%	92%	92%	90%	89%	91%	90%	92%
4.2 Fall-to-Spring persistence rates (First time & Part time)	76%	75%	66%	68%	65%	75%	70%	75%
4.3 Fall-to-Fall persistence rates (First time & Full time)	79%	79%	79%	79%	80%	81%	80%	82%
4.3a Fall-to-Fall persistence rates (First time & Full time & Promise)	NA	85%	85%	87%	90%	88%	86%	89%
4.3b Fall-to-Fall persistence rates (First time & Full time & IEP)	82%	80%	75%	67%	70%	73%	68%	78%

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4.4 Fall-to-Fall persistence rates (First time & part time)	59%	61%	47%	56%	56%	64%	58%	63%
4.5 Number of sections with Zero Textbook Costs (ZTC)	77	152	248	268	236	245	157	318
4.6 Student sense of belonging (survey)	No survey	No survey	No survey	No survey	No survey	No survey	‡	‡
4.7 Percent of students without targeted support	NA	NA	NA	NA	7%	2%	‡	‡
4.8 Perceived clarity of academic information	No survey	No survey	No survey	No survey	No survey	No survey	‡	‡
4.9 Staff resource accessibility	No survey	No survey	No survey	No survey	No survey	No survey	‡	‡
Institutional Priority 5: Completion/transfer								
5.1 Number of degrees/certificates awarded	1,798	1,877	1,350	1,489	1,316	1,196	681	1961
5.2 Graduation rate within 3 years (150% of normal time)	44%	41%	47%	57%	NA	NA	49%	56%
5.3 Students who earn an associate degree within 3 years (150% of normal time)	16%	19%	22%	NA	NA	NA	‡	‡
5.4 Percent of transfer students who complete an AD-T	28%	31%	34%	38%	39%	39%	35%	40%
5.5 Transfer rate to any 4 year institution	34%	34%	36%	NA	NA	NA	‡	‡
Institutional Priority 6: Workforce development								
6.1 Strong Workforce Program (SWP) students who earned 9+ career education units in 1 year	21%	20%	21%	24%	NA	NA	22%	24%
6.2 Strong Workforce Program (SWP) students with a job closely related to their field of study	76%	74%	71%	70%	NA	NA	68%	74%
6.3 Strong Workforce Program (SWP) students who attained a living wage	39%	41%	40%	NA	NA	NA	‡	‡
6.4 Students placed in paid internships and work-based learning	NA	NA	NA	NA	NA	NA	‡	‡

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Institutional Priority 7: Effective Communication								
7.1 Perceived Value of Student Voice	No survey	No survey	No survey	No survey	97%	No survey	‡	‡
7.2 Culture of open dialogue	No survey	No survey	No survey	No survey	50%	No survey	‡	‡
7.3 TBD: Perceived timelines/relevance of internal college communications	No survey	No survey	No survey	No survey	No survey	No survey	‡	‡

Note: To set performance targets, the standard deviation method was employed to establish both a minimum threshold (Institutional-Set Standard) and an aspirational target (stretch target). The standard deviation (SD) is a measure of dispersion, indicating the average amount of variability in a data set. It reflects how far each value typically deviates from the mean. High SD values suggest that data points are widely spread, potentially indicating more growth opportunities. Conversely, low SD values imply that data points are closely clustered around the mean. This method is particularly useful when performance values do not follow a linear pattern, making it challenging to determine an appropriate percentage increase for an institution. For more information, visit the RP Group's document on setting targets.

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