



External Scan

Prepared for the Educational Master Planning Task Force

December 1, 2021

Office of Planning, Research & Institutional Effectiveness

Elements of the External Scan

- Community Perceptions Questionnaire
- [SMCCCD Environmental Scan](#) (separate document)
- U.S. Census data and mapping

Community Perceptions Questionnaire

Fall 2021

Distribution and follow up

- ***QUESTIONNAIRE DETAILS:***

- sent in English and Spanish
- distributed to approximately 71 community organizations, 26 high schools, and 81 churches and religious organizations

- ***RESPONSES:***

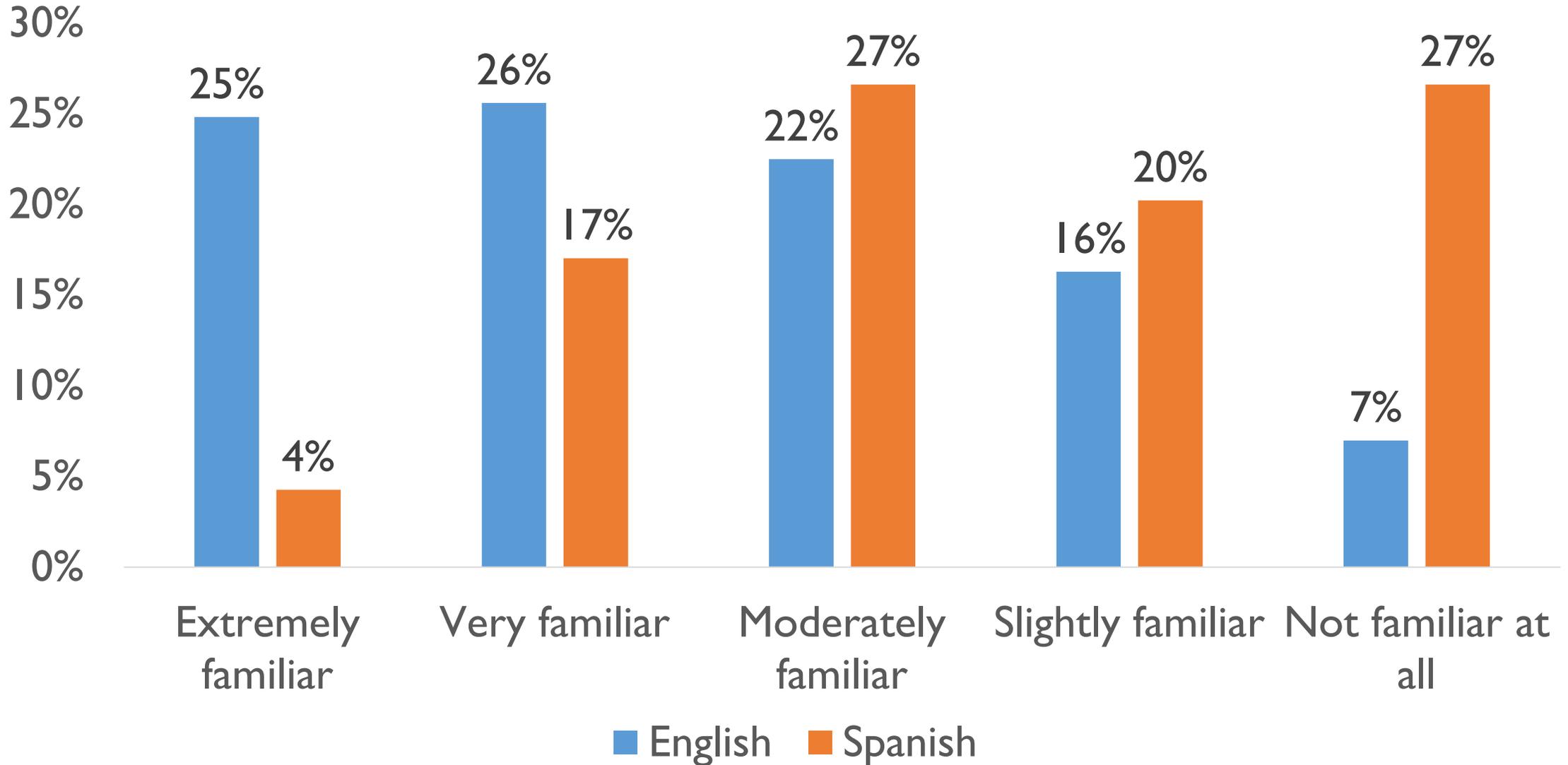
- received 223 responses
- about 40% of responses in Spanish
- 68 respondents indicated a willingness to speak with us further about their feedback
- currently conducting 1:1 phone calls and focus groups

Demographics of Respondents

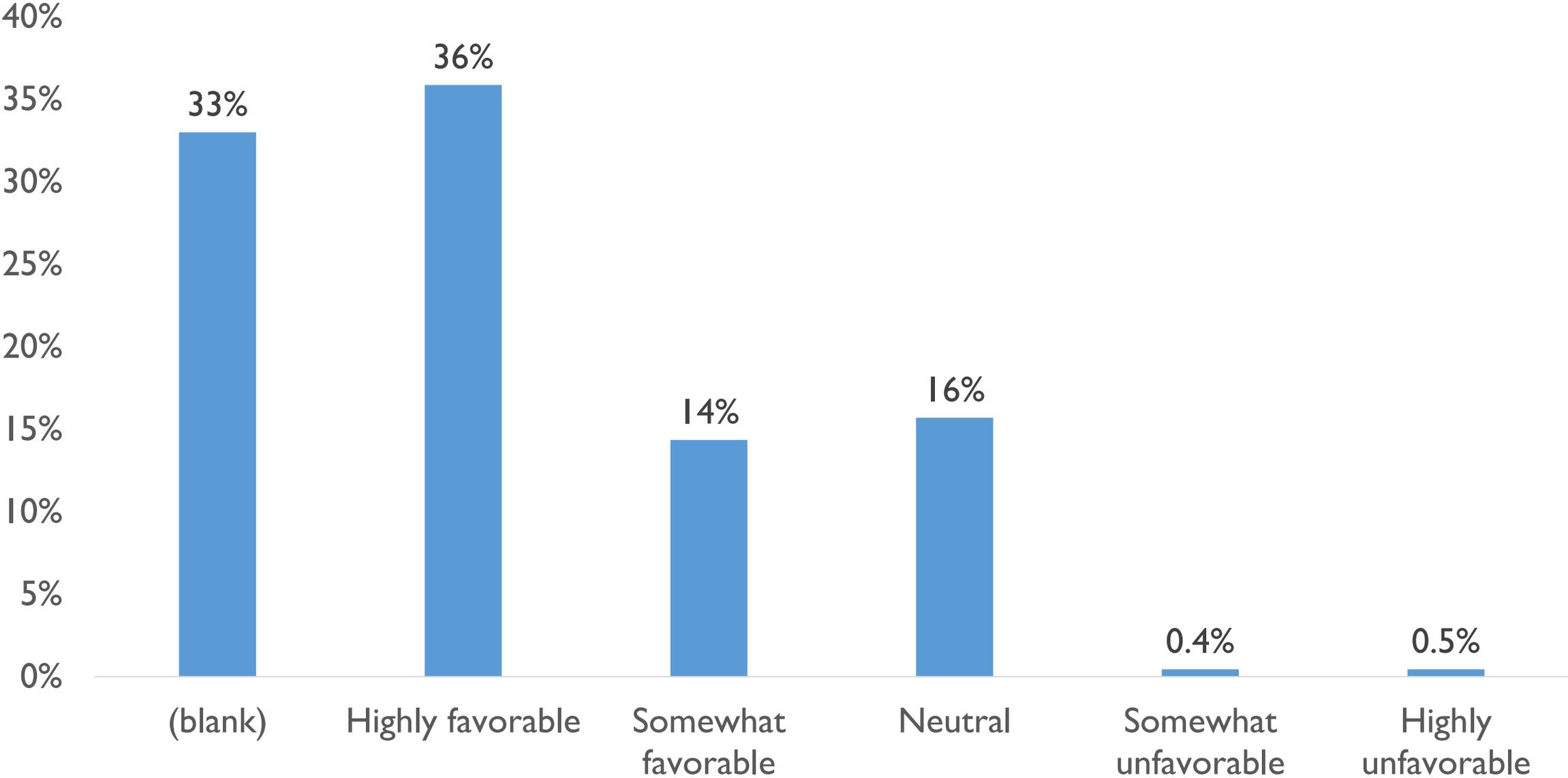
- The respondents are not a representative sample of a larger group
- Disaggregating responses by anything other than language is not possible due to a high percentage of blanks for various questions
- English speaking respondents are more likely to be older than the Spanish speaking respondents and twice as likely to be Hispanic/Latinx than White.
- Spanish speaking respondents were more likely than English speakers to NOT provide any demographic information and much more likely to be Hispanic/Latinx than any other race or ethnicity

Neighborhood where respondent lives	% of total respondents
NO RESIDENCE LOCATION PROVIDED	34.1%
Redwood City	29.6%
East Palo Alto	10.8%
I do not live in San Mateo County	9.0%
Other San Mateo County city (not on this list)	7.6%
Menlo Park	4.0%
North Fair Oaks	1.8%
San Carlos	1.8%
Atherton	0.4%
Belle Haven	0.4%
La Honda	0.4%

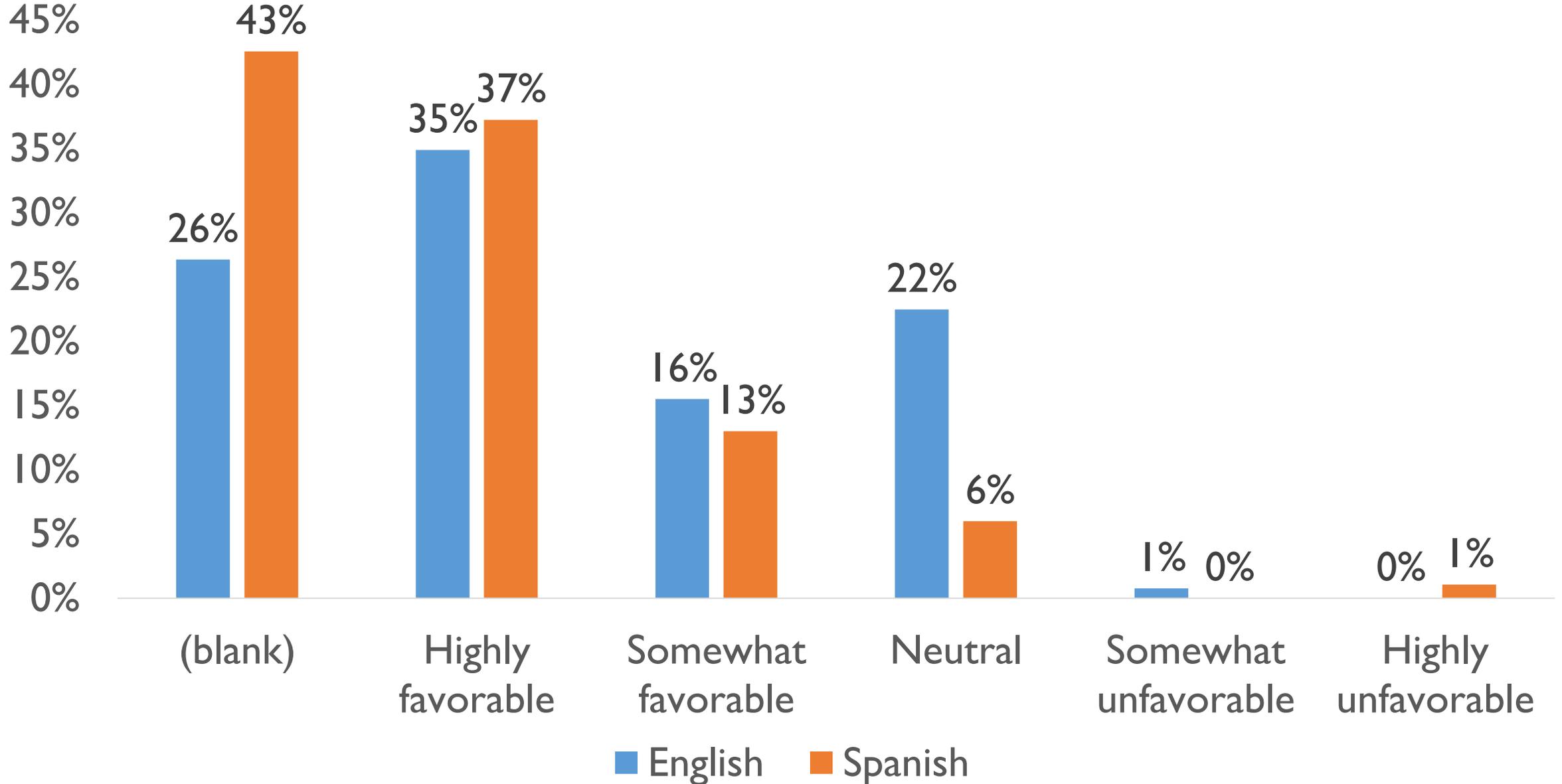
How familiar are you with Cañada College?



Overall, what is your perception of Cañada College?



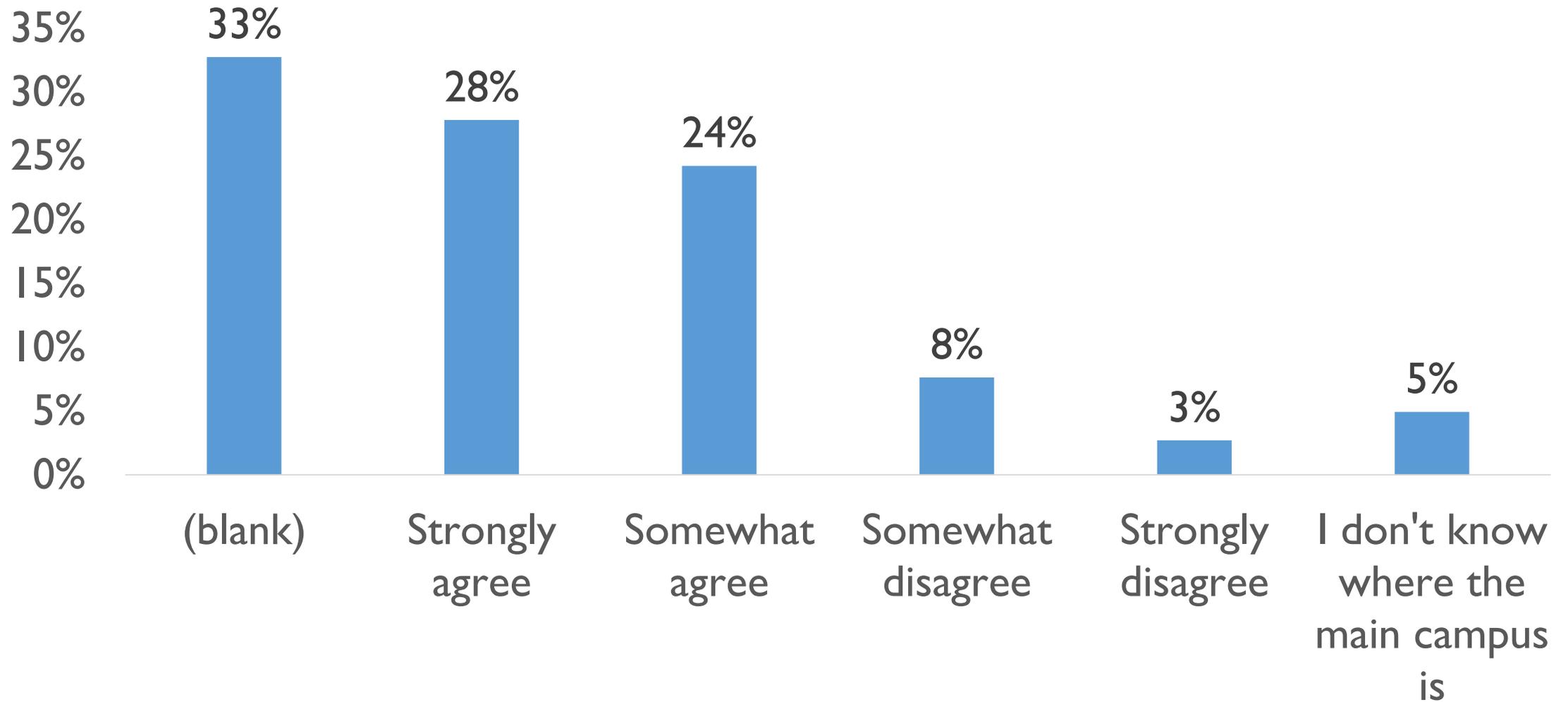
Overall, what is your perception of Cañada College?



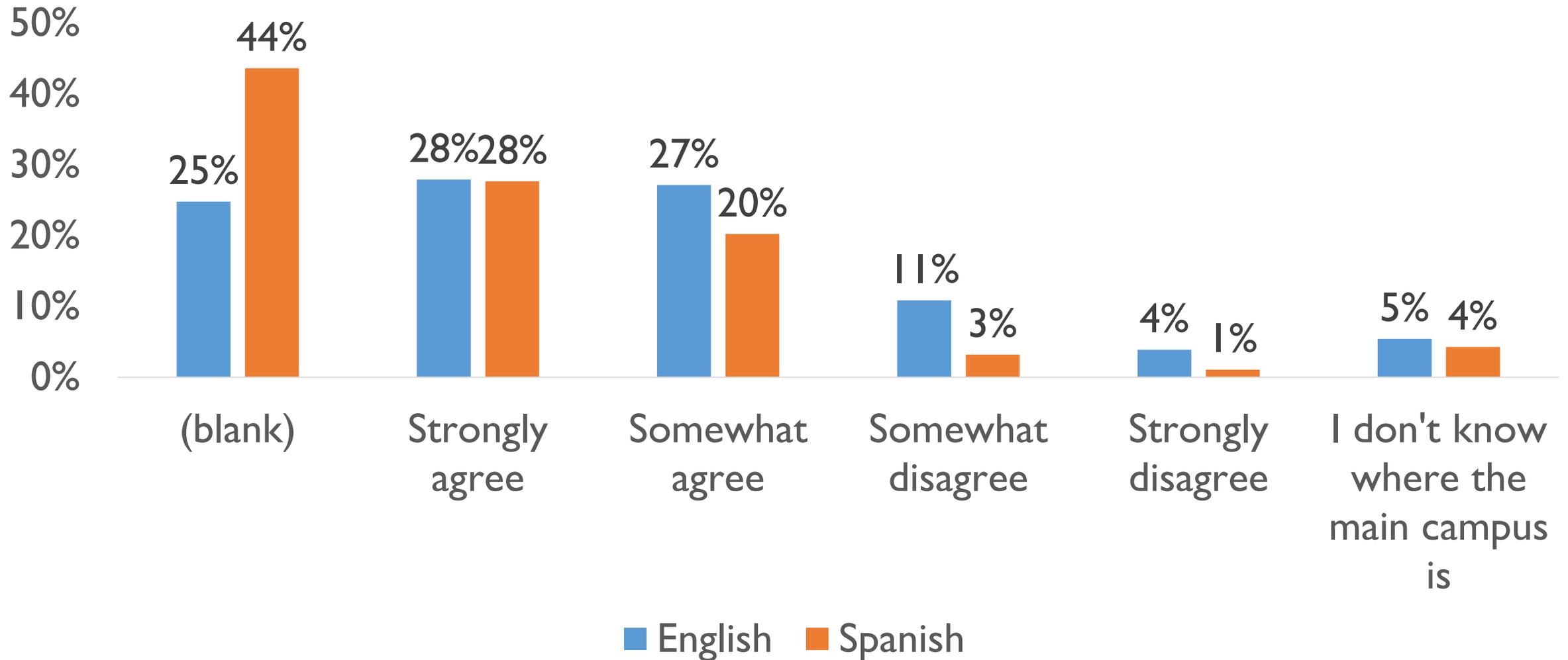
The degree to which respondents are familiar with the college has a positive correlation (.24) with their opinion of the college:

the more familiar, the more positive the overall perception of Cañada.

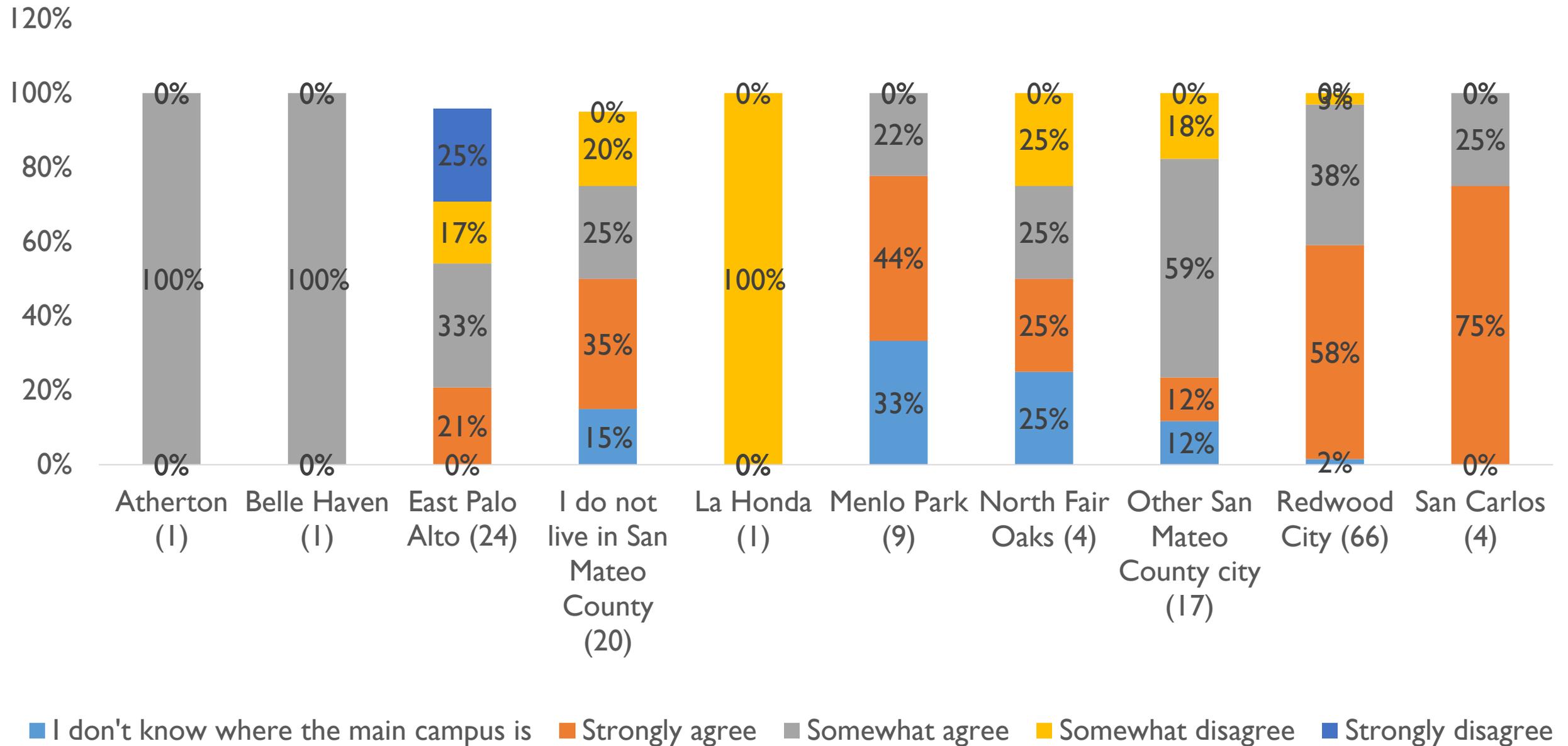
Cañada College's main campus is easy to get to from where you live...



Cañada College's main campus is easy to get to from where you live...



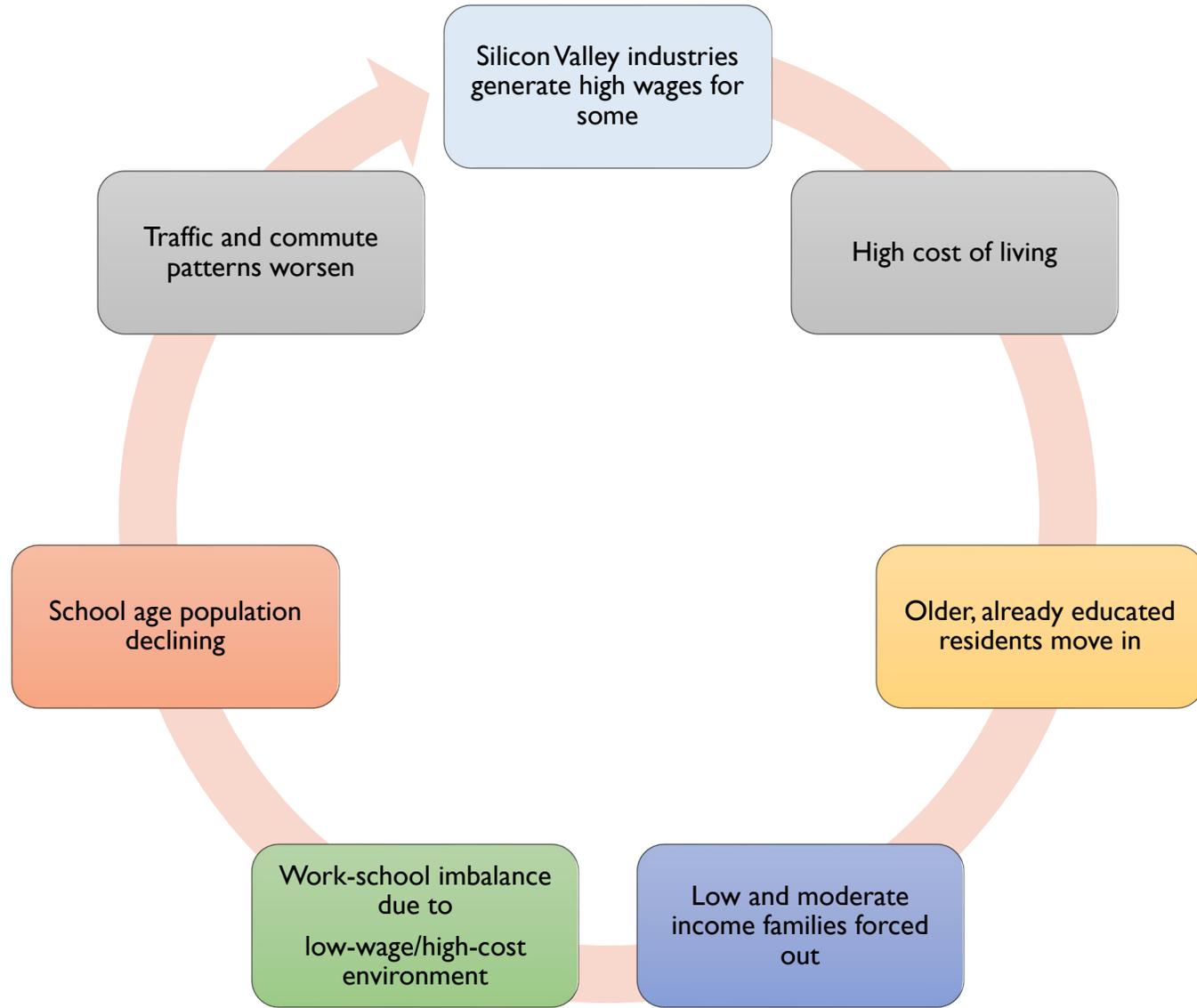
Cañada College's main campus is easy to get to from where you live...



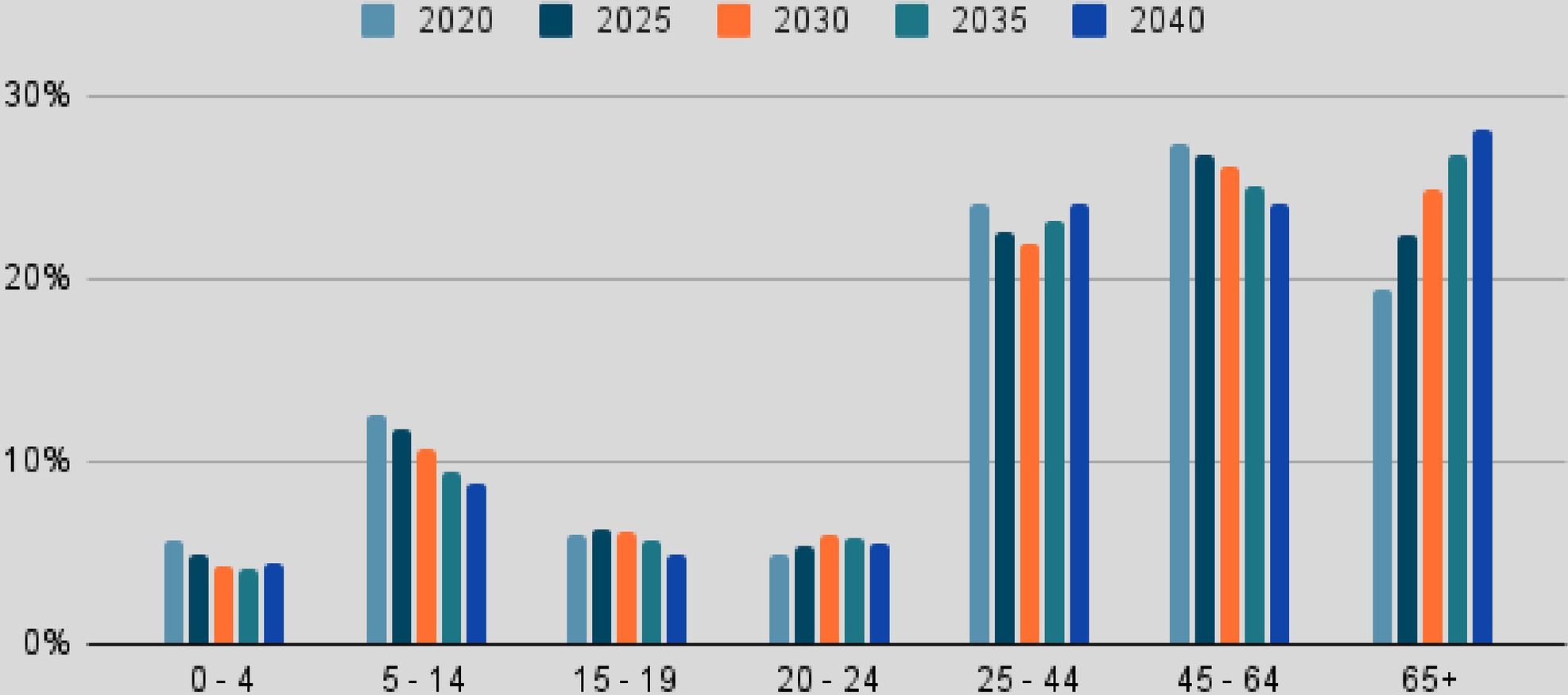
Preliminary, anecdotal feedback from 1:1 interviews

- Overall, Cañada's brand is positive
- The Middle College and Promise Program are well known and well regarded
- Events that showcase student work should be highlighted
- There is a real desire for more community access and engagement with the campus.
- The campus is a community asset which should be leveraged for more hours of the day and on weekends. It should never be or feel empty and unused. Summer camps and programs should increase.
- Neighborhood support (and resistance) for student housing.

Environmental Scan

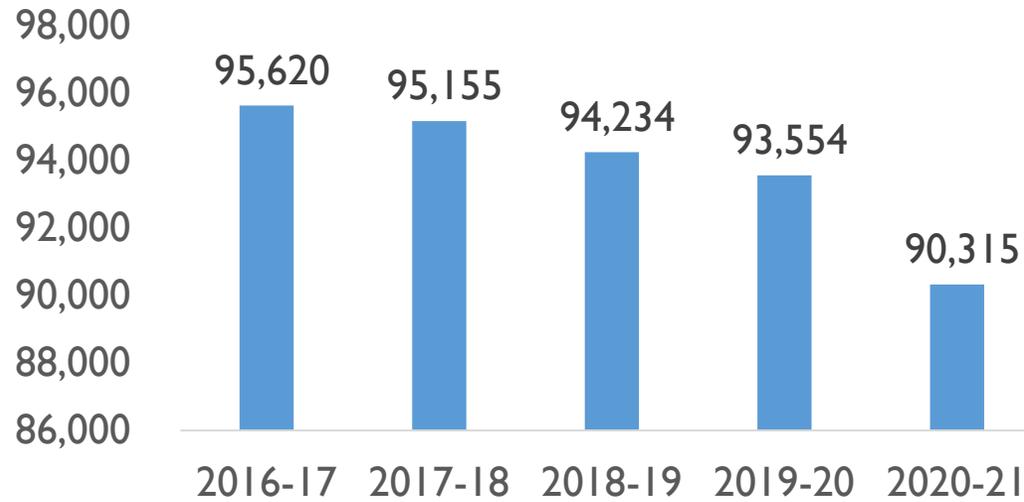


San Mateo County Population Projections by Age Group, 2020 to 2040

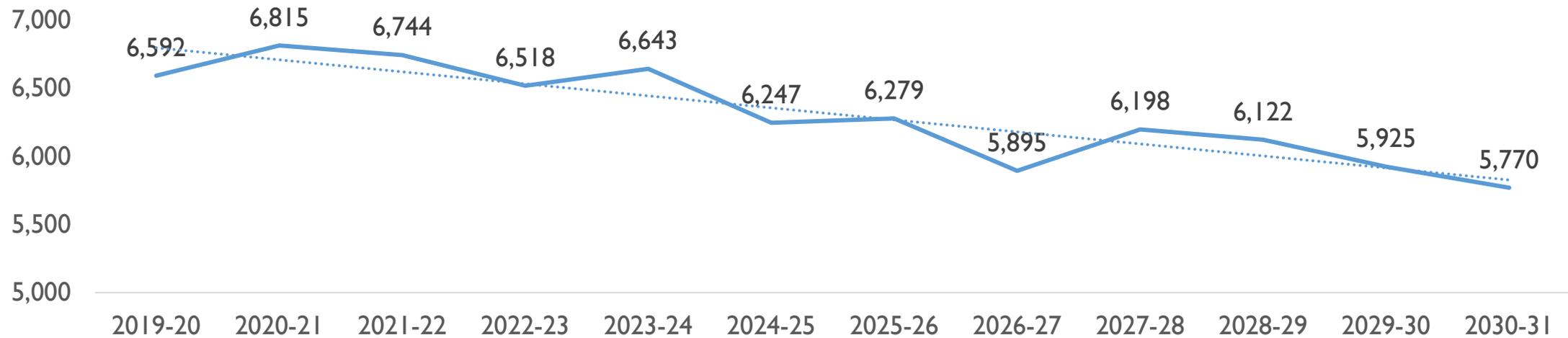


Source: State of California, Department of Finance, P-2B State and County Population Projections 2010-2060.

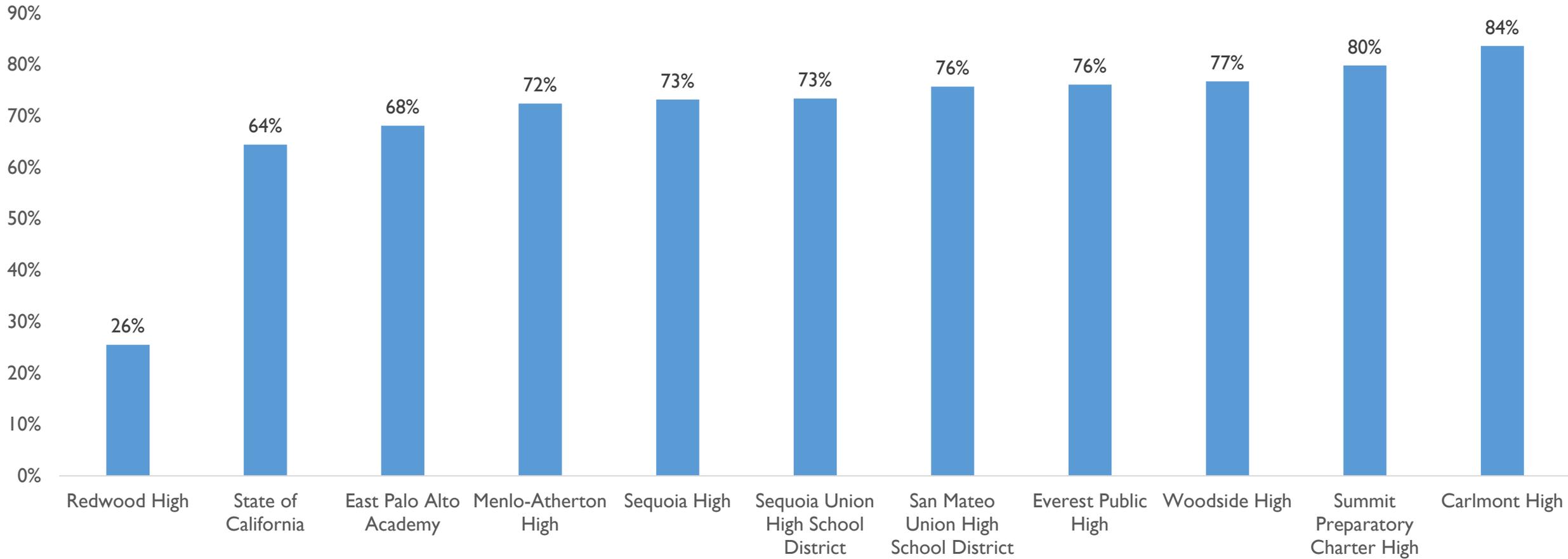
San Mateo County K-12 Enrollment Trends 2016-2021



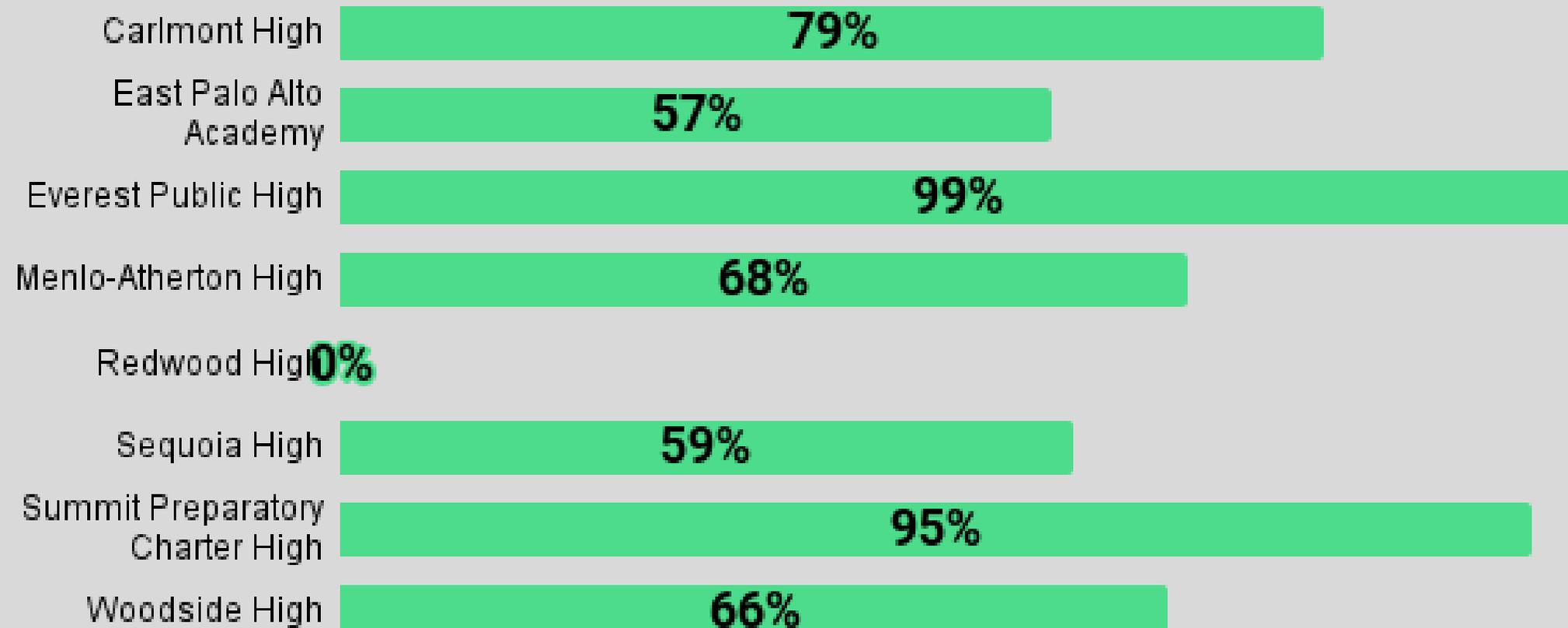
San Mateo County High School Graduates: Projections



College-Going Rate of Cañada College feeder high schools and districts in 2017-18



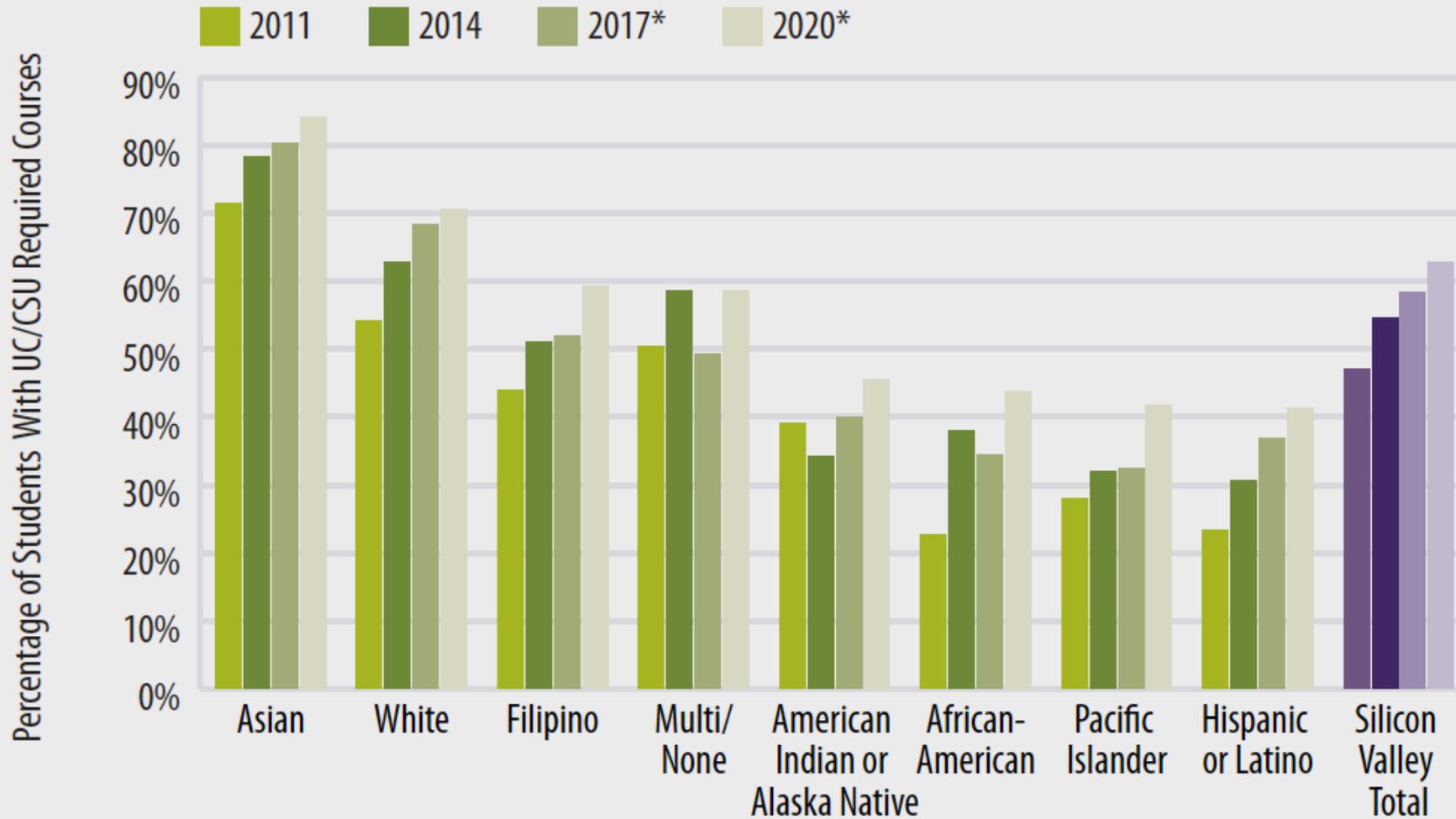
2019-20 Graduates Meeting UC/CSU Requirements by High School



Sourced from the California Department of Education at <https://dq.cde.ca.gov/dataquest/>

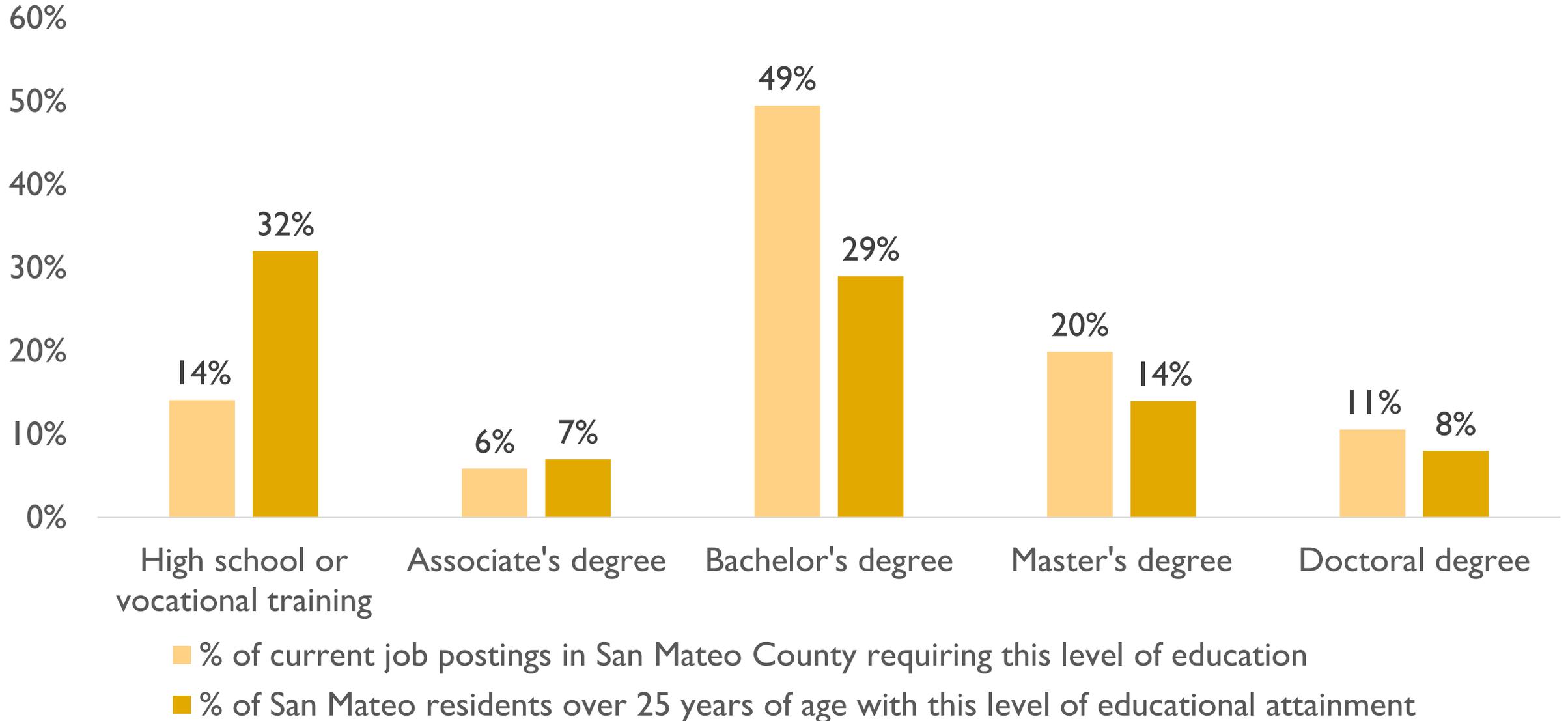
Share of Graduates Who Meet UC/CSU Requirements, by Race and Ethnicity

Silicon Valley

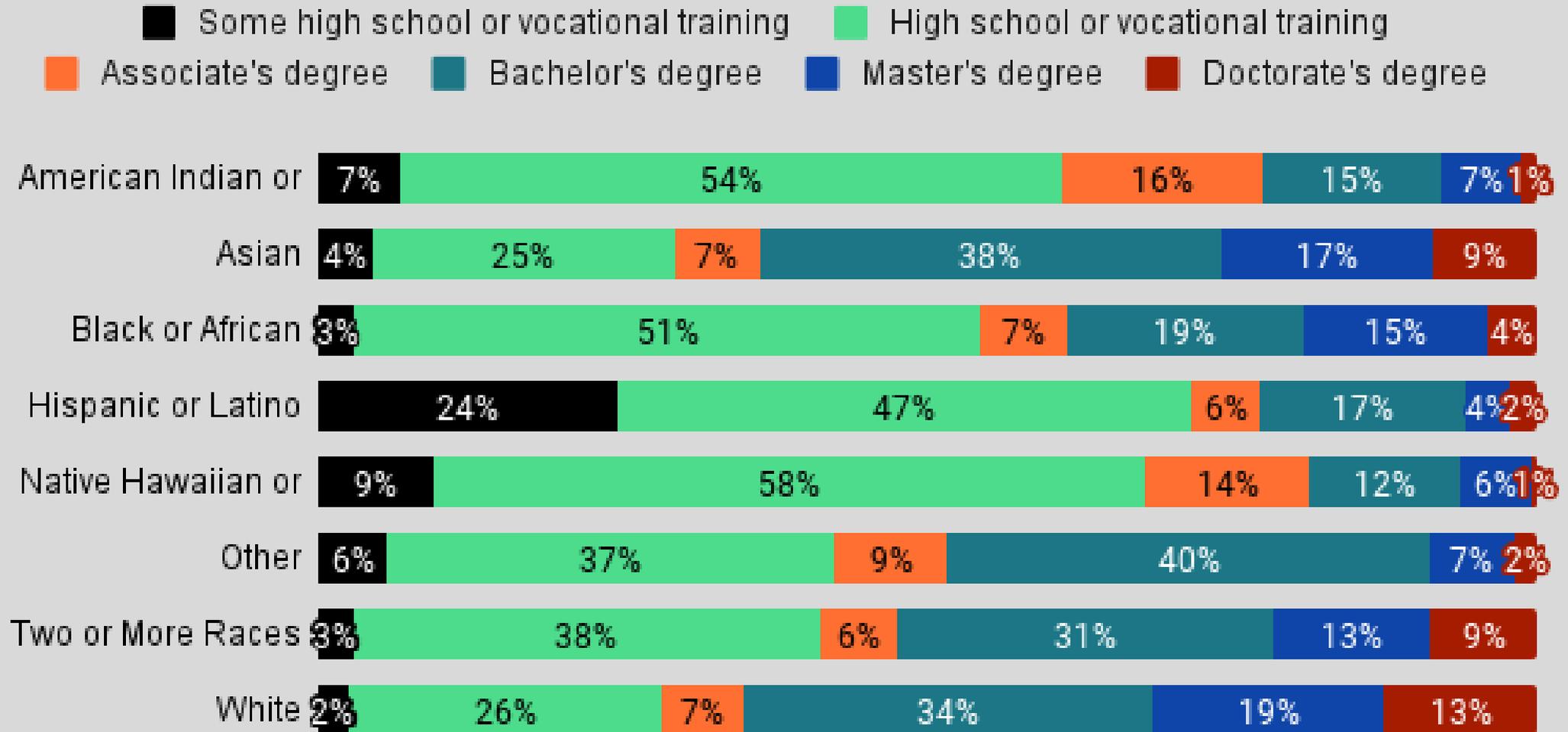


*Due to changes in the California Department of Education methodology for 2017 and subsequent years, caution should be used in comparing cohort outcome data to prior years. | Note: Multi/None includes students of two or more races, and those who did not report their race. All racial/ethnic groups aside from Hispanic or

The educational attainment of County residents v. the education requirements of County jobs



Educational Attainment in San Mateo by Race/Ethnicity



Based on population aged 25+ years Source: U.S. Census Bureau, 2015 - 2019 American

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 terms, combined). SMCCCD Unique Headcount based on end of term enrollment.



Breakout Group Discussion Questions

- Socio-economic and demographic shifts in our region are dramatically changing who our potential students are and what they might need. How can Cañada adapt?
 - What shifts or modifications to existing college programs might help?
 - What kind of new programs or strategies might help Cañada?
- Are there ways of leveraging the transfer center plan to better support as many types of students as possible?
- We can't be all things to all people, but what are the 1-2 things we could do well?
 - What things should Cañada prioritize the most?
 - What kind of strategic partnerships should Cañada develop or further develop (such as with high schools or our sister colleges)?