

## THE DISTRICT STRATEGIC PLAN

### ANNUAL UPDATE REPORT – FALL 2020

#### OVERVIEW

The [District Strategic Plan](#) 2015-2020 is explicit in its focus on **Students First: Success, Equity, and Social Justice**. The plan outlines four Strategic Goals and specifies Districtwide Strategies that support their achievement. This annual update report is organized into three sections: Strategic Plan Metrics, the Promise Scholars Program, and the District Strategic Plan update.

#### STRATEGIC PLAN METRICS

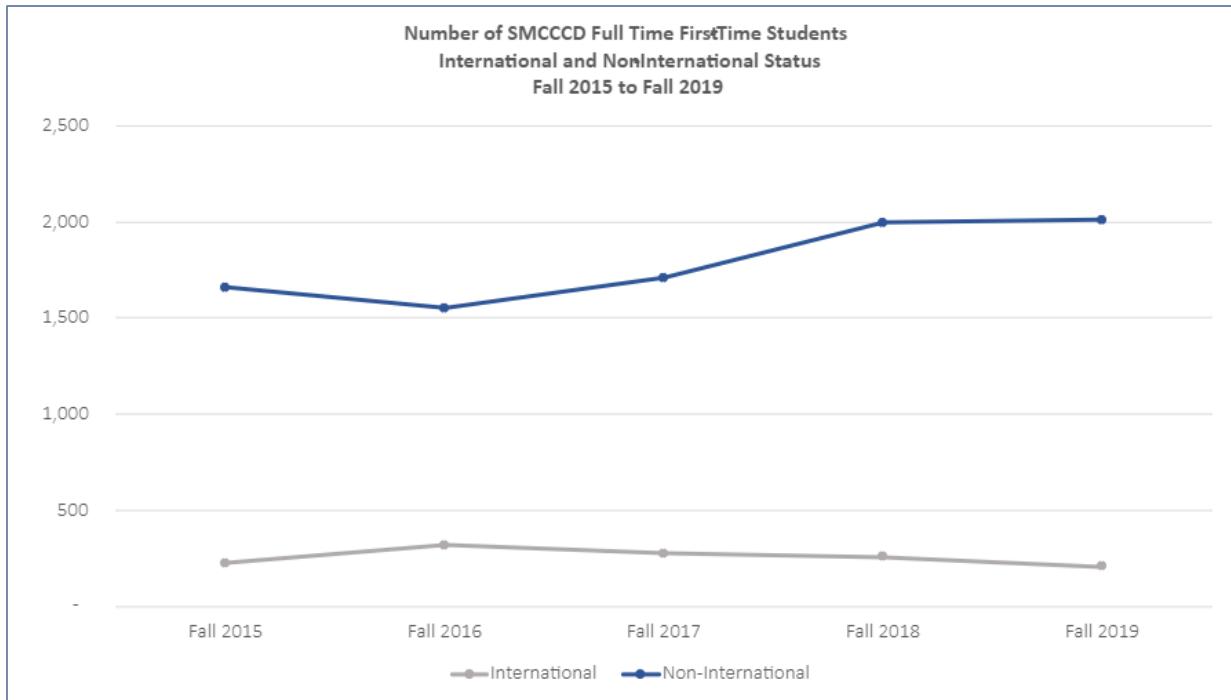
The assessment of the implementation of the District Strategic Plan (DSP) is supported by the Strategic Plan Metrics. The adopted metrics focus on the enrollment, persistence, and completion of full-time, first-time (FTFT) students at each of the colleges of the SMCCCD. For the most recent fall term, Fall 2019, there was a slight decrease of 1.5% from last fall in the number of FTFT students. However, the number of FTFT students in each entering fall cohort has increased 18% overall since Fall 2015, exceeding the original 2019-20 target (see Table 1 below).

FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19	19-20 Target
Cohort size (number of students)	1,888	1,867	1,981	2,255	2,221	2,054

Table 1

There are several efforts that have contributed to the increase over the past 5 years. First and foremost, the implementation of the Promise Scholars Program (PSP), which removes financial barriers and incentivizes full-time enrollment in combination with structured academic and student supports, is a primary factor. Though not yet completed, the combination of the development and implementation of Guided Pathways at the three colleges and the significant expansion of College and Career Access Pathways (CCAP) for dual enrollment aligns with the Guided Pathways initiatives has also contributed to the increase in FTFT students.

It is important to note that the growth in FTFT students over the past three years has not been due to increases in first-time international student enrollment, which has actually declined slightly since Fall 2016 (see Figure 1 below) due largely to changes in federal policy and administration, which is impacting international student enrollment nationally. This provides further evidence of the impact of the District's and Colleges' intentional efforts to increase the full-time enrollment of students entering college for the first time.



**Figure 1**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<b>International</b>	228	316	273	257	208
<b>Non-International</b>	1,660	1,551	1,707	1,998	2,013

**Table 2**

In order for these FTFT students to start on a pathway that will lead to completion, placement into transfer level math and English is essential. Through the efforts of intentional curriculum redesign, changes to placement practices that place greater value on high school performance and other multiple measures, greater percentages of students are starting their path at the transfer level.

FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19	19-20 Target
% initial enrollment in basic skills MATH	31%	26%	17%	5%	1%	20%
% initial enrollment in basic skills ENGLISH	18%	8%	3%	2%	0%	5%
% initial enrollment in transfer level MATH	35%	44%	48%	45%	67%	50%
% initial enrollment in transfer level ENGLISH	42%	66%	78%	79%	86%	75%

**Table 3**

As shown in Table 3 above, the colleges of the District have made steady progress toward ensuring that entering cohorts of FTFT students are increasingly beginning their educational pathway in transfer level

math and English. Indeed, because of the innovation that has already occurred, the colleges were well positioned to meet the mandates created by [AB 705](#) that all incoming students are placed to maximize the likelihood that they successfully complete transfer level math and English in their first academic year.

The ultimate goal of these combined efforts is to increase the on-time completion rates for FTFT students. The most recent data available is for the Fall 2017 FTFT cohort and shows an on-time Associate Degree completion rate of 19.8% for the District. Through the efforts of the colleges, including the replication of the Promise Scholars Program (PSP) across the three campuses, which is partially supported by the \$3 million Innovation Award for Higher Education grant received by the District, these rates are expected to more than double beginning with the incoming Fall 2018 cohort.

FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19	19-20 Target
Cohort size (number of students)	1,888	1,867	1,981	2,255	2,221	2,054
% of students completing a degree within 150% of normal time	18.6%	19.1%	19.8%	-	-	45%
Average time to completion of Associate Degree (semesters*) <i>* Summer = 0.5 semesters</i>	5.8	5.8	5.4	-	-	6.0

Table 4

We can also expect to see increases in all ultimate completion outcomes, including certificates, degrees, and transfer to four-year universities, through the implementation of Guided Pathways. While transfer metrics are also impacted by external factors such as capacity in the CSU system, efforts are nonetheless aligned to continue to see increased completion metrics.

OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20	19-20 target
Associate Degree Completers	1,551	1,660	1,712	1,869	1,818 <sup>1</sup>	1,788
Certificate Completers	1,529	1,388	1,244	1,240	791 <sup>1</sup>	1,500
OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20	19-20 target
CSU transfers	989	995	1,125	1,131	-	1,095
UC transfers	335	413	542	496	-	453

<sup>1</sup>**NOTE:** Data as of September 30, 2020. Awards are finalized by October 15<sup>th</sup> for the previous academic year.

San Mateo County high school take rate	46%	45%	43%	42%	-	55%
--	-----	-----	-----	-----	---	-----

Table 5

## A FOCUS ON COMPLETION: THE PROMISE SCHOLARS PROGRAM

*District Strategic Goal(s) Supported: 1, 2*

### INTRODUCTION

The Promise Scholars Program (PSP) provides financial, academic and personalized student services for first time, full-time SMCCCD students whose educational goal is to earn a certificate or associate degree. The PSP intentionally removes barriers that too often prevent students from successfully completing those goals. The program includes the Promise Scholarship, a dedicated counselor delivering personalized academic and socio-cultural support, and performance-centered interventions. Promise Scholars also receive a monthly incentive (either transportation support or meal plan support<sup>2</sup>), a voucher for books and course materials, and access to loaned laptops.

The SMCCCD Promise Scholars Program (PSP) is a replication of the City University of New York's Accelerated Studies for Associates Program (ASAP) – a proven model that significantly increases three-year graduation rates for full-time students. The PSP launched two pilot cohorts in Fall 2016 and Fall 2017 at Skyline College. The Fall 2018 semester was the first Districtwide launch of the Promise Scholars Program at College of San Mateo (CSM) and Cañada College, with full-scale replication expected by Fall 2021 across the entire SMCCCD.

### FINANCIAL CONSIDERATIONS

Based on the current program size, the cost per PSP student annually is approximately \$3,200. This includes the combination of \$1,600 in direct resources to students (fee waivers, textbooks, monthly incentive) and \$1,600 programmatic support (staffing, evaluation, and operational costs). The SMCCCD has committed the resources for three years of support for up to 2,000 students across the three colleges of the

District. The most recent 20-21 Budget Report identified an allocation of \$3.2 million to support the District's 2,000 Promise Scholars. The funding sources and allocations for the Promise Scholars Program are listed below.

Source	Amount
Enterprise Funds	\$400,000
Foundation	\$300,000
Housing Fund	\$300,000
State & One-Time Resources	\$750,000
Fund 1 – AB19 Funds	\$1,450,000
<b>2019-20 Budgeted Total</b>	<b>\$3,200,000</b>

Table 6

<sup>2</sup> Due to the current shelter-in-place requirements due to COVID-19, PSP monthly incentives have recently shifted to electronic grocery store gift cards.

While the current allocation can support up to 2,000 students annually, there is a substantially greater need for additional resources, as the District has the demand to support at least 5,000 students each year. To meet that demand the SMCCCD needs to identify sustainable dedicated funding of approximately \$16,000,000 per year.

The current pandemic has only exacerbated the need for additional funding within the Promise Scholars Program. While the State of California has allocated funds through the [California College Promise](#), which provides \$1.4 million to the District in order to allow for fee waivers, these funds are restricted and can only be utilized for students enrolled full-time at 12 or more units. Unfortunately, the COVID-19 pandemic has caused many students to reduce their course load for a variety of reasons including increased work hours needed to support themselves and their families, dealing with health issues related to COVID-19, and mental health challenges that have increased due to concerns and anxiety around the pandemic itself. As such, the need for flexible sources of funding is even more essential as the restricted monies provided by the state unfortunately fall short in providing sustainable support for the Promise Scholars Program, especially when facing the current extenuating circumstances. Additionally, the uncertain financial outlook of the state budget is cause for concern. If the State drastically reduces or eliminates all or part of the California College Promise, general fund dollars *cannot* be used to address any shortfalls that result.

#### PROGRAM GROWTH

The Promise Scholars Program (PSP) began at Skyline College in the Fall 2016 semester. After two years of pilot cohorts, the PSP was expanded Districtwide in Fall 2018 using state innovation grant funding. Beginning in Fall 2019, the SMCCCD supports up to 2,000 total students across the three colleges in the PSP (see Figure 3 below).

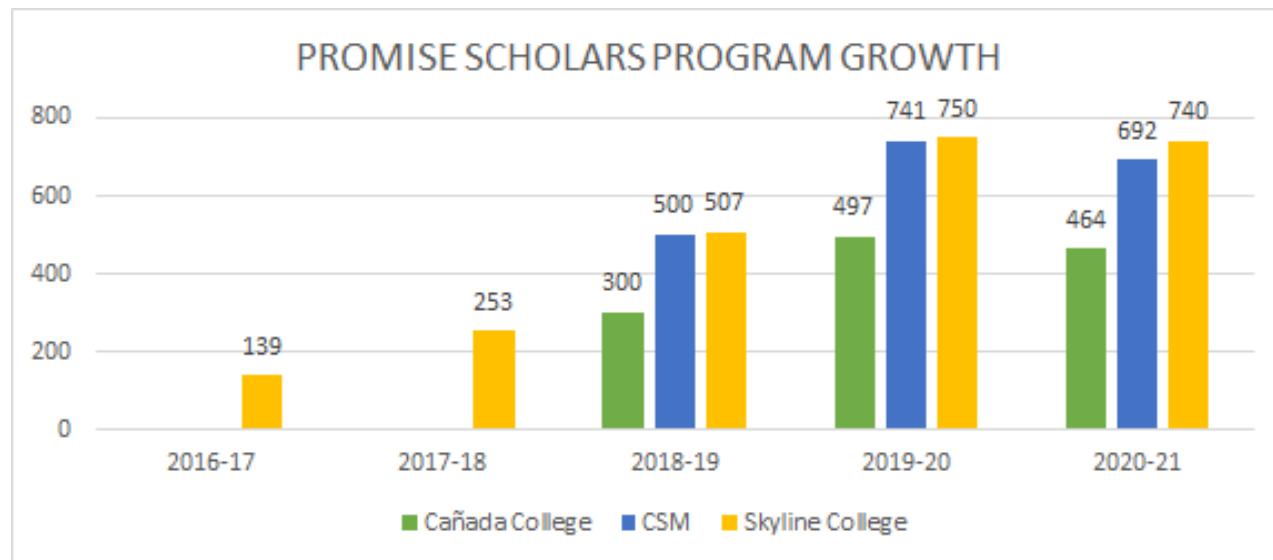


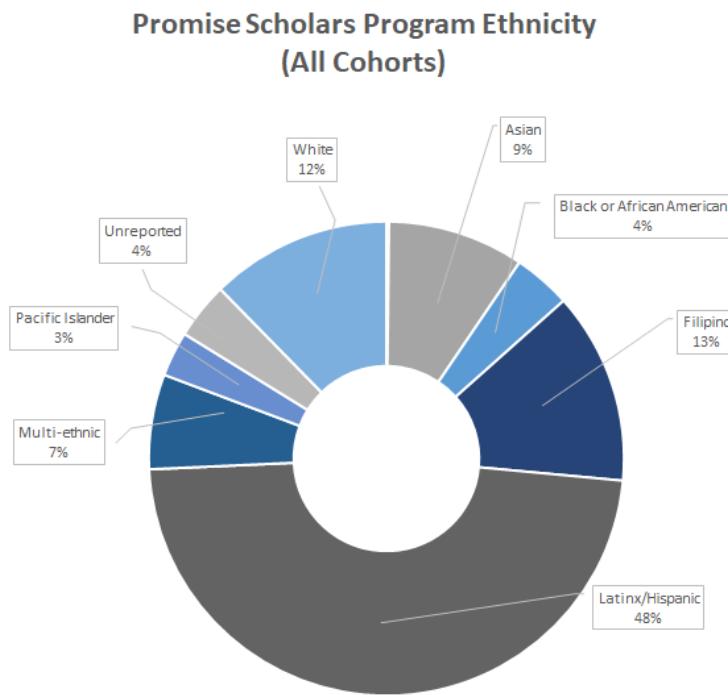
Figure 2

There was a slight decrease in the number of total students enrolled in the Promise Scholars Program during the 2020-21 academic year. This decrease can be directly connected to the COVID-19 pandemic as students have expressed a need to pause their studies, and the Colleges have received fewer new PSP student applications overall.

## DEMOGRAPHICS

The PSP is intentionally designed to reach students in the communities served by the SMCCCD who have been historically marginalized. Students of color, first generation students, and students with financial need make up the majority of students served by the PSP.

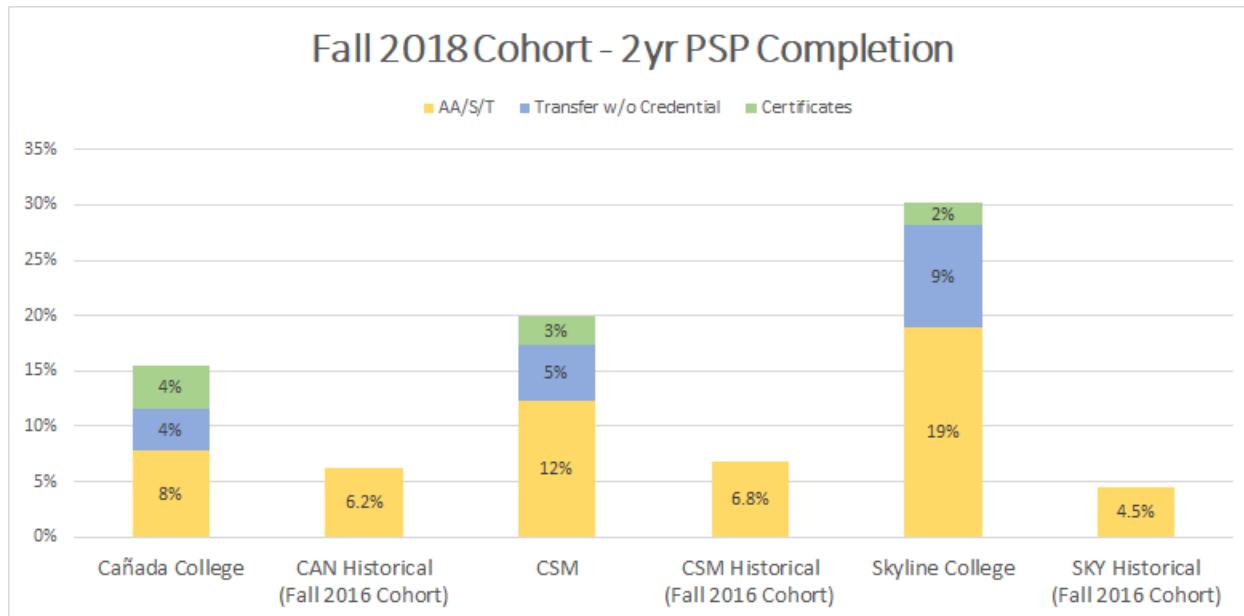
Fall 2020 – All Cohorts	
<b>1,896</b>	Current Promise Scholars
<b>70%</b>	First Generation College Students
<b>74%</b>	Low Income (CCPG Eligible)



## EARLY SUCCESS

During the 2019-20 academic year, students enrolled in the PSP began to demonstrate early successes in both fall-to-spring and fall-to-fall persistence across the District. For example, Skyline College Fall 2018 cohort had an 83% fall-to-fall persistence rate in comparison to the 72% full-time comparison group. Similarly, students in Cañada College's PSP showcased a 78% fall-to-fall persistence rate which was also higher than the 70% rate for the full-time comparison group. College of San Mateo's fall-to-fall persistence rate is 80% and meets the CUNY ASAP fall-to-fall persistence benchmark.

The primary goal of the Promise Scholars Program is to triple the current two-year and three-year graduation rates of students. These increased persistence rates, coupled with continued financial and academic support, has positively affected the 2-year completion rates of students across the District. The Fall 2018 PSP cohort have earned degrees above the historical comparison 2-year rate at each campus, doubling the comparison rate at CSM and quadrupling the rate at Skyline College. When considering PSP students who also earned certificates or transferred without degree, the overall 2-year completion rates are 15% at Cañada College, 20% at CSM, and 30% at Skyline College.



#### DISTRICT STRATEGIC PLAN UPDATE

The District Strategic Plan (DSP) follows a regular cycle of review and update as shown below. During the 2019-20 academic year, a District Strategic Plan Steering Committee (DSPSC) was formed in order to lead the update process.

District Strategic Plan Review Cycle						
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
<u>SMCCCD Strategic Plan 2015-2020</u>	Plan Completed (Year 1)	Implement (Year 2) — Review — Assess	Implement (Year 3) — Mid-Term Review — Assess	Implement (Year 4) — Review — Assess	Plan Update (Year 5) — Review — Assess	Comprehensive Plan Update Completed (Year 1)

Table 7

#### STEERING COMMITTEE MEMBERSHIP

The District Strategic Plan Steering Committee (DSPSC)

Name	Title
Aaron McVean (Chair)	Vice Chancellor, Educational Services and Planning
Jamillah Moore	President (Cañada)
Jeramy Wallace	District Academic Senate President (CSM)

Golda Margate	CSEA Representative (Skyline)
Jordan Chavez (2019-20)	Student Trustees
Jade Shonette (2020-21)	
Karen Engel	Dean of PRIE (Cañada)
Hilary Goodkind	Dean of PRIE (CSM)
Ingrid Vargas	Dean of PRIE (Skyline)

**Table 8**

Current schedule of engagement opportunities for the update of the District Strategic Plan (DSP). As needed, additional engagement opportunities will be scheduled.

Date	Activity	Location
<b>2019</b>		
October 15 <sup>th</sup>	First meeting of the DSP Steering Committee	District
November 13 <sup>th</sup>	DSPSC #2: District Mission and College Strategic Plans	District
December 9 <sup>th</sup>	DSPSC #3: Environmental Scan and SWOT Analysis	District
<b>2020</b>		
January 28 <sup>th</sup>	DSPSC #4: Strategic Goals and Districtwide Strategies Review	CSM
February 18 <sup>th</sup>	DSPSC #4.5: Strategic Goals and Districtwide Strategies Review cont.	District
<b>COVID-19</b>		
October 7 <sup>th</sup>	DSPSC #5: District Strategic Plan Metrics Review	Zoom
October 14 <sup>th</sup>	Board Study Session: First Review	Zoom
November	College Planning Council and Senate Presentations	Zoom
December	DSPSC #6: Final Review	Zoom
<b>2021</b>		
January	Board Adoption	Zoom

**Table 9**

### REVISED DISTRICT STRATEGIC GOALS AND DISTRICTWIDE STRATEGIES – DRAFT

As a result of the above schedule of meetings, the District Strategic Plan Steering Committee (DSPSC) has drafted a set of revised District Strategic Goals and Districtwide Strategies, presented below. Because the current District Strategic Plan was the inaugural plan of the District, the DSPSC was charged with the review, revision, and update of the plan as opposed to the development of a completely new plan.

The first section of the District Strategic Plan focuses on Districtwide Strategies that cut across all Strategic Goals and provide a timely focus for District and College efforts. Districtwide Strategies from the 2015-2020 Strategic Plan that were complete were removed and new strategies were added. Previous strategies that were completed included:

- Develop a robust and comprehensive research, planning and institutional effectiveness infrastructure Districtwide to produce actionable data for use in Districtwide decision-making.
- Review student placement assessment processes and incorporate multiple measures of assessing the preparedness of new students for college level work for students with the goal of decreasing time needed to achieve one's goal. (Accelerated by the passage of AB 705).

Reflecting emerging issues and priorities across the District, the following set of DRAFT Districtwide Strategies is being proposed for the 2020-2025 District Strategic Plan.

#### Districtwide Strategies

- Measure the impact of new and existing Districtwide efforts to increase success and reduce equity gaps for disproportionately impacted student groups.
- Continually explore and implement interventions that benefit all students and help them to achieve their specific educational goals.
- Provide clear and distinct Guided Pathways for all students to accelerate program completion and successful transitions to the workforce or transfer to a University.
- Support the Colleges by providing resources for innovative teaching and learning that is designed to increase student success.
- Fully implement and optimize the Salesforce CRM and associated products in order to integrate technology systems for better communication to students, staff, and faculty.
- Support the implementation of the District's sustainability initiatives to address its program goals as part of the District's response to climate change.

Strategic Goal #1 and the accompanying Districtwide Strategies for focuses on increasing student access, success, and completion. Although the District Strategic Plan is intended to set the strategic direction for the District for the next five years, it is impossible to not consider the current COVID-19 pandemic when reviewing the revised strategies below. The importance of continuing to develop and implement on-line support services and to provide professional development, for example, are both made more apparent in the current operating environment.

#### Strategic Goal #1

##### DEVELOP AND STRENGTHEN EDUCATIONAL OFFERINGS, INTERVENTIONS, AND SUPPORT PROGRAMS THAT INCREASE STUDENT ACCESS, SUCCESS, AND COMPLETION

#### Districtwide Strategies

- Encourage the development of methodologies that increase the number of students who utilize support services that enable them to stay in school and succeed.
- Create on-line and web-based options for students to access advising and counseling services, interactive scheduling, and educational plans.
- Strengthen the alignment of career education programs with projected workforce needs.
- Provide professional development resources for faculty, staff, and administration to ensure program effectiveness and excellence in teaching and learning.

- Establish a dedicated budget for new program development in order to increase access, success, and completion, and eliminate equity gaps.
- Use emerging practices to accelerate student progression of ESL sequences into transfer-level work.
- Evaluate the implementation of revised placement processes for English, and math, ensuring students are successful in transfer-level coursework.
- Systematically evaluate the effectiveness of academic and student support programs in all areas and develop, strengthen, or eliminate programs based on that evaluation.

Strategic Goal #2 and the accompanying Districtwide Strategies focuses on the continuum of strategic partnerships and pathways from feeder high schools through the District and onto four-year universities. The continued focus of the District and its colleges to implement Guided Pathways and increase Dual Enrollment opportunities is part of the intentional work to increase access to higher education for historically underserved communities and to increase their successful completion and transfer.

## Strategic Goal #2

### ESTABLISH AND EXPAND RELATIONSHIPS WITH SCHOOL DISTRICTS, 4-YEAR COLLEGE PARTNERS, COMMUNITY-BASED ORGANIZATIONS AND EMPLOYERS TO INCREASE HIGHER EDUCATION ATTAINMENT AND ECONOMIC MOBILITY IN SAN MATEO COUNTY

**DRAFT**

#### Districtwide Strategies

- Increase collaboration, interaction, and alignment with high school partners to increase successful transitions from local high schools to ensure higher education is accessible for all San Mateo high school students.
- Continue to expand and support Middle College and Early College opportunities.
- Make concurrent enrollment opportunities and processes more efficient and accessible for secondary schools and their students.
- Expand dual enrollment opportunities and processes that are more efficient and accessible for secondary schools and their students.
- Create faculty-to-faculty collaboration as part of high school partnerships for Dual Enrollment and Guided Pathways to better align curricula and to create seamless transitions from secondary to postsecondary education.
- Work with feeder high schools to streamline processes for sharing transcript information to facilitate placement of more students into the appropriate transfer-level credit courses.
- Create an active campus environment that creates a sense of belonging and engagement for students.
- Increase and articulate Guided Pathways, programs, and services to improve career development and job placement to help students meet their stated goals.
- Increase/expand partnerships with four-year colleges and universities to increase seamless curriculum alignment and direct program transfer, as well as develop opportunities to complete four-year degrees in San Mateo County.

- Share data and information, especially about student success, with community partners.

Strategic Goal #3 and the accompanying Districtwide Strategies focuses on the development of innovation in teaching and learning, including the use of emerging technologies. The need for this focus has again been highlighted by the COVID-19 pandemic, which has immediately shifted the operating environment of the District and has changed the future of higher education in ways that are not yet fully understood. Regardless, the continued investment in innovation is essential for the District to remain relevant and competitive for future generations of students.

**DRAFT**

Strategic Goal #3	
PROMOTE INNOVATION AND EXCELLENCE IN INSTRUCTION TO SUPPORT STUDENT LEARNING AND SUCCESS	
Districtwide Strategies	
<ul style="list-style-type: none"> <li>• Expand program delivery options, including accelerated completion options, for all students including online students, e.g., College for Working Adults; short-term classes; intersession classes; cohort classes; and continuing, corporate and community education.</li> <li>• Promote strategic development of online education to increase the development and delivery of quality, fully online certificate and degree programs.</li> <li>• Support professional development for faculty and staff to incorporate advances in teaching, learning, and effective use of technology.</li> <li>• Increase technology use in the classroom and develop the overall District technology infrastructure to support innovative practices in teaching and learning.</li> <li>• Integrate technological systems to ensure a seamless and efficient experience for students, faculty, and staff.</li> <li>• Ensure student and academic support services are accessible to all students in the online environment.</li> <li>• Support innovation and excellence by increasing the availability of data and information to inform the effectiveness of programs and interventions designed to increase student success, equity, and achievement.</li> </ul>	

Finally, Strategic Goal #4 and the accompanying Districtwide Strategies focuses on the maintenance and development of resources to support the innovation, programs, and services identified in the previous strategic goals. The COVID-19 pandemic has also created a less certain future funding outlook that will require additional alternative sources of revenue and strategic development efforts.

**DRAFT**

Strategic Goal #4	
ENSURE NECESSARY RESOURCES ARE AVAILABLE TO IMPLEMENT THIS STRATEGIC PLAN THROUGH SOUND FISCAL PLANNING AND MANAGEMENT OF ALLOCATIONS. PROTECT COMMUNITY-SUPPORTED STATUS AND UNDERTAKE THE DEVELOPMENT OF ALTERNATIVE SOURCES OF REVENUE THAT SUPPORT EDUCATIONAL PROGRAMS BEYOND THAT WHICH IS AVAILABLE FROM COMMUNITY AND STATE ALLOCATIONS.	

## Districtwide Strategies

- Protect and solidify District funding, predominately in the form of property taxes, through interaction and advocacy with key county and state legislators and the State Chancellor's Office. To ensure this is achieved, build coalitions among other community-supported districts and statewide associations.
- Increase actions across the District to provide alternative revenue sources to support programs that increase student success, equity, and achievement.
- Expand the development, management, and grant funding strategy and infrastructure for the Districts and its Colleges.
- Increase philanthropic development efforts in order to provide resources that can be used to support programs and efforts that increase student success, equity, and achievement.
- Increase Community, Continuing and Corporate Education (CCCE) training and services to San Mateo County residents, families and public and private sector organizations through increased lifelong learning and professional certifications for adults, expanded academic and fitness programming for youth, and customized workforce training for public and private-sector organizations.
- Increase credit-based enrollments through new credit/non-credit hybrid programming.
- Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies.
- Review allocations and evaluate the investment of resources in order to align resource allocation with District goals and districtwide strategies that increase student success, equity, and achievement.

The next step in the update and revision of the District Strategic Plan will be to propose a revised set of metrics that allows for the evaluation of the implementation of the Goals and Districtwide Strategies outlined above. Following review and discussion with each College, a finalized 2020-2025 District Strategic Plan will be presented to the Board in January 2021 for adoption.

## APPENDIX A – DISTRICT STRATEGIC PLAN (DSP) METRICS

**San Mateo County Community College District  
Strategic Plan Goals: Trends and Targets**

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19		19-20 target
	Cohort size (number of students)	1,888	1,867	1,981	2,255	2,221		2,054
1.1,1.2	% of students completing SEP	85%	90%	91%	95%	91%		100%
1.6-1.9	Fall-to-Spring persistence	91%	90%	90%	90%	91%		95%
1.5	% initial enrollment in basic skills MATH	31%	26%	17%	5%	1%		20%
1.4	% initial enrollment in basic skills ENGLISH	18%	8%	3%	2%	0%		5%
1.5	% initial enrollment in transfer level MATH	35%	44%	48%	45%	67%		50%
1.4	% initial enrollment in transfer level ENGLISH	42%	66%	78%	79%	86%		75%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	21%	18%	15%	23%	-		30%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	57%	40%	31%	35%	-		75%
1.6-1.9	% of students completing a degree within 150% of normal time	18.6%*	19.1%*	19.8%	-	-		45%
1.6-1.9	Average time to completion of Associate (semesters*) * Summer = 0.5 semesters	5.8*	5.8*	5.4	-	-		6.0
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20		19-20 target
2.4-2.7	Associate Degree Completers	1,551	1,660	1,712	1,869	1,818 <sup>1</sup>		1,788
2.4-2.7	Certificate Completers	1,529	1,388	1,244	1,240	791 <sup>1</sup>		1,500
2.8	CSU transfers	989	995	1,125	1,131	-		1,095
2.9	UC transfers	335	413	542	496	-		453
2.3	San Mateo County high school take rate	46%	45%	43%	42%	-		55%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20		19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	-4%	0%	3%	5%	5%		0%

1. Data as of September 30, 2020

\* Change observed from previously reported data due to data validation process.

# College of San Mateo

## Strategic Plan Goals: Trends and Targets

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19		19-20 target
	Cohort size (number of students)	897	879	880	1,038	994		967
1.1, 1.2	% of students completing SEP	84%	88%	91%	95%	92%		95%
1.6-1.9	Fall-to-Spring persistence	92%	91%	92%	92%	92%		95%
1.5	% initial enrollment in basic skills MATH	25%	22%	20%	1%	1%		20%
1.4	% initial enrollment in basic skills ENGLISH	3%	3%	1%	0%	0%		3%
1.5	% initial enrollment in transfer level MATH	45%	53%	49%	47%	72%		60%
1.4	% initial enrollment in transfer level ENGLISH	35%	63%	79%	81%	87%		75%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	21%	21%	19%	18%	-		30%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	26%	32%	43%	67%	-		50%
1.6-1.9	% of students completing a degree within 150% of normal time	20.1%	20.8%	19.4%	-	-		50%
1.6-1.9	Average time to completion of Associate Degree (semesters*) * Summer = 0.5 semesters	5.9	5.8	5.5	-	-		5.9
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20		19-20 target
2.4-2.7	Associate Degree Completers	602	634	704	723	769 <sup>1</sup>		695
2.4-2.7	Certificate Completers	957	768	593	655	315 <sup>1</sup>		844
2.8	CSU transfers	352	379	426	462	-		417
2.9	UC transfers	164	203	251	269	-		223
2.3	San Mateo County high school take rate	26 %	25%	25%	24%	-		32%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20		19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	8%	7.1%	7.4%	9%	8%		0%

1. Data as of September 30, 2020 with estimated numbers for Summer 2020 certificate completers.

# Cañada College

## Strategic Plan Goals: Trends and Targets

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '15	FA '16	FA '17	FA '18	FA '19		19-20 target
	Cohort size (number of students)	364	305	303	391	410		336
1.1, 1.2	% of students completing SEP	80%	90%	90%	95%	91%		100%
1.6-1.9	Fall-to-Spring persistence	87%	89%	83%	88%	87%		95%
1.5	% initial enrollment in basic skills MATH	25%	19%	16%	17%	2%		15%
1.4	% initial enrollment in basic skills ENGLISH	17%	13%	5%	5%	0%		5%
1.5	% initial enrollment in transfer level MATH	38%	43%	43%	45%	67%		46%
1.4	% initial enrollment in transfer level ENGLISH	52%	65%	72%	76%	87%		70%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	18%	17%	8%	20%	-		25%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	30%	33%	7%	28%	-		39%
1.6-1.9	% of students completing a degree within 150% of normal time	17.0%	18.4%	18.8%	-	-		19%
1.6-1.9	Average time to completion of Associate Degree (semesters*) * Summer = 0.5 semesters	5.5	5.6	5.3	-	-		5.8
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20		19-20 target
2.4-2.7	Associate Degree Completers	380	382	379	407	364 <sup>1</sup>		390
2.4-2.7	Certificate Completers	206	239	320	238	200 <sup>1</sup>		240
2.8	CSU transfers	166	167	184	159	-		175
2.9	UC transfers	51	64	123	74	-		70
2.3	San Mateo County high school take rate	16%	16%	17%	17%	-		20%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	15-16	16-17	17-18	18-19	19-20		19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	-7%	-4.2%	-1.0%	2%	3%		0%

1. Data as of September 30, 2020

# Skyline College

## Strategic Plan Goals: Trends and Targets

Strategic Goal #1: Improve Student Success		FALL FULL TIME FIRST-TIME STUDENTS		FA '15	FA '16	FA '17	FA '18	FA '19	19-20 target
		Cohort size (number of students)		627	683	798	826	817	751
1.1, 1.2		% of students completing SEP		91%	93%	92%	95%	89%	100%
1.6-1.9		Fall-to-Spring persistence		91%	89%	91%	88%	91%	95%
1.5		% initial enrollment in basic skills MATH		43%	35%	15%	4%	0%	20%
1.4		% initial enrollment in basic skills ENGLISH		39%	13%	5%	3%	0%	5%
1.5		% initial enrollment in transfer level MATH		20%	32%	50%	44%	61%	50%
1.4		% initial enrollment in transfer level ENGLISH		48%	70%	78%	77%	84%	75%
1.5		Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years		23%	16%	13%	33%	-	30%
1.4		Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years		68%	45%	38%	36%	-	75%
1.6-1.9		% of students completing a degree within 150% of normal time		17.5%	17.1%	20.6%	-	-	50%
1.6-1.9		Average time to completion of Associate Degree (semesters*) * Summer = 0.5 semesters		5.8	5.8	5.3	-	-	6.0
Strategic Goal #2: Promote Academic Excellence		OTHER INSTITUTIONAL METRICS (NON-COHORT)		15-16	16-17	17-18	18-19	19-20	19-20 target
2.4-2.7		Associate Degree Completers		581	651	637	751	692 <sup>1</sup>	703
2.4-2.7		Certificate Completers		368	382	333	348	276 <sup>1</sup>	417
2.8		CSU transfers		471	449	518	510	-	494
2.9		UC transfers		120	146	168	153	-	160
2.3		San Mateo County high school take rate		24%	24%	24%	24%	-	30%
Strategic Goal #3: Increase Program Delivery Options		OTHER INSTITUTIONAL METRICS (NON-COHORT)		15-16	16-17	17-18	18-19	19-20	19-20 target
1.3, 3.1-3.4		Course success rate differential (Distance Education vs. Face-to-Face)		-8%	-1.4%	1.1%	3%	3%	0%

1. Data as of September 30, 2020