Educational Master Plan
2018-2023

College of San Mateo

President's Message

I'm pleased to share our planning efforts for the next five years. We've taken an inclusive approach to developing this Educational Master Plan (EMP), a process that involves our entire CSM community. Internally, over 250 campus constituents contributed to a SWOT analysis through campus-wide focus groups. An external scan provides context for the current academic environment. From both the internal and external scans, an Institutional Planning Committee (IPC) workgroup representing all college constituents defined five priorities for the college to address over the next five years:

Our EMP Strategic Priorities are:

1. Supporting Our Students' Aspirations
2. Creating Equitable Opportunities for All of Our Students
3. Committing to Progressive and Innovative Teaching and Learning
4. Building on a Tradition of Service to the Community
5. Enhancing a Culture of Participation and Communication

The next five years are significant. In 2022, CSM will celebrate its 100th anniversary as San Mateo County's first community college. At that time, we will be completing the priorities defined in this EMP. I'm excited to work together to meet our goals as we approach this milestone. CSM will be in its prime when it turns 100, thanks to all of our efforts.

Thank you for your continued contributions to excellence at CSM.

- Mike Claire, President

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Executive Summary

CSM operates within the dynamic and affluent Silicon Valley region. Yet, despite Silicon Valley's success, disparities in wealth, privilege, and access remain. Silicon Valley presents a challenging environment that is beyond the control of our students. The cost of living is extremely high, housing is unaffordable for most, and transportation is challenging at best.

Silicon Valley values education. Education can move a student out of a low-wage job and into a middle- to high-wage job. Educational attainment equips students for productive academic and professional careers with enhanced financial stability; it is a path to financial and personal self-sufficiency.

While access to Silicon Valley high wages are not necessarily within every student's control, education is. All students, particularly underrepresented students, need increasing levels of support to overcome obstacles that impede their ability to navigate education and workforce journeys. Our students tend to be younger (65% are under 24). Fifty-two percent come from traditionally under-represented populations, and many are the first in their family to attend college (47%). Students face increasing financial pressure outside of college if they wish to live in the region. The combined costs of living and college present a major obstacle to many. Once students arrive at CSM, they find the college system confusing to navigate. Distinct opportunity gaps exist for our students; as a college, we need to help students obtain the help, resources, guidance, and classes they need to reach their goals.

CSM's Education Master Plan (EMP) aims to address the barriers students face on their educational paths. The college's imperative is to improve the lives of our students through education and workforce development. Over the next five years, we will address our strategic priorities by redesigning programs and systems to remove barriers and foster persistence towards completion. Through education, we intend for our students to transfer to baccalaureate institutions to further their education, and/or be gainfully employed in middle- to high-wage jobs in growing industries.

Introduction

The entire CSM community of students, faculty, staff, and administrators participated in defining the strategic priorities for this Educational Master Plan (EMP). Section 1, "Education Master Plan Strategic Priorities," describes our process for gathering data to define our strategic priorities. Section 2, "Who are CSM Students?," outlines our students' demographics. Section 3, "Why do Students Come to CSM?," describes the realities of life and education in Silicon Valley, including the achievement and income gaps our students face along with the opportunities that education can create for those who wish to move from low to middle- and high-income jobs. Section 4, "What happens to Students Along Their Educational Journey?," describes students' opportunity gaps, the priorities and constraints that conflict with their education, and their struggles to navigate their educational journeys at CSM. Our planning assumptions (Section 5) are supported by our mission, vision, and values (Section 6). The CSM planning process is described in Section 7. And, finally, as part of a three-college district, our alignment with the District Strategic Plan is depicted Section 8.

1. CSM Mission, Vision, and Values

Our mission, vision, and values drive our work at CSM. Newly revised by the Institutional Planning Committee (IPC) in 2018, the mission, vision, and values statements guide our planning efforts.

College of San Mateo is committed to addressing the broad educational needs of the local and world community. We foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus.

EQUITY

As a Hispanic Serving Institution, we are committed to creating a socially just campus climate wherein everybody is welcome and celebrated, and wherein everybody is an integral part of the campus. We are committed to creating a socially just campus climate wherein everybody is welcome, celebrated, and an integral part of the campus. We believe that all students are entitled to a safe learning environment that celebrates their intersectional identities, fosters their agency, and develops their capacity for self-advocacy.

ACADEMICS

CSM takes great pride in its commitment to academic excellence. Our goal is to facilitate engaged, informed leadership and successful, satisfying careers for our students. We see our campus as a vibrant hub of intellectual rigor and relevance. As such, we embrace mindful learning, information literacy, and independent thinking to ensure a dynamic, innovative workforce and transfer population.

COMMUNITY

Consistent with our commitment to equity, CSM strives for a vibrant, inclusive and safe college community. In support of this, we must recruit and retain a diverse faculty and staff and foster professional development informed by critical pedagogy and aligned with our college mission. Together, we aim to create an environment that fosters collegiality and empowers our students to reach their full potential inside and outside the classroom.

GOVERNANCE

Because the college's success is intricately linked to the collective wisdom and values of its students, faculty, staff, and administrators, we strive for an inclusive, collaborative, and transparent decision-making process and governance. To this end, we strive to ensure that communication is multidirectional and incorporates feedback from the entire campus community.

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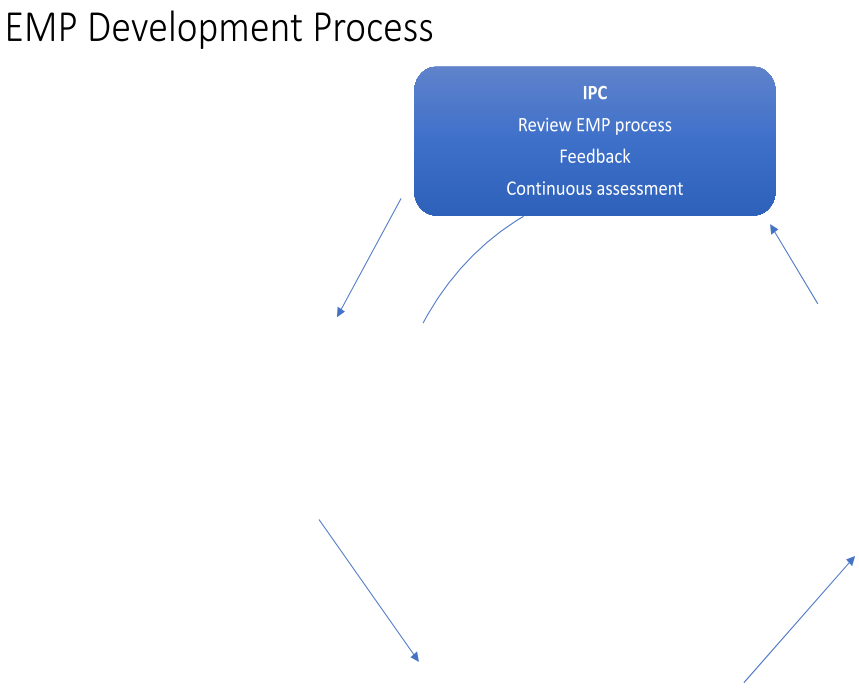
2. Education Master Plan Strategic Priorities

The CSM Education Master Plan (EMP) is a living planning document that details our strategic priorities for the next five years. As a living document, it will be modified regularly through 2022 as we strive to meet our strategic priorities. Our priorities are a result of a collaborative, inclusive process representing over 250 CSM student, faculty, staff, and administrator voices. The collection of voices that led to the development of this plan represent a CSM community that is both passionate and dedicated to our students.

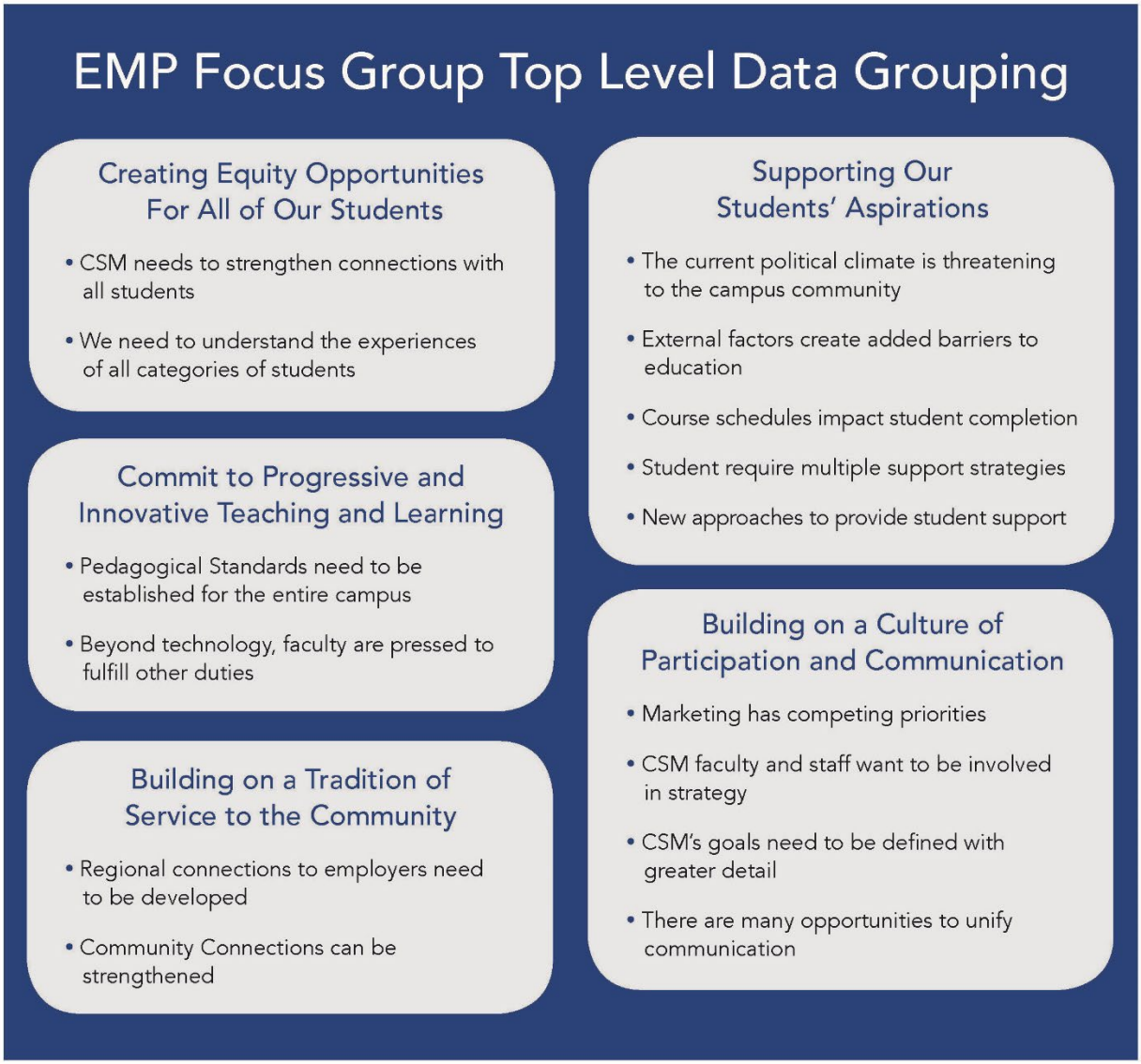
Creation of the EMP

Our collective thoughts around the strengths, weaknesses, opportunities, and threats facing CSM were gathered through 13 focus groups with over 250 people at all CSM divisions, faculty, classified, and student senate meetings. The focus groups served as our internal scan of CSM. The external scan included data analysis (College Index, college-wide success rates; campus climate satisfaction surveys for students, classified staff, and administrators; and regional Silicon Valley data). The CSM Institutional Planning Committee (IPC), which represents all campus constituents, provided oversight and feedback to the process. Once all data were collected, an IPC work group analyzed the data to define the five Strategic Priorities outlined in this plan.

The EMP development process engaged all campus constituents in the following steps:



To deepen our understanding of our campus and students, over 250 faculty, staff, administrators, and students participated in 13 focus groups at division and senate meetings. The focus groups were designed to reveal strengths, weaknesses, opportunities, and threats. The qualitative focus group data from the SWOT analysis yielded top-level data groupings. The data groupings were analyzed and discussed by IPC and then an IPC work group to determine our strategic priorities.



A detailed map of the priorities and data, including quotes are located here (Ref C). Our five strategic priorities for the next five years were created and shared within our campus community. [i]

Five Priorities in Five Years

CSM adopted five priorities for the next five years:

1. Supporting our students' aspirations
2. Creating equitable opportunities for all of our students
3. Committing to progressive and innovative teaching and learning
4. Building on a tradition of service to the community
5. Enhancing a culture of participation and communication

The five priorities and our intentions for each are described below.

1. Supporting our student's aspirations

Our students need support, intervention, and guidance to reach their goals. These efforts will involve the entire campus community and the integration of initiatives or programs. As one CSM employee stated, "We need to expand services that address the whole person, and thus enhance academic success." Another stated that, "We need overarching services to address retention and persistence." As we design strategies to support our students' dreams, we will need to:

- Provide learning opportunities and resources to foster students' self-advocacy and self-reliance;
- Foster a campus environment that supports the safety and wellness of all;
- Improve access to classes, services, and support.

2. Creating equitable opportunities for all of our students

CSM student needs are diverse. In order to address their needs, a thorough understanding of their experience is necessary to strengthen our connections. As one employee stated, "We make assumptions about student experiences. We need to access the lived experience of our domestic and international students." Another stated that we need to "match our practices with social justice ideology." In doing so, we may better understand the changing nature of students' goals and challenges. As we create equitable opportunities for CSM students, we intend to:

- Provide professional development to increase understanding of our students' experience;
- Improve hiring processes to attract a diverse faculty and staff while supporting current employee efforts to advocate for marginalized populations;
- Create a safe environment to discuss, understand, and promote equity.

3. Committing to progressive and innovative teaching and learning

Our community is passionate about teaching and learning. With the shifting nature of education and our student population, we would like to revisit our pedagogical standards and expand our opportunities for professional development. One faculty member stated that we need "innovation in teaching and learning for changing populations". This will require wide faculty participation and creative engagement strategies. CSM employees recognize that

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"faculty involvement is limited to a small subset," and that "huge adjunct faculty numbers limit involvement". As we innovate teaching and learning strategies, our approaches will:

- Support innovation in teaching and learning necessary to respond to changing student demographics, learning styles, and technology;
- Enhance the professional identity of adjunct faculty and provide resources that allow them to effectively support students and participate in the life of the college;
- Create synergy and shared responsibility between instruction and student services to promote student success.

4. Building on a tradition of service to the community

Connections to our San Mateo community, Silicon Valley employers, government, education, and community-based organizations are critical. Career education opportunities are enhanced through relationships with employers, articulation is stronger when we work with our education partners, and we are better able to meet our students' needs through community partnerships. "We need to find career opportunities outside the classroom. We need mentorships for young professionals" said one faculty member. Another stated that we need to "partner with Silicon Valley geniuses to bring tech to campus." Strengthening community partnerships would begin to address a concern of many CSM employees, that "we need to communicate the value of CSM/college to employers." As we design strategies that build on service to the community, we intend to:

- Strengthen relationships with business and education partners through all of our academic programs (including all career education);
- Build professional opportunities for students (internships, service learning, mentorships, career skills development, and job placement);
- Strengthen community engagement by increasing our presence in the community through marketing and other measures.

5. Enhancing a culture of participation and communication

The CSM community is dedicated to students. CSM faculty and staff want to be involved in strategy development for the college. They would like campus-wide engagement with planning and access to data. "We need interdisciplinary collaboration to revise our programs" said one employee. Once strategies and programs are defined, meaningful measures are desired. "We need new success measures that reflect the real success of our students" stated one faculty member. Planning, governance, and participation will strengthen our collective goals. As we design strategies to enhance participation and culture at CSM, we intend to:

- Increase the number of faculty, staff, and students who are aware of and involved in college governance;
- Create processes and resources to enhance effective communication.

Strategies to address each priority will be defined through IPC in cross-campus workgroups. The tables in the appendix will be used to define strategies and measure progress.

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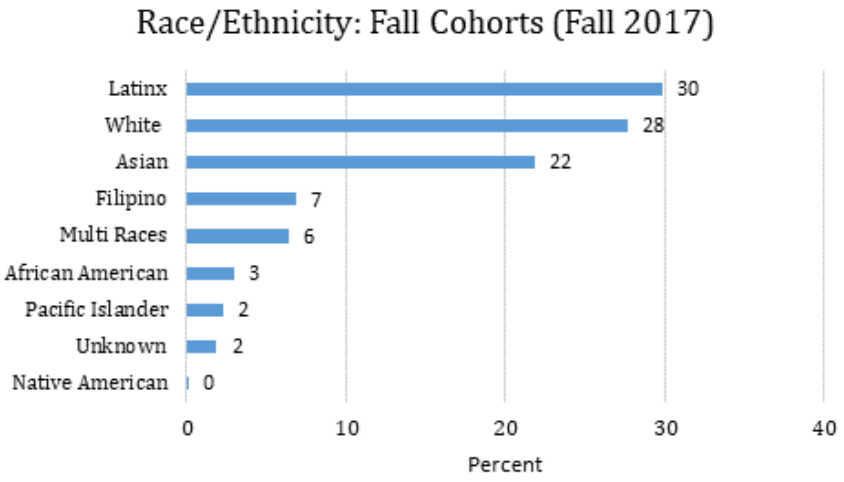
3. Who Are CSM Students?

The majority of CSM students live and work in Silicon Valley. The challenges they face before and after community college remain constant as they seek transfer opportunities and/or employment in the region. This section explores our students and their educational paths to CSM.

Student Demographics

In 1922, CSM opened its doors to 35 students. Since then, the San Mateo County Community College District has grown to three modern campuses serving more than 25,000 students a year.

- In fall of 2017, CSM enrolled 9,758 students.
- 65% of students are under 24 years. Another 19% are between the ages of 25-34. Sixteen percent are over 35 years old.
- Nearly 52% of our students are from under-represented populations.
- As a Hispanic Serving Institution (HSI), a large percentage of our CSM population (non-international) is 2+ races (6%) and Latinx (30%) and Asian (22%). (PRIE analysis using individual ethnicity variable to unpack 2+ races).



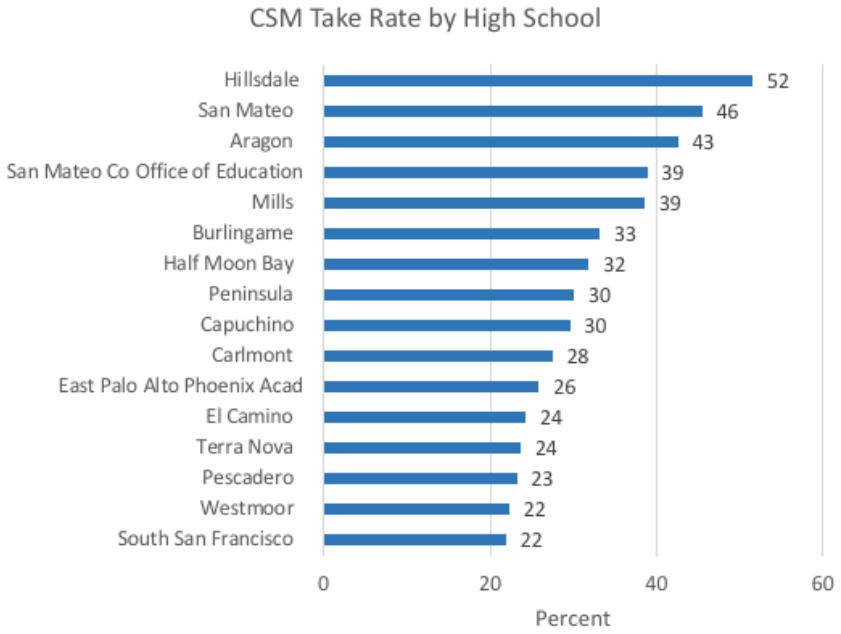
- 47% of our students are the first in their family to go to college.
- Full time students make up 38% of the CSM population while another 24% attend part time (7.00-11.5 units). Thirty-seven percent enroll less than part time (0.01-6.5 units).[ii] Source: District Strategic Plan 2012-2017.
- Ten percent of all students are international students.

Student Educational Paths to CSM

Students come from a range of local high schools to meet a variety of goals at CSM.[iii]

Summary of San Mateo County Public High School 5-year Take Rates, 2008/09 to 2016/17

High School Graduating Years	Total Public High School Graduates	SMCCCD		Skyline		Cañada		CSM	
		High School Graduate Enrollment	Take Rate	High School Graduate Enrollment	Take Rate	High School Graduate Enrollment	Take Rate	High School Graduate Enrollment	Take Rate
2008/09 – 2012/13	28,693	15,594	54.3	7,693	26.8	5,040	17.6	8,736	30.4
2009/10 – 2013/14	29,395	14,379	48.9	6,809	23.2	4,299	14.6	7,884	26.8
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



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

- Graduates from our top feeder high schools are predominantly Latinx (26%), multi-races (23%), White Non-Latinx (24%), Filipino (10%), and Asian (12%)

Where Students Live

CSM's non-international students live all over San Mateo County. Our Latinx population is particularly spread out. The low-income map highlights both first generation and Latinx student populations.

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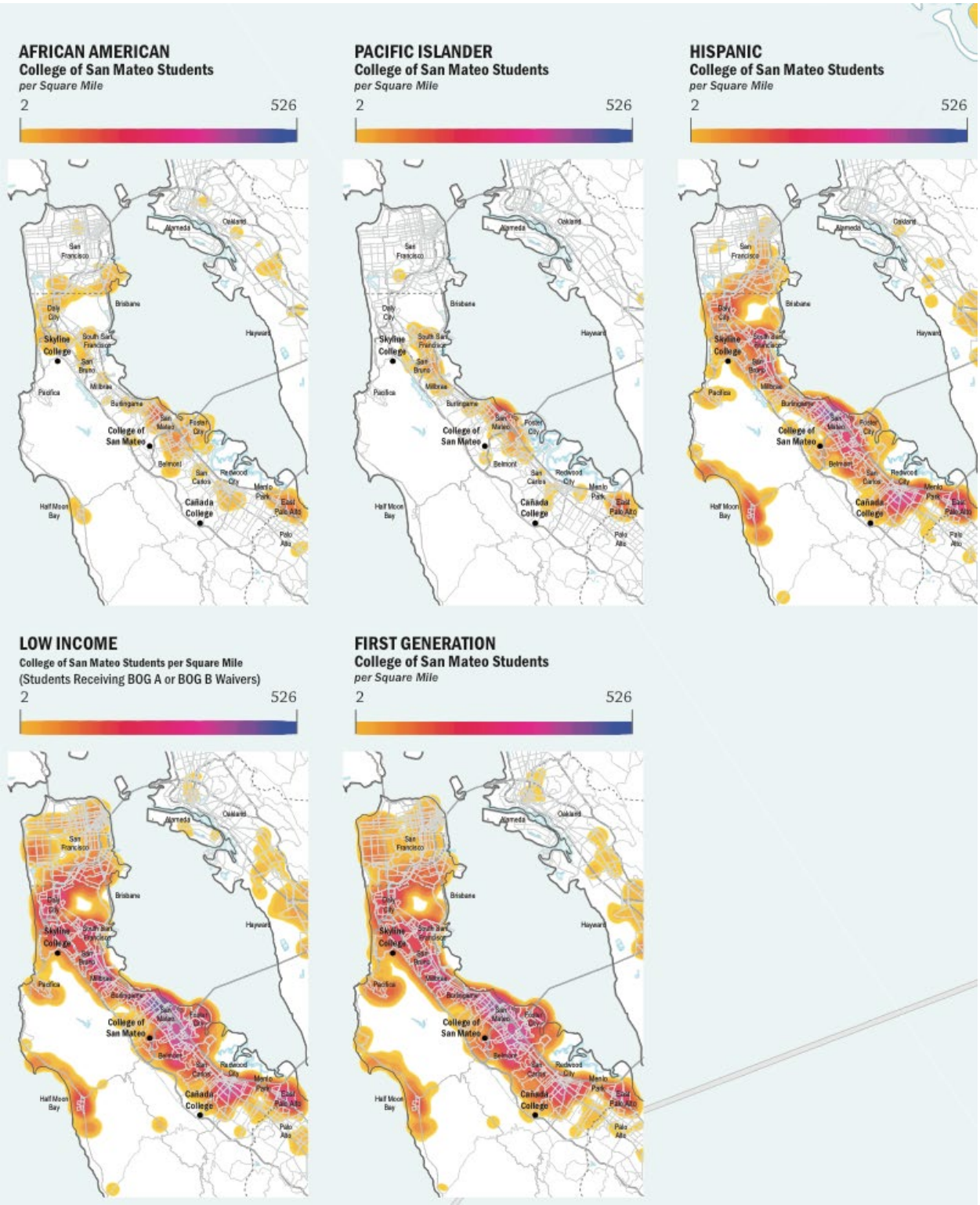
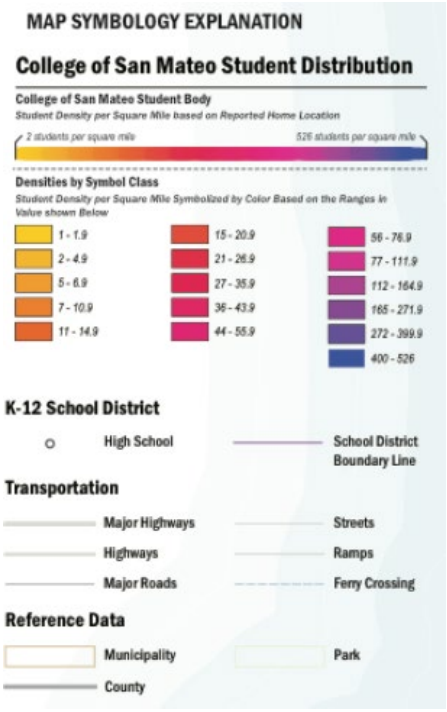

AFRICAN AMERICAN
College of San Mateo Students
per Square Mile
2
526
PACIFIC ISLANDER
College of San Mateo Students
per Square Mile
2
526
HISPANIC
College of San Mateo Students
per Square Mile
2
526
LOW INCOME
College of San Mateo Students per Square Mile
(Students Receiving BOG A or BOG B Waivers)
2
526
FIRST GENERATION
College of San Mateo Students
per Square Mile
2
526
Skyline College
College of San Mateo
Cañada College
San Francisco
Oakland
Alameda
Brisbane
Daly City
South San Francisco
San Bruno
Millbrae
Pacifica
Burlingame
San Mateo
Foster City
Belmont
San Carlos
Redwood City
Menlo Park
East Palo Alto
Palo Alto
Half Moon Bay
Hayward



What they Study

Students come to CSM for degrees, continuing education, or career education. In 2015/16, CSM awarded 730 degrees and 1,133 certificates. At the same time, 203 students transferred to UC and 352 to CSU.

- Students come to CSM to meet the following educational goals:

Why students come to CSM	Percentage of CSM students (Fall 2017)
Transfer	60%
2-year degree or certificate	11%
Career/job skills	10%
Educational development	10%
Other	9%

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Aggregated CSM Awards 2014/15- 2016/17

Discipline	Associate Degree for Transfer	Associate Degrees	Certificates	College Total (Count)	Percent of All CSM Awards
Accounting/Business Administration	24%	17%	12%	874	15%
University Transfer: CSUGE	–	–	18%	610	11%
University Transfer: IGETC/UC	–	–	18%	605	11%
University Transfer: IGETC/CSU	–	–	11%	390	7%
Social Science	–	27%	–	357	6%
Computer & Information Science	–	4%	8%	313	6%
Communication Studies	13%	2%	5%	311	5%
Administration of Justice	12%	4%	2%	229	4%
Kinesiology	4%	–	6%	227	4%
Digital Media	1%	3%	3%	136	2%
Real Estate	–	0%	4%	136	2%
Fire Technology	–	5%	2%	135	2%
Psychology	14%	–	–	133	2%
Nursing	–	10%	–	132	2%
Electrical Technology	–	0%	4%	126	2%
Cosmetology	–	<1%	3%	124	2%
Biology	<1%	6%	–	105	2%
Mathematics	6%	3%	–	94	2%
Economics	8%	–	–	75	1%
Dental Assisting	–	2%	1%	73	1%
'–' indicates "not offered"					

4. Why Do Students Come to CSM?

All of our students seek education to better their education and career prospects. Ultimately, education provides a path to greater financial security. This section explores student motivation in the context of life in the Bay Area.

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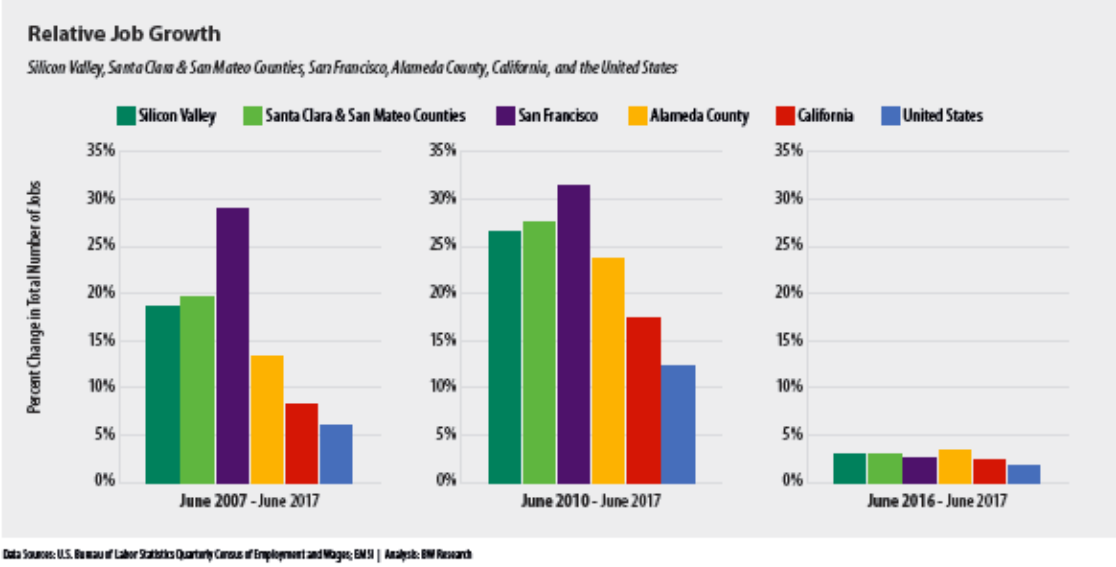
Students Come to CSM

For Help Surviving the Harsh Realities of Silicon Valley

The College of San Mateo is located in Silicon Valley. which has enjoyed exceptional economic success. California was ranked the world's fifth largest economy in May 2018, boasting a gross domestic product larger than that of countries like the U.K., France, and India [iv] (https://wallethub.com/edu/states-with-the-best-economies/21697/). While Silicon Valley as a whole enjoys unrivaled prosperity, the populations that make up the CSM student base are struggling. Many of them meet local poverty guidelines.

The Upside

- Unemployment is at a historic low of 2% the San Francisco-Redwood City-South San Francisco Metropolitan Division for May 2018, with a total of 1,135,900 jobs **(**California Employment Development Department).
- Median household income continues to grow, outpacing inflation. Annual gains in Silicon Valley median household incomes have outpaced inflation over the past five years, reaching $110,400 in 2016--higher than any other year (after inflation adjustment) since 2001. (https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index). [v]
- The total number of jobs in Silicon Valley has far surpassed pre-recession levels (19% higher) and has continued to grow (https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index)[vi]



Low unemployment rates, high median household incomes that outpace inflation, high property values, and a rich tech sector propel the region's growth. Affluence comes at a cost for the region, which challenges those less fortunate.

The Downside

In the midst of Silicon Valley's success, there is a downside: there is poverty in Silicon Valley. Not everyone thrives. In fact, many struggle to get by. Silicon Valley continues to be a high-income, low-poverty region relative to the state and nation. Average annual earnings in Silicon Valley were $131,000 in 2017 (compared to $78,000 in California and $66,000 in the U.S.), and the poverty rate was 8.6% in 2016 (compared to 14.4% in California and 13.1% in the U.S.). However, poverty rates are highly variable by race and ethnicity (nearly three times higher for some groups compared to white residents), and one of every ten Silicon Valley children lives in poverty. Wage growth has barely kept pace with inflation over the past year, though median household income did outpace inflation. However, the income levels continue to vary significantly by race, ethnicity, and gender. Over the past four years, there has been a shift towards a larger share of high-income households in the region; at the same time, 30% of all Silicon Valley households still do not earn enough money to meet their basic needs without public or private, informal assistance. (https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index). [vii]

"one of ten Silicon Valley children lives in poverty"

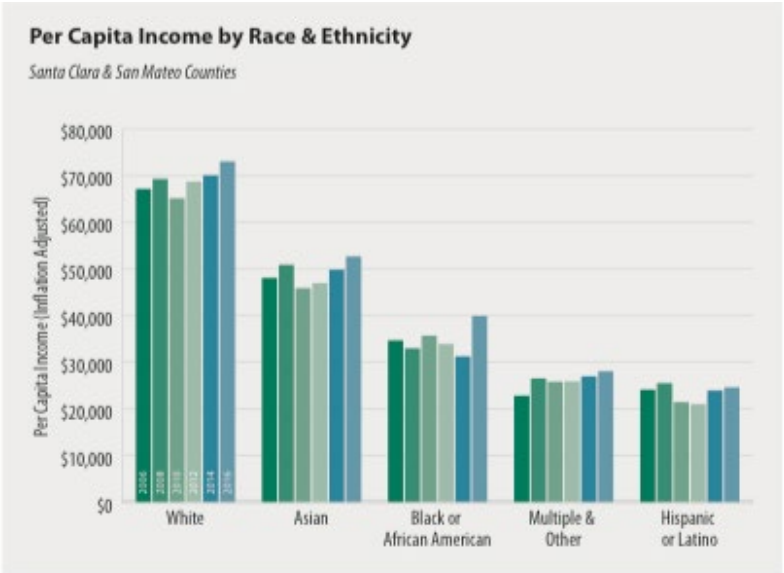
Income inequalities in the Bay Area are among the nation's highest. Reflecting the Bay Area's relentless rise in housing costs, the U.S. Department of Housing and Urban Development's latest definition of "low" income level to qualify for certain affordable housing programs stands at $117,400 per year for a household of 4 people in San Francisco, Marin, and San Mateo Counties. That's up more than 10% from last year and is the highest in the nation. https://www.mercurynews.com/2018/02/15/income-inequality-in-the-bay-area-is-among-nations-highest/. [viii] It's worth breaking the high cost of living down further as CSM students and alumni will need to grapple with the challenges of Silicon Valley.

"30% of all Silicon Valley households still do not earn enough money to meet their basic needs without public or private, informal assistance."

Income equity gaps are glaring in the region, particularly by gender, ethnicity, and educational attainment.

- Per capita income is three times higher for white residents than for Latinx residents. (https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index) [ix]

- Self-sufficiency (the ability to meet basic needs without subsidies) varies significantly by race/ethnicity. More than 57% of all Silicon Valley households with a Latinx (Hispanic or Latino) resident live below the self-sufficiency standard, amounting to nearly 80,000 households living in poverty (2018 Silicon Valley Index 2018).



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

- Silicon Valley's poverty rates are nearly three times higher (13-15%) for some racial/ethnic groups compared to that of white residents (5%) (2018 Silicon Valley Index 2018). These groups represent the majority (52%) of CSM students.

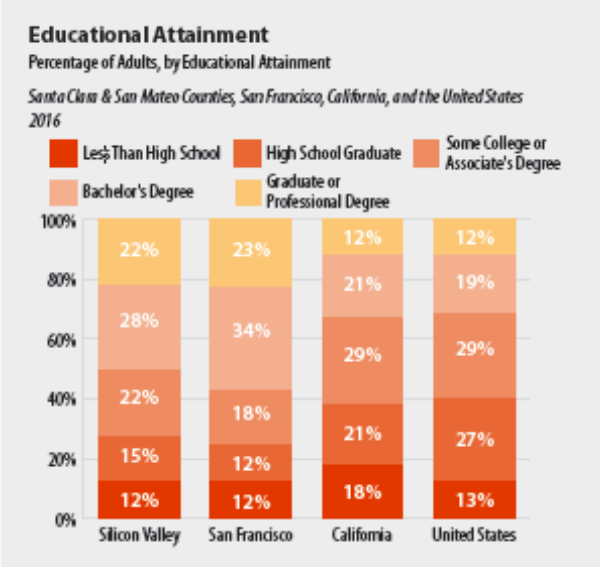
Poverty Status by Race/Ethnicity *Santa Clara & San Mateo Counties | 2016*	
White	5.3%
Native Hawaiian and Pacific Islander	6.1%
Asian	7.9%
Hispanic or Latino	13.6%
Multiple and Other	14.1%
Black or African American	14.6%

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

Students Come to CSM

To Close Income Gaps Through Education

Residents of Silicon Valley are a largely educated population. Fifty percent of the population has a bachelor's, graduate, or professional degree. (https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index)[x]



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

The income gap between residents of varying educational attainment levels is greater in Silicon Valley and San Francisco than in California or the United States as a whole. Silicon Valley residents with a graduate or professional degree earn nearly $88,000 more than those with less than a high school diploma.

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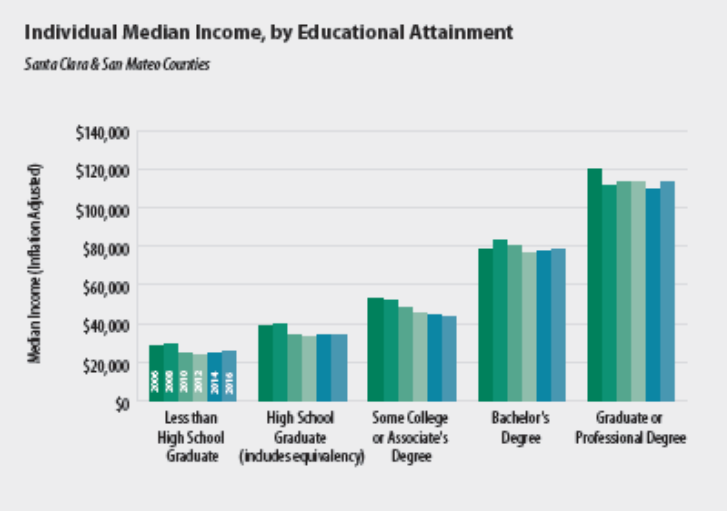

Note: Some College includes Less than 1 year of college; Some college, 1 or more years, no degree; Associate degree; Professional certification. The 2008 value for Graduate or Professional Degree is for San Mateo County only. | Data Source: United States Census Bureau, American Community Survey | Analysis: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

The undereducated population (the 27% with a high school diploma or less) will need education and training to access careers with a livable wage for the region. Education is on their critical path to self-sufficiency in a challenging economic environment. CSM students will need degrees, certificates, and continuing education to thrive in the Bay Area.

Students Come to CSM

To Move from Low to Middle and High Wage Jobs

A report issued by the National Academies of Sciences in 2017 (http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=23472)[xi] states that the United States technical workforce is inadequate to compete in coming decades. They define technical occupations as "jobs that require a high level of knowledge in a technical field for entry, but not a bachelor's degree. Examples of such jobs are Medical Laboratory Technicians, Installation and Repair Technicians, and Computer Support Specialists." These technical jobs are often referred to as middle-wage jobs.

CSM students are educating themselves to get better paying jobs with career mobility. They want to move from low wage jobs that require little formal education and pay up to $11 per hour to middle wage jobs. Middle-wage jobs are defined as those that pay between $18 and $30 per hour and provide self-sufficiency. (https://www.spur.org/publications/spur-report/2014-10-01/economic-prosperity-strategy).[xii] In San Mateo County, a living wage is defined as $19.63 for a single adult and $38.93 for a single adult with a child (http://livingwage.mit.edu/counties/06081)[xiii]

CSM students will face multiple barriers in attaining the skills, social networks, and on-the-job-experience that are critical for upward mobility. Some of the most important skill gaps for lower-wage jobs include basic skills, English language, soft skills, technology and digital literacy, and higher order skills such as critical thinking and time management (https://www.spur.org/publications/spur-report/2014-10-01/economic-prosperity-strategy). [xiv]

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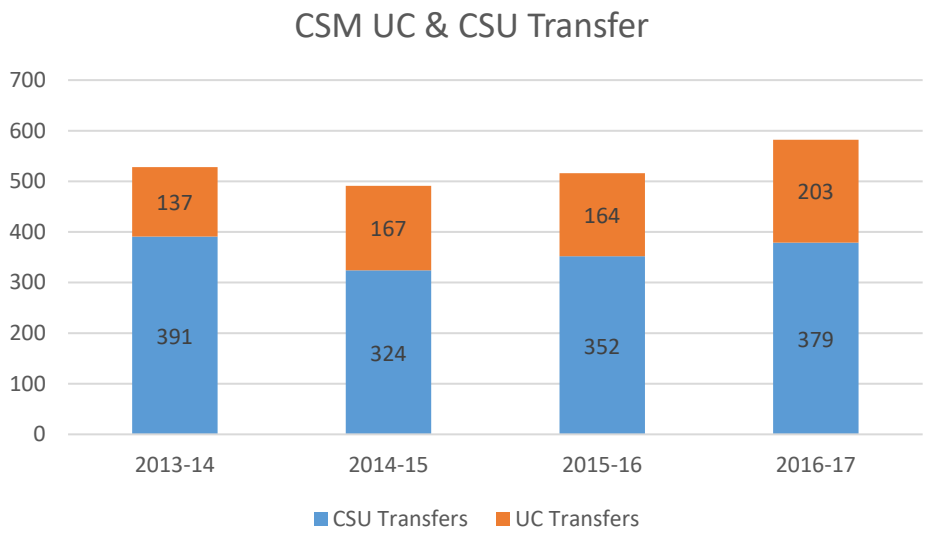
Many of our students will either transfer or train for jobs in high-growth occupations to gain the skills necessary to move into middle-wage jobs.

Students Come to CSM

For University Transfer or Career Education that Provides Access to Job Opportunities with Growth Potential

Students come to CSM for education that will lead to better employment opportunities. There are several major paths students take at CSM; students can enroll in transfer courses or career education. In 2016-17, CSM transferred 582 students to UC and CSU schools.



Source: SMCCCD Tableau

Students transferred to the following universities from CSM:

	2012-13	2013-14	2014-15	2015-16	2016-17	Total
California State Universities						
San Francisco	171	235	147	115	166	834
San José	53	58	68	58	83	320
East Bay	39	49	40	43	47	218
Sacramento	8	8	17	13	14	60
Long Beach	8	4	12	10	11	45
Chico	6	4	8	6	9	33
San Diego	10	8	4	5	5	32
Sonoma	5	3	2	6	13	29

	2012-13	2013-14	2014-15	2015-16	2016-17	Total
San Luis Obispo	3	3	3	10	5	24
Northridge	2	4	5	5	4	20
University of California						
Davis	63	53	55	41	58	270
Berkeley	36	26	33	31	35	161
San Diego	10	19	17	36	23	105
Santa Cruz	16	15	21	17	20	89
Los Angeles	11	11	17	15	22	76
Santa Barbara	6	7	12	11	25	61
Irvine	4	3	9	6	18	40
Riverside	3	3	2	5	2	15
Merced	1	0	1	2	0	4

Source: The California State University Analytic Studies and University of California Transfer Fall Admissions Summary. [xv]

Transfer Students Disaggregated by Ethnicity

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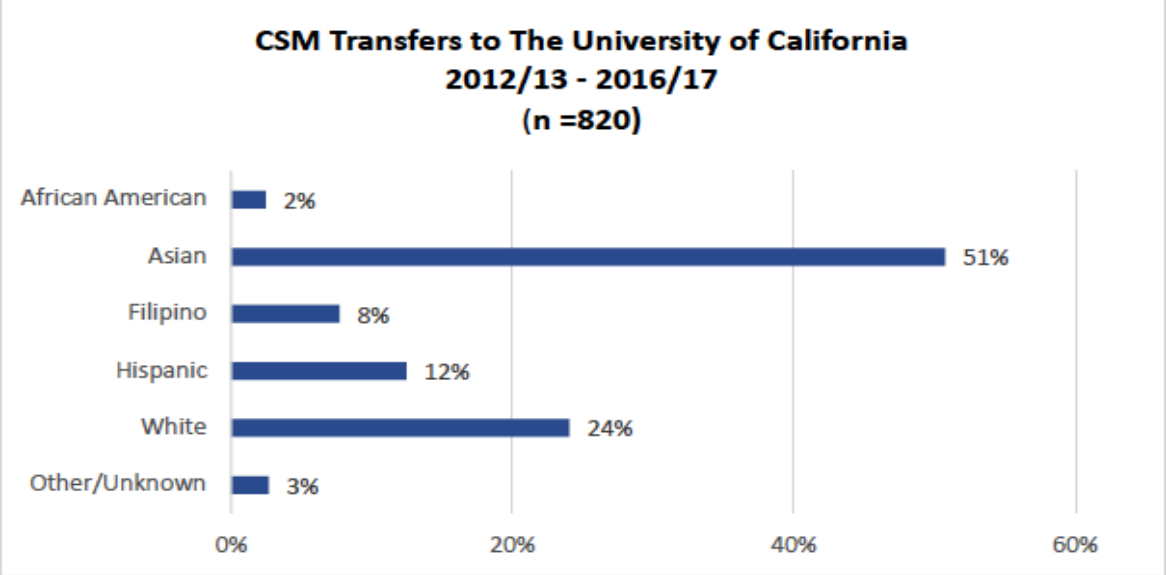

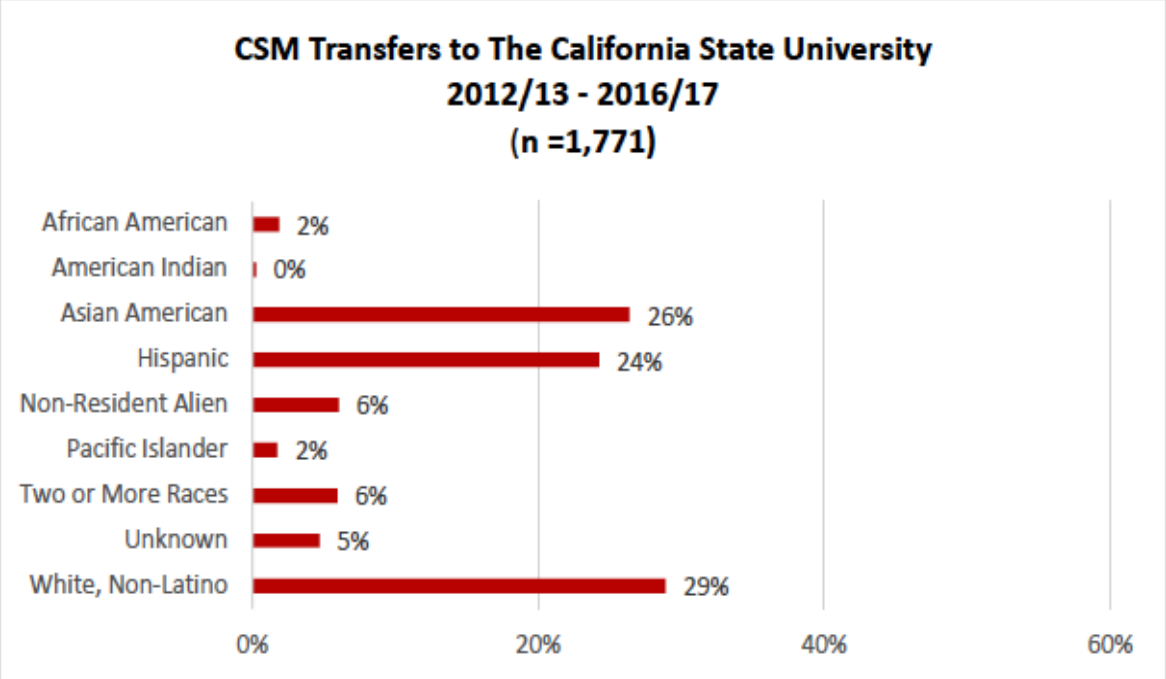

Note: CSU and UC collect and report student ethnicity differently.

As the region surrounding San Mateo County grows, so do opportunities for workforce development and career education. Employment is the ultimate goal for nearly all CSM students. Silicon Valley's workforce changes constantly, so it is necessary to monitor industry and occupational growth. The fastest growing occupations in the five-county region (San Francisco, Santa Clara, Contra Costa, Alameda, and San Mateo) are shown below. These occupations are middle-wage jobs that require no more than a baccalaureate degree. They have been prioritized by PRIE as occupations on a growth trajectory. Average earnings per worker start at $60,000; This minimum salary puts students on a trajectory for middle-wage jobs.

Fastest Growing Occupations						
Occupation	2016 Jobs	2023 Jobs	Change in Jobs (2016-2023)	% Change	2017 Median Hourly Earnings	2017 Median Yearly Earnings
Operations Specialties Managers	78,284	92,905	14,621	19%	$70.46	$146,556
Health Diagnosing and Treating Practitioners	114,925	133,855	18,930	16%	$60.98	$126,838
Top Executives	73,850	84,282	10,432	14%	$59.46	$123,676
Computer Occupations	268,285	334,343	66,058	25%	$53.92	$112,320
Financial Specialists	143,407	160,349	16,942	12%	$39.35	$81,848
Business Operations Specialists	207,177	242,318	35,141	17%	$38.62	$80,308
Preschool, Primary, Secondary, and Special Education School Teachers	76,457	86,686	10,229	13%	$32.23	$67,038
Sales Representatives, Services	99,659	117,291	17,632	18%	$30.14	$62,691

Source: Economic Modeling Specialists Inc. Data for San Mateo, Alameda, San Francisco, Santa Clara, and Contra Cota Counties, Analysis by CSM PRIE

The fastest growing occupations from the above table are defined below.

1. Operations Specialists Managers (Custom Computer Programming Services, Corporate Subsidiary and Regional Managing Offices, Internet Publishing and Broadcasting and Web Search Portals, Computer Systems Design Services, and Software Publishers)
2. Health Diagnosing and Treating Practitioners (Registered Nurses, Licensed Practical/Vocational Nurse, Health Services/Allied Health/Health Sciences, Health Medical Preparatory Programs, Emergency Medical Technician)
3. Top Executives (Business Administration and Management, Business Commerce, Public Administration, Internal Relations and Affairs, and Public Policy Analysis)
4. Computer Occupations (Computer science, Computer Software Engineering, Computer programming, and Web Page/Multimedia and Information Resources Design)
5. Financial Specialists (Personal Financial Advisors, Securities, Commodities, and Financial Services Sales Agents, Financial Analysts, Financial Managers, First-Line Supervisors of Non-Retail Sales Workers)

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6. Business Operations Specialists (Business Administration and Management, Mechanical Engineering, Accounting Technology/Technical and Bookkeeping, Accounting, Business/Commerce)
7. Preschool, Primary, Secondary, and Special Education School Teachers (Elementary and Secondary Schools, Colleges, Universities, and Professional Schools, and Child Day Services)
8. Sales Representatives, Services (Business, Management, Marketing, and Related Support Services, Advertising, Fashion Merchandising, Real Estate, Tourism and Travel Services Marketing Operations)

Many CSM programs give students the skills to enter growing occupations. Occupations with income growth opportunities are the focus of Career and Technical Education at CSM. The College currently offers the following Career Education programs in high-growth industries:

Discipline	Associate Degree for Transfer	Associate Degrees	Certificates	College Total (Count)	Percent of All CSM Awards
Accounting/Business Administration	–	32%	26%	648	26%
Computer & Information Science	–	7%	16%	313	13%
Administration of Justice	91%	8%	4%	239	10%
Kinesiology	–	–	12%	193	8%
Digital Media	9%	6%	5%	137	6%
Real Estate	–	<1%	8%	136	6%
Fire Technology	–	10%	4%	135	5%
Nursing	–	19%	–	132	5%
Electrical Power Systems	–	–	8%	126	5%
Cosmetology	–	1%	7%	124	5%
Dental Assisting	–	3%	3%	73	3%
Biology	–	7%	1%	65	3%
Addiction Studies	–	1%	3%	50	2%
Music	–	1%	1%	21	1%
Electrical Technology	–	<1%	1%	20	1%
Drafting Technology	–	1%	1%	16	1%
Architecture	–	2%	–	14	1%
Building Inspection	–	<1%	<1%	8	<1%
Astroimaging & Observatory Operation	–	–	<1%	4	<1%
Art: Commercial	–	<1%	–	1	<1%
Engineering	–	<1%	–	1	<1%

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Discipline	Associate Degree for Transfer	Associate Degrees	Certificates	College Total (Count)	Percent of All CSM Awards
This is based on the 3 years of aggregated data (2014-15, 2015-16 and 2016-17).					
Numbers do not add to 100% due to rounding.					
'–' indicates "not offered".					

Important notes about the complexity of CTE data:

1. Over the years there have been title changes to our programs. For example, the AS in Biotechnology used to be Life Sciences: Biotechnology. Under Life Sciences it was under a CTE Top Code. However, the title changed to Biology: Biotechnology for a while before it was inactivated. The Life Sciences version should have been inactivated when the title change occurred but apparently that did not take place. Currently, we only have a Certificate of Specialization for Biotechnology, which is not in the state inventory.

2. Because of catalog rights, students are awarded degrees and certificates even after the program has been inactivated.

3. The State has switched the inventory software they use and the change affected some of our programs; the status of some of our programs were inadvertently changed.

4. Although we refer to the CA Community Colleges Curriculum Inventory (COCI) to identify whether a program is CTE or not, COCI may also include inaccurate info. For example, Biology General is not a CTE program per the Top Code, and thus the CTE designation of this program in COCI is incorrect.

5. Certificate of Specialization (99% of them are CTE) is not in the state inventory.

CSM actively partners to provide work experience to students. CSM has established formal placement and internship relationships with over 50 businesses including major employers such as Amazon, BART, Comcast, Electronic Arts, Google, KPMG, Morgan Stanley, Oracle, PG&E, Ricoh, Tesla, and San Mateo County public safety agencies.

The College has worked actively with our local building trades to establish a Trades Introduction Program (TIP), which is part of a national model curriculum. Most graduates of TIP find placement with local trade unions. CSM works actively with organizations such as CalCPA to help students with placement and internships.

LinkedIn profiles of CSM alumni are a testament to upward mobility. According to a LinkedIn analysis of 19,000 CSM alumni, they are employed in the following high-growth occupations:

- Operations 3,099
- Business Development 2,771
- Sales 1,932

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- Administrative 1,581
- Information Technology 1,329
- Engineering 1,283
- Arts and Design 1,206
- Education 1,181
- Healthcare 1,070
- Community Services 972
- Support 948
- Finance 774
- Media and Communications 672

Major employers of CSM alumni include: Kaiser, United Airlines, County of San Mateo, Genentech, Apple, Wells Fargo, Stanford Health, Sutter Health, Oracle, PG&E, Tesla, Cisco, Keller-Williams Realty and Google. These numbers are underreported as CSM alumni self-report may not include CSM in their LinkedIn profile.

- CSM career education graduates see their income increase approximately 34.8% after attending the following programs: [xvi]

The median percentage change in wages for students who completed higher level CTE coursework in 2014-2015 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

Median Earnings Change

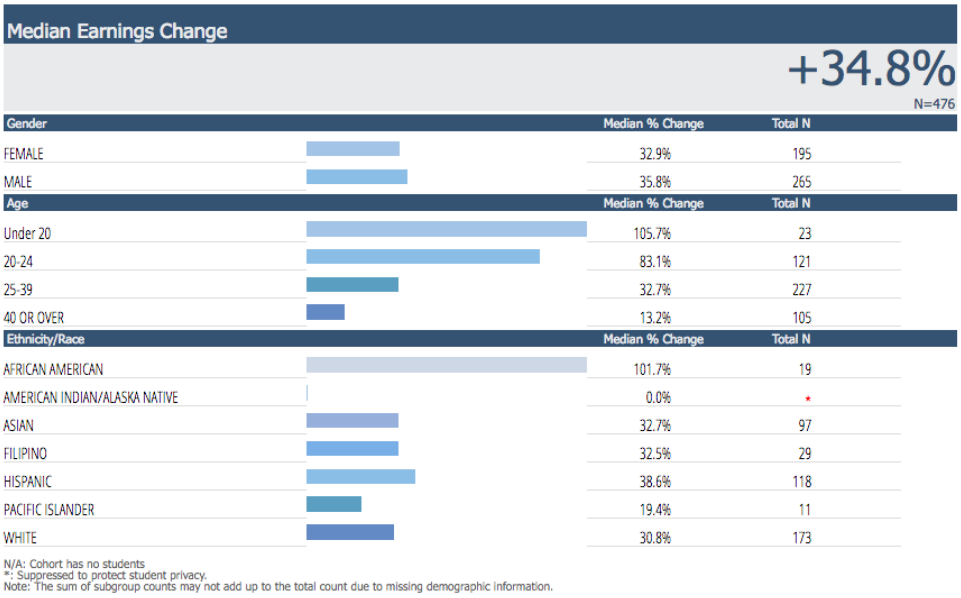
+34.8%

N=476

Disciplines with the highest enrollment	Median % Change	Total N
Accounting	38.0%	128
Computer Programming	53.0%	39
Fire Technology	66.7%	37
Office Technology/Office Computer Applications	28.1%	36
Construction Inspection	17.2%	36
Tax Studies	33.8%	34
Electronics and Electric Technology	26.3%	29
Business Management	34.7%	26
Digital Media	55.8%	24
Real Estate	14.5%	22

*: Cohort fewer than 10 students

Career Education programs help to close financial gaps for CSMs' underrepresented students.



Median Earnings Change

+34.8%

N=476

Gender	Median % Change	Total N
FEMALE	32.9%	195
MALE	35.8%	265
Age	**Median % Change**	**Total N**
Under 20	105.7%	23
20-24	83.1%	121
25-39	32.7%	227
40 OR OVER	13.2%	105
Ethnicity/Race	**Median % Change**	**Total N**
AFRICAN AMERICAN	101.7%	19
AMERICAN INDIAN/ALASKA NATIVE	0.0%	*
ASIAN	32.7%	97
FILIPINO	32.5%	29
HISPANIC	38.6%	118
PACIFIC ISLANDER	19.4%	11
WHITE	30.8%	173

N/A: Cohort has no students
*: Suppressed to protect student privacy.
Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

5. What Happens to CSM Students Along Their Educational Journey?

CSM students are as diverse as their educational goals. That said, they all share the challenges of life in Silicon Valley. These inherent challenges combined with equitable opportunities result in complex education paths for our students.

Deciphering what happens to students along their educational journey is complex. Many questions will need to be addressed.

- Students persist with their education from fall to fall at a rate of 42% (2015/16). What happens to the other 58% of students who leave CSM?
- Students successfully complete courses at a rate of 73.1% (2015/16). Why do 26.9% of student fail to complete their courses successfully?

As educators, we have to ask ourselves why.

This section begins to explore what happens to students along their educational journeys. Some of the most significant factors are educational equity gaps, the challenges of life in Silicon Valley, and navigational challenges within the CSM system.

Students Face Equity Gaps

Equality is giving all people the same thing, no matter what their true need is; equity, on the other hand, is providing people with what they actually need in order to be successful.

Student opportunity gaps at CSM reflect the equity gaps of Silicon Valley. Over 50% of the student body is from under-represented populations; these populations struggle to achieve their goals. For this reason, equity opportunities must be carefully addressed. The College is focused on providing all students with what they need to be successful.

Student equity and achievement programs are required by the State Chancellor's Office to set three-year goals for the overall student population as well as for each student equity population shown to have disproportionate impact in the following areas:

1. Access
2. Retention from Fall to Spring
3. Transfer to a four-year institution
4. Completion of transfer-level math and English
5. Earned credit certificate over 18 units, associate degree, CCC baccalaureate degree

Populations targeted for student equity include:

- Current or former foster youth:
- Students with disabilities;
- Low-income students;
- Veterans;
- American Indian or Alaskan Native;
- Asian;
- Black or African American;
- Hispanic or Latino;
- Native Hawaiian or other Pacific Islander;
- White;
- Some other race;
- More than one race;
- Homeless;
- Lesbian, gay bisexual or transgender students.

In addition to prescribed target populations, other groups identified as underserved are incarcerated youth, LGBTQ+, and undocumented students; these student populations often contend with systemic racism, bullying, harassment, stigmatization, and marginalization. College data highlights the equity opportunities we face.

- College-wide, ethnic disparities in successful course completion range from 79% - 64% (15 points)
- As compared to College-wide success rate, there are significant variations by discipline/department and course.
- Beyond the overall success rate variations by discipline/department, there are significant ethnic differences in student achievement. [xvii]

Students Contend with Conflicting Priorities Outside of School

The cost of living in the Bay Area is high, so students are forced to come up with creative solutions. Many work multiple jobs to make ends meet and many move to more affordable locations and become super commuters. Some live in multigenerational homes to pool resources. Regardless of their solution, students face an exceptionally high cost of living that results in a set of conflicting priorities. Housing and transportation create the need for income. To meet the income

requirements for the region, many students work multiple low-wage jobs. If they are caring for family members on top of their financial burden, the pressure mounts. For these students, the ability to persist with their educational goals is severely challenged.

The Regional Cost of Living

Housing alone is a challenge for many working families. While the median household income of a San Mateo County resident is $108,627, the median resale home price is an astounding $1.7 million. Purchasing a home is well out of their reach.

Median HH Income, Average Wages and Median Home Prices

	Median HH Income 2016	Average Wage Q3 2017	Median Resale Home Price Mar-Apr 2018
San Francisco	$103,801	$1,954	$1,650,000
San Mateo	$108,627	$2,123	$1,770,000
Santa Clara	$111,069	$2,320	$1,425,000
California	$67,739	$1,215	$584,460
United States	$57,617	$1,021	$257,900

Source: HH Income, American Community Survey; Average Wages, Bureau of Labor Statistics
Median Resale Home Prices, California Association of Realtors, National Association of Realtors

Housing inventory has seen a steep decline of 33% from 2016-2017.

- Since 2007, Silicon Valley has created a housing shortage of approximately 31,253 units that would be needed in order to accommodate the region's growing population. There were only 699 affordable housing units approved in FY2016-2017, 287 of which were affordable for households earning less than 50% of the area median income.
- Only 26% of homebuyers in San Mateo County can afford a median-priced home; this compares to 34% in Santa Clara County, 24% in San Francisco, and 49% statewide.
- In 2016, 23% of Silicon Valley households who rented spent more than half of their gross income on housing costs.
- Thirty-five percent of all Silicon Valley young adults (age 18-24) live with their parent(s)[xviii]

In spring 2018, SMCCD conducted a survey of the nearly 26,000 students enrolled at its three campuses. The findings are conclusive; students experience housing insecurity.

- Nearly two-thirds of students reported experiencing some form of food or housing insecurity during the past 12 months.
- 1 of 17 students (6%) report being homeless in the past 6 months. A total of 42% of students experienced financial difficulty paying rent during the past 12 months.

Transportation Challenges

As housing becomes increasingly unaffordable, residents move to more affordable areas. The resulting commutes create transportation issues for the region that effect both the cost of living and the quality of life.

- Forty-three percent of commuters living in San Mateo County work in a different county (Bay Area Council and Metropolitan Transportation Commission 2016 Bay Area Shuttle Census).
- In 2016, Silicon Valley commuters lost more than 66,000 vehicle hours to traffic congestion every day. The number of vehicle hours wasted due to traffic congestion in Silicon Valley and the Bay Area has more than doubled over the past decade. (Caltrans PeMS).
- Private shuttles represent the Bay Area's seventh largest mass transit system, with annual ridership just below that of SamTrans and Caltrain (https://jointventure.org/publications/institute-publications/1640-2018-silicon-valley-index).[xix]

Students Struggle to Navigate Their Educational Paths at CSM

CSM students need increasing amounts of help and guidance to set their educational paths towards their goals. They need to pay for college, come prepared with basic skills, and learn to navigate a complex system. This section highlights major issues some student segments face to navigate their educational paths. They include financial assistance, basic skills preparation, high school transitions, first-generation students, Latinx students, lifelong learners, and systemic challenges.

Financial Assistance

Although community college fees are low compared to other higher education segments, the cost of college is high in comparison to the financial resources available to our students. Estimated expenses for full-time (30 units per year) students at CSM are as follows:

Estimated expenses for full-time students at CSM

	2013-14	2014-15	2015-16	2016-17	2017-18
Tuition and Fees					
AA/AS/Certificate					
In-state Student	$1,446	$1,446	$1,446	$1,446	$1,462
Out-state-Student	$7,956	$8,016	$8,076	$8,136	$8,692
International Student	$9,490	$9,550	$9,436	$9,496	$10,160
Books and Supplies	$1,710	$1,764	$1,764	$1,791	$1,854
Housing					
With Parents/Guardians	$4,518	$4,599	$4,770	$4,968	$5,247
Off Campus Housing	$7,605	$7,794	$8,190	$8,577	$9,270
Food					

	2013-14	2014-15	2015-16	2016-17	2017-18
With Parents/Guardians	-	-	-	-	-
Off Campus Housing	$3,663	$3,699	$3,780	$3,915	$4,023
Transportation					
With Parents/Guardians	$1,179	$1,134	$1,125	$1,107	$1,098
Off Campus Housing	$1,323	$1,278	$1,269	$1,242	$1,233
Personal/ Miscellaneous					
With Parents/Guardians	$3,096	$3,132	$3,159	$3,177	$3,276
Off Campus Housing	$2,844	$2,871	$2,898	$2,916	$3,006

Source: California Student Aid Commission

Note: Calculation is based on 15 units per semester or 30 units per academic year

In addition to tuition and fees, estimated expenses of community college students include books and supplies, room and board, and other cost of living expenses.

To make college affordable, many of our students require financial aid. In 2015-2016, 40% of CSM students received grants or scholarship aid.

Student aid to full-time students at CSM. [xx]

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	40%	$2,248
Pell grants	13%	$3,766
Federal student loans	1%	$6,076
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	39%	
Grants or scholarship aid	39%	$3,963
Federal grants	20%	$4,688
Pell grants	20%	$4,519
Other federal grants	8%	$396
State or local grants and scholarships	35%	$1,616
Institutional grants and scholarships	7%	$1,024
Student loan aid	0%	$4,707
Federal student loans	0%	$4,707
Other student loans	0%	

Source: Integrated Postsecondary Data System (IPEDS) and Peer Analysis System operated by the National Center for Education Statistics.

These data are reported annually to IPEDS by each institution. The compiling of such data is complex, and should be interpreted as one lens to provide a foundation for understanding CSM's budgets and resources. CSM is taking additional steps to ease financial barriers, including book stipends, food supplementation, and transportation. These programs are in process and hope to be fully implemented in the next two years.

The Need for Basic Skills

Many students need more basic skills courses to be college ready. Students enter CSM with the following basic skills needs (2017 Fall Cohort):

	Basic Skills	Transfer Level
Initial Math Enrollment	23%	34%
Initial English Enrollment	1%	88%

- Students primarily enrolled in basic math are 48% of African American students; 42% Latinx; 24% Pacific Islander; 10% white, and 21% 2+ races. This data is based Fall 2017 full-time, first-time students, international students excluded.[xxi]

  Source: District Strategic Plan 2012-2016

AB 705 is leading the college to restructure basic skills courses. The bill notes that colleges must maximize the probability that students will enter and complete transfer-level English and mathematics coursework in one year and that students enrolled in ESL will enter and complete degree or transfer requirements in English within three years. CSM is in the process of implementing new approaches to address basic skills courses. In addition to AB 705, high schools will play an integral role in preparing students for college.

High School Transitions

High school transition programs can help prepare students for college. Developing relationships with local high schools is a central component of CSM's effort to prepare high school students for college. Through programs such as our Year One Promise program, dual enrollment, and early college, CSM aims to provide connection, momentum, and direction to every high school student who plans to attend CSM. CSM has worked with the SMCCCD sister colleges to develop standardized placement mechanisms for English and math. Last year 91% of incoming high school students placed into transfer-level English. CSM continues to develop dual enrollment and early college programs with the San Mateo Union High School District and the Cabrillo Unified School District.

In 2017, 231 students participated in CSM's Year One Promise Scholars program. Of those students, 70% were first generation. [xxii]

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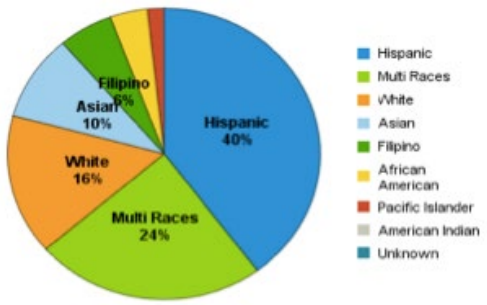
Promise Scholar Metrics	Students
Number of promise scholar participants	231
% of first generation students	69.7%

Educational Goal		
Goal	N	%
Degree/Transfer	211	91.3%
Exploratory	11	4.8%
CTE Certif/Career Development	6	2.6%
College Preparation	2	0.9%
4yr stu take class for 4yr col	1	0.4%
Total:	231	100.0%

High Schools		
High School	N	%
San Mateo High	28	12.1%
Aragon High	26	11.3%
Hillsdale High	25	10.8%
Burlingame High	20	8.7%
Woodside High	20	8.7%
Mills High	19	8.2%
Half Moon Bay High	15	6.5%
Sequoia High	10	4.3%
Capuchino High	9	3.9%
Carlmont High	7	3.0%
Unknown High School	7	3.0%
All Other High Schools	**45**	**19.5%**
Total:	**231**	**100.0%**



Source: CSM PRIE, SAP

The program has doubled in one year to nearly 500 students for the fall 2018 semester. The College continues to develop a robust support structure which includes dedicated counselors, retention specialists, professional development, and specialized curriculum and events designed for Year One Promise participants. It's important to note that many of the Year One Promise scholars are also first-generation and predominantly Latinx (40%) multi-races (24%).

First-Generation Students

First time, first-generation students are students whose family never pursued postsecondary education.

- In Fall 2017, CSM enrolled 4,606 first generation students.
- In Fall 2015, first-generation students were primarily Latinx (30.7%), multi-races (22.2%), and Filipino (15.1%). It is important to note that many students who identify as multi-races are Latinx, driving the number up further to nearly 40%.

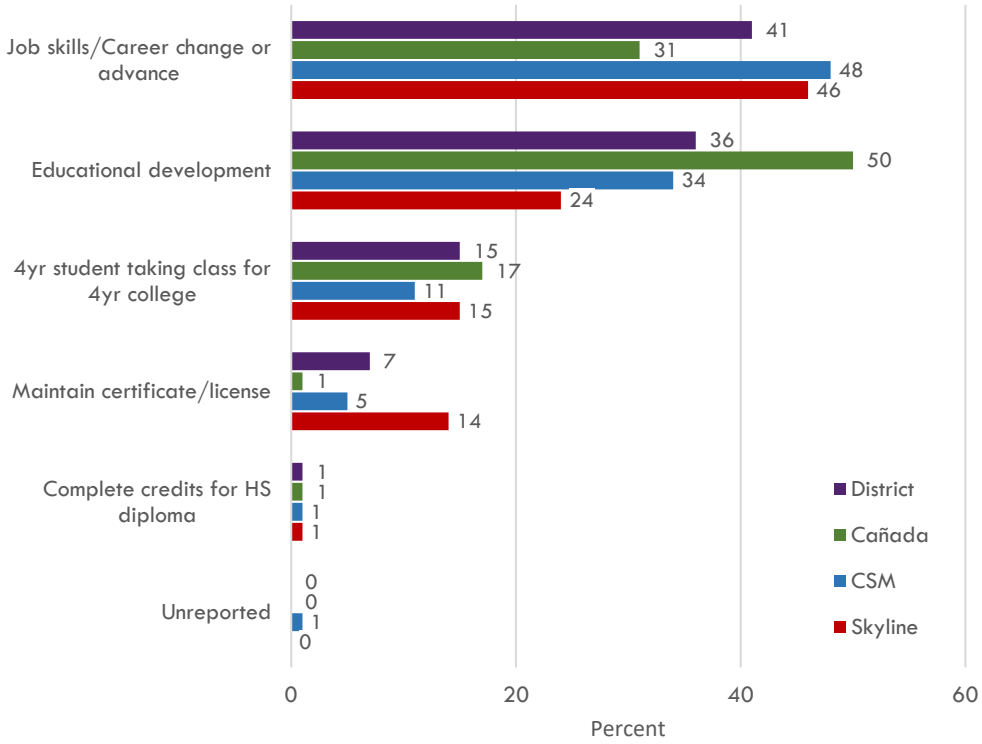
First-generation students require additional assistance to navigate the college system. In a 2018 study of CSM first-generation student participants identified issues of transition from high school, not knowing how to navigate the system, disconnect from family, pressure of serving as a role model, the lack of connection of the material in their classes, not understanding faculty expectations, and the disconnect in identity that they experience. Faculty also identified issues that they have seen with first-generation students, primarily seeing that students experience a lack of support and understanding from family, which then affects their academics (Smith, 2018) [xxiii]

Lifelong Learners

Lifelong learners are students who enroll in classes without counseling or educational planning. In fall of 2017, 18.5% of students were lifelong learners (1,787).

In a survey of 137 CSM lifelong learners, their educational goals were reported as follows:

Lifelong Learner Educational Goals



International Student Needs

CSM has experienced a 644% increase in international student enrollment from 2012-2018.

International students comprise nearly 8% of the student population in spring 2018. Enrollment by region includes:

Enrollment By Region		Spring 2018
East Asia	522	70%
Southeast/South Asia/Pacific Islands	191	25%
Middle East/N. Africa	13	2%
South America/North America	23	3%
Europe/Eastern Europe	16	2%
Sub-Saharan Africa	8	1%
Northeast/Central Asia	9	1%

International students predominantly enrolled in the following majors:

Discipline Areas	Fall 2016	Spring 017	Fall 2017	Spring 2018
Business & Related Fields	251	273	248	275
STEM	249	275	318	275
Arts & Humanities	59	71	56	75
Social Sciences	46	46	61	56
Other (Architecture/Undecided)	23	31	56	75
Workforce Development	19	16	11	28

Departments in ESL, Math, and required courses for high enrolled majors have felt an impact and often an increase in the number of sections offered as a direct result in international student enrollments. Two examples are ESL 828/400 and Math 251 (many more sections offered as direct result of incoming international students placement results).

The International Student Task Force used PRIE data to identify challenges faced by our campus due to the growth of our international student enrollment. Challenges from the

increased enrollment of international students at CSM include:

1. Student support services and wellness: These issues include mental health concerns, geopolitical/governmental challenges, and student preparedness;
2. Staffing to service international students: High demand for counseling, ESL course demand;
3. Enrollment management challenges: Demand for more in person computer sciences courses, and priority registration demands;
4. Instructional support and program development: Changes in classroom culture with some classes having more than 50% international students, and plagiarism concerns; and
5. Institutional inclusion and equity: A deeper need for integration across campus-wide initiatives is needed for international students.

Systemic Challenges

Students need help navigating course selection, degree/certificate completion, and transfer requirements. The student voice figures prominently in our exploration of their challenges navigating the system. Student focus groups were held in 2017 and again in 2018. Results from all student focus groups are featured in this section to highlight student challenges navigating the system.

Many students are not able to access the resources they need in a timely efficient manner. They find it difficult to understand which courses are required for a major and what they need to reach their goal.

> "My only worry is what to do in the future. I don't know what I am going to do in the future. I know I want to be a scientist, but how do I get there?" - *CSM Student focus group 2018*

> "Since I've been here, I've met three counselors. The first one's probably the one that was the most helpful. The other two knew about as much as I did about the program. They went onto the website and looked up what needed to be done, and you could tell they were just-- I walked in there pretty much knowing the same thing I knew walking out. They told me, 'Okay. Well, which one of these classes do you want to take?' And all it's showing me is the code and the class. I'm like, 'Okay. Do I close my eyes and pick one, or…?'" - *2017 CLP CSM Student focus group*

Other students need help determining an area of interest and path of study.

> "This third time that I came back, I took the career assessment. I wish that I would have taken that the very first time because it would have set my path and maybe things wouldn't have been so out of reach. I don't regret what I did or my experiences. I think I did well, and I think that I'm here now because of what my work is and what I know." - *2017 CLP CSM Student focus group*

Students identified instructional and counseling faculty, career assessment, and counseling courses as critical resources to help them choose a major.

> "There's one counselor I have that I've seen. She's the director of the nursing program—so she is a part of that program. For me, she's been very helpful in telling me, 'This is where

you're at. To get into the program by this year, [these are] the classes you (must) have.' She's like, 'Let's start with these,' and then, I ask her, 'Well, what am I going to do with this remaining time?' She's like, 'Well, that's when you'll do your last class. It's like a fitness class, or something.'" - *2017 CLP CSM Student focus group*

Working students find it difficult to complete their degrees without access to required classes.

"I've gotten delayed in this process because there hasn't been night classes and they fill up and when you really need one specific class and it's full at all the schools around you, it's just like, now I'll just wait next semester and I'm wasting time and it's frustrating. And with the advent of online classes have been helpful. I actually really wish there was more mixed format where it's mostly online and one night a week or one optional one night a week because I like the face to face but there's hardly any like that CSM." - *2017 CLP CSM Student focus group*

Students yearn for a unified sense of community as well as support systems to get through the challenges they face going to college.

"I found out about a lot of resources after the third or fourth semester, and I'm like, 'Wow. These exist. It's too late for me to join that now'". - *CSM Student focus group 2018*

"I would really like to see like more enthusiasm overall, with both clubs and like different groups for minorities. When I joined student government, I felt like I was surrounded by people who had similar goals and a similar drive, especially with regards to transferring, where we wanted to transfer, and just an overall sense of motivation. And I felt like I had these people to help me to figure out how to get to where I wanted to go, which was really beneficial but I didn't even know that we had a student government until last semester." - *2017 CLP CSM Student focus group*

Students want to engage with the diversity of our campus community. Many students have multiple racial/ethnic identities. Students feel that if all groups unified, they could better support each other.

"…there's not a lot of intersectionality on campus. And even though there are a lot of communities for a diverse group of people, there isn't much communication between them, and it feels, not cliquish, but there are… I don't know. It's very well-defined, and it doesn't make it feel very fluid. [There] isn't enough focus on different communities." - *2017 CLP CSM Student focus group*

"I'm glad that there's these learning communities and they're like so supportive. But I feel like the whole school should just be like a Mana or Umoja. You shouldn't have to have groups for these things. Do you have a normal group for normal people? It makes you feel like you're not normal. More like you're a special group. It makes me feel isolated in a way even though their support, it's like there's not much unity amongst these groups. It's like you are formally incarcerated so go to Project Change. You are Pacific Islanders so, that's how I feel about it." - *2017 CLP CSM Student focus group*

Students Need More Help Than Ever to Meet their Education and Career Goals

Our students need deeper support systems to overcome the many barriers to their education. It is critical to understand what happens to students along their educational paths. Our challenge as a college are to identify the points at which we lose students and the reasons why. Only then can we plan to alleviate the pressures, decrease barriers to access, and support our students' aspirations.

In the last decade, the CSM student population and needs have shifted. Students are younger, come from under represented populations, are often the first in their family to go to college, and struggle to live in our region. They face external barriers that complicate their educational opportunities; before attending college, student must pay for housing, food, and sometimes dependent care. Once they have met basic needs, they must come up with tuition and expenses for college. When they make it to classes at CSM, many find the system confusing to navigate. They find a pedagogy that often lacks cultural and personal relevance.

CSM programs and services will need to evolve to address the needs of our students. As educators, our imperative is to enhance access to education that will increase the self-sufficiency and financial security of our students. While we cannot influence the cost of living in the Bay Area, we can address some barriers to education. Structured support systems for both academic and life challenges will help our students pursue their goals.

As we begin to address the challenges outlined in this Education Master Plan, we will modify, build, and enhance our systems to help students reach their goals. This EMP is based on input for our entire campus community. The input fueled the development of our strategic priorities. As a community, our strategic priorities will guide our vision and our plans. The tables in the Appendix will guide the development and measurement of our Strategic Priorities over the next 5 years. The tables will help us to aggregate our key initiatives, programs and resources to address our strategic priorities.

6. The Institutional Planning Process

The foundation of CSM's planning process is built upon district goals that drive college strategic goals, and ultimately our EMP. The objective of our college improvement process is student learning and student success. The EMP, CSM strategic goals, and district goals are the foundation of the planning process. The graphic below depicts our institutional planning process.

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Institutional Improvement
Institutional Assessment
Program Review Themes and Trends
Initiatives
Resource Allocation & Implementation
Student Learning & Student Success
SLO & Assessment
Program Review
District Goals
CSM Strategic Goals
Education Master Plan

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7. Alignment of CSM Strategic Plan with District Strategic Priorities

As one college within the San Mateo Community College District, it is essential that CSMs Strategic Priorities align with the District Strategic Goals. The graphic below illustrates alignment of the District goals (purple) with CSM strategic goals and focus areas:

District Strategic Goal	CSM Strategic Priorities
•District Goal #1: Develop and strengthen educational offerings, Interventions, and support programs that increase student access and success	CSM Strategic Priority #1: Supporting our student's aspirations •Provide learning opportunities and resources to foster students' self-advocacy and self-reliance •Foster a campus environment that supports the safety and wellness of all •Improve access to classes, services, and support CSM Strategic Priority #2: Creating equitable opportunities for all students •Provide professional development to increase understanding of our students' experience •Improve hiring processes to attract a diverse faculty and staff while supporting current employee efforts to advocate for marginalized populations •Create a safe environment to discuss, understand, and promote equity
•District Goal #2: Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County	CSM Strategic Priority #3: Engage the regional community •Support innovations in teaching and learning necessary to respond to changing student demographics, learning styles, and technology •Enhance the professional identity of adjunct faculty and provide resources that allow them to effectively support students and participate in the life of the college. •Create synergy and shared responsibility between instruction and student services to promote student success
•District Goal #3: Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.	CSM Strategic Priority # 4: Committing to progressive and innovative teaching and learning •Strengthen relationships with business and education partners through all of our academic programs (including all career education) •Build professional opportunities for students (internships, service learning, mentorships, career skills development, and job placement) •Strengthen community engagement by increasing our presence in the community through marketing and other measures

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District Strategic Goal	CSM Strategic Priorities
•**District Goal #4: Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations**	•CSM Strategic Priorities #1-5

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Appendix

CSM Focus Area	Oversight	Associated Committees, Workgroups, Individuals
Priority #1 Supporting our Student's Aspirations	IPC	
Provide learning opportunities and resources to foster students' self-advocacy and self-reliance		
Foster a campus environment that supports the safety and wellness of all		
Improve access to classes, services, and support		
Priority 2: Creating Equitable Opportunities for all of our Students	IPC	
Provide professional development to increase understanding of our students' experience		
Improve hiring processes to attract a diverse faculty and staff while supporting current employee efforts to advocate for marginalized populations		
Create a safe environment to discuss, understand, and promote equity		
Priority 3: Committing to Progressive and Innovative Teaching and Learning	IPC	
Support innovations in teaching and learning necessary to respond to changing student demographics, learning styles, and technology		
Enhance the professional identity of adjunct faculty		

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CSM Focus Area	Oversight	Associated Committees, Workgroups, Individuals
and provide resources that allow them to effectively support students and participate in the life of the college.		
Create synergy and shared responsibility between instruction and student services to promote student success		
Priority 4: Building on a Culture of Participation and Communication	IPC	
Broaden participation of faculty, staff, and students who are aware of and involved in college governance		
Create processes and resources to enhance effective communication		
Priority 5: Building on a Tradition of Service to the Community	IPC	
Strengthen relationships with business and education partners through all of our academic programs (including all career education)		
Build professional opportunities for students (internships, service learning, mentorships, career skills development, and job placement)		
Strengthen community engagement by increasing our presence in the community through marketing and other measures		

Five Year EMP Work plan

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CSM Focus Area	Year 1	Year 2	Year 3	Year 4	Year 5
Priority #1 Supporting our Student's Aspirations					
Provide learning opportunities and resources to foster students' self-advocacy and self-reliance					
Foster a campus environment that supports the safety and wellness of all					
Improve access to classes, services, and support					
Priority 2: Creating Equitable Opportunities for all of our Students					
Provide professional development to increase understanding of our students' experience					
Improve hiring processes to attract a diverse faculty and staff while supporting current employee efforts to advocate for marginalized populations					
Create a safe environment to discuss, understand, and promote equity					
Priority 3: Committing to Progressive and Innovative Teaching and Learning					
Support innovations in teaching and learning necessary to respond					

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CSM Focus Area	Year 1	Year 2	Year 3	Year 4	Year 5
to changing student demographics, learning styles, and technology					
Enhance the professional identity of adjunct faculty and provide resources that allow them to effectively support students and participate in the life of the college.					
Create synergy and shared responsibility between instruction and student services to promote student success					
Priority 4: Building a Culture of Participation and Communication					
Broaden participation of faculty, staff, and students who are aware of and involved in college governance					
Create processes and resources to enhance effective communication					
Priority 5: Building on a Tradition of Service to the Community					
Strengthen relationships with business and education partners through all of our academic programs (including all career education)					
Build professional opportunities for					

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CSM Focus Area	Year 1	Year 2	Year 3	Year 4	Year 5
students (internships, service learning, mentorships, career skills development, and job placement)					
Strengthen community engagement by increasing our presence in the community through marketing and other measures					

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Assessment Plan: Measures for our strategic goals

The following measures will be used to gauge progress towards our strategic goals:

CSM Focus Area	Measure	Associated Data (qualitative and quantitative)
Priority #1 Supporting our Student's Aspirations		
Provide learning opportunities and resources to foster students' self-advocacy and self-reliance		
Foster a campus environment that supports the safety and wellness of all		
Improve access to classes, services, and support		
Priority 2: Creating Equitable Opportunities for all of our Students		
Provide professional development to increase understanding of our students' experience		
Improve hiring processes to attract a diverse faculty and staff while supporting current employee efforts to advocate for marginalized populations		
Create a safe environment to discuss, understand, and promote equity		
Priority 3: Committing to Progressive and Innovative Teaching and Learning		
Support innovations in teaching and learning necessary to respond to changing student demographics, learning		

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CSM Focus Area	Measure	Associated Data (qualitative and quantitative)
styles, and technology		
Enhance the professional identity of adjunct faculty and provide resources that allow them to effectively support students and participate in the life of the college.		
Create synergy and shared responsibility between instruction and student services to promote student success		
Priority 4: Enhancing a Culture of Participation and Communication		
Broaden participation of faculty, staff, and students who are aware of and involved in college governance		
Create processes and resources to enhance effective communication		
Priority 5: Building on a Tradition of Service to the Community		
Strengthen relationships with business and education partners through all of our academic programs (including all career education)		
Build professional opportunities for students (internships, service learning, mentorships, career skills development, and job placement)		
Strengthen community engagement by increasing our presence in the community through marketing and other measures		

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    b. The College of San Mateo Strategic Plan: Trends, and Targets
    c. The College of San Mateo Strategic Goals 2008/09-2017/18
    d. The College Index 2008/09-2017/18
    e. Student Campus/Climate Satisfaction Surveys
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    g. College-Wide: Successful Course Completion Rates 2014-15 to 2016-17
    h. SMCCD Strategic Plan Metrics
    i. Degree Completion: Fall Part-Time First Time Students in SMCCD
    j. Degree Completion: Fall Full-Time First Time Students in SMCCD
    k. Persistence: First-Term to Second Term Fall Part Time at CSM
    l. Persistence: First-Term to Second Term Fall Full Time at CSM
    m. SMCCD Strategic Plan Metrics: Fall Part Time First-Time students at CSM

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n. SMCCD Strategic Plan Metrics: Fall Full Time First-Time students at CSM

B. Link to Top level EMP qualitative data groupings

C. https://atlas.mindmup.com/csmprie/_emp_focus_group_top_level_data_grouping/index.html

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End Notes

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