

College of San Mateo



Strategic Metrics, 2018/19-2022/23

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

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

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|--|-------------------|------------------|-----------|-----------|---------|-----------|--------------|--------------|
| | | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | Set Standard | Stretch Goal |
| 2.6 Average number of units accumulated by all first-time associate degree earners | 90 | 90 | 89 | 88 | 85 | NA | 81 | 92 |
| 2.7 Faculty Resource Accessibility | No survey | No survey | No survey | No survey | 46% | No survey | ‡ | ‡ |
| 2.8 Access to Professional Development (Fall Flex Day count) | NA | 330 | 360 | 469 | 405 | 532 | 371 | 580 |
| 2.9 Percent of faculty completing the Regular and Substantive Interaction training | NA | NA | 67% | 38% | 2% | 3% | --- | --- |
| Institutional Priority 3: Antiracism/Equity | | | | | | | | |
| 3.1 Students reporting having experienced microaggression(s), collegewide | No survey | No survey | No survey | No survey | 17% | 10% | ‡ | ‡ |
| 3.1a African American/Black students | No survey | No survey | No survey | No survey | 42% | 38% | ‡ | ‡ |
| 3.1b Asian/Asian American students | No survey | No survey | No survey | No survey | 19% | 14% | ‡ | ‡ |
| 3.1c Filipino/a/x/ students | No survey | No survey | No survey | No survey | 25% | 16% | ‡ | ‡ |
| 3.1d Hispanic/Latinx students | No survey | No survey | No survey | No survey | 15% | 15% | ‡ | ‡ |
| 3.1e Middle Eastern/Arab American students | No survey | No survey | No survey | No survey | 24% | 30% | ‡ | ‡ |
| 3.1f Native American/Alaska Native students | No survey | No survey | No survey | No survey | NA | NA | ‡ | ‡ |
| 3.1g Native Hawaiian/Pacific Islander students | No survey | No survey | No survey | No survey | 7% | 10% | ‡ | ‡ |
| 3.1h White students | No survey | No survey | No survey | No survey | 14% | 15% | ‡ | ‡ |
| 3.2 Student perception of culturally relevant curriculum | No survey | No survey | No survey | No survey | 56% | 36% | ‡ | ‡ |

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

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

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

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