1. Demographic Assumptions

1.1 ***Population Changes*** The demographic projections for the county of San Mateo show a declining pool of high school graduate students over the next 5-10 years and an increase in the population over 55.

Planning Assumptions The resulting effect of the demographic change has been an eroding share of the high school market for the SMCCCD and a continued increase in the baby boom population. As the county population age mix shifts, curriculum and programming changes that address the educational and social needs of the population, as well as student recruitment and retention strategies will become increasingly important for the three colleges in the district.

Recommendations:

a. Develop and implement an enrollment management plan at each college to address the need for systematic outreach and retention strategies.
b. Continue to strengthen the College Connection Program (Concurrent high school student initiatives) as a way to encourage high school students to attend college.
c. Provide a comprehensive and cohesive set of course and program offerings that respond to the needs of the senior population/lifelong learners.

1.2 ***Different Student Profiles At Each College*** The county's ethnic diversity is increasing and the student body profile of the three colleges is unique when viewed by age, ethnicity and gender.

Age - In fall 2007, 43% of the students were 30 or older at Cañada College, while only 20% of the students at Skyline College were. Slightly over 35% of the students at CSM were 30 or older.

Ethnicity - In fall 2007, over 40% of the Cañada College students were Hispanic, close to 40% of the CSM students were White, and more than 42% of the Skyline College students were Asian and Filipino.

Gender - In fall 2007, 63% of the Cañada College students were female, 53% of the Skyline College students were female, while CSM students were 49% female.

Planning Assumptions Different programs and services needs exist at each of the three colleges.

Recommendations:

Continue examining the specific needs of the student body and college service areas in order to develop and maintain appropriate programs and services.

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2. Education Assumptions

2.1 ***Enrollment And Access*** Using prior enrollment trends as a guide, the five year projected growth in enrollment and FTES for the district is moderate. However, during the 2007-08 year the three colleges showed substantial growth (5.9% in the fall and 8.8% in the spring). The district's share of the county's population is declining when comparing the number of students in our district to the adults in our county - typically called the Population Participation Rate. There are some county residents who take classes outside the county, and there are also students coming into San Mateo County from other counties. The first group is significantly larger than the second, so there is a net outflow of residents taking college classes outside the county.

Planning Assumptions The district will likely continue to grow if the district and colleges maintain a focus on enrollment management (outreach and retention strategies), improving services to better meet students' needs, and continued improvements in facilities.

Recommendations:

a. Focus enrollment planning efforts on the key populations needing to be served as determined by research.
b. Conduct the necessary research to understand the reason for the outward migration of county residents and declining population participation rate and develop mitigating strategies.
c. Continue carefully designed marketing and outreach activities as a key element in the district's enrollment management strategy.

2.2 ***Student Success And Retention*** Seven out of 10 students new to the colleges are not prepared for college-level work and these students are generally placed into remedial or developmental coursework. Research shows that unprepared college students who take remedial courses are likely to drop out. Learning communities and integrated learning provide effective contexts for student success for many students. Concurrent enrollment expedites the transition to college for high school students and assists students to formulate an educational plan that fulfills their goals.

Planning Assumptions Student preparedness for college-level work is strengthened by partnerships among the various segments of education, K-12, community colleges and the four-year institutions. Vital student support services, learning communities, integrative learning, including College Connection initiatives all support student success.

Recommendations:

a. Identify gaps in student educational achievements and develop strategies that narrow and eliminate these gaps in conjunction with successful initiatives including teaching approaches, learning styles, intervention strategies, financial aid and

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counseling.

b. Build more partnerships and bridges with educational leaders and strengthen the College Connection program as a way to encourage high school students to attend college.
c. Offer a third Middle College High School in the district.
d. Implement plans to utilize CalPASS (California Partnership for Achieving Student Success) initiative to support inter-segmental faculty dialogue.

2.3 ***Choice And Convenience*** Community college students are often working adults who juggle priorities among work, study, family and classroom. All of these, along with traffic congestion, impact their college attendance. There is no public four-year institution of higher education in the county. Many residents are unable to travel outside the county for that service. Some members of this segment of the population cannot participate in on-campus courses. Younger, incoming students will be technologically savvy and will expect more from technology at the colleges, as high-speed Internet connectivity is becoming nearly universal in the county. Among the students enrolled, five percent of them attend more than one college with the district.

Planning Assumptions When alternative providers are clearly available, it challenges the colleges to better understand and meet the needs and desires of the students. Instructional modalities, student services, schedules, and facilities must accommodate and meet student needs, including the unmet demand for upper division higher education in San Mateo County and the increasing need for distance education.

Recommendations:

a. Streamline processes and practices to allow students seamless access to educational opportunities across the District.
b. Examine and balance program offerings across the District.
c. Develop and implement the SMCCCD Distance Education Strategic Plan and the corresponding college plans to respond to the community demand.
d. Expand the upper division higher education opportunities provided by the University Center.
e. Investigate the feasibility for an alternative academic calendar based on student needs.

2.4 ***Student Achievement*** The colleges' degree and certificate offerings are diverse and every year more students are receiving Associate of Science degrees, but the Associate of Arts degree awards have not increased in over six years and the certificate awards have decreased. Further, there is a decreasing trend in transfers to CSUs.

Planning Assumptions The changing CSU GE patterns may correlate to the declining trends in transfers to CSUs, Nonetheless, it challenges our district to investigate all reasons for the changing patterns of certificate and degree attainment in our district.

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Recommendations:

a. Review the current articulation with 4-year institutions to identify any opportunities for strengthening.
b. Identify ways to further encourage and facilitate degree attainment.
c. Identify strategies for understanding and addressing the decreasing trend in transfers to CSUs.

3. Employment, Housing and Income Assumptions

3.1 ***Jobs, Careers And Global Education*** From 2008 to 2014, the county will add about 5% more jobs, keeping pace with the slow population growth. Service, information, and trade industries will provide the bulk of these new jobs. The workforce environment is increasingly knowledge-based, dynamic, and transitory. A significant portion of the new jobs will be concentrated in knowledge-based industries, especially computers and electronics, biotechnology, and in all likelihood, emerging green industries. The current skilled workforce in California is decreasing due to retirements as the population ages. Globalization has resulted in many U.S. jobs being moved to foreign countries, yet many jobs serving the needs of the County and surrounding regions must remain available locally. Further, workers are changing jobs and even careers more frequently than decades ago.

Planning Assumptions The need for career technical degree options, skills certificates, job training programs and services, and other short-term programs will continue to increase. Those who have obtained skills needed in a competitive marketplace may later seek opportunities for skills upgrade, career development, general education and lifelong learning that can lead to higher levels of education attainment. Economic globalization is breaking down the borders of traditional service areas of the colleges.

Recommendations:

a. Convene leaders of the business and industry community periodically to assess workforce development needs and to support the endeavors of the colleges to address them.
b. Identify emerging workforce development opportunities for each of the colleges and respond to changing job training needs through the colleges'Career and Technical Education programs and services.
c. Strengthen course offerings, services and workplace opportunities that prepare students for the demands of the contemporary workforce.
d. Assess community and contract education needs and expand international education.

3.2 ***Socio-Economic Divide*** San Mateo County is, on average, affluent and well-educated, however, there are places within its borders where the opposite is true. Those who are more

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sensitive to cost of higher education are often unaware of the financial aid opportunities.

Planning Assumptions The socio-economic divide within San Mateo and neighboring counties will continue to challenge the colleges in planning and offering programs and services.

Recommendations:

a. Create additional partnerships between the colleges and with business and industry to create and strengthen programs that adequately prepare students for the modern economy.
b. Increase Financial Aid awareness through the student outreach and enrollment processes.

4. Fiscal, Human, Physical, and Technology Assumptions

4.1 ***Limited Resources*** The California Community Colleges have been historically underfunded. The district's fiscal scenarios for the next two years are showing continued increase in expenses, but little or no growth in funding per student (FTES).

Planning Assumptions Given the overall negative fiscal outlook of the State of California, funding will continue to be severely limited in the near future, therefore, directly challenging "Revenue Limit" districts like SMCCCD to achieve optimal enrollment levels.

Recommendations:

a. Continue and expand initiatives and services that optimize enrollment.
b. Implement the SMCCCD Foundation Business Plan to increase its Net Asset Value and to distribute more scholarships and grants.

4.2 ***Attracting And Retaining Faculty And Staff*** Half of the district faculty will reach retirement age in less than 10 years, presenting a higher than normal turnover. However, the cost of housing in San Mateo County remains one of the highest in the nation, impeding our ability to attract and hire qualified employees.

Planning Assumptions The colleges will continue to face a real challenge in faculty and staff recruitment and retention The ability to provide consistent and high quality programs is contingent upon the ability of the district to attract, hire and retain qualified employees.

Recommendations:

a. Continue to provide competitive salary schedules and benefits that attract and retain

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employees.

b. Continue the district's role as a leader in taking effective measures to mitigate the high cost of housing.
c. Examine recruitment strategies and develop means to attract more applicants from diverse background for faculty and staff positions.

4.3 ***New, Modernized And Sustainable Facilities*** Close to a $1 billion in capital improvement funds, from local bond and state resources, are fundamentally reshaping the facilities in the colleges. There will be an additional 25% or more usable space at the colleges when the new construction and renovations are completed. Green and sustainable technology is included in all funded construction plans. Access to our three College facilities via public transportation is primarily provided by SamTrans.

Planning Assumptions Improvements to facilities and equipment throughout the district will enhance programs and attract faculty, staff, and students. Better access to our College campuses via public transportation will become increasingly important.

Recommendations:

a. Allocate capital improvement funds in accord with college Educational and Facilities Master plans which respond to the teaching and learning needs of each college.
b. Continue to effectively leverage the capital improvement with state and local resources.
c. Incorporate the consideration for the environment and health and safety in all construction and building maintenance plans and strategies.
d. Work with regional public transit authorities to further improve access to our College campuses.

4.4 ***Changing Technology*** Technology is an integral part of the district's teaching and learning environment. Students have high expectations of the technology capabilities. Faculty adopt technology to enhance teaching and learning. Staff rely upon technology for improving efficiency in operational processes. Growth in the use of technology and its rapid obsolescence will result in greater challenges in involving the cost of acquisition and maintenance.

Planning Assumptions The colleges will continue to increasingly employ technology to enhance teaching and learning in creative and cost-efficient ways. There will be a continuing need to maintain pace with emerging technology in all facets of the organization.

Recommendations:

a. Implement college and district Technology Plans which support teaching and learning, and streamline the operational and governance processes of the district and the colleges.
b. Review various college and district business processes to make the registration, scheduling, information sharing and other operational activities more efficient.

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4.5 ***Professional Development*** Our district's student body is more diverse than faculty and staff. Students coming to the colleges have a broad range of academic needs, ranging from the highest to the most basic level. Further, the ongoing cycle of accreditation involves a number of processes that require faculty and staff regularly assess student performance and teaching methods.

Planning Assumptions The district and colleges need to continue building and enhancing cultural awareness and diversity training. In addition, faculty and staff will continue to be challenged by the complex mission of the colleges and the varied levels of student preparedness. Employees require continuous training and development to deliver effective teaching & learning and to remain current regarding efficient operational processes, policies and procedures. One effective means to fundamentally influence the teaching and learning environment is through the support of faculty and staff professional development.

Recommendations:

a. Strengthen professional development opportunities for faculty and staff.
b. Strengthen faculty and staff development which support the activities to meet the Accreditation Standards.
c. Continue to raise cultural awareness and to provide diversity training.

4.6 ***Safe Campus*** In general, our crime statistics is relatively low, but incidents exist at the three colleges. Open campuses have their challenges. Natural and unforeseen adverse events have occurred.

The San Mateo Community College District is aware that the occurrence of incidents jeopardizing the physical safety and well being of students at institutions of higher education has increased substantially throughout America and that every aspect of a safe and secure environment must be carefully scrutinized and acted upon through both policy and practice in order to maintain the high level of safety district colleges presently possess.

Recommendations:

Demonstrate leadership in every aspect of student, faculty and staff protection through providing professionally trained security force, developing and maintaining emergency response systems, and complying with all laws and regulations.

5. Policy, Public Opinions and Community Needs Assumptions

5.1 ***Accountability Expectations*** The federal government and the general public are intensifying their scrutiny of the performance of educational institutions. Evolving

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accreditation standards are focusing more on evidence-based planning and decision making and measure of outcomes.

Planning Assumptions Public scrutiny of educational institutions will continue. Student learning outcomes and assessments are currently a theme of emphasis for planning and operation of educational institutions. The cost of programs and accountability for student performance will occupy a high priority spot on the agendas of the district and the colleges.

Recommendations:

a. Establish policies and planning activities which are coherent, transparent, and available to all stakeholder groups.
b. Include in all plans definitions and demonstration of student success to ensure that communication strategies at the district and college levels prominently showcase student success.
c. Provide extensive, integrated and coordinated research and planning efforts and resource allocation framework to support the improvement of teaching and learning.

5.2 ***Meeting Community Needs*** In a recent San Mateo County Community Needs research conducted by the district, close to 1,300 adults who were interested in higher education in the next 3 years gave input on their desired educational offerings. They also identified their most preferred times, days, and the ways (distance learning vs. traditional classroom learning). Additionally, studies demonstrate that the connection provided by partnerships is effective in addressing student needs.

Planning Assumptions The colleges need to be innovative, flexible and more responsive in order to adapt curriculum to the needs of the County residents and industries. As a key player in higher education in the County, the district needs to consider positioning itself as the center of opportunity for community members at all points of the continuum of ability and readiness. To be effective the District needs to be working closely with County and regional agencies whose work affects the wellbeing of our student population.

Recommendations:

a. Expand and strengthen partnerships with high schools, 4-year institutions, community agencies, and business and industry.
b. Develop and implement systematic processes for soliciting and evaluating the needs of community residents, current students and partners in relation to college programs and services. Feedback results will be communicated to faculty and staff and corresponding strategies be developed for improving programs and services.

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