District Overview of Strategic Goals

Goal #1: Increase Student Success

**Rationale.** The District has a long history of providing access to educational opportunities including transfer programs, career and technical programs, and general education as well as classes and learning experiences pursued by learners who may or may not pursue credentials or transfer. Access, by itself, is no longer sufficient. Instead, student success, defined as students accomplishing their goals, is critically important. The value of a college degree has risen sharply in the global economy. For example, the gap between the number of jobs requiring a postsecondary degree by 2018 (60%) and the proportion adults holding an associate degree or higher (38%) is a critical concern to colleges and the students they serve. Postsecondary credentials remain the surest ticket to the middle class.

Based on a deep commitment to diversity and equity in student outcomes, the District acknowledges achievement gaps across age, ethnicity, and socioeconomic status. These gaps can be closed through sustained and coordinated efforts by the Colleges, their faculty and staff, and by students themselves. These gaps are also the focus of California’s Student Success Act that mandates assessment, orientation, and education planning activities that are now tied to a new performance-based funding model.

**Supporting Data.** Although San Mateo County is affluent, the District’s Environmental Trends report documents significant shifts toward “minority majority” status, high rates of language “Other Than English” among youth, and poverty rates in six cities in the County that exceed the County average. These factors will challenge the District’s efforts to increase student progression toward their education goals.

Student Equity Reports developed in fall 2014 by the Colleges document gaps in ethnicity, gender, age, and economic status in these areas:

- Participation rates for certain categories of ethnicity, gender, and age not commensurate with their proportions in the county’s population.
- Achievement gaps in course completion and progression to the next level course in the same discipline by ethnicity.

Research prepared for the strategic planning process shows that 12% of all students who entered the District in 2009 earned an associate degree while 8% earned a certificate.

Population projections for San Mateo County show slight decreases through the planning period (2015 to 2020) for young age ranges, highlighting the need for the District to increase retention and penetration rates to maintain current enrollment levels.
**Alignment with College Strategic Plans.** Cañada, CSM, and Skyline support student success through one or more goals or subgoals in their strategic plans.

Cañada Strategic Directions/Goals and Overall Focus: (1) “provide clear pathways for students to achieve educational goals.” (2) “Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.” (Cañada College 2012-2017 Strategic Plan)


Skyline College Goals: “Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.” (Skyline Strategic Plan, 2012-17)

**District and College Strategies and Metrics (to be developed).**

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**Goal #2: Broaden Partnerships**

**Rationale.** The District and its Colleges acknowledge the reciprocal importance of existing partnerships and need to forge new, strategic partnerships among schools, business and industry, and community based organizations that align with the District’s goals. These partnerships support greater access to education opportunities and increased student success as well as help all parties identify new avenues of cooperation. Expanded engagement with partners can result in new pathways for students and learners that result in addressing labor market needs, improving rates of student success in programs and classes, and accelerating completion and transfer rates.

**Alignment with College Strategic Plans.** Cañada, CSM, and Skyline support collaborative partnerships through one or more goals or subgoals in their strategic plans.

**District and College Strategies and Metrics (to be developed).**
Goal #3: Innovation through Professional and Organizational Development

**Rationale.** Students and employees are the District’s most valuable asset. Professional and organizational development for faculty, staff, and administrators ensures student success and the development of innovative practices. At a time when the District’s students are changing, advances in teaching and learning also have increased. The District and its colleges will continue to keep abreast and implement those advances and other practices that drive effective educational performance. These improvements seldom can take place without professional development for all employees that identify, promote, and track effective innovations.

Organizational development speaks to the effectiveness of the District’s entire operations including professional development. Taxpayers and citizens have expectations that the District and its Colleges are good stewards of public resources. Better use of data to measure current effectiveness and future progress is fundamental to organizational development, allowing the District to plot its future. Increased external scrutiny also drives the need to develop and use metrics. Recent legislation, for example, requires all California Community Colleges to develop a framework of indicators designed to measure ongoing operations and including accreditation status, fiscal viability, student performance and outcomes, and compliance with state and federal guidelines.

**Alignment with College Plans.** Cañada, CSM, and Skyline support professional and organizational development through one or more goals or subgoals in their strategic plans.

Cañada College Cañada Strategic Directions/Goals: (1) “...conduct provocative professional development.” Additionally, Cañada references the use of data to “monitor the student success and completion data on a regular basis to assess progress” and the use of “TracDat data for the College Program Learning Outcomes” (Cañada College 2012-2017 Strategic Plan)

College of San Mateo Institutional Priorities: “Priority 4: Support Professional Development.” Additionally, the College references the use of data for, “Program review, assessment of SLO’s, and a variety of institutional-level data analyses [that] allow CSM to evaluate its success and engage in continuous quality improvement. (2013-14 to 2015-16 Institutional Priorities)

Skyline College Goals: “Recruit, retain and support a world-class faculty, staff and administration that is committed to ongoing improvement through access to opportunities for professional growth and advancement.” (Skyline Strategic Plan, 2012-17) Additionally, the College has created a Balanced Scorecard Web page as a way to enhance the existing college-wide planning.

**District and College Strategies and Metrics (to be developed).**