

College of San Mateo

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of
Reaffirmation of
Accreditation

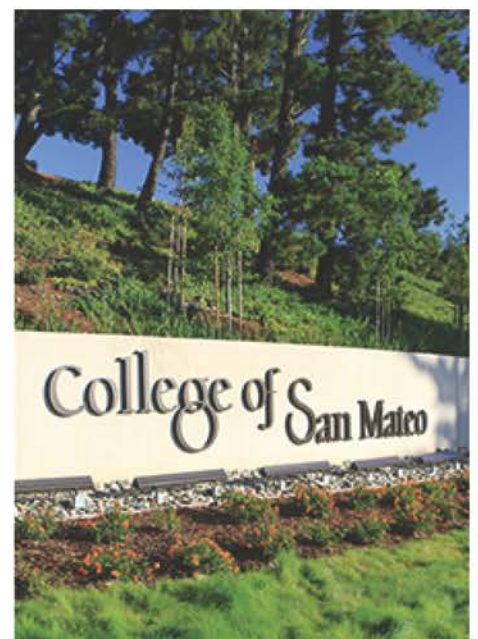
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Volume 2
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Appendix E Evidence of Student Learning Outcomes and Assessment of Outcomes

Student learning outcomes and their assessment are embedded in the College's integrated planning process, which is centered on student learning and success [Standard 1 and Appendix E]. Further, the College, at the program level and the institutional level, engages in ongoing and robust discussion about student learning through program review, department and unit meetings, committee meetings, all-college meetings, and the Institutional Planning Committee [Standards I, II, and Appendix E]. These program-level and institution-level discussions specifically meet another Institutional Priority: Enhance Institutional Dialog. The assessment of student learning outcomes, which are specifically linked to program review, informs decision making about resource allocation and the development of plans and initiatives [Standards I, II, and III].

Evidence of Institutional Student Learning Outcomes

College of San Mateo is at the sustainable continuous quality improvement level for student learning outcomes (SLOs). First presented is quantitative data on the implementation of SLOs at various levels within the College. This is followed by narrative responses to each of the Rubric Statements for both the Proficiency and the Sustainable Continuous Quality Improvement Levels from the Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes (ACCJC – July 2011).

Quantitative Data

Courses

	In 2012-13 Catalog	Regular courses* offered during 2010-11, 2011-12, and/or 2012-13
Number of courses	1010	639
Number of courses with defined SLOs	978	623
Percentage of total	96.8%	97.5%
Number of courses with ongoing assessment of SLOs	434	434
Percentage of total	43.0%	67.9%

*Course count does not include experimental courses, special projects courses, or special topics courses.

Programs

Total number of certificate and degree programs**	72
Number of programs with defined SLOs	55
Percentage of total	76.4%
Number of programs with ongoing assessment of SLOs	50
Percentage of total	69.4%

**This number includes certificate of achievement, AA, AA-T, AS, and AS-T degrees, but does not double count programs that offer two or more certificates or degrees with the same major requirements.

Student Learning and Support Activities

Total number of student learning and support activities	32
Number of student learning and support activities with defined SLOs	32
Percentage of total	100.0%
Number of student learning and support activities with ongoing assessment of SLOs	32
Percentage of total	100.0%

Institutional Learning Outcomes

Total Number of Institutional Student Learning Outcomes (GE SLOs)	5
Number of General Education SLOs with Ongoing Assessment of SLOs	5
Percentage of Total	100.0%

Narrative Responses to Rubric Statements**Student Learning Outcomes and Authentic Assessments Are in Place for Courses, Programs, Support Services, Certificates and Degrees**

Listing of course level student learning outcomes in the official course outline of record at College of San Mateo (CSM) has been a requirement for more than six years. Since course outlines are required to be updated at least every six years, this requirement demonstrates CSM's commitment to having course level outcomes defined for every course offered at CSM.

At CSM the term *program* was originally interpreted to mean *a sequence of courses leading to a certificate*. As a result, degree programs at the College were not asked to define degree program SLOs. A major effort was

undertaken by faculty during the 2011-12 academic year, and most degree programs defined student learning outcomes for students completing AA, AS, AA-T, or AS-T degrees. This year, several more programs have identified SLOs for their degree and/or certificate. In parallel, faculty, staff, and administrators worked together to develop an online degree application procedure which asks students to complete a self-assessment survey to assess the degree level outcomes associated with the degree for which they are applying. This assessment tool to assess graduates has been in place since the summer 2012 session. The same assessment tool is now in use for certificate applicants, beginning spring 2013. Survey responses will be tallied for each academic year and posted on the College website for current and prospective students, the public, and faculty and administrators [E-1]. Analysis of the survey responses will be recorded by faculty and discussed in program review beginning in the 2013-14 academic year, resulting in ongoing assessment being part of the College's integrated planning process.

CSM has added learning support services, including the new Learning Center and discipline-specific learning support centers, to its list of "Student Learning and Support Activities," which formerly included 17 student services departments and the Library—all with defined outcomes and ongoing assessment. In 2012-13, all 14 learning support centers completed annual program reviews, in which results and scheduling of SLO assessment are discussed.

In 2010, faculty began using TracDat to record (1) the methods used for assessment of outcomes, (2) the results of those assessments, (3) any action steps planned by the department to address deficiencies, and (4) follow-up on the impact of those action steps. TracDat is being used by instructional departments for course and program (degree and/or certificate) SLOs, by learning support and student services departments for program and course SLOs, and by administrators and the College Assessment Committee to track assessment and identify areas in need of improvement, thus promoting continuous quality improvement.

There is Widespread Institutional Dialog about Assessment Results and Identification of Gaps

Program review, where faculty reflect on the results of SLO assessment, is a process that drives institutional dialog. The Academic Senate Governing Council of College of San Mateo redesigned the program review form and process for the 2012-13 academic year in order to make more transparent how program review is used in integrated planning, including resource allocation and identification of common themes and trends, at the institutional level. As part of the program review process, the Institutional Planning Committee (IPC) now reads and provides feedback on all program reviews for instructional programs, learning support programs, and student services departments. On Saturday, May 4, 2013, IPC held a special meeting for its membership to discuss program reviews in small groups consisting of students, faculty, staff, and administrators. These small groups evaluated the program reviews including specifically how they addressed student learning (SLO assessment results) and success.

Results of Institutional (General Education) SLO assessment are discussed at College Assessment Committee and Institutional Planning Committee meetings. On September 14, 2012, an all-college meeting was held to discuss the results of assessment and revision/reaffirmation of the Institutional SLOs. The meeting was attended by students, faculty, staff, and administrators [E-2]. Input was gathered and further discussed by the College Assessment Committee. Recommendations were brought to Academic Senate Governing Council and

further discussed. On April 23, 2013, the Academic Senate Governing Council adopted revised Institutional SLOs, which will appear in the 2013-14 College Catalog [E-3].

Decision Making Includes Dialog on the Results of Assessment and is Purposefully Directed Toward Aligning Institution-wide Practices to Support and Improve Student Learning

Course level SLO assessment results are discussed in program review and are used to determine departments' or programs' action plans and to request resources to implement the plans. Resource requests must be justified in program review by linking the resource request to its effect on student learning outcomes. For example, full-time faculty position requests originate in program review, and the position requests must include the extent to which the position will impact student learning.

As mentioned previously, the new program review process includes reading and evaluating the program reviews by the Institutional Planning Committee. This reading is used not only to identify individual program needs and evaluate the program reviews, but also to identify trends and themes across programs at the College. Additionally, each division met after programs had written program reviews and identified common trends and themes within the division. The trends and themes identified within and across divisions will be used to set and adjust action plans for the Institutional Priorities for the next academic year.

This planning process is described in *Overview of Institutional Planning for Continuous Improvement of Student Success* (see Thematic Abstract) and was communicated to students, faculty, staff, and administrators in an all-college meeting on October 2, 2012.

Appropriate Resources Continue to Be Allocated and Fine-tuned.

CSM provides strong support for faculty in developing, assessing, and reporting assessment results for student learning outcomes.

CSM funds a full-time faculty member to be the SLO coordinator for the college at 40 percent of his/her position. The SLO coordinator is further supported to attend conferences relevant to student learning and assessment. In the past two years, the SLO coordinator has attended the 2011 Accreditation Institute, the 2012 Accreditation Institute, the 2012 Strengthening Student Success Conference, and the 2013 Accreditation Institute. In all these cases, travel costs, lodging, meals, and registration were paid for by the College, as were the costs of substitutes for the coordinator's instruction obligations.

CSM has provided stipends to faculty who attend Saturday workshops on SLOs and their assessment.

In coordination with CSM and its sister colleges, Cañada College and Skyline College, the San Mateo County Community College District purchased the program TracDat for recording SLOs, assessment methods, results of assessments, action plans, and follow-ups to action plans. Additionally, TracDat is used to show alignment between course SLOs and program (certificate and/or degree) SLOs and between course SLOs and Institutional (General Education) SLOs.

CSM continues to support faculty in SLO assessment. In 2012, CSM purchased Class Climate and trained the SLO Coordinator in its use. Class Climate is a software package that allows users to create paper and/or online questionnaires, collect and analyze responses, and track results. This provides additional assessment options for faculty.

Comprehensive Assessment Reports Exist and Are Completed and Updated on a Regular Basis.

The College began using the program TracDat in spring 2010 to record the assessment methods used for each course SLO and each student services area SLO, as well as the results of those assessments.

Reports from TracDat are used to document to the College community—through program review—the results of course, program (certificate and /or degree), learning support services areas, and student services areas SLOs. Department resource requests all must begin in program review. Justification of resource requests must be made in program review and based upon the effects on student learning.

The College's Institutional SLOs have been defined as GE SLOs. These SLOs have been assessed through a student self-assessment survey each spring semester beginning with 2010. Assessment results have been presented to the College community through the Institutional Planning Committee and have been discussed yearly by the College Assessment Committee. Results of these assessments are posted on the College website [E-4].

Due to the redefinition of program SLOs, assessment of degree SLOs began for many programs with August 2012 graduates. The Office of Planning, Research, and Institutional Effectiveness (PRIE) plans to generate and provide the degree SLO assessments to faculty. Although plans originally called for faculty to receive these reports beginning in fall 2012 for the summer 2012 graduates, due to the small number of summer graduates, reports that combined summer 2012 and fall 2012 graduates were generated and posted [E-5]. Even this combination contains a small number of graduates, and it is planned to replace these reports with the 2012-13 academic year results once spring 2013 data is available.

Course Student Learning Outcomes Are Aligned with Degree Student Learning Outcomes.

Since the College of San Mateo defined Institutional SLOs to be the outcomes for a student completing a General Education (GE) sequence at the College, program outcomes have not been mapped to institutional outcomes. Instead, students who complete a degree at the College achieve the degree (program) SLOs in parallel with the General Education (institutional) SLOs. As a result, course level SLOs map to degree SLOs and General Education SLOs.

Due to the redefinition of program SLOs to include degree SLOs, alignment has not been completed for all degrees offered by the College. On September 15, 2012, the SLO coordinator held a workshop to guide faculty to indicate the alignment of course SLOs with degree and certificate (program) SLOs and General Education SLOs using TracDat. Faculty representing departments from all five academic divisions attended the workshop. Although many departments had already determined the alignment of their SLOs, by the end of the workshop, departments had recorded these alignments within our assessment tracking software.

Students Demonstrate Awareness of Goals and Purposes of Courses and Programs in Which They Are Enrolled.

To inform students of the goals and purposes of the courses and programs in which they are enrolled, SLOs for courses, degrees, certificates, student services units, student support services (primarily the learning support centers), and General Education (the college's institutional SLOs) are available on the College website.

Course level SLOs are available on the course outline of record. To ensure students are aware of the SLOs for the courses in which they are enrolled, faculty list course level SLOs on course syllabi. Division deans collect course syllabi to check that SLOs are listed.

To inform students of the purposes and goals of the programs in which they are enrolled, the college lists certificate and degree level SLOs in the College Catalog. Institutional (General Education) SLOs will be listed in the 2013-14 Catalog.

The College lists SLOs for courses, degree programs, certificates, student support services, learning support services and for the General Education program (institutional) on the College website.

Student Learning Outcomes and Assessment Are Ongoing, Systematic and Used for Continuous Quality Improvement.

The program review process now in place at College of San Mateo includes discussion of assessment results as well as actions planned for improving student learning. The process also includes identification of themes and trends in the program reviews within each division. Furthermore, the Institutional Planning Committee (IPC) reads and evaluates program reviews and identifies themes and trends to identify and support plans and initiatives in support of Institutional Priorities and to prioritize funding. This process began at College of San Mateo during the 2012-13 academic year and included a special Saturday meeting of IPC on May 4, 2013. In the meeting, the membership of IPC broke into several small groups containing students, faculty, staff, and administrators. Each group read and evaluated 12 to 15 program reviews from across instructional divisions, learning support services and student support services. The groups also identified common themes and trends which crossed division boundaries.

Dialogue about Student Learning is Ongoing, Pervasive, and Robust.

The College formed a Learning Support Centers Coordination Committee (LSCCC) as an ad hoc committee during fall 2012. The LSCCC is now a standing committee of the Academic Senate. Its membership includes faculty, staff, and administrators who coordinate the College's 14 Learning Support Centers (the Learning Center and 13 discipline-specific learning support centers). During the fall 2012 semester the membership of the LSCCC revised and drafted SLOs, including a common SLO, for each learning support center.

The program review process at the College includes discussion of student learning at the department, division, and college levels. Discussion of student learning at the department level occurs when program reviews are written. After program reviews are written, divisions meet to identify and discuss themes and trends across the division. These themes and trends focus on student learning, student success, and resource needs. When the Institutional Planning Committee (IPC) meets to read and evaluate program reviews and identify themes and trends which cross over division lines, there is again discussion of student learning.

The 2012-13 academic year was the pilot year for College of San Mateo's Honors Project. The Honors Project drafted SLOs for students completing the required courses in the Honors Project.

Evaluation of Student Learning Outcomes Processes.

On September 14, 2012, the SLO coordinator held an all-college meeting to discuss the results of assessment and revision and/or reaffirmation of the Institutional (General Education) SLOs. Students, faculty, staff, and administrators attended the meeting. In addition to discussing the content of the Institutional SLOs, they discussed options for future assessment.

The general SLO process was discussed in an Instructional Administrators Council meeting. The Council discussed what is working, what needs improvement, and how to make the process meaningful in CTE programs with only adjunct faculty. As a result of this discussion and the ideas generated at this meeting, a faculty member in the Business and Technology Division developed a grid to aid adjunct faculty in recording assessment results and closing the loop of the assessment cycle. Use of the grid across instructional divisions and the possibility of a new staff position for ongoing data entry into TracDat are on the agenda for the June 11, 2013, Instructional Administrators Council meeting.

Evaluation and Fine-tuning of Organizational Structures to Support Student Learning Is Ongoing.

During the 2011-12 and 2012-13 academic years a new program review process was developed to ensure that student learning and program review were a vital and visible part of integrated planning at College of San Mateo ([see Thematic Abstract](#)) [E-6]. The integrated planning process at College of San Mateo was communicated to the campus at large in an All-College Meeting on October 2, 2012. The institutional planning cycle has led to changes in the roles and functions of the Institutional Planning Committee (IPC). IPC now reads and evaluates all program reviews from instructional programs, learning support programs, and student services departments to identify themes and trends across the College. These themes and trends include the results of SLO assessment and are used to guide institutional plans and initiatives which in turn inform institutional budgeting and resource allocation. The goal of this planning cycle is institutional improvement in student learning and success.

Student Learning Improvement Is a Visible Priority in All Practices and Structures across the College.

As previously mentioned, in fall 2012 the College formed a Learning Support Centers Coordination Committee (LSCCC). The LSCCC brings together faculty coordinators, directors, and staff in a combined effort to ensure student success. The committee coordinates hours of operation, computer and technology resources, staffing, and scheduling of services to create a comprehensive learning support network for all students. The LSCCC is now a standing committee of the Academic Senate.

The program review process at the College of San Mateo includes evaluation by the Institutional Planning Committee (IPC) and identification of themes and trends at the college level. A major component of program review is student learning. SLO assessment and the themes and trends from program review identified at the division level and at the college level guide institutional plans and initiatives which in turn guide the institutional budgeting and resource allocation as a part of the institutional planning cycle. The institutional planning cycle is designed to result in continuous improvement of student learning and success at the College (see Thematic Abstract).

Learning Outcomes Are Specifically Linked to Program Reviews.

Instructional programs, learning support programs, and student services departments all complete program review on an annual basis. The program review process now in place at College of San Mateo includes sections on reflection on SLO assessment results and discussion of action steps and plans for improving student learning. Additionally, program review is where resource requests originate. These resource requests are linked to the plans and actions for improving student learning.

Self-Assessment on Level of Implementation

As supported by the information above, College of San Mateo (CSM) is at the sustainable continuous quality improvement level for student learning outcomes (SLOs). The behaviors described in the Sustainable Continuous Quality Improvement (SCQI) Level of the Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes are characteristic of CSM. Revision of a course or program or creation of a new course or program includes listing SLOs for that course or program. There is dialogue about student learning and assessment results throughout the institution. The results of assessment are drivers of decision-making including resource allocation. CSM supports the faculty and staff in developing SLOs and appropriate assessment methods at all levels. SLOs for courses are available on publicly available course outlines and are displayed on the College website, and instructional faculty place them on their course syllabi. SLOs for degrees and certificates are now listed in the College Catalog and are also on the college website. SLOs for student service departments, learning support services, and the institution (General Education SLOs) are on the College website. Institutional SLOs will also be listed in the *College Catalog, 2013-2014*.

CSM has developed an Integrated Planning Process with Student Success at its center. This planning process and its development are evidence of CSM's attainment of the SCQI Level of SLO Implementation.

CSM has also revised its program review process. The new process exemplifies the SCQI Level of SLO Implementation.

The *College Catalog, 2012-2013* contained 32 courses that have not yet defined course SLOs. During the 2012-13 academic year, 14 of these courses were banked or revised to include SLOs. Four more courses are still in the curriculum review process. This leaves only 14 courses without defined student learning outcomes. Assessment of certificate and degree SLOs has begun, but data may need to be gathered over several academic years before meaningful analysis is possible due to small numbers of graduates/certificate earners in small programs.

SLO Matrix for TracDat and Glossary

Shown on the following pages is a 2012-13 course SLO reporting form, developed by a College of San Mateo faculty member based on TracDat menus and training information. This form was used in the Business and Technology Division to expedite recording SLO assessment results in TracDat. Because of its successful use in spring 2013, consideration of the possible college-wide use of this form was an agenda item at the June 11, 2013, Instructional Administrators Council meeting. The instructional administrators offered suggestions for modification to the grid. The grid and the suggested modifications will be sent to the SLO coordinator and the College Assessment Committee, who will consider the grid and its accompanying glossary for use college-wide. This form is a draft of a tool being considered for wider use at the College in 2013-14; it is not in its final form. It is included as evidence of ongoing assessment and dialog related to the SLO process at the College.

2012-2013 CSM Course SLO Form
 Instructor's Name:

Course Number:
 Course Name:

1. Student Learning Outcome(s) Defined	2A. Assessment Method Category	3. Assessment Method	4A. Success Criterion	5A. Result	6. Action	7A. Action Date
<p>What students will learn, know, do or value at course end</p> <p>Please note: not all SLOs need to be assessed each semester. Assess a minimum of two SLOs per semester.</p>	<p>Select one of the following and copy/paste it into the second column box for each SLO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment project <input type="checkbox"/> Capstone assignment project <input type="checkbox"/> Essay <input type="checkbox"/> Exam/test/quiz <input type="checkbox"/> Forum/discussion <input type="checkbox"/> Other <input type="checkbox"/> Portfolio <input type="checkbox"/> Pre- and Post-testing <input type="checkbox"/> Presentation/performance <input type="checkbox"/> Survey <p>2B. Course Outcome Status (choose one)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Active <input type="checkbox"/> Active-currently assessing <input type="checkbox"/> Inactive <p>Start Date, End Date Mo/Day/Year for each</p>	<p>The process which directs how assessment will be conducted.</p> <p>Describes how the assessment instrument is administered, to what subset of students it will be given, in what course, etc.</p>	<p>Part of an assessment method and the targeted results of an assessment.</p> <p>Example: 75% of the students taking the assessment will meet or exceed the standard. This field in TracDat should be explicit about both the criterion and the standard of performance: 75% of students will score 80% or higher on the assessment. Or: 75% of the students are to meet this criterion.</p> <p>4B. Schedule When is this SLO being assessed? When will the next assessment occur?</p>	<p>This field in TracDat delineates levels of student performance with reference to established criteria as they are revealed in the result (e.g., meets criteria, does not meet criteria, inconclusive).</p> <p>5B. Check if the criteria was met, not met or if it was inconclusive</p> <p>Select one of the following and copy/paste it into this column's box for each SLO.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met <input type="checkbox"/> Inconclusive 	<p>An agreed-upon strategy among faculty to address the results of an assessment.</p> <p>The plan could include changes to pedagogical approach, increasing learning opportunities in the curriculum or courses. This could also be a plan to continue with the current strategy to follow a pattern or trend. Include information on what action was decided relative to a result of an assessment.</p>	<p>Month/day/year of intended change</p> <p>7B. Action Plan Category Select one of the following and copy/paste it into the last column box for each SLO.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct further assessment <input type="checkbox"/> Use new or revised teaching methods <input type="checkbox"/> Develop new evaluation methods <input type="checkbox"/> Plan purchase of new equipment or supplies <input type="checkbox"/> Make staffing changes <input type="checkbox"/> Engage in professional development <input type="checkbox"/> Revise course syllabus or outline <input type="checkbox"/> Other
<p>SLO Example: Students will be able to write concise and detailed reports based on their findings.</p>	<p>Example: <input type="checkbox"/> Assignment Project <input type="checkbox"/> Active-Currently Assessing</p> <p>1/18/13-5/18/13</p>	<p>Example: Writing project #3: occupation categories that support with drafters.</p>	<p>Example: 75% of the students will meet or exceed this criterion. Spring 2013 Next Assessment Spring 2014 or Next assessment next time course is offered.</p>	<p>Example: 62% of the students met the criterion. A majority have difficulty writing in English. Transportation issues arose when students were asked to make site visits.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Criterion not met 	<p>Example: A prerequisite of ENGL 848 should be added to the course or this particular SLO needs to be rewritten or eliminated.</p>	<p>Example: 5/22/13 Revise course sequence or prerequisites</p>
<p>SLO 1</p>						
<p>SLO 2</p>						
<p>SLO 3</p>						

TracDat Glossary and Definition of Terms

Term	Definition
TracDat	A web-based reporting and data management system purchased by SMCCD for managing, tracking, and reporting on student learning outcomes assessment.
Action Plan	An agreed-upon strategy among faculty to address the results of an assessment. The plan could include changes to pedagogical approach, increasing learning opportunities in the curriculum or courses. This could also be a plan to continue with the current strategy to follow a pattern or trend. Also see Analyzing Results. The field in TracDat called “Action” should include information on what action was decided relative to a result of an assessment.
Action Status	This field in TracDat notates the status of an action plan relative to the result of an assessment. “Action complete” indicates that the action noted in the Action field is complete. “Action in progress” indicates that an action step has been decided upon and is in progress. “Action pending” indicates that an action has yet to be determined, in which case the Action field may be blank.
Analyzing Results	This is a discussion among faculty to understand the significance of assessment results, the possible reasons for those results, and possible actions to address or improve the results.
Assessment	A general term that describes the process of using evidence to learn if we are achieving our goals for learning, institutional effectiveness, etc.
Assessment Instrument	The device, tool, or medium used to collect information in the assessment. This can be an embedded course assessment such as an assignment, exam, or term paper. It can also be a portfolio, capstone project, survey, internship, or other research method. Many instruments test a range of skills. In such instruments, specific outcomes are typically measured by indicators or specific subsets of questions or items. Also see Indicators.
Assessment Method	The process which directs how assessment will be conducted. This is a field in TracDat that describes how the assessment instrument is administered, to what subset of students it will be given, in what course, etc. The whole process can be viewed in TracDat in a four-column report that shows outcomes, measures, results, and actions plans.
Assessment Plan	A plan that lays out the entire assessment process. In TracDat, this report includes department mission and goals, program outcomes, assessment methods, results, action plans. This pre-set report is available in TracDat’s Reports tab, called “Assessment Plan.”
Closing the Loop	Complete assessment cycle, which includes developing an assessment method, administering the assessment, collecting and reporting the data, analyzing the results, and developing an action plan. Once the loop is completed, it is repeated to assess the impact of the action plan.
Collecting and Reporting Results of Assessment	Using the standard to evaluate the assessment, aggregate data, and present the findings or results in a succinct narrative. Use the Results field in TracDat to input this information.
Course Outcome	Knowledge or skill we want our students to demonstrate upon finishing a specific course. Course-level skills should relate to broader program outcomes.

Continued on next page.

TracDat Glossary (continued)

Term	Definition
Criteria	Part of an assessment method and the targeted results of an assessment. For example: 75% of the students taking the assessment will meet or exceed the standard. This field in TracDat should be explicit about both the criterion and the standard of performance: 75% of students will score 80% or higher on the assessment. Or: 75% of the students are to meet this criterion.
Direct Measure	Provides direct evidence of learning and includes items such as completed tests, assignments, projects, portfolios, capstone projects, field experience evaluations, and performance on licensure examinations.
Indirect measures	Such measures do not assess learning, per se, but provide related evidence such as retention, graduation, and placement rates, and surveys of student and alumni perceptions, satisfaction, etc. Indirect evidence is insufficient alone to assess student learning and must be accompanied by direct evidence.
Indicators	The specific thing you would have to observe (or read or hear) that would indicate a specific skill, attitude, or knowledge. For example, if the outcome is "effective written communication," your measure of this outcome might be a particular assignment or assessment instrument. But what specific things about the writing on this assignment will indicate its effectiveness? The indicators are the specific characteristics of the writing we look for.
Measures	A general term to describe how we know if students have learned what we wanted them to learn or have achieved the skills we wanted them to achieve. Field in TracDat that identifies the assessment instrument and explains the assessment method.
Program Outcome	Broad, comprehensive knowledge or skill we want all our students to demonstrate upon finishing a program.
Result Type	This field in TracDat delineates levels of student performance with reference to established criteria as they are revealed in the result (e.g., meets criteria, does not meet criteria, inconclusive).
Schedule	Part of the assessment method. Field in TracDat that describes the schedule of an assessment method: how and where it will take place, and when it will happen.
Standard	The level of student performance that we accept as evidence of course or program success. A specific description of how a student will demonstrate that learning has occurred.
Student Learning Assessment	Analysis and use of evidence by faculty to make judgments about collective student performance. The purpose is to assess the progress of students at course, program, and/or institution levels in relation to stated student learning outcomes.
Student Learning Outcome (SLOs)	Knowledge or skill we want our students to demonstrate.

Catalog and Other Descriptions of Programs

On the following pages are examples of College Catalog, 2012-2013 descriptions for the following programs:

- *Computer and Information Science*
- *Cosmetology*
- *Dental Assisting*
- *Digital Media*

CS Communication Studies

12 semester units

A grade of "C" or higher is required for each course applied to the certificate

- COMM 110 Public Speaking 3 units
- COMM 130 Interpersonal Communication 3 units

Plus, select 6 units from the following courses

- COMM 140 Small Group Communication 3 units
- COMM 150 Intercultural Communication 3 units
- COMM 170 Oral Interpretation I 3 units
- COMM 171 Oral Interpretation II 3 units

COMPUTER AND INFORMATION SCIENCE

Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).

**University Transfer Program
60–70 transferable units**

- California State University
- University of California
- Independent Colleges and Universities

AS Associate in Science Degree

- Computer and Information Science 60 units
- Computer and Network Forensics 60 units
- Computer Science Applications and Development 60 units

CA Certificate of Achievement

- Computer and Network Forensics 33 units
- Computer Science Applications and Development 31-34 units

CS Certificates of Specialization

- C++ Programming 8 units
- CIS Network Security Specialist 9 units
- Computer Forensics 15 units
- Internet Programming 15–17 units
- Java Programming 8 units

Recommended high school preparation:

Coursework in Mathematics, Computer Programming, English, Business, Electronics.

University Transfer Program

Use Assist (www.assist.org) to identify lower division major preparation for Computer and Information Science for the California State University and the University of California systems. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

Computer and Information Science offers extraordinary career opportunities to individuals who possess fluency in the English language, solid keyboarding skills, and a desire to work with computers on a daily basis. Students in the Computer and Information Science program at CSM are trained primarily on PC microcomputers and receive the finest training and experience available in areas such as programming, data communications, applications development, network support, end-user support, and hardware/systems support.

Major in Computer and Information Science continued on next page



This training is intended to lead to employment in the computing industry or transfer to a baccalaureate institution for continued study in the field and to provide advanced study for computing professionals.

Career opportunities include applied scientist, communications technician, computer maintenance technician, computer operator, data base specialist, documentation specialist, information specialist, Local Area Network (LAN) administrator, PC specialist, programmer, software engineer, software technician, systems analyst, systems test engineer, technician support representative, and as sales personnel skilled in marketing methods for computer systems. While some students secure employment following completion of the A.S. degree or Certificate program, many transfer to four-year universities to complete a Bachelor's degree in a computer-related field.

AS Major in Computer and Information Science

Upon completion of degree requirements, students will be able to:

1. Implement, test and debug a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model.
2. Construct reliable, robust, object oriented solutions to problems involving the storage, retrieval and update of large quantities of data.
3. Demonstrate proficiency in one or more computer programming languages.
4. Communicate technical concepts both in writing and orally.

Complete General Education and other requirements listed for the Associate degree and

Major requirements: 31 semester units

A grade of "C" or higher is required for each course applied to the major.

CIS 255 (CS1) Programming Methods: Java	OR
CIS 278 (CS2) Programming Methods: C++	4 units
CIS 256 (CS2) Data Structures: Java	OR
CIS 279 (CS2) Data Structures: C++	4 units
MATH 251 Calculus with Analytic Geometry I	5 units
MATH 252 Calculus with Analytic Geometry II	5 units
ENGL 100 Composition and Reading	3 units

Plus, select 4 or more units from CIS courses numbered 110 or higher

Plus, select 6 or more units from MATH 253, 268, 270, 275; PHYS 250.

AS Major in Computer and Network Forensics

CNF is the discovery, recovery, and preservation of digital evidence. Students taking this curriculum are introduced to forensic science, networking, computer science, computer hardware, operating systems, and criminal and civil law. The CNF program prepares graduates for entry-level positions in the law enforcement agencies; governmental agencies; private security firms; human resource departments, information system departments, and computer forensic departments in private sector corporations.

Upon completion of degree requirements, students will be able to:

1. Apply criminal investigation techniques to basic computer forensic investigations.
2. Conduct analyses of digital media and recover digital evidence.
3. Employ surveillance methods to uncover and prevent network intrusions.
4. Formulate a network security policy based on risk analysis of the network.
5. Explain how computer forensics is applied by law enforcement and in corporate environments.
6. Document and prepare digital evidence for presentation in court.

Complete General Education and other requirements listed for the Associate degree and

Major requirements: 33 semester units

A grade of "C" or higher is required for each course applied to the major.

CIS 121 Unix/Linux	3 units
CIS 151 Networks and Digital Communications	3 units
CIS 479 Network Security Fundamentals	3 units
CIS 489 Computer Forensics	3 units
CIS 490 Computer Forensics: Network Analysis and Defense	3 units
CIS 491 Computer Forensics: Search and Seizure	3 units
ADMJ 102 Principles and Procedures of the Justice System	3 units
ADMJ 104 Introduction to Criminal Law	3 units
ADMJ 106 Legal Aspects of Evidence	3 units
ADMJ 120 Criminal Investigation	3 units
ELEC 215 Introduction to PC Hardware	3 units

CA Computer and Network Forensics 33 semester units

Complete major requirements listed under Associate in Science – Major in Computer and Network Forensics. A grade of "C" or higher is required for each course applied to the certificate.

AS Major in Computer Science Applications and Development

The Computer Science Applications Development program prepares CSM graduates for entry-level programming positions with companies of all sizes. Program emphasis is on cultivating computer professionals who are technically competent and work well with others. Career opportunities exist in numerous businesses and industries. Typical entry-level positions include quality assurance and systems testing, and frequently involve working on project teams.

Upon completion of degree requirements, students will be able to:

1. Create and debug code for given specifications and write appropriate documentation.
2. Demonstrate a comprehensive understanding of one or more computer programming languages.
3. Demonstrate proficiency in using data analysis and data management tools.
4. Demonstrate proficiency in using one or more internet programming languages to design and implement a web based program.
5. Communicate effectively orally, in writing and in media.
6. Work collaboratively and ethically in teams on projects.

Complete General Education and other requirements listed for the Associate degree and

Major requirements: 31-34 semester units

A grade of "C" or higher is required for each course applied to the major.

CIS 110	Introduction to Computer and Information Science.....	3 units
CIS 151	Networks and Digital Communications.....	3 units
CIS 254	Introduction to Object-Oriented Program Design.....	4 units
CIS 255	(CS1) Programming Methods: Java	OR
CIS 278	(CS2) Programming Methods: C+.....	4 units
CIS 256	(CS2) Data Structures: Java	OR
CIS 279	(CS2) Data Structures: C+.....	4 units

Plus, select 6-8 units from the following courses:

CIS 278	(CS2) Programming Methods: C+.....	4 units
	(if not used above)	
CIS 255	(CS1) Programming Methods: Java	4 units
	(if not used above)	
CIS 256	(CS2) Data Structures: Java	4 units
	(if not used above)	
CIS 279	(CS2) Data Structures: C+.....	4 units
	(if not used above)	
CIS 121	Unix/Linux.....	3 units
CIS 132	Introduction to Databases.....	3 units
CIS 363	Enterprise Database Management with MySQL.....	4 units
CIS 364	Enterprise Data Warehouse.....	4 units

Plus, select 6-8 units from the following courses

CIS 113	Internet Programming: Ruby.....	4 units
CIS 114	Internet Programming: JavaScript/AJAX.....	4 units
CIS 117	Internet Programming: Python	4 units
CIS 127	Internet Programming: HTML5 and CSS.....	4 units
CIS 379	Internet Programming: XML	3 units
CIS 380	Internet Programming: PHP	3 units

CA Computer Science Applications and Development

31-34 semester units

Complete major requirements listed under Associate in Science – Major in Computer Science Applications and Development. A grade of "C" or higher is required for each course applied to the certificate.

CS C++ Programming

8 semester units

A grade of "C" or higher is required for each course applied to the certificate.

CIS 278	(CS1) Programming Methods: C+.....	4 units
CIS 279	(CS2) Data Structures: C+.....	4 units

CS CIS Network Security Specialist

9 semester units

A grade of "C" or higher is required for each course applied to the certificate.

CIS 151	Networks and Digital Communication.....	3 units
CIS 479	Network Security Fundamentals.....	3 units
CIS 489	Computer Forensics.....	3 units

CS Computer Forensics

15 semester units

A grade of "C" or higher is required for each course applied to the certificate.

CIS 121	Unix/Linux.....	3 units
CIS 479	Network Security Fundamentals.....	3 units
CIS 489	Computer Forensics.....	3 units
CIS 490	Computer Forensics: Network Analysis and Defense	3 units
CIS 491	Computer Forensics: Search and Seizure	3 units

Major in Computer and Information Science continued on next page



CS Internet Programming

15-17 semester units

A grade of "C" or higher is required for each course applied to the certificate.

CIS 132 Introduction to Databases	3 units	OR
CIS 363 Enterprise Database Management with MySQL	OR	
CIS 364 Enterprise Data Warehousing	4 units	
CIS 114 Internet Programming: JavaScript/Ajax	4 units	
CIS 380 Internet Programming PHP	3 units	

Plus, select 4–6 units from the following courses:

CIS 113 Internet Programming: Ruby	4 units
CIS 117 . Internet Programmin: Python	4 units
CIS 127 Internet Programming: HTML5 and CSS	3 units
CIS 379 Internet Programming: XML	3 units

CS Java Programming

8 semester units

A grade of "C" or higher is required for each course applied to the certificate.

CIS 255 (CS1) Programming Methods: Java	4 units
CIS 256 (CS2) Data Structures: Java	4 units

COSMETOLOGY

Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).

AA Associate in Arts Degree

Cosmetology 81 units

CA Certificate of Achievement

Cosmetology 57 units

Recommended high school preparation:

Coursework in Art, Business Mathematics, Accounting, Psychology and Interpersonal Communication.

State Law requires completion of the tenth grade or equivalent. Student must be 17 years of age to be eligible for the State Examination. High School students may enroll in cosmetology training at College of San Mateo in their junior or senior year. Contact the Cosmetology Department for more information.

The Cosmetology program at CSM is designed to give students the finest training and experience available, and to prepare them for qualification to take the California State Board of Barbering and Cosmetology examination for licensure as a cosmetologist. Through the expertise of a talented faculty and exposure to professional cosmetologists and salon owners, students can learn hair design, hair coloring, hair analysis, skin care, nail care, and aesthetic enhancement of the body.

Skilled cosmetologists find employment with full-service and specialty salons. Licensed cosmetologists also have the freedom to work either full or part-time, and employment opportunities are available without regard to gender or age. The employment outlook for cosmetologists is good, with positions presently outnumbering applicants.

Admission Requirements:

Student must complete the four items below.

1. The CSM Admissions Application
2. The Cosmetology Program Application (Contact the Department for an application (650) 574-6363)
3. CSM English Placement Test
4. CSM Matriculation requirements

Admissions priority is given to San Mateo Community College District residents.

When space is available, students with previous training may be eligible for admission to the Advanced Standing program in Cosmetology within a one-year period of withdrawal from a pervious school and upon submission of State Board records to the Cosmetology Department.

No student who has completed more than 600 hours of approved training in another school will be admitted to the Advanced Standing program.



AA Major in Cosmetology

Upon completion of degree requirements, students will be able to:

1. Pass the practical section of the State of California Board of Barbering and Cosmetology licensing exam.
2. Pass the written section of the State of California Board of Barbering and Cosmetology licensing exam.
3. Work effectively as a member of a team.
4. Evaluate client needs and select appropriate techniques and products to achieve desired results.
5. Practice work habits that meets with industry standards and practice life-long learning to remain current with industry standards.

Complete General Education and other requirements listed for the Associate degree and

Major requirements: 57 semester units

A grade of "C" or higher is required for each course applied to the major.

COSM 712	Fundamentals of Cosmetology I	10 units
COSM 722	Fundamentals of Cosmetology II	10 units
COSM 732	Advanced Cosmetology I	18.5–23.5 units
COSM 742	Advanced Cosmetology II	18.5–23.5 units

Upon satisfactory completion of 1600 total hours with grades of "C" or higher, students are qualified to take the California State Board of Cosmetology examination for licensure as a Cosmetologist.

CA Cosmetology

57 semester units required

Complete major requirements listed under Associate in Arts – Major in Cosmetology. A grade of "C" or higher is required for each course applied to the certificate.

Special Course in Cosmetology

COSM 750 – Brush-Up

Refresher course to upgrade skills for students who hold an out-of-state license that require supplemental training to qualify for the California State Bureau of Cosmetology licensing exam.

DENTAL ASSISTING

Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).

AS Associate in Science Degree

Dental Assisting 60 units

CA Certificate of Achievement

Dental Assisting 32–40.5 units

Recommended high school preparation:

Coursework in Science, English, Psychology, and courses in Art that develop manual dexterity.

Requirements:

Students are required to take the CSM English Placement Test prior to enrolling in the program. Any student who wants to become licensed by the State of California as a Registered Dental Assistant (RDA) must have a high school diploma or equivalent to qualify for the licensing exam.

AS Major in Dental Assisting

Upon completion of degree requirements, students will be able to:

1. Legally sit for the Registered Dental Assistant (RDA) licensing examination for the State of California.
2. Legally sit for the Certified Dental Assistant (CDA) licensing examination administered by the Dental Assisting National Board (DANB).
3. Follow the continuing education (CE) procedures necessary to maintain current knowledge and remain updated in areas of dental assisting and dentistry in general.
4. Demonstrate knowledge of existing California laws regarding delegatable duties and dental ethics as they relate to dental assisting.

Complete General Education and other requirements listed for the Associate of Science degree and

Major requirements: 35–37 semester units

A grade of "C" or higher is required for each course applied to the major.

DENT 716	Dental Office Procedures (Fall)	2.5 units
DENT 721	Dental Materials I (Fall)	3 units
DENT 722	Dental Materials II (Spring)	2 units
DENT 731	Dental Science I (Fall)	3 units
DENT 732	Dental Science II (Spring)	3 units
DENT 735	(Fall only) or PSYC 100 or SOCI 100	1–3 units
DENT 740	Chair side I (Fall)	3 units
DENT 742	Chair side II (Spring)	3 units
DENT 743	Coronal Polish (Spring)	0.5 unit
DENT 749	Pre-Clinical Science (Fall)	0.5 unit

Major in Dental Assisting continued on next page



DENT 751 Dental Clinic (Fall)	1.5 units
DENT 763 Dental Radiology (Fall and Spring)	2 units
DENT 647 Dental Assisting Clinical Internship (Spring)	4 units
COMM 110 or COMM 130	3 units

Select 3 units from the following courses:

PSYC 100 General Psychology	3 units
SOCI 100 Introduction to Sociology	3 units

CA Dental Assisting

32–40.5 semester units

A grade of “C” or higher is required for each course applied to the certificate.

DENT 716 Dental Office Procedures (Fall)	2.5 units
DENT 721 Dental Materials I (Fall)	3 units
DENT 722 Dental Materials II (Spring)	2 units
DENT 731 Dental Science I (Fall)	3 units
DENT 732 Dental Science II (Spring)	3 units
DENT 735 (Fall only) or PSYC 100 or SOCI 100	1–3 units
DENT 740 Chair side I (Fall)	3 units
DENT 742 Chair side II (Spring)	3 units
DENT 743 Coronal Polish (Spring)	0.5 unit
DENT 744 Dental Sealants (Spring)	0.5 unit
DENT 749 Pre-Clinical Science (Fall)	0.5 unit
DENT 751 Dental Clinic (Fall)	1.5 units
DENT 763 Dental Radiology (Fall and Spring)	2 units
DENT 647 Dental Assisting Clinical Internship (Spring)	4 units
COMM 860 or 100 or 120 Communication in the Workplace	1 unit

Select 1-1.5 units from the following courses:

ENGL 865 or ENGL 838/848 or ENGL 100	1–3 units
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DIGITAL MEDIA

(Pending approval from the State Chancellor’s Office)

Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).

University Transfer Program

60-70 transferable units

California State University
University of California
Independent Colleges and Universities

AA Associate in Arts Degree

Digital Media: Broadcast and Electronic Media Concentration

Digital Audio Option
Digital Video Production Option
Television Producing Option

Digital Media: Graphic Design Concentration

Digital Media: Journalism Concentration

Digital Media: Web/Multimedia Concentration

Web Design Option
Web Developer Option
Multimedia Option

CA Certificate of Achievement

Digital Media: Graphic Design Concentration

Graphic Design
Graphic Production

Digital Media: Journalism Concentration

Digital Media: Web/Multimedia Concentration

Web Design
Web Developer
Multimedia

CS Certificate of Specialization

Digital Media: Broadcast and Electronic Media Concentration

Video Journalism
Television and Radio Broadcasting
Lighting
Digital Audio

Digital Media: Graphic Design Concentration

Graphic Design
Graphic Production

Digital Media: Web/Multimedia Concentration

Web Design/Web Developer
Multimedia
Digital Video

University Transfer Program

Use Assist (www.assist.org) to identify lower division major preparation for Digital Media for the California State University and the University of California systems. For independent or out-of-state col-



leges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

Broadcast and Electronic Media

CSM's Broadcast and Electronic Media program is helping to train the next generation of media makers, equipping them with technical skills, an ethical conscience, and an understanding of how media affects society. This 21st century program prepares students for a career in broadcasting through professional hands-on training. Students in Broadcast and Electronic Media can choose from three A.A. Degrees and four Certificates of Specialization, earn transfer credits, or just build their career skills. Students have the opportunity to explore a variety of possible career choices within the broadcasting industry: TV and video producing, directing, lighting, camera operation (in the studio and field), video editing, scriptwriting, on-air talent, audio recording and mixing, and radio programming. Students can expect rigorous training and real world projects.

TV training takes place in CSM's state-of-the-art TV studio, which is located inside a full-time broadcast station, KCSM-TV. Some classes produce programming that is broadcast on KCSM, so students work on TV shows that will air in a top-ten media market. Students enrolled in radio production will produce programming for a web-based college radio station.

AA Major in Digital Media: Broadcast and Electronic Media Concentration: Digital Audio Option

(Pending approval from the State Chancellor's Office)

The Digital Audio degree prepares students for entry level work in the radio industry or audio production. This degree focuses on: training students in sound recording and mixing; creating radio programming; and studying the intersection of audio and visual media. Students receive hands-on training for work in recording studios, audio production companies, and radio stations.

Upon completion of degree requirements, students will be able to:

1. Demonstrate a working knowledge of the practical and theoretical concepts used in sound recording for radio, television, and other electronic media.
2. Analyze the artistic and technical aspects of audio productions.

Complete General Education and other requirements listed for the Associate degree and

Major Requirements: 27.5 semester units

A grade of "C" or higher is required for each course applied to the major.

DGME 100 Media in Society	3 units
DGME 102 Media Law and Ethics	3 units
DGME 112 TV Studio Production	OR
DGME 113 Digital Video Production	3 units
DGME 118 Digital Audio Production	3 units
DGME 150 Advanced Audio: Radio Production	OR
DGME 152 Advanced Digital Audio: Pro Tools	3 units

MUS 290 Electronic Music I	3 units
MUS 291 Electronic Music II	2 units
MUS 293 Audio for Visual Media	2.5 units
DGME 250 Digital Media Practicum	3 units
DGME 255 Portfolio	2 units

CS Digital Media: Broadcast and Electronic Media Concentration: Digital Audio

12 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 118 Digital Audio Production	3 units
DGME 150 Advanced Audio: Radio Production	3 units
DGME 152 Advanced Digital Audio: Pro Tools	3 units
MUS 290 Electronic Music I	3 units

AA Major in Digital Media: Broadcast and Electronic Media Concentration: Digital Video Production Option

(Pending approval from the State Chancellor's Office)

The Digital Video Production degree prepares students for entry level work in TV and video production. This degree concentrates on broadcast level TV production and shooting and editing digital video. There are hundreds of production companies and TV stations throughout California that employ qualified directors of photography, video journalists, and video editors who have the type of training this program offers.

Upon completion of degree requirements, students will be able to:

1. Demonstrate technical proficiency in video production and postproduction,
2. Analyze the artistic and technical aspects of video productions such as composition, sound, lighting, and continuity.

Complete General Education and other requirements listed for the Associate degree and

Major Requirements: 29 semester units

A grade of "C" or higher is required for each course applied to the major.

DGME 100 Media in Society	3 units
DGME 102 Media Law and Ethics	3 units
DGME 260 Newswriting and Reporting	3 units
DGME 112 TV Studio Production	3 units
DGME 113 Digital Video Production	3 units
DGME 118 Digital Audio Production	3 units
DGME 120 Advanced Video and Editing	3 units
DGME 130 Lighting for Studio and Field	3 units
DGME 155 Video Journalism	3 units
DGME 255 Portfolio	2 units

Major in Digital Media continued on next page



AA **Major in Digital Media: Broadcast and Electronic Media Concentration: Television Producing Option**

(Pending approval from the State Chancellor's Office)

The Television Producing degree prepares students for entry level work as a media producer. This degree focuses on creating regular TV programming, writing, and producing video. Hands-on courses provide training in camera operation, news reporting, video editing and on-air talent, including voiceover and on-camera announcing.

Upon completion of degree requirements, students will be able to:

1. Produce television segments that serve target viewers
2. Identify possible effects of media productions on audiences

Complete General Education and other requirements listed for the Associate degree and

Major Requirements: 29 semester units

A grade of "C" or higher is required for each course applied to the major.

DGME 100 Media in Society	3 units
DGME 101 Writing Across the Media	3 units
DGME 102 Media Law and Ethics	3 units
DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design	3 units
DGME 112 TV Studio Production	3 units
DGME 113 Digital Video Production	3 units
DGME 120 Advanced Video and Editing	3 units
DGME 128 On-Air Talent	3 units
DGME 155 Video Journalism	3 units
DGME 255 Portfolio	2 units

AA **Major in Digital Media: Graphic Design Concentration**

(Pending approval from the State Chancellor's Office)

The Graphic Design associate's degree prepares students for entry-level work in the visual media industry; the degree also serves the needs of students planning to transfer to study Graphic Design at a four-year school. The curriculum includes basic visual literacy and visual communication skills, the complete software package necessary for employment or transfer, typography, graphic design theory and application, and several production classes that offer real-world hands-on learning experiences.

The skills that graphic designers possess transcend media boundaries. They may work in print or they may work in three-dimensional media such as environmental graphics, exhibit and display design, or signage. They may design for electronic media such as television, the web, or multimedia or they may create motion graphics and titling for film and video. They may work in information design and interface design or even type design.

They may design packaging, books, magazines, and posters, all forms of advertising, corporate communications, corporate identity, environmental and retail design, web design, education design, or nonprofit design. Their creativity and skills are necessary wherever a message and an audience meet, regardless of the media.

Upon completion of degree requirements, students will be able to:

1. Synthesize visual solutions to graphic problems by integrating information and ideas.
2. Design and produce original solutions to graphic problems using technology and software central to the graphics industry effectively.
3. Analyze, compare and contrast the effectiveness of their own original design work and the work of others.

Complete General Education and other requirements listed for the Associate degree and

Major Requirements: 31 semester units

A grade of "C" or higher is required for each course applied to the major.

DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design	3 units
DGME 211 Media Design I: Illustrator	3 units
DGME 212 Media Design II: Photoshop	3 units
DGME 168 Web Design II: Dreamweaver	3 units
DGME 220 Typography	3 units
DGME 230 Publication Design and Production with InDesign	3 units
DGME 235 Graphic Design Theory and Application	4 units
DGME 240 Digital Publishing	4 units
DGME 250 Digital Media Practicum	3 units
DGME 255 Portfolio	2 units

CA **Digital Media: Graphic Design Concentration: Graphic Design**

(Pending approval from the State Chancellor's Office)

Upon completion of certificate requirements, students will be able to:

1. Create original graphic design projects using comprehensive design, production, and business techniques.
2. Create an original portfolio in order to pursue employment or college transfer opportunities .
3. Collaborate effectively with project team members and industry professionals.
4. Demonstrate a holistic understanding and practical ability to complete an industry standard graphic design project from inception to completion.

27 semester units

A grade of "C" or higher is required for each course applied to the certificate.



DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design 3 units
 DGME 211 Media Design I: Illustrator 3 units
 DGME 212 Media Design II: Photoshop 3 units
 DGME 215 History of Graphic Design 3 units
 DGME 220 Typography 3 units
 DGME 230 Publication Design and Production with InDesign 3 units
 DGME 235 Graphic Design Theory and Application 4 units
 DGME 250 Digital Media Practicum 3 units
 DGME 255 Portfolio 2 units

CS Digital Media: Graphic Design Concentration: Graphic Design

Upon completion of certificate requirements, students will be able to:

1. Create original graphic design projects using comprehensive design techniques.
2. Communicate effectively to present graphic design solutions to peers and clients.
3. Demonstrate a holistic understanding and practical ability to create an industry standard graphic design project from inception to completion.

13 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design 3 units
 DGME 215 History of Graphic Design 3 units
 DGME 220 Typography 3 units
 DGME 235 Graphic Design Theory and Application 4 units

CA Digital Media: Graphic Design Concentration: Graphic Production

(Pending approval from the State Chancellor's Office)

Upon completion of certificate requirements, students will be able to:

1. Create original graphic design / web design projects using comprehensive production and business techniques.
2. Create an original portfolio in order to pursue employment or college transfer opportunities.
3. Collaborate effectively with project team members and industry professionals.
4. Demonstrate a holistic understanding and practical ability to complete an industry standard graphic design / web design project from inception to completion.

27 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 211 Media Design I: Illustrator 3 units
 DGME 212 Media Design II: Photoshop 3 units
 DGME 213 Media Design III: Advanced Photoshop and Illustrator 3 units
 DGME 220 Typography 3 units
 DGME 230 Publication Design and Production with InDesign 3 units
 DGME 168 Web Design II: Dreamweaver 3 units
 DGME 240 Digital Publishing 4 units
 DGME 250 Digital Media Practicum 3 units
 DGME 255 Portfolio 2 units

CS Digital Media: Graphic Design Concentration: Graphic Production

Upon completion of certificate requirements, students will be able to:

1. Produce graphic design / web design projects using comprehensive production techniques .
2. Demonstrate the ability to communicate effectively to team members or clients regarding graphic design / web design production techniques and solutions.
3. Demonstrate a holistic understanding and practical ability to complete production cycles of graphic design / web design projects.

12 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 211 Media Design I: Illustrator 3 units
 DGME 212 Media Design II: Photoshop 3 units
 DGME 230 Publication Design and Production with InDesign 3 units
 DGME 168 Web Design II: Dreamweaver 3 units

AA Major in Digital Media: Journalism Concentration

(Pending approval from the State Chancellor's Office)

CSM's Journalism program provides a robust learning environment where hands-on experience and training in media ethics prepare students for further study and careers in media industries, or for personal enrichment. Students work on The San Matean, the award-winning campus newspaper and website, in real-world exploration of how media function. Among the skills they develop are reporting, editing, news photography, online editing, video reporting and page design. Students can earn an AA in Journalism or Certificate of Achievement as part of the new integrative digital media curriculum that combines offerings from several disciplines.

The program can help students pursue an array of career opportunities, including work for advertising agencies, corporate communications departments, magazines, news agencies, newspapers,

Major in Digital Media continued on next page



publishing companies, and radio/television stations. Specific career opportunities include advertising copy writer, biographer, columnist, correspondent, editor, editorial assistant, editorial writer, freelance writer, interviewer, journalist, legislative assistant, novelist, photographer, press/public relations officer, proofreader, radio/television announcer or writer, reporter, and science, speech, or technical writer.

The Digital Media degree with a Journalism concentration readies students for transfer to four-year journalism programs or to enter media industries. Students are provided a rich exploration of media issues, ethics and other vital journalism basics, including reporting, newswriting and editing. Students learn to collaborate and work on multiple media platforms while participating on the program's First Amendment newspaper and website.

Complete General Education and other requirements listed for the Associate degree and

Major Requirements: 24 semester units

A grade of "C" or higher is required for each course applied to the major.

DGME 100 Media in the Society	3 units
DGME 101 Writing Across the Media	3 units
DGME 113 Digital Video Production	3 units
DGME 118 Digital Audio Production	3 units
DGME 167 Web Design I: Fireworks	3 units
DGME 260 Newswriting and Reporting	3 units
DGME 261 Advanced Newswriting and Reporting	3 units
DGME 265 Newspaper and Online News Production	3 units

CA Digital Media: Journalism Concentration: Journalism

(Pending approval from the State Chancellor's Office)

Upon completion of certificate requirements, students will be able to:

1. Communicate effectively by producing beat reports and formulating story ideas based on campus and off-campus research.
2. Demonstrate effective teamwork and project planning by working within a student-centered hierarchy on print and online journalism projects. Students learn to collaborate and assign individual duties within their group.
3. Develop story and photo ideas and original ways of presenting materials for the newspaper and website.
4. Produce an authentic newspaper and website.
5. Gather content and design coverage for print and online within a First Amendment context.
6. Produce video and audio content for the website.

21 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 100 Media in Society	3 units
DGME 113 Digital Video Production	3 units
DGME 118 Digital Audio Production	3 units
DGME 167 Web Design I: Fireworks	3 units
DGME 260 Newswriting and Reporting	3 units
DGME 261 Advanced Newswriting and Reporting	3 units
DGME 265 Newspaper and Online News Production	3 units

AA Major in Digital Media: Web/Multimedia Concentration: Web Design Option

(Pending approval from the State Chancellor's Office)

Web designers are responsible for creating the look and feel of World Wide Web pages for a client's website. This involves developing an interface design that effectively communicates the ideas being promoted by the website. A web designer may take part in the initial planning of a website, meeting with the clients to discuss ideas for the layout and organization of the site, and other matters concerning the overall design and accessibility of the site. Web designers may also be involved with programming and project management.

The work environments of web designers include working for large and medium sized corporations, web design and development firms, government agencies, academic organizations, non-profit organizations, and internet companies, or working as independent web designers.

Upon completion of degree requirements, students will be able to:

1. Demonstrate web editing software
2. Differentiate and construct web graphic formats
3. Differentiate the different scripting languages
4. Evaluate the limitations of the web
5. Know legal and ethical issues

Complete General Education and other requirements listed for the Associate degree and

Major Requirements: 26 semester units

A grade of "C" or higher is required for each course applied to the major.

DGME 102 Media Law and Ethics	3 units
DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design	3 units
DGME 167 Web Design I: Fireworks	3 units
DGME 168 Web Design II: Dreamweaver	3 units
DGME 169 Web Design III: CSS	3 units
DGME 165 Digital Animation: Flash	3 units
DGME 220 Typography	3 units
DGME 250 Digital Media Practicum	3 units
DGME 255 Portfolio	2 units



CA Digital Media: Web/Multimedia Concentration: Web Design

(Pending approval from the State Chancellor's Office)

Upon completion of certificate requirements, students will be able to:

1. Describe design concepts at various stages of development relating to the design process and use of appropriate software.
2. Demonstrate the ability to work in teams effectively.
3. Apply critical thinking and creative problem-solving skills to a variety of design and production cases.
4. Employ theoretical knowledge, skills and attitudes to real world issues/situations.
5. Develop and evaluate student project-based learning activities.
6. Demonstrate proficiency with design processes and software tools.

24 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 102 Media Law and Ethics	3 units
DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design	3 units
DGME 165 Digital Animation: Flash	3 units
DGME 166 Web Authoring: ActionScript	3 units
DGME 167 Web Design I: Fireworks	3 units
DGME 168 Web Design II: Dreamweaver	3 units
DGME 169 Web Design III: CSS	3 units
DGME 220 Typography	3 units

AA Major in Digital Media: Web/Multimedia Concentration: Web Developer Option

(Pending approval from the State Chancellor's Office)

Web developers are masters at optimizing website structure and interactivity. Web developers develop database tools and custom applications to enable the site to deliver the highest quality experience to the user.

Web developer duties may include programming, markup, scripting, databases, web security, web business management, and web accessibility.

Web developer work environments include working for large and medium sized corporations, web design and development firms, government agencies, academic organizations, non-profit organizations, and internet companies, or working as independent web developers.

Upon completion of degree requirements, students will be able to:

1. Demonstrate web editing software
2. Differentiate and construct web graphic formats

3. Differentiate the different scripting languages
4. Evaluate the limitations of the web
5. Know legal and ethical issues

Complete General Education and other requirements listed for the Associate degree and

Major Requirements: 33 semester units

A grade of "C" or higher is required for each course applied to the major.

DGME 102 Media Law and Ethics	3 units
DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design	3 units
DGME 167 Web Design I: Fireworks	3 units
DGME 168 Web Design II: Dreamweaver	3 units
DGME 169 Web Design III: CSS	3 units
DGME 165 Digital Animation	3 units
DGME 166 Web Authoring: ActionScript	3 units
CIS 111 Introduction to Internet Programming	3 units
CIS 114 Internet Programming: JavaScript/Ajax	4 units
DGME 250 Digital Media Practicum	3 units
DGME 255 Portfolio	2 units

CA Digital Media: Web/Multimedia Concentration: Web Developer

(Pending approval from the State Chancellor's Office)

Upon completion of certificate requirements, students will be able to:

1. Describe developer concepts at various stages of development relating to the developer process and use of appropriate software.
2. Describe developer concepts at various stages of development relating to the developer process and use of appropriate software.
3. Apply critical thinking and creative problem-solving skills to a variety of developer and production cases.
4. Employ theoretical knowledge, skills, and attitudes to real world issues/situations.
5. Develop and evaluate student project-based learning activities.
6. Demonstrate proficiency with developer processes and software tools.

21 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 102 Media Law and Ethics	3 units
DGME 165 Digital Animation: Flash	3 units
DGME 166 Web Authoring: ActionScript	3 units
DGME 167 Web Design I: Fireworks	3 units
DGME 168 Web Design II: Dreamweaver	3 units
DGME 169 Web Design III: CSS	3 units
CIS 111 Introduction to Internet Programming	3 units

Major in Digital Media continued on next page



CS *Digital Media: Web/Multimedia Concentration: Web Design/Web Developer*

Upon completion of certificate requirements, students will be able to:

1. Describe developer concepts at various stages of development relating to the developer process and use of appropriate software.
2. Demonstrate the ability to work in teams effectively.
3. Apply critical thinking and creative problem-solving skills to a variety of developer and production cases.
4. Employ theoretical knowledge, skills, and attitudes to real world issues / situations.
5. Demonstrate proficiency with developer processes and software tools.

12 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 165 Digital Animation: Flash	3 units
DGME 166 Web Authoring: ActionScript	3 units
DGME 167 Web Design I: Fireworks	3 units
DGME 168 Web Design II: Dreamweaver	3 units

AA *Major in Digital Media: Web/Multimedia Concentration: Multimedia Option*

(Pending approval from the State Chancellor's Office)

Multimedia designers combine design and technical knowledge to create information and communication technology-based products that entertain, educate, or inform the user. This includes entertainment products such as computer games, education and training materials such as electronic kiosks in museums and trade shows, DVD-ROM games and "edutainment" programs, and interactive presentations used in business settings.

The duties of a multimedia designer may include animation, storyboarding, digital audio, digital video, project management, accessibility, and liaising with clients.

Multimedia designers work in the film and TV industries, advertising and marketing firms, web companies, government agencies, academic organizations and non-profit organizations, or may work as independent multimedia designers.

Upon completion of degree requirements, students will be able to:

1. Demonstrate multimedia editing software
2. Differentiate and construct multimedia formats
3. Differentiate digital media file formats
4. Evaluate the limitations of digital media
5. Know legal and ethical issues

Complete General Education and other requirements listed for the

Associate degree and

Major Requirements: 32 semester units

A grade of "C" or higher is required for each course applied to the major.

DGME 102 Media Law and Ethics	3 units
DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design	3 units
DGME 167 Web Design I: Fireworks	3 units
DGME 165 Digital Animation: Flash	3 units
DGME 166 Web Authoring: ActionScript	3 units
DGME 113 Digital Video Production	3 units
DGME 118 Digital Audio Production	3 units
DGME 143 Motion Graphics	3 units
DGME 220 Typography	3 units
DGME 250 Digital Media Practicum	3 units
DGME 255 Portfolio	2 units

CA *Digital Media: Web/Multimedia Concentration: Multimedia*

(Pending approval from the State Chancellor's Office)

Upon completion of certificate requirements, students will be able to:

1. Describe multimedia concepts at various stages of development relating to the multimedia process and use of appropriate software.
2. Demonstrate the ability to work in teams effectively.
3. Apply critical thinking and creative problem-solving skills to a variety of multimedia and production cases.
4. Employ theoretical knowledge, skills and attitudes to real world issues / situations.
5. Develop and evaluate student project-based learning activities.
6. Demonstrate proficiency with multimedia processes and software tools.

24 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 102 Media Law and Ethics	3 units
DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design	3 units
DGME 113 Digital Video Production	3 units
DGME 143 Motion Graphics	3 units
DGME 165 Digital Animation	3 units
DGME 166 Web Authoring: ActionScript	3 units
DGME 167 Web Design I: Fireworks	3 units
DGME 168 Web Design II: Dreamweaver	3 units



CS Digital Media: Web/Multimedia Concentration: Multimedia

Upon completion of certificate requirements, students will be able to:

1. Describe multimedia concepts at various stages of development relating to the multimedia process and use of appropriate software.
2. Demonstrate the ability to work in teams effectively.
3. Apply critical thinking and creative problem-solving skills to a variety of multimedia and production cases.
4. Employ theoretical knowledge, skills, and attitudes to real world issues / situations.
5. Demonstrate proficiency with multimedia processes and software tools.

12 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 113 Digital Video Production	3 units
DGME 143 Motion Graphics	3 units
DGME 165 Digital Animation: Flash	3 units
DGME 166 Web Authoring: ActionScript	3 units

CS Digital Media: Broadcast and Electronic Media Concentration: Video Journalism

Upon completion of certificate requirements, students will be able to:

1. Produce video that clearly communicates information for specific audiences.
2. Write and report a typical video news package.
3. Explain the difference between video journalism and more traditional forms of journalism.

15 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 101 Writing Across the Media	3 units
DGME 113 Digital Video Production	3 units
DGME 120 Advanced Video and Editing	3 units
DGME 155 Video Journalism	3 units
DGME 260 Newswriting and Reporting	3 units

CS Digital Media: Broadcast and Electronic Media Concentration: Television and Radio Broadcasting

Upon completion of certificate requirements, students will be able to:

1. Demonstrate developing proficiency in video production.
2. Cooperate in and contribute to a team environment.
3. Produce a block of radio programming.

15 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 100 Media in Society	3 units
DGME 112 TV Studio Production	3 units
DGME 113 Digital Video Production	3 units
DGME 118 Digital Audio Production	3 units
DGME 150 Advanced Audio: Radio Production	3 units

CS Digital Media: Broadcast and Electronic Media Concentration: Lighting

Upon completion of certificate requirements, students will be able to:

1. Create a lighting design for a typical TV studio set.
2. Apply aesthetic principles to create a specific mood/tone.
3. Demonstrate use of shadow to shape perception.

9 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design	3 units
DGME 112 TV Studio Production	OR
DGME 113 Digital Video Production	3 units
DGME 130 Lighting for Studio and Field	3 units

CS Digital Media: Broadcast and Electronic Media Concentration: Digital Audio

Upon completion of certificate requirements, students will be able to:

1. Select and configure recording equipment for a recording session.
2. Record using digital audio technology.
3. Mix and transcode a digital audio production.

12 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 118 Digital Audio Production	3 units
DGME 150 Advanced Audio: Radio Production	3 units
DGME 152 Advanced Digital Audio: Pro Tools	3 units
MUS 290 Electronic Music I	3 units

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CS *Digital Media: Web/Multimedia Concentration: Digital Video*

Upon completion of certificate requirements, students will be able to:

1. Use video editing to tell a story.
2. Enhance and improve video with purposeful graphics.

9 semester units

A grade of "C" or higher is required for each course applied to the certificate.

DGME 113 Digital Video Production	3 units
DGME 120 Advanced Video and Editing	3 units
DGME 143 Motion Graphics	3 units

DRAFTING TECHNOLOGY

Meet with a CSM counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP).

University Transfer Program **60–70 transferable units**

California State University
University of California
Independent Colleges and Universities

AS **Associate in Science Degree**

CAD/Drafting Technology 60 units

CA **Certificates of Achievement**

CAD/Drafting Technology 21 units

CS **Certificates of Specialization**

Computer-Aided Design 16–17 units

Recommended high school preparation:

Coursework in Mechanical Drawing, Art, Computers, Mathematics

University Transfer Program

Use Assist (www.assist.org) to identify lower division major preparation for the California State University and the University of California systems. Consider university majors that may be listed as Industrial Technology, Construction Management, Construction Engineering Technology. For independent or out-of-state colleges and universities use their catalogs to locate this information. Transfer Services can assist you to gather this information.

Drafting is common to all manufacturing and construction activities. The drafter interprets the engineer's ideas, presenting them in the language of manufacturing and construction. Recognized as one of the finest Drafting programs in the state, CSM's instructors have recent industry experience and classrooms are equipped with the latest equipment, including computeraided drafting (CAD) stations. A graduate of CSM's Drafting Technology program may select from several enviable opportunities. The graduate may immediately enter industry as a draftsman with the potential to become a designer or may opt to continue their education at a state university for a Bachelor's degree in Industrial Technology, becoming eligible for technical management positions.



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Course Outlines and Syllabi

On the following pages are outlines and syllabi for the following courses, as prepared by the instructors:

- *CIS 278, (CS1) Programming Methods: C++*
- *ECON 100, Principles of Macroeconomics*
- *ENGL 100, Composition and Reading*
- *ENGL 100 OLH, Composition and Reading (Online)*
- *FITN 225, Athletic Conditioning*
- *LIT. 151, Shakespeare*
- *MATH 120, Intermediate Algebra*

CIS 278, (CS1) Programming Methods: C++**College of San Mateo
Official Course Outline****1. COURSE ID:** CIS 278 **TITLE:** (CS1) Programming Methods: C++**Semester Units/Hours:** 4.0 units; a minimum of 48.0 lecture hours/semester; a minimum of 48.0 lab hours/semester**Method of Grading:** Grade Option (Letter Grade or P/NP)**Prerequisite:** MATH 120, CIS 254,**Recommended Preparation:**

Eligibility for ENGL838/848 or equivalent.

2. COURSE DESIGNATION:**Degree Credit****Transfer credit:** CSU; UC**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking

CSU GE:CSU GE Area B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING: B4 -
Mathematics/Quantitative Reasoning**3. COURSE DESCRIPTIONS:****Catalog Description:**

Object-oriented programming methodology for both computer science majors and computer professionals. Systematic approach to design, construction, and management of computer programs; emphasizing program documentation, testing, debugging, maintenance and software reuse. Also includes UML, virtual machines, exception handling, sorting and searching algorithms, recursion, fundamental graphics, and computer ethics. This course conforms to the ACM CSI standards.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate knowledge and understanding of the principal object-oriented programming concepts.
2. Employ Unified Modeling Language (UML) notation to model the object-oriented design of a non-trivial computer program.
3. Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model.
4. Reuse existing components through inheritance and polymorphism.
5. Implement, test, and debug simple recursive functions.
6. Understand and employ basic sorting and searching algorithms.
7. Create dynamically allocated variables.
8. Employ components in the C++ Standard Template Library (STL).

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

- A. Demonstrate knowledge and understanding of the principal object-oriented programming concepts.
- B. Employ Unified Modeling Language (UML) notation to model the object-oriented design of a non-trivial computer program.
- C. Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model.
- D. Reuse existing components through inheritance and polymorphism.
- E. Implement, test, and debug simple recursive functions.
- F. Understand and employ basic sorting and searching algorithms.
- G. Create dynamically allocated variables.
- H. Employ components in the C++ Standard Template Library (STL).

6. COURSE CONTENT:**Lecture Content:**

- A. Objectives 1 and 3: Review

1. Control Structures
2. Functions Methods
3. Object-Oriented Programming
 - a. object-oriented methodology
 - b. object-oriented design
 - c. software tools
- B. Objectives 2 and 5: Object-Oriented Design
 1. Concept of design patterns
 2. Use of API's
 3. Modeling tools
 - a. class diagrams
 - b. UML
- C. Objective 1: Virtual Machines
 1. Concepts
 2. Hierarchy
 3. Intermediate languages
- D. Objectives 1 - 5: Fundamental Computing Algorithms
 1. Sorting
 2. Searching
 3. Recursive algorithms
- E. Objective 1: Fundamental Machine Level Representation of Data
- F. Objectives 3 - 5: Fundamental Data Structures
 1. Built-in
 - a. arrays
 - b. vectors
 - c. strings
 2. Programmer-created
 3. Dynamic data structures
 4. Simple text files
- G. Objectives 1 and 3: Event-Driven Programming
 1. Event-handling methods
 2. Even propagation
 3. Exception handling
- H. Objectives 1 - 4, 6: Foundations of Human-Computer Interaction
 1. Human-centered development and evaluation
 2. Principles of good designs and good designers
 3. Engineering tradeoffs
 4. Introduction to usability testing
- I. Objectives 1 and 3: Fundamental Techniques in Graphics
- J. Objectives 1 - 6: Software Engineering Issues
 1. Tools
 2. Processes
 3. Requirements and specifications
 4. Design and testing
 5. Design for reuse
 6. Risks and Liabilities of computer-based systems
- K. Objective 1: Programming Paradigms
- L. Objectives 1 and 5: Language Translation
 1. Comparison of interpreters and compilers
 2. Portability

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Other (Specify): Lectures, to introduce new topics; "Models" for problem-solving techniques; Class (group) problem solving, each person contributing a potential "next step"; Student participation in short in-class projects; Q/A sessions with students providing both the questions AND the answers; Students working in small groups to solve significant programming assignments. Live code development/debugging demonstrations.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

A. Other Outside Assignments:

1. Weekly textbook readings, textbook exercises, and weekly programming assignments comprise the majority of the out-of-class assignments. The textbook readings and exercises primarily support objective 1,2 and 6, while the programming assignments primarily support objectives 2 through 6. At least one of the programming assignments is a small-group project to provide experience in a realistic program development environment. Specifically, the intent is to provide an opportunity for students to improve their communication skills and learn to work in a cooperative environment. Faculty may also use "pair-programming" to provide the "real world" development environment. The primary writing opportunity for students in this course is documentation supporting their programming projects. This includes both technical documentation targeting a peer audience, and user documentation targeting those using the software the student develops. The technical documentation describes the problem to be solved, the scope of the project, an overview of the solution, and any limitations of the solution. The user documentation is primarily instructional. Additional writing is required for the completion of the Ethics homework. The purpose of the written assignments is to help students clarify their ideas and then to articulate them clearly.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

A. Quizzes

- B. Assessment of student contributions during class discussion and project time; Individual programming assignments ; Midterm and Final exams (short answer (textbook material), general problem solving (similar to in-class work), short program segments (similar to programming assignments) ; Assessment of group participation on course projects, including peer-assessment of participation and contribution to the group effort.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

Deitel & Deitel. *C++: How To Program*, 7th ed. New Jersey: Prentice Hall, 2010

Savitch, Walter. *Absolute C++*, 4th ed. San Francisco: Addison-Wesley, 2010

Origination Date: August 2010

Curriculum Committee Approval Date: May 2010

Effective Term: Fall 2010

Course Originator: Stacey Grasso

ECON 100, Principles of Macroeconomics

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** ECON 100 **TITLE:** Principles of Macroeconomics
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester
Method of Grading: Letter Grade Only
Recommended Preparation:
 Eligibility for ENGL 838 or 848.
 Completion of READ 400 or 405 or concurrent enrollment in READ 400, 405 or 415 OR appropriate skill level as indicated by the reading placement tests.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science
CSU GE:
 CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions
IGETC:
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 The American economy: price system; the role of business, labor and government; the money and banking system; trends of national income and factors in its determination; problems and policies for stabilization and growth.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 A. Demonstrate factual knowledge about the American and other economies.
 B. Discuss the basic approaches used by economists in studying the macroeconomy.
 C. Evaluate current economic conditions in recording and analyzing data published by the Federal Reserve System and government agencies.
 D. Develop economic models that critically apply economic theories and concepts.
 E. Apply economic theory to the analysis of policy problems such as inflation, recession and stagflation.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 A. Demonstrate factual knowledge about the American and other economies.
 B. Discuss the basic approaches used by economists in studying the macroeconomy.
 C. Evaluate current economic conditions in recording and analyzing data published by the Federal Reserve System and government agencies.
 D. Develop economic models that critically apply economic theories and concepts.
 E. Apply economic theory to the analysis of policy problems such as inflation, recession and stagflation.

6. **COURSE CONTENT:**
Lecture Content:
 1. Central problems of economic society
 - A. Resources and human wants
 - B. Production and distribution: choices
 - C. Opportunity cost and production possibilities
 - D. Major types of economic organization
 2. Capitalism and the price system
 - A. The market: demand and supply
 - B. Capital, division of labor, money
 - C. The American "mixed" economy
 - a. Income distribution
 - b. The business corporation]
 - c. Government role; taxes and expenditure

3. National income and its determination
 - A. The national accounts
 - B. Theory of income determination: consumption, investment, equilibrium output, the multiplier
 - C. Inflation and unemployment
4. Money and banking
5. Monetary and fiscal policy
 - A. Techniques
 - B. Strengths and limitations
 - C. The national debt
6. Problems of stagflation
 - A. Phillips curve and its limitations
 - B. New types of inflation
 - C. Supply-side vs. demand-side approaches
7. Economic growth
 - A. Its determinants
 - B. Its limits
 - C. Rich and poor nations

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. Other (Specify): Graphical presentation of principles. At the instructor's discretion, reports, oral and written, to demonstrate understanding of economic principles and theories.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

At the discretion of the instruction, graphical presentations and written or oral reports.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Quizzes
- B. Written examination
- C. Written and objective examinations and periodic quizzes to assess progress in mastery of the material. At the discretion of the instruction, graphical presentations and written or oral reports.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. R. Glenn Hubbard and Anthony P. O'Brien. *Macroeconomics*, ed. Prentice Hall, 2006
- B. Roger LeRoy Miller and David D. VanHoose. *Macroeconomics - Theories, Policies, and International Applications*, 3rd ed. South-Western, 2004
- C. Campbell R. McConnell and Stanley L. Brue. *Economics: Principles, Problems, and Policies*, , 16th ed. McGraw-Hill, 2005
- D. Karl E. Case and Ray C. Fair. *Principles of Macroeconomics*, 7th ed. Prentice Hall, 2005
- E. Arthur O'Sullivan and Steven M. Sheffrin. *Macroeconomics: Principles and Tools*, 4th ed. Prentice Hall, 2006

Origination Date: August 2010

Curriculum Committee Approval Date: February 2006

Effective Term: Fall 2006

Course Originator: - SMCCCD

ENGL 100, Composition and Reading: Sample Course Syllabus
English 100 BD & BL
Composition and Reading
Spring 2013
 (Room 16-208)

Instructor:	Anne Stafford	
Phone:	(650) 574-6348	
Email:	<u>stafford@smccd.edu</u>	
Office:	15-146	
Office Hours:	Mon	2:15 – 3:15
	Tue	2:15 – 3:15
	Wed	1:10 – 2:10 (reduced hours on 2 nd & 4 th Wednesdays)
	Thurs	2:00 – 3:00 (alternate Thursdays – check weekly sign-up sheets)
	Fri	9:00 – 10:00 (by appointment only) 2:15 – 3:15 (by appointment only)

Course Objectives:

English 100 is designed to help you develop your academic reading and writing skills, and to prepare you for success in your other courses. By the end of this course you should be able to write thoughtful, well-organized expository papers, which are fluent and well developed at the essay, paragraph, and sentence levels, and which demonstrate your ability to understand, analyze, and integrate college-level texts into your writing. My greatest hope, however, is that the work you do in this class encourages you to think more critically and carefully about the world around you and to engage more fully in it. In this particular class we will consider what it means to be a consumer in America.

General Education/Institutional Student Learning Outcomes (ISLO's):

CSM has developed the following institutional learning outcomes for all students who receive an Associate degree or complete the CSU-GE or IGETC pattern from general education. To varying degrees, the work you do in this class will help you to meet all of the ISLO's

Effective Communication

The ability of students to write, read, speak, and listen in order to communicate effectively. Students should be able to:

- Comprehend, interpret, and analyze written and oral information;
- Express ideas and provide supporting evidence effectively in writing and in speaking;
- Communicate productively in a group or team situation.

Quantitative Skills

The ability of students to perform quantitative analysis, using appropriate resources. Students should be able to:

- Solve challenging problems that require quantitative reasoning;
- Interpret graphical representations of quantitative information.

Critical Thinking

The ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. Students should be able to:

- Identify, develop, and evaluate arguments;
- Assess the adequacy of both qualitative and quantitative evidence;
- Understand diverse disciplinary perspectives and use appropriate modes of inquiry, including the scientific method.

Social Awareness and Diversity

The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present. Students should be able to:

- Understand and respect the range of diversity;
- Acknowledge the value of divergent opinions and perspectives;
- Work effectively with others of diverse backgrounds;
- Analyze the interconnectedness of global and local concerns, past and present.

Ethical Responsibility

The ability of students to make, with respect to individual conduct, judgments based on systems of values. Students should be able to:

- Identify ethical issues and understand the conflicts inherent in them;
- Identify possible courses of action in response to ethical issues and evaluate their consequences;
- Demonstrate ethical behavior in working with students, instructors, and the campus community.

Student Learning Outcomes (SLO's) for English 100:

At the end of English 100, students will be able to:

- 1) Exhibit the ability to analyze and respond critically to college-level texts.
- 2) Write effectively organized text-based expository essays.
- 3) Demonstrate an understanding of purpose and audience in reading and writing.
- 4) Construct syntactically mature and grammatically sound prose.
- 5) Integrate textual material using standard MLA format.

Prerequisites:

ENGL 838 or 848 or 400 with a grade of C or higher; *or* ESL 400 with a grade of C or higher; **OR** appropriate skill level indicated by the English placement tests and other measures; **OR** ENGL 836 with a grade of C or higher and READ 836 with Credit or a grade of C or higher or eligibility for 400-level reading courses (indicated by the Reading placement tests and other measures).

Required Texts:

- *Tomatoland* Barry Estabrook

Recommended Texts:

- University-level dictionary (*American Heritage, Webster's*, etc.)
- *MLA Handbook*, 7th edition (you will use the Modern Language Association format for papers in most of your college courses)

Required Materials:

- Flash drive for storing your written work until the end of the semester and printing essays on campus
- An email address that you check regularly
- A three-ring binder – with at least 1 ½ inch rings

Course Work:

- Five graded essays, ranging in length from 4 – 7 pages each
- Rough drafts for each essay, and participation in peer response for each essay
- Reading: one book; additional essays, articles, and excerpts from longer works
- **TBA:** One hour per week supplemental Lab work To-Be-Arranged
- Regular homework assignments, including sentence combining exercises; sentence, paragraph & essay development work; summaries; reading journals & reading question responses
- Regular attendance and active participation in class activities (small group work, class discussion, informal class presentations, etc)
- Quizzes (maybe) – any quizzes will be included in your homework grade
- Final exam

Homework:

Homework includes sentence development and proofreading exercises, written summaries, reading journals and responses to reading questions, critical responses and other short writing assignments. To get full credit, homework assignments must be turned in on time (all homework is due at the beginning of class on the assigned due date), must be complete, and must show evidence of you having taken it seriously. I do not give credit for late homework unless you have made previous arrangements with me; you may turn in late homework for feedback only. At the end of the semester I will assign you a cumulative letter grade for all of the homework assignments you have completed and turned in on time. Any quizzes will be factored into your homework grade. Because some activities and exercises done in class are considered “homework,” poor attendance may have a direct impact on your homework grade.

<u>% of assignments turned in:</u>	<u>grade:</u>
90 – 100%	A
75 – 89%	B
60 – 74%	C
50 – 59%	D
less than 50%	F

TBA (To-Be-Arranged Hours):

An important part of your course grade is the to-be-arranged hours, instructional activities designed to help improve your reading and writing skills. Activities may include orientations, one on one tutoring conferences with English instructors, tutorials on specific writing and critical thinking skills, and group workshops. Complete the activities in the Writing/English 800 Center in 18-102 or 18-104, and be sure to log in to the SARS system. We will take a tour of the Center sometime during the first two weeks of the semester, and I will give you a reporting form which you will use to keep track of all your TBA work/activities.

The grading system for this requirement is simple: if you complete what I assign and meet all deadlines, you will get an “A”; if you complete more than half on time, you will get a “C”; and if you complete less than half on time, you will get an “F” for this portion of the class.

Attendance:

The cost of missing class is high, as everything we do in class is designed to build on what came earlier and to prepare you for what comes later. If you know that you are going to miss a class, please call me at 574-6348 to let me know – you can leave a message at any time. If you do miss a class, I would like you to make a reasonable effort to find out from your classmates what you missed. For this reason, I ask that you get the phone numbers or email addresses of at least two classmates. If you cannot get your questions answered by

one of them, please call or email me. Be sure to check my office door for any missed handouts if you do have to miss class.

I take roll every day, and I expect you to come to class on time since coming in late is a distraction to everyone. I consider two "late's" the equivalent of one absence. If you miss more than six class sessions (the equivalent of two weeks), I may withdraw you from the class.

Conferences:

Conferences are your opportunity to get the individual attention that I often cannot provide in class, so take advantage of them. I strongly encourage you to initiate conferences with me when you have questions or want to discuss your writing. In other words, *don't be shy!* You may drop by during my scheduled office hours, but I encourage you to sign up on the sheet posted on my office door.

Because conferences are usually only 15-20 minutes, it is essential that you come prepared, having given some thought to what you want to discuss. If you cannot make it to a scheduled conference, please cross your name off the list or call me, so that someone else can use that time slot.

Grading:

Your final grade in the course will be an average of the following grades:

<u>Assignment/work</u>	<u>% of final course grade</u>
• Paper #1	10
• Paper #2	15
• Paper #3	20
• Paper #4	20
• Paper #5	20
• Homework and quizzes	10
• TBA	5

To pass this class, you must have an average grade of "C" or better on the essay portion (grades 1 – 5) *and* you must have an overall grade average of a "C" or better.

A Word About Plagiarism:

I realize that not everyone fully understands what constitutes plagiarism. The simplest definition is taking the ideas and/or words of someone else and representing them as if they were your own. This includes copying someone else's words without setting off the passage in quotation marks, or including someone else's ideas without citing the source. It also includes having other people write or extensively edit your paper for you. Some of you will get help with your writing from family, friends, or co-workers, as well as in the Writing Center. That's fine, but NOBODY should write your papers for you. If you are caught plagiarizing or cheating in any class, your instructor may give you a failing grade on that assignment; I will definitely give you a failing grade on any plagiarized assignment. If you are ever unclear about what constitutes plagiarism, please ask me.

I will report all cases of verified or suspected plagiarism to both the Dean of the Language Arts Division and the Vice President of Student Services.

* See attachment for explanation of English Department policy and definitions.

Some Important Notes:

- Keep copies of your final essay drafts until you have received your final course grade.
- Save all returned essays and homework assignments until the end of the semester.
- Come to class every day.
- Come to class prepared – but if you aren't prepared, come anyway (with the possible exception of peer response days – more on this later).

- Please submit any special arrangements or requests about absences or late homework in writing – either on paper or electronically. If you leave me a phone message or speak to me in person, follow up with a note or email.
- Be considerate: turn off cell phones (or put them on silent mode) and **put them away** during class; be on time; don't leave during class unless you must; let me know at the beginning of class if you must leave early. If I feel that any of these policies are being abused, or that classroom behavior is disruptive or distracting, I may develop stricter policies during the course of the semester.

Some Important Dates:

- | | |
|---|--|
| • Last day to add semester-long classes using WebSMART: | Monday, January 28 |
| • Last day to drop semester-long classes for fee credit or refund: | Monday, January 28 |
| • Holiday – Martin Luther King Day | Monday, January 21 |
| • Classes dropped on or before this date will not show on transcript: | Sunday, February 3 |
| • Holiday – Abraham Lincoln Day | Friday, February 15 |
| • Holiday – Presidents' Day | Monday, February 18 |
| • Spring Break | Monday, April 1 – Friday, April 5 |
| • Last day to withdraw with assurance of a "W": | Thursday, April 25 |
| • Last day of instruction: | Friday, May 17 |
| • Final exam period: | May 13 – 19 |
| • Final exam time for section BD: | Monday, May 20 8:10 – 10:40 |
| • Final exam time for section BL: | Wednesday, May 22 11:10 – 1:40 |
| • Spring 2013 final grades available on WebSMART: | Friday, May 31 |

Your Rights:

Up to now, this document has focused primarily on the rules of the class and your responsibilities as students. But this class is about more than rules and regulations. The best learning in this class will happen when everybody participates freely, openly, and honestly. This kind of communication and learning is not always comfortable, but it is almost always productive. I encourage you to ask questions (I can pretty much guarantee that if you are confused about something, others are as well), and to express your thoughts, even when doing so is scary or uncomfortable. At the same time that I am asking you to express yourself openly in class, I expect that you will treat each other, and me, with respect and consideration. I want this class to be a place where you feel safe and free to express your ideas and to ask questions, as well as a place where you will work to challenge yourself intellectually. I would like you to think of this class as a place to practice the kind of discussion, debate, and inquiry that will serve you well in your other classes, as well as in your professional and personal lives.

I look forward to working with you this semester!

Anne Stafford

ENGL 100 OLH, Composition and Reading (Online)

**English 100 OLH—Composition and Reading
Course Syllabus Fall 2012—3 Units**

Location: <https://smccd.mrooms.net/> (Web Access)

Instructor: Joyce Heyman

E-mail: heymanj@smccd.edu / heymanjoyce@gmail.com *use this one for Google video or chat purposes

Phone: (650) 574-6310 (office/voicemail) / (415) 235-2516 (mobile—preferred)

Prerequisites: English 838/848, ESL 400 with a grade of C or higher, or appropriate skill level indicated by the English placement test and other measures.

Course Description and Goals: This course, *Composition and Reading*, offers strategies, practice, and a support structure that will help you to build upon your current skills and to become an increasingly effective and successful college reader, writer, and critical thinker. The topics we will explore all aim to engage your thinking about relevant issues in your life and the world—issues such as cultural norms and the values they reflect, questions of individuality, conformity, and courage as well as how we come to terms with moral and ethical dilemmas. The activities and assignments that support our exploration of this theme will help you to discover, develop, and communicate your ideas.

If you commit to the work of the class by engaging seriously with and completing all assignments and readings, participating actively in class discussions and group activities, and asking questions when you have them—then you should expect to have improved a great deal in the following Student Learning Outcomes for the course:

- Exhibiting the ability to analyze and respond critically to college-level texts.
- Writing effectively organized text-based expository essays.
- Demonstrating an understanding of purpose and audience in reading and writing.
- Constructing syntactically mature and grammatically sound prose.
- Integrating textual material using standard MLA format.

Materials Required: (all materials are available in the CSM bookstore)

- 1) The Spirit Catches you and You Fall Down, Anne Fadiman
- 2) The Sunflower, Simon Wiesenthal

Materials Recommended:

A Pocket Style Manual, Diana Hacker (or another style manual)
a college dictionary

“To Be Arranged Hours” (The Writing Center Requirement)

English 100 has a TBA (To Be Arranged Hours) requirement that you must fulfill as part of your enrollment in this course. These TBA hours are not homework but are instructional activities designed to augment the lecture portion of the course. You are required to complete the activities shown below in either 1) The Writing Center on campus (building 18, room 104, phone: 650-574-6436) or online--*See Web Access Course Page for further discussion of the TBA Requirement for this course. You must document that you have completed **at least 50 minutes of TBA work prior to**

September 9th, the census date. Be sure to log in and out of the SARS system if you complete TBA in-person in the Writing Center (in their computer), or, by going to the Writing Center page <http://www.collegeofsanmateo.edu/writing/> if you complete your TBA online. The TBA requirement must be completed for the number of hours per week indicated in the Schedule of Classes, which for this course is one hour per week.

TBA activities:

- *in-person tutoring conference with a Writing Center tutor
- *online tutoring conference with the online instructor, your instructor, Joyce Heyman
- *Assigned Writing Center tutorials on paragraph and sentence skills done in-person in the Writing Center OR online. All tutorial work must be submitted to online drop boxes to receive credit. So if you work in the WC, type your work and upload to the course page drop boxes for that assignment.
- *Unassigned Writing Center tutorials of your choice. Use essay feedback to guide your choices. Submit to the drop box for “unassigned writing center tutorials”

Essay Assignments: You will be required to submit four formal graded essay assignments which respond to thematic units presented in the course, one pass/no pass essay during the first week, and one final exam, a large part of which will contain expository writing. Because it sometimes happens that you will have major assignments due for different classes all around the same time, I will accept *one* essay late without penalty, *and no more than one week late*, during the semester. Please indicate at the top of the essay that you are using your “late pass.” After that, *late essays will be marked down one letter grade per day they are late*. Please speak to me in advance if you know of a conflict with an essay due date so we can make special arrangements.

Revisions: You may revise *one* out of class essays during the semester for a grade change (The grade you get on the revision will replace the original.) You must submit the original essay and grading sheet along with the revision as well as a brief (1/2 – 1 page) reflection essay which discusses the process you went through in revising and which refers to the various changes you made. You must submit revisions before finals week.

Technical Guidelines for Out-of-Class Essays: Each of the four out-of-class essays will need to be a minimum of four pages double-spaced/1,000 words each, unless otherwise specified. Essays must be typed in 12-point font and double-spaced with 1-inch or 1.5-inch margins. Make sure your document is a .doc or .docx file. All essays must have *original* titles that reflect the overall idea of your work. That means that a title that only reflects the topic of study or a text we are reading in that unit is not adequate.

Grades:

Essays--I will evaluate your formal essays using a letter system—A, B, C, NP (No Pass) including +es and –es. The grade is a summary of the general areas which all contribute to the overall effectiveness of the writing. In addition to that grade, and more important for your growth as a writer, you will receive my comments and information about how much your writing demonstrated each of those areas. If you receive a grade of NP, make an appointment with me immediately so we can together go over my written feedback to you with an eye towards the next assignment or a revision. Although during the semester it will be possible to receive an A-, or a C+, at the end of the semester, your grade will be a solid letter. You need a C in the class to pass.

Essay grades are worth a total of 70% of your final grade

Essay #1	15%
Essay #2	17%
Essay #3	18%
Essay #4	20%

<u>Final Exam</u>	10%
<u>Informal Writing Assignments/Modules</u>	10%
<u>Participation on Discussion Forums</u>	10%

Total	100%
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Informal Writing Assignments and Quizzes: You will be scored with points that get converted to a letter grade—# points received / # possible. You will find that keeping up with the day-to-day assignments critical not only for this category, but also for the participation and the essay components—the categories are all interrelated.

Participation: This part of your grade refers to your thoughtfulness and frequency of contributions to class discussions and activities as well as your engagement with your classmates when they are contributing. Keep in mind that the participation portion of your grade is roughly equal to an essay and is not a trivial part of your overall grade.

Plagiarism and Academic Integrity: Intentionally or unintentionally using someone else’s ideas and language as if those ideas and or language are your own is plagiarism. Plagiarism is prohibited and will lead to a serious penalty of your grade for the assignment and for the course. It may lead to disciplinary action at the college level as well. Plagiarism violates ownership of intellectual property and it violates academic honesty and integrity. If your work reflects the work of someone else, rather than yourself and you are getting credit for it, then it is not your performance that is being evaluated. It is essential that you understand how to properly acknowledge the people whose ideas and language you will be incorporating into your work as this course does require you to integrate ideas of others in your essays. If ever you feel that you need assistance in figuring out how to give proper credit to sources, be sure to ask.

The online environment requires a separate set of guidelines in terms of how we converse with one another:

- * Flaming and harassment. Spirited debate is welcome, as are all opinions offered in good faith and in the spirit of honest discussion. But "flaming" or "trolling" -- namely, abusive, inappropriate, deliberately inflammatory remarks -- won't be tolerated. Any such outbursts will be treated like a similar outburst in an on-campus classroom, and reported to the Vice-President of Student Services and the Dean.

- * Disruptive behavior. In an online environment, students who habitually sidetrack or hijack bulletin board discussion may be considered disruptive. This behavior might include persistently posting irrelevant or off-task comments, comments so lengthy or

frequent as to "blitz" the board (making it excessively cumbersome to scroll down or respond), or any habit which undermines the learning environment for the class.

* Anonymity. Anonymous posts or user ids are not allowed. In the classroom, you must work under your real name.

* Posting inappropriate links. The online class is a classroom. While you are welcome to include links to personal blogs or pages, do not use the course site to buy things, sell things, or link to inappropriate sites.

* Student email addresses. Do not email a student at his or her private email, even if the student has included the email address in the posting. Ask permission first on the class site. While you are encouraged to make contacts and work together, you are nonetheless entitled to privacy from each other outside of the classroom. Using fellow students' emails for any spamming or commercial purposes is absolutely forbidden.

How to handle problems

Problems with peers. Occasionally, a student feels intimidated or bothered by another student's behavior. If you feel this, please inform me as soon as possible, including any detailed documentation regarding the problem. We will try to sort it out immediately.

Problems with instructors. Very occasionally, students feel that an instructor is grading unfairly, or behaving in an unproductive or unprofessional way. If you feel this way in any class, you should:

- (a) Write down all facts (anything said or done) right away. A written record is crucial.
- (b) Take your complaint to the relevant Dean. In my case, this is the Dean of Language Arts, Dr. Sandra Comerford. She can be reached at (650) 574-6314 or at comerford@smccd.edu.

Problems with students. Very very occasionally, a student's behavior will disrupt the class and make learning difficult. If this happens, here is what I will do:

- (a) Document the problem.
- (b) Issue a first warning to the student. The problem behavior is identified, and the student informed that it must stop.
- (c) Alert the Dean of Language Arts and the Dean of Student Services that I have issued such a warning.
- (d) Try to work with the student to see if the College can help him or her resolve any problems that might be contributing to the behavior.
- (e) If the problem continues, I will block the student's entry into the class site for two days and refer the matter to the Dean of Student Services for further action.

Accommodations:

If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact the Disability Resource Center (DRC) for assistance. (650) 574-6438.

I would also like to take this opportunity to let you know that I am looking forward to working with you. My job is to help you, so please do communicate with me as things come up—questions, ideas, and/or concerns. Simply e-mail me at heymanj@smccd.edu or heymanjoyce@gmail.com or call 415-235-2516 to make an appointment.

FITN 225, Athletic Conditioning

**College of San Mateo
Official Course Outline**

1. COURSE ID: FITN 225 **TITLE:** Athletic Conditioning

Semester Units/Hours: 0.5 - 2.0 units; a minimum of 24.0 lab hours/semester; a maximum of 96.0 lab hours/semester; a minimum of 16.0 tba hours/semester

Method of Grading: Letter Grade Only

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: CSU; UC

AA/AS Degree Requirements:

CSM - GENERAL EDUCATION REQUIREMENTS: E4: Physical Education

CSU GE:

CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E2

3. COURSE DESCRIPTIONS:

Catalog Description:

Prepares student athlete for varsity-level competition through general and sport specific strength and conditioning exercise. Student athletes engage in general and sport specific strength development, stretching, aerobic conditioning, sport specific movement and speed development.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Increase strength and weight of individual muscle systems by use of overload weight training
2. Improve endurance, strength, flexibility and coordination
3. Improve muscle strength and endurance
4. Teach safety factors related to use of weight training equipment
5. Teach advantage and values of weight conditioning
6. Provide knowledge of flexibility exercises and endurance running

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

- A. 1. Demonstrate greater strength by lifting more weight in selected general and sport specific weight conditioning exercises.
- B. Demonstrate greater flexibility.
- C. Demonstrate the ability to jump further in the standing long jump and higher in the standing jump reach tests.
- D. Demonstrate the ability to run faster.
- E. Design a program of self-directed athletic training that incorporates the outcomes of this class.
- F. Demonstrate proper safety and training mechanics.

6. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Other (Specify): 1. Lecture and demonstration by instructor and advanced students on weight training safety (outcome 6). 2. Lecture and demonstration by instructor and advanced students on proper weight training mechanics (outcome 6). 3. Guided practice and positive reinforcement (outcomes 1,2,3,4,5, and 6)
4. Student demonstration of safe lifting techniques (outcome 6) 5. Student performance of weight training and conditioning activities (outcomes 1,2,3,4, and 5)

7. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

8. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. 1. Evaluation is based on student improvement from pre-course and exit testing in selected weight lifts, 40 yard run, standing long jump and standing high jump and 1.5 mile run. 2. Attendance and attitude. 3. Quiz on basic training principles. 4. Evaluation of techniques demonstrated by the student.

9. **REPRESENTATIVE TEXT(S):**

Other:

There is no text for this activity course.

Jumping into Plyometrics, Don Chu, will be used as a resource.

Origination Date: August 2010

Curriculum Committee Approval Date: March 2005

Effective Term: Fall 2006

Course Originator: - SMCCCD

LIT. 151, Shakespeare

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** LIT. 151 **TITLE:** Shakespeare
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester
Method of Grading: Letter Grade Only
Prerequisite: ENGL 100,
2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC

AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication
 CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking
 CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities
CSU GE:
 CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities
3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Study of representative plays and poems, with an emphasis on Shakespeare's poetic and dramatic skills and his understanding of human nature. Reading, discussion, critical papers.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Identify and analyze major themes in the tragedies, comedies, history and romance plays
 2. Identify and analyze major themes in Shakespeare's sonnets and/or longer poems,
 3. Develop independent critical responses to Shakespeare's works,
 4. Explain Shakespeare's role in the development of English language and literature,
 5. Place Shakespeare's works within a historical and literary context.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Identify and analyze major themes in the tragedies, comedies, history and romance plays
 - B. Identify and analyze major themes in Shakespeare's sonnets and/or longer poems
 - C. Develop independent critical responses to Shakespeare's works
 - D. Explain Shakespeare's role in the development of English language and literature
 - E. Identify and analyze Shakespeare's dramatic techniques and effects
 - F. Place Shakespeare's works within a historical and literary context
6. **COURSE CONTENT:**
Lecture Content:
 - A. The course covers a representative sample of Shakespeare's works, and so combines breadth with the possibility for some in-depth analysis. From each of the following categories, the course should highlight at least one work and include at least three more for discussion:
 1. Tragedies: King Lear, Hamlet, Macbeth, Othello, Romeo and Juliet
 2. Comedies: As You Like It, Twelfth Night, Much Ado About Nothing, Midsummer Night's Dream, Merchant of Venice
 3. Histories: Henry IV Parts I and II, Henry V, Richard II, Richard III
 4. Romances: The Tempest, Winter's Tale, Cymbeline
 5. Poetry: Sonnets, Venus and Adonis, The Rape of Lucrece
7. **REPRESENTATIVE METHODS OF INSTRUCTION:**
 Typical methods of instruction may include:

- A. Discussion
- B. Other (Specify): Lectures: Instructor gives oral presentation to introduce students to the genre of tragedy—origins, themes, literary history. Guided readings: Students are assigned a play or part of a play to read in advance and again in class. Journal work: Students write journal entries in response to specific questions on the text. Student discussions: Student-led oral discussions based on journal reading; structured group interaction.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

A. Writing Assignments:

Journal work: Students reflect on the associations of the word "tragedy." What is "tragic"? What is merely "sad"?

B. Reading Assignments:

Guided reading (in-class): Students read aloud Act 1 of Macbeth, playing the roles; stopping between scenes to explain difficult words or phrases. For the first few scenes, the instructor highlights a speech and encourages students to anatomize it closely (looking at imagery, rhythm, *enjambement*, sounds and other poetic techniques) and uncover its implications.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

A. Oral Presentation

B. Papers

C. Essays: Students present written analyses which must show understanding of the context and ideas of the work; essays must also present original ideas supported by references to the text. Oral Presentations: Participating in and initiating discussions demonstrates understanding of the works and their context; also leading discussions participating actively in small and class-wide groups demonstrates how far students have developed original responses.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- *Complete Works of Shakespeare*, Norton ed. -, 0

Origination Date: August 2010
Curriculum Committee Approval Date: March 2010
Effective Term: Fall 2010
Course Originator: - SMCCCD

MATH 120, Intermediate Algebra

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** MATH 120 **TITLE:** Intermediate Algebra
Semester Units/Hours: 5.0 units; a minimum of 80.0 lecture hours/semester; a minimum of 16.0 tba hours/semester
Method of Grading: Letter Grade Only
Prerequisite: MATH 110, or MATH 112 or appropriate score on the College Placement Test.
Recommended Preparation:
eligibility for READ 400 or an equivalent level of reading proficiency.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none
AA/AS Degree Requirements:
CSM - COMPETENCY REQUIREMENTS: C1 Math/Quantitative Reasoning Basic Competency
CSM - GENERAL EDUCATION REQUIREMENTS: E2c.Communication and Analytical Thinking

3. **COURSE DESCRIPTIONS:**
Catalog Description:
A comprehensive review of elementary algebra with certain topics studied in greater depth. Extension of fundamental algebraic concepts and operations, problem solving and applications, linear, quadratic, rational, and radical equations, equations in two variables, graphs, systems of equations, complex numbers, exponential and logarithmic functions, sequences and series.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 - A. Identify and apply basic algebraic concepts including function and its properties (domain, range, intercepts, inverse function). slope and its meaning (rate of change); absolute value, equations and equivalency of equations. inequalities, exponents, laws of exponents and logarithms; Pythagorean Theorem, distance and midpoints.
 - B. Perform basic operations on and simplify expressions containing algebraic expressions: Complex numbers, Polynomial expressions, Exponential expressions, Logarithmic expressions, Radical expressions, Rational expressions.
 - C. Solve equations and inequalities: Equations in one or two variables; Inequalities in one variable; Systems of linear equations in two or three unknowns using elimination, substitution and graphing; Quadratic equations by factoring, completing the square, and quadratic formula; for real and complex roots; Simple exponential and logarithmic equations; Equations involving radicals; Equations involving rational expressions.
 - D. Sketch the graphs of functions and relations: Algebraic, including linear equalities and inequalities, polynomial, rational; Radical; Logarithmic; Exponential; Circles.
 - E. Find and sketch inverse functions.
 - F. Solve problems by application of linear, exponential and quadratic functions.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 - A. Identify and apply basic algebraic concepts including function and its properties (domain, range, intercepts, inverse function), slope and its meaning (rate of change); absolute value, equations and equivalency of equations, inequalities, exponents, laws of exponents and logarithms; Pythagorean Theorem, distance and midpoints.
 - B. Perform basic operations on and simplify expressions containing algebraic expressions: Complex numbers, Polynomial expressions, Exponential expressions, Logarithmic expressions, Radical expressions, Rational expressions.
 - C. Solve equations and inequalities: Equations in one or two variables; Inequalities in one variable; Systems of linear equations in two or three unknowns using elimination, substitution and graphing; Quadratic equations by factoring, completing the square, and quadratic formula; for real and complex roots; Simple exponential and logarithmic equations; Equations involving radicals; Equations involving rational expressions.
 - D. Sketch the graphs of functions and relations: Algebraic, including linear equalities and inequalities,

- polynomial, rational; Radical; Logarithmic; Exponential; Circles.
- E. Find and sketch inverse functions.
- F. Solve problems by application of linear, exponential and quadratic functions.

6. COURSE CONTENT:

Lecture Content:

1. Algebra and Problem Solving.
 - a. Operations and Properties of Real Numbers.
 - b. Solving Equations and Simplifying Expressions.
 - c. Introduction to Problem Solving.
 - d. Properties of Exponents; Scientific Notation.
2. Graphs, Functions, and Linear Equations.
 - a. Linear Functions: Graphs and Models.
 - b. Inverse Functions
3. Systems of Linear Equations
 - a. Solving by Substitution or Elimination.
 - b. Solving Applications : Systems of Two Equations.
 - c. Systems of Equations in Three Variables.
 - d. Solving Applications : Systems of Three Equations.
4. Inequalities
 - a. Simple Inequalities
 - b. Intersections, Unions, and Compound Inequalities
 - c. Absolute-Value Equations and Inequalities.
 - d. Inequalities in Two Variables.
 - e. Applications
5. Polynomials and Polynomial Functions.
 - a. Polynomial Operations.
 - b. Common Factors and Factoring by Grouping.
 - c. Factoring Trinomials.
 - d. Perfect-Square Trinomials, Differences of Squares, Sums or Differences of Cubes
 - e. Applications.
6. Rational Expressions, Equations, and Functions.
 - a. Rational Expressions: Multiplying and Dividing, Adding and Subtracting.
 - b. Complex Rational Expressions.
 - c. Rational Equations.
 - d. Solving Applications Using Rational Equations.
 - e. Rational Functions.
 - f. Division of Polynomials
 - g. Formulas, Applications, and Variation.
7. Exponents and Radicals.
 - a. Radical Expressions and Functions.
 - b. Rational Numbers as Exponents.
 - c. Adding, Subtracting, Multiplying, Dividing, and Simplifying Radical Expressions.
 - d. Radical Equations.
 - e. Applications.
 - f. The Complex Numbers.
8. Quadratic Functions and Equations.
 - a. Solving by Quadratic Formula, Factoring, and Completing the Square.
 - b. Applications Involving Quadratic Equations.
 - c. Quadratic Functions and Their Graphs.
9. Exponential and Logarithmic Functions.
 - a. Exponential Functions.
 - b. Composite and Inverse Functions.
 - c. Logarithmic Functions.
 - d. Properties of Logarithmic Functions.
 - e. Common and Natural Logarithms.
 - f. Solving Exponential and Logarithmic Equations.
 - g. Applications of Exponential and Logarithmic Functions.
10. Sequences, Series, and the Binomial Theorem.
 - a. Sequences and Series.

- b. Arithmetic Sequences and Series.
- c. Geometric Sequences and Series.

TBA Hours Content:

- 1. Hours by arrangement are completed by working on assignments in the Math Resource Center under the supervision of mathematics instructors working there.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Other (Specify): Instructor carefully chooses or creates relevant out-of-class exercises to be completed either on-line or in written form. Instructor creates or uses already created in-class assignments for students to do with the help of other students and the instructor. Instructor may create longer written assignments for students to complete in essay form; these assignments are meant to incorporate mathematical modeling or exposition of applications of mathematics. To encourage critical thinking: (1) Lecture/discussion and demonstrations to model the problem-solving process, (2) Small group problem solving where proposed solutions are evaluated in light of constraints to the problem. Instructor directs students to resources available on CD and the Internet may be used to supplement the text. Hours by arrangement are completed by working on assignments in the Math Resource Center under the supervision of mathematics instructors working there.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Instructor may create longer written assignments for students to complete in essay form; these assignments are meant to incorporate mathematical modeling or exposition of applications of mathematics.

Reading Assignments:

Instructor directs students to resources available on CD and the Internet may be used to supplement the text.

Other Outside Assignments:

Instructor carefully chooses or creates relevant out-of-class exercises to be completed either on-line or in written form.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Group Projects
- D. Quizzes
- E. Written examination
- F. Completed individual assignments and/or journal either in paper form or written on-line: to demonstrate individual student progress toward objectives. Small group presentations: to reflect student participation in problem solving process. Written exams/quizzes: to demonstrate student knowledge of vocabulary, concepts, and application of concepts to problem solving as presented in lectures and discussion, small group sessions, and text readings. A Final Examination: to demonstrate student knowledge of vocabulary, concepts, and applications of concepts to problem solving as presented in lectures and discussions, small group sessions, and text readings for the entire course. Participation: to reflect student involvement in class discussions, in small group sessions and in presentations.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Lehmann, J. *Intermediate Algebra: Functions and Authentic Applications*, 4th ed. New Jersey: Pearson Prentice Hall, 2011
- B. Bittinger, M. L. and Ellenbogen, D. J. *Intermediate Algebra: Concepts and Applications*, 8th ed. Massachusetts: Addison Wesley, 2009

Origination Date: February 2011
Curriculum Committee Approval Date: March 2011
Effective Term: Fall 2012
Course Originator: Kenneth Brown

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Samples of Student Work/Performances

Samples of student work/performances are provided for:

- *ART 352/353, Intermediate/Advanced Black and White Photography*
 - *Course SLOs*
 - *Course Assignments*
 - *Samples of student work (5)*
- *COMM 170, Oral Interpretation I*
 - *Course SLOs*
 - *Spring 2013 Theatre Performance (link)*

Art 352/353, Intermediate/Advanced Black and White Photography

Student Learning Outcomes

Art 352/53 – Intermediate/Advanced B&W Photography

Upon the completion of the program students should be able to:

- 1. Create a portfolio of well-crafted B&W photographs.**
 - Outcome success is **measured** using classroom critiques and portfolio review.
 - The photographs are **evaluated** based on: relevance to the assignment, photographic craft, and originality.
 - After comparing student results to current standards (photographic publications & exhibitions) **recommendations** for possible change to curriculum will be made.
- 2. Demonstrate, through their photographs, refined control of film processing.**
 - Outcome success is **measured** using classroom critiques and portfolio review.
 - The photographs are **evaluated** based on: relevance to the assignment, composition, photographic craft, and originality.
 - After comparing student results to current standards (photographic publications & exhibitions) **recommendations** for possible change to curriculum will be made.
- 3. Demonstrate, through their photographs, a knowledge and understanding of studio lighting.**
 - Outcome success is **measured** using classroom critiques and portfolio review.
 - The exams are **evaluated** based on a rubric specifying levels of performance; the photographs are **evaluated** based on photographic craft.
 - After comparing student results from multiple classes, **recommendations** for possible change to curriculum will be made.
- 4. Demonstrate, through their photographs, a refined knowledge and understanding of effective composition.**
 - Outcome success is **measured** using classroom critiques and portfolio review.
 - The photographs are **evaluated** based on: relevance to the assignment, composition, photographic craft, and originality.
 - After comparing student results to current standards (photographic publications & exhibitions) **recommendations** for possible change to curriculum will be made.
- 5. Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.**
 - Outcome success is **measured** using classroom critiques and exhibit reports.
 - The students ability to critically analyze photographs will be **evaluated** based on their ability to describe, interpret and assess photographs.
 - After comparing class results with current standards (ea *Criticizing Photographs*, Terry Barrett) **recommendations** for possible change to curriculum will be made.

Art 352/53
Intermediate/Advanced B&W Photography
Lyle Gomes: F-2012 S-2013

352 Assigned Prints:

- LIGHT 2 prints
- PORTRAIT (one environmental/one human form)..... 2 prints
- SMALL THEME 3 prints
- RECIPROCITY (night or low-light)..... 2 prints
- STUDIO IMAGE (optional)..... 1 print
- FREE PRINTS 2-3 prints

353 Assigned Prints:

- LIGHT 2 prints
- SMALL THEME..... 3 prints
- LARGE THEME 5 - 6 prints
 (THEME Option: Two small themes + Experimental Technique)
- STUDIO IMAGE 1 print
- FREE PRINTS 1-2 prints

All Students:

- Format Assignment..... 1 print required
- Over-matte 1 required
- Photo Exhibit Reports (due at mid-term)..... 1 required
- **Final Portfolio..... 12 Prints**

Experimental Techniques (optional): Replace up to 4 prints from portfolio

Attendance: A student may be dropped after 4 absences.

Office Hours:

Monday - Thursday 12:00 – 1:00PM
 Building 4 Room 221 – Tel. 574-6292
 E-mail: gomes@smccd.edu











COMM 170, Oral Interpretation I

In spring 2013, students enrolled in COMM 170, Oral Interpretation I, performed literary interpretations as their final class project. A video collage of their performances has been posted on the Communication Studies Center website. [E-7]

COMM 170/171 SLOs**COMM 170**

1. Identify and analyze literary devices particular to the genres of poetry, short story, and drama
2. Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the analysis
3. Develop a workable script for performance that includes an effective introduction and transitions
4. Deliver a performance that successfully utilizes voice, face, body, and movement to communicate their understanding of the text to an audience
5. Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing their own, and their classmates' performances

COMM 171

1. Identify and analyze literary devices particular to the genres of poetry, short story, and drama
2. Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the analysis
3. Develop a workable script for performance that includes an effective introduction and transitions
4. Deliver a performance that successfully utilizes voice, face, body, and movement to communicate their understanding of the text to an audience
5. Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing their own, and their classmates' performances
6. Coach and rehearse other classmates in solo and small ensemble performance

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Grading Rubrics

Grading rubrics are provided for:

- *ART 301, Design*
- *ART 351, Beginning Black and White Photography*
- *DANC 141/143, Beginning/Intermediate Ballet I/II*
- *DANC 121/122, Contemporary Modern Dance I/II*
- *DGME 102, Media Law and Ethics*

Art 301, Design Grading Rubric

SLO #1: Students create two-dimensional designs that demonstrate an understanding of the art elements (line, shape, texture, color, space, and the major principles of design.

Assessment: Students submit a portfolio of work including designs, which apply the use of the art elements and principles of design. A holistic rubric is used to evaluate the portfolio. (1 is needs much work, 4 is an excellent job)

Rating of Each Area	1	2	3	4
Line		3	5	7
Shape		4	4	8
Texture		1	1	15
Color		3	4	6
Illusion of Space and Time	1	4	7	5
Principles of Design		3	4	8

Art 351, Beginning Black and White Photography Grading Rubric**Photogram Assignment**

Photograms will show range of objects, use of rule of thirds, range of opacities for transparent to opaque, narrative, and creative use of light.

0- Fail Not submitted, No Passing Grades in any of the standards or lacking in any redeeming artistic intent

1 - Below Average, Excels in 1 required standard and Passing in 4 of 5 required standards

2 - Average, Excels in 2 required standards and Passing in 3 of 5 required standards

3 - Good, Excels in 3 or more required standards and Passing in 2 of 5 required standards.

4 - Excellent, Excels in 4 or more required standards and Passing in 1 of 5 required standards.

DANC 141/143, Beginning/Intermediate Ballet I/II Grading Rubric

Ballet Dance Performance Rubric

SLO- Be able to create and develop unique movement sequences and collaboratively organize that material into a Ballet dance sequence for performance and/or conditioning outside the classroom environment.

	Poor	Average	Good	Excellent
<p>Unique Movement Sequences (New combinations of movements, changes in dynamics, addition of subject matter.)</p>	Student’s choreography contains only combinations of movements as taught in class, performed at the same speed and without subject matter.	Student includes at least two movements that have not been taught in conjunction. Student adds a theme to movement.	Student includes at least three movements that have not been taught in conjunction, may also have chosen a theme and/or rhythmic phrasing.	Student includes more than three movements that have not been taught in conjunction, may also have chosen an atypical subject and/or rhythmic phrasing.
<p>Collaboration (Students teach, learn and organize their choreography with group members)</p>	Students know neither their own, nor their partner’s choreography and verbally cue the order of the transitions during performance.	Students learned their own choreography, and 75% of their partners. Students physically cue each other during transitions between parts.	Students learned their partners’ choreography, and had clearly understood transitions between parts.	Students learned each other’s choreography with stylization, taught their choreography clearly to their partners and created a complex order to present each part.
<p>Performative Execution (Memorize choreography, demonstrate proper posture and execute the movement rhythmically and on-time)</p>	Student demonstrates one or no goals, or is unable to execute the choreography on-time or in rhythm. Lack of posture maintenance leads to failed execution and decreased safety.	Student knows 75% of choreography and demonstrates 2 or more goals and is able to execute them half of the time.	Student knows most of choreography and demonstrates 3 or more goals and is able to execute them 75% of the time	Student has memorized all choreography and demonstrates all four goals and is able to execute them almost all of the time

DANC 121/122, Contemporary Modern Dance I/II Grading Rubric
Modern Dance Performance Rubric

SLO- Be able to create and develop unique movement sequences and collaboratively organize that material into a modern dance piece for performance and/or conditioning outside the classroom environment.

	Poor	Average	Good	Excellent
Unique Movement Sequences (Unexpected isolations, syncopations, changes in dynamics of movement, uncharacteristic subject matter.)	Student's choreography is predictable, contains only movements learned in class, is to a regular 4/4 beat and/or is not outside of the student's regular repertoire.	Student includes at least two movements that are atypical of their usual work.	Student includes at least three movements that are atypical of their usual work, may also have chosen an atypical subject or rhythmic phrasing.	Student includes more than three movements that are atypical of their usual work, may also have chosen an atypical subject and/or rhythmic phrasing.
Collaboration (students teach, learn and organize their choreography with group members)	Students know neither their own, nor their partner's choreography and verbally cue the order of the transitions during performance.	Students learned their own choreography, and 75% of their partners. Students physically cue each other during transitions between parts.	Students learned their partners' choreography, and had clearly understood transitions between parts.	Students learned each other's choreography with stylization, taught their choreography clearly to their partners and created a complex order to present each part.
Performative Execution (Memorize choreography, demonstrate proper posture and execute the movement rhythmically and on-time)	Student demonstrates one or no goals, or is unable to execute the choreography on-time or in rhythm. Lack of posture maintenance leads to failed execution and decreased safety.	Student knows 75% of choreography and demonstrates 2 or more goals and is able to execute them half of the time.	Student knows most of choreography and demonstrates 3 or more goals and is able to execute them 75% of the time	Student has memorized all choreography and demonstrates all four goals and is able to execute them almost all of the time

DGME 102, Media Law and Ethics Grading Rubric

Protocol for posting threads and contributing to an online discussion are as follows:

1. Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
2. Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
3. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
4. Address the questions as much as possible (don't let the discussion stray).
5. Try to use quotes from the articles that support your postings. Include page numbers when you do that.
6. Build on others responses to create threads.
7. Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
8. Use proper etiquette (proper language, typing, etc.).

Forum Rubric for Online Class

Student Name:

CATEGORY	Exemplary 4pt	Proficient 3 pts	Satisfactory 2 pts	Incomplete 0 pts	POINTS
Quality of Information	Information clearly relates to the main topic and adds new concepts, information. It includes a least 3 supporting details and/or examples	Information clearly relates to the main topic. It provides at least 2 supporting details and/or examples	Information clearly relates to the main topic. It provides at least 1 supporting details and/or examples	Information has little or nothing to do with the main topic or simply restates the main concept. No details and/or examples are given.	
Resources	Consistently provides resources even it not required.	Occasionally provides resources even if not required	Provides resources when requested	Does not provide resources even when requested	

Continued on next page.

DGME 102 Forum Rubric for Online Class (continued)

Critical Thinking	Enhances the critical thinking Process consistently through premise reflection and difference questioning of self and others.	Critical thinking and premise reflection is demonstrated in discussion by the individual only.	Responds to questions but does not engage in premise reflection.	Does not respond to questions posed by the facilitator.	
Participation	Encourages and facilitates Interaction among members of the online community.	Responds to other members of the online community.	Rarely interacts or responds to other members of the online community.	Responds to the discussion facilitator only.	
Professional Language	Both professional vocabulary and writing style are used consistently throughout the discussion.	Both professional vocabulary and writing style are used frequently throughout the discussion.	Both professional vocabulary and writing style are used occasionally throughout the discussion.	Professional vocabulary and writing style are not used.	
	A - Exemplary: 20-13 points	B - Proficient: 12-11	Satisfactory: 10 – 6 points	Incomplete: 5 points or less	Total Points: /20
Developed by Amy Finch PhD and Liane Connelly PhD, RN 12/01 Fort Hays State University					

Examples of Authentic and/or Embedded Assessment

Examples of authentic and/or embedded assessment are provided for:

- *DENT 722, Dental Materials II*
- *DENT 735, Communication in Allied Health Professions*
- *DGME 102, Media Law and Ethics*
- *DGME 104, Digital Media Career Pathways*
- *MATH 802, Preparation for Algebra*

DENT 722, Dental Materials II

**College of San Mateo
Dental Assisting
Dental Materials-722 Final Examination**

Directions: Select the best possible answer and mark your answer on the Scantron.

1. Acrylic resins are used for
 - a. anterior restorations
 - b. temporary coverage
 - c. denture bases
 - d. all of the above

2. An abutment tooth of a partial denture may have all but one of the following:
 - a. clasp
 - b. retainer
 - c. saddle
 - d. rest

3. Osseointegration is:
 - a. an alternative for the replacement of missing teeth
 - b. utilized as a fixed bridge in patients who would otherwise require a removable partial or complete denture
 - c. involves the placement of rigid fixtures into the jaw
 - d. all of the above.

4. Which type of implant is placed directly **into** the bone?
 - a. subperiosteal
 - b. endosteal
 - c. suprapariosteal
 - d. periosteal

5. A surgical stent is used to:
 - a. hold sutures in place
 - b. stabilize the bone after surgery
 - c. hold the implant in place
 - d. help the surgeon place the implants in the proper location as a guide

6. When placing a temporary filling, it is **not** important to:
 - a. carve detailed anatomy
 - b. seal the margins completely
 - c. make sure it is not too high
 - d. contact the adjacent tooth

7. What material is placed as a thin layer on the deepest portion of the restoration?
 - a. base
 - b. liner
 - c. cement
 - d. varnish

8. Different types of cements are used to form specialized types of bases under restorative materials. Which is **not** a reason?
 - a. thermal
 - b. sedative
 - c. insulating
 - d. provisional

DENT 735, Communication in Allied Health Professions

DENT 735 Communication in Allied Health Professions.

SLO #1

Role playing answering the phone

Students divided in 4 groups presenting professional and non professional setting .

- Group 1 &2 presented the professional setting / using verbal skills/
- Group 3 & 4 presented the non-professional setting / using tone of voice /

Competency pass or no pass.

- Group 1&2 pass 100%
- Group 3&4 pass 100%

SLO #2

Active listening with the partner /patient-dental assistant/, demonstrate the ability to listen and explain how the crown is made.

Assessment Tool/Measurement - worksheet and peer evaluation were used.

Worksheet: 1. List questions asked by the patients.

2. List answers given by the dental assistant in form that the patient can understand the process.

Peer evaluation: in class setting students evaluated each other.

Competency pass or no pass.

- All students pass 100%.

SLO#3

Class activity using 2 scenarios: 1. Unprofessional setting in the dental office. 2. Professional setting in the dental office

Evaluation sheet:

	Pass	Needs improvement	Fail
1. Utilizing verbal & non-verbal communication			
2. Utilizing active listening with the patient			
3. Demonstrate knowledge ,skills, organization abilities.			
4. Demonstrate the ability to communicate as health professionals.			
5. Projected the idea of being a good team player and member.			

- All 23 students divided in 7 groups passed. Scored 100%

SLO #4

Fall Final

7. What form of interaction with patient is used the most?

- a. conversation
- b. interviews
- c. dialogue
- d. none of the above

20. Organizing our thoughts before talking with the patient:

- a. makes us sound clear to the patient
- b. helps the patient feel relaxed
- c. helps the patient understand the procedure
- d. all of the above

- Q. #7 & Q #20 answered by 23 students 100%.

DENT 735 2009-2010

SLO#4 Step 2

1. What is social helping?

2. What is the goal of informed consent?

DGME 102, Media Law and Ethics

Rubrick – Research Paper
 DGME 102 – Media Law & Ethics
 Instructor: Diana Bennett

Rubrick Criteria - Research Paper Please review to know what the standards are for a professional paper.

	Standards		
Paper Element	Professional- Very good- 5-4	Good to Average 3-2	Poor (Not suitable for university assignment) 1-0
Title	Title clear & informative. Hints at scope, approach, argument	Contains elements of scope or purpose	Title tells little about content, argument or scope of work
Introduction & Thesis	Establishes purpose, thesis clearly, explicitly. Objective. Captures reader's attention	Less clear. States significance but thesis buried.	Some or no indication: social, temporal & geographic limits
Body Content Communication	Paper effectively captures reader's attention and communicates purpose, tone and topic.	Paper is generally well written; lacking in purpose or topic	Paper poorly related purpose. Reader distracted.
<i>Organization</i>	Excellent use of language, ordered and clear links to thesis statement	Some connection to thesis statement. Some lack of clarity	Lack of care, time and effort
<i>Development and analysis</i>	Impressive depth of insight/analysis. Well developed process where author presents ideas and uses other's ideas for support. Offers opposing viewpoint.	Adequate depth. Recitation of other's ideas coherently. Issues overlooked. No opposing viewpoint.	Little or no depth or insight. Lack of understanding of material read.
Referencing	Wide variety of well-researched, quality sources. Few if any non-reviewed internet sources. Clear consistent use of chosen referencing system. Few formatting errors. No missing sources.	Reliance on non-academic sources. Fairly consistent use of referencing system, several errors in usage. Lacks integration	Serious problems with referencing system, or several systems being used. Plagiarism material not checked for validity
Conclusion	Effectively closes the paper. Ties together all elements = Effectively integrated	Adequate integration and conclusion	Weak conclusion and integration
Overall cohesion	Clear, readable, coherent & mature. Avoids empty & pretentious language. Avoids ambiguities-abstractions.	Readable; somewhat coherent. Uses empty language; at times ambiguous.	Poorly constructed, unreadable, very ambiguous or pretentious
Format & style Grammar/spelling	Grammatically and typographically superior. (No errors or 1 per page)	Grammatical and typographical error (2-3 errors per page)	Significant grammatical and typographical errors (4+ per)
<i>Structure and transitions</i>	Clear sentences. Variety of paragraph and sentence length. Strong clear leads. Smooth transitions	Sentences somewhat muddled with little variety in length.	Poor grammar in sentence and paragraph structure. Awkward
Total points	100 pts	50 pts	10 pts

DGME 104, Digital Media Career Pathways

COURSE SELF EVALUATION/REFLECTION

Please be specific & detailed.

Expectations & Goals

- What did I expect to learn?
- What were my goals?

Assignments

- What did I take on?
- What was my approach to regular assignments and to larger projects?
- What were the individual projects I completed? Did I complete all assignments? If not, why not?
- Did I do more than was assigned? If so, what? And what did I accomplish with this extra work?
- How well did I do routine assignments and/or projects?
- Did I find a way through confusion, hang-up, procrastination, or disaffection with the work?

Participation

- Be specific about my attendance. Was I there? If not, how often, and why not?
- Did I support the community of learning online?
- Did I come to class prepared? If so, how consistent was I?
- How well did I prepare? Did I find ways to improve it during the term?
- What was my role in class discussion and/or other class activities?
- What did I do/not do to facilitate good discussion or other fruitful participation in activities? Was I prepared?
- Did I make specific note of my problems and questions and bring them to class to share them?

Reflection

- How well did I perform in the course?
- What were my strengths and weaknesses?
- What do I need to work on most?
- What new strengths or weaknesses did I discover?
- What would you do differently if you had a chance to do this all over again?
- If I had problems or difficulties with the way the class was working for me, did I bring those to the attention of the instructor so circumstances could improve?
- Did I do other things to face difficulty squarely?
- Did I seek out help when I needed it? How successful was I?
- What did I do/not do to make my work as good as it could be?
- What did I learn (subject matter, skills, ways of learning, knowing and working)?
- What changes happened in my attitude, my confidence, my way of going about or looking at things?

What's next?

Where do I (could I) I go from here?

MATH 802, Preparation for Algebra

Instructors participating 1

slo	Core item	Mean % N=15	
SLO #1. Strengthen core entry skills, which are to perform operations with whole numbers, fractions, decimals, and percentages.	1 10	68% 52%	Comments: 10 is a simple application problem – continue insisting students work at these. Encourage students to enroll in appropriate reading course.
SLO #2. Perform operations on integers.	1 2	68% 80%	
SLO #3. Simplify and evaluate variable expressions.	3 4	76% 52%	
SLO #4. Solve a one variable first degree linear equation that models situation.	5 6 10	75% 84% 52%	
SLO #5. Construct linear graphs.	7	75%	
SLO #6. Convert units of measure(includes American and Metric systems).	8	91%	
SLO #7. Perform operations with polynomial	9	73%	

Summary Data on Assessed Student Learning Outcomes Attainment

Summary data on assessed SLO attainment are provided below, for the college and by department. Also provided are selected results of SLO attainment assessments from an on-going survey of degree/certificate applicants.

Collegewide Assessed SLO Attainment, 2009-10 to 2012-13

Reporting Cycle	Result Type						Total Results
	Criterion Met		Criterion Not Met		Inconclusive		
2009-10	731	79.9%	124	13.6%	60	6.6%	915
2010-11	393	89.1	38	8.6	10	2.3	441
2011-12	571	92.2	32	5.2	16	2.6	619
2012-13	615	85.1	37	5.1	71	9.8	723
Total	2,310	85.6%	231	8.6%	157	5.8%	2,698

Assessed SLO Attainment by Department, 2012-13

Department	Result Type						Total Results
	Criterion Met		Criterion Not Met		Inconclusive		
ACTG	21	34.4%	0	0.0%	40	65.6%	61
ADAP	24	100.0	0	0.0	0	0.0	24
ADMJ	57	98.3	1	1.7	0	0.0	58
AQUA	4	100.0	0	0.0	0	0.0	4
ART	46	100.0	0	0.0	0	0.0	46
ASTR	22	100.0	0	0.0	0	0.0	22
BIOL	20	69.0	9	31.0	0	0.0	29
BLD	6	60.0	3	30.0	1	10.0	10
BUS.	2	100.0	0	0.0	0	0.0	2
CIS	39	90.7	0	0.0	4	9.3	43
COMM	30	100.0	0	0.0	0	0.0	30
COSM	3	50.0	0	0.0	3	50.0	6
DANC	7	100.0	0	0.0	0	0.0	7
DGME	3	100.0	0	0.0	0	0.0	3
DRAF	16	69.6	2	8.7	5	21.7	23
ECON	2	100.0	0	0.0	0	0.0	2
ELEL	91	100.0	0	0.0	0	0.0	91
ENGR	15	100.0	0	0.0	0	0.0	15
ETHN	3	37.5	1	12.5	4	50.0	8
FILM	13	100.0	0	0.0	0	0.0	13
FITN	23	100.0	0	0.0	0	0.0	23
KINE	4	100.0	0	0.0	0	0.0	4
MATH	38	73.1	14	26.9	0	0.0	52
MGMT	2	100.0	0	0.0	0	0.0	2

Continued on next page.

Assessed SLO Attainment by Department, 2012-13 (continued)

Department	Result Type						Total Results
	Criterion Met		Criterion Not Met		Inconclusive		
MUS.	23	79.3	4	13.8	2	6.9	29
NURS	26	92.9	2	7.1	0	0.0	28
PHYS	2	100.0	0	0.0	0	0.0	2
PSYC	7	100.0	0	0.0	0	0.0	7
SOSC	65	83.3	1	1.3	12	15.4	78
VARS	1	100.0	0	0.0	0	0.0	1
Grand Total	615	85.1%	37	5.1%	71	9.8%	723

SLO Survey of Degree/Certificate Applicants, Summer 2012 to Fall 2012

All CSM programs offering degrees or certificates have developed program SLOs. The collection of data on student attainment of Program SLOs varies among disciplines. Currently, an online SLO survey is distributed to students at the time of their application for an award. Forty degree programs and 20 certificate programs utilize an online SLO survey assessment process. Program SLOs for Degrees can be accessed here:

<http://collegeofsanmateo.edu/sloac/programs/index.php>

Each program has developed a unique set of survey questions asking students to self-assess their attainment of program SLOs. To ensure comparability across programs, all surveys utilize a common 4-point agreement scale and contain 2 open-ended questions providing an opportunity for students to provide narrative feedback. The degree SLO assessment process was implemented in summer 2012. Certificate SLO assessment began spring 2013. SLO assessment results can be accessed here:

http://collegeofsanmateo.edu/sloac/slos_degree/degree_results.asp

Selected Results of Degree/Certificant Applicant SLO Survey, Summer 2012 to Fall 2012

	Count	Agree Strongly	Agree	Disagree	Disagree Strongly	Mean Score
Biology: Pre-Nursing AS Degree						
Explain the scientific method and its applications, and use the scientific method in a laboratory setting	4	25.0%	75.0%	0.0%	0.0%	3.25
Explain the principles of evolution as a fundamental process of all biology	4	25.0	75.0	0.0	0.0	3.25
Describe how structure and function contribute to homeostasis at all levels of human biology	4	25.0	75.0	0.0	0.0	3.25
Demonstrate proficiency in basic lab skills and analysis	4	50.0	50.0	0.0	0.0	3.50
Demonstrate knowledge of common and current clinical issues	4	50.0	50.0	0.0	0.0	3.50

	Count	Agree Strongly	Agree	Disagree	Disagree Strongly	Mean Score
Communication Studies AA Degree						
Express ideas and provide supporting evidence effectively in writing and in speaking	3	100.0	0.0	0.0	0.0	4.00

Continued on next page.

Selected Results of Degree/Certificant Applicant SLO Survey, Summer 2012 to Fall 2012 (continued)

	Count	Agree Strongly	Agree	Disagree	Disagree Strongly	Mean Score
Apply communication skills and communication theories when working in a team	3	100.0	0.0	0.0	0.0	4.00
Engineering AS Degree						
Use math, science, and engineering concepts to identify, formulate, and solve engineering problems	2	100.0	0.0	0.0	0.0	4.00
Use the techniques and tools of engineering at an elementary level to design a device, program, or process to meet specified requirements	2	50.0	50.0	0.0	0.0	3.50
Communicate the results of design and analysis orally and through text and graphics	2	50.0	50.0	0.0	0.0	3.50
Work effectively in teams	2	50.0	50.0	0.0	0.0	3.50
Fire Technology AS Degree						
Understand the concepts and theories related to the fire service including its history, fire prevention techniques, equipment, fire behavior and chemistry, building construction, and firefighter safety	10	80.0	20.0	0.0	0.0	3.80
Recognize the tools and equipment used in the fire service, and demonstrate their safe and proper use	10	70.0	30.0	0.0	0.0	3.70
Explain and demonstrate the importance of developing interpersonal and communication skills necessary to function within the fire service and society at large	10	80.0	20.0	0.0	0.0	3.80
Describe and demonstrate the value and necessity of ethics, integrity, and professionalism in the fire service	9	77.8	22.2	0.0	0.0	3.78
Real Estate AA Degree						
Meet the requirements to sit for the California Real Estate License Exam	3	100.0	0.0	0.0	0.0	4.00
Define the role and responsibilities of a real estate agent in California	3	100.0	0.0	0.0	0.0	4.00
Critically analyze how real estate is acquired, held, used, regulated, taxed, and transferred	3	100.0	0.0	0.0	0.0	4.00

Note: "Mean Score" is derived by assigning numeric values to each response (where 1="Disagree Strongly", 2="Disagree", 3="Agree", and 4="Agree Strongly") and calculating the mean of all responses for a given question item.

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Examples of Improvement of the Teaching/Learning Process

Excerpts from 2013 program reviews are provided as examples of the improvement of the teaching/learning process for selected instructional programs, learning support centers, and student services. Program reviews of all instructional programs, learning support centers, and student services are also available online [E-8].

- *Administration of Justice program*
- *Biology and Health Science program*
- *Career Services Center*
- *Computer Information Science program*
- *English program*
- *Integrated Science Center*
- *Mathematics program*
- *Psychological Services*
- *Writing Center and English 800 Center*

Administration of Justice Program

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Administration of Justice
 Faculty Contact: Michael Brunicardi

Academic Year: 2012-2013
 Program Review Submission Date: 03/25/2013

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

The updated curriculum and SLOs for the Administration of Justice program took effect in the fall of 2012. With only one semester's worth of assessment for reference, it is too early to identify any trends or areas of improvement.

Trends may be identified after the Spring 2013 assessment for courses that were taught in both semesters. However, some courses are only taught once per year, and will have to wait at least one more cycle to be evaluated.

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

At the beginning of each ADMJ class, students are issued a syllabus which details the course specific Student Learning Outcomes (SLOs). The SLOs are reinforced throughout the semester. At the end of each semester, students are given a survey to evaluate their comprehension of the concepts and theories essential to the SLOs expected in the course. All SLOs for each course are included in the survey. The results are independently calculated. The median percentage success rate from the survey results for the eight ADMJ classes presented in the Fall 2012 is 90.47 %.

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

New program SLOs just took effect Fall 2012. Without any graduates' information for reference, it is too early to determine any future modifications to the program SLOs.

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

The Course Student Learning Outcomes (SLOs) were developed, not only to complement the updated curriculum for the Administration of Justice program, but to provide a solid foundation of knowledge to help students achieve the Program SLOs. Likewise, Program SLOs secure the second foundational level and dovetail into the GE SLOs, ensuring that students leave with more than the narrow focus of their major.

The Criminal Justice System can contain complex concepts and complicated situations, requiring students to possess the skill to think critically and quantitatively. Careers in the Criminal Justice System are service oriented, making it important to have the ability to communicate effectively, maintain an ethical and professional manner and be aware of cultural and social diversity.

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The new transfer program curriculum was introduced in the Fall of 2012. The SLO successful completion rate (90%) as tabulated from the review of student surveys was subsequently entered into the CSM 'TracDat' data system.

A new full-time ADMJ instructor/coordinator was hired in August of 2012. Required California POST qualification training is being completed for the new coordinator/instructor. Additionally, POST instructors are being identified (mandated POST qualifications verified) to once again present the POST Modular Format program in the Fall of 2013.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note:* CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F. 1 and II.F.2.]

[*Note:* Specific plans to be implemented in the *next year* should be entered in Section V.C.]

ADMINISTRATION OF JUSTICE: The major courses of the ADMJ program are aligned with the Transfer Model Curriculum (TMC) as described in SB 1440. The core curriculum and subsequent lesson plans emphasize student's success completing Student Learning Outcomes (SLO's). Our SLO analysis for the students from the Fall of 2012 semester noted a 90% success rate. We will emphasize this continued success while developing the following areas over the next six years.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

Our current ADMJ staff consists of one full time associate professor and several part time instructors. All instructors are active or former law enforcement professionals with decades of experience.

- We will continue to liaison with the County Training Managers Association to identify and attract the best in the area for our instructional staff.
- We are exploring an evaluation process for our part time teaching staff to ensure professional best practices and student success in relations to the established SLO's are being followed.

Biology and Health Science Program
INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Biology & Health Science
 Faculty Contact: Kathleen Diamond

Academic Year: 2012-2013
 Program Review Submission Date: March 25, 2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Biology department, including Health Science, offers courses serving a range of educational goals for students, including transfer to baccalaureate institutions for science and non-science majors, prerequisites for programs including nursing and medical assisting, and Health Science courses. The Biology program classes are conducted in lecture and lab classrooms on the second floor of building 36, with occasional lecture classes on the first or third floor. This academic year the department offerings total 45 sections each semester of 17 (Spring) or 18 (Fall) different courses (including HSCI 100). Eight (Fall) or Nine (Spring) sections of lecture courses are offered online, and 6 sections of lab courses each semester are web-assisted. The Biology department has seven full-time professors, eight adjunct instructors and one full-time lab technician. In addition to teaching classes, Biology faculty participate in national, state, district, and college committees. Biology faculty also participate in faculty inquiry groups, professional development activities that enhance teaching quality, innovation, interdisciplinary promotion of student success, all serving the college mission, especially addressing four Institutional Priorities: to improve the academic success of all students (including course completion, retention and persistence), to promote academic excellence (and improve transfer rates), to promote relevant, high-quality programs, and to enhance institutional dialog.

Biology faculty assess course SLOs, have aligned course SLOs to CSM General Education SLOs and established program SLOs. Faculty have current course outlines approved by COI using CurricUNET; some updates are results of collaboration with Skyline and Canada college on common prerequisites, allowing automatic prerequisite checking. Bio 230, 240, 250 and 260,

II. Summary of Student and Program Data
A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

SLO assessment reviews continue to show that students have problems using quantitative information to evaluate and understand scientific processes. Students in Biology 260 have difficulty interpreting graphs, analyzing data from charts, working with basic measurements, and with proportions and ratios. Students also have problems relating information that has been successfully mastered in prerequisite courses. Chemistry is a prerequisite for physiology. The gas laws are taught in chemistry but students require extensive review in physiology before they can apply them to physiological applications. To address this problem, faculty is actively integrating quantitative problems into each unit of physiology.

In Biology 220, students struggle with the plant physiology portion of the class (water relations, photosynthesis) and with chemical composition of cells. The content and complexity of class

materials make bio 220, and any of the biology majors classes demanding. Students that stay in the class pass the class with C or better. Few gets D or F. Students need to have good time management skills to get passing grades. They also need to have college level reading proficiency.

In Biology 240, General Microbiology, one of the SLOs is to learn lab skills appropriate to Microbiology. One of these skills is quantification. SLO assessment identified student difficulty with the necessary math and graph analytical skills. To address this problem, lectures on this material were flipped. A recorded video lecture was posted on WebACCESS for the student to view prior to coming to class, and then class time was used to work on homework problems. A follow-up lecture was posted on WebACCESS to address issues that came up in class. This method seemed to meet with success, student did better than previous semesters on the relevant exam material and students reported enjoying this approach.

Although ENGL 848 is a recommended preparation, SLO assessment shows that many Biology 110 students have difficulties with written assignments, in particular proper sentence structure and knowledge of the English language.

Due to the nature of science courses, with frequent quantitative and objective in-class assessments of student learning (exams, quizzes and lab assignments), many Biology course SLOs are formally assessed in toto every three years. Thus trends may be observed in the classroom before they are reported as SLO assessment. Use of individually written lab exercises offered to students through WebAccess in lieu of commercial laboratory manuals provides for rapid turnaround between noting that students "didn't get it" and designing an improved teaching approach in both lecture and lab. For example, new and modified lab exercises have been introduced in Biology 110 and 230 in the past year, in response to students' struggles with SLO concepts.

Since many courses' SLOs were all assessed in 2010 they are due for assessment this Spring. Several Biology courses' assessments are out of date. One challenge is the assessment of courses taught only by adjunct faculty. The department needs to achieve SLO assessment of all SLOs for all Biology courses every three years, and improve oversight of adjuncts' SLO assessment work.

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

Faculty assess SLOs in their courses on a regular basis. The department is working to achieve SLO assessment of all SLOs for all Biology courses every three years, and meet the challenge of complete oversight of adjuncts' SLO assessment work.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

Biology faculty aligned course SLOs to CSM General Education SLOs and established program SLOs in the past year. Program SLO assessment will be performed by questionnaires prepared by the Office of Planning, Research, and Institutional Effectiveness (PRIE).

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

Each biology course SLO contributes to the program SLOs. Program SLOs serve as overarching

goals for program students, and encompass the course SLOs. Program SLOs were written by finding common outcomes among the courses required in each program. Course and Program SLOs have been aligned to Institutional SLOs. Biology course SLOs readily align with the first three GE SLOs: Effective communication, Quantitative skills and Critical thinking. The detailed alignment of each GE and program SLO with Biology courses on TracDat is in-progress and will be completed this Spring. (The challenge has been managing TracDat when there are older SLO that have been replaced by new SLOs. All are listed and the faculty working on alignment has been in conversations with SLOAC with regard to old versus new SLOs.)

Career Services Center
STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Career Services Center
 Program Contact: Eileen O'Brien

Academic Year: 2011-2012
 Program Review Submission Date: 3/25/2013

II. Summary of Student and Program Data
A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Career Program SLO: Students will complete a brief test about CSM's Career Services after meeting with a counselor or listening to a service briefing. At least 75% of students will be able to complete the survey with at least an average score of 70%. Assessment was administered during the fall 2011 and spring 2012 semesters.

Based upon the results of the assessment, of **189 students** who took our assessment an average score of **74.4%** was earned, which is within our definition of success. One of the areas appearing to need more attention is better instruction on the purpose of CSM JobLinks and how it benefits students.

CRER 126 SLO: No SLO activity for this year. Completed in previous years and will test students next year in all areas not previously tested from course outline.

CRER 127 SLO: Students will be able to write an effective resume. A rubric will be used to assess student resumes. An average score of at least 70% will be achieved. **Results:** Of the 15 student resumes reviewed, an average score of 78% was achieved. To improve this score and student resume success in the future, we will strongly encourage students with resumes that are below standard to meet with a counselor to prepare an effective resume.

III. Student Learning Outcomes Scheduling and Alignment
A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the course SLO assessment process or schedule.

CRER 127: Although the SLO results for the preparation of an effective resume were met with a score of 78% success, there is room for improvement. We will start strongly encouraging students with less effective resumes to meet with a career counselor to work on improving their resume. I am also going to prepare test questions for students to answer at the end of the course which will assess their knowledge of the SLO topics listed on the course outline (and may imbed them in the online course survey they are required to take).

CRER 126: I am going to prepare test questions for students to answer at the end of the course which will assess their knowledge of the SLO topics listed on the course outline (and may imbed them in the online course survey they are required to take).

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

Currently, we administer the program SLO assessment to students whom we meet with briefly in small groups which is difficult to administer given the limited amount of time we have. On the other hand, we see many students on an individual basis. Next year, I plan to identify one or two items about our program that we will discuss during student appointments and then have the

student take an online survey/manual questionnaire, demonstrate their knowledge about the item, or use some other assessment tool depending upon the item(s) taught. Since not all app'ts deal with the same subject, we may only be able to assess a portion of the students whom we meet with.

C. SLO Alignment (if applicable)

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

The CRER 127 SLO which assesses a student's ability to write an effective resume, supports the program SLO indirectly. Although resume effectiveness was not specifically assessed on the program SLO, it contributes to our program goal of helping students to prepare for job search and being able to write an effective resume. Both types of SLOs support Institutional SLOs (not GE) in terms of contributing to critical thinking and communication skill development.

V. Institutional Planning

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 2

Title:

Revise CRER 126 and 127 Course Outlines

Description

Update/revise both course outlines

Action(s)	Completion Date	Measurable Outcome(s)
Review both course outlines for possible changes		FA 2013 – Mark ups on outlines
Discuss both outlines and gather feedback from Dean and other faculty about possible changes, especially to SLOs		FA 2013 – notes from conversations and feedback about changes
Make changes on outlines, submit to Dean and counselors, and COI (and any other entities) for final approval		FA 2013 – Revised outlines will appear on COI website

Computer and Information Science Program

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Computer and Information Science
 Faculty Contact: Martha Tilmann

Academic Year: 2011-2012
 Program Review Submission Date: 3/25/13

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Computer Information Science Department (CIS) offers 20-23 sections of 15-20 separate courses each semester, ranging from *Intro to Computer Information Science* through advanced programming, *Computer Forensics*, and *Internet Programming* courses. From the College Mission statement, CIS courses and programs directly support institutional priorities "Promote Academic Excellence" and "Promote Relevant, High-Quality Programs and Services." All courses are certificate-applicable, Associate Degree-applicable, and/or university-transferable. Additionally, one course meets the information competency Associate Degree requirement. CIS also supports the institutional priority for "Student Success" by offering courses in both the online and traditional mode and, where possible, in a predictable scheduling pattern.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

CIS 110 SLOs

Fall 2012

SLO 02: Differentiate between basic concepts of computer hardware and software. Students performed at an 82% level on this assignment. This includes 15% of students did not turn in the assignment.

SLO 07: Demonstrate ability to use and evaluate Internet tools for research. Students earned 96% on the final paper illustrating the Information Competency laid out in the preparatory assignments.

Spring 2013

SLO 03: Demonstrate use of the operating system to effectively organize and maintain computer files. Students performed at an 81% level on this assignment. This includes 20% of students did not turn in the assignment.

Evidence shows that those students who read the chapter and complete the labs are nearly 100% successful in accomplishing the student learning outcome(s). This suggests the instructional materials and teaching methodology are sound. What appears to be a problem is getting all students to engage in class assignments. These students eventually drop the class leading to low retention. One issue is getting students off to the right start in the distance mode. Optional orientation meetings are held, but it would be best augmented by an interactive orientation video. To this end the department requests *Camtasia* under the instructional materials. This video recording/editing software will provide an effective means to deliver course material in a more engaging way. Faculty of CIS 110 has already taken the mini-STOT training on this product

and other faculty will also be able to be trained. A second issue may be that instructional materials are geared for the PC platform when an increasing number of students are using the Mac computer system. It would be helpful for instructors in this foundation class (and perhaps others) to have both a PC and Mac to develop appropriate instructions and materials for both. Thus under equipment requests is the acquisition of a Mac.

CIS 114 SLO Assessments

Fall 2012

All seven SLOs for CIS 114 were assessed, with successful outcomes ranging from 70-100% for individual SLOs. Lack of participation is the most predominant factor leading to non-success in CIS 114. Up to 20% of enrolled students fail to log into WebAccess even once and do not respond to email. Students who regularly participate in the class forum and avail themselves of online office hours or other forms of contact generally succeed. The class had a 54% retention rate in fall 2012, with 71.4% of those students successfully completing the class. Of the successful completions, 70% of those students earned an A. PRIE data shows a 71.4% retention rate for CIS 114 over 2009-2011, with a success rate of 66.7%.

Several factors currently affect retention. One recent issue was misinformed counselors, who incorrectly told students to enroll in the class when they did not have the recommended preparation. Several counselors told students who had only taken CIS 110 that they had the recommended preparation. One student was unable to complete the second assignment and, by that time, it was too late to get into the intro programming class that he needed. Fortunately other students were able to transfer to the intro classes before the deadline. Students seem to feel that if a counselor told them to enroll in the class then they should be there and, as a result, will not respond to numerous emails and announcements informing them of the course requirements.

The majority of students who drop or withdraw from the class are conscientious A or B students who, for personal reasons, feel they no longer have adequate time to devote to the coursework. A minority of students feel that they have purchased the course material by registering, and will continue to log into WebAccess without doing any of the required work or taking any tests or exams. They often state that they don't mind getting a grade of F or NP. If dropped from the class they will occasionally insist on reinstatement, complaining to the registrar and/or the dean. This negatively impacts the success rate.

Fortunately in spring 2013 there were almost no unqualified students enrolled in the class, though not all students participate despite possessing adequate or advanced programming knowledge and experience.

The instructor needs a Mac computer for online internet programming courses. In CIS 114 most students use Macs and ask specific Mac-related questions, which the instructor often cannot answer. JavaScript programs behave differently in different browsers, especially on a Mac. Students are thus forced to help each other because the instructor often cannot answer Mac questions and is unable to duplicate Mac behavior on a PC. This might also contribute to non-success in the class. CIS instructors at other California community colleges are given Macs and laptops, and often iPads or other tablet computers.

The CIS 114 instructor has a refurbished Dell laptop running XP that is no longer serviced by ITS. All previous requests for a Mac computer have been ignored for several years, despite the fact that the instructor teaches

technological subjects requiring recent technology. At a minimum, instructors teaching online internet programming courses should have both a Mac and a Windows laptop (or a dual-boot Mac).

CIS 254 SLO Assessments

Fall 2012

All ten SLOs for CIS 254 were assessed, with successful outcomes ranging from 80-100% for individual SLOs. Absenteeism is the predominant factor leading to non-success in CIS 254. Students who regularly attend lecture and lab sessions generally succeed. The availability of CIS tutors in the Learning Center beginning fall 2012 has significantly aided retention and success. Several students who initially wanted to drop the class were persuaded to remain and credited their success with the tutoring they received from the Learning Center. Only 3 out of 26 students did not pass the class. 88.5% of retained students succeeded. This has led to record enrollment in CIS 255 for spring 2013, the second-semester programming course.

CIS 255 SLO Assessments

Spring 2012

All eight SLOs for CIS 255 were assessed, with successful outcomes ranging from 75-100% for individual SLOs. Absenteeism is the predominant factor leading to non-success in CIS 255. Because the class is a hybrid class that meets for three hours of lecture once a week, missing even a single class results in missing an entire week's lecture. It can be difficult for students to make up missing material. The lab portion is completed online. Students who regularly attend lecture generally succeed, meeting all SLOs. The retention rate was 62.5%, with only one of the retained students not succeeding. PRIE data show a retention rate of 74.6% and a success rate of 64.4% for 2009-2011.

CIS 278 SLOs

Fall 2012

SLO 01: Demonstrate knowledge and understanding of the principal object-oriented programming concepts. Students performed at an 84% level on this exam question. Traditional students met the SLO 100%

SLO 02: Employ Unified Modeling Language (UML) notation to model the object oriented design of a non-trivial computer program. Students performed at a 94% level on this programming project. This is an improvement over the last assessment of this SLO. Traditional students met the SLO 100%.

SLO 03: Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model. Students performed at a 86% level on this programming project. This is an improvement over the last assessment of this SLO.

SLO 07: Create dynamically allocated variables. Students performed at a 81% level on this programming project. This is an improvement over the last assessment of this SLO.

Percentage comparisons between traditional and online students tend to vary. Last year Camtasia code demonstrations were added to areas covered for SLO3 and SLO7, which may account for the

improvement in these areas. Videos will be added to over the other SLO areas to support the online audience.

CIS 256/279 SLOs

SLO's for this course are measured as one, as these cross-listed courses are essentially the same. The two courses cover the same theory, the only difference being that students code their projects in different languages (using texts that are identical except for implementation language).

Fall 2012

SLO 01: Implement a classic data structure as an Abstract Data Type class. Students performed at a 100% level on this programming project.

SLO 02: Characterize an algorithm using Big O notation. Students performed at a 93% level on this exam question..

SLO 02 is a fundamental outcome for this course. Although the measured performance is always high, it should be 100% for students who complete this course. The tools which have been used to measure this SLO occur early in the course, when the Big O concepts are first presented. This may not be entirely accurate for students who complete the course, and for the next assessment cycle a final exam question will be used to track this SLO.

SLO 03: Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort; Students performed at a 94% level on this exam question.

SLO 04: Employ algorithmic patterns to array, linked and recursive structures . Students performed at a 94% level on this exam question.

While these concepts are practiced in homework and given adequate text coverage, online students do not score as high in SLO measurements. Camtasia code demonstration videos will be developed to present these basic sorts and traversal patterns.

CIS 380 SLO Assessments

Fall 2012

All nine SLOs for CIS 380 were assessed, with successful outcomes ranging from 80-100% for individual SLOs. Lack of participation is the predominant factor leading to non-success in CIS 380. Up to 20% of enrolled students fail to log into WebAccess even once and do not respond to email. Other students will initially participate, but later stop. Students who regularly participate in the class forum and avail themselves of online office hours or other forms of contact generally succeed. Assignments are not especially difficult, given that a student keeps up with required reading and does not start them at the last minute. The class had a 64% retention rate in fall 2012, with only three retained students unsuccessful. PRIE data shows a 72.2% retention rate over 2009-2011, with a success rate of 62.5%.

The majority of students who drop or withdraw from the class are conscientious A or B students who, for personal reasons, feel that they no longer have adequate time to devote to the coursework. This class often has a full waitlist. Unfortunately not all waitlisted students can be added but, because of lack of participation by some registered students, qualified and motivated waitlisted students can lose the opportunity to enroll in the class.

The instructor needs a Mac computer in order to help students who must use a SSH client to connect to the web server. Connecting with a Windows computer is entirely different than with a Mac, and students need Mac-specific instructions. Students are forced to help each other because the instructor cannot recreate Mac-related problems on a Windows computer. This might also contribute to non-success in the class. Since the majority of internet programming students use Macs it is imperative that the instructor also have access to the same operating system.

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

All courses have SLOs and assessment is being done by all full-time faculty on an ongoing basis. No adjustment or modifications are projected in this schedule. Classes taught by adjuncts have SLOs but do not have a projected plan for assessment.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

The department has completed Objectives and SLOs for its A.S. degrees as shown below and they are appropriately published on the college SLO website. Below are listed the CIS A.S. degree program Objectives followed by the SLO. Assessment is ongoing although not formalized.

Technical Competency

1. Apply computer science concepts to design and implement software solutions to problems;
SLO: Students will demonstrate the ability to use computer science concepts and program matching skills to design and implement software solutions to problems.
2. Use a variety of software tools, operating systems and/or computer languages;
SLO: Students will have the ability to use a variety of software tools, operating systems, and/or computer languages.
3. Acquire new technological skills by building upon discipline fundamentals;
SLO: Students will have an understanding of how to obtain information on computer concepts and discipline details. This understanding will provide them with the foundation necessary to pursue further learning.

Interpersonal Skills

4. Verbally communicate ideas and concepts clearly in an organized manner;
SLO: Students will demonstrate the ability to verbally communicate ideas and concepts clearly and in an organized manner.

- 5. Write clear system documentation, user documentation and research papers and/or posters;
SLO: Students will demonstrate the ability to write clear system documentation, user documentation, and research papers and/or posters.
- 6. Work as a team member in a problem solving situation;
SLO: Students will demonstrate the ability to work as a team member in a problem-solving situation.

Professional Awareness

- 7. Be aware of their professional responsibilities regarding key ethical issues affecting computer science.
SLO: Students will be aware of key ethical issues affecting computer science and their responsibilities as computer science professionals.

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

GE-SLOs Program Courses	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
CIS 110	X	X	X	X	X
CIS 111	X	X	X		
CIS 113	X	X	X		
CIS 114	X	X	X		
CIS 117	X	X	X		
CIS 121	X	X	X		
CIS 125	X	X	X		
CIS 127	X	X	X		
CIS 132	X	X	X	X	X
CIS 151	X	X	X		
CIS 254	X	X	X	X	X
CIS 255	X	X	X	X	X
CIS 256	X	X	X		
CIS 278	X	X	X		
CIS 279	X	X	X		
CIS 363	X	X	X	X	X
CIS 364	X	X	X	X	X
CIS 379	X	X	X		
CIS 380	X	X	X		
CIS 420	X	X	X		
CIS 479	X	X	X	X	
CIS 489	X	X	X	X	
CIS 490	X	X	X	X	X
CIS 491	X	X	X	X	X
CIS 492	X	X	X	X	X

English Program
INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: English (and Literature)
 Faculty Contact: James Carranza and Madeleine Murphy

Academic Year: 2011-2012
 Submission Date: March 25, 2013

II. Summary of Student and Program Data
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A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

English:

At the end of the Spring 2012 semester, faculty collected a total 124 essays from a spread of all English courses except ENGL 838 (between 8 and 24 essays from each course) and evaluated the student learning outcomes demonstrated in each. The results were collected and analyzed at the annual faculty retreat on October 5, 2012.

We have two primary goals in assessing SLO results:

First, we want to track whether our SLO results match our pass rates. To be clear, we do not expect or aim to have a perfect match between passing rates and SLO success rates. The SLOs for each course represent the minimum skills a successful student will master by the end of the course, but they do not necessarily represent the lower threshold required to earn a passing grade in the course. Also, we use final or penultimate essay assignments for our SLO evaluations – which means that failing students who have already stopped submitting work (a substantial number) are rarely included in SLO assessments, though they are, of course, included in success rates. However, with that caveat, we do look at divergence between the SLO success rates and student success rates for ways to improve course content, the language of the SLOs themselves, our evaluation procedures or policies, and other factors.

Second, we want to identify trends in student success and areas that need specific attention.

Summary of 2012 SLO evaluation:

- Overall, SLO success rates hovered between 54% and 75%. (There were a couple of outliers, discussed below.)
Analysis: On the whole, faculty felt these results reflected what we see in our classrooms.
- In pre-transfer courses measured (ENGL 828, 848), SLO success rates exceeded the pass rate of the class.
Analysis: Most SLO success rates in these courses stood between 68% to 75%, which reflects fairly accurately the percentage of active students one would expect to pass. (Pass rates for both courses were about 56%.) However, one ENGL 828 SLO had an almost 94% pass rate, suggesting that it could not be meaningfully measured.
- In ENGL 100 and 110, the pass rates exceeded the SLO success rates.
Analysis: The discrepancy suggests the possibility of grade inflation. This reflects a long-standing, ongoing faculty concern about the clarity, consistency, and rigor of grading at all levels, but especially in transfer courses.
- Only two SLO rates departed from the 50%-75% range. One SLO in ENGL 828 had a success rate of almost 94% while another in ENGL 110 had a succeed rate of just under 42%.
Analysis: In the case of the ENGL 828 SLO, participants in the evaluation process commented that the SLO was not measurable. The low-scoring ENGL 110 SLO addressed essay

competence, a central skill, and one that is measurable. It suggests that ENGL 110 students may have less solid preparation than is required for success in the course, reflecting both the findings regarding the possible grade inflation in ENGL 100 *and* confirming an anecdotal perception on the part of many faculty that the skill level of ENGL 110 students has gone down in recent years. It may also indicate that the skills gap between the ENGL 100 and ENGL 110 levels is too wide and students passing ENGL 100 with Cs are not adequately prepared for the rigor of ENGL 110.

- In almost all transfer level courses (ENGL 100, ENGL 100/102, and ENGL 110) the lowest SLO success rates were those addressing sentence-level skills. Less than 44% of ENGL 100 students, and only 54% of ENGL 100/102 students, could “construct syntactically mature and grammatically sound prose,” and as noted above, the SLO addressing essay competence in ENGL 110 (which includes the ability to use “a variety of sentence structures”) had the lowest success rates of all SLOs in all courses.

Trend: Sentence-level competence continues to be the weak spot in the composition program.

Action:

The SLO evaluations suggest that inconsistent levels of preparation may be a factor in low SLO success rates in ENGL 100 and 110 (especially in light of their relatively high pass rates). Thus, English faculty, at their October retreat, focused on the need for consistent grading of student achievement in ENGL 100, constituting adequate preparation for the next level.

Such consistency and rigor, like physical fitness, is not simply achieved once and for all: it must be continuously maintained by ongoing faculty contacts, discussions, teaching circles, and other forms of collaboration. However, we also considered policies and course outline reviews that might support consistency of content and standards at all levels.

During the AY 2012-2013 year, and starting with our SLO analysis at the October retreat, faculty have taken a number of steps:

- We have instituted regular review sessions to evaluate specific problem cases in grading, to identify causes and possible interventions for grade inflation (modeled on the medical “Morbidity and Mortality” sessions). The first of these was held on January 10, involving eleven faculty; the discussion was reported at the first department meeting on January 23, 2013.
- At their February department meeting, faculty established a number of goals for the semester, including a review of the course outlines to clarify and distinguish their content. One faculty member secured a grant to ensure adjunct participation, a key factor in keeping course content and grading consistent. Working in groups, 22 faculty (both full- and part-time) have reviewed the language and content of all course outlines for all composition classes and are working to revise them by the end of the Spring 2013 semester.
- Many composition faculty are participating in teaching circles, sharing a text and central assignments, and collaborating on grading. (This was suggested at the 2011 retreat; it is an ongoing department activity.)
- Faculty are participating in a Writing Center project, looking into ways that the Writing Center can better support classroom instruction. This is especially relevant to addressing weaknesses in sentence skills since a lot of this instruction takes place in the Writing Center. Faculty involved in the project have created new tutorials (reported at the February meeting).

SLO assessment in literature:

In AY 2011-2012, we offered five literature classes:

Fall 2011: LIT 231 / LIT 837 (English Literature I)
 LIT 113 / LIT 813 (The Novel)

Spring 2012: LIT 232 / LIT 238 (English Literature II)
 LIT 101 / 804 (Twentieth Century Literature)
 LIT 151 / LIT 835 (Shakespeare)

SLO assessments on these classes indicated a very high rate of success, typically over 95%. Faculty are working to establish whether the high rate reflects SLOs that are too ambiguous for accurate measurement, or concrete enough to be easily achievable – or, indeed, whether successful literature students really do learn what we want them to learn. Where SLOs need adjustment, or the content of the courses clarified, course outlines will be revised.

SLO assessment in online classes:

Each semester, between them, two instructors offer between three and four sections of online English: ENGL 100, 110 and 165 (one each of the three transfer courses). In 2012, we offered an extra section of ENGL 100, for a total of seven online courses.

However, neither instructor was able to submit essays to the SLO evaluation review in Spring 2012. We are therefore unable to compare SLO success rates for the online and on-campus courses in this reporting cycle. We will prioritize SLO evaluation in these courses for AY 2012-2013. (It should be noted that because these courses are offered only by a limited pool of instructors and serve a body of students who have lower success rates overall, we can draw only limited conclusions about our English program based on a comparison of SLO success rates.)

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

Literature and non-composition courses (eg, ENGL 875, etc.). These continue to be assessed each time they are offered by the course instructor. Courses are offered so infrequently, and there is only ever one section; no other feasible means of assessment exists.

English composition courses. We continue to read essays for holistic assessments of SLOs. However, our means of collecting data and our schedule have both changed.

- *Data:* At the close of the spring semester, instructors are requested to submit eight randomly selected papers from one of each section of each course they are teaching. From this pool of papers, a total of 124 essays were distributed to participating instructors for evaluation.
- *Process:* Participants included all full-time and many part-time faculty. Over the summer, or on flex day, instructors reviewed their assigned papers and filled out a form indicating SLO success. Forms were turned into the SLO coordinator, who collated the information and distributed it at the faculty retreat in October, 2012.

- *Schedule:* We propose to repeat the same process each spring, and review the data at our annual fall retreats.
- *Reason for change:* Previously, faculty held 2-3 hour meetings to evaluate papers from each course level. These meetings were very difficult to schedule, attracted relatively few participants, and could not be held very often; thus each course was evaluated every three years or so, and often we only had perhaps 8 to 16 essays to draw on. By separating the data collection from the discussion, we are able to review all of our SLOs in all English courses annually, using far more papers, and far more quickly. We will be able to get a much clearer and readier sense of trends in student success. The analysis and planning, also, has its own space in the annual calendar (at our retreat) and so can receive unmixed attention.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

The English department has mapped SLOs for individual courses, matching them to the program SLOs which were adopted in AY 2011-2012.

English / Literature SLO course alignment with CSM's General Education SLOs: SLOs of applicable English courses (ENGL 838, 848, 100, 100/102, 110, 165, 161, 162, and 163) and Literature courses are aligned with CSM's General Education SLOs. (See attached Tracdat report). In summary, almost all SLOs for English courses (excepting those concerning MLA documentation), and all SLOs for literature courses, support the following CSM General Education SLOs:

1. **Effective Communication:** The ability of students to write, read, speak and listen in order to communicate effectively. Students should be able to:
 - Comprehend, interpret, and analyze written and oral information;
 - Express ideas and provide supporting evidence effectively in writing and speaking;
 - Communicate productively in a group or team situation.
2. **Quantitative Skills (NOT APPLICABLE)**
3. **Critical Thinking:** The ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. Students should be able to:
 - Identify, develop, and evaluate arguments;
 - Assess the adequacy of both qualitative and quantitative evidence
 - Understand diverse disciplinary perspectives and use appropriate modes of inquiry, including the scientific method.
4. **Social Awareness and Diversity:** The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present. Students should be able to:
 - Understand and respect the range of diversity;
 - Acknowledge the value of divergent opinions and perspectives;
 - Work effectively with others of diverse backgrounds;
 - Analyze the interconnectedness of global and local concerns, past and present.

5. Ethical Responsibility: The ability of students to make, with respect to individual conduct, judgments based on systems of values. Students should be able to:
- Identify ethical issues and understand the conflicts inherent in them;
 - Identify possible courses of action in response to ethical issues and evaluate their consequences;
 - Demonstrate ethical behavior in working with students, instructors, and the campus community.

SLO alignment with CSM's English AA Program SLOs

The TracDat reports show that English course SLOs (again excepting those concerning MLA documentation) directly support both of the English Program SLOs.

Although the report does not include literature courses, *all* CSM literature courses are aligned with both program SLOs.

These state that students successfully completing the English AA degree should:

1. Analyze and respond critically to literary and expository texts;
2. Demonstrate knowledge of a variety of authors, literary genres, and literary devices.

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

All English and Literature courses require extensive writing, reading, demonstration, critical thinking, analysis, rhetorical awareness, exploration of multiple viewpoints, and metacognition.

The program SLOs call for demonstrations of analysis, critical response to different kinds of text, and some general knowledge both about writers and genres, and about the mechanics of writing.

These support CSM's General Education SLOs in the following way:

- Effective Communication: Reading, writing, and explaining with evidence support effective communication.
- Critical Thinking: Evaluating, analyzing and explaining with evidence support critical thinking.
- Social Awareness and Diversity: Exploring multiple viewpoints, analyzing and evaluating ideas, reading fictional and expository texts presenting a variety of perspectives, and self-awareness promote a better understanding of social issues and diverse points of view.
- Ethical Responsibility: Exploring multiple viewpoints, analyzing and evaluating claims, reading fictional and expository texts presenting a variety of perspectives and experiences, and better self-awareness develop students' ability to make examined judgments based on systems of values.

Integrated Science Center
LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Integrated Science Center

Academic Year: 2012-2013

Center Contacts: Kathleen Diamond, Dean Drumheller Program Review Submission Date: March 25, 2013

II. Summary of Student and Center Data
A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

In November 2012, new SLOs were developed for the ISC. This was done in collaboration with all the Learning Support Centers at CSM, and a common SLO was adopted by every center. These new SLOs will be assessed in Spring, 2013. The ISC SLOs are:

1. Students will have knowledge of the ISC's resources, including how to access them.
2. Students will demonstrate awareness of study strategies for science courses.
3. Students will express increased optimism about their abilities to pursue science learning.

III. Student Learning Outcomes Scheduling and Alignment
A. Course SLO Assessment (if applicable) NOT APPLICABLE
B. Center SLO Assessment

Explain any recent or projected modifications to the Center SLO assessment process or schedule.

In November 2012, new SLOs were developed for the ISC. This was done in collaboration with all the Learning Support Centers at CSM, and a common SLO was adopted by every center. The SLOs will be assessed by a survey that will also assess student satisfaction for PRIE. This questionnaire will be given in hard copy at a dedicated station beside the log-in table in the ISC during all open hours in the first two weeks of May, 2013. Faculty in the ISC will encourage all students to complete the survey. It will be short, consisting of 5-6 questions. Results of the SLO assessment will be compiled and entered into Tracdat (and satisfaction results entered electronically for PRIE).

SLO Alignment (as applicable)

Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related program and institutional SLOs reports.

In general the ISC SLOs support science course SLOs by offering resources for students to pursue their course studies. More specifically: ISC SLOs and their relationship to CSM GE SLOs:

1. Students will have knowledge of the ISC's resources, including how to access them. This supports Quantitative Skills by providing resources for quantitative analysis, problem solving.
2. Students will demonstrate awareness of study strategies for science courses. This supports critical thinking by providing a milieu for analyzing information and critical reasoning.
3. Students will express increased optimism about their abilities to pursue science learning. This supports all GE SLOs insofar as it provides an opportunity for success in developing Effective communication, Quantitative skills and Critical thinking for the related courses.

V. Institutional Planning

B. Center Vision

What is the program's vision for sustaining and improving student learning and success during the next six years? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section II. Summary of Student and Program Data.

The ISC will actively participate as part of a network of student support centers at the college. Over the next six years, the Learning Support Centers Coordinating Committee, as a standing committee of the Academic Senate, will continue its regular meetings to maximize the ability of all centers to serve student needs. The committee will strategize to align hours of operation, computer and technology resources, staffing, and other services to create comprehensive learning support network for all students. The combined work of the ISC and other learning support centers serves four Institutional priorities: 1: improve the academic success of all students (completion, retention, persistence), by increasing student participation in academic support services and improving such services; 2: promote academic excellence (improve transfer rates), by offering study opportunities and faculty consultation in a supportive environment; 4: promote integrated planning, fiscal stability and the efficient use of resources (support decision making in institutional planning that is informed by evidence, research and use of outcome measures), by basing decisions on data from all learning support centers; 5: enhance institutional dialogue (improve campus-wide communication), by the collaboration between the learning support centers.

The ISC SLO assessment to be conducted in May 2013 should give us a better evaluation of the specific success of the center, but usage data clearly shows the importance of the ISC to students, especially students taking at least 6 units and enrolled in transfer-level courses. 900-1000 different students using the ISC each semester represents a substantial proportion of the college's student body. Over the next six years the ISC's goal will be to ensure that the center is open at least from 9-4 Monday-Friday, that textbooks for courses are available, that computers are able to support course assignments, including TBA work, and that faculty are present for academic assistance.

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 2

Title:

Satisfaction and SLO Survey

Description

Satisfaction & SLO Survey: SARS data shows that about 900-1000 different students use the ISC each semester. In Spring 2012 11,144 visits by 1052 different students were made; in Fall 2012 9244 visits by 897 different students (the decrease can be attributed to the opening of the Learning Center). In any given week about 360 different students use the ISC. Beginning this semester the goal of the SLO and satisfaction survey will be to achieve a response of least 30% of the weekly ISC visitors.

Action(s)	Completion Date	Measurable Outcome(s)
<p>The SLOs will be assessed by a survey that will also assess student satisfaction for PRIE. This questionnaire will be given in hard copy at a dedicated station beside the log-in table in the ISC during all open hours in the first two weeks of May, 2013. Faculty in the ISC will encourage all students to complete the survey. It will be short, consisting of 5-6 questions. Results of the SLO assessment will be compiled and entered into Tracdat (and satisfaction results entered electronically for PRIE).</p>		<p>Significant percentage of weekly ISC users will complete survey so that satisfaction data and SLOs will be assessed.</p>
<p>Add 50% staff to ISC for management of everyday operations; staff can assist in encouraging student participation in surveys.</p>		<p>Significant percentage of weekly ISC users will complete survey so that satisfaction data and SLOs will be assessed.</p>

Mathematics Program

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Mathematics

Academic Year: 2012- 2013

Faculty Contact: Melvin Hom, homm@smccd.edu Program Review Submission Date: March 25, 2013

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

The department maintains a schedule of SLO assessment that has most courses on a 6 year cycle. If an area for improvement is identified then that area is assessed at least annually until the "problem" is resolved. Courses in the algebra sequence (110, 111, 112, 120, 122, 123) are assessed each year, because we are in year two of a focus on areas needing improvement in that sequence. Thus, during Fall 2011 we assessed SLOs in math 111, 112, 110, 122, 123, 120, and 125; during Spring 2012 we followed up on assessment in math 130, and during Fall 2012 we assessed SLOs in math 111, 112, 110, 122, 123, 120, 125 (follow-up), 145, 275, and 850.

Trends in Algebra Sequence (111, 112, 110, 122, 123, 120). The current emphasis on "mastery" of a core of concepts and skills (started in 2010) shows positively in SLO assessment with the number of SLOs across those courses where the standard is met increasing dramatically in five of the six courses, including all three basic skills courses (111, 112, 110). The anomaly occurred in Math 122 which showed a decrease in SLOs where criteria was met in 2012. We will investigate this decrease in SLOs. Annual assessment will continue in these six courses. The department has requested data regarding success and persistence from PRIE that will include these six courses and on to transfer from Fall 2010 through Spring 2013.

Math 125 was identified as a "problem area" in 2010-11. Inconsistencies in content from instructor to instructor and thus lack of alignment with the course content and the Common Core Instrument was identified as a likely source of the "problem." A full-time faculty member developed a prototype schedule and pacing document which was and will continue to be communicated and followed up on with all current instructors. The results were dramatic. During the fall 2012 semester, Math 125 assessment met standards for every objective, and increased the class percentage success on each SLOs questions.

Overall Trends:

- In major courses, Math 251 and above, standards tend to be met for every objective at each assessment.
- In transfer level courses (non-major courses) a follow up assessment on one SLO (out of 6 to 10 SLOs per course) is not unusual. Faculty awareness of trouble spots and subsequent changes in pedagogy or time-on-task usually leads to a satisfactory assessment within one year.
- At below transfer level and basic skills a "problem area" is almost consistently identified and vary from semester to semester.

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

Scheduled for assessment in Fall 2013 are 111, 112, 110, 122, 123, 120, 270, 811, and 850 (follow-up as course is newly revived). For the algebra sequence, the department will continue with a focus on greater student mastery of identified skills and concepts and will continue yearly SLO analysis.

Math 850 was revived in Fall 2012, as enrollment in this unique hybrid, self-paced, individualized course is low, outcomes will be assessed each semester for at least another year.

The math 811 course outline has been updated and a new focus on Math 811 is launching in Fall 2013, so that course will be assessed annually for the next several years. A team has been identified who will design and administer a new common core instrument starting in Fall 2013.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

Program SLO assessment was instituted via a pre-matriculation survey during 2012. The department initiated that process at that time. We do project any modifications in the process in the next year.

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

All Mathematics course SLOs are aligned with institutional (general education) SLOs; all align with GE SLOs in Quantitative Skills, many align with GE SLOs in the areas of Effective Communication and Critical Thinking.

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Spring 2012 Goal 3: Increase student success in the developmental algebra sequence. As noted above in the SLO section, the departmental focus on more effective communication of course requirements, more coordination among faculty, and focus on work toward mastery of key concepts is showing positive results over the last three years.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[Note: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.

The mathematics department sees its program as essentially three different but interconnected programs. Since the three programs provide unique challenges, each will be addressed separately in this program vision, then common needs will be discussed.

1. Developmental Math – Developmental Mathematics facilitates success and persistence among students in basic skills and below-transfer level mathematics. The courses support student completion of certificates, AA/AS degrees, and general education requirements.

As indicated in SLO discussions above and in prioritized plans below, student success and persistence in basic skills mathematics and below transfer level mathematics has long been a departmental concern. However, the current and on-going emphasis on mastery of an identified set of concepts/skills in the algebra sequence seems to be working. We envision a department that will continue to assess progress in student success and persistence in this sequence and who will cooperatively and collaboratively address new challenges as they arise. The Math 811 initiative is an example of this department culture in action. After much discussion and research into what seems to be working elsewhere the consensus was that math 811 students need more time on task, need counselor intervention when life and/or immaturity block success and need to learn how to be students as much as they need to learn arithmetic. We kept running into obstacles, but finally a plan came together and will be launched and evaluated starting in the fall. However, the plan only came together when a group of full-time faculty who do not usually teach Math 811 determined to be core faculty at that level for at least the next year. The SI program is another example of faculty working together to support a program that supports student success. The department needs more full time faculty who will dedicate part of their time to taking the lead in developmental mathematics initiatives.

2. Transfer Level Sequence– Transfer level courses meet the needs of students intending to transfer in social science, nursing, and liberal arts programs.

Again, cooperation and collaboration among faculty has led to improved student success at this level. A statistics “team” evolved over time that now includes both full-time and part-time faculty, and rich conversation between those using traditional and non-traditional approaches to teaching statistics. We envision deliberate development of teams of faculty who work together to develop strategies and pedagogies that improve student success and persistence at this level. As indicated in SLO discussions above, such an effort is bringing promising results in Math 125. We envision this type of collaboration and sharing developing around other courses at the Transfer Level. However, the department needs full-time faculty interested in these courses and in taking the lead in the effort to develop a faculty team in support of students at this level.

3. Calculus Sequence–The calculus sequence (and beyond) meets the needs of students who desire to earn an AS or AS-T in Mathematics and students intending to transfer into STEM majors.

As indicated above, SLO success and student success and persistence are highest at this level. These courses are the most mathematically challenging to teach and also, the easiest to teach. Most students arrive with acceptable ‘student’ skills. Here the challenge is to stretch the students to application in context. The department needs more multi-faceted faculty capable of challenging and being challenged by these students and at the same willing and able to accept the very different challenges of the other two sequences.

Thus we envision an enlarged full-time faculty willing and capable of taking the lead in multiple sequences of the program. We envision a faculty (full-time and adjunct) dedicated to learning and growing as instructors, with the ultimate goal of guiding as many students as possible to success in their educational goals, whether that goal be a certificate, a non-STEM AA, transfer to a non-STEM degree, or transfer to a STEM degree.

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 2

Title:

Algebra Sequence Focus (year 3)

Description

As a result of multiple years of discouraging assessment results, the faculty again discussed the problems in depth during monthly math meetings and in email discussion in 2010-11 and committed to a three year emphasis on improved mastery of identified sub-objectives (started in 2011-12).

Action(s)	Completion Date	Measurable Outcome(s)
Fall and Spring informational emails distributed to faculty, follow up with new faculty	Fall 2013/ Spring 2014	Emails sent
Fall SLO analysis completed and tracked	Spring 2014	Report distributed to faculty and posted in TracDat
Get new success and persistence data from PRIE	Spring 2014	Report completed, sent to math faculty for discussion
Make curricular decisions before outline updates due in Fall 2014	Fall 2014	Revised course outlines submitted to COI

Psychological Services

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Psychological Services
 Program Contact: Makiko Ueda

Academic Year: 2011-2012
 Program Review Submission Date: 3/25/2013

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

SLO was assessed each semester through the administration of a student self-report questionnaire.

Our fall 2011 SLO self-report questionnaire revealed that our students have accomplished the student learning goals that we have set forth for our unit. These goals are for students 1) to identify their goal(s) of receiving personal counseling services and 2) to accomplish their goal(s) through personal counseling sessions. Through the process of personal counseling, students were also able to increase their knowledge of themselves and strengths, improve communication skills and coping skills and refine their abilities to be more self-aware. The fall 2011 survey shows that 100% of students were able to identify their goals and 78% of students reported they achieved their goals. During the course of counseling over 80% of students indicated that they increased their knowledge about themselves and their own strengths improved their skills in communication and refine their abilities to be more self-aware. 71% reported that they improved their coping skills. From this result, 22% of students reported they did not achieve the goals. It is not clear if these students are making progress, but yet they have not achieved the goals or they simply did not make any improvement. The following semester this question was modified. (The detail of this modification is discussed in section III B.) Students were asked to measure their progress on a scale that measures achieving goals. Students reported an average of 43% improvement in dealing with their problems after receiving personal counseling.

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the course SLO assessment process or schedule.

N/A

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

The Fall 2011 SLO was able to show how many students were able to achieve their goals, but it mainly posed a "Yes or No" question and was therefore unable to capture their "progress" towards achieving goals. In spring, 2012, we modified the questionnaire by adding "scale questions" in order to measure how much progress students reported toward solving their problems through personal counseling. The below is an added question.

On a scale from 1 to 10 (1 is the "worst" situations that you have ever experienced and 10 is fulfilling all your desires and possibilities. For example: 1: very depressed and suicidal, 10: very happy and hopeful, not depressed at all), where were you BEFORE you made an appointment to receive counseling services? Where are you NOW on the scale?

C. SLO Alignment (if applicable)

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

GE-SLOs→ Programs' and/or Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Identify personal goals through personal counseling	x		x	x	x
Achieve personal goals through personal counseling	x		x	x	x
Identify and measure progress towards achieving goals	x	x	x	x	x

Writing Center and English 800 Center

LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Writing Center and English 800 Center

Academic Year: 2012-2013

Center Contact: Daniel Keller, Juanita Alunan, Kathleen Steele

Program Review Submission Date: 3/25/13

<h4>II. Summary of Student and Center Data</h4>

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

In addition to student survey data collected by PRIE, the Writing and English 800 Centers collect internal surveys each semester to assess students' awareness of and satisfaction with two of the major functions of the centers: tutorials on specific writing skills and conferences with faculty. The surveys also allow us to learn what work that the majority of students complete in the centers and what they would like to see improved. Finally, the surveys give us information about student satisfaction with the technology available, with the centers' hours and procedures, and with faculty as well as instructional aides and student assistants.

The surveys provide information to help us assess the two SLOs currently listed for both centers:

SLO 1:

Students should demonstrate mastery of specific writing skills after completion of any tutorials.

- In Spring of 2009, 87.4 percent of the 286 students who responded to the survey question felt that the tutorials were either "helpful" or "very helpful" in improving their writing skills.

After the Spring 2009 survey, the Writing Center coordinators revised the survey question to ensure that only students who completed specific tutorials responded. This has resulted in a slightly lower number of respondents but also more accurate information, which continues to show that the overwhelming majority of students feel that the tutorials are helpful. There is little to no change in the responses over time:

- In Spring of 2011, of the 265 students responding to this question, 74 percent found the tutorials "helpful" (130) or "very helpful" (75); 13 percent (35) found the tutorials "not helpful."
- In Fall of 2011, of the 252 students responding, 92 percent found the tutorials "helpful" (134) or "very helpful" (99), while only 19 students found them "not helpful."
- In Spring of 2012, of the 135 students responding to this question, 96 percent of students gave the tutorials a rating of "helpful" (67) or "very helpful" (73). Only a small number of respondents (5) found the tutorials "not helpful."
- In Fall of 2012, of the 132 students responding to this question, 96 percent again responded that the tutorials were "helpful" (83) or "very helpful" (44).
- Surveys obtained through PRIE in June 2012 show very similar results to those obtained by the Writing and English 800 Centers: of 213 students responding, 96 percent said that the tutorials were "somewhat

helpful" (99) or "very helpful" (108). Once again, only a very small number of respondents found the tutorials "not helpful."

These results suggest that the overwhelming number of students who complete tutorials continue to find the work helpful to their writing. Overall, the percentages stay consistent across semesters, with only minor variations. One interesting result is the 35 students who responded that the tutorials were "not helpful" in Spring of 2011. A number of factors may have led to this result: most importantly, the tutorials are assigned at the discretion of individual instructors, based on their assessment of their students' writing. Most instructors are careful to assign tutorials directly relevant to a problem that an individual student has been having. For example, a student whose grade has suffered due to sentence fragments may complete the tutorial on sentence fragments and see improvement in this area. However, some faculty, particularly newer faculty, may misunderstand the purpose of the tutorials and have entire classes complete one without regard to individual need. For example, one faculty member had two of her English 110 classes complete the "Basic Subject and Verb Agreement" tutorial, which is only appropriate for students who are struggling at very basic levels, usually non-native English speakers; the instructor apparently believed that she was required to assign a tutorial to all her students. The coordinators of the center now regularly contact instructors to explain what tutorials are appropriate at different levels, and to clarify the purpose of the tutorials, stressing that tutorials are not required of all students and are meant only for those students struggling with specific problems. The 2012 results suggest that the coordinators are effectively communicating with faculty and that faculty are better understanding the purpose of the tutorials.

SLO 2:

After conferences with faculty, students should be able to identify, understand, and incorporate the writing skills that they need to work on.

- In Spring of 2009, a total of 313 students completed the surveys. Of these 96 percent felt that one-on-one tutoring conferences were "helpful" or "very helpful."

Results since the last program review have remained overwhelming positive:

- In Spring of 2011, a total of 246 students responded to the relevant question on the survey. Of these, 98 percent said that meetings with faculty were "helpful" (60) or "very helpful" (182).
- In Fall of 2011, a total of 334 students responded to this question. Figures are similar to previous years, with 96 percent (320) saying the meetings are "helpful" (123) or "very helpful" (197).
- The Spring of 2012 results show that 98 percent of students found meetings with faculty to be "very" (182) or "somewhat" (60) helpful.
- In Fall of 2012, again 98 percent of 260 students surveyed ranked the faculty as "very helpful" (173) or "helpful" (84).
- Surveys obtained through PRIE in June of 2012 show very similar results to those obtained by the Writing and English 800 Centers: of 195 respondents, 97 percent said faculty meetings were "very helpful" (142) or "somewhat helpful" (49), with only four respondents saying that the meetings were "not helpful."

Again, the student surveys show consistently high ratings over time. Comments from the surveys show that students particularly appreciate having faculty working in the Centers.

One drawback to this method of SLO assessment is that, while it allows us to gather information on what the students find helpful, this method alone does not allow us to assess their learning. As noted in the 2009 review, one way to assess SLO #1 is to evaluate essays with topics that the Writing Center assigned after students completes tutorials. Since the 2009 review, faculty in the English department have asked that, rather than assigning specific essay topics unique to the centers, we focus on making sure that, after completion of the tutorials, students can incorporate the skills in the essays written for class. The majority of English faculty (including the centers' coordinators) feel that the grammatical skills taught in the tutorials should be assessed in the context of their more difficult classroom assignments. The move away from center-assigned essays is positive.

A New SLO (to be included in future assessments)

In 2012, the Learning Support Centers Coordination Committee agreed that all of the College's Learning Centers should share a common SLO: Students will have knowledge of the center's resources and how to access them. In future Program Reviews, this SLO can be assessed through the campus-wide survey of centers.

Current data from these sources already suggest that most students are aware of the Writing and English 800 Centers' resources and know how to access them. In the June 2012 "Student Campus Climate and Satisfaction Survey" focusing on *all* learning centers, 83.5 percent of students state that they "totally agree" with the statement "If I have a problem with my classes, I know where I can get help on campus." The number of students aware of the centers' resources is likely to be higher, at least for students enrolled in English classes with TBA requirements because all students enrolled in these courses are required to attend an orientation in the centers at the beginning of each semester.

Survey data also suggest that most students believe the centers are available when they need them. For example, the June of 2012 Writing and English 800 Center survey shows that 89 percent of students responded "mostly" or "always" to the question "Was the center open during the hours when you needed it?" Our ongoing efforts to increase online forms and online tutoring, described in IIB 2 and IIC below, should allow an even higher percentage of students to access the centers.

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the Course SLO assessment process or schedule.

No modifications are planned for the English or ESL 850 courses linked to the Writing Center. If state repeatability policies require us to create new courses (such as English 851 and 852 as described in 2D above) each course will include one specific SLO focusing on whether students have learned the specific skill identified in each course.

B. Center SLO Assessment

Explain any recent or projected modifications to the Center SLO assessment process or schedule.

No modifications are planned for SLO assessment processes or schedules.

C. SLO Alignment (as applicable)

Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related program and institutional SLOs reports.

The centers support the English and ESL Department SLOs by focusing on areas of student writing that are essential to success in all English and ESL classes. The centers also support many of the General Education SLOs, particularly effective communication (to comprehend, interpret, and analyze written and oral information and express ideas and provide supporting evidence effectively in writing) and Critical Thinking (to identify, develop, and evaluate arguments; to assess the adequacy of both qualitative and quantitative evidence; to understand diverse disciplinary perspectives and to use appropriate modes of inquiry). Through tutorials on specific critical thinking and writing skills, but, above all, through individual meetings with faculty, the centers support these SLOs.

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Writing Center and English 800 Center "Reading-to-Write" Project

Description

Basic Description: The Writing Center and English 800 Center "Reading Room" project is focused on providing reading skills tutorials and activities for English 828 students to complete for TBA credit. These exercises have been created to help students to better understand the books, articles, and other texts that they are using in their writing assignments. The programs, primarily created by English Department faculty Allison Herman and Kimberly Escamilla, has received funding through BSI and Measure G Innovation grants.

Primary Contacts: Allison Herman, Kimberly Escamilla, and Daniel Keller

Detailed Description: English Department Student Learning Outcome (SLO) assessments, department meetings and retreats have identified reading as a major problem area for students in both Basic Skills and Transfer-level English courses. Currently, the Writing and English 800 Centers provide one-on-one tutoring conferences with instructors and tutorials to assist students with their writing skills. However, the centers have *no* tutorials or conference activities to help students improve their reading skills, despite the fact that our English composition courses have a required reading component. In addition, both centers are funded via To-Be-Arranged (TBA) hours, but many students do not meet the requirement of spending "one hour per week" completing work, in part because of the lack of coherent activities for students to complete. This project (begun in Fall of 2012 and ongoing through Spring of 2013) is focused on researching, creating, and assessing new supplemental activities to improve the reading skills of students enrolled in both developmental and transfer-level classes. Because research shows that reading skills are best taught in the context of writing assignments, the supplemental activities will ask students to make use of the texts they are assigned in their classes, rather than requiring a separate set of readings or attempting to teach skills without a context. While some of the activities may be completed online, they will also ask students to meet with an instructor in the centers or to provide materials to their classroom instructor to demonstrate their progress and verify successful completion of activities.

This project supports many of the current institutional priorities including the "Five in Five" strategies for Basic Skills students in that it attempts to improve the support services currently in

place. Since the TBA is a requirement for all English composition courses, development of materials and activities provided through the centers will ideally help students improve in the core areas of reading, writing, and critical thinking. The project will also address two of the “overarching issues” identified by the “Five in Five” leadership team: “the appropriate use of technology, delivery modes/methods,” and “a focus on student engagement to enhance student success.” Through added and improved multimedia and online resources, we will reach students with diverse learning styles and needs and will encourage increased use of the centers and completion of TBA hours.

Action(s)	Completion Date	Measurable Outcome(s)
Survey of English Department faculty to verify current needs in reading and desirable additions to Writing and English 800 Center materials	2013	Faculty will respond to surveys.
Survey of students and faculty in pilot programs	2013	Survey results will indicate faculty and student satisfaction and/or suggest ways to improve the new tutorials.
Document faculty and student usage when programs become fully active and continue surveys	2014	Students and faculty will make use of the new reading tutorials at an equal level to the existing writing tutorials.

Evidence for Appendix E

- E-1. Student Learning Outcomes.
<http://collegeofsanmateo.edu/sloac/slos.asp>.
- E-2. All-College Meeting September 14, 2012, Review and Assessment of Institutional Student Learning Outcomes, Summary.
<http://collegeofsanmateo.edu/sloac/docs/resources/SummaryNotesISLOAllCollegeMtg120914.pdf>.
- E-3. Academic Senate Governing Council Minutes, April 23, 2013.
http://collegeofsanmateo.edu/academicsenate/docs/2012-2013/2013.04.23_ASGC_Minutes.pdf.
- E-4. General Education Student Learning Outcomes Assessment Results.
http://collegeofsanmateo.edu/sloac/slos_ge/ge_results.asp.
- E-5. Degree Student Learning Outcomes Assessment Results.
http://collegeofsanmateo.edu/sloac/slos_degree/degree_results.asp.
- E-6. *Overview of Institutional Planning for Continuous Improvement of Student Success.*
[http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Minutes%20\(Approved\)/2012-06-06.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Minutes%20(Approved)/2012-06-06.pdf).
- E-7. Communication Studies Resource Center.
<http://collegeofsanmateo.edu/communicationstudies/resourcecenter.asp>.
- E-8. Program Review website.
<http://collegeofsanmateo.edu/programreview/>.

Appendix F Evidence of Quality Program Review

Program Review Cycles/Timelines

Background

College of San Mateo adheres to a schedule of regular program reviews in which faculty members and college administrators evaluate the effectiveness of programs and services. In the 2008-09 academic year, the College implemented a new program review model that incorporated analysis of student learning outcomes and a variety of student success and program efficiency data for instructional programs. At the time, a comprehensive program review was required of all instructional and student services programs every three years; annual updates were required yearly. The allocation of resources, such as requests for new positions or equipment, has been explicitly predicated on the submission of program review reports.

Since the 2008-09 academic year, the Office of Planning, Research, and Institutional Effectiveness (PRIE) has provided four years of disaggregated student success and program efficiency data for use in instructional program review reports. Published annually each November, individualized reports for more than 50 instructional programs are organized as the Student Success and Program Indicators. These disaggregated data are published for the individual instructional programs, the instructional divisions as separate entities, and the College as a whole. In addition, PRIE has published delivery-mode course comparison student achievement data for those courses offered online to be used in program review. Program Review reports are due March 25th.

Revised Model for Spring 2013 Cycle

In 2012, a faculty committee appointed by the Academic Senate evaluated the program review model and developed new forms and guidelines individualized for instructional programs, student services, and learning support centers. Beginning with the spring 2013 submission cycle, all programs will conduct annual comprehensive program reviews. A key purpose of the program review process is for programs to identify and use data in a process of self-evaluation to promote ongoing reflection, assessment, planning, and action at the program level and to support institutional planning and resource allocation. Analysis of program review data guides planning and improvement by identifying program strengths and areas for improvement. The evaluation includes analysis of annual and long-term goals; student learning outcomes and success indicators; enrollment trends; curriculum and course outline updates; personnel (including faculty position requests); equipment and technology; instructional materials; and facility needs. The revised model also explicitly addresses the success of distance education courses within the discipline.

Reports Available Online

Five years of program review reports for instructional and student services are posted online along with student achievement data, forms, and guidelines [F-1]. Learning support centers program reviews for the 2009 and 2013 program review cycles are posted online [F-2]. A comprehensive program review of the distance learning program as a whole was also conducted in 2008-09 [F-3]. Subsequently, PRIE has published student

achievement data annually for distance learning courses and instructional program reviews for consideration of this data in their reports.

Policies on Curricular Review

Curriculum is at the core of any educational endeavor and the course outline of record plays a central role at College of San Mateo. As internal and external standards for courses regularly evolve, the College's curriculum remains a constant reflection of the diversity of its instructional disciplines and is informed by the strengths of the instructional faculty, their diverse pedagogical philosophies, and the needs of the students.

Committee on Instruction: Overview

Faculty are charged with the primary responsibility for the development of new courses and programs and the revision of existing courses and programs. The Committee on Instruction (COI), a standing committee of CSM's Academic Senate, is the college-wide review body for new programs, new courses, modified courses, and eliminated courses. It advises the Vice President of Instruction regarding curricular matters prior to submission to the SMCCCD Board of Trustees for final approval. In addition, COI provides guidance and oversight to ensure that all curriculum and instructional procedures are sound and long-range curriculum planning is responsive to the evolving needs of our students as well as the academic, business, and local communities.

While COI reviews and approves curricular standards, its role is not to force standardization of curriculum but rather to assist faculty in presenting their courses in a format which will accurately reflect the quality of instruction they are providing. It recognizes that teaching is a dynamic and adaptive process, constantly adjusting to accommodate the ever-changing diverse learning needs of CSM's students. COI reviews and approves proposals to add and eliminate courses and programs after consideration of the effect on the overall College curriculum.

Pertinent Guidelines and Policies

The primary role of COI is to approve new and revised curriculum and academic policies, ensuring compliance with pertinent legal statutes, SMCCCD procedures (Administrative Procedures 6.13.1 and 6.13.2), and Board of Trustees' policies regarding curriculum matters (Board Policies 6.01 to 6.94). SMCCCD policies and procedures adhere to California Education Code and Title 5. Curriculum approval procedures observe requirements set forth by the California Community Colleges Chancellor's Office (CCCCO) Academic Affairs Curriculum and Instruction unit, its *Program and Course Approval Handbook, March 2012*, and other publications.

Committee on Instruction Review

COI reviews courses every six years and CTE courses every two years. It is responsible for the review of all aspects of new course and program approval, including course objectives; units/hours; course lecture and/or lab content; course objectives and student learning outcomes; revision and deletion of courses; degree and certificate representative requirements; modes of delivery including compliance with distance education policies and standards; methods of evaluation and grading policies; transferability; co- and pre-requisites; representative instructional methods; representative instructional assignments; course materials fees;

representative texts; resources needed, including library resources; applicability to degree/certificate and General Education requirements; and transferability to the California State University system.

A description of the roles of participants in the technical review of courses is provided in Standard II.A.2.a.

Committee on Instruction Supplemental Review for Distance Learning

When COI reviews a new course, it undergoes a supplemental review for distance-learning mode courses that is consistent with the pertinent Title 5 regulations (§55200- §59402) and with the CCCC's *Distance Education Guidelines* (2008, 2011).

COI also provides *Best Practices in Distance Education* faculty guidelines for a number of issues related to course design: student access and orientation, instructional techniques, accessibility, copyright compliance, scheduling of assignments, and use of technology.

COI's supplemental review for distance learning courses ensures:

- Instructional methodologies, pedagogies, and technologies are appropriate and the same course objectives are achieved as in a face-to-face-mode
- Evaluation of SLOs is addressed
- Access for students is consistent with Section 508 of the Rehabilitation Act of 1972 (29 U.S.C. §794D)
- Regular and sufficient contact between students and faculty is maintained
- Methods of examination ensure authenticity
- Multiple methods of evaluation are used

Committee on Instruction Website

The COI website contains committee membership, calendar and meeting dates, agendas and minutes, reference guide and instructions for submitting new and modified course proposals, a record of all College course outlines, and a variety of CCCC resources pertaining to program and course approval, including California Education Code standards and guidelines for course approval, and curricular resources published by the Statewide Academic Senate for California Community Colleges [F-4].

Standards and Guidelines:

- SMCCCD Administrative Procedure 6.13.1, Curriculum Development, Program Review, and Program Viability, identifies roles and responsibilities concerning curriculum development and program review and elimination [F-5].
- SMCCCD Administrative Procedure 6.13.2, Curriculum Committees identifies where procedures can be found for the colleges' curriculum committees [F-6].
- SMCCCD Board Policies 6.01 to 6.94 [Academic and Curricular] [F-7] .
- CCCC Academic Affairs Curriculum and Instructional Unit [F-8].
- CCCC's Program and Course Approval Handbook, March 2012 [F-9].

- CCCCO, Distance Education Guidelines, 2008, and Distance Education Guidelines for Students with Disabilities, 2011 [F-10, F-11].

Action Taken on the Basis of Program Review

Results of ACCJC Recommendations Regarding Program Review: Distance Education

One of the recommendations that the College received in 2008 from the ACCJC was to “evaluate the educational effectiveness of electronically delivered courses, including assessment of student learning outcomes, student retention, and student and faculty satisfaction” (Recommendation #3). As an outcome of meeting this recommendation, the evaluation of distance education at CSM is now systemically integrated into the annual program review process—resulting in improvements in the program as a whole, its resource allocations, and ultimately in the student achievement of online learners.

In response to the recommendation, the College completed a comprehensive evaluation of its distance education program in 2008 which included an assessment of student learning outcomes, student achievement in both online and telecourses, and faculty and student satisfaction surveys. This evaluation was reported in the *Follow-up Report, Additional Documentation, December 2008*. The key method for analyzing student achievement was a delivery-mode comparison study of online and telecourses with their comparable face-to-face mode courses. Conducted by PRIE, this study of student indicators included data disaggregated by ethnicity, gender, and age and spanned three consecutive fall semesters.

Since this initial program review, PRIE conducts an annual extensive delivery-mode comparison study of student achievement as part of the data provided to support program review. Student outcomes in online courses, for example are compared to student outcomes in the course’s face-to-face counterparts. Distance education courses are evaluated as part of instructional program review process.

In addition, CSM annually conducts surveys of students enrolled in online courses and is currently collecting survey data from students who withdraw from online courses. In addition, it has analyzed extensive comparative data on distance education enrollment trends, how students use online classes to earn awards, and profiles of distance education students, among several other areas of inquiry. Findings are published online [F-12].

The student achievement data used to support program review and additional findings about student outcomes in distance education courses have been shared with the Institutional Planning Committee (IPC) and the Distance Education and Educational Technology Committee (formerly Distance Education Committee). Research findings informed the articulation of goals in the *Distance Education Plan: 2009/10 to 2012/13*. Recommendations in the Distance Education Plan led to the establishment of the Distance Education Resource Center and the appointment of staff dedicated to support it. Other changes in the delivery of online courses and support services for distance learners have led to improved student outcomes. For example, what has historically been an achievement gap at CSM between online course and their comparable face-to-face courses has closed, with some exceptions for individual courses.

Examples of Other Improvements Resulting from Program Review

The following section includes verbatim excerpts from selected program review reports submitted by instructional, instructional (CTE), student services, and learning support centers programs for the spring 2013 program review cycle. These reports are available online where they are organized by discipline or program; five or more years' of reports are also posted [F-1].

Excerpts address the following section within the program review forms requiring faculty to address program improvements:

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Instructional Program Improvements Resulting from Program Review

Biology & Health Science (excerpt from original program review)

Available online:

<http://collegeofsanmateo.edu/programreview/docs/biologyandhealthscience/2013/ProgReviewBiologyHealthScience3-26-13.pdf>

In 2011 the Biology department hired a full-time faculty for microbiology. This has stabilized course quality and added an active contributor to department, division, and college initiatives, including committee memberships. The need is still very strong for a full-time faculty in anatomy and physiology. In July 2012, less than one month before the start of classes, faculty had to form an emergency hiring committee to replace an adjunct for fall, to teach two sections of Bio 250 and help staff the A&P Center. It is important to reiterate that Biology is a diverse field of study, and instructors generally specialize in a few different courses, rather than the entire range of offerings of the department. Adjuncts' loads are usually maximized, and though adjuncts have high regard for the College, they will take a course in a more convenient location when it is offered (and of course a full-time position elsewhere). Meanwhile the department is expecting an Anatomy/Physiology professor to retire in the next couple of years.

More faculty are learning to teach online courses through district courses (STOT I and II) and approved external courses plus mentoring by experienced Biology faculty, some of whom teach for STOT training. The online biology teachers are meeting the challenges of retention and success that set online classes apart from traditional courses. The Biology department's policy for staffing online classes that incorporates a requirement for training and mentoring of prospective online instructors allows assignment of instructors to online courses with confidence in the quality of the course.

Biology faculty have responded to the college's documented need for enhancement of student success by becoming very active in initiatives directly promoting student success. Faculty have taken a proactive role to improve student achievement through BSI committee participation, BSI-supported Reading Apprenticeship training, ISC management, A & P Center management and staffing, Learning Support Center Coordinating Committee, CCBFEST participation, participation in the national Biology Vision and Change Initiative, and participation in AAC&U: Project Kaleidoscope, Ramping Up for STEM Success Initiative. The department has led efforts to adopt the 3CSN sponsored Reading Apprenticeship Program across the campus, and one faculty member is the new campus coordinator of Professional Enrichment through the Academic Senate.

English and Literature (excerpt from original program review)

Available online:

<http://collegeofsanmateo.edu/programreview/docs/englishandliterature/2013/ProgReviewEnglish4-8-13.pdf>

Goal 2: Address the challenges and opportunities of diversity.

The English department is interested in partnering with other departments or programs to develop innovative ways to address low achievement rates specifically among African American, Pacific Islander, and Latino students.

English has been proactive, having developed, coordinated, and continued Writing in the End Zone [WEZ] (without any compensation nor other cost to the college for the past eight years). The WEZ cohort model has significantly reduced withdrawal rates at the same time it has significantly increased academic success among the lowest achieving students on campus—African-American and Pacific Islander males, 18 to 20 years old.

But the WEZ cohort of students makes up on average only about 25 percent of all African-American students and about 30 percent of all Pacific Islander students. We need to do more.

We are hopeful that reinstating Puente will help us to at least begin to address the low achievement rates of Latino students. We need to do more here as well.

Goal 3: Increase student success by exploring and developing teaching methodologies and curricula. On track: Continued innovation, particularly in course alignment, to be finalized next year. See Plan 1 below.

Each of the following learning communities has required specialized curricula:

1. Operation Homecoming is a veteran focused developmental English and Counseling learning community.
2. Voices of a Stranger is a transfer-level ENGL 110 learning community.
3. Writing in the End Zone I, II, III is a developmental through transfer English and football learning community.
4. The Puente Project is a developmental through transfer English and Counseling learning community.
5. Connections Sections

Puente and Writing in the End Zone, specifically, serve two low achieving minority student populations. While the others target specific groups who also need specialized support in English basic skills or transfer composition. Unfortunately, we've had to discontinue Connections Sections, Operation Homecoming, and Voices of a Stranger for lack of faculty. With only thirteen full-time faculty in a department of thirty-four, the department has found it exceedingly difficult to innovate while completing our regular department duties—screening, hiring, and evaluating new adjuncts, mentoring graduate students and new hires, assessing SLOs and so on. Writing in the End Zone has survived only because four faculty volunteer their time to keep it alive.

Teaching Circles/Improving Student Success Rates:

English Department faculty continue to create informal teaching circles. These teaching circles, made up of both full-time and adjunct faculty volunteers, have focused on creating assignments to improve student success in developmental courses. In spring 2012, a teaching circle created assignments for English 838 and 848 classes based on the book *Mindset: The New Psychology of Success*. In fall 2012 and spring 2013, a new teaching circle created assignments based on *The Other Wes Moore* while some teachers worked on related assignments for texts such as *The Pact* and *The Willpower Instinct*. While books such as *The Willpower Instinct* and *Mindset* focus on the psychology of success, *The Other Wes Moore* and *The Pact* focus specifically on the educational struggles and success of low-income minority students. The goal for these assignments is to inspire and engage students in conversations about their own success strategies.

English faculty also formed two new teaching circles to improve student success in transfer-level courses. In fall 2012, two faculty groups created assignments based on Samuel Barondes' *Making Sense of People* and Tracy Kidder's *Strength in What Remains*, both focusing on understanding and overcoming hardships.

Instructional Programs (CTE) Improvements Resulting from Program Review

Accounting (excerpt from original program review)

Available online:

<http://collegeofsanmateo.edu/programreview/docs/accounting/2013/ProgReviewAccounting3-26-13.pdf>

PLAN: Develop new CTE courses to better prepare students for the workplace.

ACTION: Due to budget constraints we have not been able to add new classes. As shown in the data earlier in the review our students retention and success rates mirror the college. Faculty load exceeds the college standard by 13 percent. As stated in previous program reviews we believe we could increase the number of students in our program if we were able to add additional classes. We recently received approval for an additional faculty member. This person will be hired in the 2013-14 academic year. He/she will be responsible for our tax program. We believe the addition of a full time tax coordinator will improve the program and allow us to create and teach additional classes.

PLAN: Offer community outreach events to enable students to learn about career opportunities and enhance the CSM accounting brand.

ACTION: In the past year we have offered the following community programs:

- VITA (Volunteer Income Assistance Program)
- Becker CPA Prep Review
- Golden Gate University presentations on degree completion and graduate programs
- Accountemps presentations on job skills and job opportunities
- Participation in CSM career fairs.
- Joint Accounting presentations with students and faculty from Menlo College, Notre de Namur University, Skyline, and Canada.
- End of Season Tax party for all current and former CSM students
- "Meet the Firm" opportunity with local CPA firms

These community outreach events help to increase enrollment, retention and build community partnerships.

Administration of Justice

Available online:

<http://collegeofsanmateo.edu/programreview/docs/accounting/2013/ProgReviewAccounting3-26-13.pdf>

The new transfer program curriculum was introduced in the fall of 2012. The SLO successful completion rate (90 percent) as tabulated from the review of student surveys was subsequently entered into the CSM 'TracDat' data system.

A new full-time ADMJ instructor/coordinator was hired in August of 2012. Required California POST qualification training is being completed for the new coordinator/instructor. Additionally, POST instructors are

being identified (mandated POST qualifications verified) to once again present the POST Modular Format program in the fall of 2013.

Student Services Improvements Resulting from Program Review

Admissions & Records (excerpt from original program review)

Available online:

http://collegeofsanmateo.edu/programreview/docs/ss_ar/2013/ProgReviewAdmissionsRecords4-8-13.pdf

Two significant operational changes that were implemented during the past year have resulted in significant operational enhancements. The two changes were technology based and have provided improved procedural processes for both students and staff. The two enhancements are a change to the degree and certificate submission and evaluation process, and the incorporation of a self-service knowledge base system known as "Ask the Bulldog."

With the implementation of DegreeWorks, a degree audit system, students and counselors have been provided a tool that greatly improves their ability to assess progress towards fulfilling educational goal requirements including an associate's degree, certificate and progress towards IGETC certification. This refined process is empowering students by providing them insight to their educational progress and then identifying what requirements remain to fulfill their educational goal(s).

For A&R staff, DegreeWorks has streamlined the degree, certificate and IGETC evaluation process. A&R degree and certificate evaluators use DegreeWorks to expedite assessment of a student's eligibility for a degree or certificate by reviewing a student's degree audit report. The report readily outlines what requirements have been fulfilled and which items, if any, are still outstanding.

In addition, the degree audit system allows the evaluators to "mine" students' records to determine if they are eligible for additional degrees and or certificates. It is estimated that for the 2012-13 academic year, the total number of degrees (duplicated count) will increase by approximately 33 percent (from 401 degrees in 2011-12 to over 600 degrees in 2012-13), and similarly an increase in certificates of approximately 32 percent (from 499 certificates in 2011-12 to approximately 730 certificates in 2012-13). The "mining" of student degree and certificate eligibility translates into improving student success.

Another positive impact on student success is the state mandated transfer degree program known as the Student Transfer Achievement Reform Act (SB 1440). The transfer degrees referenced as AA-T and AS-T must be conferred to students who complete a specified general education pattern and major requirements for the degree. At CSM, there were approximately six students who applied for the transfer degrees in fall 2012. In spring 2013, the number of transfer degrees increased to over 70 applicants with 85 percent of the applicants deemed eligible for the degrees. If this trend continues, in a few years transfer degrees may surpass the college's traditional associate of arts and associate of science degrees. It can be noted that the AA-T and AS-T degrees eliminate local CSM requirements for the degree such as physical education, American History and Institutions, and Information Competency. In contrast, the transfer degrees do require a lab science which is not a CSM requirement for the traditional associate's degree. Ultimately, whether a transfer degree or a CSM traditional associate's degree is received, the outcome is student success.

Financial Aid (excerpt from original program review)

Available online:

http://collegeofsanmateo.edu/programreview/docs/ss_finaid/2013/ProgReviewFinancialAid6-3-13.pdf

The SLO's for the 2012-13 cycle were to provide students the opportunity to learn the minimum academic requirements needed to maintain financial aid eligibility as well as to learn skills on how to fill out a Free Application for Federal Student Aid (FAFSA). The SLO's assessment findings presented areas of significant accomplishment in Financial Aid and Scholarship as well as areas of improvement.

In 2012-13 520 students applied for scholarship online. Of the 520 applicants, 398 CSM students were awarded scholarships totaling \$230,519. In 2012-13 6,067 students applied for Financial Aid online (FAFSA).

Of the 6,067 applicants 5,897 CSM students were awarded some type of financial aid. In 2012-13 421 students were disqualified for Financial Aid due to Satisfactory Academic Policy. Of the 421 disqualified students, 339 appealed to be re-instated for financial aid. However, 238 were approved for financial aid.

International Student Center (excerpt from original program review)

Available online:

http://collegeofsanmateo.edu/programreview/docs/ss_intlstudents/2013/ProgReviewIntlStudentCenter5-24-13.pdf

Prior year goals are outlined below with notation on outcomes:

- Hire an International Director: Completed and effective July 2, 2012.
- Enhance CSM's online presence with maintenance of the electronic application and an updated CSM International Student Program website: The District electronic application system has been in full use in 2012-2013 and the website is being updated and will be completed by May 2013.
- Continue to offer an expansive orientation for new international students: Mandatory new student orientation was expanded to one full day for spring 2013 students and will be revised to 2 half-days for students enrolling in fall 2013.
- Academic Educational focus workshop was introduced targeting international students for the spring 2012 semester to increase knowledge and retention and is planned for fall 2012 in addition to the two orientation programs: Workshop was offered in fall 2012 and spring 2013 for new international students with over 50% attendance.
- Create a strategic plan to recruit international students that includes targeted marketing materials and appropriate travel: International Education Advisory Committee is currently developing a strategic plan with targeted date to present to Chancellor's Council before the end of the fiscal year. Implementation phase is expected to begin in July 2013.
- A CSM International Education Committee was created which includes the Vice Presidents of Instruction and Student, International Service Coordinator and English instructors to provide oversight for our International Program: The committee is convened by Jennifer Hughes, VPSS, and meets on a monthly basis.

- Continue NAFSA membership, a valuable source of information and liaison between Homeland Security and SEVP (Student and Exchange Visitor Program): Membership status is current.
- Principal Designated School Official (PDSO) and Designated School Official (DSO) successfully complete SEVP Certification of Training on-line course program: PDSO and DSO are up-to-date on knowledge and training of SEVIS rules and regulations.
- Continue and maintain a designated academic counselor trained to counsel International Student students: Martin Bednarek continues to be the academic counselor that international students are advised to meet with.
- Identify and certify an additional Designated School Official (DSO) for Homeland Security/SEVIS (Student Exchange Visitors System) reporting: With 2 full-time staff members in the ISC beginning in July 2012, the ISC has one PDSO and one DSO.

Psychological Services (excerpt from original program review)

Available online:

http://collegeofsanmateo.edu/programreview/docs/ss_psych/2013/ProgReviewPsychServices3-27-13.pdf

(Plan 1 and 3 from 2011(calendar year) Program Review)

Because we are able to receive the CCCC SMHP grant to support CSM Cares program, we are enabled to hire one half time faculty (faculty liaison) and one half time staff (mental health educator). A committee will be also formed in order to plan and coordinate mental health trainings to students, faculty/staff, and community. Because of this additional resource, we will be able to be much more proactive in promoting suicide prevention, outreaching to students, especially Veterans, LGBT, and Foster Youth, in order to promote awareness of mental health services on the campus community.

(Plan 2)

We were successfully able to bring a Spanish speaking intern and a veteran and Tagalog speaking intern on board for the upcoming 2012-13 academic year.

(Plan 4)

Training and introductions were offered to intern staff at the end of the spring semester for preparing for implementing SARS in fall 2012.

Learning Support Centers Improvements Resulting from Program Review

Anatomy and Physiology Center (excerpt from original program review)

Available online:

http://collegeofsanmateo.edu/programreview/docs/lsc_anatomy/2013/ProgReviewAnatomyPhysiology3-26-13.pdf

Our efforts to increase access to the Center have resulted in more faculty who have committed to staffing the Center, especially on weekends. Our FTE for staffing increased from 1.5 (35 hours) in 2008, to 2.8 in 2013 (65 hours). In response to student concerns over old and damaged models we were able to purchase a new vascular model to supplement the damaged one.

Faculty continue to discuss student success, and most of the faculty have adopted the Reading Apprenticeship Program (RAP) that engages teacher and students in metacognitive conversations about reading and learning. This program has been a rich source of discussion about productive student behaviors.

In addition, all center faculty members are active in the National Science Foundation sponsored Community College Biology Faculty Enhancement through Scientific Teaching Program (CCBFest). This program develops faculty capacity to engage students in active learning strategies and also provides networking with other anatomy and physiology programs in the bay area. RAP and CCBFest both have direct impacts on student success pedagogies used by Anatomy and Physiology Center faculty.

Assistive Technology Center (excerpt from original program review)

Available online:

http://collegeofsanmateo.edu/programreview/docs/lsc_assistive/2013/ProgReviewAssistiveTechCntr5-9-.pdf

Past action steps of the ATC have been to develop online training resources and to provide access to assistive technology in other locations on campus. Carolyn Fiori, our Part-time assistive technology faculty has developed an online training in web access called accessibility 101.

Although, this online training may be effective for students already familiar with technology, Carolyn is also developing a hybrid form of this tutorial for students who need a little more hands on training.

We have been successful in implementing our most used software in every lab and center on campus and the library so that students will have access to assistive technology in the academic support center they are visiting.

Integrated Science Center (excerpt from original program review)

Available online:

http://collegeofsanmateo.edu/programreview/docs/lsc_isc/2013/ProgReviewISC3-27-13.pdf

In the first (2009) program review of the ISC the following action steps were identified:

1. Continue to evaluate student usage every semester, feedback every year

2. Increase hours of operation from 9-4 to at least 8-5
3. Increase faculty staffing to expand hours and so that two faculty are present during peak hours.
4. Investigate funds and means to provide tutoring
5. Seek funding to upgrade computers

Usage evaluation has improved with greater capability of SARS to identify specific courses students worked on in the ISC, and more details of other aspects of usage. Satisfaction evaluation is in the process of improvement, especially in terms of the percentage of users participating in the survey. In spring 2012 PRIE conducted an ISC satisfaction survey by email. There were 63 respondents, which is less than 7% of the semester's usage number of students. (In Spring 2009 a similar survey had 58 respondents.) In both cases students expressed satisfaction with the ISC's services, staff, and procedures.

Hours of operation and faculty staffing have not improved, as already noted. The ISC needs more faculty staffing and additional staff support.

Tutoring has become an established program at the college's Learning Center, so while the ISC has no tutors, there are trained tutors available to students. The number of science tutors is still small however.

Math Resource Center (excerpt from original program review)

Available online:

http://collegeofsanmateo.edu/programreview/docs/lsc_math/2013/ProgReviewMRC3-27-13.pdf

Spring 2012 Submission Goal 5: Increase the number of student tutors employed in the Math Resource Center: We identified a weakness in meeting student support needs; there were not enough student tutor hours allotted to the MRC to meet the needs of increased student usage. We were more successful in our quest to increase the number of student tutor hours in the MRC. An additional \$3300 was added to the budget for spring 2012 and the increase (\$3300) carried forward for the academic year fall 2012-13. Wait time for student service has decreased and student feedback in spring 2012 was positive.

Role of SLOs and Resource Allocation in Program Review

SLO assessment and resource allocation are integral to the process of program review. Included here are the program review forms revised for the spring 2013 program review cycle. Instruction, student services, and learning centers each have a form tailored to their respective areas. All forms address SLO assessment and the process is the venue by which programs and departments request new positions, equipment, capital improvements, and other resources.

Included:

- Program Review and Planning Directions
- Instructional Program Review: Spring 2013 Submission Cycle
- Student Services Program Review: Spring 2013 Submission Cycle
- Learning Support Centers Program Review: Spring 2013 Submission Cycle

Program Review and Planning Directions

Instructions for College of San Mateo Program Review/ Revised 11/21/2013 Instruction, Learning Support Centers, and Student Services

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

As of the spring 2013 submission cycle, Program Review and Planning reports are due annually on March 25 for every college unit, including Student Services, Instruction, and Learning Support Centers. The date is aligned with CSM's *Integrated Planning Calendar*.

Where possible the Program Review and Planning Reports contain links to Resources for Supporting Documentation.

Visit the Program Review website <http://collegeofsanmateo.edu/programreview/> for forms, pertinent data, previous program review submissions, and other useful information. Find below a representative list of key institutional documents and resources.

Upon its completion, please email the *Program Review and Planning* report to the following people:

James Carranza, Academic Senate President, carranza@smccd.edu
 Susan Estes, Vice President of Instruction, estes@smccd.edu
 Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu
 John Sewart, Dean (PRIE), sewart@smccd.edu

Resources for Supporting Documentation:

*College Mission and Diversity Statements
 Institutional Priorities, 2008-2013
 5 in 5 College Strategies, Spring 2011*
<http://collegeofsanmateo.edu/prie/planningdocs.asp>

College of San Mateo Educational Master Plan: Information Update, 2012 (EMP Update)
<http://collegeofsanmateo.edu/prie/emp.asp>

College of San Mateo Educational Master Plan, 2008 (EMP)
<http://collegeofsanmateo.edu/prie/emp.asp>

College Index, 2008/9-2012/13
<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>

Quantitative and qualitative data informing *Additional Factors* and other areas of the program review

<http://collegeofsanmateo.edu/institutionalresearch/>

Student Services

<http://collegeofsanmateo.edu/programreview/studentservices.asp>

Career and Technical Education

<http://collegeofsanmateo.edu/institutionalresearch/externalcommunity.asp>

Distance Education

<http://collegeofsanmateo.edu/programreview/distanceeducation.asp>

Instructional Program Review Form: Spring 2013 Submission Cycle
INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Enter Program Name

Academic Year: 201X- 201X

Faculty Contact: Enter Name

Program Review Submission Date: Enter Date

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

[Click here to enter program description](#)

II. Summary of Student and Program Data
A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

[Click here to enter SLO assessment narrative](#)

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

[Click here to enter discussion of student success](#)

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

[Click here to enter instructional mode narrative](#)

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-Time FTEF, etc.).

[Click here to enter program efficiency narrative](#)

D. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Program Review: Enter Program Name

 Page 1
 Form: 11/27/2012

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Courses to be updated	Faculty contact	Submission month
		Tab to add rows

E. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
	Tab to add rows

F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

[Click here to enter Gainful Employment Disclosure Data narrative](#)

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

[Click here to update the Advisory Committee information](#)

III. Student Learning Outcomes Scheduling and Alignment
--

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

[Click here to enter SLO assessment narrative](#)

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

[Click here to enter program assessment narrative](#)

Program Review: Enter Program Name

Page 2
Form: 11/27/2012

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

[Click here to enter discussion](#)

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

[Click here to enter additional factors narrative](#)

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

[Click here to enter descriptive narrative](#)

B. *Program Vision*

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note:* CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note:* Specific plans to be implemented in the *next year* should be entered in Section V.C.]

[Click here to enter program vision narrative](#)

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

[Click here to enter professional enrichment narrative](#)

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

[Click here to enter narrative describing collaboration](#)

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: [Click here to enter long-range planning: Faculty narrative](#)

Equipment and Technology: [Click here to enter long-range planning: Equipment and Technology narrative](#)

Instructional Materials: [Click here to enter long-range planning: Instructional Materials narrative](#)

Classified Staff: [Click here to enter long-range planning: Classified Staff narrative](#)

Facilities: [Click here to enter long-range planning: Facilities narrative](#)

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

[Click here to enter title](#)

Description

[Click here to enter plan description](#)

Action(s)	Completion Date	Measurable Outcome(s)
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or	Click here to enter

Program Review: Enter Program Name

Page 4
Form: 11/27/2012

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

	Semester/Year	measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

Plan 2

Title:

Click here to enter title

Description

Click here to enter plan description

Action(s)	Completion Date	Measurable Outcome(s)
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
	Tab to add rows

Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	

Student Services Program Review Form: Spring 2013 Submission Cycle
STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Enter Program Name
 Program Contact: Enter Name

Academic Year: 201X- 201X
 Program Review Submission Date: Enter Date

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

[Click here to enter program description](#)

II. Summary of Student and Program Data
A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

[Click here to enter SLO assessment narrative](#)

B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, [Planning, Research and Institutional Effectiveness \(PRIE\)](#) reports and other data sources as appropriate.

[Click here to enter discussion of student success](#)

2. Discuss any differences in student program usage across modes of service delivery.

[Click here to enter instructional mode narrative](#)

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

[Click here to enter program efficiency narrative](#)

D. Course Outline Updates(if applicable)

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month

[Tab to add rows](#)

Program Review: Enter Program Name

Page 1
 Form: 11/27/2012

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

E. Website Review

Review the program's website(s) annually and update as needed.

Program contact(s)	Date of next review/update
Tab to add rows	

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the course SLO assessment process or schedule.

[Click here to enter SLO Assessment narrative](#)

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

[Click here to enter Program Assessment narrative](#)

C. SLO Alignment (if applicable)

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

[Click here to enter discussion](#)

IV. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

[Click here to enter additional factors narrative](#)

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

[Click here to enter descriptive narrative](#)

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

[Click here to enter program vision narrative](#)

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

[Click here to enter professional enrichment narrative](#)

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

[Click here to enter narrative describing collaboration](#)

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: [Click here to enter-long range planning: Faculty narrative](#)

Equipment and Technology: [Click here to enter long-range planning: Equipment and Technology narrative](#)

Instructional Materials: [Click here to enter long-range planning: Instructional Materials narrative](#)

Classified Staff: [Click here to enter long-range planning: Classified Staff narrative](#)

Facilities: [Click here to enter long-range planning: Facilities narrative](#)

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Click here to enter title

Description

Click here to enter plan description

Action(s)	Completion Date	Measurable Outcome(s)
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

Plan 2

Title:

Click here to enter title

Description

Click here to enter plan description

Action(s)	Completion Date	Measurable Outcome(s)
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

Program Review: Enter Program Name

Page 4
Form: 11/27/2012

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

A. *Itemized Resource Requests*

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions

Complete [Full-Time Faculty Position Request Form](#) .

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	

Learning Support Centers Program Review Form: Spring 2013 Submission Cycle
LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

 Program Name: Enter Program Name
 Center Contact: Enter Name

 Academic Year: 201X- 201X
 Program Review Submission Date: Enter Date

I. Description of Center

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

[Click here to enter program description](#)

II. Summary of Student and Center Data
A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

[Click here to enter SLO assessment narrative](#)

B. Center Usage Indicators

1. Review center usage and discuss any differences across demographic variables. Refer to [Planning, Research and Institutional Effectiveness \(PRIE\) reports](#), SARS records, and other data sources as appropriate.

[Click here to enter discussion of student usage](#)

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to [Delivery Mode Course Comparison](#).

[Click here to enter instructional mode narrative](#)

C. Center Efficiency. Is the center efficient in meeting student needs?

Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

[Click here to enter center efficiency narrative](#)

D. Course Outline Updates (if applicable)

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
		Tab to add rows

Program Review: Enter Program Name

 Page 1
 Form: 11/27/2012

LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

E. Website Review

Review the center's website(s) annually and update as needed.

Contact(s)	Date of next review/update
Tab to add rows	

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the Course SLO assessment process or schedule.

[Click here to enter SLO assessment narrative](#)

B. Center SLO Assessment

Explain any recent or projected modifications to the Center SLO assessment process or schedule.

[Click here to enter program assessment narrative](#)

C. SLO Alignment (as applicable)

Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related program and institutional SLOs reports.

[Click here to enter discussion](#)

IV. Additional Factors

Discuss additional factors as applicable that impact the center, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

[Click here to enter additional factors narrative](#)

V. Institutional Planning

[*Note:* For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.]

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

[Click here to enter descriptive narrative](#)

LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

B. Center Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

[Click here to enter program vision narrative](#)

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

[Click here to enter professional enrichment narrative](#)

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

[Click here to enter narrative describing collaboration](#)

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Equipment and Technology: [Click here to enter long-range planning: Equipment and Technology narrative](#)

Instructional Materials: [Click here to enter long-range planning: Instructional Materials narrative](#)

Classified Staff: [Click here to enter long-range planning: Classified Staff assistant narrative](#)

Student Assistant: [Click here to enter long-range planning: Student Assistant staff narrative](#)

Facilities: [Click here to enter long-range planning: Facilities narrative](#)

LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Click here to enter title

Description

Click here to enter plan description

Action(s)	Completion Date	Measurable Outcome(s)
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

Plan 2

Title:

Click here to enter title

Description

Click here to enter plan description

Action(s)	Completion Date	Measurable Outcome(s)
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

Program Review: Enter Program Name

LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Student Assistant

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan # (s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	

Evidence for Appendix F

- F-1. Program Review website.
<http://collegeofsanmateo.edu/programreview/>.
- F-2. Learning Support Centers Program Review website.
<http://collegeofsanmateo.edu/programreview/learningsupport.asp>.
- F-3. Distance Education Data for Program Review.
<http://collegeofsanmateo.edu/programreview/distanceducation.asp>.
- F-4. Committee on Instruction website.
<http://collegeofsanmateo.edu/committeeoninstruction/>.
- F-5. SMCCCD Administrative Procedure 6.13.1 Curriculum Development, Program Review, and Program Viability.
http://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/6_13.1.pdf.
- F-6. SMCCCD Administrative Procedure 6.13.2 Curriculum Committees.
https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/6_13.2.pdf.
- F-7. SMCCCD Board Policies 6.01 to 6.94.
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/Forms/testview2.aspx?Paged=TRUE&p_FSOBJType=0&p_ID=103&View=%7b0D51C4EA%2dF68D%2d4463%2d8348%2d2A9961810EB0%7d&PageFirstRow=101.
- F-8. California Community Colleges Chancellor's Office Curriculum and Instruction Unit website .
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit.aspx>.
- F-9. California Community Colleges Chancellor's Office. *Program and Course Approval Handbook, Fourth Edition*. March 2012.
http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/PCAH_Final_July2012.pdf.
- F-10. Chancellor's Office, California Community Colleges, Academic Affairs Division. *Distance Education Guidelines*. 2008.
http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf.
- F-11. Chancellor's Office, California Community Colleges, Distance Education Accessibility Guidelines Task Force. *Distance Education Accessibility Guidelines for Students with Disabilities*. January 2011.
<http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf>.
- F-12. Distance Learning Data and Reporting.
<http://collegeofsanmateo.edu/institutionalresearch/distancelearningdata-reporting.asp>.

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Appendix G

Evidence of Quality of Support Services

Student Support Services Program Reviews

All student services departments complete annual program reviews which are reviewed by the Vice President of Student Services [G-1]. A new process has been established by the Institutional Planning Committee (IPC) to review all program reviews and provide feedback to all departments.

Student Satisfaction and Follow-up Surveys

Since spring 2010, the Office of Planning, Research, and Institutional Effectiveness (PRIE) conducts an annual campus-wide survey which probes students' satisfaction with overall campus climate and the effectiveness of student support programs and services. The survey instrument contains 101 items and was developed by PRIE in consultation with student services staff and students. Complete student survey findings are accessible online at the PRIE website [G-2].

CSM students have consistently reported very high levels of satisfaction with the overall campus climate and the surveys show the extent to which students feel valued, welcomed, and a sense of campus pride. In addition, survey findings consistently reveal very high levels of satisfaction for questions explicitly addressing diversity, instructional faculty, academic programs, availability of information, advising and transfer services, communication channels, campus facilities, and campus safety.

In addition to the annual campus-wide student survey, several student services units have developed program-specific surveys to receive students' feedback regarding the delivery of services, including suggestions about how to improve services for students. Survey responses are utilized in the annual program review and self evaluation. The following student services units have a link to an online feedback/survey form available on their respective webpages:

- Admissions & Records
<http://collegeofsanmateo.edu/admissions/contactus.asp>
- Career Services
<http://collegeofsanmateo.edu/career/surveys-assessments.asp>
- Disabled Student Programs & Services
<http://collegeofsanmateo.edu/dsps/>
- High School Enrollment Programs
<http://www.collegeofsanmateo.edu/highschool/contactus.asp>
- International Student Center
<http://collegeofsanmateo.edu/international/>

CSM students consistently give very high marks in terms of overall satisfaction with the range of services offered to students, as well as the delivery and availability of these student services programs. The following themes have consistently emerged from the open-ended comments received from students.

- A strong interest in having more information available in an online format.
- The capacity to receive counseling and advising information online.
- An online catalog that easily accessible and searchable.
- Easier ways to find out information about college policies and procedures.
- Students are enthusiastic and impressed when they receive personal attention.
- Name recognition of individual staff members who assisted them—i.e., the personal touch matters.
- Customer service issues are extremely important, both in terms of receiving helpful assistance and ‘the personal touch,’ as well as a strong emotional reaction to a negative encounter with a single staff member.

Records of Student Use of Services

Students utilize a variety of support services which increase their success at the College. Information about utilization of services is contained in the program reviews [G-1]. In addition, the Counseling Department utilizes Scheduling and Reporting System (SARS) software for tracking student utilization of counseling and counseling-related services.

Counseling service usage is recorded on SARS, an appointment software program. SARS is used to gather important information related to reasons for appointments and general use of services. SARS includes a history function that tracks all appointments and workshops attended and a notes function that allows counselors to record detailed notes on each counseling session. These functions support service continuity, allowing counselors to view all previous notes, appointments, referrals, and suggestions for follow-up. The system is accessible to counselors across the District, improving continuity of service for cross-enrolled students.

In spring 2012, SMCCCD implemented DegreeWorks, which allows students to process and view degree audits that show progress toward certificates, associate degrees, and CSU General Education and IGETC certification [G-3]. In September 2012, the Office of Counseling, Advising, and Matriculation launched the Ed Plan component of DegreeWorks. Counselors work with students to create meaningful and comprehensive student educational plans. Semester-by-semester plans and explanatory notes are saved using the DegreeWorks Ed Plan interface. Through DegreeWorks, students have 24/7 access to their educational plans. Students can view their progress toward a stated goal and can use the “what if” function to explore progress toward different goals. This allows students to be actively engaged in the planning and monitoring of their educational progress.

Student Loan Default Rates

The Financial Aid Office is responsible for monitoring and reporting student financial and loan information to the federal government and to the Common Origination and Disbursement (COD) website. The default rate for the College is calculated by the Department of Education and communicated to the college annually through the National Student Loan Data System (NSLDS) [G-4]. In an effort to ensure that the loan default rate does not reach thresholds established by the federal government that would jeopardize the College’s Title 5 funding, efforts are made to provide information to students who apply for loans, including entrance and exit interviews. This information is contained on page 24 of the Student Financial Aid Handbook [G-5].

CSM has very low rates of student borrowing, at well below 1 percent of its annual headcount enrollment [G-6]. Since fiscal year 2008, CSM's cohort default rate has markedly declined, from 11.7 percent to 2 percent in fiscal year 2010.

Student Support Services Planning Documents

Information about short and long term planning for student services departments is contained in each of the student services program reviews [G-1]. In addition, the Vice President of Student Services conducts monthly meetings of the Student Services Council, which is comprised of the leads of all student services departments. During the budget crisis, the Council explored alternate approaches for delivering services with fewer fiscal and human resources. Recently, the Council has been discussing implementation of the new Student Success Act regulations [G-6].

Catalog, Handbook, and Website Descriptions of Student Support Services

The Catalog, Student Handbook, and website provide descriptions of student support services [G-7, G-8]. In addition, Board Policy, 7.00 Student Services provides general information about the provision of student services [G-9].

Policies on Academic Progress, Integrity, Codes of Conduct, and Grievances and Complaint Procedures

Academic Progress

The Academic Standards Policy of College of San Mateo and the San Mateo County Community College District is based on a cumulative grade point average of C (2.0), the minimum standard required for graduation or transfer. A grade point average of less than 2.0 is considered deficient.

Academic standing, including determination of probation or dismissal status, is based upon all course work completed at Cañada College, College of San Mateo, and/or Skyline College, and governed by District policy [G-10].

A student is placed on academic probation, and may be subsequently dismissed, under either or both of the following criteria:

- Academic Probation is based on grade point average: A student who has attempted at least 12 semester units is placed on academic probation if the student has earned a cumulative grade point average below 2.0.
- Academic probation based on failure to maintain satisfactory progress: A student who has enrolled in a total of at least 12 semester units is placed on academic probation when the percentage of all units in which a student has enrolled for which entries of W, I and NC are recorded reaches or exceeds 50 percent.

General information about academic progress policies is located in the College Catalog and in the Student Handbook [G-11, G-12].

In addition, CSM has numerous policies regarding academics and Satisfactory Academic Progress (SAP) [G-13].

These policies include the following topics:

- Academic Renewal Policy
- Academic Review Committee
- Academic Standards Policy
- Attendance Regulations
- Course Repetition
- Credit by Examination
- Dismissal
- Guidelines Addressing Cheating and Plagiarism
- Open Enrollment
- Probation
- Removal from Probation
- Sequential Courses

In addition to general academic progress standards for all students are specific policies pertaining to students who receive financial aid. Financial Aid Services posts online its policy on Satisfactory Academic Progress (SAP) for financial aid purposes, the appeal process for this policy, and also publishes a SAP brochure for student information [G-14, G-15, G-16].

Academic Integrity:

Guidelines addressing cheating and plagiarism are published in the College Catalog and online [G-17, G-18].

Codes of Conduct:

The principle of personal honor is the basis for student conduct. The honor system rests on the sincere belief that College of San Mateo students are mature and self-respecting, and can be relied upon to act as responsible and ethical members of society. Each student has the obligation to observe all College rules and regulations. These standards of conduct are described in the “Student Rights and Responsibilities (Student Handbook)” webpage and in the college catalog [G-12, G-19].

SMCCCD Board Policy 7.69 specifies that students enrolled in the colleges of the District are expected to conduct themselves as responsible citizens and in a manner compatible with the District and College’s functions as educational institutions [G-20]. Students who violate this code of conduct may be subject to disciplinary action as defined in SMCCCD Board Policy 7.70, and also to civil authority [G-21]. In addition to general policies on student conduct, there are specific guidelines addressing cheating and plagiarism, including student responsibilities, instructor responsibilities and sanctions [G-18, G-17].

Grievances and Complaint Procedures

- Grievances: College Catalog, pages 25-28; Board Policy 7.73 [G-22, G-23].
- Complaint Procedures: Sexual Harassment Policy – College Catalog, page 20-21; Board Policy 2.25; and Board Procedures 2.25.1 [G-19, G-24, G-25].
- Non Discrimination Policy –College Catalog, page 18; Board Policy 2.19; and Board Procedures 2.19.1 [G-26], [G-27, G-28].

The College is committed to the concept that students should be free of unfair and improper actions on the part of any member of the academic community. If a student feels that he or she has been subject to unjust actions or denied his or her rights, redress can be sought through the filing of a grievance, or an appeal of the decision/action taken in response to a grievance. All grievances and appeals will be dealt with in a timely manner.

SMCCCD Board Policy 7.73 delineates the requirements for establishing and maintaining a uniform system of student grievances and appeals for non-grade related disputes, which shall afford procedural due process to students in the review and appeal of College and District decisions or actions [G-23]. An overview of the College’s policies and procedures regarding student grievances and complaints is also found online [G-29]. In addition, the Student Handbook also contains information regarding grievance and complaint procedures [G-12].

Students wishing to seek redress for a grievance or complaint are provided with a list of appropriate College channels relating to the specific issue to be addressed initially through an informal resolution [G-30]. These include academic matters such as grades, testing, class content, assignment, attendance, and prerequisite challenges. Other grievance topics include admissions, late withdrawal, fee payments, financial aid, academic progress or dismissal, registration, residency determination, security and parking, discrimination matters, sexual harassment, student records, time/place/manner of speech, academic accommodations for students with disabilities and waivers of academic requirements.

Initially, each student who has a grievance is expected to resolve the matter on an informal basis and begins the process by completing a Student Complaint: Information Resolution Form [G-31].

Should the informal grievance process fail to resolve the complaint satisfactorily, the College’s formal grievance process may be initiated. Students may find the formal grievance procedures described online [G-32]. The student may then seek a formal resolution by completing a “Formal Statement of Student Grievance,” which includes a grievance hearing.

Students and members of the public are also provided with information regarding how to file a complaint with the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, which includes a link to the ACCJC complaint policy site [G-33].

Evidence for Appendix G

- G-1. Program Review Student Services.
<http://collegeofsanmateo.edu/programreview/studentsservices.asp>.
- G-2. *Student Campus Climate and Satisfaction Survey, 2012*.
http://collegeofsanmateo.edu/institutionalresearch/csm_community-studentccss_2012%20.asp.
- G-3. ITS Degree Audit and Academic Advising System (Degreeworks) website.
<http://www.smccd.edu/accounts/smccd/departments/its/index.php/projects/degree-works/>.
- G-4. National Student Loan Data System.
http://www.nslds.ed.gov/nslds_SA/.
- G-5. CSM Student Financial Aid Handbook, page 24.
http://collegeofsanmateo.edu/finaid/docs/2012-13_FinancialAidHandbook.pdf.
- G-6. Evidence and References.
<http://www.collegeofsanmateo.edu/2013selfevaluation/evidenceandreferences.asp>.
- G-7. College of San Mateo College Catalog 2012-2013, pages 31-41.
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf.
- G-8. Student Services website.
<http://collegeofsanmateo.edu/studentsservices/>.
- G-9. SMCCCD Board Policy 7.00 Student Services.
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPT ER%20VII%20-%20Student%20Services/7_00.pdf.
- G-10. SMCCCD Board Policy 6.20 Probation, Dismissal, and Readmission.
http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/6_20.pdf.
- G-11. College Catalog 2012-2013, page 14.
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf.
- G-12. Student Rights and Responsibilities (Student Handbook).
<http://collegeofsanmateo.edu/collegepolicies/studenthandbook.asp>.
- G-13. Academic Policies.
<http://collegeofsanmateo.edu/academicpolicies/>.
- G-14. Financial Aid Satisfactory Academic Progress Policy.
<http://collegeofsanmateo.edu/finaid/sap.asp>.
- G-15. Financial Aid SAP Policy, including Appeals.
<http://collegeofsanmateo.edu/finaid/2011-2012%20SAP.pdf>.
- G-16. Financial Aid SAP Brochure.
<http://collegeofsanmateo.edu/finaid/FA%20Brochure%202011.pdf>.
- G-17. College Catalog 2012-2013, pages 28-29.
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf.
- G-18. Guidelines Addressing Cheating and Plagiarism.
<http://collegeofsanmateo.edu/collegepolicies/cheatingandplagiarism.asp>.

- G-19. College Catalog, page 21.
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf.
- G-20. SMCCCD Board Policy 7.69 Student Conduct.
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20VII%20-%20Student%20Services/7_69.pdf.
- G-21. SMCCCD Board Policy 7.70 Student Disciplinary Sanctions.
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20VII%20-%20Student%20Services/7_70.pdf.
- G-22. College Catalog 2012-2013, pages 25-28.
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf.
- G-23. SMCCCD Board Policy 7.73 Student Grievances and Appeals.
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20VII%20-%20Student%20Services/7_73.pdf.
- G-24. SMCCCD Board Policy 2.25 Sexual Harassment.
http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2_25.pdf.
- G-25. SMCCCD Administrative Procedures 2.25.1 Prohibition of Harassment.
https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/2_25.1.pdf.
- G-26. College Catalog 2012-2013, page 18.
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf.
- G-27. SMCCCD Board Policy 2.19 Non Discrimination.
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20II%20-%20Administration/2_19.pdf.
- G-28. SMCCCD Administrative Procedure 2.19.1 Non Discrimination.
https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/2_19.1.pdf.
- G-29. Student Grievances and Appeals.
<http://collegeofsanmateo.edu/collegepolicies/studentgrievances.asp>.
- G-30. Information Resolution: Initial College Review.
<http://collegeofsanmateo.edu/collegepolicies/informalresolution.asp>.
- G-31. Student Complaint: Informal Resolution Form.
http://collegeofsanmateo.edu/forms/docs/StudentGrievanceProcedures_Academic_Fillable.pdf.
- G-32. Section A: Formal Process for Academic and Non-Academic Grievances.
<http://collegeofsanmateo.edu/collegepolicies/sectiona.asp>.
- G-33. Accreditation website.
<http://collegeofsanmateo.edu/accreditation/>.

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Appendix H Financial Performance and Integrity

Annual External Financial Audits

The results of annual audit reports on the SMCCCD budget, which includes College of San Mateo, are available online. Audits are posted for five years, from 2007-08 to 2011-12 [H-1].

Capital Outlay

An overview of the capital outlay process is posted online [H-2].

5-year construction plans, from FY 2003-70 to FY 2014-2017, are also posted online [H-3].

Collective Bargaining Agreements

The most recent collective bargaining agreements for AFSCME, AFT, and CSEA are available online [H-4].

Instructional Equipment and Materials: Five-Year Plan

The five-year set-aside budget (FY 2013-2018?) for College of San Mateo's instructional equipment and materials is available online [H-5].

Purchasing: Policies and Procedures

Comprehensive policies and procedures concerned with purchasing, including bids and RFQ announcements, are posted online [H-6].

Records of Bond Funding

Financial summaries and audit reports for Measure C (election of 2001) and Measure A (election of 2005) are posted online [H-7].

Retirement Board of Authority (RBOA) Audit Reports

Audit reports for assets held in trust as post-retirement medical benefits are available online 2011-2012 and 2010-2011 [H-8].

Financial Aid Compliance Reports, USDE Audits

The SMCCCD had not had an audit conducted by the U.S. Department of Education (USDE).

Final USDE Audit Determination Email Notification: Included below is the most recent email received by the College and the District in response to the SMCCCD 2010-2011 audit submitted to the Department of Education. Recipients: College of San Mateo President, Director of Financial Aid Services, SMCCCD Executive Vice Chancellor.

On 3/22/12 12:21 PM, "fsaezaudit@ed.gov" <fsaezaudit@ed.gov> wrote:

Final Audit Determination Email Notification

Institution Name: College of San Mateo
OPEID:00118100

This notification serves to inform you that the compliance audit submission for OPEID: 00118100 has been reviewed. Based on this review, the audit did not warrant full resolution by the School Participation Team. However, the institution is required to take the necessary corrective actions for those findings cited by the auditor.

A letter, further explaining these requirements, will be posted in the Notifications section of your eZ-Audit homepage once the entire review has been completed.

For public and non-profit institutions, this letter will not be posted until the Federal Audit Clearinghouse receives your audit report and notifies the Department. If your institution is a member of a proprietary school group and your individual compliance audit is submitted by the group locator, you will not be able to view this letter. Please contact the eZ-Audit helpdesk (fsaezaudit@ed.gov or 877-263-0780) for a copy of this letter.

To log into the site, please go to:
<http://ezaudit.ed.gov>

Thank you,
eZ-Audit Administrator
Department of Education

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**Required Evidentiary Documents for Financial Review
Supplemental Guidelines for Standard III.D for California Public Institutions**

ACCREDITATION QUESTIONS	EVIDENCE
<p>1) Has the college received any qualified or adverse opinions in audit reports in the last 3 years from district, state or federal programs?</p> <p>No. The College has not received any qualified or adverse opinions in audit reports for the past three years. Results of external audits have been satisfactory as the District has obtained unqualified opinions for more than eight years.</p>	<p>http://www.smccd.edu/accounts/smccd/financialservices/uploaded_files/SMCCCD%20District%20Report%2011-12.pdf</p> <p>http://www.smccd.edu/accounts/smccd/financialservices/uploaded_files/SMCCCD%20Audit%20Report%202010-11.pdf</p> <p>http://www.smccd.edu/accounts/smccd/financialservices/uploaded_files/SMCCCD%20Audit%20Report%202009-10.pdf</p>
<p>2) Has the college implemented all audit recommendations? Have there been the same recommendations for more than one year? What is the auditor’s response to the management actions taken?</p> <p>Results of external audits have been satisfactory as the District has obtained unqualified opinions for more than eight years. Audits have revealed some non-financial compliance findings and all of them have been promptly addressed with new procedures, often completed prior to the close of the audit. Auditors have been satisfied with corrective actions implemented by the college.</p>	<p>http://www.smccd.edu/accounts/smccd/financialservices/auditreports.php</p>

ACCREDITATION QUESTIONS	EVIDENCE
<p>3) What is the institution's unrestricted fund balance and reserves and how has it changed over the past three years?</p> <p>The District's unrestricted fund balance was \$15,977,880 as of June 30, 2010; \$20,625,631 as of June 30, 2011; and \$19,601,580 as of June 30, 2012. This represents 14.2%, 18.1% and 17.1% of the total unrestricted general fund expenditures respectively.</p>	<p>http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Accountability/trends/1213/San_Mateo_Fiscal_Trend_Analysis_11_12.pdf</p>
<p>4) Does the College maintain a minimum of 5% unrestricted reserve or cash or cash equivalent?</p> <p>Significant reserves are maintained by the District in order to meet long-term obligations as well as budget for emergencies. District reserves were 14.2% in 2010, 18.1% in 2011 and 17.1% in 2012 of the total unrestricted general fund expenditures.</p>	<p>http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Accountability/trends/1213/San_Mateo_Fiscal_Trend_Analysis_11_12.pdf</p>
<p>5) Has the State Chancellor's Office had to intervene regarding fiscal stability or compliance?</p> <p>No. College of San Mateo, along with the District, systematically plan for both short and long term obligations.</p>	<p>http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Accountability/trends/1213/San_Mateo_Fiscal_Trend_Analysis_11_12.pdf</p> <p>http://www.smccd.edu/accounts/smccd/financialservices/uploaded_files/SMCCD%20District%20Report%202011-12.pdf</p>

ACCREDITATION QUESTIONS	EVIDENCE
<p>6) Does the college have long term debt financing?</p> <p>The College, in conjunction with the District, identifies and plans for payment of liabilities and future obligations. When making short-range financial plans, the institution considers its long-range financial priorities. Financial obligations are included in the audited annual financial statement and funds are reserved for meeting those needs.</p>	<p>http://www.smccd.edu/accounts/smccd/financialservices/uploaded_files/SMCCD%20District%20Report%2011-12.pdf</p>
<p>7) Does the institution have an obligation for post-retirement health benefits (OPED), compensated absences, and other employee related obligations? If it does, has it done the actuarial study and identified the liability? Is there a plan for funding them?</p> <p>The District makes multi-year projections of all expenses, including any labor costs. The District has addressed long-term post-retirement liabilities by establishing a post-retirement benefits fund to cover the medical insurance costs for retirees. In 2009, the District established an irrevocable OPED trust fund and has been transferring funds from the post-retirement benefits fund into the OPED trust fund, which currently has over \$26 million invested as of July 1, 2012.</p>	<p>https://sharepoint.smccd.edu/SiteDirectory/dcbf/Documents/2012-13%20Budget%20Documents/2012-13%20Final%20Budget%20Report.pdf</p> <p>https://sharepoint.smccd.edu/SiteDirectory/dcbf/Documents/SMCCCD%20Actuarial%20Study%20April%202011.pdf</p>

ACCREDITATION QUESTIONS	EVIDENCE
<p>8) Does the institution have limits on accrual of unused vacation time? Compensatory time? Is the institution enforcing its policy on limits?</p> <p>Yes, the College is enforcing the District's established policies for accrual of unused vacation and compensatory time. Limits are included in each of the District's collective bargaining agreements.</p>	<p>http://www.smccd.edu/accounts/smccd/departments/humanresources/default.shtml https://sharepoint.smccd.edu/SiteDirectory/portal/Human%20Resources/Forms/AllItems.aspx?RootFolder=%2fSiteDirectory%2fportal%2fHuman%20Resources%2fLabor%20Documents&FolderCTID=&View=%7b2FEDA2F3-0908-48CE-980C-CBFD12B1C614%7d</p>
<p>9) Is the fiscal entity self-insured for health benefits, workers compensation, and unemployment? How are the levels set?</p> <p>The District establishes the assessed costs and services of the current carriers for workers' compensation and general liability insurance. The District decided to self-insure for workers' compensation and general liability and increase the self-insured retention for property insurance after a careful review and an actuarial study of the District's workers' compensation cost.</p>	<p>https://sharepoint.smccd.edu/SiteDirectory/dcbf/Documents/2012-13%20Budget%20Documents/2012-13%20Final%20Budget%20Report.pdf (Pages 12 and 56)</p> <p>https://sharepoint.smccd.edu/SiteDirectory/dcbf/Documents/SMCCCD%20Actuarial%20Study%20April%202011.pdf</p>

ACCREDITATION QUESTIONS	EVIDENCE
<p>10) Does this fiscal entity have obligations for future total compensation expenditures driven by collective bargaining agreements or other agreements (corporate buy-outs, management/employee agreements, etc)? If so, what are they? Of what significance are they? What is the plan for funding these future obligations?</p> <p>Yes, the College has obligations for future total compensation expenditures driven by college bargaining agreements. The District negotiates all labor contracts which directly impact the college. In 2012-13, three-year collective bargaining agreements were reached with all three units. District staff members project the impact of labor management agreements to ensure that funds are available to meet the requirements of the agreement. The District takes into account both the cost of salaries and related benefits in order to ensure that projects resources are available to fund the agreements. The Board of Trustees approves contracts after carefully considering the impact of the contracts on the District budget.</p>	<p>https://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Forms/AllItems.aspx?RootFolder=%2fSiteDirectory%2fportal%2fDistrict%20Information%2fLabor%20Documents&FolderCTID=&View=%7bEBCEA5E9%2d3442%2d42F6%2d8C18%2d10EF4342BC6A%7d (Click on Labor Documents)</p>

Evidence for Appendix H

- H-1. SMCCCD Approved Audit Reports.
<http://www.smccd.edu/accounts/smccd/financialservices/auditreports.php>.
- H-2. SMCCCD Capital Outlay Program.
<http://www.smccd.edu/accounts/smccd/departments/facilities/CapitalOutlayProgram.shtml>.
- H-3. SMCCCD 5-year Construction Plans.
<https://sharepoint.smccd.edu/SiteDirectory/CPD/CPD%20Downloads/Forms/AllItems.aspx?RootFolder=%2fSiteDirectory%2fCPD%2fCPD%20Downloads%2fFive%20Year%20Construction%20Plans%20and%20Project%20Proposals%2fFive%20Year%20Constuction%20Plans&FolderCTID=&View=%7>.
- H-4. SMCCCD Collective Bargaining Agreements.
<https://sharepoint.smccd.edu/SiteDirectory/portal/Human%20Resources/Forms/AllItems.aspx?RootFolder=%2fSiteDirectory%2fportal%2fHuman%20Resources%2fCollective%20Bargaining%20Agreements&FolderCTID=&View=%7b2FEDA2F3%2d0908%2d48CE%2d980C%2dCBFD12B1C614%7d>.
- H-5. Summary of Funds Available for Instructional Equipment and Materials, April 24, 2012.
<https://sharepoint.smccd.edu/SiteDirectory/CPD/CSMFacAccr/Acceditation%20Documents/CSM%20III%20Ref%2040.pdf>.
- H-6. SMCCCD Request for Quote Announcements.
<http://www.smccd.edu/generalservices/RFQannouncements.php>.
- H-7. Bond Oversight Committee.
<http://www.smccd.edu/accounts/smccd/committees/bondoversight/reports.shtml>.
- H-8. SMCCCD Retirement Board of Authority (RBOA) Approved Audit Reports.
<http://www.smccd.edu/accounts/smccd/financialservices/RBOAauditreports.php>.

Appendix I

Evidence of Quality of International Activities

Lists of programs for non-U.S. nationals recruited abroad

Each semester, CSM welcomes international (F-1) students from more than 40 countries. Overseas recruitment of students is conducted by the San Mateo County Community College District in countries ranging from China to England to Brazil [I-1]. In spring 2013, CSM had a total of 144 new and returning international students, a 16% increase from spring 2012 (124 students). International students hail from all regions of the world: Asia (77%), Europe (12%), Middle East (5%), Latin America (3%), Australia (1%), and Africa (1%) [I-2].

Academic Programs

International students enrolling at CSM have the option of earning an AA-T/AS-T degree, of earning an AA/AS degree, or of transferring to a 4-year institution with or without an Associate degree. As of academic year 2012-13, AA-T/AS-T and AA/AS degrees offered at CSM include: [I-3]

- Accounting (AA)
- Administration of Justice (AS, AS-T)
- Alcohol and Other Drug Studies (AA)
- Architecture (AS)
- Art History (AA)
- Biology & Health Science: Biological (AS)
- Biology & Health Science: Biotechnology (AS)
- Biology & Health Science: General (AS)
- Biology & Health Science: Medical (AS)
- Biology & Health Science: Pre-Nursing (AS)
- Broadcast and Electronic Media: Broadcast Audio (AA)
- Broadcast and Electronic Media: Television Producing (AA)
- Broadcast and Electronic Media: Television Production (AA)
- Building Inspection (AS)
- Business Administration, Non-Transfer (AA)
- Business Administration, Transfer (AA)
- Business Management (AA)
- CAD/Drafting Technology (AS)
- Chemistry (AS)
- Communication Studies (AA, AA-T)

- Computer and Information Science (AS)
- Computer and Network Forensics (AS)
- Computer Science Applications and Development (AS)
- Computer Support Specialist - Network Support (AS)
- Cosmetology (AA)
- Dental Assisting (AS)
- Electronic Music (AA)
- Engineering (AS)
- Engineering Technology: General (AS)
- English (AA)
- Ethnic Studies (AA)
- Film (AA)
- Fine Arts: General Studio Art (AA)
- Fire Technology (AS)
- Geological Sciences (AS)
- Geology (AS-T)
- Graphics (AA)
- Industrial Electronics (AS)
- Interdisciplinary Studies: Contemporary Issues (AA)
- Interdisciplinary Studies: Intercultural Studies (AA)
- Interdisciplinary Studies: Science and Society (AA)
- Journalism (AA)
- Kinesiology (AA-T)
- Marketing Management (AA)
- Mathematics (AS, AS-T)
- Microcomputer/Database and Spreadsheet Function (AA)
- Microcomputer/Office Assistant (AA)
- Multimedia: Digital Audio (AA)
- Multimedia: Digital Video (AA)
- Multimedia: Web Design (AA)
- Music (AA)
- Nursing (AS)

- Photography (AA)
- Physical Science (AS)
- Physics (AS, AS-T)
- Psychology (AA-T)
- Real Estate (AA)
- Retail Management (AA)
- Social Science (AA)
- Sociology (AA-T)
- Spanish (AA)
- Studio Art (AA-T)

Transfer Programs

Additionally, international students seeking to transfer to 4-year institutions with or without an Associate degree may take part in transfer programs offered at CSM, as described below:

Guaranteed Transfer Program

CSM offers guaranteed transfer with a limited number of 4-year institutions which offer Guaranteed Transfer Contracts (GTCs), a formal written agreement that outlines the CSM courses a student must complete before transferring to a participating institution. International students who have completed at least 30 semester units of transferable coursework may enter into a GTC, which guarantees the student transfer admission upon completion of all general education and major required coursework. In spring 2013, CSM offered guaranteed transfer with 16 California colleges and universities, both public and private [1-4].

Transfer Pathway Program

International students at CSM may also take part in the San Mateo County Community College District's Transfer Pathway program, which offers students conditional admission to 17 colleges and universities throughout the country [1-5].

Student Support Programs

CSM offers international students an array of programs designed to inform and guide students through their academic experience. International students have unique issues and barriers in acclimating and connecting with the American educational system. Language issues and feelings of isolation from family and friends can adversely affect students' academic performance and their desire to stay in the U.S. and at CSM. Orientations, meetings, social events, and newsletters, to name a few, can provide students with opportunities to connect with other international students, as well as with domestic students, faculty, staff, and administrators. Programs are delivered through groups and individually.

International Student Center

The International Student Center ("the Center") provides services catered to international (F-1 visa) students from over 40 countries seeking Associate degrees and/or transfer programs. Students served include prospective, current, and former students as well as concurrently enrolled students and recent immigrants. The Center provides and performs a multitude of administrative tasks, admissions, issuance of Student and Exchange Visitor Information System (SEVIS) documents and record keeping, and visa advisement and petitions processing. It also provides personal, social, and academic support services in a welcoming and comfortable environment with sensitivity to the international/multicultural dimensions of the student population. The Center is staffed by a full-time program director who manages the international education program's activities in outreach, events, and advising and serves as the Center's principal designated school official (PDSO); an academic counselor trained to counsel international students; and a full-time program services coordinator who assists with marketing, applications, and as the designated school official (DSO) maintains SEVIS compliance. The Center also maintains a membership with NAFSA: Association of International Educators, which provides a valuable source of information and liaison between the U.S. Department of Homeland Security (DHS) and the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program (SEVP). A needs survey administered in fall 2012 to all international students found that 100 percent of respondents rated the Center "Good," "Very Good," or "Excellent," and 96 percent would recommend the Center to others [I-2].

New Student Orientation

A mandatory orientation is required for all new international students to introduce them to CSM and inform them of their immigration responsibilities as an F-1 student. Over 75% of the new students in fall 2012 and spring 2013 attended a group orientation, which spans two half-days one month before the start of a semester. The remaining students received an individual orientation from Center staff. All new international students attending an orientation, whether as a group or individually, receive an orientation packet containing a copy of the DHS rules and regulations for F-1 international students; a guide to using WebSMART, CSM's online tool for viewing and accessing college information; and an international student handbook, which contains information about Center staff, immigration responsibilities, and life skills, such as transportation, housing, banking, employment, and other services offered at CSM and in the surrounding community. In the fall 2012 needs survey, over 94 percent of international students who had attended the orientation thought that the information presented was useful [I-2].

Website

The Center webpage is a primary resource for providing potential international students with information on CSM admission requirements, electronic application, transfer programs, and different services provided. In calendar year 2011, there were 6,926 visits to the Center webpage, which increased 15.7 percent to 8,014 visits in calendar year 2012 [I-6]. The website is currently being updated to include a blog, as well as other general modifications, to make the webpage more dynamic and to provide additional ways to interact with potential, current, and former students. The new website was launched in the summer of 2013 [I-2].

Financial Aid and Employment

CSM complies with federal legal requirements that at the time of admission, F-1 students have documented proof of funds sufficient for their studies, which includes tuition, fees, health insurance, and living expenses [I-7]. In addition, CSM offers three privately endowed scholarships for which international students are eligible: the Henry Cordes Language Studies scholarship, the Iliff Award, and the Lucile Koshland scholarship [I-8]. Center staff also advises international students on their eligibility for employment and academic program related training in the U.S., such as on-campus employment, curricular practical training (CPT), and optional practical training (OPT). In spring 2013, 22 students were employed on-campus, one student was on CPT, and two students were on OPT (post-program completion) [I-9]. Finally, the Center offers tax workshops in the spring to help international students navigate U.S. tax requirements; two workshops were offered in spring 2013 [I-10].

Counseling

Among Center staff is a counselor trained to counsel international students. Between July 2011 and March 2012, an estimated 181 international students met with the academic counselor [I-2]. Beginning in spring 2012, the Center has also offered a college counseling focus group workshop for new international students that focuses on academic issues such as the U.S. educational system, degree and transfer requirements, and completing a student educational plan (SEP). Over 50 percent of new students attended the workshop in fall 2012 and spring 2013. A fall 2012 needs survey of international students found that 90 percent of respondents who had attended the workshop thought that the information was useful. In spring 2013, approximately 88 percent of all international students have a current SEP and will receive priority registration for summer/fall 2013. Additionally, 97 percent and 93 percent of all students maintained at least a 2.0 GPA and 75 percent completion rate for fall 2012 and spring 2013, respectively. To increase students' learning and understanding of educational goals and pathways, beginning in fall 2013 all new international students will be required to register for a 0.5 unit course in college planning [I-2].

Degree and Transfer

The Center conducts workshops and meetings to facilitate international student completion and transfer to 4-year institutions. In addition to the college counseling focus group workshops and SEP counseling, the Center offers a DegreeWorks workshop to orient international students to the online DegreeWorks tool, with which students can monitor their progress towards an associate degree and/or California State University General Education (CSUGE) and Intersegmental General Education Transfer Curriculum (IGETC) transfer requirements, as well as analyze multiple educational goal possibilities. The Center conducted two DegreeWorks workshops in fall 2012 [I-10]. The Center also coordinates meetings with representatives from 4-year institutional partners in CSM or SMCCCD's transfer programs. In 2012-13, CSM international students met with representatives from San José State University, UC Santa Barbara, CSU Northridge, Portland State University, and University of Wisconsin-Stout [I-10].

Immigration and Student and Exchange Visitor Information System (SEVIS)

Students are informed about immigration responsibilities at the orientation and at a SEVIS workshop to remind them of regulations before the end of the semester. New international students are given a pre- and post-test

at orientation to measure their understanding of their immigration responsibilities. A survey administered to all international students in fall 2012 found that 9 percent of the respondents felt that they clearly understood their immigration responsibilities. In spring 2012 and fall 2012, no student (n=124) and two students (n=138), respectively, were terminated in SEVIS for being out of status. Although the post-test and survey demonstrate that students have an understanding of their immigration responsibilities, a workshop is also offered near the end of each semester to remind students of F-1 rules and regulations. Additional advising by Center staff on immigration issues is also provided individually as needed [I-2].

Housing

As CSM does not offer on-campus housing, the Center maintains a list of off-campus community housing, usually rooms in private homes. The Center website also features links to homestay options and other community rental resources (e.g. newspapers and online classified ads) [I-11].

Student Life Programs

Student life programs for international students focus on community-building, both among international students and with the greater campus community.

International Students Club

The International Student Club (“student club”) is a formally recognized CSM student club which meets weekly in the ISC [I-12]. The student club provides students with mutual support and camaraderie, and also promotes the diversity of international students at CSM through sponsorship of activities such as International Education Week (see below).

Promoting the diversity of CSM’s international students

In conjunction with the student club, the Center supports a variety of activities to promote the diversity of CSM’s international students among the campus community. Activities include an annual open house and an end of year celebration. A highlight of the Center’s activities is International Education Week, a week-long celebration sponsored by the student club with participation and support from the Center. In fall 2012, International Education Week took place from November 14-16, with activities including a “world wall” for students to record information, a travel information Q&A, an international education “challenge”, an action movie, and complimentary food. Another major diversity activity is Feature Country of the Month, which promotes the culture of a spotlighted country through such means as featured food specials by Pacific Dining, the campus dining provider, film screenings, and other cultural activities. In 2012-13, countries and activities included China (Beijing No. 4 High School music performance, Lion dance), Germany (film, café), and the Philippines (café, film) [I-10, I-13].

Faculty and Staff Outreach

To facilitate the outreach and understanding of the international student population and program to campus faculty and staff, the Center has produced a two-sided, two-page fact sheet titled, “Getting to Know Our International Students.” This fact sheet answers such common questions as, “What is an F-1 student?” and

“How does a student become an international student at CSM?” The fact sheet also provides a general profile of international students, including their headcount and citizenship; common methods by which students have been recruited; academic information, such as course completion rates, GPA, ESL placement, and transfer destinations; and types of student services available to international students [I-14].

Planning and Oversight

Planning and oversight of the international student program takes place at the committee level, as part of CSM’s shared governance structure.

CSM International Education Committee (IEC)

The role of CSM’s International Education Committee is to coordinate the implementation of the International Education Program at CSM and to coordinate college efforts with the District’s International Education initiative for increasing the enrollment of international students at the three colleges in the district. IEC membership includes the Vice Presidents of Instruction and Student Services, the Dean of Enrollment Services, two Center representatives, two faculty representatives, and a student representative. The IEC meets monthly and publishes its agendas and meeting summaries [I-15].

Planning

The direction of the international education program is subject to marketing and recruitment efforts and decisions currently made at the District level. The District’s International Education Advisory Committee, whose membership includes a representative from CSM’s IEC, is developing a strategic plan that is expected to be presented to the District Chancellor’s Council before the end of fiscal year 2012-13. The implementation phase of the plan is expected to begin in fiscal year 2013-14 [I-2].

Surveys and Data Analysis

In order to ensure that a proper infrastructure is in place to accommodate the growth of CSM’s International Student program and to support international student success at CSM, the Center staff has collected and analyzed data through various means including annual student surveys and the monitoring of student academic progress, course completion, and English placements. Documented qualitative and quantitative evidence has been used to inform decisions made to improve the program and better integrate this student group into the CSM community. Examples of such evidence include an annual international student exit survey and interview, an international student needs survey conducted in fall 2012, and a report on international student course success, the findings of all of which were presented to the IEC [I-2, I-16, I-17]. The needs survey found high rates of satisfaction with CSM’s international program among international students, while the student course success analysis has led the committee to further examine a possible relationship between student academic and English preparedness and course non-success [I-16, I-17].

Lists of programs for internally recruited international students organized through the college or the district/system

Recruitment of international students, whether domestic or international, is conducted by the San Mateo County Community College District. All international students recruited domestically and enrolled at CSM may participate in the same programs and services listed above.

Lists of study abroad programs for U.S. students

For over 30 years, CSM has offered students a unique and valuable opportunity to live and study in another country while making normal progress toward meeting their educational objectives. CSM's study abroad program is offered in cooperation with the Northern California Study Abroad Consortium, a four-district alliance consisting of SMCCCD, Santa Rosa Junior College, Contra Costa County Community College District, and Los Rios Community College District, and is contracted with the American Institute for Foreign Study (AIFS), which provides transportation, living accommodations, and a wide range of student and instructional support services [I-18]. As the study abroad program is academic in nature, students who participate are eligible for the same financial aid services as other CSM students who remain in situ. On average, CSM sends abroad 20-30 students and one instructor each term [I-18]. Past study abroad programs are listed in the table below.

Table I – 1 CSM Study Abroad Locations by Year and Term

Year	Term	Location
2014	Fall	Paris
	Spring	Florence
2013	Fall	Paris
	Spring	Florence
2012	Fall	Barcelona
	Spring	Florence
2011	Fall	London
	Spring	Florence
2010	Fall	London
	Spring	Florence
2009	Fall	London
	Fall	Paris
	Spring	Florence
2008	Fall	London
	Fall	Spain
	Spring	Paris
2007	Fall	London
	Spring	Florence
2006	Fall	Spain
	Spring	Paris
2005	Fall	London
	Spring	Florence
2004	Fall	London
2003	Fall	London
	Summer	Costa Rica
	Spring	Florence
2002	Fall	London
	Summer	Madrid
	Spring	Paris
2001	Summer	Costa Rica

Evidence for Appendix I

- I-1. San Mateo Colleges in Your Country. *San Mateo Colleges International Education Newsletter*. March 2013. <http://www.smccd.edu/international/english/documents/SanMateoCollegesIENewsMar2013V3.pdf> .
- I-2. International Student Center Program Review, Spring 2013 Submission Cycle. http://collegeofsanmateo.edu/programreview/docs/ss_intlstudents/2013/ProgReviewIntlStudentCenter3-21-13.pdf.
- I-3. Degrees and Certificates. <http://collegeofsanmateo.edu/degrees>.
- I-4. Guaranteed Transfer Contracts. <http://collegeofsanmateo.edu/forms/transfer.asp>.
- I-5. New University Transfer Partners. *San Mateo Colleges International Educational Newsletter*. March 2013. <http://www.smccd.edu/international/english/documents/SanMateoCollegesIENewsMar2013V3.pdf>.
- I-6. Information obtained from Bev Madden, Director of Community Relations and Marketing.
- I-7. How to Apply. <http://collegeofsanmateo.edu/international/howtoapply.asp>.
- I-8. Scholarships website. <http://collegeofsanmateo.edu/scholarships/>.
- I-9. Personal communication with Patty Kwok, Project Director, dated March 28, 2013.
- I-10. CSM International Student Calendar of Events, 2012-13. <http://www.collegeofsanmateo.edu/2013selfevaluation/evidenceandreferences.asp>.
- I-11. Housing. <http://collegeofsanmateo.edu/international/housing.asp>.
- I-12. Active Clubs and Organizations. <http://collegeofsanmateo.edu/clubs/activegroups.asp>.
- I-13. Featured Country of the Month - China (in The Bulldog Barks, CSM International Student Center Blog). <http://collegeofsanmateo.edu/international/bulldogbarks/index.php/2013/03/14/featured-country-of-the-month-china/>.
- I-14. Getting to Know Our International Students (Spring 2013). <http://www.collegeofsanmateo.edu/2013selfevaluation/evidenceandreferences.asp>.
- I-15. International Education Committee website. <http://collegeofsanmateo.edu/institutionalcommittees/iec.asp>.
- I-16. International Education Committee Meeting Summary, October 30, 2012. http://collegeofsanmateo.edu/institutionalcommittees/iec/IECMeetingSummary_2012-10-30.docx.
- I-17. International Education Committee Meeting Summary, December 5, 2012. http://collegeofsanmateo.edu/institutionalcommittees/iec/IECMeetingSummary_2012-12-05.docx.
- I-18. Faculty Applications and Information: Program Highlights. <http://collegeofsanmateo.edu/studyabroad/faculty.asp>.

Appendix J

Evidence of Compliance with other Areas Related to Federal Requirements

Appendix J is comprised of three sections:

Distance Education and Correspondence Education,
Public Information, and
Campus Sites.

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Distance Education and Correspondence Education

College of San Mateo (CSM) has received approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer instructional programs, degrees, and certificates in the distance education (DE) mode. In 2010, in response to CSM's *Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2010*, CSM received ACCJC approval to offer 57 associate degrees, 14 certificates of achievement, 15 certificates of specialization, and a substantial portion of CSM's General Education program in DE mode [J-1]. More recently, in 2013, in response to CSM's *Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2013*, CSM received ACCJC approval to offer in DE mode 12 additional associate degrees, 5 associate degrees for transfer, 4 additional certificates of achievement, 4 additional certificates of specialization, as well as a complete General Education program [J-2].

CSM's DE programs address three areas of the College Mission. They include CSM's commitment to offering genuine access, a comprehensive array of services and programs, and relevant, high quality programs.

Quality of Distance Education through Disaggregated Data and Analysis

As reported in the *Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2013*, CSM conducts its ongoing evaluation of the effectiveness of its DE course offerings primarily through its program review cycle and through surveys of online students.

Since 2008, CSM has annually conducted a delivery-mode comparison study of student success as part of the program review cycle. The study consists of a modality comparison of telecourses and online courses with their face-to-face counterparts for all courses offered at CSM in a DE mode. The study considers course completion and retention data for the previous fall semesters, disaggregated according to the demographic variables of ethnicity, gender, and age. The resulting reports for the college as a whole along with discipline- and course-level studies are posted online in addition to the annual student achievement and program efficiency data provided for each instructional department. (See Table J-1) Program review participants assess this data in the spring semesters [J-3].

The most recent program review reveals that CSM's distance education program is both commonly partaken and comparatively successful. Although DE still constitutes a relatively small minority of students, courses, and faculty, it is clear that online coursework is increasingly utilized by students and that trend will most likely continue. This is most evident in the single fact that in the 2011-12 academic year, nearly 60 percent of all CSM students earning a degree or certificate had completed at least one DE course. CSM has also seen the closing of the achievement gap between DE and face-to-face courses. Between fall 2005 and fall 2011, the differential rate of success between online and comparable face-to-face courses narrowed from -10.4 points to -0.1 points. Online success rates disaggregated by gender, age, and ethnicity reveal differentials similar to those found in face-to-face coursework [J-4].

In addition to the annual program review, CSM has conducted annual surveys of its online students to gauge student attitudes and experiences. Since 2007, CSM's Office of Planning, Research, and Institutional Effectiveness (PRIE) has conducted an annual satisfaction survey of online students in the spring semester [J-5]. The most recent survey, conducted in spring 2012, found that a large majority of students were extremely satisfied with virtually all aspects of their online academic experience and with their online support services. In

Table J – 1 Program Review College Totals, 2013 Program Review Cycle

CSM College Total: Online Mode

Part I—Summary: Enrollment and Student Outcomes

	Fall 2009		Fall 2010		Fall 2011		Total	
	Distance	Traditional	Distance	Traditional	Distance	Traditional	Distance	Traditional
# Sections	50	181	54	164	75	166	179	511
#Enrollments	1408	6104	1542	5484	2229	5282	5179	16870
% Success	58.2	63	54.3	63	61.8	61.9	58.6	63
% Retention	78.7	82	73.5	82.3	79.4	81.3	77.4	81.8

Part II—Demographic Profile: Enrollment and Student Outcomes

Demographic Variable	Distance		Traditional		Distance				Traditional			
	Count	%	Count	%	Success	Retention	% Success	% Retention	Success	Retention	% Success	% Retention
Ethnicity												
Asian	1006	19.4	2661	15.8	676	812	67.2	80.7	1934	2268	72.7	85.2
Black	199	3.8	569	3.4	76	143	38.2	71.9	268	462	47.1	81.2
Filipino	356	6.9	1336	7.9	184	263	51.7	73.9	822	1078	61.5	80.7
Hispanic	796	15.4	3343	19.8	413	597	51.9	75.0	1893	2636	56.6	78.9
Native Am	26	0.5	70	0.4	17	24	65.4	92.3	43	57	61.4	81.4
Pac Islander	97	1.9	459	2.7	50	75	51.5	77.3	224	356	48.8	77.6
White	1793	34.6	5434	32.2	1090	1402	60.8	78.2	3548	4490	65.3	82.6
Other	413	8.0	1527	9.1	226	303	54.7	73.4	901	1219	59.0	79.8
Unrecorded	493	9.5	1471	8.7	302	392	61.3	79.5	991	1242	67.4	84.4
Total	5179	100	16870	100	3034	4011	58.6	77.4	10624	13808	63	81.8
Gender												
Female	2962	57.2	7727	45.8	1793	2353	60.5	79.4	5012	6351	64.9	82.2
Male	2011	38.8	8509	50.4	1106	1487	55.0	73.9	5164	6903	60.7	81.1
Unrecorded	206	4.0	634	3.8	135	171	65.5	83.0	448	554	70.7	87.4
Total	5179	100	16870	100	3034	4011	58.6	77.4	10624	13808	63	81.8
Age												
19 or less	639	12.3	6804	40.3	333	484	52.1	75.7	4242	5680	62.3	83.5
20-24	1539	29.7	5865	34.8	825	1144	53.6	74.3	3436	4632	58.6	79.0
25-29	902	17.4	1470	8.7	501	702	55.5	77.8	976	1207	66.4	82.1
30-34	618	11.9	732	4.3	387	483	62.6	78.2	506	595	69.1	81.3
35-39	433	8.4	458	2.7	291	349	67.2	80.6	333	383	72.7	83.6
40-49	608	11.7	662	3.9	392	479	64.5	78.8	493	557	74.5	84.1
50+	368	7.1	517	3.1	258	305	70.1	82.9	370	432	71.6	83.6
Unrecorded	72	1.4	362	2.1	47	65	65.3	90.3	268	322	74.0	89.0
Total	5179	100	16870	100	3034	4011	58.6	77.4	10624	13808	63	81.8

DEFINITIONS AND NOTES:

Overview of Data: This is a delivery-mode comparison of student success in online courses with their traditional mode counterparts, if offered. The comparison spans Fall semesters only: F'09, F'10, F'11.

Part I: Enrollment & Student Outcomes

Displays summary data of total enrollment, numbers of sections offered, retention, and success.

Part II: Demographic Profile

Displays comparative demographic data aggregated with retention and success data. This includes totals for all Fall semesters combined.

Enrollments: Indicates a duplicated headcount that is the sum of end-of-term enrollments.

Retention %: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Success %: Also known as "successful course completion." The percentage of enrollments with a grade of A, B, C, P at end-of-term."

(*) Indicates no distance course offered and no comparison

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addition, more than nine of ten students agreed that they “would...take another online course at CSM.” Owing to the small survey sample size (n=148), the data do not lend themselves to disaggregation [J-6].

In spring 2012, under the direction of the CSM’s Distance Education Committee and Integrated Planning Committee, PRIE launched an ongoing survey of all students who withdraw from an online course as one method to assess retention. A student receives an invitation to voluntarily participate in the survey when he or she submits an online “W” application. While data collection is ongoing, data collected from spring 2012 through fall 2012 have been aggregated and analyzed, and assessment results are being distributed to the Distance Education Committee, the Integrated Planning Committee, and other relevant parties [J-7].

List of courses, programs, certificates, and degrees where 50% or more is offered in distance education or correspondence education mode

The overarching purpose of CSM’s DE offerings is to increase access for CSM’s students to degree, certificate, and transfer preparation programs. By providing DE options, CSM also improves access to job skills, career development, and, ultimately, the employability of students.

Approved Distance Education Courses, Fall 2012

The following table shows courses offered in online or hybrid formats from fall 2004 through fall 2012 and courses approved for distance education effective fall 2012 [J-8].

Table J – 2 Approved Distance Education Courses, Fall 2012

Subject	Course Number	Units	DE Formats F04–F12	Most recent OL or HY offering
ACTG	100	3	OL	Fall 2012
ACTG	103	0.5	OL	Fall 2012
ACTG	121	4	OL, HY	Fall 2012
ACTG	131	4	OL, HY	Fall 2012
ACTG	144	1.5	OL	Fall 2012
ACTG	145	1.5	OL	Fall 2012
ACTG	161	4	OL	Fall 2012
ACTG	162	4	OL	Fall 2012
ACTG	165	3	OL	Spring 2012
ART	101	3		not yet offered OL, HY
ASTR	100	3	OL	Fall 2012
BIOL	100	3	OL	Fall 2012
BIOL	102	3		not yet offered OL, HY
BIOL	130	3	OL	Fall 2012
BIOL	145	3	OL	Fall 2012
BIOL	210	5		not yet offered OL, HY
BIOL	220	5	HY	Summer 2011

Continued on next page

Table J – 2 Approved Distance Education Courses, Fall 2012 (continued)

Subject	Course Number	Units	DE Formats F04–F12	Most recent OL or HY offering
BIOL	260	5	HY	Spring 2011
BIOL	310	3	OL	Fall 2012
BUS	115	3	OL	Fall 2012
BUS	180	3	OL	Spring 2007
BUS	315	3	OL	Spring 2012
BUS	316	3		not yet offered OL, HY
BUS	317	1.5		not yet offered OL, HY
BUS	326	1.5		not yet offered OL, HY
BUS	401	3	OL	Fall 2012
BUSW	114	1.5		not yet offered OL, HY
BUSW	115	1.5		not yet offered OL, HY
BUSW	214	1.5	OL	Fall 2012
BUSW	215	1.5	OL	Fall 2012
BUSW	383	1.5	OL	Fall 2011
BUSW	384	1.5	OL	Spring 2011
BUSW	415	1.5	OL	Fall 2012
BUSW	416	1.5	OL	Fall 2012
BUSW	450	1.5	OL	Fall 2010
BUSW	451	1.5	OL	Fall 2010
BUSW	464	3	OL	Spring 2011
BUSW	530	1.5	OL	Spring 2012
BUSW	534	1.5	OL	Fall 2008
BUSW	535	1.5	OL	Fall 2008
CHIN	111	3	OL, HY	Fall 2012
CHIN	112	3	OL, HY	Fall 2012
CHIN	121	3	OL	Fall 2012
CHIN	122	3	OL	Fall 2012
CHIN	211	3	OL, HY	Fall 2012
CHIN	212	3	OL, HY	Fall 2012
CIS	110	3	OL	Fall 2012
CIS	111	3	OL	Fall 2012
CIS	113	4	OL	Spring 2011
CIS	114	4	OL	Fall 2012
CIS	117	4		not yet offered OL, HY

Continued on next page

Table J – 2 Approved Distance Education Courses, Fall 2012 (continued)

Subject	Course Number	Units	DE Formats F04–F12	Most recent OL or HY offering
CIS	121	3	OL	Fall 2012
CIS	125	4	OL	Fall 2012
CIS	127	3	OL	Fall 2012
CIS	132	3		not yet offered OL, HY
CIS	151	3	OL	Fall 2012
CIS	254	4	OL	Summer 2012
CIS	255	4	OL, HY	Spring 2011
CIS	256	4	OL, HY	Fall 2012
CIS	278	4	OL, HY	Fall 2012
CIS	279	4	OL, HY	Fall 2012
CIS	363	4	OL	Spring 2012
CIS	364	4		not yet offered OL, HY
CIS	379	3	OL	Summer 2011
CIS	380	3	OL	Fall 2012
CIS	479	3	OL	Fall 2012
CIS	489	3	OL	Spring 2012
CIS	490	3	OL	Spring 2011
CIS	491	3	OL	Fall 2011
COMM	110	3	HY	Fall 2012
CRER	120	3	HY	Fall 2009
CRER	127	0.5		not yet offered OL, HY
DGME	100	3	OL	Fall 2012
DGME	101	3		not yet offered OL, HY
DGME	102	3	OL	Fall 2012
DGME	104	3	OL	Summer 2012
DGME	165	3		not yet offered OL, HY
DGME	166	3		not yet offered OL, HY
DGME	167	3	OL	Fall 2012
DGME	168	3		not yet offered OL, HY
DGME	169	3		not yet offered OL, HY
ENGL	100	3	OL	Fall 2012
ENGL	110	3	OL	Fall 2012
ENGL	165	3	OL	Fall 2012
ENGR	215	3	OL, HY	Fall 2012

Continued on next page

Table J – 2 Approved Distance Education Courses, Fall 2012 (continued)

Subject	Course Number	Units	DE Formats F04–F12	Most recent OL or HY offering
ENGR	230	3	HY	Fall 2012
ESL	891	3	OL	Fall 2012
FILM	100	3	OL, HY	Fall 2012
FILM	200	3	HY	Fall 2011
FITN	134	0.5, 1	OL	Fall 2012
HIST	201	3		Spring 2009
HIST	202	3	OL	Spring 2012
HSCI	100	3	OL	Fall 2012
KINE	101	3		not yet offered OL, HY
LIBR	100	1	OL, HY	Fall 2012
LIBR	105	3	OL	Summer 2011
MATH	110	5	OL, HY	Fall 2012
MATH	111	3		not yet offered OL, HY
MATH	112	3		not yet offered OL, HY
MATH	120	5	OL, HY	Fall 2012
MATH	122	3		not yet offered OL, HY
MATH	123	3		not yet offered OL, HY
MATH	125	3		not yet offered OL, HY
MATH	130	4		not yet offered OL, HY
MATH	145	3	HY	Fall 2012
MATH	200	4	OL, HY	Fall 2012
MATH	222	5		not yet offered OL, HY
MATH	241	5		not yet offered OL, HY
MATH	242	3		not yet offered OL, HY
MATH	850	.5-2	HY	Fall 2012
MUS	100	3	OL	Fall 2012
MUS	202	3	OL, HY	Fall 2012
MUS	250	3	OL	Fall 2012
NURS	630	3	OL	Summer 2012
PHIL	100	3	OL	Fall 2012
PLSC	200	5	OL, HY	Fall 2011
PLSC	210	3	OL, HY	Fall 2012
PLSC	310	3	OL, HY	Fall 2012
PSYC	100	3	OL	Fall 2012
PSYC	410	3		not yet offered OL, HY
READ	825	3	OL	Summer 2012
READ	830	3	OL	Fall 2012
SOCI	100	3	OL	Fall 2012

California State University General Education Pattern (CSU-GE) Availability through Distance Education

The full CSU-GE pattern is available through a combination of online and hybrid courses [J-9].

Notes:

COMM 110, Public Speaking, is a hybrid course with an on-campus component.

The science lab courses, BIOL 210, 220, and 260 are hybrid courses with on-campus lab components. The prerequisite to BIOL 260, BIOL 250, is not currently offered in a distance mode.

Area A – Communication Skills and Critical Thinking

(One course from each group)

A1, Oral Communication: COMM 110

A2, Written Communication: ENGL 100

A3, Critical Thinking: ENGL 110, 165

Area B – Natural Science and Mathematics

(One course from each area)

B1, Physical Science: ASTR 100

B2, Life Science: BIOL 100, 102, 130, 145, 210, 220, 260

B3, Lab course (one of B1, B2): BIOL 210, 220, 260 (hybrid courses with on-campus lab)

B4, Math: 125, 130, 145, 200, 222, 241, 242

Area C – Arts, Literature, Philosophy & Languages

(Three courses with at least one from each group)

C1, Arts: Art 101, Film 100, 200; MUS 100, 202, 250

C2, Humanities: CHIN 111, 112, 121, 122; Phil 100

Area D – Social, Political, & Economic Institutions

(Nine units with courses in at least two disciplines)

DGME 100, 102; HIST 201, 202; PLSC 200, 210, 310; PSYC 100, 410; SOCI 100

Additional graduation requirement

(One course from each group)

Group 1, U.S. History: HIST 201, 202

Group 2, US Constitution: PLSC 200, 210

Group 3, CA State and Local Government: PSLC 200, 210, 310

Note: PLSC 200 and PLSC 210 each satisfy both group 2 and group 3.

Area E – Lifelong Understanding & Self Development

(Three units with at least 2 selected from E1)

E1: CRER 120; HSCI 100; KINE 101; PSYC 100, 110

E2: FITN 134

Note: All courses listed for E1 are 3 units.

Intersegmental General Education Transfer Curriculum (IGETC) Availability through Distance Education

The full IGETC pattern is available through a combination of online and hybrid courses [J-10].

Notes:

COMM 110, Public Speaking, is a hybrid course with an on-campus component.

The science lab courses, BIOL 210, 220, and 260 are hybrid courses with on-campus lab components. The prerequisite to BIOL 260, BIOL 250, is not currently offered in a distance mode.

Area 1 – English Communication

(One course from each group; UC does not require group C)

Group A: ENGL 100

Group B: ENGL 110, 165

Group C: COMM 110 (available as a hybrid course)

Area 2 – Mathematics Concepts & Quantitative Reasoning

(One course)

Math 125, 145, 200, 222, 241, 242

Area 3 – Arts & Humanities

(Three courses with at least one from each group)

Group A, Arts: Art 101; Film 100, 200; MUS 100, 202, 250

Group B, Humanities: ENGL 110; Phil 100

Area 4 – Social & Behavioral Sciences

(Three courses selected from at least two disciplines)

DGME 100, 102; HIST 201, 202; PLSC 200, 210; PSYC 100, 410; SOCI 100

Area 5 – Physical & Biological Sciences

(One from each group; at least one must be a lab course)

Group A, Physical Science: ASTR 100

Group B, Biological Science: BIOL 100, 102, 130, 145, 210*, 220*, 260*

*Lab courses are offered in hybrid mode with on-campus labs

Area 6 – Language Other than English (UC only)

CHIN 122

Majors Substantially Availability through Distance Education

Included in the table below are majors with 50 percent or more of required major units available through courses approved for distance education (DE). Major requirements are from the 2012-13 College Catalog. Nineteen majors are substantially available through DE (of 76 majors in 2012-13 catalog). Where a major has a range of units, the limit that gives the highest DE percentage is used to calculate the DE availability [where DE availability = $100 * (\text{DE units}) / (\text{required units})$] [J-11].

Table J – 3 Majors Substantially Available through Distance Education (DE)

Major	Major Units	DE Major Units	DE availability (%)
Accounting, AA	22	22	100.0
Biology: General	22	22	100.0
Business Administration, AA-T	29	20	69.0
Business Administration, Option 1, AA	25	13	52.0
Business Administration, Option 2, AA	24	18	75.0
Business Info. Processing, Option 1, AA	24.5	20	81.6
Business Info. Processing, Option 2, AA	24	19.5	81.3
Computer and Network Forensics, AS	33	18	54.5
Comp. Sc. Applications & Dev., AS	34	34	100.0
Digital Media: Web Design, AA	26	15	57.7
Digital Media: Web Developer, AA	33	25	75.8
Engineering, AS	19	11	57.9
Engineering Technology: General, AS	26	14	53.8
History, AA-T	18	12	66.7
Interdisciplinary Studies Option 2, AA	18	18	100.0
Interdisciplinary Studies Option 3, AA	19	13	68.4
Kinesiology, AA-T	23	16	69.6
Psychology, AA-T	18	9	50.0
Social Science, AA	18	18	100.0

Certificates Substantially Availability through Distance Education

Included in the table below are certificates with 50 percent or more of required units available through courses approved for online or hybrid mode. Certificate requirements are from the 2012-13 College Catalog. Thirteen Certificates of Specialization and eleven Certificates of Achievement are substantially available through DE. Where a certificate has a range of units, the combination that gives the highest DE percentage is used to calculate the DE availability [where DE availability = $100 * (\text{DE units}) / (\text{required units})$] [J-12].

Table J – 4 Certificates Substantially Available through Distance Education (DE)

Certificate	Type	Required Units	DL Units	DL availability (%)
Accounting				
Accounting	CA	22	22	100.0
Accounting Assistant	CS	8.5	8.5	100.0
CPA Exam Prep: Financial/Audit*	CS	14	8	57.1
Tax Preparer I	CS	8.5	5.5	64.7
Tax Preparer II*	CS	15.5	8	51.6
Business				
Business Information Processing, Option 1	CA	24.5	20	81.6
Business Information Processing, Option 2 ^b	CA	24	19.5	81.3
Office Assistant I	CS	9.5	9.5	100.0
Office Assistant II	CS	11	11	100.0
Computer and Information Sciences				
Computer and Network Forensics*	CA	33	18	54.5
Comp. Sci. Applications & Development	CA	34	34	100.0
C++ Programming	CS	8	8	100.0
CIS Network Security Specialist ^b	CS	9	9	100.0
Computer Forensics ^b	CS	15	15	100.0
Internet Programming ^b	CS	17	17	100.0
Java Programming ^b	CS	8	8	100.0
Digital Media				
Digital Media: Web Design*	CA	24	18	75.0
Digital Media: Web Developer*	CA	21	21	100.0
Digital Media: Web Design/ Developer*	CS	12	12	100.0
Digital Media: Multimedia*	CA	24	15	62.5
Digital Media: Multimedia*	CS	12	6	50.0
University Transfer				
University Transfer Option 1	CA	39	39	100
University Transfer Option 2	CA	37	37	100
University Transfer Option 3	CA	34	34	100

* Denotes certificates for which approval for the distance learning mode is requested.

Associate in Arts/Science Degree Requirements General Education and Other Requirements Available through Distance Education

Effective fall 2012, to earn an associate of arts/science for transfer degree, a student must complete at least 60 units of CSU-transferable coursework and satisfy the following degree requirements [J-13]:

Residency: A minimum of 12 units must be completed at CSM

A minimum grade point average of 2.0

Competency requirements in math/quantitative reasoning, English, and information competency

Major requirements of at least 18 units with a grade of C or higher. Major courses may also be used to satisfy General Education requirements.

The CSU-GE or IGETC for CSU General Education requirements. The full CSU-GE and IGETC for CSU General Education requirements are currently available through online or hybrid courses, as previously indicated.

A. Residence

Requirement: A minimum of 12 units must be completed at College of San Mateo. Also note information under Section D, Major.

DL Options: More than 12 units are available; see also list of majors.

B. Scholarship

Requirement: A minimum grade point average of 2.0 is required in all degree applicable coursework.

DL Options: independent of mode.

C. Competency Requirements

1. Math/Quantitative Reasoning Competency

Requirement: completion of or placement beyond Math 120 Intermediate Algebra.

DL Options: Math 120 (and its prerequisite, Math 110)

2. English Competency

Requirement: ENGL 100

DL Options: ENGL 100

D. Major

See separate information on majors; at least 12 units of major courses must be completed at CSM

E. General Education

1. American History and Institutions, CA State and Local Government

Requirement: PLSC 200 or PLSC 210 (Option 1); or Group 1 plus Group 2 (Option 2)

DL Options: PLSC 200, PLSC 210 (Option 1); or PLSC 210 or (HIST 201 and HIST 302) (Option 2, Group 1); or—PLSC 310 (Option 2, Group 2); or (HIST 201 or 202) and (PLSC 200 or PLSC 210) (Option 3).

2. Language and Rationality

a. English Composition

Requirement: 3 units from ENGL 838, 848, 100, or ESL 400

DL Options: ENGL 100

b. English, Literature, Speech Communication

Requirement: 3 units from a list of COMM, ENGL, ESL, LIT courses

DL Options: COMM 110, ENGL 100, 110, 165

c. Communication and Analytical Thinking

Requirement: if not satisfied by E2b, 3 units from a list of 21 courses

DL Options: BUS 115, 401; CIS 110, 125, 254, 255, 278; COMM 110; DGME 102; ENGL 100, 110, 165; Math 120, 123, 125, 130, 200, 222, 241

3. Health Science

Effective Fall 2010, Health Science is no longer an associate degree requirement.

4. Physical Education

Requirement: 2 activity classes (1 – 4 units total)

DL Options: FITN 134

5. Additional General Education Requirements

Requirement: 12 units; either three units in each area or use major to satisfy one area and 12 units from remaining three areas.

a. Natural Science

Requirement: at least three units from list of 43 courses

DL Options: ASTR 100; BIOL 100, 102, 130, 145, 210, 220, 260

b. Social Science

Requirement: at least three units from list of 53 courses

DL Options: DGME 100; HIST 201, 202; PLSC 200, 210, 310; PSYC 100, 410; SOCI 100

c. Humanities

Requirement: at least three units from list of 66 courses

DL Options: ART 101; CHIN 111, 112, 121, 122, 211, 212; ENGL 110; FILM 100, 200; MUS 100, 202, 250; PHIL 100

d. Career Exploration and Self-Development

Requirement: at least three units from list of 73 courses

DL Options: BUS 315, 316, 317; BUSW 114, 115, 214, 215, 383, 384, 415, 416, 450, 451, 464, 530, 534, 535; CRER 120, 127; CIS 110; COMM 110; DGM 101, 104; HSCI 100; KINE 101; LIBR 100, 105

F. Electives

Requirement: any degree applicable course not used to meet either General Education requirements or the first 18 units of major requirements to bring total units to at least 60

DL Options: various

Associate in Arts/Science Degrees Available through Distance Education

Sixty-five (65) of the 76 degrees listed in the 2012-13 College Catalog are substantially available through DE. The only majors that do not meet the 50 percent threshold for substantial availability through DE are those whose major requirements include 30 or more units not available through DE [J-14].

Rationale for Calculation of DE Threshold for Degrees:

Distance Education availability is determined by subtracting from the total required units the degree units that are not available through distance education:

For AA/AS-T degrees, the full General Education pattern is available through DE, so only major units not available through DE are subtracted from the total.

For AA/AS degrees, the repeatability rules effective fall 2013 mean that the full General Education pattern will be available through DE. For these degrees, major units not available through DE and 0.5 units are subtracted from the total.

Where a degree has a range of units, the limit that gives the highest DE percentage is used.

CSM Associate Degrees available through Distance Learning:

Accounting, AA	Biology: Biotechnology, AS
Administration of Justice, AS	Biology: Medical, AS
Administration of Justice, AS-T	Biology: Pre-Nursing, AS
Architecture, AS	Business Administration, AA-T
Art: Art History, AA	Business Administration, Opt. 1, AA
Art: General Studio Art, AA	Business Administration, Opt. 2, AA
Art: Photography, AA	Business Info. Processing, Opt. 1, AA
Art: Studio Art, AA-T	Business Info. Processing, Opt. 2, AA
Biology, AS	Chemistry, AS
Biology: General, AS	Communication Studies, AA

Communication Studies, AA-T	
Computer & Information Science, AS	Interdisciplinary Studies Opt. 3, AA
Computer & Network Forensics, AS	Journalism, AA
Comp. Sc. Applications & Dev., AS	Kinesiology, AA-T
Dental Assisting, AS	
Digital Media: Digital Audio, AA	Management: Business Mgmt., AA
Digital Media: Digital Video Prod., AA	Management: Marketing Mgmt., AA
Digital Media: Television Producing, AA	Management: Retail Management, AA
Digital Media: Graphic Design, AA	Mathematics, AS
Digital Media: Journalism, AA	Mathematics, AS-T
Digital Media: Web Design, AA	Multimedia Opt. 1: Web Design, AA
Digital Media: Web Developer, AA	Multimedia Opt. 2: Digital Video, AA
Digital Media: Multimedia, AA	Multimedia Opt. 3: Digital Audio, AA
CAD/Drafting Technology, AS	Music, AA
Engineering, AS	Music: Electronic Music, AA
Engineering Technology: General, AS	Physical Science, AS
English, AA	Physics, AS
Ethnic Studies, AA	Physics, AS-T
Film, AA	Psychology, AA-T
Geological Science, AS	Real Estate, AA
Geology, AS-T	Social Science, AA
History, AA-T	Sociology, AA-T
Interdisciplinary Studies Opt. 1, AA	Spanish, AA
Interdisciplinary Studies Opt. 2, AA	

Means of verification of identity of students registered in distance education or correspondence education classes

SMCCCD offers a variety of processes that help to establish that the student who registers in a distance education course is the same student who participates in and completes the program and receives the academic credit.

Board Policies

Reflecting Title 5 and federal regulations and ACCJC's Policy on Distance Education and on Correspondence Education, SMCCCD Administrative Procedure 6.85, Distance Education, stipulates, among other things, policies for secure login and authentication and for proctored exams. Specifically, Section 8 states,

The Vice President of Instruction shall utilize one or more of these methods to authenticate or verify the student's identity:

- a. secure credentialing/login and password
- b. proctored examinations
- c. new or other technologies and practices that are effective in verifying student identification [J-15].

Electronic Authentication

All student access to electronic systems requires that the student provide appropriate credentials for admittance. To gain access to either the web-based student information system, locally called WebSMART, or the college's learning management system, known as WebAccess, the student must log in with his or her student identification and PIN. Initial communication about new WebSMART accounts is a two-step process; one email is sent to students with their new student identification and a second message is sent with the PIN. Repeated invalid attempts to gain access result in accounts being suspended.

Student Email

All communication from the college to students is to be done via a college provided email account.

Lost Password

Students who lose their email password can reset it by authenticating via WebSMART and requesting to change their password via the web interface. Students who lose their WebAccess password can have a new password emailed to their college provided email account. Students who lose their WebSMART password can answer a series of security questions or go to Admissions and Records in-person with valid identification.

Proctored Exams

SMCCCD has detailed guidelines for proctored exams, which clearly defines persons appropriate to serve as proctors. Students and proctors must complete a Proctor Approval and Agreement form, which the proctor submits to the instructor for approval two to three weeks prior to the exam date [J-16].

Test Banks and Timed Test Delivery

Test questions can be set to be randomly drawn from banks of questions, so each student gets a different set of questions. Some tests are designed to be open-book, but once students begin a test, they have a limited amount of time to complete it, and usually only one attempt. The course management system, WebAccess also provides browser lock-down software so the students cannot open additional screens during a test.

Plagiarism Detection Software (Turnitin)

Plagiarism detection software called Turnitin is used for both written assignments and class discussion. Faculty members can simply cut and paste a discussion board post or any written work into the software. This approach is commonly used by instructors in face-to-face courses as well as for online courses.

Student privacy policies

Reflecting Title 5 and federal regulations and ACCJC's Policy on Distance Education and on Correspondence Education, SMCCCD Board administrative procedure §6.85, Distance Education, stipulates, among other things, policies for secure login and authentication and for the protection of students' privacy and identity. Specifically, Section 9 states:

The Colleges help protect students' privacy and authenticate students' identity by requiring secure login and password whenever a student registers for classes, reviews his/her enrollment information, or logs in to any other secure SMCCCD site. The District will not share any SMCCCD student login and password information with anyone, and students are advised not to share any SMCCCD login and password information. A statement to this effect is posted prominently for students each time they log in to WebSMART, the San Mateo Community College District's electronic registration system [J-15].

Public Information

CSM makes extensive use of person-to-person, print, online, and other resources to provide information about the institution to the campus community and beyond. The College Catalog is published annually and the Schedule of Classes is published each term; both publications are prepared by the Office of Instruction, overseen by the Vice President of Instruction, and published by the Community Relations and Marketing Department.

Recruiting Practices

College of San Mateo's outreach practices and efforts span the entire calendar year. Campus tours are offered twice a month (January-October) on the second and fourth Wednesday of each month for small groups. Tours are offered once a month in November and December. Large group tours are accommodated upon request. This information is available to all high schools and to the public via College of San Mateo's online booking site [J-17]. College Fairs/Nights are staffed by the CSM Outreach Team (CSM's Program Services Coordinator for Outreach and CSM's Student Ambassadors) from September through May with the peaks season in September and October. Other College staff including faculty attend community outreach and college nights as needed and requested. Throughout the academic year, outreach staff coordinate community college and College of San Mateo presentations at local high schools and in the community. Outreach staff distributes college collateral such as Schedules of Classes, College Catalogs, view brochures, concurrent forms, and event flyers each semester. In addition, all inquiries regarding high school relations, including Concurrent Enrollment and the Priority Enrollment Program, are fielded by the outreach coordinator. Student Ambassadors staff informational tables at local feeder high schools to provide access and mentorship to future students. The outreach team also staffs and supports community outreach events such as the San Mateo County Fair, job fairs, conferences and festivals.

The Marketing and Outreach Calendar provides an overview of outreach efforts, such as

- College Fairs/Nights

- Community College Presentations

- Application Workshops

- Campus Tours

- Connect to College

- Fall, Spring and Summer Schedule Distribution

- Concurrent Form Distribution

- CSM Collateral Distribution to feeder high schools

- Concurrent Enrollment Nights (Fall, Spring, Fall)

- Customer service to students, parents, high school staff & faculty

- Weekly tabling at feeder high schools (ambassadors)

- San Mateo County Fair

- Jazz on the Hill [J-18]

Recruiting Practices (Athletics)

The department of athletics at College of San Mateo adheres to the legislated recruiting Bylaws as per the California Community College Athletic Association (CCCAA) Constitution [J-19]. Specifically, first contact of prospective student-athletes is initiated only with those residing in or attending a high school in CSM's defined recruiting district or contiguous district. This information is continually disseminated to the coaching staff during annual mandated compliance sessions at the beginning of each fall semester. Should a prospective student-athlete from beyond CSM's contiguous district attempt to make first contact with a member of CSM athletics staff, a form C will be provided to them to verify initial contact was initiated by the student, and not by the coach, as per Bylaw 2.4.1 [J-20]. Specific instructions are provided to any student who personally makes first contact with CSM coaching staff, as directed by Bylaws 2.4.2 and 2.4.3, which state that the coach should be courteous and provide the prospective student with only their contact information so they can be reached during normal college business hours. College of San Mateo takes pride in actively recruiting prospective student-athletes from its recruiting area to provide them with an opportunity to pursue their athletic and academic goals, but will entertain inquiries from prospective student-athletes residing outside of its boundaries while adhering to the strict recruiting rules set forth by the governing body of intercollegiate athletics for California Community Colleges.

Admissions Practices

Admissions practices are in line with District policy that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the District, shall be fully open to enrollment and participation by any person who has been admitted to the college(s) and who meets such prerequisites as may be established pursuant to regulations contained in Article 2.5 (commencing with Section 55200) of Subchapter 1 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations. CSM publishes its admissions practices both in print and online in order to reach the widest possible audience. The College uses iterative processes to ensure that content, style, and format are developed and reviewed by staff in various units and at various levels throughout the College in order to ensure accuracy, clarity, and currency. A direct link to the College's Admissions and Records webpage is available on the College homepage [J-21]. Eligibility requirements, procedures for admission, residence requirements, high school students/college connection concurrent enrollment program, transfer credits and transcript evaluation service, veterans and veterans' dependents, military service credit, former students of CSM, international students, and choice of college are clearly described in the catalog, which is published annually and made available at the college bookstore or free online [J-22].

Academic Calendar

An up-to-date academic calendar is integrated with the College's event calendar, which is available online and highlights of which, including important dates, are displayed on digital signboards located at key traffic points throughout the campus, including the campus gateway at the intersection of CSM Drive and Hillsdale Boulevard and the entrances to College Center (Bldg 10) [J-23]. A stand-alone academic calendar is also published online, while important dates are published online and within the schedule of classes in print and online formats [J-24, J-25, J-26].

Catalogs, Publications

The College uses the Catalog and the Schedule of Classes as the primary media to convey information about its educational programs and services. The College uses iterative processes to ensure that content, style, and format are developed and reviewed by staff in various units and at various levels throughout the College in order to ensure accuracy, clarity, and currency.

The CSM Catalog is published annually and made available for pick up in print format at the admissions office and the college bookstore, or free online [J-22]. The Catalog is the publication containing the most comprehensive information about the College, including the information detailed in ACCJC's Policy, information on institutional and program student learning outcomes, and gainful employment information. Other information contained within the catalog includes the College Mission and Diversity Statements, college information, accreditation status, admission, registration, fees, grades and scholarship, academic policies, college policies, instructional programs and student services, application of high school college equivalency exams, placement testing, transfer planning, CSU and UC transferable courses, CSU and UC general education transfer requirements, AA-T/AS-T and AA/AS degree requirements, career and technical education, AA-T/AS-T and AA/AS degree and certificate programs, transfer subject areas and majors, major and certificate requirements, description of courses, faculty roster, parking regulations, campus map, and telephone directory.

The Schedule of Classes is published each term. The primary purpose of the schedule is to disseminate course-level registration information, including department, course number, and class title; course reference number; class identifier; specific class information; units; short course dates, if applicable; days(s) and time class meets; building and room; and instruction. In addition, the schedule provides brief overviews of the College, accreditation status, important dates, highlights of new rules and regulations, highlights of special programs such as the Honors Project, registration and enrollment information, registration dates and times, educational goals including transfer worksheets, references to WebSchedule and the College Catalog for more comprehensive information, fee and refund policy, other campus policies and student support services, parking, and campus directory.

In both the Catalog and the Schedule of Classes are published accuracy statements, wherein the College and District declare having made "every reasonable effort to determine that everything stated in (the catalog/schedule) is accurate" [J-27, J-28]

Students and the public may obtain the Catalog and schedule in many ways, which are described both online and by calling the college bookstore [J-29]. Current CSM students and residents in CSM's service area automatically receive a Schedule of Classes in the mail. Others may obtain a schedule of classes at multiple pick-up points on the CSM campus; at public libraries in San Mateo and San Francisco counties; at recreational centers in San Mateo County; at BART (regional public rail) stations in northern San Mateo, Alameda, and Contra Costa counties; online; and by request via email or phone. The College Catalog is made available for pick-up in print format at the admissions office and the college bookstore, or free online. In addition, both publications declare that alternate formats are available upon request by calling CSM's Disabled Students Programs and Services, whose telephone number is furnished [J-30, J-28].

Award/Transfer of Credit

Policies on the award and transfer of credit are primarily published in both the college catalog and online. The College uses iterative processes to ensure that content, style, and format are developed and reviewed by staff in various units and at various levels throughout the College in order to ensure accuracy, clarity, and currency. Published information on the award of credit, under the rubric of “grades and scholarship,” include descriptions of a college credit unit; grades, grade point average, and grading symbols; pass/no pass option; final examinations; grade reports; change of grade; transcripts; and honors [J-31, J-32]. Students may also use WebSMART, an online resource for viewing college data, to access their academic history and to download transcripts at any time.

Students may also receive academic course credit for coursework completed outside of SMCCCD. CSM awards academic credit based on the results of external examinations, such as Advanced Placement (AP) tests, International Baccalaureate Examination (IB), and College Level Examination Program (CLEP). The college catalog includes several charts detailing how CSM awards credit for achievement on such exams [J-33]; these charts are also available online [J-34].

Information about the transfer of CSM credit to institutions outside of SMCCCD is made available in the College Catalog and on the college website, and also provided in limited form in the schedule of classes. Information published in the catalog include descriptions of transfer of credit, associate degrees for transfer, CSM transfer services, requirements for transfer students, CSU/UC general education certification, transfer admission procedures, transcript evaluation and course substitution service, lists of courses transferable to CSU and to UC, a partial list of subject areas and majors for which CSM transfer-ready students are eligible, and references throughout to www.assist.org, an online student transfer information system [J-35]. The Catalog’s description of courses also includes course articulation information as well as additional reference to www.assist.org [J-36].

The schedule of classes also provides limited information about CSM’s transfer program. In the schedule of classes are published brief descriptions of the college’s university transfer services and of the associate degrees for transfer, with a note to view the College Catalog and College website for more information. CSU and IGETC transfer worksheets are also prominently published in the schedule of classes [J-37].

Credit Requirements for Courses, Programs, Certificates, and Degrees

Credit requirements for courses (i.e., prerequisites, corequisites, and recommended preparation):

Information about prerequisites, corequisites, and recommended preparation is provided both online and in the College Catalog. All information is prepared by the Office of Instruction under the oversight of the Vice President of Instruction.

The College Catalog:

- includes clear definitions of “prerequisite,” “corequisite,” and “recommended preparation;”
- provides a brief description of the District’s computerized prerequisite checking, which blocks registration for students who do not meet prerequisite and/or corequisite requirements;

- a description of the four ways that students can meet prerequisite requirements; and answers how prerequisites and corequisites can be challenged; and
- provides the URL to the college prerequisite website, which contains comprehensive information about prerequisites [J-38].

The CSM prerequisite website contains comprehensive information about prerequisites. Included are:

- clear definitions of “prerequisite,” “corequisite,” and “recommended preparation”;
- information about, a FAQ for, and a list of courses subject to the District’s computerized prerequisite checking program, which blocks registration for students who do not meet prerequisite and/or corequisite requirements;
- a statement that the District “enforces all course prerequisites that have been approved and are listed in the catalog and schedule of classes”;
- identifies the four ways that students can meet prerequisite requirements;
- detailed information on how students may seek prerequisites equivalency or challenge a prerequisite or corequisite;
- an FAQ;
- and prerequisite forms, including an alternate placement test form, a course prerequisite equivalency form, a prerequisite challenge form, a prerequisite equivalency form for foreign languages, and a prerequisite equivalency form for music classes [J-39].

Credit requirements for programs (i.e., major requirements): Information about major requirements is published both online and in the College Catalog. All information is prepared by the Office of Instruction under the oversight of the Vice President of Instruction.

The College Catalog, which is available to students in print and online formats, includes:

- minimum total semester unit requirements;
- advice to meet with an academic counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP);
- information about the University Transfer Program, which includes the total number of transferable units, the types of transfer institutions (CSU, UC, or independent/ out-of-state), and recommendation to use Assist (www.assist.org) to identify lower division major preparation for transfer;
- recommended high school preparation, if applicable; and
- individual course and minimum grade requirements for fulfillment of the major [J-40].

The college website publishes detailed requirements for each major, including:

- minimum total semester unit requirements;
- minimum grade requirements for fulfillment of the major;

- individual course requirements with hyperlinks to WebSchedule information including course descriptions, grading options, prerequisites, recommended preparation, and course articulation;
- links to federal gainful employment disclosures, where applicable [J-41].

Credit requirements for certificates: Information about certificate requirements can be obtained from the Counseling Center, online, in the College Catalog, and in the Schedule of Classes. All information is prepared by the Office of Instruction under the oversight of the Vice President of Instruction.

The Schedule of Classes, which is available to students in print and online formats, includes:

- A brief description of certificate programs, with reference to program requirements published in the College Catalog;
- Reference to federal gainful employment disclosure requirements and CSM's online disclosures;
- A list of certificate programs offered at CSM; and
- A list of District programs, including certificate programs, not offered at CSM [J-42].

The college catalog, which is available to students in print and online formats, includes:

- An overview of certificate programs, including eligibility and applicability of certificate requirements;
- Definitions of certificate of achievement and certificate of specialization;
- An overview of and a link to online federal gainful employment disclosures;
- A comprehensive list of AA-T/AS-T and AA/AS degree and certificate programs at CSM; and
- Information on each certificate offering, including:
 - minimum total semester unit requirements;
 - advice to meet with an academic counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP);
 - information about the University Transfer Program, which includes the total number of transferable units, the types of transfer institutions (CSU, UC, or independent/out-of-state), and recommendation to use Assist (www.assist.org) to identify lower division major preparation for transfer;
 - recommended high school preparation, if applicable; and
 - individual course and minimum grade requirements for fulfillment of the certificate [J-43].

The College website publishes detailed requirements for each certificate offering, including:

- minimum total semester unit requirements;
- minimum grade requirements for fulfillment of the certificate; and

- individual course requirements with hyperlinks to WebSchedule information including course descriptions, grading options, prerequisites, recommended preparation, and course articulation [J-41].
- Associate degree for transfer and Associate degree requirements: Information about associate degree requirements can be obtained from the Counseling Center, online, in the College Catalog, and in the schedule of classes. All information is prepared by the Office of Instruction under the oversight of the Vice President of Instruction.

The schedule of classes, which is available to students in print and online formats, includes:

- A brief description of the associate degree for transfer, with reference to a list of associate degrees for transfer published in the College Catalog and on the transfer services website;
- A brief description of the associate degree, with reference to a complete list of associate degree majors and courses required to satisfy each major published in the college catalog;
- A list of associate degrees offered at CSM, with reference to an associate degree requirements worksheet that can be obtained from the College Catalog, the Counseling Center, or the associate degree requirements webpage; and
- A list of District programs not offered at CSM [J-37].

The College Catalog, which is available to students in print and online formats, includes:

- An overview of AA/AS degree requirements, including statements on the philosophy of General Education and student catalog rights, the earning of multiple associate degrees and certificates, and the associate degree for transfer;
- An AA/AS degree requirements worksheet current for the publication year;
- A comprehensive list of AA-T/AS-T degree, AA/AS degree, and certificate programs at CSM; and
- Information on each AA-T/AS-T and AA/AS degree, including:
 - minimum total semester unit requirements;
 - advice to meet with an academic counselor to discuss how to achieve academic goals and to develop a comprehensive student educational plan (SEP);
 - information about the University Transfer Program, which includes the total number of transferable units, the types of transfer institutions (CSU, UC, or independent/out-of-state), and recommendation to use Assist (www.assist.org) to identify lower division major preparation for transfer;
 - recommended high school preparation, if applicable; and
 - individual course and minimum grade requirements for fulfillment of the degree [J-43].

The college website publishes detailed requirements for each AA-T/AS-T and AA/AS degree, including:

- minimum total semester unit requirements;
- minimum grade requirements for fulfillment of the degree; and
- individual course requirements with hyperlinks to WebSchedule information including course descriptions, grading options, prerequisites, recommended preparation, and course articulation [J-41].

Length and Costs of Programs

CSM discloses the length and costs of programs in three ways: in terms of total semester unit requirements, unit- and term-based fees, and federal gainful employment disclosures.

As previously discussed in the credit requirements section, the College publishes minimum total semester unit requirements for all degree and certificate programs in the college catalog and online.

The College publishes information about unit- and term-based fees in the Schedule of Classes, the College Catalog, and online. The Schedule of Classes includes a discussion of fee payment deadline dates and consequences of non-payment, a brief description of all fees, information about the Board of Governors Enrollment Fee Waiver (BOGW), a brief discussion of book and supply costs, options for fee payment assistance, and CSM's credit and refund policy. The schedule of classes also contains a table that clearly outlines for each fee the dollar amount, the unit for which each fee is charged (e.g., per unit, per fall term, etc.), and the population that is required to pay the fee (e.g., all students, international students only, etc.), as well as a note advising students that "student enrollment fees are set by California's legislature and governor and are subject to change at any time" [J-44] The College Catalog contains comprehensive information on enrollment and other fees, BOGW, other expenses such as books and supplies, District policy on non-payment of fees, CSM's payment policy, and CSM's credit and refund policy [J-45]. The CSM website contains the same information on fees that can be found in the schedule of classes, with the addition of links to the "Plan Ahead – Pay Ahead" fee policy page, a fee payment FAQ, a "Credit and Refund Policy" page which includes information about BOGW, the financial aid services page, and a BOGW page [J-46].

Additionally, CSM publishes length and cost information for certificate programs in compliance with federal gainful employment disclosure regulations. CSM's Office of Planning, Research, and Institutional Effectiveness produces the disclosure, which the Community Relations and Marketing Department publishes in the Schedule of Classes, the College Catalog, and the College website, all under the oversight of President's Cabinet. The Schedule of Classes contains a brief description of the gainful employment disclosure requirements, including a link to CSM's online report on educational programs leading to gainful employment [J-37]. The College Catalog also publishes in both the "College Policies" and the "Career and Technical Education" sections a brief description of the gainful employment disclosure requirements with a link to CSM's online report on educational programs leading to gainful employment [J-47, J-48]. Online, CSM publishes descriptions of the gainful employment disclosure requirement on the "Degrees and Certificates" overview page, as well as on the "Gainful Employment Disclosure Information" page, which links to the full report [J-41, J-49, J-50]. In addition, individual program webpages display the gainful employment disclosures in a simple and meaningful manner [J-51].

Student Degree/Certificate Completion Rates

CSM discloses its degree/certificate completion rates in three ways: in its *Educational Master Plan (EMP)*, as part of the federal Student Right-to-Know (SRTK) Act disclosures, and as part of its federal gainful employment (GE) disclosures. The *Educational Master Plan*, which CSM most recently updated in September 2012 and is available both in print and online, includes analyses of degree and certificate completion rates by gender, age, and ethnicity, as well as SRTK degree and certificate completion rates [J-52]. Furthermore, as the *EMP* webpage explains, all data published within the *EMP* are updated on an ongoing basis, and “(t)hose seeking the most recently published data about the college are encouraged to visit the institutional research website...where the data are organized according to the broad categories defined by the *Educational Master Plan, 2008*” [J-53]. The webpage includes hyperlinks to the Institutional Research website, where updated analyses of degree and certificate completion rates by gender, age, and ethnicity, as well as SRTK degree and certificate completion rates, are published on the “Student Outcomes” webpage [J-54]. Finally, CSM discloses the percentage of students completing their certificate programs in normal time in accordance with federal General Education requirements. The College publishes the disclosure online on each certificate program’s webpage and on the “Gainful Employment Disclosure Information” webpage, and published links to the online General Education disclosures in the Schedule of Classes and College Catalog [J-51, J-50, J-47, J-48, J-37].

Transfer Rate

CSM discloses its transfer rates in two ways: in its *Educational Master Plan (EMP)* and as part of the federal Student Right-to-Know (SRTK) Act disclosures. The *Educational Master Plan*, which CSM most recently updated in September 2012 and is available both in print and online, includes an extensive analysis of transfer rates. The *EMP* includes a transfer fast facts, a snapshot of CSU and UC transfers, a comparison of CSM’s long term transfer rates to CSU and UC with statewide transfer numbers, degrees and majors of CSM transfer students to CSU and UC, transfers to CSU and UC by ethnicity, CSU and UC campuses to which CSM students transfer, a profile of student athlete transfers, and SRTK transfer rates [J-55]. Furthermore, as the *EMP* webpage explains, all data published within the *EMP* are updated on an ongoing basis, and “(t)hose seeking the most recently published data about the college are encouraged to visit the institutional research website...where the data are organized according to the broad categories defined by the *Educational Master Plan, 2008*” [J-53]. The webpage includes hyperlinks to the Institutional Research website, where updated analyses of transfer rates, where data are available, as well as SRTK transfer rates, are published on the “Student Outcomes” webpage and on the “Student Outcomes: Transfer” webpage [J-54, J-56].

Job Placement and Licensure Pass Rates

CSM publishes licensure pass rates for its cosmetology and nursing programs. The cosmetology pass rates are published online on the program webpage [J-57]. The nursing program webpage provides a link to the California Board of Registered Nursing NCLEX Pass Rates webpage through the nursing program Frequently Asked Questions webpage (see “What is your success rate?”) and a Nursing Resources webpage (see “Nursing school pass rates”) [J-58, J-59].

Campus Crime Statistics

CSM discloses its campus crime statistics in two ways: in its *Educational Master Plan* (EMP) and online. The *Educational Master Plan*, which CSM most recently updated in September 2012 and is available both in print and online, includes reports on the number of incidents reported for specified offenses, and for the number of arrests for specified offenses, in compliance with federal SRTK requirements [J-60]. Furthermore, as the EMP webpage explains, all data published within the EMP are updated on an ongoing basis, and “(t)hose seeking the most recently published data about the college are encouraged to visit the Institutional Research website...where the data are organized according to the broad categories defined by the *Educational Master Plan, 2008*” [J-53]. The webpage includes hyperlinks to the Institutional Research website, where updated campus crime statistics are published on the “Student Services” webpage [J-61].

Grading Practices

Grading practices are published online and in the college catalog. The college website contains a comprehensive treatment of grades and scholarship, ranging from units of work and credit to change of grade to transcripts and honors [J-32]. The college catalog also publishes a similar range of material on grading practices [J-31].

Advertising Practices

Overall the College of San Mateo’s advertising practices are by design a combination of local outreach via traditional methods (community organization promotions, banners in the local downtown area, distribution of college schedules and college materials to local community and targeted ads in the local newspaper on occasion) and online advertising via Facebook and Google.

College of San Mateo conducts targeted online advertising during the registration cycle for each semester. The Community Relations & Marketing Director confirms the online advertising strategy with the president prior to implementing (each semester); the director communicates with the deans to determine those programs that need advertising/promotional support and implements the online advertising campaigns for those specific programs.

Other ad hoc local methods of promotion are used such as the year-round college banners (22) displayed in downtown San Mateo along El Camino Real. The director, president and college recruiter all conduct presentations and do local outreach in the community on demand.

Representation of the Institution: Accuracy Statements

As described in Standard II.A.6.c, College of San Mateo has in place a process for the production of all publications to ensure accuracy. In addition, College of San Mateo’s Community Relations and Marketing department oversees stylistic and grammatical consistency within and among these publications and maintains photo releases on file for all featured photographs of students and staff. Following an established process, information published in the college catalog and schedule of classes and then posted on the college website is reviewed for clarity, correctness, and currency. The publication program team addresses needs for revision as they arise.

Campus Sites

CSM does not operate any off-campus sites and centers.

Evidence for Appendix J

- J-1. Letter from Barbara A. Beno, ACCJC, to Michael Claire, CSM, dated March 12, 2010.
<http://collegeofsanmateo.edu/accredinfo/ACCJC%20Letter%20031210.pdf>.
- J-2. Letter from Susan B. Clifford, ACCJC, to Michael Claire, CSM, dated March 22, 2012.
http://collegeofsanmateo.edu/accredinfo/ACCJC%20Letter_03_22_13.pdf.
- J-3. Distance Education Date for Program Review.
<http://collegeofsanmateo.edu/programreview/distanceeducation.asp>.
- J-4. Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2013. *pages 37-42*.
<http://collegeofsanmateo.edu/accredinfo/substantivechange13.asp>.
- J-5. Distance Learning Surveys.
<http://collegeofsanmateo.edu/institutionalresearch/distancelearningsurveys.asp>.
- J-6. CSM Online Students: A Survey of Student Perceptions, Spring 2012.
http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/CSMOnlineStudentsSurveyStudentPerceptionsSpring2012_Feb2013.pdf.
- J-7. CSM Online Students: A Survey of Students Who Withdraw.
http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/CSMOnlineStudentsSurveyStudentsWithdrawSpring2012-Fall2012_Feb2013.pdf.
- J-8. Approved Distance Learning (DL) Courses: Fall 2012.
http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/ApprovedDLCoursesFall2012_Feb2013.pdf.
- J-9. California State University General Education Pattern (CSU-GE).
<http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/CSU-GEAvailabilityDLFeb2013.pdf>.
- J-10. Intersegmental General Education Transfer Curriculum (IGETC).
<http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/IntersegmentalIGETCAvailabilityDLFeb2013.pdf>.
- J-11. Majors Substantially Available through Distance Learning (DL).
<http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/MajorsSubstantiallyAvailableDLFeb2013.pdf>.
- J-12. Certificates Substantially Available through Distance Learning (DL).
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- J-13. Associate in Arts/Science Degree Requirements.
<http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/AA-ASDegreeReqGenEdAvailableDLFeb2013.pdf>.

- J-14. Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2013. *pages 7-8*.
<http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/CSMSubChgePropCombined02-14-2013.pdf>.
- J-15. SMCCCD Board Policy 6.85 Distance Education.
http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/SMCCCDAdminProceduresDE_6.85_Feb2013.pdf.
- J-16. SMCCCD Guidelines for Distance Education Proctoring.
http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/SMCCCDGuidelinesDE_ProctoringFeb2013.pdf.
- J-17. Campus Tours.
<http://collegeofsanmateo.edu/tours>.
- J-18. Marketing and Outreach Calendar.
<http://collegeofsanmateo.edu/marketing/calendar.asp>.
- J-19. Bylaw 2, Recruitment of Student Athletes.
<http://www.ccaasports.org/working/pdf/Constitution/D-Bylaw%20%202012-13.pdf>.
- J-20. "Out-of-Recruitment Area Student Contact Record".
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