

College of San Mateo

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of
Reaffirmation of
Accreditation

August 2013



Volume 1

Volume 2

Volume 3

Volume 4



Submitted by
College of San Mateo
1700 West Hillsdale Boulevard
San Mateo, CA 94402

Submitted to
Accrediting Commission for
Community and Junior Colleges
Western Association of
Schools and Colleges

Institutional Self Evaluation Report

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**Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges**

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Certification of the Institutional Self Evaluation Report

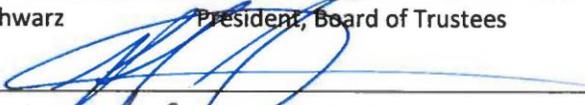
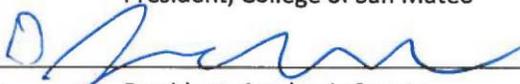
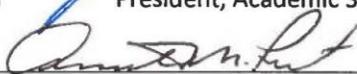
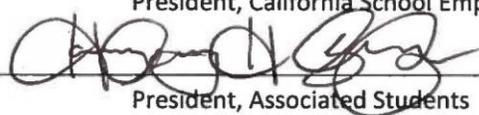
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: College of San Mateo
1700 W. Hillsdale Blvd.
San Mateo, CA 94402

This *Self Evaluation Report of Educational Quality and Institutional Effectiveness* is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was broad participation by the campus community and I believe the *Self Evaluation Report* accurately reflects the nature and substance of this institution.

Signatures:

		7/24/13
Karen Schwarz	President, Board of Trustees	Date
		7/24/13
Ron Galatolo	Chancellor, San Mateo County Community College District	Date
		8/12/13
Michael Claire	President, College of San Mateo	Date
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David Laderman	President, Academic Senate	Date
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Annette Perot	President, California School Employees Association Chapter 33	Date
		8/13/13
Hayley Sharpe	President, Associated Students	Date
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Dr. Susan Estes	Accreditation Liaison Officer, 2007 through June 30, 2013	Date
		8/12/13
Jennifer Hughes	Accreditation Liaison Officer, effective July 2013	Date

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Introduction to College of San Mateo: History and New Developments

College of San Mateo (CSM) has served the diverse educational, economic, social, and cultural needs of its community for 92 years, making it the one of the oldest community colleges in the state and the oldest of three colleges in the San Mateo County Community College District (SMCCCD). In 1922, the College was established as San Mateo Junior College in downtown San Mateo, where it started with just 35 students in several rooms of San Mateo High School. After several temporary locations, CSM moved to its current location, College Heights, 20 miles south of San Francisco where it sits on a 153-acre hilltop site with a breathtaking, panoramic view of the San Francisco Bay Area. Designed by the internationally recognized architect John Carl Warnecke, the current campus opened in 1963 and now celebrates 50 years at this location. Since its opening, the College has evolved into a multicultural institution, one that continues a tradition of educational excellence by providing a broad range of quality and innovative programs to serve the academic and vocational needs of its approximately 10,000 culturally and linguistically diverse students. Its Mission Statement articulates its commitment as a student-centered, open-access institution, committed to offering students a “comprehensive curriculum of basic skills, career and technical programs, and transfer preparation.

More than a Decade of New Construction

CSM houses its academic and student services programs in 35 buildings. The College’s main educational structures are built along a north-south axis provided by the central pedestrian mall, from the Science Building and Planetarium in the north to the Gymnasium and Health and Wellness Center in the south; a second mall, running east and west, connects the fine arts buildings, including the Theatre, with the Library. Given the relative age of the campus, major renovation has been necessary to address mandates for current safety, seismic upgrading, infrastructure, and technology standards while preserving key elements of the original design. San Mateo County voters expressed their support for the College by passing bond measures in fall 2001 (Measure C) and fall 2005 (Measure A), which have allowed significant facilities upgrades throughout the campus as well as the construction of several new facilities to meet the community’s growing demand for quality education.

Prior to the last accreditation visit, the College had just opened the new Science Building and Planetarium with its rooftop observatory, which had won several construction and design awards. It had also just launched the Moore Regional Public Safety Center, a training facility for law enforcement agencies comprising the South Bay Regional Public Safety Consortium. These were the first new buildings constructed on the campus in more than 40 years. Other renovations at the time included the installation of several SMART classrooms in the largest classroom buildings. The football and track and field stadium, baseball field, tennis courts, and softball field were also modernized, facilities that support intercollegiate athletics as well as other non-intercollegiate athletics. Critical improvements in infrastructure and emergency systems were initiated to address plumbing, exterior lighting, accessibility accommodations for the disabled, sprinkler and fire alarms systems, mandated seismic upgrading, and removal of hazardous materials.

Since 2007: New Facilities and Their Opportunities for New Programs

Since the last external evaluation team site visit in 2007, renovation and new construction have continued, creating dramatic change at College of San Mateo. Guided by the *SMCCCD Facilities Master Plans* (2001, 2006, and 2011), the College has witnessed additional significant upgrades to virtually all its facilities. Consistent with the *College's Educational Master Plan, 2008*, facilities improvements throughout the campus, along with construction of two new buildings, have significantly shaped the accessibility, manner of delivery, and relevance of many College programs and services.

Health and Wellness Building with Aquatics Complex (Opened in 2010)

Located at the south axis of the campus, a fitness center and several existing occupational preparation programs are now housed in the Health and Wellness Building, each with improved capacities to offer students applicable job skills or preparation to continue their studies:

- **Cosmetology:** The modern clinic and lab setting allows students to practice on live models, providing low-cost services to members of the community.
- **Dental Assisting:** The lab is equipped with a computer and projector to enhance the visibility of demonstrations.
- **Nursing Program:** The Nursing Skills lab is equipped with simulation manikins and cameras to record students' simulation experience for playback and debriefing; SMART classrooms and other technologies allow student to practice current methods in, for example, electronic charting.
- **Fitness and Aquatics Centers:** The fully-equipped fitness center is shared by CSM's physical education programs, athletics, and the San Mateo Athletic Club (SMAC), whose membership is open to the public and whose operations are overseen by the SMCCCD Vice-Chancellor for Auxiliary Services. The Aquatics Center contains a competition, Olympic-size pool and a smaller warm pool for adaptive physical education programs and lap swimming. The partnership enables students to earn an AA-T in Kinesiology. Certificate programs enable students to work in a variety of roles in the fitness industry and are offered in the areas of personal training and teacher training in yoga and Pilates. A group exercise teacher-training certificate is also currently being developed.

College Center (Opened in 2011)

Located at the geographic heart of the campus, College Center is the centerpiece of the revitalized campus. It is a hub of college life and serves as a central location for key student services' programs, including Admissions, Assessment Center, Career Services, Counseling Services, Transfer Services, Financial Aid, Disabled Students Programs and Services, and Equal Opportunity Programs and Services. The building also houses the new Learning Center, laboratories for the Digital Media program, the Distance Education Resource Center, large 120-plus seat classrooms, the bookstore, dining rooms, faculty offices, and offices for key College administrative functions. The College Center features outdoor terraces and stunning views of the San Francisco Bay. New program and services include:

- **Learning Center:** The center offers free peer tutoring for 15 disciplines, up-to-date technology and computers, mentoring, college bridge and student success workshops, a textbook reserve program, group study rooms, scholarship information, and a friendly, comfortable place to study; it is also the College's official proctoring site.
- **One-stop Student Services:** Centralized student services and other supports are organized around the concept of a "one-stop" center to enable easy access and referrals for students. For example, Admissions, the Assessment Center, Financial Aid, Cashiers Office, and Counseling Services are adjacent to one another on the third floor. Other student services are easily accessible on the first floor.
- **Distance Education Resource Center:** The center provides students, faculty, and staff access to resources to help students pursue their educational goals through multiple modes of delivery that promote access, convenience, and flexibility; the center is currently staffed by an instructional designer. The College resources to improving student success in distance learning courses have yielded positive results: currently one in six students uses an online course to earn a degree. (See "How Students Use Online Coursework to Earn Degree and Certificates," http://collegeofsanmateo.edu/institutionalresearch/docs/distancelearningdatareport/HowStudentsUseOnlineCourseworkEarnDegreesCertificates2004-05-2011-12_Feb2013.pdf.)
- **Veterans Resource & Opportunity Center (VROC):** The center assists veterans with admissions, transfer, and the determination of eligibility to receive educational benefits offered through the Department of Veterans Affairs; it also provides peer support and an emergency loan program.

Other Initiatives Launched Since 2007

- **Associate of Arts for Transfer (AA-T) and Associate of Science for Transfer (AS-T):** Effective in fall 2012, the College offers associate degrees designed to support more seamless transfer to the California State University system in Administration of Justice, Business Administration, Communication Studies, Geology, History, Kinesiology, Mathematics, Physics, Psychology, Sociology, and Studio Arts. Additional options are currently being developed.
- **Honors Project:** Implemented in 2012-2013, this unique interdisciplinary community joins a dedicated group of faculty and students to create a rich, intellectual experience at CSM. Students who are accepted pair a "foundation" course (any transfer-level course within either of two clusters, Math/Science or Humanities) and the corresponding interdisciplinary Honors research seminar. Students earn honors credit in the transfer courses by developing and successfully completing advanced research projects. Four students were accepted to the competitive 6th Annual Honors Research Symposium at Stanford University where they delivered papers in May 2013. In its first year, 2012/2013, the Honors Project successfully maintained a cohort of 30 students.
- **International Students Program:** In 2011-2012, the SMCCCD established an initiative to increase the international student population at all three colleges in the District. The District Office led efforts to increase targeted marketing and outreach strategies. As a result, College of San Mateo has seen an increase in applications as well as students enrolled. From spring 2012 to spring 2013, the applications

- received increased by 128 percent. The numbers of students enrolled also increased 16 percent from 124 students enrolled in spring 2012 to 144 in spring 2013. The program is staffed by a full-time Project Director and Program Services Coordinator. Their efforts have focused on increasing student achievement by collaborating with ESL and English faculty to ensure that students are appropriately placed in core classes and have access to necessary supplemental instruction. Other efforts have led to implementing a .5 unit College Planning course required of all new international students: the course addresses such topics as understanding the academic and social culture in the U.S. and successful strategies for achieving educational goals.
- **Professional Development** (SoTL Center): In 2013, the Center for the Scholarship of Teaching and Learning (SoTL) was revived with the appointment of two professional enrichment co-coordinators, one focused specifically on transfer and the other on basic skills. SoTL's mission is to increase student engagement, success, and retention through professional development activities, workshops, and forums. SoTL activities are open to all CSM faculty, staff, and administrators as well as local high school faculty and staff.
- **Professional Development New Initiatives:** For 2012-2013, SoTL adopted two primary initiatives: the Community College Teaching and Learning Program (CCTLP) and Reading Apprenticeship (RA). CCTLP is designed for new tenure-track faculty, providing them with opportunities to attend workings, conferences, or trainings during their four years of tenure review. Active at CSM since fall 2012, RA has been comprised of a team of chemistry, biology, reading, and math faculty who are incorporating the principles of Reading Apprenticeship into their courses. They participate in a larger community of community college practitioners throughout the state and share best practices through participation in RA institutes and online forums. Twelve faculty members currently participate in the program with 5 new faculty members committed to joining in fall 2013.
- **Puente Project:** In fall 2012, the College re-established the Puente Project, a nationally recognized program supported by the University of California. A counselor and English faculty member, dedicated to the project, facilitate a learning community that includes English instruction, counseling, mentoring, and extra-curricular components. The learning community focuses on the Chicano/Latino experience and spans two semesters. Twenty-five students comprised the first Puente class.

Mission & Diversity Statements

Mission Statement

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. The college is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. It uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement. Its programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community. To achieve this mission, the college has adopted the following Institutional Priorities:

- *Improve Student Success*
- *Promote Academic Excellence*
- *Promote Relevant, High-Quality Programs and Services*
- *Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources*
- *Enhance Institutional Dialog*

Diversity Statement

College of San Mateo maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves. As an academic institution, the College fosters a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. The College abides by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

Adopted by College Council May 17, 2012

Approved by the Board of Trustees June 6, 2012

Modified wording approved by the Board of Trustees May 15, 2013, Diversity Statement

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Demographics and Student Achievement Profile of College of San Mateo and the Community It Serves

College of San Mateo Trends and Key Planning Indicators

The effectiveness of CSM's integrated planning efforts relies on an understanding of the key demographics and variables, both internal and external that affect the College and its ability to serve students. This section examines the central characteristics and trends in CSM's surrounding community, student population, employee demographics, student access and achievement, and campus climate.

Profile: College of San Mateo and Its Surrounding Community

Currently serving approximately 10,000 students a semester, CSM is also the oldest institution in the three-college San Mateo County Community College District. Situated nearly midway between San Francisco to the north and Silicon Valley to the south, CSM sits on a 153-acre site located between Highways 101 and 280 and adjacent to Highway 92. Skyline College is located north of CSM and Cañada College to the south.

Its immediate surrounding areas include the cities of San Mateo, northern Redwood City, Foster City, Belmont, San Carlos, Menlo Park, Hillsborough, Burlingame, Millbrae, San Bruno, Moss Beach, El Granada, Woodside, and Half Moon Bay, among others. More than 40 percent of San Mateo County's total geographic area is protected open space with preserves of parks and watershed, a portion of which is directly adjacent to CSM. (See Figure 1)

San Mateo County Population and Demographic Trends

CSM's location in the midst of one of the country's significant population centers and economic regions has a variety of implications for CSM. Its future will be affected by a number of trends outside its immediate environment, a mix of local, regional, national, and global conditions. More important, its future lies in the framework it builds to respond to those conditions outside its immediate sphere as well as to those elements within its immediate control.

San Mateo County experienced rapid population growth between 1950 and 1970. During this period of time, population increased 136 percent, twice the rate of the San Francisco Bay Area as a whole. However, between 1990 and 2000, the county's population increased by only 8.9 percent, approximately one-half the rate of the regional population growth. Currently, 718,451 residents live in San Mateo County. (See Table 1) This figure represents an increase of 1.6 percent since 2000.

Table 1 Statistical Profile of San Mateo County and Environs

	San Mateo County	SF-San Mateo- Redwood City MD	State of California
Demographics			
Total Population (2010) ¹	718,451	1,776,095	37,253,956
By Ethnicity:			
African American	2.6%	4.1%	5.8%
Asian	24.5%	25.6%	12.8%
Hispanic	25.4%	19.3%	37.6%
Native American	0.2%	0.2%	0.4%
Pacific Islander	1.4%	0.8%	0.3%
White	42.3%	46.4%	40.1%
Multi Races	3.3%	3.2%	2.6%
Other	0.4%	0.4%	0.2%
By Age:			
Under 18 years	22.2%	18.0%	25.0%
25 to 64 years	56.8%	59.8%	53.1%
Over 64 years	13.5%	14.0%	11.4%
Median Age	39.3	39.7	35.2
Annual population growth 2000-2010 ¹	1.6%	2.6%	10.0%
Median household income ²	\$82,748	\$78,247	\$57,708
Education			
Educational attainment ² :			
Percent high school graduates	88.2%	87.6%	80.7%
Percent college graduates	43.0%	48.3%	30.1%
Secondary education ³ :			
Graduation rate	80.1%	85.0%	76.8%
Expenditures per pupil	\$14,138	\$15,028	\$11,958
Pupil-teacher ratio	20.0	18.4	19.8
Labor Market			
Unemployment Rate ⁴	8.1%	8.3%	11.7%
Employment by occupation ² :			
Sales and office	23.0%	23.0%	25.1%
Service	19.1%	17.9%	18.2%
Management, business, and financial	17.9%	19.8%	14.9%
Production, transportation, material moving	7.5%	6.4%	10.8%
Construction, extraction, maintenance and repair	6.7%	5.2%	7.7%
Health care	6.5%	6.0%	4.7%
Education, training	5.0%	4.8%	5.5%
Computer and mathematical	4.9%	4.5%	2.8%
Architecture and engineering	2.4%	2.3%	2.2%
Life, physical, and social science	2.1%	2.1%	1.0%

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Table 1 Statistical Profile of San Mateo County and Environs (continued)

	San Mateo County	SF-San Mateo-Redwood City MD	State of California
Labor Market (continued)			
Arts, design, entertainment, sports, and media	1.8%	3.9%	2.6%
Legal	1.6%	2.7%	1.3%
Community and social services	1.2%	1.2%	1.5%
Farming, fishing and forestry	0.5%	0.3%	1.7%
Innovation Indicators			
Share of high tech employment ⁵	11.9%	7.5%	6.6%
Quality of Life			
Median new home price ^{6,7}	\$813,115	\$779,604	\$527,266
Housing affordability index ⁸ (Percent of population that can afford median priced home)	29%	28%	55%
Crime rates per 100,000 population⁹:			
Violent	276.1	463.3	453.6
Property	1,156.3	1,230.1	1,548.10
Commute time ² (mean travel time to work in minutes)	24.5	27.7	26.9

Note: SF-San Mateo-Redwood City Metropolitan Division (MD) is comprised of Marin, San Francisco, and San Mateo counties. Sources: ¹U.S. Census Bureau, 2010 Census; ²U.S. Census Bureau, 2010 American Community Survey; ³National Center for Education Statistics, 2012; ⁴U.S. Bureau of Labor Statistics, LAUS 2011; ⁵U.S. Census Bureau, 2009 County Business Patterns; ⁶Council for Community and Economic Research, COLI Q3 2011; ⁷DQ News; ⁸CA Association of Realtors, Q4 2011; ⁹CA Department of Justice, 2009; analysis by Cenetri Group.

Table 2 provides current population data for individual San Mateo County cities. Projections indicate that San Mateo County's population will remain relatively stable for the next decade. In contrast, the neighboring counties of Santa Clara, Alameda, and Contra Costa are expected to experience population growth at a rate of two to three times that of San Mateo County through 2025.

San Mateo County is expected to follow statewide demographic trends with respect to age and ethnicity: the median age in both genders continues to increase and the non-white segment of the population continues to grow as the white population proportionately declines. San Mateo County's populace is a "majority minority," with non-white residents comprising 54 percent of the total population. The most recent comparative statewide demographic information indicates that San Mateo County is comprised of a population of slightly older residents, more affluent, and more educated than California as a whole. Although there are proportionately fewer Hispanic and African-American residents than in the state as a whole, San Mateo County has a significantly greater proportion of Pacific Islander and Asian residents.

In addition, San Mateo County residents are significantly more affluent than the state as whole on every standard measure of economic well-being and affluence available including: percentage of jobs in high-tech industries, low unemployment rates, median household income, median value of owner-occupied homes, home ownership rate, and college-going rates for high school graduates. The county's affluence is also

reflected in the comparison of statewide and regional quality of life indicators. At the same time, the “Housing Affordability Index” (i.e., the percentage of the population that can afford a median priced home) indicates that San Mateo County is not affordable for a significant majority of its residents. For the state of California as a whole, the Housing Affordability Index is 55 percent; in comparison, it is 29 percent for San Mateo County. (See Table 1)

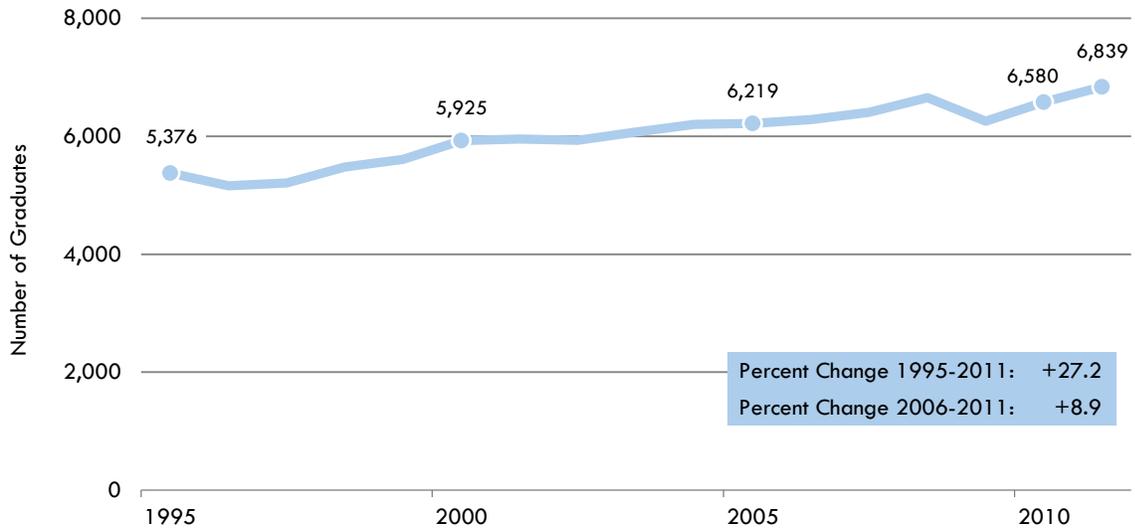
Table 2 Population of San Mateo County Cities, 2010

	Population	Pct of Total
Incorporated Cities		
Daly City	101,123	14.1
San Mateo	97,207	13.5
Redwood City	76,815	10.7
South San Francisco	63,632	8.9
San Bruno	41,114	5.7
Pacifica	37,234	5.2
Menlo Park	32,026	4.5
Foster City	30,567	4.3
Burlingame	28,806	4.0
San Carlos	28,406	4.0
East Palo Alto	28,155	3.9
Belmont	25,835	3.6
Millbrae	21,532	3.0
Half Moon Bay	11,324	1.6
Hillsborough	10,825	1.5
Atherton	6,914	1.0
Woodside	5,287	0.7
Portola Valley	4,353	0.6
Brisbane	4,282	0.6
Colma	1,792	0.2
Unincorporated Areas	61,222	8.5
Total Population	718,451	100

Between 1970 and 1990, there was a steady decline in the number of students enrolled in San Mateo County public schools and the total number of high school graduates (-26.4 percent). However, school enrollments and the numbers of high school graduates have steadily increased since 1990. More recently, between 2006 and 2011, the total number of public and private high school graduates increased 8.9 percent. (See Figure 2)

The California Department of Finance Demographic Research Unit, using birth rate and other demographic data for San Mateo County, projects continued increases in K-12 enrollments and high school graduates at least through the year 2025.

Figure 2 San Mateo County Public & Private High School Graduates, 1995– 2011

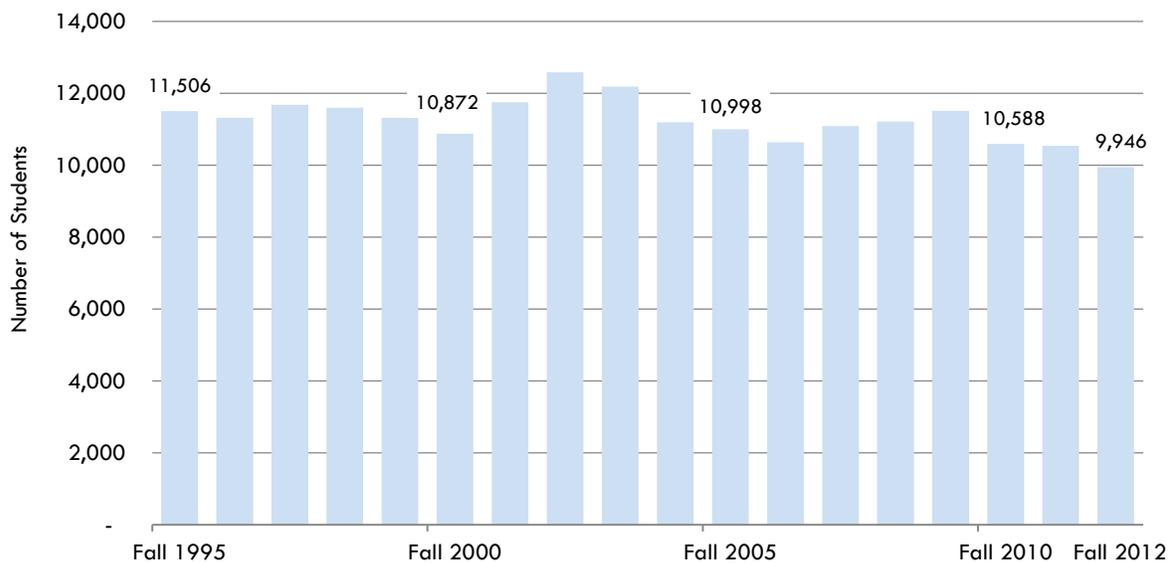


Source: California Department of Education, Educational Demographics Unit, <http://dq.cde.ca.gov/dataquest/dataquest.asp>. 2012 data were not available at the time of this report.

CSM Enrollment History

CSM's total enrollment history, fall 1995 – fall 2012, is presented in Figure 3. Overall, since fall 1995, CSM's total headcount has fluctuated. The size of its most recent enrollment (9,946 for fall 2012 and 9,366 for spring 2013) represents a variety of deliberate enrollment management strategies designed to reshape its offerings in the face of recent economic constraints. These strategies have included the elimination of low-enrolled programs as well as the offering of lifelong learning courses under the umbrella of SMCCCD's Community Education. While CSM has reduced enrollment, it also has met internal SMCCCD FTES targets. In addition CSM's instructional productivity data indicate increasing efficiency in terms of Load (WSCH/FTEF). (See Table 20)

Figure 3 CSM First Census Student Enrollment History: Fall 1995 – Fall 2012



Source: SMCCCD Student Database, first census

CSM Enrollment Trends and Residency

CSM draws the majority (82 percent) of its students from the county of San Mateo, which has a population of approximately 718,000, yet CSM also attracts students from throughout the wider San Francisco Bay Area region of nine counties and their more than seven million residents. Seven percent of CSM students live in San Francisco County, five percent in Alameda County, and nearly three percent in Santa Clara County. Only one-half of students (49.7 percent) reside in what historically has been identified as CSM's official service area. (See Table 3)

CSM students reside throughout the entire county of San Mateo. However, 40.0 percent live within 4-5 miles of the CSM campus (San Mateo, Foster City, Belmont, and San Carlos). Slightly more than one-quarter of the student population is centrally located in the city of San Mateo (25.8 percent). The next highest percentages of CSM students live in cities ranging to the north from San Francisco (6.9 percent), Daly City (4.7 percent), and

Table 3 Where Do CSM Students Live? Fall 2012

Cities	Count	Percent
San Mateo	2,562	25.8%
Redwood City	741	7.5
Foster City	600	6.0
South San Francisco	545	5.5
Belmont	508	5.1
Daly City	470	4.7
Burlingame	469	4.7
San Bruno	451	4.5
Millbrae	357	3.6
San Carlos	311	3.1
Half Moon Bay	272	2.7
Pacifica	253	2.5
East Palo Alto	148	1.5
Menlo Park	114	1.1
Hillsborough	98	1.0
El Granada	55	0.6
Moss Beach	47	0.5
Montara	29	0.3
Brisbane	25	0.3
Pescadero	21	0.2
Woodside	18	0.2
Atherton	14	0.1
Colma	10	0.1
Portola Valley	7	0.1
La Honda	6	0.1
Loma Mar	1	0.0
San Gregorio	0	0.0
Total San Mateo County	8,132	81.9%
San Francisco	685	6.9
Other Cities	1,107	11.2
Total Outside San Mateo County	1,792	18.1%
Grand Total	10,030	100%

Note: Grand total includes missing values. Redwood City includes Emerald Hills and Redwood Shores.
Source: SMCCCD Student Database, end of term.

South San Francisco (5.5 percent), to CSM's surrounding communities of Burlingame (4.7 percent), Foster City (6.0 percent), and Belmont (5.1 percent), and to the south in Redwood City (7.5 percent). (See Table 3 and Figure 4)

Figure 4 Where Do CSM Students Live, Fall 2012

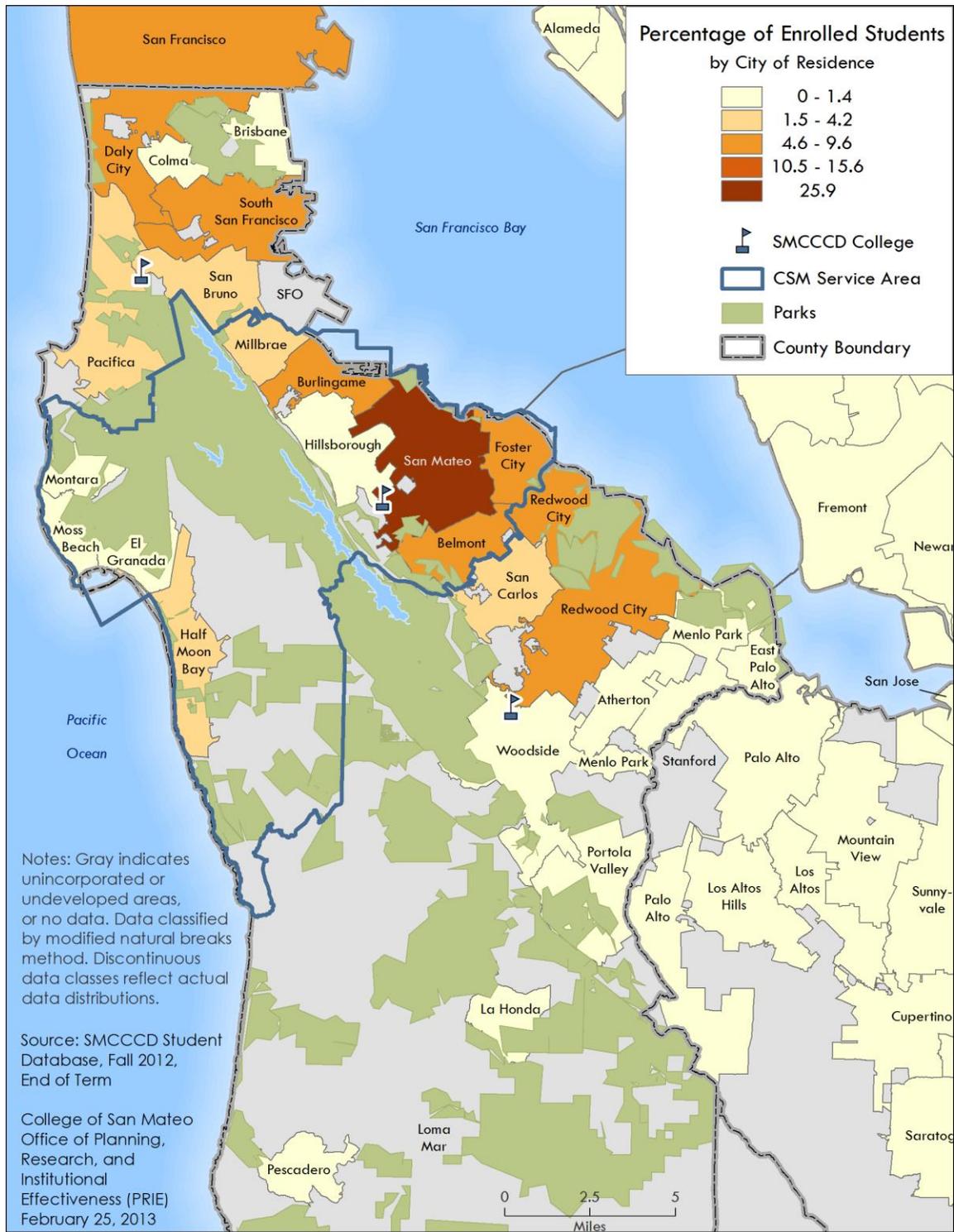


Table 4 CSM Students' Residence and San Mateo County Adult Participation Rate, 2000 – 2012

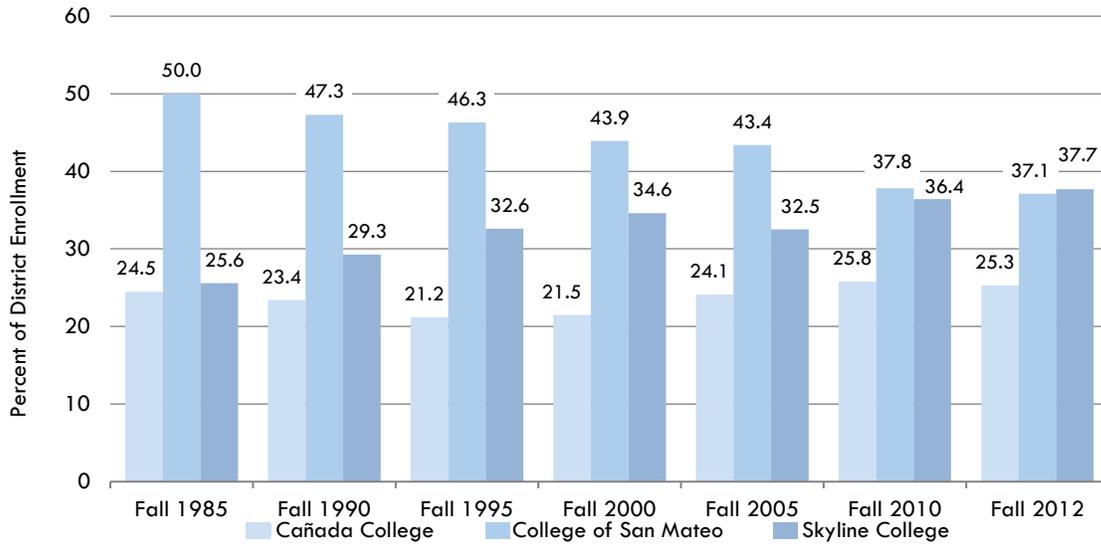
Year	Percent of Total Students by County					San Mateo County Participation Rate (per 1,000 Population, 18-years and older)
	San Mateo	San Francisco	Alameda	Santa Clara	All Other	
2012	81.1%	6.8%	4.6%	2.7%	4.8%	14.2
2011	81.5	6.4	4.0	2.7	5.4	15.0
2010	82.4	6.3	4.2	2.4	4.8	15.3
2008	81.2	5.4	3.7	2.8	7.0	16.0
2006	77.6	6.2	4.1	3.3	8.8	15.7
2004	77.5	6.7	4.3	3.2	8.4	15.1
2002	78.1	6.5	3.7	3.9	7.9	17.0
2000	76.7	9.3	4.6	3.1	6.3	15.5

Note: San Mateo County 2012 participation rate was calculated using projections of the population 18 years and older published by the California Department of Finance (DOF) and based on Census 2010 population benchmarks. 2010 and 2011 participation rates were calculated using DOF projections based on Census 2000 population benchmarks. DOF population projections based on 2010 Census data were published January 2013.

Sources: SMCCCD Student Database, end of term; California Department of Finance.

CSM's county adult participation rate has remained relatively stable over the past 12 years, ranging between 14.2 and 17.0. (See Table 4) The "participation rate" is the count of San Mateo County residents enrolled at CSM relative to the total San Mateo County population, 18 years of age and older, per 1,000 residents.

Figure 5 Proportional Share of SMCCCD Enrollments: Cañada, CSM, and Skyline, Fall 1985 – Fall 2012



Source: SMCCCD Student Database, first census

Table 5 SMCCCD Enrollments: 27-Year Perspective, Fall 1985 – Fall 2012

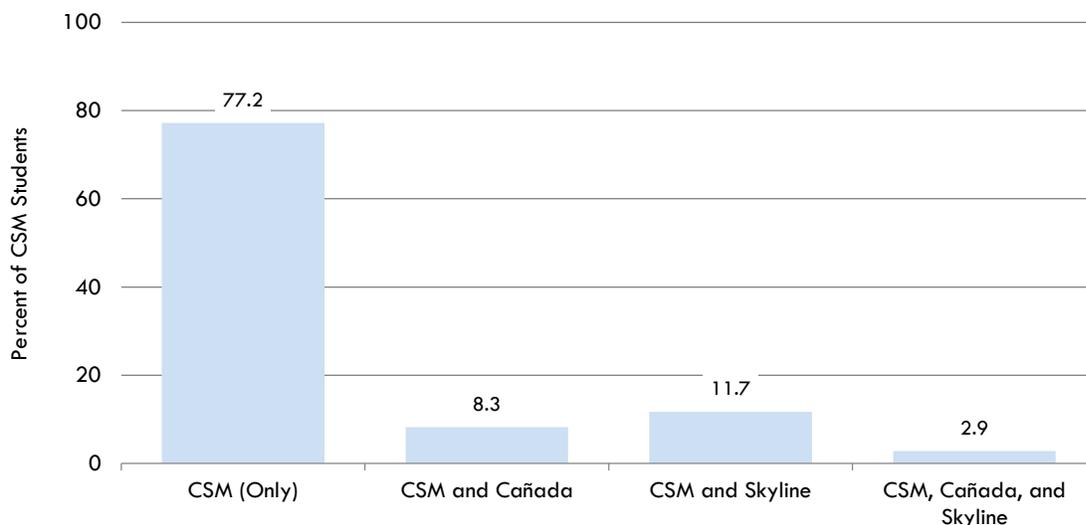
Term	Number of Students and Percent of District Total						District Total
	Cañada		CSM		Skyline		
Fall 2012	6,783	25.3%	9,946	37.1%	10,104	37.7%	26,833
Fall 2010	7,222	25.8	10,588	37.8	10,180	36.4	27,990
Fall 2005	6,099	24.1	10,998	43.4	8,225	32.5	25,322
Fall 2000	5,332	21.5	10,872	43.9	8,573	34.6	24,777
Fall 1995	5,261	21.2	11,506	46.3	8,104	32.6	24,871
Fall 1990	7,567	23.4	15,272	47.3	9,451	29.3	32,290
Fall 1985	7,088	24.5	14,454	50.0	7,393	25.6	28,935

Source: SMCCCD Student Database, first census

CSM Enrollment in Relation to SMCCCD

Figure 5 displays CSM’s share of total enrollment relative to Skyline College and Cañada College, fall 1985 – fall 2012. During this time, CSM’s proportional share of total SMCCCD enrollment has declined: 50.0 percent in fall 1985 versus 37.1 percent in fall 2012. While Cañada’s share of total District enrollment has remained stable (25 percent), Skyline’s share has increased by 12 points, and CSM’s share has decreased by 13 points. During this period of time, the total SMCCCD enrollment has declined 7.3 percent. (See Table 5)

Figure 6 CSM Snapshot: Student Cross-Enrollment within SMCCCD, Fall 2012



Source: SMCCCD Student Database, first census

Table 6 CSM Student Cross-Enrollment: 17-Year Perspective, Fall 1995 – Fall 2012

College(s) Enrolled	Enrollment Count and Percent of Annual Total								17-Year Change
	Fall 2005		Fall 2000		Fall 2005		Fall 2012		
CSM (Only)	11,219	95.0%	10,286	92.9%	9,616	89.3%	7,500	77.2%	-17.8
CSM and Cañada	276	2.3	344	3.1	490	4.6	802	8.3	6.0
CSM and Skyline	295	2.5	423	3.8	612	5.7	1,134	11.7	9.2
CSM, Cañada, and Skyline	17	0.1	20	0.2	46	0.4	277	2.9	2.8
Total	11,807	100%	11,073	100%	10,764	100%	9,713	100%	---

Note: 17-year change represents the change, expressed in percentage points, in percent share of the total from 1995 to 2012.

Source: SMCCCD Student Database, first census

In light of the fact that the SMCCCD is a three-campus district whose historical service area boundaries coincide with the San Mateo County boundaries, coupled with reductions in course offerings, students increasingly enroll in multiple SMCCCD campuses to complete their educational objectives. Table 6 displays the cross-enrollment patterns of SMCCCD students over a 17-year period of time: fall 1995 – fall 2012. In fall 2012, nearly one quarter (23 percent) of CSM students enrolled at one or both of the other SMCCCD campuses. (See Figure 6) These data indicate a steadily increasing number of CSM students taking coursework at the other campuses of the SMCCCD.

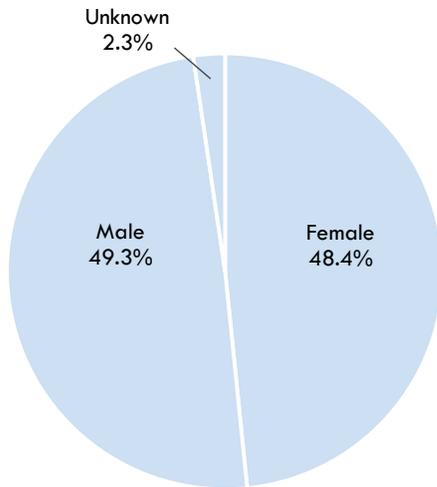
Key Student Characteristics, Fall 2012

A demographic profile of College of San Mateo's fall 2012 student population is presented in this section. What is significant about CSM's student population is its diversity—of age, ethnicity, lifestyle, family and work demands, and academic preparedness. To stay relevant for the future, CSM must serve multiple populations with differing needs, expectations, goals, and experiences.

These data provide an overview of our students in terms of:

- Gender
- Age
- Ethnicity
- Day/evening enrollment
- Educational goals
- Prior education
- Major
- Enrollment status
- Course-taking patterns
- Concurrently enrolled students

Figure 7 CSM Snapshot: Student Gender, Fall 2012



Source: SMCCCD Student Database, first census

Table 7 CSM Student Gender: 17-Year Perspective, Fall 1995 – Fall 2012

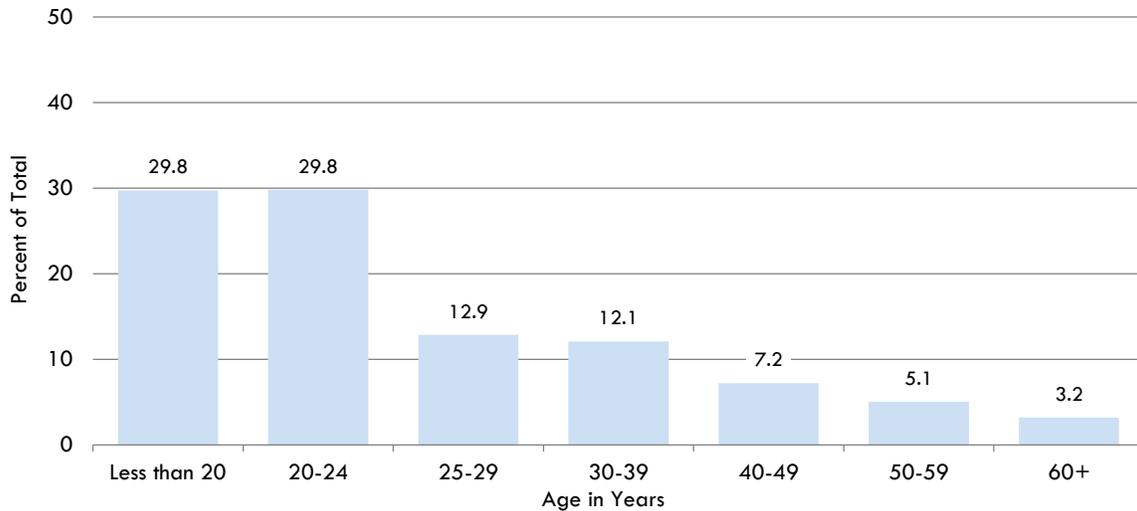
Gender	Number of Students and Percent of Term/Year Total								17-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2012		
Female	5,967	51.9%	5,546	51.0%	5,598	50.9%	4,812	48.4%	-3.5
Male	5,502	47.8	5,256	48.3	5,212	47.4	4,901	49.3	1.5
Total	11,506	100%	10,872	100%	10,998	100%	9,946	100%	---

Notes: 17-year change represents the change, expressed in percentage points, in percent share of the total. Total includes "Unknown."
 Source: SMCCCD Student Database, first census

Gender

The proportion of male and female students has remained relatively stable since fall 1995, with the proportion of female students declining by -3.5 percent. (See Table 7) In fall 2012, male and female students were roughly equivalent in terms of their proportional representation in the CSM student body. (See Figure 7)

Figure 8 CSM Snapshot: Student Age, Fall 2012



Source: SMCCCD Student Database, first census

Table 8 CSM Student Age: 17-Year Perspective, Fall 1995 – Fall 2012

Age in Years	Number of Students and Percent of Term Total								17-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2012		
Less than 20	2,623	22.8%	2,628	24.2%	2,977	27.1%	2,960	29.8%	7.0
20-24	3,017	26.2	2,715	25.0	2,948	26.8	2,966	29.8	3.6
25-29	1,620	14.1	1,386	12.7	1,349	12.3	1,279	12.9	-1.2
30-39	2,063	17.9	1,831	16.8	1,529	13.9	1,201	12.1	-5.9
40-49	1,256	10.9	1,215	11.2	1,102	10.0	717	7.2	-3.7
50-59	569	4.9	639	5.9	720	6.5	504	5.1	0.1
60+	358	3.1	458	4.2	371	3.4	319	3.2	0.1
Total	11,506	100%	10,872	100%	10,998	100%	9,946	100%	---

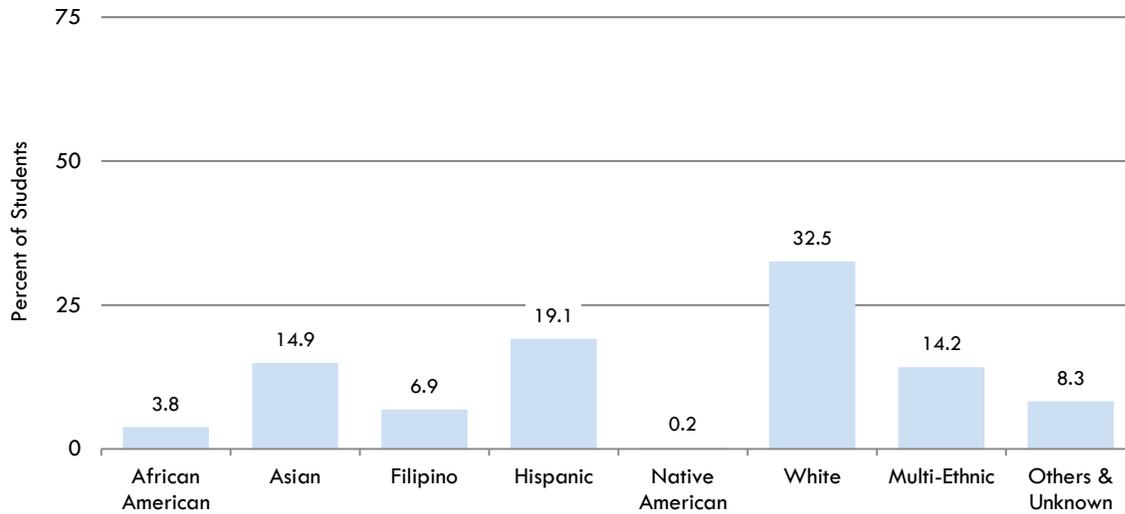
Note: 17-year change represents the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, first census

Age

In fall 2012, more than half (60 percent) of students were under 25 years of age. (See Figure 8) This proportion has increased by nearly 11 percentage points since fall 1995. In fall 2012, more than one-quarter (28 percent) of CSM students were 30 years of age or older. The increase in students under 25 (+11 points) is reflected in a corresponding decrease in students over 30 (-9 points), 1995 – 2012. (See Table 8)

Figure 9 CSM Snapshot: Student Ethnicity Fall 2012



Note: "Others & Unknown" includes Pacific Islanders.
 Source: SMCCCD Student Database, first census

Table 9 CSM Student Ethnicity: 17-Year Perspective, Fall 1995 – Fall 2012

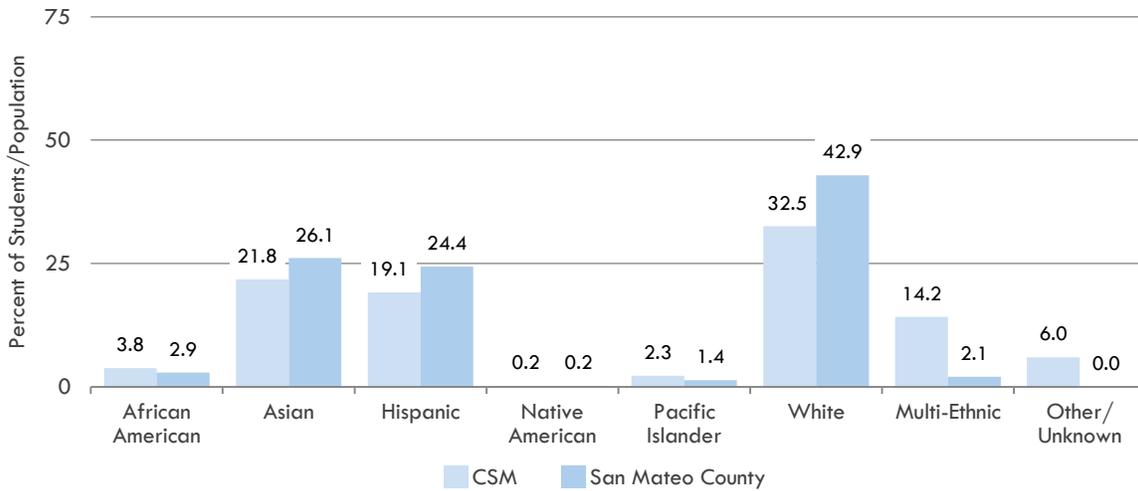
Ethnicity	Number of Students and Percent of Term/Year Total								17-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2012		
African American	432	3.8%	345	3.2%	429	3.9%	377	3.8%	0.0
Asian	1,851	16.1	2,385	21.9	1,985	18.0	1,482	14.9	-1.2
Filipino	791	6.9	698	6.4	818	7.4	684	6.9	0.0
Hispanic	1,825	15.9	1,819	16.7	2,200	20.0	1,904	19.1	3.3
Native American	66	0.6	65	0.6	62	0.6	24	0.2	-0.3
White	5,977	51.9	4,915	45.2	4,340	39.5	3,236	32.5	-19.4
Multi-Ethnic	--	--	--	--	--	--	1,415	14.2	---
Others/Unknown	564	4.9	645	5.9	1,164	10.6	824	8.3	3.4
Total	11,506	100%	10,872	100%	10,998	100%	9,946	100%	---

Notes: 17-year change represents the change, expressed in percentage points, in percent share of the total. The Multi-Ethnic category was introduced in 2009. "Others/Unknown" includes Pacific Islanders.
 Source: SMCCCD Student Database, first census

Ethnicity

In fall 2012, non-white students comprised nearly one-half (45 percent) of the CSM student body. (See Figure 9) Multi-ethnic students represented another 14 percent of the total CSM population. In fall 1990, white students comprised 51.9 percent of the total student population. In fall 2012, white students comprised less than one-third of all students (32.5 percent). (See Table 9)

Figure 10 Ethnicity: CSM Students Compared to San Mateo County, 2012



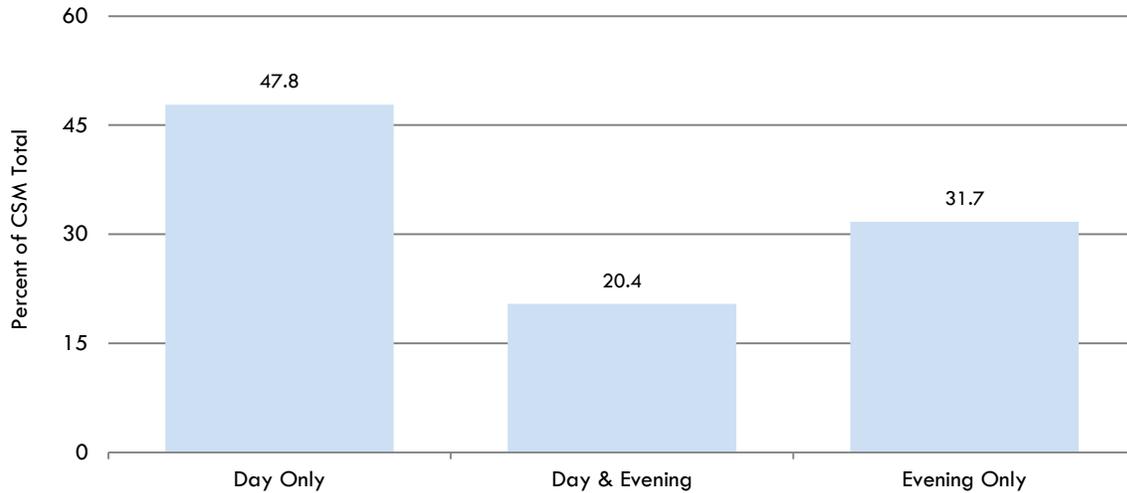
Note: "Asian" includes Filipino.

Sources: SMCCCD Student Database, first census, Fall 2012. CA Department of Finance, Demographic Research Unit; State and County Total Population Projections by Race/Ethnicity and Detailed Age, 2010-2060 (Report P-3); January 31, 2013; <http://www.dof.ca.gov/research/demographic>.

Ethnicity: San Mateo County Proportional Representation Comparison

Comparative ethnic composition data for CSM’s fall 2012 student population and San Mateo County are displayed in Figure 10. African-American, Asian, Hispanic, and Pacific Islander students roughly approximated (+/- 5 points) the ethnic composition of all San Mateo County residents 18 years or older. White students constituted the single largest underrepresented group in terms of their proportional representation in San Mateo County at large: 42.9 percent versus 32.5 percent.

Figure 11 CSM Snapshot: Student Day/Evening Enrollment, Fall 2012



Source: SMCCCD Student Database, first census

Table 10 CSM Student Day/Evening Enrollment: 17-Year Perspective, Fall 1995 – Fall 2012

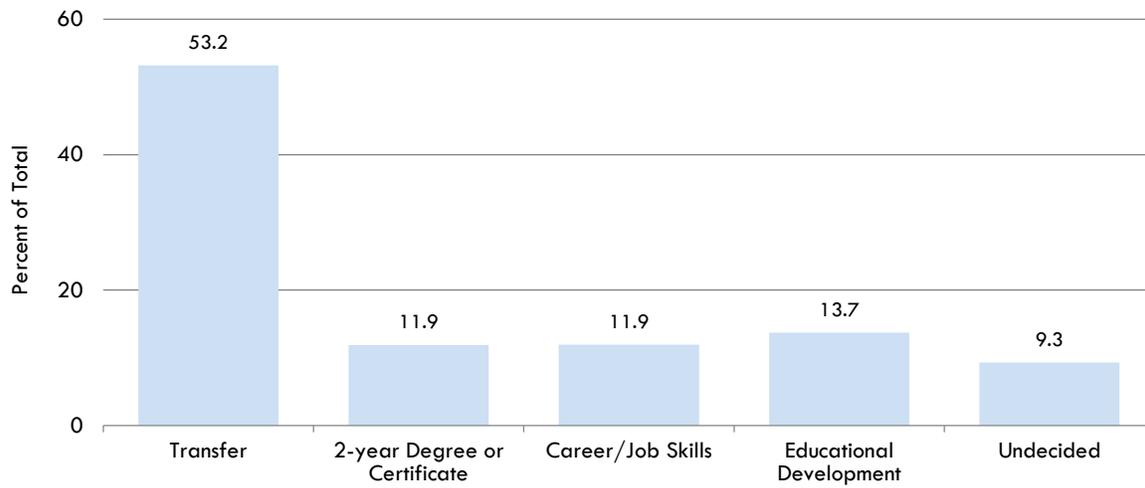
	Number of Students and Percent of Term/Year Total								17-Year Change
	Fall 1995		Fall 2000		Fall 2005		Fall 2012		
Day Only	5,299	46.1%	4,869	44.8%	4,987	45.3%	4,756	47.8%	1.8
Day & Evening	1,838	16.0	1,724	15.9	2,191	19.9	2,033	20.4	4.5
Evening Only	4,369	38.0	4,279	39.4	3,811	34.7	3,157	31.7	-6.2
Total	11,506	100%	10,872	100%	10,998	100%	9,946	100%	---

Note: 17-year change represents the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, first census

Day/Evening Enrollment

In fall 2012, approximately one-third (32 percent) of CSM students attended class in the evenings only. Nearly one-half (48 percent) of CSM students attended classes in the day only. (See Figure 11) Slightly more than 20 percent of students enrolled in both day and evening coursework. These enrollment patterns have remained relatively stable since fall 1995. (See Table 10)

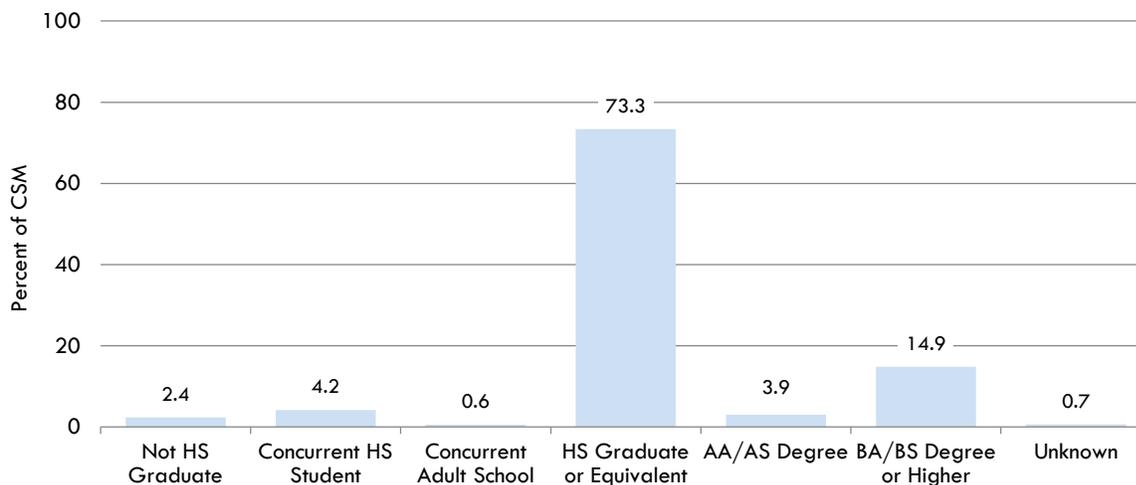
Figure 12 CSM Snapshot: Student Educational Goals, Fall 2012

Source: SMCCCD Student Database, end of term

Educational Goals

More than one-half of fall 2012 students (53 percent) indicated on their initial college application an educational goal of transfer. Another 12 percent are pursuing an AA/AS degree or certificate. (See Figure 12)

Figure 13 CSM Snapshot: Student Prior Education, Fall 2012



Source: SMCCCD Student Database, first census

Table 11 CSM Student Prior Education: 18-Year Perspective, Fall 1994 – Fall 2012

Prior Education Level	Number of Students and Percent of Yearly Total								18-Year Change
	Fall 1994		Fall 2000		Fall 2005		Fall 2012		
Not HS Graduate	169	1.4%	275	2.5%	309	2.8%	239	2.4%	1.0
Concurrent HS Student	181	1.5	344	3.2	441	4.0	417	4.2	2.7
Concurrent Adult School	85	0.7	98	0.9	104	0.9	55	0.6	-0.2
HS Graduate or Equivalent	9,509	79.2	7,464	68.7	7,671	69.7	7,295	73.3	-5.9
AA/AS Degree	841	7.0	556	5.1	509	4.6	392	3.9	-3.1
BA/BS Degree or Higher	1,188	9.9	2,069	19.0	1,901	17.3	1,479	14.9	5.0
Unknown	26	0.2	66	0.6	63	0.6	69	0.7	0.5
Total	11,999	100%	10,872	100%	10,998	100%	9,946	100%	---

Note: 18-year change represents the change, expressed in percentage points, in percent share of the total.

Source: SMCCCD Student Database, first census

Prior Education

The highest level of prior educational attainment among nearly three-quarters (73.3 percent) of fall 2012 students was a high school diploma or its equivalent. The second largest share of those students has earned a baccalaureate degree or higher: 14.9 percent. (See Figure 13) Since 1994, earners of baccalaureate degrees and higher have registered the greatest proportional increase: +5.0 percent. The proportion of students with high school diplomas has declined in approximately the same amount during this period of time: -5.9 percent. (See Table 11)

Table 12 CSM Declared Majors, Fall 2012

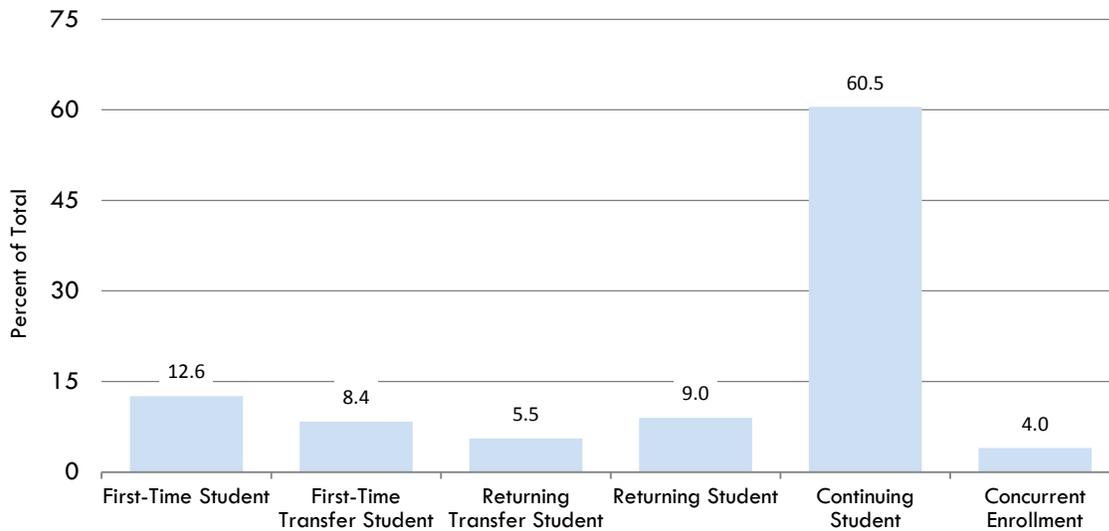
Rank	Major Description	Count	Percent	Rank	Major Description	Count	Percent
1	Undeclared	3,346	33.4	34	Sociology	31	0.3
2	University Transfer	1,536	15.3	35	Film	29	0.3
3	Business Management & Administration ¹	641	6.4	36	Electrical Technology	27	0.3
4	Nursing	466	4.6	36	Spanish	27	0.3
5	Biology ²	340	3.4	38	Journalism	26	0.3
6	Fire Technology	340	3.4	39	Radiologic Technology	24	0.2
7	Accounting	324	3.2	40	Medical Assisting	16	0.2
8	Administration of Justice	303	3.0	40	Political Science	16	0.2
9	Social Science	262	2.6	42	Automotive/ Automotive Technology	15	0.1
10	Computer & Information Science ³	222	2.2	42	Ethnic Studies	15	0.1
11	Engineering	199	2.0	44	General Liberal Arts & Science	14	0.1
12	Art/Photography	182	1.8	44	Horticulture	14	0.1
13	Electronics Technology	162	1.6	44	Paralegal/Legal Assistant	14	0.1
14	Music	136	1.4	47	Physics	12	0.1
15	Cosmetology	123	1.2	48	Drafting/CAD	10	0.1
16	English	113	1.1	49	Anthropology	9	0.1
17	DGME/Multimedia	112	1.1	49	Self-Enrichment	9	0.1
18	Psychology	105	1.0	51	History	7	0.1
19	Communication Studies ⁴	87	0.9	52	Economics	6	0.1
20	Interdisciplinary Studies ⁵	81	0.8	52	Fashion/Fashion Merchandising	6	0.1
21	Human Services	62	0.6	52	Interior Design	6	0.1
22	Dental Assisting	60	0.6	52	Respiratory Therapy	6	0.1
23	Alcohol & Other Drug Studies	56	0.6	56	Geological Sciences	4	0.0
24	Kinesiology, Athletics, and Dance	54	0.5	56	Other	4	0.0
25	Mathematics	48	0.5	58	Biological & Physical Science	3	0.0
26	Allied Health	44	0.4	58	Foreign Language	3	0.0
27	Broadcast & Electronic Media	42	0.4	58	International Studies	3	0.0
28	Architecture	39	0.4	61	ESL	2	0.0
28	Early Childhood Education/ Child Development	39	0.4	61	Industrial Technologies	2	0.0
30	Real Estate	36	0.4	63	Emergency Medical Technician	1	0.0
31	Building Inspection	35	0.3	63	Family and Consumer Sciences	1	0.0
31	Physical Science	35	0.3	63	Theatre Arts	1	0.0
33	Chemistry	33	0.3		Total	10,026	100.0

Continued next column.

¹Includes Business Administration, Management, and Computer Business Office Technology. ²Includes Health Sciences, and Life Sciences.³Includes Telecommunications & Network Information Technology. ⁴Includes Speech Communication and Speech, Debate, and Forensics.⁵Includes Humanities and Liberal Arts/Studies.**Majors**

Undecided or “undeclared” students (33.4 percent) comprise the single largest category of students in terms of a chosen course of study at CSM. Although there is no necessary relationship between students’ initial self-declared major and the eventual completion of an associated course of study at CSM, these data correspond with popular transfer majors and CSM program awards data. (See Table 12)

Figure 14 CSM Snapshot: Student Enrollment Status, Fall 2012



Note: N=9,946
Source: SMCCCD Student Database, first census

Table 13 CSM Student Enrollment Status: 18-Year Perspective, Fall 1994 – Fall 2012

Enrollment Status	Enrollment Count and Percent of Annual Total								18-Yr Change
	Fall 1994		Fall 2000		Fall 2005		Fall 2012		
First-Time	1,974	16.5%	1,507	14.0%	1,384	13.4%	1,253	12.6%	-3.9
First-Time Transfer	1,447	12.1	1,046	9.7	951	9.2	833	8.4	-3.7
Returning Transfer	1,124	9.4	651	6.0	691	6.7	552	5.5	-3.8
Returning	1,501	12.5	1,252	11.6	1,203	11.6	896	9.0	-3.5
Continuing	5,729	47.9	6,022	55.7	5,838	56.4	6,017	60.5	12.6
Concurrent Enrollment	194	1.6	324	3.0	282	2.7	395	4.0	2.4
Total	11,969	100%	10,802	100%	10,350	100%	9,946	100%	---

Note: 18-year change represents the change, expressed in percentage points, in percent share of the total from 1994 to 2012.
Source: SMCCCD Student Database, first census

Enrollment Status

A continuing student is defined as one who had enrolled in any of the three semesters prior to the current term. Conversely, a returning student is defined as one who was enrolled at a point in time more than three semesters prior to the current term. In fall 2012, continuing students comprised nearly two-thirds (60.5 percent) of all students. (See Figure 14) The proportion of continuing students has steadily increased since fall 1994 (+12.6 percentage points) and the proportion of concurrently enrolled high school students has increased slightly during this time. (See Table13) However, since 2007, the concurrent population has declined by 50 percent.

Table 14 CSM Student Course-Taking Patterns, Fall 2004 – Fall 2012

Fall Term	Average Number of Units	Average Number of Courses	Census Enroll	Duplicated Course Enrollments	FTEs
2012	7.55	2.6	9,946	25,342	3,469
2011	7.47	2.5	10,165	25,286	3,551
2010	7.23	2.3	9,771	22,016	3,734
2009	7.09	2.3	10,569	24,053	4,137
2008	7.10	2.3	10,190	22,938	3,978
2007	7.09	2.3	10,138	22,889	3,982
2006	6.87	2.3	11,303	26,423	3,918
2005	7.32	2.4	10,223	24,686	3,988
2004	7.37	---	---	---	---

Source: SMCCCD Student Database, End of term.

Course-Taking Patterns

Overall in fall 2012, approximately one-third of CSM students were full-time, taking 12 or more units. Table 14 displays student course-taking patterns in terms of both the average number of units and average number of courses taken per term. In fall 2012, the “typical” CSM student enrolled in approximately 7.5 units each semester. This typical unit-load translates into approximately 2.6 courses per student (duplicated course enrollments ÷ census enrollment). This typical enrollment pattern is stable regardless of changes in college-wide total census enrollment, duplicated course enrollments, and FTES.

Table 15 CSM Concurrent High School Enrollment by Term and Location, Summer 2007 – Spring 2013 (18 terms)

Term	Year	Unduplicated Headcount			
		CSM Campus	Middle College HS	HS Campus	All Locations
Summer	2007	663	17	---	680
	2008	719	1	---	720
	2009	724	9	11	744
	2010	393	32	---	425
	2011	442	28	---	470
	2012	538	18	---	556
Fall	2007	268	56	297	621
	2008	324	57	297	678
	2009	328	61	295	684
	2010	177	61	217	455
	2011	161	54	266	473
	2012	158	43	202	398
Spring	2008	375	50	357	782
	2009	314	65	371	750
	2010	286	55	248	589
	2011	182	59	199	440
	2012	179	58	231	454
	2013	167	51	184	397
Total Headcount (Duplicated)		6,398	775	3,175	10,316
Total Headcount, (Unduplicated)		4,374	328	1,488	5,674

Notes: The student count is an unduplicated count (counts students only once) by term and location only. For example, each row presents an unduplicated headcount only for a given term and location. Students are counted once for each term they attend. "Total Headcount, Unduplicated" counts students *only once per location* for the entire 18-term span. "Total Headcount, Duplicated" counts a student for each term and location attended. For example, a student who attends MCHS spring 2012 and the CSM Campus summer 2011 is counted as both a "CSM Campus" and an MCHS student over the 18-term span.

Source: SMCCCD Student Database, Current Courses

Concurrently Enrolled High School Students

Concurrently high school students can be enrolled as students taking "regular" courses on the CSM campus, taking CSM courses offered at a high school campus, or taking CSM campus courses while enrolled in CSM's Middle College program. Table 15 displays concurrent headcounts for various "campus locations" between 2007-08 and 2012-13. Overall, the number of concurrently students taking courses on the CSM campus has significantly declined. In the academic year fall 2007-spring 2008, a total of 643 concurrent students were enrolled. In contrast, in fall 2012-spring 2013, only 325 concurrent students were taking courses at CSM, a decline of 50.5 percent. Note that this count excludes students enrolled in CSM's special Middle College program.

Key Employee Characteristics

A profile of the CSM faculty, classified staff, and administrators is presented in Tables 16 - 18. Spring 2013 and fall 2008 employee comparison data are displayed and are indicators of the economic constraints of recent years. Reductions in staffing have been governed by a recent hiring freeze in SMCCCD and a variety of college enrollment management strategies, which have included the elimination of low-enrolled programs. All employee categories have declined, with the exception of adjunct non-instructional faculty. Overall, the total unduplicated headcount of CSM employees has declined 19 percent (-119 employees) during this period of time. (See Table 16)

Table 16 CSM Employees by Classification: 3-Year Change, Fall 2008 – Spring 2013

	Employee Count and Percent of Total				5-Year Change	
	Fall 2008		Spring 2013		Difference	Percent Change
Classified	149	22.0%	124	23.4%	-25	-16.8%
Administrator/Academic Supervisory	19	2.8	17	3.2	-2	-10.5
Full-Time Faculty: Instructional	122	18.0	107	20.2	-15	-12.3
Full-Time Faculty: Non-Instructional	18	2.7	15	2.8	-3	-16.7
Instructional Adjunct	351	51.9	237	44.8	-114	-32.5
Non-Instructional Adjunct	17	2.5	29	5.5	+12	+70.6
Total Employees (duplicated)	676	100%	529	100%	-147	-21.7%
Employee Headcount (unduplicated)	616		497		-119	-19.3%

Notes: "Difference" is calculated as decrease or increase in the number of employees, 2008 - 2013. Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; it does not include short-term employees or student employees. "Full-Time Faculty" includes tenured and tenure-track faculty.

*Administrative positions include: President; Vice President of Instruction; Vice President of Student Services; Dean of Language Arts; Dean of Mathematics/Science; Dean of Business & Technology; Dean of Creative Arts & Social Science; Dean of Kinesiology, Athletics & Dance; Dean of Counseling, Advising, & Matriculation; Dean of Enrollment Services; Dean of Planning, Research, and Institutional Effectiveness; and General Manager of KCSM (district position).

*Academic Supervisory positions include: Director of Library Services and Learning Services, Director of Learning Center, Director of Nursing, Director of Student Support Services, and Director of Health Center (district position).

Source: SMCCCD Human Resources Database, accessed September 2008 and January 2013.

Male and female full-time faculty are nearly identical in terms of their proportional representation: 49.5 percent versus 50.5 percent. However, all other employee categories (with the exception of adjunct non-instructional) are predominately female. (See Table 17) Employee ethnicity data are shown in Table 18. Overall, 55 percent of CSM employees self-identify as white as compared to 25 percent who self-identify as minorities. Another 20 percent of employees are of "other or unknown" ethnicity. (See Table 18)

Table 17 CSM Snapshot Spring 2013: Employees by Classification and Gender

	Classified		Administrator/ Academic Supervisors		Full-Time Faculty: Instructional		Full-Time Faculty: Non-Instructional		Adjunct Instructional		Adjunct Non-Instructional		Total Employees	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	82	66.1%	12	70.6%	53	49.5%	12	80.0%	119	50.2%	12	41.4%	290	54.8%
Male	42	33.9	5	29.4	54	50.5	3	20.0	118	49.8	17	58.6	239	45.2
Total Gender	124	100%	17	100%	107	100%	15	100%	237	100%	29	100%	529	100%

Source: SMCCCD Human Resources Database, accessed January 2013.

Table 18 CSM Snapshot Spring 2013: Employees by Classification and Ethnicity

	Classified		Administrator/ Academic Supervisors		Full-Time Faculty: Instructional		Full-Time Faculty: Non-Instructional		Adjunct Instructional		Adjunct Non-Instructional		Total Employees	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American	1	0.8%	2	11.8%	5	4.7%	3	20.0%	12	5.1%	1	3.4%	24	4.5%
Asian	11	8.9	0	0.0	13	12.1	1	6.7	21	8.9	2	6.9	48	9.1
Filipino	7	5.6	0	0.0	2	1.9	0	0.0	5	2.2	1	3.7	15	2.9
Hispanic	13	10.5	2	11.8	5	4.7	2	13.3	17	7.2	3	10.3	42	7.9
Native American	0	0.0	0	0.0	1	0.9	0	0.0	0	0.0	0	0.0	1	0.2
Pacific Islander	4	3.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	0.8
White	46	37.1	8	47.1	64	59.8	7	46.7	149	62.9	17	58.6	291	55.0
Other/ Decline to State	42	33.9	5	29.4	17	15.9	2	13.3	33	13.9	5	17.2	104	19.7
Total Ethnicity	124	100%	17	100%	107	100%	15	100%	237	100%	29	100%	529	100%

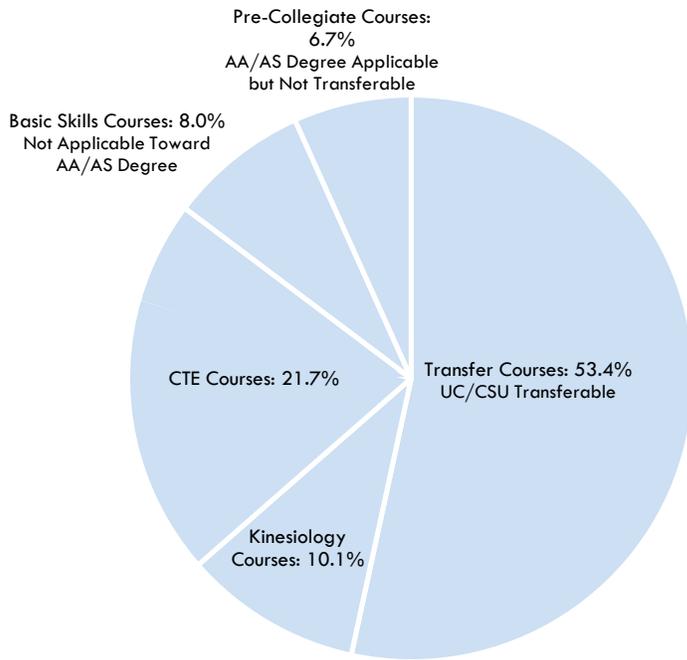
Notes: Employees who hold multiple positions in different classifications are counted once in each classification. "Classified" includes classified full-time, part-time, and supervisory staff; does not include short-term employees or student employees. "Full-Time Faculty" includes tenured and tenure-track faculty.

Source: SMCCCD Human Resources Database, accessed January 2013.

Instructional Programs: Curriculum Mix and Distance Learning

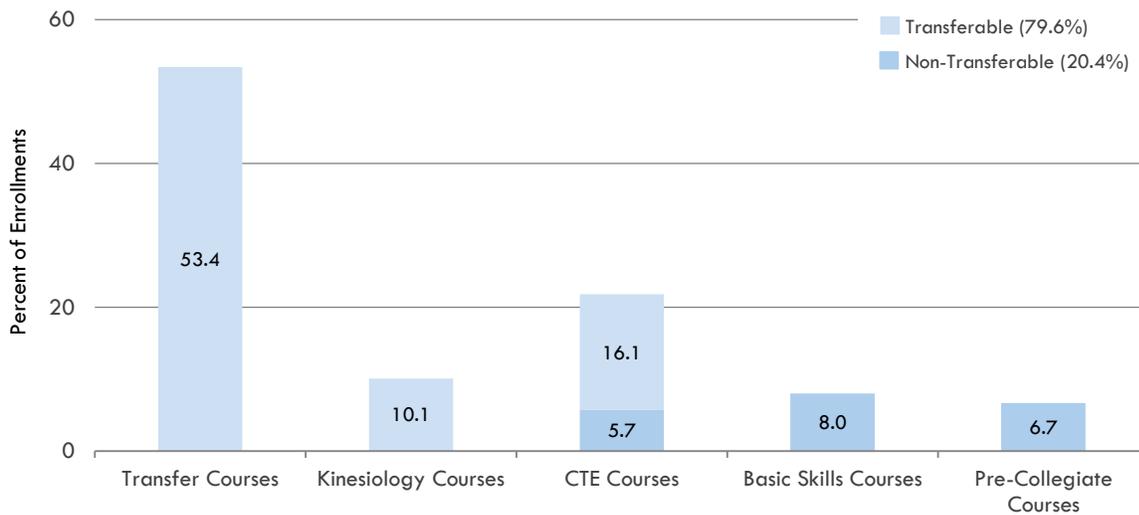
Figures 15-16 examine total duplicated course enrollments in fall 2012 according to commonly-used classifications for community college programs. Overall, 80 percent of total CSM course enrollments are in transferable courses (i.e., transfer, CTE, and kinesiology combined); 8 percent of course enrollments are in basic skills courses; and another 7 percent in pre-collegiate courses which are AA/AS degree applicable only. CTE enrollments represent 22 percent of all course enrollments.

Figure 15 CSM Instructional Program Enrollments, Fall 2012



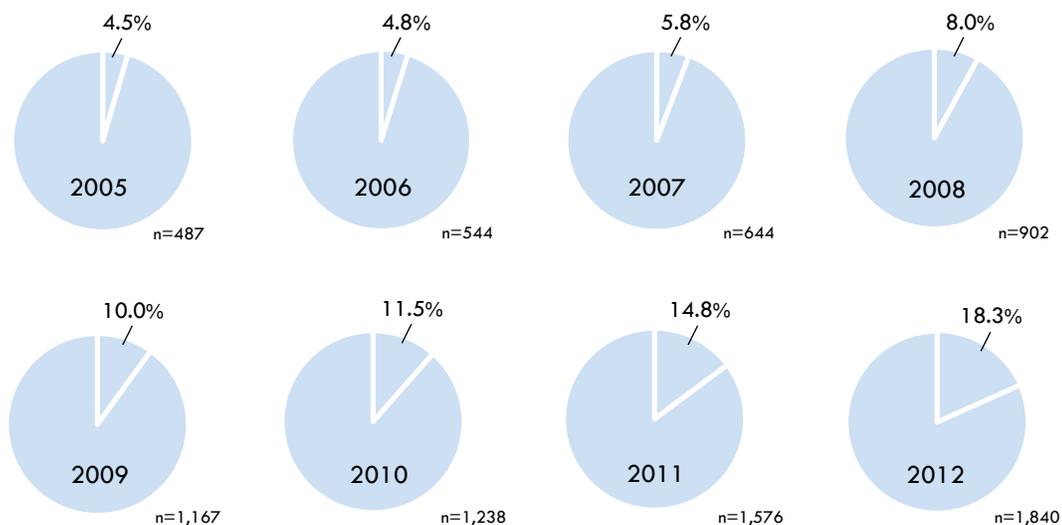
Note: Kinesiology and CTE courses are 100% and 74% transferable, respectively.
Source: SMCCCD Student Database, end of term

Figure 16 CSM Instructional Program Enrollments by Transferability, Fall 2012



Source: SMCCCD Student Database, end of term

Figure 17 CSM Students in Online Courses Proportional Share of CSM Total Headcount, Fall 2005 – Fall 2012



Note: Percentage represents proportional share of CSM students in online courses. N indicates online student unduplicated headcount.

Table 19 CSM Students in Online Courses Proportional Share of CSM Total Headcount, Fall 2005 – Fall 2012

Fall Term	Online Students		
	Unduplicated Headcount	As Percent of All CSM Headcount	All CSM Headcount
2005	487	4.5	10,725
2006	544	4.8	11,325
2007	644	5.8	11,185
2008	902	8.0	11,206
2009	1,167	10.0	11,647
2010	1,238	11.5	10,769
2011	1,576	14.8	10,618
2012	1,840	18.3	10,042
Total	8,398	9.6	87,517

Trends in online course enrollment are presented in Table 19 and Figure 17. Between fall 2005 and fall 2012, the number of students (unduplicated headcount) enrolling in CSM online coursework increased from 487 to 1,840 (278 percent). Expressed differently, in fall 2005, only 1 in 21 (4.5 percent) of all CSM students were enrolled in at least one online course. In contrast, in fall 2012, this figure had increased to nearly 1 in 5 (18.3 percent) of all CSM students.

The College’s key instructional productivity metrics, fall 2007 – spring 2013, are displayed in Table 20. Six individual fall, spring, and summer term productivity indicators are displayed. In response to budget reductions, CSM strategically reduced the total number of sections offered by more than 20 percent during this period of time: -21 percent in the fall semesters and -23 percent in the spring semesters. Guided by District and College overarching

Table 20 CSM Instructional Productivity and Efficiency, Fall 2007 – Spring 2013

	Total Headcount	Enrollments	FTEF	FTES	WSCH	Load	Sections
Fall Terms							
2007	11,083	27,737	235.83	3,967.22	119,015	505	1,149
2008	11,215	27,758	228.63	3,975.45	119,263	522	1,113
2009	11,508	28,938	214.47	4,135.15	124,055	578	1,058
2010	10,588	26,632	192.68	3,731.41	111,942	581	945
2011	10,540	26,317	199.41	3,583.84	107,515	539	956
2012	9,946	25,342	192.48	3,469.17	104,075	541	912
Total	64,880	162,724	1,263.50	22,862.24	685,865	543	6,133
Change 2007–2012	-1,137	-2,395	-43.35	-498.05	-14,940	36	-237
% Change 2007–2012	-10.3%	-8.6%	-18.4%	-12.6%	-12.6%	7.1%	-20.6%
Spring Terms							
2008	10,899	28,201	239.16	3,940.63	118,219	494	1,189
2009	11,405	28,716	211.67	4,144.61	124,338	587	1,043
2010	11,679	28,773	208.51	4,153.43	124,603	598	1,047
2011	10,261	26,346	191.85	3,601.07	108,032	563	944
2012	9,827	24,564	190.90	3,335.00	100,050	524	938
2013*	9,366	23,538	189.93	3,229.79	96,894	510	919
Total	63,437	160,138	1,232.02	22,404.54	672,136	546	6,080
Change 2008–2013	-1,533	-4,663	-49.23	-710.84	-21,325	16	-270
% Change 2008–2013	-14.1%	-16.5%	-20.6%	-18.0%	-18.0%	3.2%	-22.7%
Summer Terms							
2008	5,816	8,243	51.81	1,019.51	30,584	590	295
2009	6,422	9,415	54.62	1,105.31	33,159	607	301
2010	5,713	8,445	47.18	993.08	29,793	631	262
2011	5,407	8,148	49.25	936.99	28,110	571	265
2012	5,225	7,364	48.18	922.80	27,684	575	258
Total	28,583	41,615	251.05	4,977.70	149,329	595	1,381
Change 2008–2012	-591	-879	-3.63	-96.71	-2,900	-15	-37
% Change 2008–2012	-10.2%	-10.7%	-7.0%	-9.5%	-9.5%	-2.7%	-12.5%

Note: Spring 2013 based upon first census data; all other terms based upon end of term data reports.

goals, reductions reflected a variety of enrollment management strategies to eliminate under-enrolled programs and offer many lifelong learning courses under the umbrella of SMCCCD Community Education. As CSM trimmed its section offerings, the College's overall efficiency, measured in terms of Load, has increased by +7 percent and +3 percent in the fall and spring semesters, respectively.

The top 40 enrolled courses in fall 2012 are identified in Table 21. These top enrolled courses are all "core" courses leading to or fulfilling either AA/AS degree requirements or lower-division transfer requirements. These 40 CSM courses comprise 32 percent of all fall 2012 enrollments.

Table 21 CSM Top 40 Courses by Enrollment Size, Fall 2012

Course	Title	Sections	Enrollments	Enrollments per Section
ENGL 100	Composition and Reading	30	779	26.0
PSYC 100	General Psychology	6	581	96.8
MATH 120	Intermediate Algebra	13	461	35.5
ENGL 848	Introduction to Comp and Reading	17	458	26.9
PLSC 210	American Politics	10	423	42.3
ENGL 110	Composition, Literature & Critical Thinking	15	394	26.3
MATH 811	Arithmetic Review	10	380	38.0
SOCI 100	Introduction To Sociology	9	374	41.6
ASTR 100	Introduction To Astronomy	8	362	45.3
PHIL 100	Introduction to Philosophy	7	329	47.0
COMM 110	Public Speaking	12	328	27.3
BIOL 100	Introduction to the Life Sciences	6	316	52.7
COMM 130	Interpersonal Communication	11	311	28.3
MATH 200	Elementary Probability & Statistics	8	311	38.9
MATH 110	Elementary Algebra	8	291	36.4
ECON 100	Principles of Macro Economics	5	237	47.4
FITN 116	Body Conditioning	5	237	47.4
MUS. 100	Fundamentals of Music	7	237	33.9
BIOL 110	General Principles of Biology	7	216	30.9
ACTG 121	Financial Accounting	5	210	42.0
ENGL 838	Intensive Introduction to Composition/Reading	8	210	26.3
MATH 251	Calculus/Analytic Geometry I	5	197	39.4
MATH 111	Elementary Algebra I	6	186	31.0
CIS 110	Introduction to CIS	5	182	36.4
FITN 334	Yoga	4	179	44.8
CHEM 210	General Chemistry I	6	176	29.3
ECON 102	Principles of Micro Economics	5	174	34.8
BUS. 100	Contemporary American Business	5	170	34.0
ETHN 101	Introduction to Ethnic Studies I	4	166	41.5
ACTG 100	Accounting Procedures	3	162	54.0
BIOL 250	Anatomy	6	161	26.8
ADAP 875	Adapted Evaluation	2	159	79.5
HIST 201	United States History I	5	159	31.8
HSCI 100	General Health Science	4	158	39.5
CRER 120	College and Career Success	4	147	36.8
PSYC 200	Developmental Psychology	2	140	70.0
LIBR 100	Intro. to Library Research	3	137	45.7
MATH 241	Applied Calculus I	4	135	33.8
MATH 130	Analytic Trigonometry	4	132	33.0
MATH 125	Elementary Finite Math	4	131	32.8

Trends in Student Achievement

Success

Perhaps the single most referenced metric for student achievement is the successful course completion rate. Overall, CSM students successfully completed 71 percent of all courses in the 2011-12 academic year. The associated withdrawal rate and retention rates were 15 percent and 85 percent, respectively. These rates have remained remarkably consistent over the past 5 years. (See Table 22)

Additional course success rate detail is provided for the 40 top-enrolled courses with enrollments of 100 students or more for fall 2012. (See Table 23) The college-wide success rate was 69.8 percent for fall 2012.

Table 22 CSM Student Success, Retention, and Withdraw Rates, 2007-08 to 2011-12

Academic Year	Enrollment Count	Success Rate	Retention Rate	Withdraw Rate
2007-08	55,092	70%	84%	16%
2008-09	55,260	70	84	16
2009-10	56,540	70	85	15
2010-11	52,196	70	84	16
2011-12	50,054	71	85	15
Total 2007-08 to 2011-12	269,142	70%	84%	16%

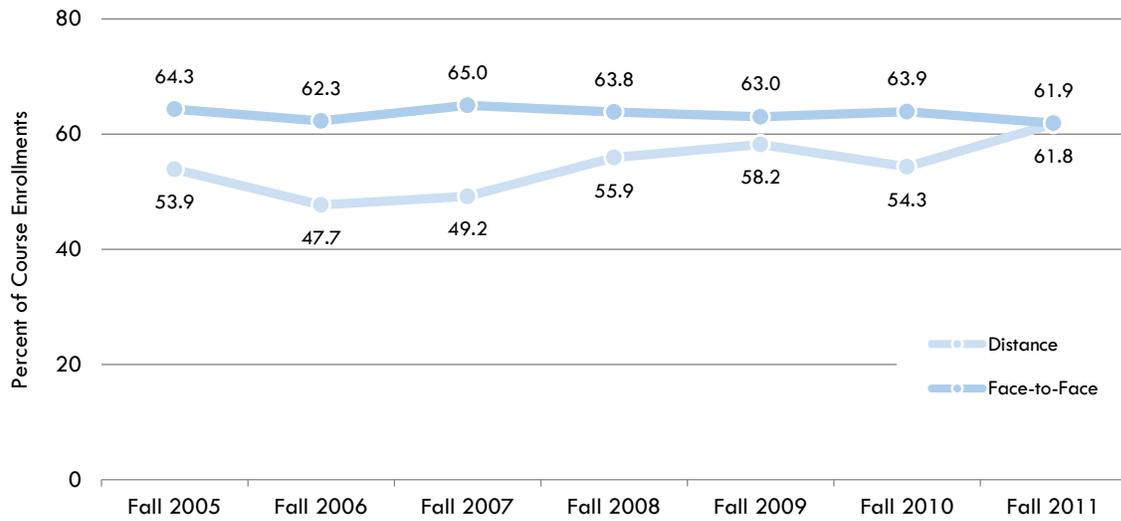
Notes: Academic Year (e.g., 2010-11) represents fall and spring semesters, combined. Success = A, B, C, and CR only, and does not include students with a D, F, or Incomplete.

Source: SMCCCD Student Database

Table 23 CSM Success Rates of High Enrollment Courses, Fall 2012

Course	Title	Sections	Enrollments	Enrollments per Section	Success Rate
NURS 808	Open Skills Laboratory	1	100	100.0	92.0
ADAP 110	Adapted General Conditioning	3	109	36.3	91.7
ADAP 875	Adapted Evaluation	2	159	79.5	89.3
CRER 121	Planning for Student Success	4	124	31.0	84.7
FITN 334	Yoga	4	179	44.8	82.7
CRER 120	College and Career Success	4	147	36.8	79.6
FITN 116	Body Conditioning	5	237	47.4	79.3
READ 830	College and Career Reading	4	111	27.8	79.3
MUS. 100	Fundamentals of Music	7	237	33.9	77.6
BIOL 110	General Principles of Biology	7	216	30.9	75.9
MATH 122	Intermediate Algebra I	3	108	36.0	75.0
DGME 100	Media in Society	4	126	31.5	74.6
COMM 130	Interpersonal Communication	11	311	28.3	74.6
CHEM 210	General Chemistry I	6	176	29.3	73.3
ESL 828	Writing for Non-Native Speakers IV	4	107	26.8	72.0
ENGL 110	Composition, Literature & Critical Thinking	15	394	26.3	71.6
ETHN 102	Introduction to Ethnic Studies II	3	119	39.7	71.4
ENGL 102	English Practicum	4	100	25.0	71.0
MUS. 202	Music Listening and Enjoyment	3	105	35.0	69.5
PSYC 200	Developmental Psychology	2	140	70.0	69.3
LIBR 100	Introduction to Library Research	3	137	45.7	68.6
FILM 100	Introduction to Film	2	104	52.0	68.3
ACTG 121	Financial Accounting	5	210	42.0	67.6
BUS. 100	Contemporary American Business	5	170	34.0	67.1
ASTR 100	Introduction to Astronomy	8	362	45.3	66.3
ETHN 101	Introduction to Ethnic Studies I	4	166	41.5	65.7
SOCI 100	Introduction to Sociology	9	374	41.6	65.2
ECON 100	Principles of Macro Economics	5	237	47.4	65.0
ECON 102	Principles of Micro Economics	5	174	34.8	64.9
ACTG 100	Accounting Procedures	3	162	54.0	64.8
COMM 110	Public Speaking	12	328	27.3	64.3
HSCI 100	General Health Science	4	158	39.5	63.9
CIS 110	Introduction to CIS	5	182	36.4	63.7
PLSC 210	American Politics	10	423	42.3	63.6
ENGL 848	Introduction to Composition and Reading	17	458	26.9	63.3
BIOL 250	Anatomy	6	161	26.8	62.7
ENGL 100	Composition and Reading	30	779	26.0	62.5
MATH 120	Intermediate Algebra	13	461	35.5	62.0
MATH 200	Elementary Probability & Statistics	8	311	38.9	61.1
MATH 110	Elementary Algebra	8	291	36.4	59.8

Figure 18 Success Rates, Distance versus Comparable Face-to-Face Coursework, Fall 2005 – Fall 2011



Distance Education Success

Parallel student success data for distance education courses are displayed in Figures 18-20. Achievement data for online coursework are directly compared to the same courses offered in the traditional face-to-face modality. The historical overall “achievement gap” between online and traditional coursework success rates has been virtually eliminated at CSM between fall 2005 and fall 2011: from -10.4 points in fall 2005 (53.9 percent versus 64.3 percent) to -0.1 points in fall 2011 (61.8 percent versus 61.9 percent). (See Figure 18) The corresponding withdrawal rates and retention rates reveal the same pattern of convergence. (See Figures 19-20)

Figure 19 Withdrawal Rates, Distance versus Comparable Face-to-Face Coursework, Fall 2005 – Fall 2011

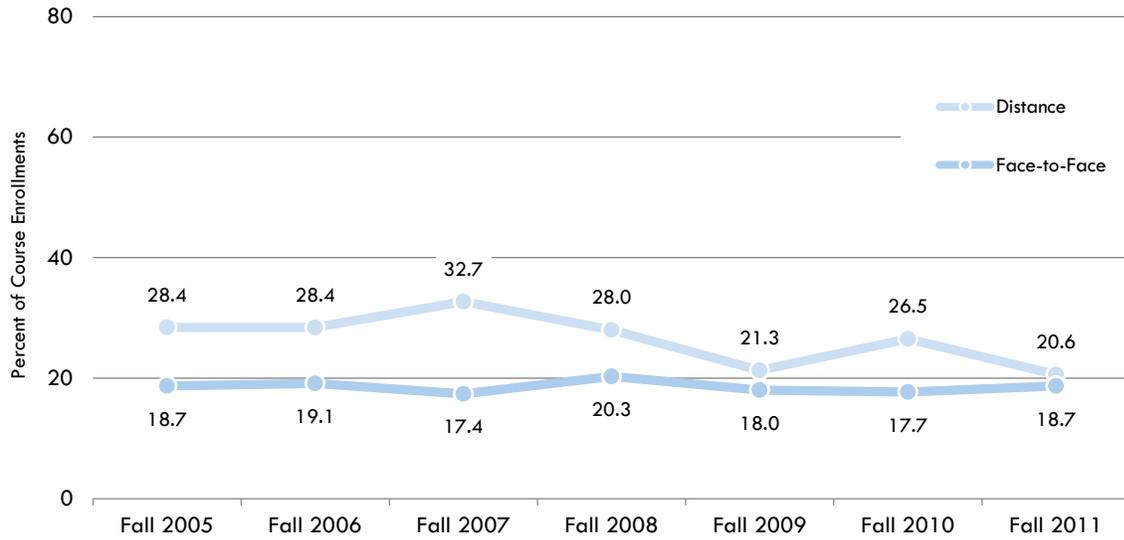


Figure 20 Retention Rates, Distance versus Comparable Face-to-Face Coursework, Fall 2005 – Fall 2011

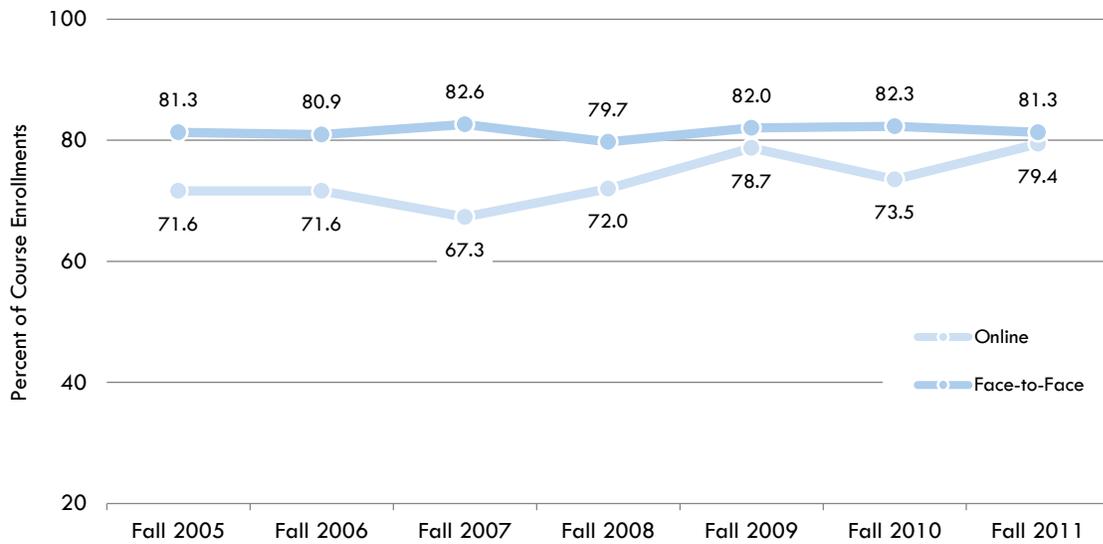


Table 24 CSM Degrees and Certificates Awarded, 2006-07 to 2011-12

Academic Year	# of Awards and % of Yearly Total								Total Awards
	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization		
2006-07	251	35.1%	135	18.9%	215	30.0%	115	16.1%	716
2007-08	294	35.7	106	12.9	263	32.0	160	19.4	823
2008-09	285	33.3	147	17.2	307	35.9	117	13.7	856
2009-10	313	31.9	151	15.4	315	32.1	203	20.7	982
2010-11	240	26.6	142	15.8	353	39.2	166	18.4	901
2011-12	237	25.2	153	16.3	362	38.5	188	20.0	940
Total	1,620	31.0%	834	16.0%	1,815	34.8%	949	18.2%	5,218

Note: All academic year data include summer term awards, with summer term counted at end of the academic year; e.g., fall 2011 + spring 2012+ summer 2012.

Table 25 CSM Transfer Degrees Awarded, Spring 2012 – Spring 2013

Term	AA-T	AS-T	Total	As a share of all Associate degrees
Spring 2012	2	2	4	1.7
Summer 2012	1	1	2	3.4
Fall 2012	3	2	5	3.6
Spring 2013	34	39	73	17.9

Degrees and Certificates

Another key measurement of student achievement is the number of degrees and certificates awarded. Overall, 5,218 degrees and certificates were awarded, from 2006-07 to 2011-12. Over the past five years, the number of degrees awarded has remained relatively stable, while the number of certificates has increased. (See Table 24)

In 2012, CSM began implementation of California’s Student Transfer Achievement Reform Act. With the creation of new “transfer degrees” (AA-T and AS-T), students now have a clear curricular pathway leading to transfer at any CSU campus. Table 25 shows that CSM students are increasingly utilizing transfer degrees. In spring 2013, transfer degrees comprised 17.9 percent of all AA/AS degrees awarded.

Degree and certificate outcomes are commonly measured by the U.S. Department of Education for all community colleges. Since the inception of this metric in 1998, CSM’s degree and certificate completion rates have ranked near or above the statewide average for all California community colleges. (See Table 26)

The growth in CSM’s distance education curriculum is reflected in the number of degree and certificate earners utilizing online coursework. In 2004-05, approximately 1 in 13 (7.5 percent) of all CSM award earners had taken at least one online course. In contrast, in 2011-12, nearly 6 of 10 (58.4 percent) of award earners utilized online coursework. (See Table 27)

Table 26 CSM Student Right-to-Know Degree/Certificate Completion Rates, 1997–2000 to 2008–2011

Cohort	CSM	Statewide Average
2008-2011	18.2%	24.6%
2007-2010	23.0	24.4
2006-2009	19.2	16.7
2005-2008	27.1	24.1
2004-2007	24.7	24.8
2003-2006	34.1	25.1
2002-2005	51.8	36.0
2001-2004	43.8	35.3
2000-2003	42.8	33.7
1999-2002	41.7	34.8
1998-2001	44.0	30.6
1997-2000	43.7	32.7
1996-1999	39.6	32.0
1995-1998	39.9	34.3

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. Data are published in December for the prior academic year, e.g., 2008-11 data were published December 2012.

Source: California Community Colleges Chancellor’s Office, <http://srtk.cccco.edu>.

Table 27 CSM Awards Earned by CSM Distance Education Students, 2004–05 to 2011–12

Academic Year	# of Awards and % of Yearly Total								Total	Distance Awards as % of All CSM Awards
	Associate in Arts		Associate in Science		Certificate of Achievement		Certificate of Specialization			
2004–05	20	28.6%	7	10.0%	18	25.7%	25	35.7%	70	7.5
2005–06	43	26.4	27	16.6	34	20.9	59	36.2	163	17.5
2006–07	65	35.5	32	17.5	35	19.1	51	27.9	183	25.6
2007–08	94	44.8	30	14.3	37	17.6	49	23.3	210	25.5
2008–09	123	45.2	51	18.8	50	18.4	48	17.6	272	31.8
2009–10	139	37.5	55	14.8	98	26.4	79	21.3	371	37.8
2010–11	145	34.6	57	13.6	124	29.6	93	22.2	419	46.5
2011–12	175	31.9	93	16.9	169	30.8	112	20.4	549	58.4
Total	804	35.9%	352	15.7%	565	25.3%	516	23.1%	2,237	31.6

Note: Academic Year = fall + spring + summer.

Table 28 CSM Transfer Students to CSU and UC, 1989-90 to 2011-12

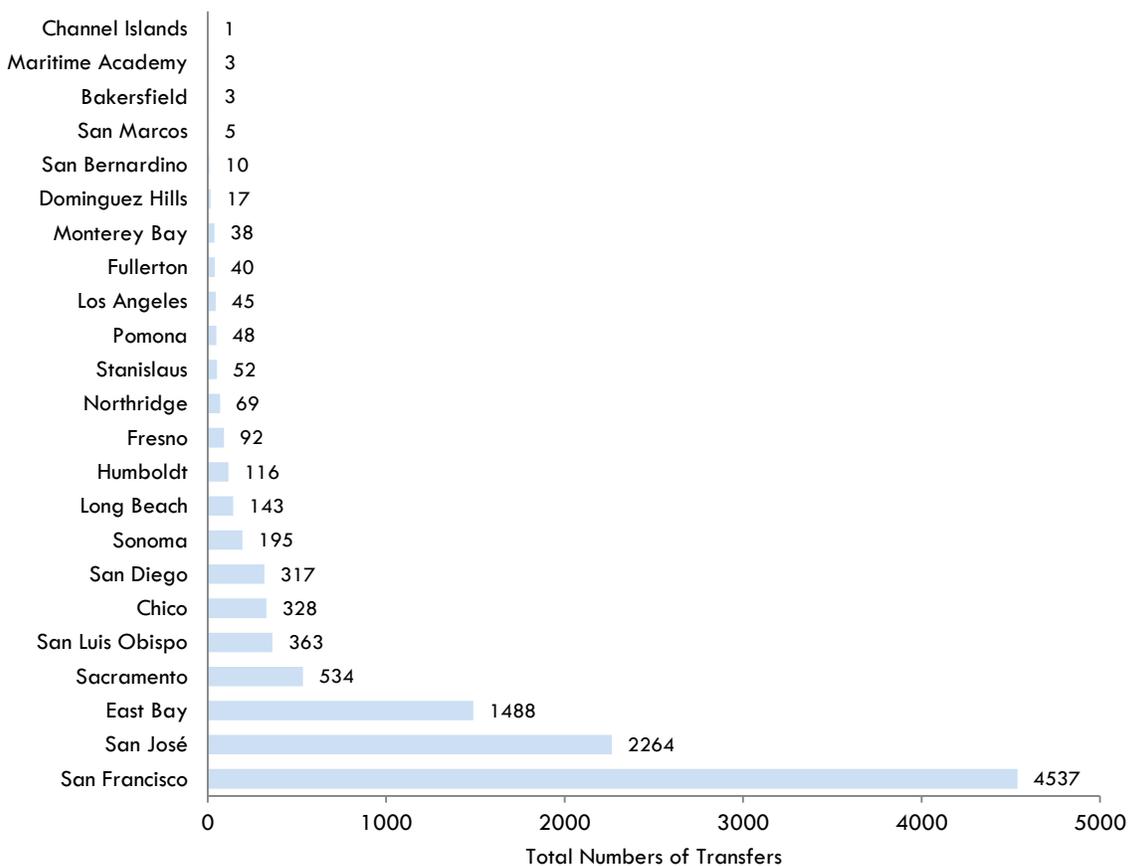
Full Year	Transfer Students			Percent of Total		
	CSU	UC	Total	CSU	UC	Total
1989-90	762	153	915	83.3%	16.7%	100%
1990-91	648	155	803	80.7	19.3	100
1991-92	568	160	728	78.0	22.0	100
1992-93	559	127	686	81.5	18.5	100
1993-94	557	163	720	77.4	22.6	100
1994-95	570	139	709	80.4%	19.6%	100%
1995-96	599	153	752	79.7	20.3	100
1996-97	573	138	711	80.6	19.4	100
1997-98	492	147	639	77.0	23.0	100
1998-99	457	156	613	74.6	25.4	100
1999-00	435	144	579	75.1%	24.9%	100%
2000-01	411	177	588	69.9	30.1	100
2001-02	447	207	654	68.3	31.7	100
2002-03	429	184	613	70.0	30.0	100
2003-04	373	119	492	75.8	24.2	100
2004-05	316	151	467	67.7%	32.3%	100%
2005-06	336	159	495	67.9	32.1	100
2006-07	409	143	552	74.1	25.9	100
2007-08	423	144	567	74.6	25.4	100
2008-09	387	132	519	74.6	25.4	100
2009-10	242	136	378	64.0%	36.0%	100%
2010-11	376	144	520	72.3	27.7	100
2011-12	339	133	472	71.8	28.2	100

Sources: UC Office of the President (2010-11 and later); California State University (2010-11 and later); California Postsecondary Education Commission (2009-10 and earlier).

Transfer

In 2011-12, 472 CSM students transferred to the University of California and California State University systems. Approximately another 250 students transferred to California private and out-of-state institutions. There has been a significant decline in the number of students transferring to CSU in the past two decades, while the number transferring to UC has remained more stable. (See Table 28). This shift reflects both overall statewide fiscal issues which have impacted the capacity of both UC and CSU campuses to accommodate transfer students as well as changes in the academic preparedness and baccalaureate degree aspirations of students enrolling at CSM.

Figure 21 CSM Transfers to the California State University, 1989-90 to 2011-12

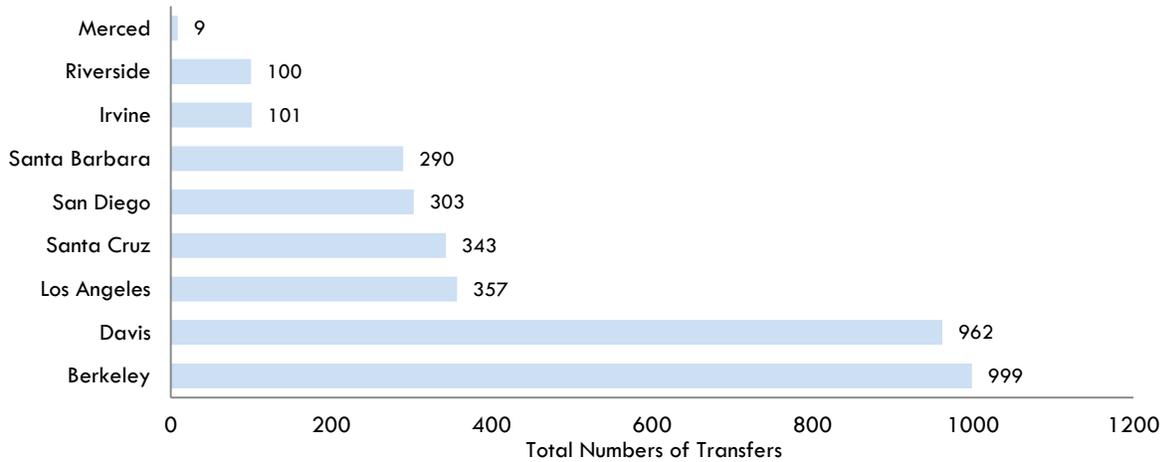


Sources: California State University (2010-11 and later) and California Postsecondary Education Commission (2009-10 and earlier).

The vast majority of CSM students transfer to a CSU or UC campus located close to home: 78 percent of CSU transfers enroll at 3 campuses—San Francisco, San Jose, and East Bay, while 57 percent of UC transfers enroll at two campuses—Berkeley and Davis. (See Figures 21-22) Since 1989-90, 80.2 percent of transfers enroll at a CSU or UC campus within approximately 100 miles of CSM. Stated differently, of the total 32 CSU and UC campuses, nine campuses (28 percent) enroll 80.2 percent of all CSM transfers. This geographic pattern of transfer enrollment (i.e., “close to home”) is also found nationally and statewide. This CSM transfer enrollment pattern has remained constant for as long as transfer data have been systematically collected.

Transfer outcomes are commonly measured by the U.S. Department of Education for all community colleges. Since the inception of this metric in 1998, CSM’s transfer rates have ranked near or above the statewide average for all California community colleges. (See Table 29)

Figure 22 CSM Transfers to the University of California, 1989-90 to 2011-12



Sources: UC Office of the President (2010-11 and later) and California Postsecondary Education Commission (2009-10 and earlier).

Table 29 CSM Student Right-to-Know (SRTK) Transfer Rates, 1997 – 2000 to 2008 – 2011

Cohort	CSM	Statewide Average
2008-2011	19.3%	13.9%
2007-2010	16.9	15.2
2006-2009	19.2	16.7
2005-2008	19.3	17.9
2004-2007	40.0	25.1
2003-2006	36.3	24.7
2002-2005	28.5	29.6
2001-2004	27.7	21.4
2000-2003	28.3	22.1
1999-2002	33.1	23.6
1998-2001	32.4	27.0
1997-2000	32.0	25.5
1996-1999	33.3	25.1
1995-1998	36.3	23.1

Note: The federally-mandated Student Right-to-Know (SRTK) reports track all certificate, degree, and transfer-seeking first-time and full-time students over a three-year period. SRTK is a "cohort" study. The SRTK cohort is a group of students who are: first-time freshmen, enrolled full-time and are degree-seeking. These students are identified in a fall term and their outcomes are measured over a period of three years, at which time the SRTK rates are calculated and made public. Data are published in December for the prior academic year, e.g., 2008-11 data were published December 2012.

Source: California Community College Chancellor's Office, <http://srtk.cccco.edu>.

Table 30 CSM Student Placement Test Results, 2008-09 to 2011-12

	2008-09	2010-11	2011-12
Math Placement			
Basic Skills	17%	53%	52%
AA/AS Degree Applicable	53	20	21
Transfer Level	30	27	27
English Placement			
Basic Skills	12%	8%	6%
AA/AS Degree Applicable	61	61	63
Transfer Level	27	32	32

Note: MATH 110/111/112 became basic skills effective fall 2009, which accounts for the dramatic shift in the proportion of students placing into basic skills math coursework.

Table 31 Freshmen Mathematics and English Proficiency Levels: UC, CSU, CCC, & CSM, Fall 2011

Institution	Total Freshmen	Math		English	
		Proficient	Assessed Below College-Level	Proficient	Assessed Below College-Level
UC System	32,218	100%	0%	75.0%	25.0%
CSU System	54,478	66.7	33.3	66.3	33.7
CCC System	350,129	14.6	85.4	28.4*	71.6
CSM	-	27.0	73.0	32.0*	68.0

* Does not include ESL placements.

Note: As applied to the CCC's, proficiency = "transfer level" coursework. As applied to the SMCCCD, proficiency in English = ENGL 100; proficiency in mathematics = MATH 125 level or higher.

Sources: University of California Office of the President, California State University, and California Community Colleges Chancellor's Office.

Student Placement Test Results and Outcomes: Mathematics, English and ESL

Approximately 70 percent of CSM's new, first-time students consistently place below transfer-level mathematics and English coursework. (See Table 30) Of those students placing into basic skill courses, the success rate is approximately -15 points lower than the college-wide average for all courses. Table 31 provides a statewide higher education perspective on students' preparedness for college-level coursework in mathematics and English. These data indicate that remediation is a major issue at all three segments of public higher education—UC, CSU, and the California Community Colleges system as a whole, which includes CSM.

Table 32 CSM Student Achievement and Progression in Basic Skills/Pre-Transfer through Transfer-Level Coursework: English, ESL, and Mathematics

Students who start at:	Head-count	Subsequently Enroll at Transfer-level		Succeed at Transfer-level		Overall Basic Skills through Transfer-level Completion Rate
		Students	Rate	Students	Rate	
English						
1 level below transfer	4,301	2,592	60.3	2,130	82.2	49.5
2 levels " "	1,881	1,075	57.2	786	73.1	41.8
3 levels " "	1,191	428	35.9	340	79.4	28.5
ESL						
1 level below transfer	202	138	68.3	123	89.1	60.9
Mathematics						
1 level below transfer	3,966	1,945	49.0	1,507	77.5	38.0
2 levels " "	1,341	516	38.5	381	73.8	28.4
3 levels " "	3,555	946	26.6	701	74.1	19.7
4 levels " "	3,064	503	16.4	374	74.4	12.2
5 levels " "	2,289	195	8.5	132	67.7	5.8

Notes: English and ESL students were tracked from fall 2003 to fall 2011. Math students were tracked from fall 2000 to spring 2010. English coursework leading to transfer: ENGL 828 [3 levels below transfer] → 838 [2 levels] → 848 [1 level] → 100. ESL coursework leading to transfer: ESL 400 [1 level below transfer] → ENGL 100. Math coursework leading to transfer: MATH 811 [5 levels below transfer] → 111 [4 levels] → 110 [3 levels] → 122 [2 levels] → 120 [1 level] → 125+.

Students' initial placement in the sequence of coursework leading to transfer level English and mathematics coursework reveals a clear pattern of achievement relative to their curricular starting point. Students who initially enroll at the lowest levels of English and math have the lowest rates of subsequent success in transfer-level coursework: 28.5 percent and 5.8 percent, respectively. (See Table 32) Conversely, students who initially enroll only one level below transfer-level coursework succeed at significantly higher rates: 49.5 percent and 38.0 percent, respectively. Of ESL students who initially place one level below transfer-level English, 60.9 percent eventually succeed.

ARCC Success and Achievement Measures

In 2004, the California Community Colleges Chancellor's Office implemented common performance indicators for the system and for its colleges. This comprehensive system, Accountability Reporting for the Community Colleges (ARCC), provides data for seven performance indicators for all community colleges in the state, individual colleges, and individual college "peer groups."

The data presented here include the complete six-year ARCC 1.0 dataset for CSM, 2007-2012. During this period of time CSM has consistently ranked above the majority of ARCC performance indicators for the California Community Colleges system as a whole and for its peer groups. (See Table 33) Note that ARCC 2.0 "Scorecard 2013" data are not available at the time of the preparation of this report.

**Table 33 CSM Accountability Reporting for the Community Colleges (ARCC 1.0)
Performance Indicators, 2007 – 2012**

1 Student Progress & Achievement Rate

Year	CSM	Statewide	Peer Group
2007	59.8%	52.0%	58.1%
2008	60.2	51.2	57.4
2009	59.5	51.8	55.4
2010	62.5	52.3	55.7
2011	58.4	53.6	56.8
2012	58.0	53.6	56.9

2 Percent Earning 30 Units+

Year	CSM	Statewide	Peer Group
2007	73.5%	70.3%	72.9%
2008	73.5	70.4	72.6
2009	73.2	71.2	73.2
2010	74.4	72.4	74.6
2011	73.5	72.8	74.8
2012	75.2	73.5	76.2

3 Fall-to-Fall Persistence Rate

Year	CSM	Statewide	Peer Group
2007	71.0%	69.3%	69.3%
2008	73.2	68.3	70.7
2009	69.0	69.2	71.3
2010	74.9	68.7	71.1
2011	77.8	67.6	73.1
2012	76.5	71.3	74.2

4 Successful CTE Course Completion Rate

Year	CSM	Statewide	Peer Group
2007	78.8%	77.3%	84.4%
2008	81.3	78.2	79.8
2009	80.4	77.7	75.7
2010	80.9	77.5	75.8
2011	79.6	77.0	75.7
2012	78.8	76.7	75.8

5 Successful Basic Skills Course Completion Rate

Year	CSM	Statewide	Peer Group
2007	60.5%	60.4%	67.2%
2008	62.5	60.5	66.9
2009	58.5	60.5	62.1
2010	63.5	61.5	63.8
2011	56.8	61.4	63.0
2012	59.5	62.0	63.8

6 Basic Skills Improvement Rate

Year	CSM	Statewide	Peer Group
2007	N/A	50.4%	N/A
2008	62.4%	50.0	54.3%
2009	58.9	51.2	55.3
2010	52.4	50.1	55.0
2011	57.6	58.6	57.3
2012	60.2	58.6	58.1

7 ESL Improvement Rate

Year	CSM	Statewide	Peer Group
2007	N/A	N/A	N/A
2008	58.7%	44.7%	39.3%
2009	61.9	50.1	41.3
2010	58.7	53.2	41.5
2011	54.1	54.6	49.4
2012	52.5	64.6	48.8

Notes: For details see: CSM's Accountability Reporting for the Community Colleges (ARCC), Performance Indicators, 2007-2012 <http://collegeofsanmateo.edu/institutionalresearch/studentoutcomes.asp>, and "Focus on Results, Accountability Reporting for the Community Colleges, Report to the Legislature, March 31, 2012." <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC.aspx>. ARCC 2.0 "Scorecard 2013" data was not available at the time of the preparation of this report.

Campus Climate

Beyond quantitative data regarding student achievement and demographic profiles, an important dimension of institutional self-understanding can be gleaned from qualitative research. Accordingly, the College systematically captures student, faculty, administrators, and staff opinions, and attitudes regarding various aspects of institutional effectiveness. Each spring semester since 2010, a comprehensive campus climate and satisfaction survey is administered to the entire college community. The survey instrument is tailored to each of three key groups: students, classified staff, and faculty and administrators as a combined, single cohort. For all three groups, satisfaction levels are generally high. Three years of survey data consistently report respondents' positive agreement with a series of statements regarding the totality of their CSM experience. In questions specifically concerned with overall satisfaction with the College, satisfaction levels range from 84.4 percent - 100 percent for students, staff, and faculty and administrators. (See Table 34)

Table 34 Overall Attitudes toward CSM: Students, Classified Staff, and Faculty/ Administrators, 2010 – 2012

Student Attitudes	2010 (n=1,118)	2011 (n=1,397)	2012 (n=1,132)
Would you recommend CSM to a family member or friend?	96.4%	96.9%	97.6%
If I were starting over, I would attend CSM.	90.8	91.0	91.4
How would you describe CSM's reputation in the community?	91.2	90.9	93.9
Overall, how would you rate your educational experience at CSM?	91.7	92.9	92.7
Classified Staff Attitudes	2010 (n=44)	2011 (n=48)	2012 (n=49)
I am proud to say that I am an employee of CSM.	97.6%	97.9%	97.9%
I would recommend CSM to a family member or friend who is looking for a job.	88.4	91.3	86.7
I would recommend CSM to a family member or a friend who is a prospective student.	93.0	97.8	100.0
Overall, I like working for CSM.	100.0	97.8	100.0
Faculty/Administrator Attitudes	2010 (n=101)	2011 (n=123)	2012 (n=127)
I am proud to say that I am an employee of CSM.	90.8%	94.1%	89.7%
I would recommend CSM to a family member or friend who is looking for a job.	84.4	83.3	86.0
I would recommend CSM to a family member or a friend who is a prospective student.	89.7	92.5	88.0
Overall, I like working for CSM.	94.8	93.3	90.6

Note: Data compare the total percentages of respondents who expressed positive agreement.

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Organization of the Self Evaluation Process

At College of San Mateo, adherence to accreditation standards is an ongoing, dynamic process focused on student success, institutional and program effectiveness, and assessment and continuous improvement. In spring 2008, the College formed the Accreditation Oversight Committee, charged with two principal roles: to coordinate College of San Mateo's ongoing activities related to its accreditation and to provide open communication between the Accreditation Oversight Committee and the College community [Org-1].

The Accreditation Oversight Committee

The Accreditation Oversight Committee, chaired by Vice President of Instruction Susan Estes, the Accreditation Liaison Officer (ALO), and composed of membership that includes faculty, classified staff, administrators, and students, has met regularly since its formation and has overseen issues, activities, and reports relating to accreditation, including *College of San Mateo Follow-Up Report, 2008; College of San Mateo Follow-Up Report, 2009; College of San Mateo Midterm Report, 2010; Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2010; Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2013; and College of San Mateo Status Report on Student Learning Outcomes Implementation, October 2012*—all posted on the Accreditation Oversight Committee's website [Org-1].

Selection of the Faculty Co-Chair

As a result of this continuous monitoring of accreditation-related matters, the Accreditation Oversight Committee had gained the knowledge and experience needed to guide the 2013 Institutional Self Evaluation process. At its January 22, 2010, meeting, which marked the start of the committee's focused, concentrated efforts on the 2013 Institutional Self Evaluation, the Accreditation Liaison Officer asked members to begin planning for the next institutional self evaluation by selecting a faculty editor or editors for the *2013 Self Evaluation Report of Educational Quality and Institutional Effectiveness* by the end of the spring 2010 semester. The goal was to have the faculty editor (later designated as the faculty co-chair) become a member of the Accreditation Oversight Committee in fall 2010. The selection process included putting out a call for applicants and screening the applications in order to make a recommendation to the Academic Senate Governing Council for final approval. At its March 5, 2010, meeting the Accreditation Oversight Committee agreed on the duties and responsibilities of the faculty co-chair and charged the Accreditation Liaison Officer, upon approval of the position's description by the Academic Senate president, to send an email announcing the co-chair's position and inviting interested faculty to apply for the position [Org-2]. The announcement was sent on April 1, 2010 [Org-3].

At the April 16, 2010, meeting the Accreditation Oversight Committee reviewed the paper-screening form for the selection of the 2013 Institutional Self Evaluation faculty co-chair and identified the knowledge, skills, and abilities for each of the desired qualifications. The President of the Academic Senate and the Accreditation Liaison Officer interviewed the applicant, and the Governing Council of the Academic Senate approved the faculty co-chair on May 11, 2010. Upon completion of the selection process, the Accreditation Liaison Officer introduced Laura Demsetz, the faculty co-chair, to the Accreditation Oversight Committee at its May 21, 2010,

meeting. The ALO also indicated that a dedicated accreditation office would be located in the new College Center, beginning in fall 2011 [Org-4].

Formation of Committees

Early in the fall 2010 semester, the ALO announced at the Accreditation Oversight Committee's first meeting that three planning targets for the 2013 Institutional Self Evaluation should be set for completion by the end of the semester: formation of the Accreditation Steering Committee (later renamed the 2013 Institutional Self Evaluation Logistics Committee to more closely reflect its responsibilities), identification of co-chairs for each Standard's writing committee, and identification of the graphic design/web design team to assist with communication about the self evaluation process. This last group became the 2013 Institutional Self Evaluation Communications Committee [Org-5]. By November, membership of the Logistics Committee and the Communications Committee had been finalized and approved by the Accreditation Oversight Committee [Org-6, Org-7, Org-8]. Also approved at the November meeting were the co-chairs from administration for the Standards writing committees [Org-9]. By December 2010, the committee had established the initial draft of a calendar and timelines for the 2013 Institutional Self Evaluation [Org-10].

During spring 2011, planning for the 2013 Institutional Self Evaluation continued with the identification of six faculty and administrators who, because of their key roles on Standards committees, would attend the Academic Senate Accreditation Institute in March [Org-11]. By late February the Academic Senate-approved faculty co-chairs for the Standards writing teams were accepted by the Accreditation Oversight Committee in preparation for the 2013 Institutional Self Evaluation Orientation Workshop, held in March. Participating in the workshop were members of the Accreditation Oversight Committee, members of the 2013 Self Evaluation Logistics Committee, members of the 2013 Institutional Self Evaluation Communications Committee, the Standards and the Planning Agenda co-chairs, and the coordinators responsible for identifying themes in the *2013 Self Evaluation Report*. The co-chairs of the 2013 Institutional Self Evaluation, Susan Estes and Laura Demsetz, facilitated the workshop [Org-12, Org-13]. In May, some classified staff were appointed by CSEA to the Standards committees; the rest of the classified staff were appointed in fall 2011.

Additionally in spring 2011, the San Mateo County Community College District Accreditation Coordinating Council held a meeting to begin to identify areas of coordination across the District. This committee is chaired by the Vice Chancellor of Educational Services and Planning, Jing Luan, who also serves as the District's Accreditation Liaison Officer. The Council identified District liaisons to serve as resources to the colleges' Standards committees [Org-14]. The District Accreditation Coordinating Council met as needed throughout the two-year self evaluation process.

In late May, to educate all College employees about the 2013 Institutional Self Evaluation process, the Accreditation Liaison Officer sent an all-college e-mail explaining the process and its importance [Org-15].

The fall 2011 semester began with additional faculty, classified staff, and student appointments to the Standards committees, and the Standards committees writing teams were ready to begin their work [Org-16]. Due to workload and other factors, some members of Standards committees were rotated off a committee and replaced by another member from the same constituency, but, for the most part, the memberships remained stable throughout the two-year self evaluation process.

**2013 Institutional Self Evaluation Standards Committees
(Membership in 2012-13)**

Standard I Institutional Mission and Effectiveness

Name	Description
Andreas Wolf	Co-chair, Administration
Yaping Li	Co-chair, Faculty
Valerie Anderson	Classified Staff
Jeremy Ball	Faculty
John Kilic	Student
Krystal Romero	Administration
District Liaison	Jing Luan

Standard II.A Instructional Programs

Name	Description
Sandra Stefani Comerford	Co-chair, Administration
David Danielson	Co-chair, Faculty
Anna St. Amand	Classified Staff
Ron Andrade	Classified Staff
Steve Gonzales	Faculty
Laszlo Lengyel	Student
Theresa Martin	Faculty
Nancy Paolini	Faculty
Charles Rope	Faculty
Michelle Schneider	Classified Staff
Tim Tulloch	Faculty
District Liaison	Jing Luan

Standard II.B Student Support Services

Name	Description
Marsha Ramezane	Co-chair, Administration
Ruth Turner	Co-chair, Faculty
Ron Andrade	Classified Staff
Martin Bednarek	Faculty
Jon Kitamura	Faculty
Bret Pollack	Faculty
Sue Roseberry	Classified Staff
Hayley Sharpe	Student
District Liaison	Jing Luan

Standard II.C Library and Learning Support Services

Name	Description
Lorrita Ford	Co-chair, Administration
Mohsen Janatpour	Co-chair, Faculty
Ron Andrade	Classified Staff
Cheryl Gregory	Faculty
Kristan Krissy Houlet	Student
Daniel Keller	Faculty
Jennifer Mendoza	Administration
District Liaison	Jing Luan

Standard III.A Human Resources

Name	Description
Henry Villareal	Co-chair, Administration
Madeleine Murphy	Co-chair, Faculty
Juanita Alunan	Faculty
Alicia Kinert	Student
Annie Theodos	Classified Staff
District Liaison	Harry Joel

Standard III.B Physical Resources

Name	Description
Henry Villareal	Co-chair, Administration
Joe Mangan	Co-chair, Faculty
Yin Mei Lawrence	Faculty
Aaron Schaefer	Classified Staff
Hayley Sharpe	Student
District Liaisons	Jose Nunez, Karen Powell

Standard III.C Technology Resources

Name	Description
Henry Villareal	Co-chair, Administration
Joe Mangan	Co-chair, Faculty
Stacey Grasso	Faculty
Chuck LaMere	Classified Staff
Eli Sakov	Student
Sam Sanchez	Faculty
District Liaison	Eric Raznick

Standard III.D Financial Resources

Name	Description
Henry Villareal	Co-chair, Administration
Jeff Flowers	Co-chair, Faculty
Kat Alvarado	Student
Maggie Ko	Classified Staff
Steven Lehigh	Faculty
Rosemary Nurre	Faculty
District Liaison	Kathy Blackwood

Standard IV Leadership and Governance

Name	Description
Kevin Henson	Co-chair, Administration
Lloyd Davis	Co-chair, Faculty
Fauzi Hamadeh	Classified Staff
Kristan Krissy Houlet	Student
George Kramm	Faculty
Eileen O'Brien	Faculty
District Liaison	Barbara Christensen

Responses to 2007 Self Study Planning Agenda

Name	Description
Charlene Frontiera	Co-chair, Administration
Jane McAteer	Assistant Co-chair, Administration
Richard Lohmann	Faculty

Coordinator of 2013 Self Evaluation Themes

Name	Description
Kathleen Ross	Coordinator, Administration
Valerie Anderson	Assistant Coordinator, Classified Staff

Research, Planning, and Editorial Support:
Office of Planning, Research, & Institutional Effectiveness

Name	Description
John Sewart	Coordinator, Administration
Milla McConnell-Tuite	Coordinator, Faculty
Monique Nakagawa	Classified Staff
Marci Totten	Classified Staff
Milla Khano	Student

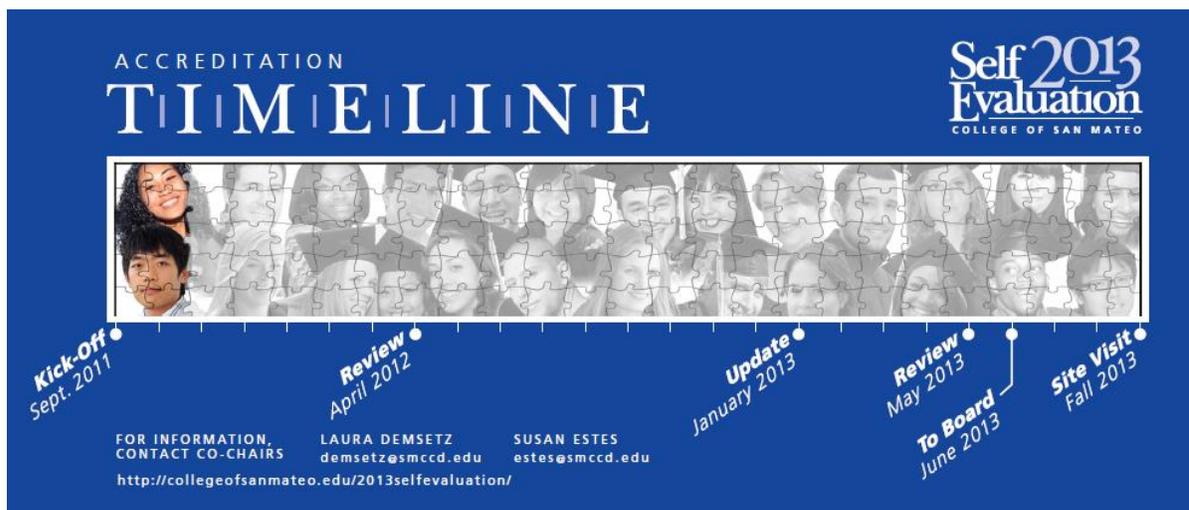


Figure 1 2013 Self Evaluation Timeline, September 2011

Fall 2011 All-College Kickoff

Most importantly, the all-college kickoff was held in September. Introduced by the College President and facilitated by Susan Estes and Laura Demsetz, co-chairs of the 2013 Institutional Self Evaluation, the kickoff presented an overview of accreditation and the purpose and process of institutional self evaluation. The College's visual representation of the timeline, with specific timeframes for completing drafts and reviews of the *2013 Self Evaluation Report*, was distributed [Org-17].

In September, ten administrators, faculty, and classified staff from College of San Mateo attended an all-day ACCJC Accreditation Workshop. Led by the Commission's Vice President Jack Pond and Vice President Susan Clifford, the workshop was designed for institutions beginning their two-year self evaluation process. In addition, during September the co-chairs of the 2013 Institutional Self Evaluation held orientation meetings for each of the Standards committees. Included in these orientations was an introduction to the 2013 Institutional Self Evaluation website populated with the timeline, committee structures, and key resources, including links to essential ACCJC manuals [Org-18, Org-19].

2013 Institutional Self Evaluation Timeline

The Institutional Self Evaluation process has been well planned and organized to ensure inclusive participation from all constituencies, to provide regular communication about the process to the College community, and to provide ample time for the writing committees to conduct research and write drafts of their responses to the Standards.

Shown below and posted on the 2013 Institutional Self Evaluation website is the timeline for the entire two-year preparation of the *2013 Self Evaluation Report*; some minor adjustments were made to the timeline as the process occurred [Org-20]. Two significant dates in the process were the posting of the first draft and the posting of the second draft [Org-21, Org-22]. In addition, the Office of Planning, Research, and Institutional Effectiveness posted the results of Student Campus Climate Satisfaction Surveys and Employee Campus Climate Satisfaction Surveys in August 2011 and August 2012 [Org-23].

2013 Institutional Self Evaluation Timeline, College of San Mateo

- | | |
|------------------|---|
| May 2010 | <ul style="list-style-type: none"> • Faculty Co-chair for the Self Evaluation Appointed |
| November 2010 | <ul style="list-style-type: none"> • 2013 Self Evaluation Logistics Committee Approved by the Accreditation Oversight Committee • 2013 Self Evaluation Communications Committee Approved by the Accreditation Oversight Committee • Standards Committees Administration Co-chairs Accepted by the Accreditation Oversight Committee |
| December 2010 | <ul style="list-style-type: none"> • First Meeting of the 2013 Self Evaluation Communications Committee |
| February 2011 | <ul style="list-style-type: none"> • Standards Committees Faculty Co-chairs Approved by the Academic Senate and Accepted by the Accreditation Oversight Committee |
| March-May 2011 | <ul style="list-style-type: none"> • Recruitment of Standards Committees Members |
| March 11, 2011 | <ul style="list-style-type: none"> • Orientation Workshop for Logistics Committee, Communications Committee, Standards Co-chairs, and Accreditation Oversight Committee |
| April 2011 | <ul style="list-style-type: none"> • Initial Meeting of the District Accreditation Coordinating Committee District Liaisons to Standards Committees Identified by the District Accreditation Coordinating Council |
| May 2011 | <ul style="list-style-type: none"> • Standards Committees Classified Staff Members Approved by CSEA and Accepted by the Accreditation Oversight Committee • 2013 Self Evaluation Web Site Populated • College-wide Surveys of Students, Faculty, Classified Staff, and Administrators Conducted by PRIE (Office of Planning, Research, and Institutional Effectiveness) • First Meeting of the 2013 Self Evaluation Logistics Committee Presentations by the District Accreditation Liaison Officer (ALO) to the District Shared Governance Council and to the District Academic Senate |
| June-July 2011 | <ul style="list-style-type: none"> • Standards Committees Faculty Members Approved by the Academic Senate and Accepted by the Accreditation Oversight Committee |
| June-August 2011 | <ul style="list-style-type: none"> • 2013 Accreditation Office in College Center Organized and Prepared for Fall 2011 Use |
| August 2011 | <ul style="list-style-type: none"> • Standards Committees Student Members Approved by the Associated Students
Survey Results Posted by PRIE
Oral Announcement by a District Administrator at a Board of Trustees Meeting that the Three Colleges Are Preparing for Their Two-year Self Evaluations, Culminating in Site Visits in 2013 |

- | | |
|------------------------------|---|
| September 2011 | <ul style="list-style-type: none"> • Standards Committees Adjunct Faculty Members, Students, and Additional Full-time Faculty Members Approved by the Academic Senate and Accepted by the Accreditation Oversight Committee |
| September 16, 2011 | <ul style="list-style-type: none"> • All-College 2013 Self Evaluation Kick-off |
| September 21, 2011 | <ul style="list-style-type: none"> • Formal Information Report Presented to the Board of Trustees by District ALO |
| September 30, 2011 | <ul style="list-style-type: none"> • ACCJC Self Evaluation Training, Held at Skyline College |
| October 2011 –
March 2012 | <ul style="list-style-type: none"> • Standards Committees Research and Write First Draft of the <i>2013 Institutional Self Evaluation Report</i> |
| April 2012 | <ul style="list-style-type: none"> • Written First Drafts from Standards Committees and Planning Agenda Group Due to 2013 Self Evaluation Co-chairs |
| April-May 2012 | <ul style="list-style-type: none"> • First Draft of the <i>2013 Institutional Self Evaluation Report</i> Distributed for College, and District Office, Review and Comment |
| Spring 2012 | <ul style="list-style-type: none"> • Presentations by the District ALO to the District Participatory Governance Council and to the District Academic Senate • Presentation by the District ALO to the SMCCCD Board of Trustees |
| May 2012 | <ul style="list-style-type: none"> • College-wide Surveys of Students, Faculty, Classified Staff, and Administrators Conducted by PRIE |
| August 2012 | <ul style="list-style-type: none"> • Survey Results Posted by PRIE |
| August – November
2012 | <ul style="list-style-type: none"> • Standards Committees and Planning Agenda Group Write Second Draft of <i>2013 Institutional Self Evaluation Report</i> |
| December 2012 | <ul style="list-style-type: none"> • Second Drafts from the Standards Committees and Planning Agenda Group Due to 2013 Self Evaluation Co-chairs • Themes Identified |
| January 2013 | <ul style="list-style-type: none"> • Preparation for Fall 2013 Site Visit Begun by Logistics Committee |
| February 2013 | <ul style="list-style-type: none"> • Second Draft of the <i>2013 Institutional Self Evaluation Report</i> Distributed for College, and District Office, Review and Comment |
| February – March
2013 | <ul style="list-style-type: none"> • Standards Committees, Planning Agenda Group, and Themes Group Write Third Draft of the <i>2013 Institutional Self Evaluation Report</i> |
| March-April 2013 | <ul style="list-style-type: none"> • Editing of Third Draft of the <i>2013 Institutional Self Evaluation Report</i> |
| May 2013 | <ul style="list-style-type: none"> • Third Draft of the <i>2013 Institutional Self Evaluation Report</i> Posted for College, and District Office, Review and Comment • All-College Final Review of the <i>2013 Institutional Self Evaluation Report</i> |
| May-July 2013 | <ul style="list-style-type: none"> • Final Editing of the <i>2013 Institutional Self Evaluation Report</i> |
| Summer 2013 | <ul style="list-style-type: none"> • <i>2013 Institutional Self Evaluation Report</i> Presented to SMCCCD Board of Trustees for Review, Comment, Approval, and Sign-off |

- *2013 Institutional Self Evaluation Report* Sent to ACCJC
- Logistics Committee Preparation for Fall 2013 External Evaluation Site Visit

Fall 2013

- External Evaluation Team Site Visit

Assignment of Responsibilities

Professor of English Daniel Keller was identified as the copy-editor for the *2013 Self Evaluation Report*. Professor of Digital Media, Ed Seubert, who served as a member of the 2013 Institutional Self Evaluation Communications Committee, was appointed to serve as the graphic designer. The Office of Planning, Research, and Institutional Effectiveness (PRIE), whose Dean, John Sewart, and Coordinator of Planning, Milla McConnell-Tuite, serve on the Accreditation Oversight Committee, assumed responsibility for providing institutional data and research on pertinent programs and policies; research included preparing the evidentiary information on student achievement, student enrollment, student demography, and compliance with distance education regulations. PRIE also was identified to provide document preparation support. The SLO coordinator, Professor of Physics David Locke, prepared evidence of student learning outcomes and assessment of outcomes. The Vice President of Student Services Jennifer Hughes, the Dean of Counseling and Matriculation Marsha Ramezane, and the Study Abroad Coordinator Martha Tilmann, and staff from the International Student Center provided evidence for quality of student support services and evidence of international activities. Henry Villareal, chair of College of San Mateo's Budget Planning Committee, in consultation with the Executive Vice Chancellor, provided information relating to the evidence of compliance with financial performance and integrity. Staff from Community Relations and Marketing provided the primary information relating to evidence of compliance with providing public information.

Broad-based College Review

Throughout April, the *2013 Self Evaluation Report* was edited based on broad-based college review and formatted in preparation for posting for an all-college review of the third draft in early May.

The third draft was posted May 3 [Org-24]. An all-college meeting on May 10, 2013, allowed faculty, staff, students, and administrators the opportunity for a final discussion of the *2013 Self Evaluation Report* before it was prepared for distribution to the Board of Trustees in June 2013 [Org-25].

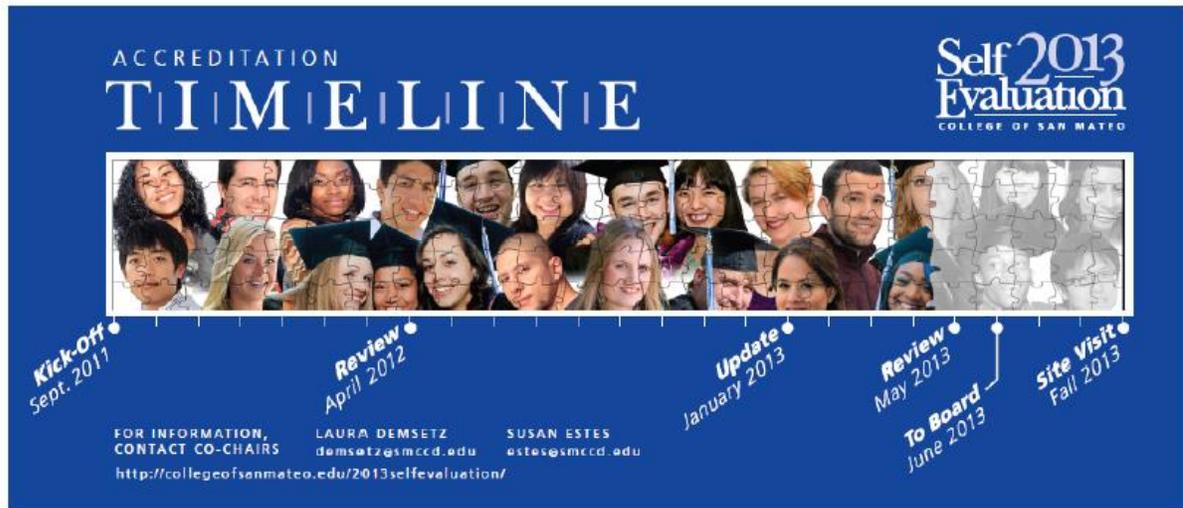


Figure 2 2013 Self Evaluation Timeline, Fall 2013 Update

Logistical Preparations

Although preliminary preparatory meetings were held in 2011 and 2012, the Logistics Committee began to meet regularly in April 2013 in order to prepare for the external evaluation visit, scheduled for October 21 through October 24, 2013. Among the topics discussed were hotel selection, identification of the external evaluation team room, food arrangements, and preparation of a short brochure in order to inform the College community about the visit.

On July 10, 2013, the Board of Trustees held a study session to review the final draft of College of San Mateo's *2013 Self Evaluation Report of Educational Quality and Institutional Effectiveness* that had been distributed to the Board in June. At this study session were College of San Mateo's Accreditation Liaison Officer; the recently-retired Vice President of Instruction, who served as Accreditation Liaison Officer from 2007 to June 30, 2013; and the faculty co-chair of the 2013 Institutional Self Evaluation process.

On July 24, 2013, the Board of Trustees approved College of San Mateo's *2013 Self Evaluation Report of Educational Quality and Institutional Effectiveness* [Org-26].

Evidence for Organization of the Self Evaluation Process

- Org-1. Accreditation Oversight Committee website.
<http://collegeofsanmateo.edu/accredinfo/>
- Org-2. Accreditation Oversight Committee Meeting Summary, March 5, 2010.
http://collegeofsanmateo.edu/accredinfo/aoc_summary_2010.03.05.pdf
- Org-3. Communications from the Accreditation Liaison Officer, April 1, 2010.
http://collegeofsanmateo.edu/2013selfevaluation/communications_2010-04-01.asp
- Org-4. Accreditation Oversight Committee Meeting Summary, May 21, 2010.
http://collegeofsanmateo.edu/accredinfo/aoc_summary_2010.05.21.doc
- Org-5. Accreditation Oversight Committee Meeting Summary, September 3, 2010.
http://collegeofsanmateo.edu/accredinfo/aoc_summary_2010.09.03.doc
- Org-6. Accreditation Oversight Committee Meeting Summary, November 5, 2010.
http://collegeofsanmateo.edu/accredinfo/aoc_summary_2010.11.05.pdf
- Org-7. 2013 Institutional Self Evaluation Logistics Committee website.
http://collegeofsanmateo.edu/2013selfevaluation/committees_steering.asp
- Org-8. 2013 Institutional Self Evaluation Communications Committee website.
http://collegeofsanmateo.edu/2013selfevaluation/committees_communications.asp
- Org-9. 2013 Institutional Self Evaluation Standards Committees.
http://collegeofsanmateo.edu/2013selfevaluation/committees_standards.asp
- Org-10. Accreditation Oversight Committee Meeting Summary, December 10, 2010.
http://collegeofsanmateo.edu/accredinfo/aoc_summary_2010.12.10.doc
- Org-11. Accreditation Oversight Committee Meeting Summary, February 4, 2011..
http://collegeofsanmateo.edu/accredinfo/aoc_summary_2011.02.04.doc
- Org-12. Accreditation Oversight Committee Meeting Summary, February 25, 2011.
http://collegeofsanmateo.edu/accredinfo/aoc_summary_2011.02.25.doc
- Org-13. Co-chairs, 2013 Institutional Self Evaluation, "Workshop Agenda," March 2011.
http://www.collegeofsanmateo.edu/2013selfevaluation/docs/evidence/accred_workshop_March2011.pdf
- Org-14. District Accreditation Coordinating Council Meeting Summary, April 25, 2011.
<http://www.smccd.edu/edservplan/dac/files/District%20Accreditation%20Minutes%2020110425.pdf>
- Org-15. Communications from the Accreditation Liaison Officer, May 20, 2011.
http://collegeofsanmateo.edu/2013selfevaluation/communications_2011-05-20.asp
- Org-16. Accreditation Oversight Committee Meeting Summary, September 9, 2011.
http://collegeofsanmateo.edu/accredinfo/aoc_summary_2011.09.09.pdf
- Org-17. Communications from the Accreditation Liaison Officer, August 23, 2011.
http://collegeofsanmateo.edu/2013selfevaluation/communications_2011-08-23.asp

- Org-18. Accreditation Oversight Committee Meeting Summary, October 14, 2011.
http://collegeofsanmateo.edu/accredinfo/aoc.summary_2011.10.14.doc.pdf
- Org-19. 2013 Self Evaluation website.
<http://collegeofsanmateo.edu/2013selfevaluation/>
- Org-20. 2013 Self Evaluation Timeline.
<http://collegeofsanmateo.edu/2013selfevaluation/timeline.asp>
- Org-21. Communications from the Accreditation Liaison Officer, May 8, 2012.
http://collegeofsanmateo.edu/2013selfevaluation/communications_2012-05-08.asp
- Org-22. Communications from the Accreditation Liaison Officer, February 13, 2013.
http://collegeofsanmateo.edu/2013selfevaluation/communications_2013-02-13.asp
- Org-23. Qualitative Data and Surveys website. Office of Planning, Research, and Institutional Effectiveness.
<http://collegeofsanmateo.edu/institutionalresearch/qualitivedata.asp>
- Org-24. Communications from the Accreditation Liaison Officer, May 3, 2013.
http://collegeofsanmateo.edu/2013selfevaluation/communications_2013-05-03.asp
- Org-25. Communications from the Accreditation Liaison Officer, March 26, 2013.
http://collegeofsanmateo.edu/2013selfevaluation/communications_2013-03-26.asp
- Org-26. San Mateo County Community College District Board of Trustees Agenda, July 24, 2013.
<https://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2013-07-24%20Agenda.pdf>

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Thematic Abstract

Spanning College of San Mateo's 2013 "Self Evaluation Report of Educational Quality and Institutional Effectiveness" are six themes that demonstrate the College's focus on achieving student learning and success. This focus is supported by systematic evaluation and planning; by the assessment of student learning outcomes and student achievement data; by human, physical, technology, and financial resources used to implement plans and initiatives reflecting the College's Institutional Priorities; and by strong leadership informed by participatory governance.

Institutional Commitments

College of San Mateo's Mission Statement, which is periodically reviewed as scheduled in the College of San Mateo Integrated Planning Calendar 2005/2006 to 2016/2017, affirms the College's commitment to providing "an exceptional educational opportunity" and fostering "a culture of excellence and success that engages and challenges students through a comprehensive curriculum . . ." Complementing the Mission's commitment to student success are three Institutional Priorities: "Improve Student Success", "Promote Academic Excellence," and "Promote High-Quality Programs and Services." *Overview of Institutional Planning for Continuous Improvement of Student Success* (available in full following the Thematic Abstract) visually illustrates this institutional commitment to student learning and success.

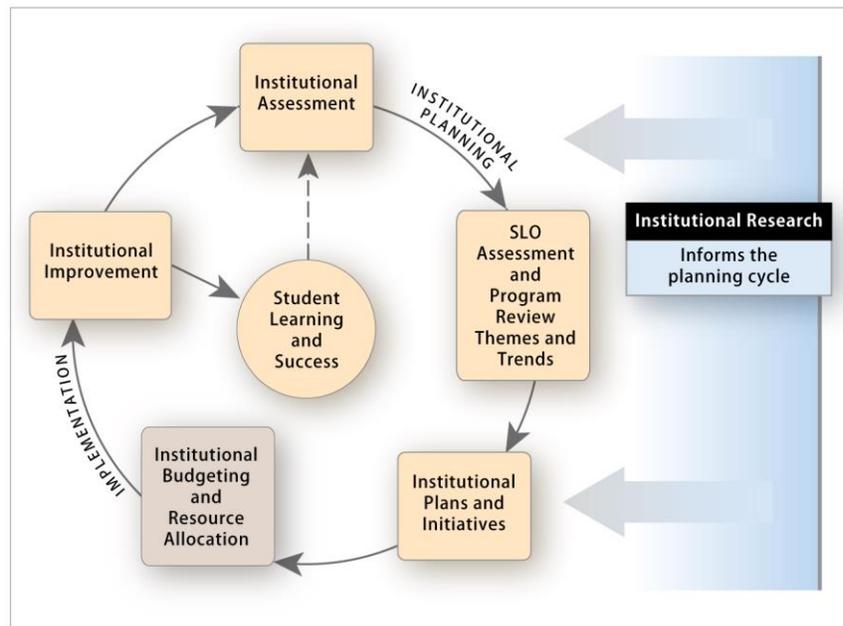


Figure 1 The Institutional-Level Planning Cycle

To ensure that the commitment to student learning and success is realized, the College uses its *Educational Master Plan* as a primary resource for planning. The *Educational Master Plan*, which includes student achievement data, drives the institutional planning process that uses a well-defined cycle of research and analysis, resource allocation, implementation, and assessment to ensure continuous improvement. [Standard I]

Instructional programs providing a “comprehensive curriculum of basic skills, career and technical programs, and transfer preparation” fulfill the Mission. Student support services and library and learning support services are closely integrated with instruction to ensure that there is sufficient institutional support for student success. Used to measure the College’s commitment to student success are course, program, and institutional (General Education) SLOs, which are assessed and then woven into the planning cycle through annual program review. [Standard II and Appendix E]

Also supporting the College’s commitment to student learning and success are stable, sustainable financial resources that allow the college to provide the human, physical, and technology resources needed to support its instructional programs, student services, library, and learning support services, and administrative functions. [Standard III]

Effective and ethical leadership, firmly based on participatory governance, results in decisions that support student learning and institutional effectiveness. The College appropriately assesses its plans and decisions to ensure that its institutional commitment to continuous, ongoing improvement is met. [Standard IV]

Evaluation, Planning, and Improvement

Overview of Institutional Planning for Continuous Improvement and Success succinctly describes College of San Mateo’s integrated planning cycle, which is driven by the Mission Statement and informed by the *Educational Master Plan* that includes student achievement data. Figure 2 illustrates the planning cycle, which has at its core a focus on student learning and success.

The institutional planning cycle is designed to result in continuous improvement and can, therefore, be visualized as “beginning” and “ending” with assessment. Institutional planning draws heavily on SLO assessment and the identification of themes and trends through program review. [Standard II] Initially discussed and prioritized at the division level or unit level, the themes and trends are then forwarded to the Institutional Planning Committee, where they are prioritized at the college level based on the Institutional Priorities and then used to update institutional plans and develop initiatives, which, in turn, inform budgeting and resource allocation. [Standard I] Funding requests for professional enrichment to develop faculty expertise in teaching and learning, full-time faculty staffing, classified staffing, facilities, instructional equipment, and instructional materials come through program review; and faculty must include an explanation of how the requests support the College’s Mission Statement and Institutional Priorities. [Standards II and III] The impact on student success is then measured and assessed, and the cycle begins again. [Standard I]

The Institutional Planning Committee has overarching stewardship for the ongoing implementation and assessment of College of San Mateo’s integrated institutional planning process and ensures that relevant segments from the program-level planning cycle, particularly SLO assessment, analysis of student achievement outcomes, and trends and themes, are integrated into the College’s institutional planning. [Standard I]

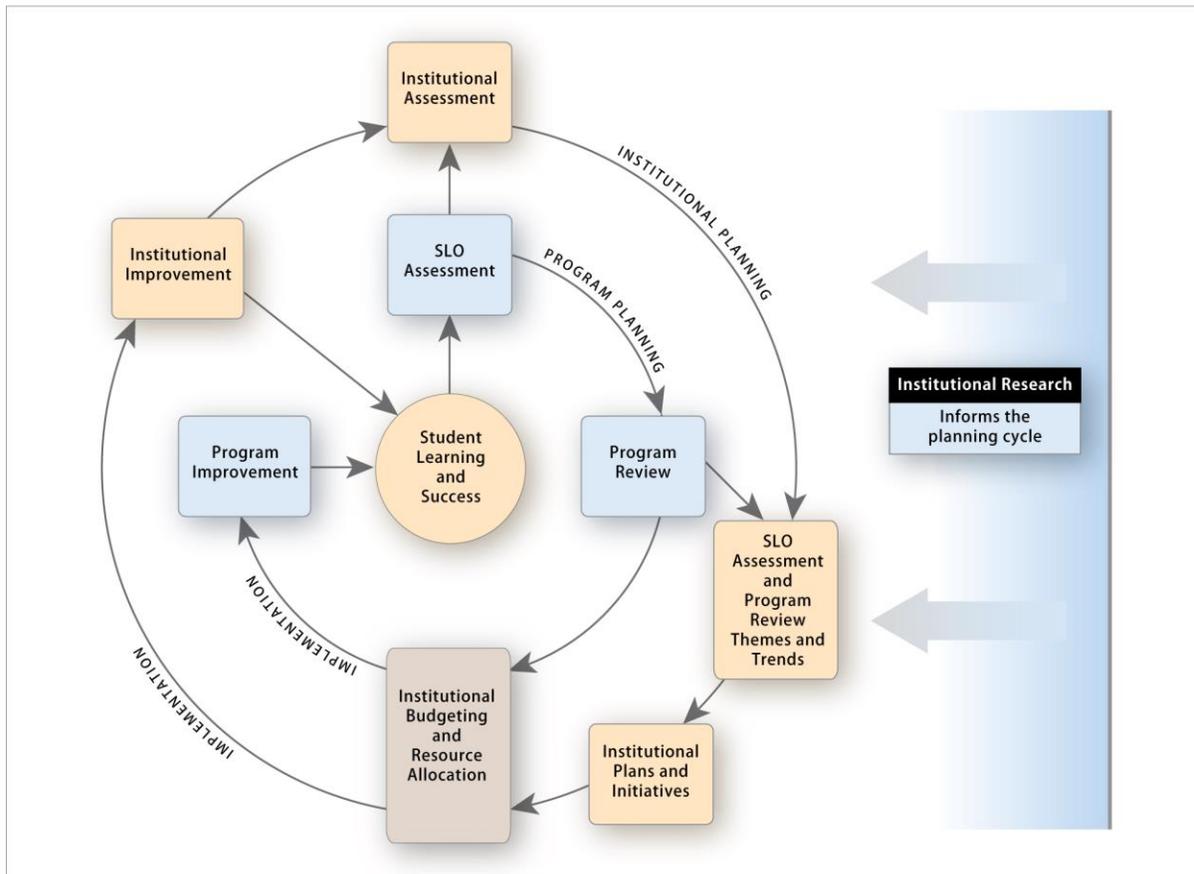


Figure 2 The Integrated Planning Cycle

Student Learning Outcomes

College of San Mateo uses SLO assessment for sustainable continuous quality improvement. Three of the College's Institutional Priorities supporting its Mission Statement specifically address student learning:

- Improve Student Success
- Promote Academic Excellence
- Promote Relevant, High-Quality Programs and Services

As shown in Figures 1 and 2, student learning outcomes and their assessment are embedded in the College's integrated planning process, which is centered on student learning and success. [Standard I 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]

The College is now engaging in refinement of its student learning outcomes processes. For example, as a result of the Institutional Planning Committee's focus on program reviews in spring 2013, the Instructional Administrators Council is discussing ways to provide support to career and technical education programs whose faculty are primarily adjunct. Under consideration is a grid for gathering SLO and assessment data and information from faculty and the use of classified staff support for the clerical process of archiving this data in TracDat. If appropriate and applicable, this process might be recommended for college-wide adoption by programs whose faculty need support in entering information into TracDat. (Appendix E)

Organization

College of San Mateo is organized to support student learning and success. Key to ensuring that student learning occurs is the annual program review process and the assessment of course, program, and institutional (General Education) student learning outcomes. Informed by student achievement data and other evidentiary information from the Office of Planning, Research, and Institutional Effectiveness (PRIE) and based on assessment of student learning outcomes, programs use the annual program review process to identify and request resources needed to achieve or improve student success. The impact of the allocation or the denial of funding is then assessed in the following annual program review cycle. [Standards II and III] In addition, through an identification and analysis of themes and trends emerging from program review, first at the division or unit level and then at the institutional level through the Institutional Planning Committee, the College is able to support plans and initiatives designed to improve student learning. [Standards I, II, and III] Student learning outcomes are made public through the posting of all program reviews on the PRIE website and the posting of course, program, and institutional student learning outcomes on the student learning outcomes website: http://collegeofsanmateo.edu/sloac/assessment_committee.asp.

Dialog

One of the five Institutional Priorities, now embedded into the College's Mission Statement, is "enhance institutional dialog," a priority that is integral to the College's collegial, consultative participatory governance and planning processes. As illustrated above in Figure 2, ample opportunities for dialog occur throughout the planning cycle: at the program level during discussions of SLO assessment and during the preparation of program review; at the division and institutional level during the identification of themes and trends; at the institutional level during the development of plans and initiatives, during resource allocation, and during assessment of institutional (General Education) SLOs; and at all levels as assessment of the planning process is measured against student learning and success. [Standard I] Departments and programs engage in ongoing, robust dialog when faculty and staff develop and assess course and program student learning outcomes in order to make continuous improvements to increase student success. [Standard II and Appendix E] Program and institutional dialog drives the identification of needed human, physical, technology, and financial resources; the decisions concerning the allocation of these resources; and the assessment of the extent to which the resources furthered student success. [Standard III and *Overview of Institutional Planning for Continuous Improvement of Student Success*] Very importantly, the President supports effective dialog by supporting participatory governance; by holding college-wide meetings; by sending timely, informative college-wide emails; by holding "office hours" by walking around the campus at scheduled times; and by keeping a

calendar and a schedule that are flexible enough to allow him to meet with members of the College community as needed. [Standard IV]

College of San Mateo's Mission Statement explicitly states that the College "uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement." In 2008, the President established the Office of Planning, Research, and Institutional Effectiveness (PRIE) and since then has used resources as they become available to build PRIE's staffing capacity. The *Educational Master Plan* plus additional research and data from PRIE inform all facets of the College's integrated planning, including SLO assessment and program review. [Standards I, II, III, and IV]

Institutional Integrity

College of San Mateo is committed to institutional integrity that reflects honesty, truthfulness, equity, and accuracy in its interactions with students, faculty, staff, the Accrediting Commission for Community and Junior Colleges, other external official entities, and the public. The Mission Statement affirms that the College "is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community." This Mission is reinforced in the College's Diversity Statement, approved by the Board of Trustees, May 15, 2013:

College of San Mateo maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves. As an academic institution, the College fosters a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. The College abides by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

In addition, the District has in place a number of policies and procedures addressing areas such as employee rights and protection, nondiscrimination, professional ethics, prohibition of harassment, accreditation, and equal opportunity. College of San Mateo adheres to these and all other policies and procedures that define institutional integrity. [Standards II, III.A, and IV]

The College Catalog specifically addresses student-related topics such as student conduct, guidelines for addressing cheating and plagiarism, a nondiscrimination policy, a sexual assault policy, a sexual harassment policy, the student grievance and appeal process, the smoking policy, and gainful employment information. [Standard II]

College of San Mateo commits to clarity, understandability, accessibility, and appropriateness in its print and online publications through iterative processes in which content, style, and format are developed and reviewed in various units and at various levels throughout the College. [Standard II and Appendix J.2]

The College exhibits honesty and integrity in its relationships with external agencies and the Accrediting Commission for Community and Junior Colleges by complying with Standards, policies, and reporting requirements. [Standard IV]

Thematic Summary

College of San Mateo is at the sustainable continuous quality improvement level for institutional effectiveness in planning, student learning outcomes, and program review. Informed by robust data-driven evidence and information, the College's integrated planning that begins and ends with assessment is centered on student learning and success.

Note About Overview

Following this Thematic Abstract is the complete text of *Overview of Institutional Planning for Continuous Improvement of Student Success*, a document referenced throughout the Thematic Abstract and numerous times in the Standards. The *Overview* provides a succinct context for understanding College of San Mateo's integrated planning process, and, therefore, is included in its entirety as a resource for readers of this *Self Evaluation Report*.

Overview of Institutional Planning for Continuous Improvement of Student Success

College of San Mateo
Fall 2012

Updated
Spring 2013

Integrated Planning Hierarchy

At the apex of College of San Mateo’s planning process is its Mission Statement, which drives planning at both the institutional level and the program level and clearly puts student success at the center of the college’s planning.

Mission Statement

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. The college is an open-access, student-centered institution that serves the diverse educational, economic, social and cultural needs of its students and the community. College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. It uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement. Its programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community.

To achieve this mission, the college has adopted the following Institutional Priorities:

- Improve Student Success
- Promote Academic Excellence
- Promote Relevant, High-Quality Programs and Services
- Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
- Enhance Institutional Dialog

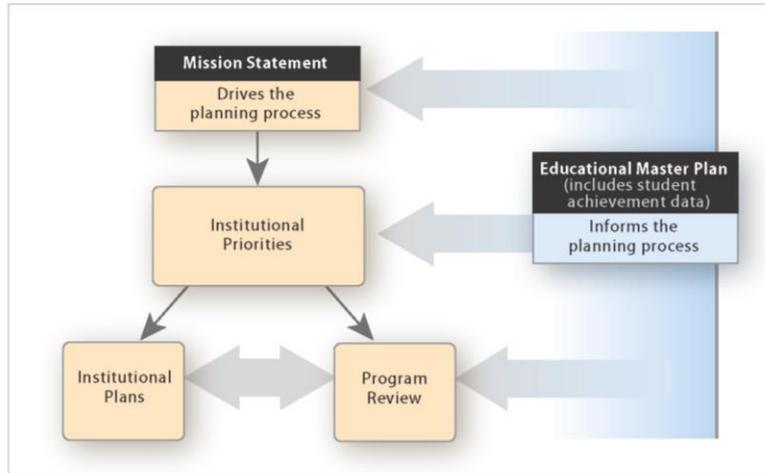


Figure 1: The Integrated Planning Hierarchy

These Institutional Priorities, in turn, lead to the development of institutional plans and initiatives and to annual assessment in program reviews, including the assessment of student learning outcomes. The Educational Master Plan, a document based on quantitative and qualitative data and information, informs planning at all three levels.

College of San Mateo has two simultaneous planning cycles: an institutional planning cycle and a program planning cycle. These cycles intersect during institutional budgeting and resource allocation in order to fund institutional and program improvement. The outcomes of initiatives and efforts for institutional and program improvement are measured and assessed, and the cycle begins again.

Institutional Planning Cycle

The institutional planning cycle is designed to result in continuous improvement and can, therefore, be visualized as “beginning” and “ending” with assessment. With students and their success at its center, institutional planning draws heavily on SLO assessment and program review through the identification of themes and trends emerging from the program reviews. Initially discussed and prioritized at the division or unit level, these trends and themes are then forwarded to the Institutional Planning Committee, where they are prioritized at the college level based on the Institutional Priorities and then used to update institutional plans and develop initiatives, which, in turn, inform budgeting and resource allocation. The impact on student success is then measured and assessed, and the cycle begins again.

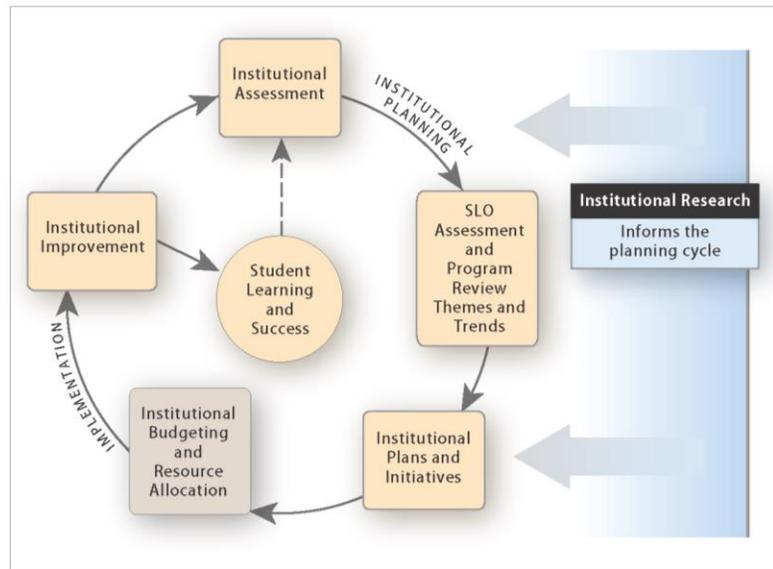


Figure 2: The Institutional-Level Planning Cycle

Program Planning Cycle

Occurring concurrently with the institutional planning cycle is the program-level planning cycle, documented primarily through the program review process. Program review draws heavily on results from SLO assessment at the course and program levels and thus is centered on student success. Also informing program review is institutional research that includes data and information about student demographics, program efficiency, mode of course delivery, and other student achievement data.

As mentioned above, themes and trends identified through program review are forwarded to the Institutional Planning Committee as part of the institutional planning cycle.

Requests for specific funding to sustain or improve programs become part of institutional budgeting and resource allocation and, therefore, intersect with the institutional planning cycle. Funding requests address the following needs identified in program review: professional enrichment to develop faculty expertise in teaching and learning, full-time faculty staffing, classified staffing, facilities, instructional equipment, and instructional materials. Within program review, each program must state how the funding requests support the college’s Mission Statement and Institutional Priorities. Funding requests are granted or denied.

The impact of the allocation or the denial of funding is then made evident in the program improvement step of the cycle.

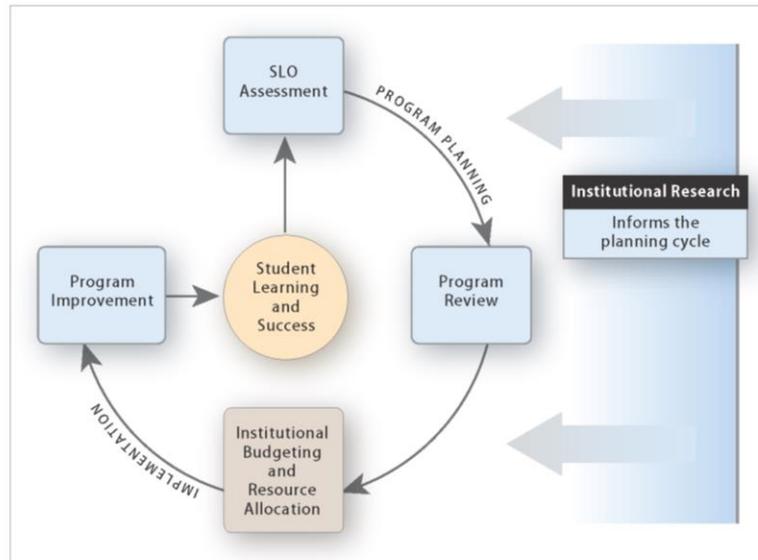


Figure 3: The Program-Level Planning Cycle

During the writing of the next program review, programs must explain how granted funding was used to improve or sustain the program, specifically addressing the college’s mission, Institutional Priorities, and course and program SLO assessment. Programs denied funding must explain the impact of this outcome on the program, again relating the impact to the college’s mission, Institutional Priorities, and SLO assessment.

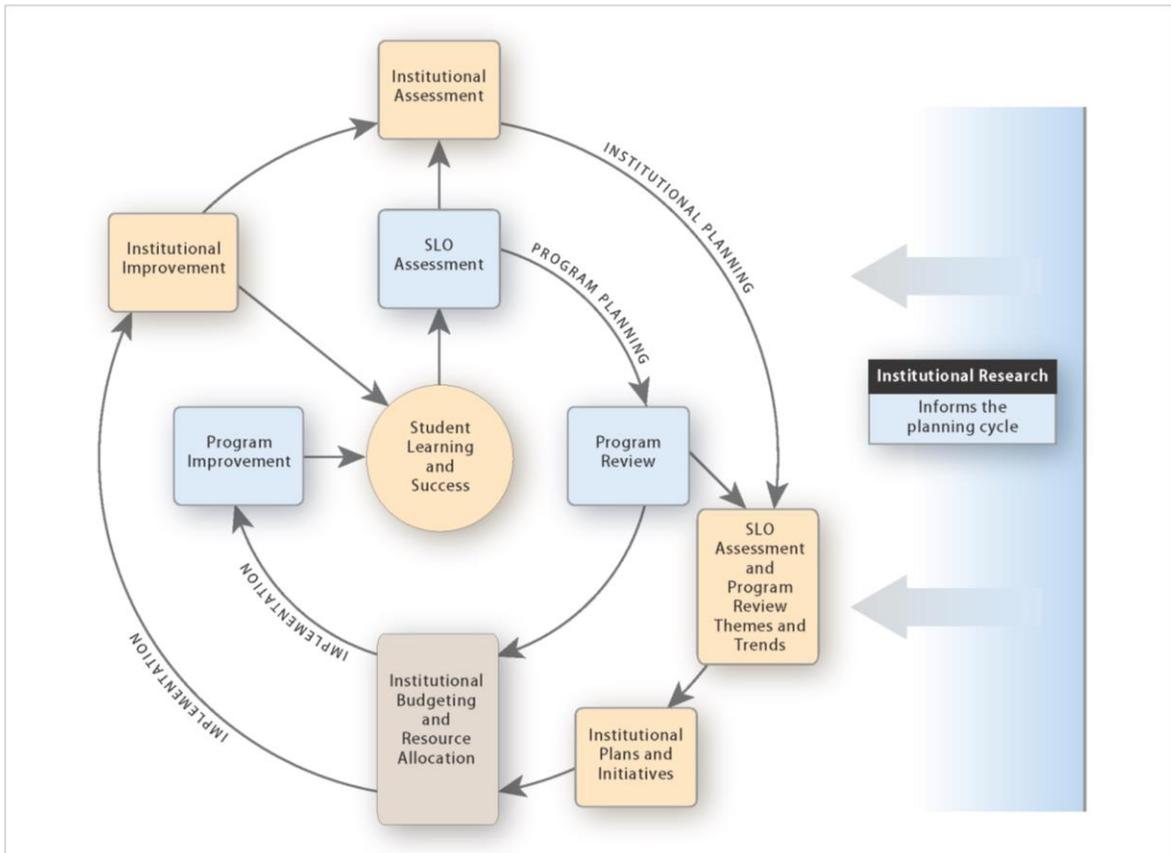


Figure 4: The Integrated Planning Cycle

Integrated Planning Cycle

The integration of the institutional planning cycle and the program planning cycle is shown above. Both cycles are informed by evidence from institutional data and information, much of which is captured in the Educational Master Plan. Student success is at the center of both planning cycles and is the criterion against which continuous improvement is measured and assessed.

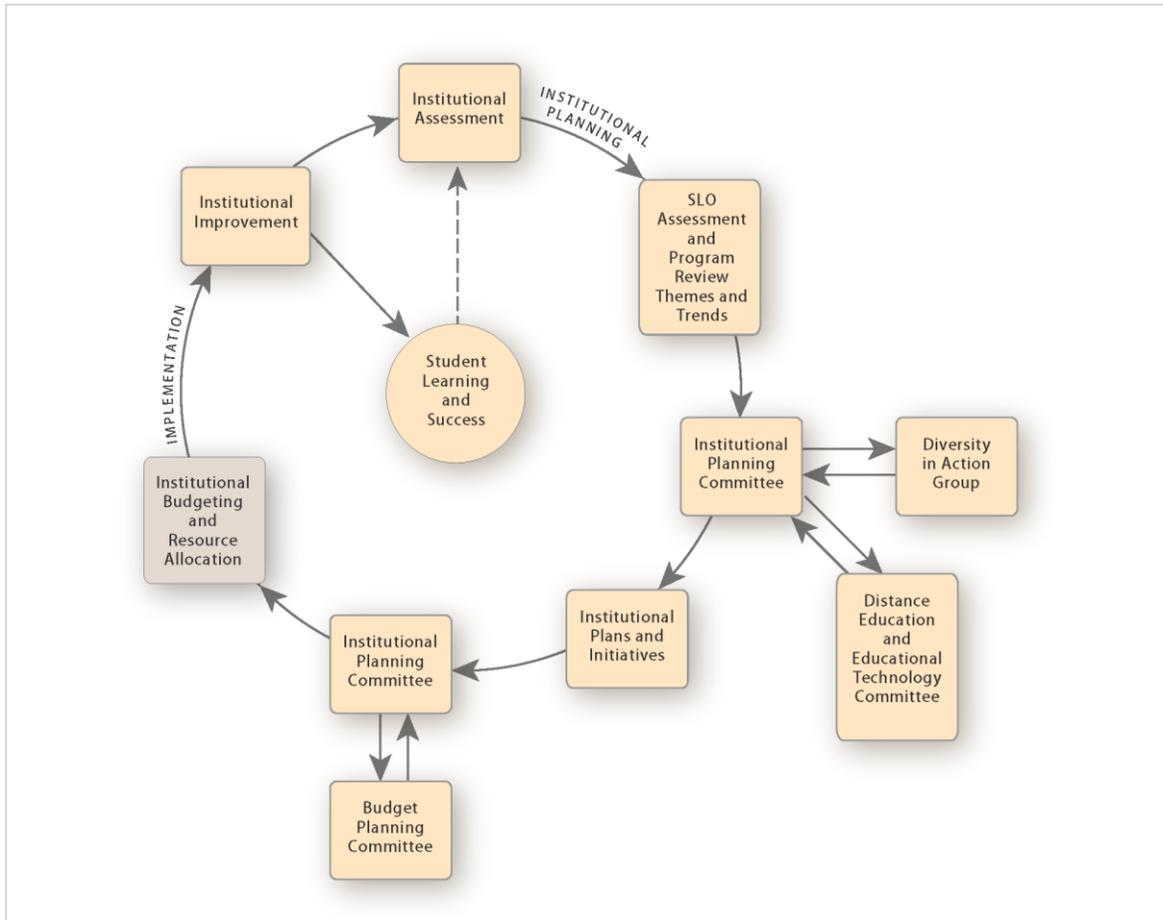


Figure 5: Institutional Planning Committees in relation to the institutional planning process

Institutional Planning Committees

The Institutional Planning Committee (IPC) has overarching stewardship for the ongoing implementation and assessment of College of San Mateo’s institutional planning process. It also ensures that relevant segments from the program-level planning cycle, particularly SLO assessment, analysis of student achievement outcomes, and the trends and themes from program review,

are integrated into the college’s institutional planning. Therefore, the membership of IPC is deliberately broad based so that faculty, classified staff, students, and administration have genuine, direct input into participatory planning and decision making.

Reporting directly to IPC are three committees: the Diversity in Action Group (DIAG), the Budget Planning Committee (BPC), and

the Distance Education and Educational Technology Committee (DEETC).

Institutional Plans

The development and implementation of institutional plans reflect the planning hierarchy.

IPC is responsible for guiding the scheduled review and, if needed, revision of the Mission Statement, Institutional Priorities, and the Diversity Statement. IPC also receives relevant data and information from the program-level planning cycle, particularly from program review. Together, the Mission Statement, Institutional Priorities, the Diversity Statement, SLO assessment, student achievement data, and themes and trends from program review lead to the development of institutional plans and initiatives, which in turn drive the development and implementation of specific plans through the Diversity in Action Group, the Budget Planning Committee, and the Distance Education and Educational Technology Committee. IPC also oversees the Facilities Master Plan.

The Diversity in Action Group produces the Diversity in Action Plan, whose primary focus is to ensure that unity through diversity is among the college's highest priorities, as reflected in the Diversity Statement, developed and reviewed through IPC.

Diversity Statement

College of San Mateo maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves. As an academic institution, the college fosters a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. The college abides by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

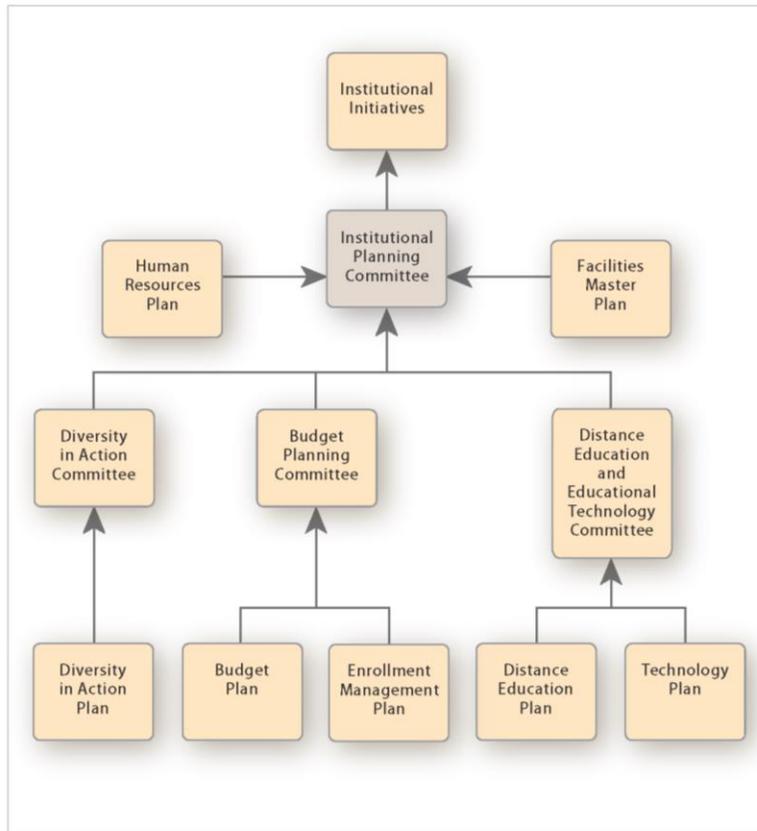


Figure 6: Institutional Plans in relation to the institutional committees

The Diversity in Action Plan includes specific action steps and activities designed to assure that the college's operational decisions at all levels support the college's commitment to diversity and student success.

The Budget Planning Committee's mission is to ensure that the college maintains fiscal stability and that financial resources are allocated in accordance with the Mission Statement and Institutional Priorities, which guide the institutional plans and initiatives. BPC is responsible for two plans: the Budget Plan and the Enrollment Management Plan.

The Distance Education and Educational Technology Committee creates a framework to facilitate the delivery of distance learning instruction in response to student and community needs. DEETC is responsible for two plans: the Distance Education Plan and the Technology Plan.

Academic Senate Committees

The Academic Senate has primacy in academic and professional matters as defined in Title 5, Section 53200, and has established committees to address these matters: Committee on Instruction, the Basic Skills Initiative Committee [to be proposed as a possible Senate committee], the Library Advisory Committee, the College Assessment Committee (CAC), and the Learning Support Centers Coordination Committee.

Fundamental to College of San Mateo's program-level planning cycle is program review. The Academic Senate is responsible for the development, implementation, and completion of program review for instructional programs, student services programs, the library, and the learning support centers. Through program review, faculty report their assessment of student learning outcomes and evaluation of student achievement data. At the division or unit level, faculty and staff identify trends and themes from program review and forward them to IPC, where they become part of the institutional-level planning process.

Program review also identifies needed resources and funding requests: professional enrichment for faculty, full-time faculty staffing, classified staffing, facilities, instructional equipment, and instructional materials. These specific requests enter the institutional-level planning cycle through institutional budgeting and resources allocation. Requests for resources for professional enrichment for faculty, full-time faculty staffing, and classified staffing are part of the college's human resources planning.

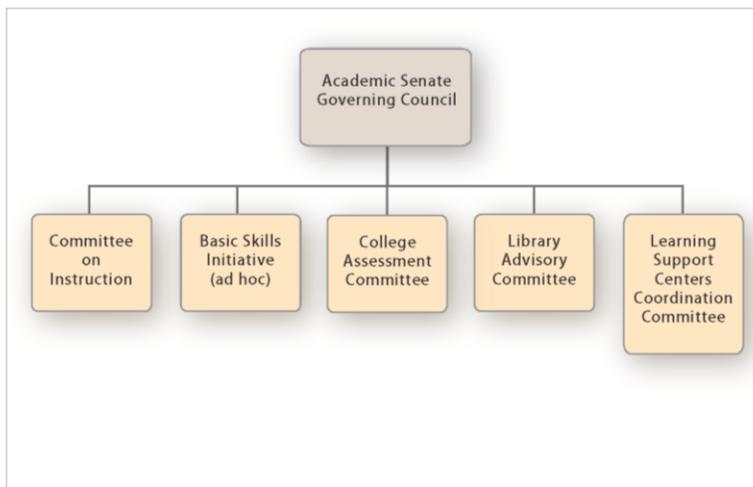


Figure 7: Academic Senate Committees

College Council

Through the participatory governance process, the College President receives recommendations from the Academic Senate and from the Institutional Planning Committee. College Council, with representation from all college constituencies, oversees participatory governance at all levels of the college, and conducts the scheduled institutional effectiveness audit.

In addition, the Accreditation Oversight Committee informs College Council. The Accreditation Oversight Committee coordinates the college's ongoing activities related to accreditation and provides open communication between the Accreditation Oversight Committee and the college community.

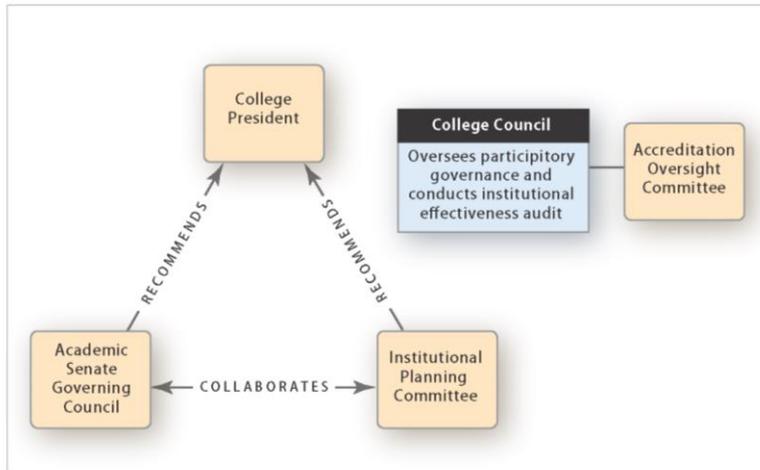


Figure 8: Participatory Governance

Human, Physical, and Technology Resource Allocations as Part of the Integrated Planning Cycle

College of San Mateo has processes and procedures in place for allocating human resources, physical resources, and technology resources. These processes are tied directly to program review. Two examples are given in this *Overview of Institutional Planning*.

Full-time Faculty Positions

Outlined on this page is the process for identifying new full-time faculty positions for the succeeding academic year. The following steps occur during the fall semester.

On the College President's recommendation, the Budget Planning Committee recommends the number of new full-time faculty positions to be filled for the following academic year. An established process is then followed to identify the departments/programs which will receive full-time positions.

Departments/programs identify needed full-time faculty positions through the program review document. If a department or program does not complete the program review document, it is not eligible to request a full-time faculty position.

Each division meets and prioritizes its faculty position requests.

The instructional administrators, the Dean of Counseling, and the President of the Academic Senate review, discuss, and prioritize on a college-wide basis the requests. As a result of the prioritization, the recommendation to hire faculty in specific disciplines or programs is forwarded to President's Cabinet.

The Vice President of Instruction takes the recommendations to President's Cabinet for

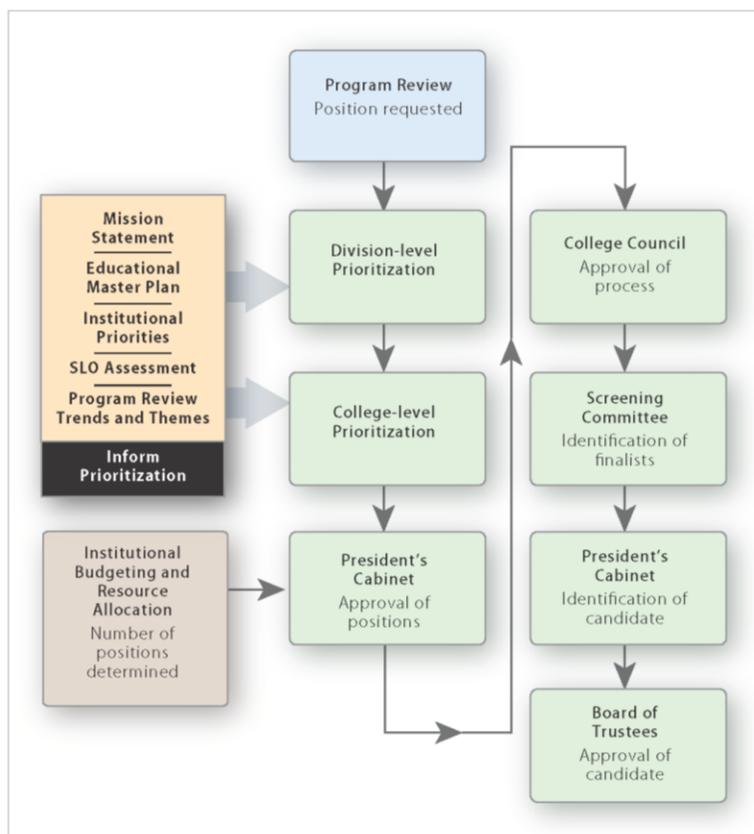


Figure 9: Process for Identification of Full-time Faculty Positions

a recommendation concerning approval. If approval for the recommended positions is received from President's Cabinet, the Vice President of Instruction then takes the list of approved recommended positions to College Council for its approval of the participatory governance process followed in the identification of the full-time faculty positions.

Upon approval of the participatory governance process, the College President makes the final determination to recommend to the Board of Trustees the filling of the designated full-time faculty positions.

Departments, with Academic Senate approval, then determine the composition of screening committees. During the spring semester, the positions are advertised, applicants are interviewed by the screening committees and then by President's Cabinet with members of each screening committee in attendance, and successful finalists are offered positions.

If there are no successful finalists for a position, then the search usually continues for another semester.

Instructional Materials Funding

Outlined on this page is the process for allocating instructional materials funds received from the State each academic year.

Departments/programs identify their instructional materials funding requests through the program review document. If a department or program does not complete the program review document, it is not eligible to request funding for instructional materials.

Each division meets and prioritizes the instructional materials funding requests for the division.

The instructional administrators, the Dean of Counseling, and the President of the Academic Senate review, discuss, and allocate on a college-wide basis the submitted requests.

The Vice President of Instruction takes the recommended requests for funding to President's Cabinet for a recommendation concerning approval.

President's Cabinet makes a final decision about the allocation of instructional materials funds based on the recommended requests forwarded by the Vice President of Instruction.

The Vice President of Instruction takes the approved allocation of instructional materials funds to College Council for its approval of the participatory governance process followed in the determination of the allocation.

Upon approval of the participatory governance process, the Vice President of Instruction distributes the approved allocations to the divisions.

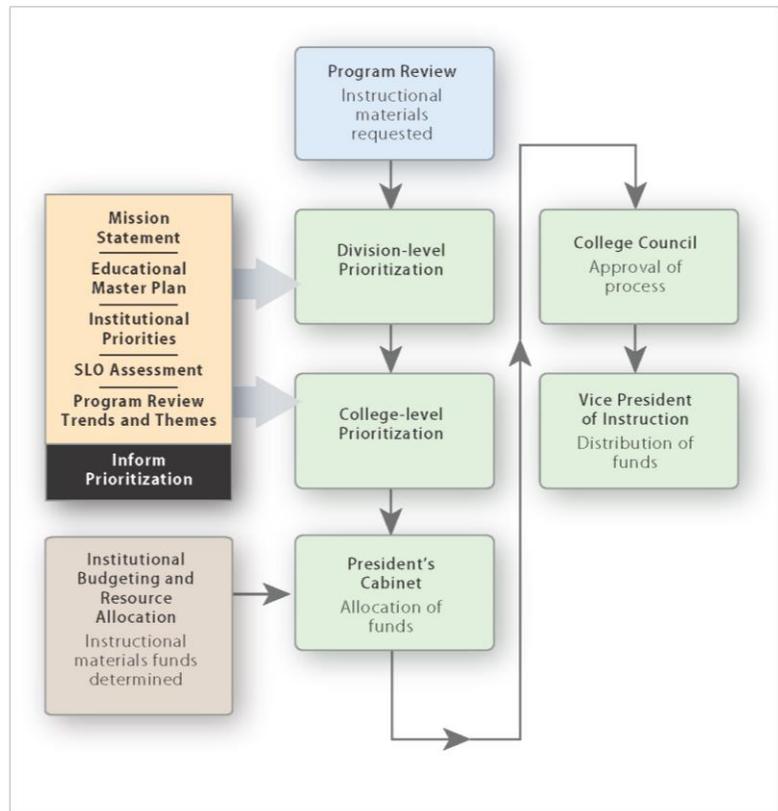


Figure 10: Process for Allocation of Instructional Materials Funds

District Mission Statement

The San Mateo County Community College District Mission Statement and related planning documents reflect a two-way relationship with College of San Mateo’s Mission Statement, Institutional Planning Priorities, and related planning documents. During the development of the District’s planning documents, the Board of Trustees, the Chancellor, and district committees refer to planning documents from the three colleges in order to ensure that there is a collegial and collaborative partnership between the District and the three colleges.

As a result, the San Mateo County Community College District Mission Statement affirms and reflects the overarching foundational philosophy and educational principles of the District and its three colleges. Supported by the Board of Trustees’ Reaffirmation of Core Values and Principles, revised in June 2012, and the 2012-2013 Board Goals, the District’s student-centered core mission is clearly defined as providing student access and success through transfer education and career and technical education. Basic skills courses are offered to help students attain the core mission.

In order to achieve the core mission, the District’s Mission Statement, the Board’s Reaffirmation of Core Values and Principles, and the 2012-2013 Board Goals indicate commitment to academic excellence, participatory governance, fiscal stability, effective institutional research, celebration of diversity, and responsiveness to community needs—common themes also running through College of San Mateo’s Mission Statement, Institutional Priorities, Diversity Statement, and initiatives and plans.

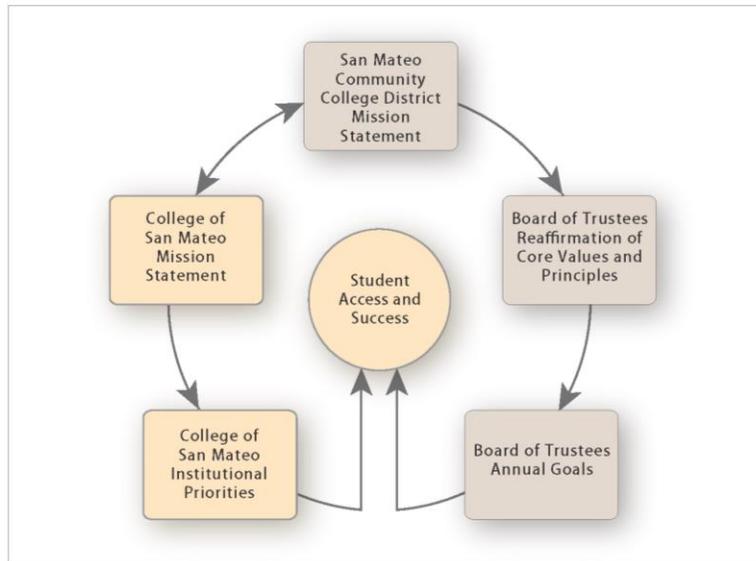


Figure 11: Relationship of District Mission to College of San Mateo’s Institutional Planning Process

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District Organization Section
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College and District Organization

Organizational Charts

Included in this section are organizational charts for College of San Mateo and the San Mateo County Community College District Office. The College's organizational charts include maps for the organization as a whole, instructional programs as a unit, and student services as a unit.

San Mateo County Community College District Function Map

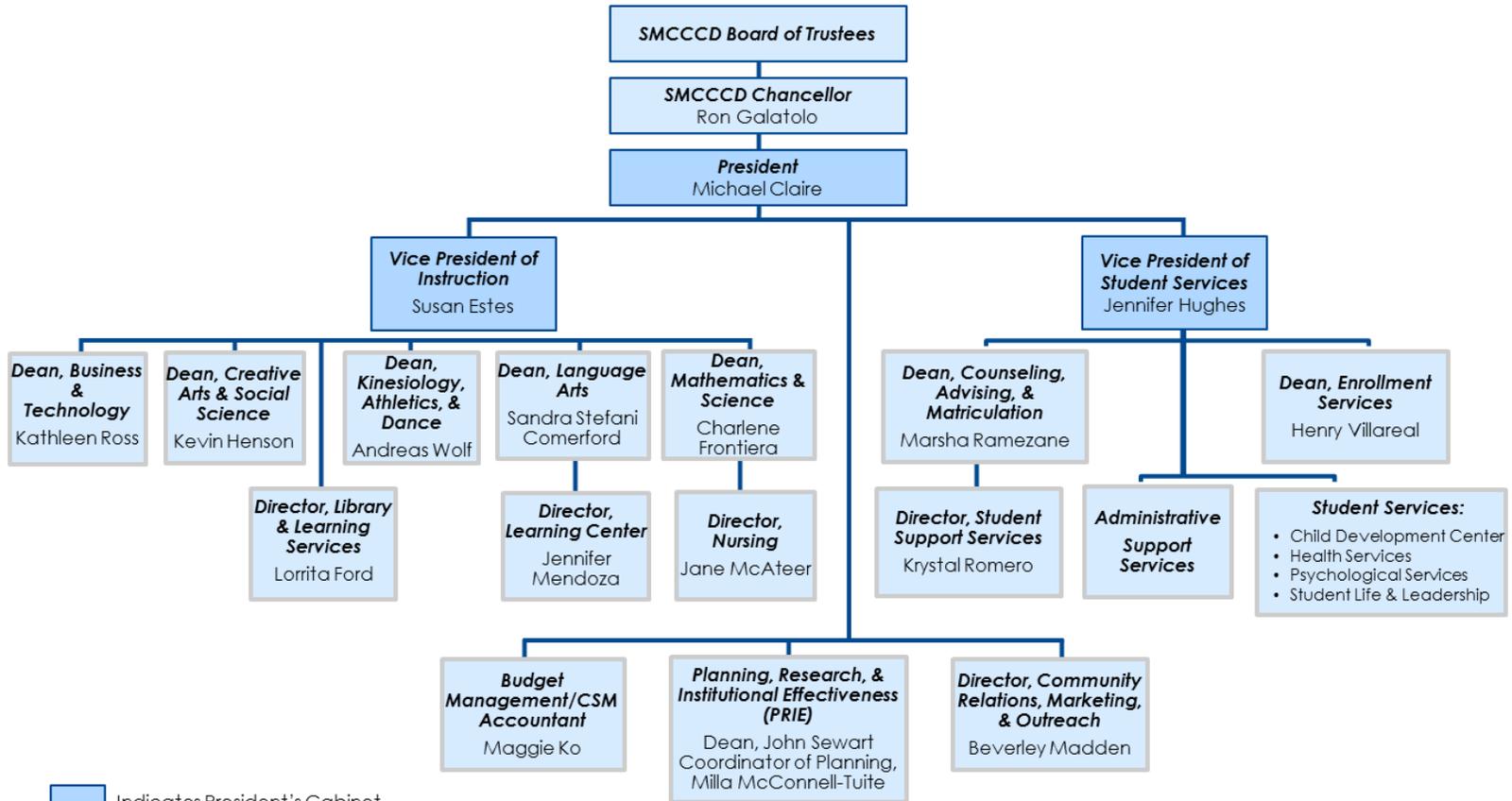
Also included in this section is the San Mateo County Community College District Function Map, 2010 (Function Map) [CSMorg-1]. It is intended to illustrate how the three Colleges and the District manage the distribution of responsibility by function and updates the Function Map published in 2008. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC. It was produced as a result of a collaborative and participatory governance process among the three Colleges of the District and the San Mateo County Community College District Office.

The Function Map indicates the Primary, Secondary, and Shared nature of the functions as identified in the accreditation Standards. The Function Map establishes defined roles of authority and responsibility between the College and the District and acts as the liaison between the Colleges and the Board of Trustees. It gives clear demarcation for the circumstances in which the District provides primary leadership in setting and communicating expectations of educational excellence and integrity, therefore assuring support for the effective operation of the Colleges.

A Delineation of Functions Review Committee was established in spring 2010 with representatives from each College and the District Office [CSMorg-2]. This committee is responsible for coordinating the review of the Function Map every three years. The initial Function Map was reviewed in spring 2010 and again in spring 2013. It was recommended that there be no changes to the initial Function Map. However, proposed changes recommended by the Colleges during the last review cycle will be reviewed in more detail during 2013-14. This may result in a new Function Map for 2014.

Organization of the College of San Mateo

**San Mateo Community College District (SMCCCD)
College of San Mateo
Organizational Chart**



Indicates President's Cabinet (President & Vice Presidents)

2012-2013 Academic Year

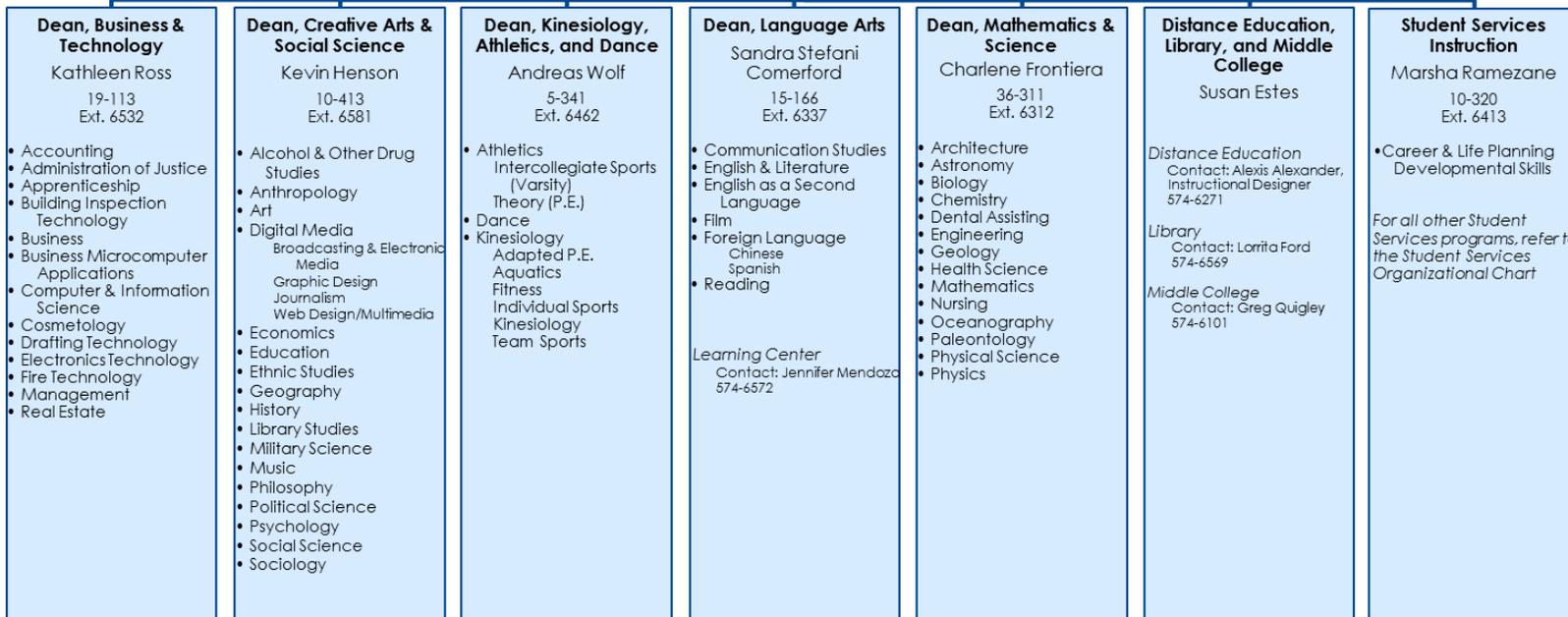
Organization of the College of San Mateo's Instructional Programs

College of San Mateo
Instructional Programs
Organizational Chart



President
Michael Claire

Vice President of Instruction
Susan Estes
10-482/Ext. 6404

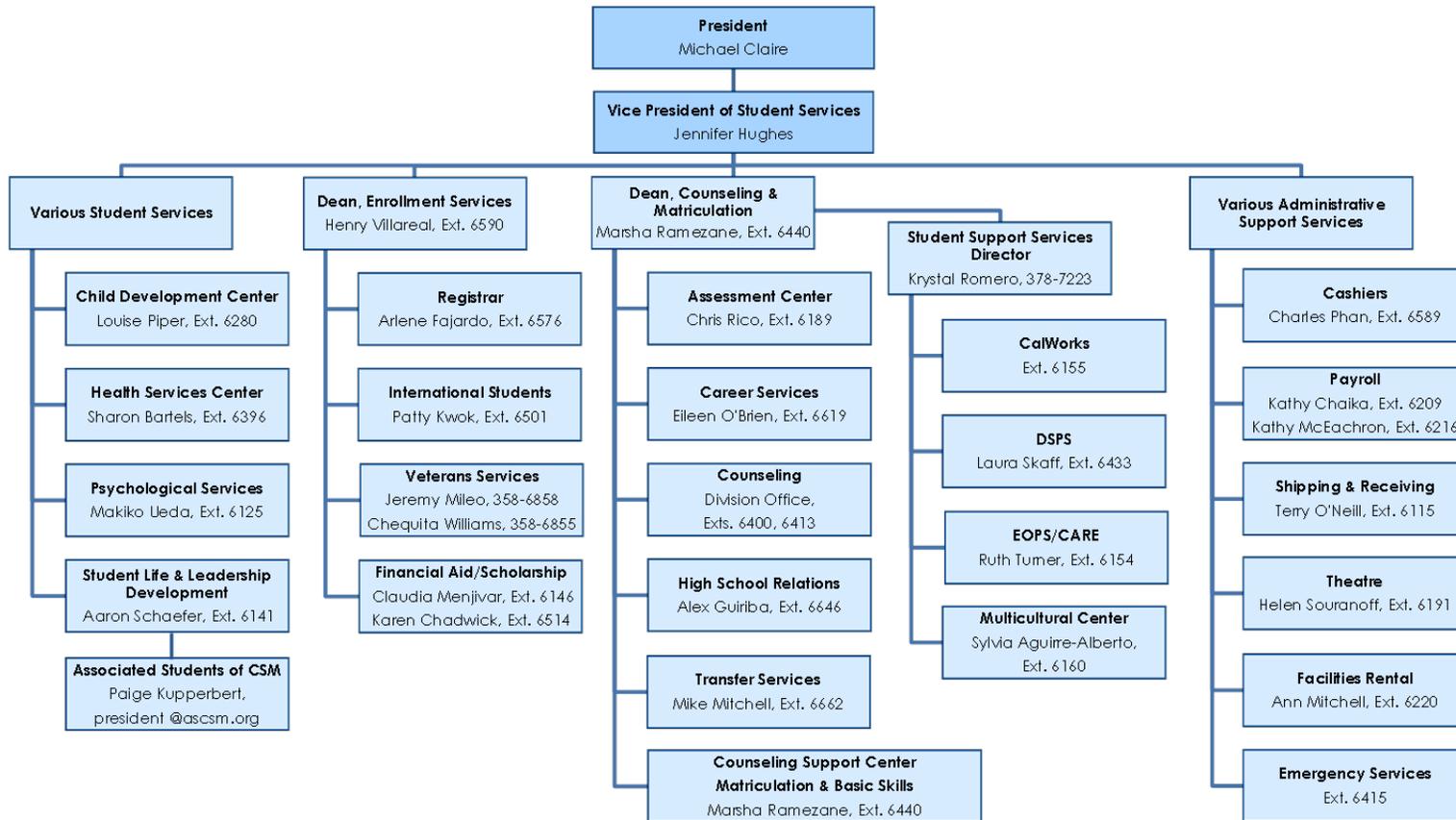


Note: Unless otherwise indicated, all telephone numbers are: (650) 574 – Ext.

2012-2013 Academic Year

Organization of the College of San Mateo's Student Services

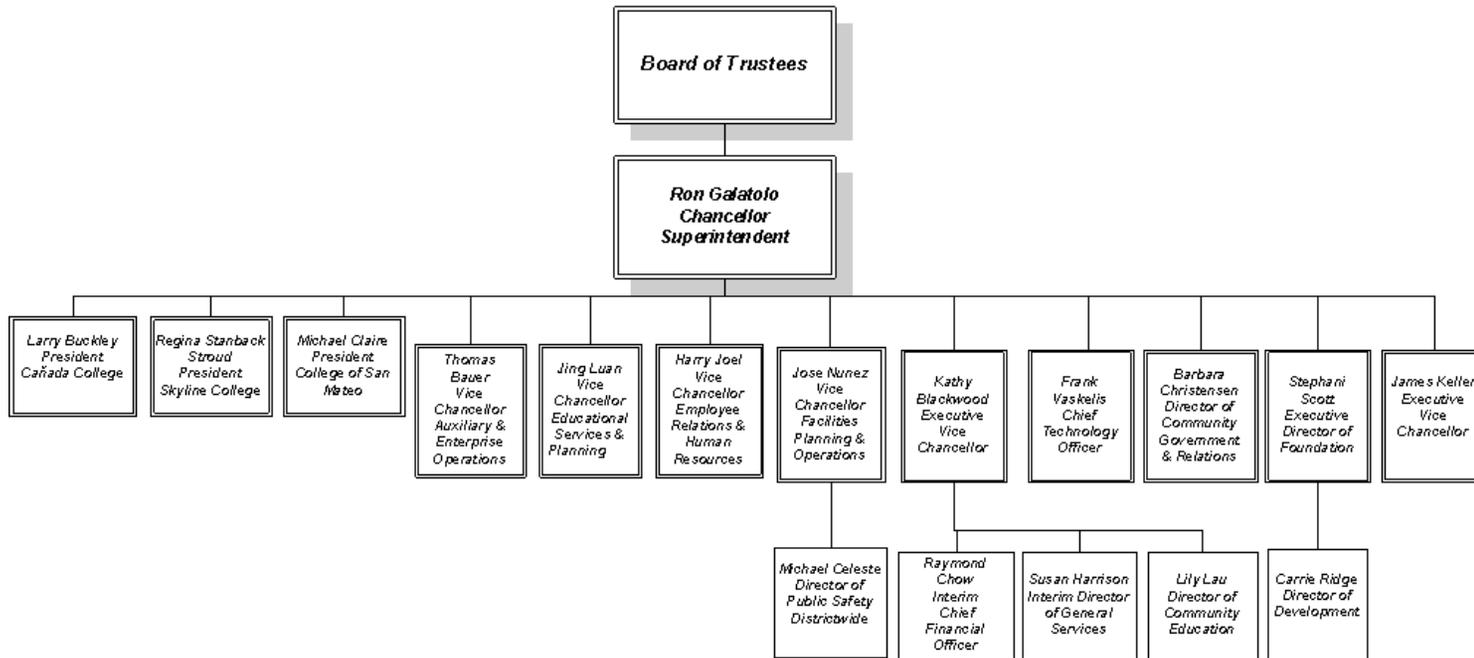
College of San Mateo
Student Services
Organizational Chart



Note: Unless otherwise indicated, all telephone numbers are: (650) 574 – Ext.

2012-2013 Academic Year

San Mateo County Community College District District Office



San Mateo County Community College District Function Map

The San Mateo County Community College District (SMCCCD) Function Map is intended to illustrate how the three colleges and the district manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions In Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

It was produced as the result of a collaborative process among the three colleges of the District, Cañada, College of San Mateo, and Skyline and the San Mateo County Community College District office. It was first drafted by the Director of Planning, Research and Institutional Effectiveness at Skyline and sent for feedback to the researchers at Cañada College and College of San Mateo and to members of the District Accreditation Coordinating Council that consists of the co-chairs of the steering committees at each college, the Vice Chancellor for Educational Services and Planning and key contributors for the District office. After consultation and revision it was given to the Chancellor's Council for review and approval. It was returned to the District Accreditation Coordination Council for final approval before its inclusion in the colleges' Self Evaluation drafts.

The revision process helped clarify some areas in the Standards and also revealed the differing perspectives on a few of these responsibilities. This was particularly true for Standard III because overall supervision of Human Resources, Physical Resources, Technology and Financial Resources is centralized in the District and yet these resources are used under the direction of the colleges to promote their primary mission as institutions of teaching and learning. The places where this is a concern have been identified in the Self Evaluation and, where needed, recommendations are included in the planning agenda.

The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function which may include feedback, input and communication to assist with successful integration.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are equally responsible for the leadership and oversight of a given function which may include design, development, implementation, and facilitation of input, feedback and communication for successful integration.

N/A = Responsibility Not Applicable: In cases where neither the District nor the College has such responsibility, for example, Standard II. A. 8, concerning offering courses in foreign locations.

Revision Note: Based on review of the Function Map by the colleges in spring 2010, Standard III, B, 1.a and 1.b were changed to SH.

Standard I: Institutional Mission and Effectiveness
A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S

Continued on next page.

B. Improving Institutional Effectiveness (continued)

	College	District
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

Standard II: Student Learning Programs and Services

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S

Continued on next page.

A. Instructional Programs (continued)

	College	District
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S

Continued on next page.

A. Instructional Programs (continued)

	College	District
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S

Continued on next page.

A. Instructional Programs (continued)

	College	District
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S

Continued on next page.

A. Instructional Programs (continued)

	College	District
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S

Continued on next page.

B. Student Support Services (continued)

	College	District
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S
4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S

Continued on next page.

C. Library and Learning Support Services (continued)

	College	District
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	P	S
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH

Continued on next page.

A. Human Resources (continued)

	College	District
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	P	S
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S

Continued on next page.

A. Human Resources (continued)

	College	District
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S SH	P SH
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S SH	P SH
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S SH	P SH
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S

Continued on next page.

B. Physical Resources (continued)

	College	District
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	S	P
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	S	P
b. The institution provides quality training in the effective application of its information technology to students and personnel.	S	P
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	P	S
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	P	S
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	P	S
b. Appropriate financial information is provided throughout the institution.	P	S

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D. Financial Resources (continued)

	College	District
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	P	S
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	P	S
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	P	S
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	P	S
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	P	S

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.	P	S

Continued on next page.

A. Decision-Making Roles and Processes

	College	District
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P

	College	District
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. <p>The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.</p> <p>In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p>	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S

	College	District
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P

	College	District
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Evidence for College and District Organization

- CSMorg-1. SMCCCD Office Organization Chart.
<https://smccd.edu/accounts/smccd/departments/educationservices/dac/files/Org-%20District%20Office%20Org%20Chart%20013013.pdf>
- CSMorg-2. SMCCCD Delineation of Functions.
<https://smccd.edu/accounts/smccd/departments/educationservices/dac/delineation.shtml>

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Certification of Continued Institutional Compliance with Eligibility Requirements

College of San Mateo continues to meet each of the 21 eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges

1. Authority

College of San Mateo's authority to operate as a degree granting institution is its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This Commission is recognized by the Commission on Recognition of Postsecondary Accreditation and by the United States Department of Education. This authority is noted on the table-of-contents page of CSM's *Catalog, 2012-2013*. The College Catalog is available online [Elig-1].

Awards of degrees and certificates are granted under the authority of the State of California, Department of Education; the Board of Governors of the California Community Colleges; and the San Mateo County Community College District.

2. Mission

In May 2012, a revision to the College of San Mateo Mission Statement was reviewed by College Council, the Institutional Planning Committee (IPC), and the campus community at large. The San Mateo County Community College Board of Trustees approved the revised statement in June 2012. The current statement is found in the general information section, page 3, of the College's *Catalog, 2012-2013*, accessible through the online directory for CSM's website, and posted on the "About CSM" page of CSM's website [Elig-2].

The distance education programs offered by the College are consistent with CSM's Mission to serve the diverse needs of its students as an "open-access" institution committed to offering a "comprehensive curriculum of basic skills, career and technical programs, and transfer preparation."

3. Governing Board

The San Mateo County Community College District (SMCCCD), which includes College of San Mateo, is governed by a six-member Board of Trustees which derives its authority to operate as a degree-granting institution from California Education Code §70902. Five trustees are elected at large by county voters and one student trustee is elected by the colleges' associated students' entities. The Board normally meets twice a month; generally one of these meetings is a study session. On each Board agenda there is the opportunity for presentations or statements from the public as well as for statements from various college constituents. The Board adheres to its conflict of interest policy. To the best of the College's knowledge, no Board member has employment, family, or personal financial interests related to the College or the District.

All curricula are approved by the SMCCCD Board of Trustees, including distance courses [Elig-3].

4. Chief Executive Officer

The chief executive officer of the College is appointed by the Board of Trustees. College of San Mateo's chief executive officer is President Michael Claire, whose primary responsibility is to the institution. He also reports directly to the SMCCCD chief executive officer, Chancellor Ron Galatolo. President Claire was appointed in 2007.

5. Administrative Capacity

In general, College of San Mateo has sufficient administrative staff to support its mission and purpose. The administration at the College is comprised of the President, the Vice President of Instruction, the Vice President of Student Services, eight deans, and four academic supervisors (directors). Appropriate administrative preparation and experience are addressed as part of the employment process.

6. Operational Status

Approximately 10,000 students are enrolled each semester in a variety of face-to-face mode and distance education courses. Programs lead to associate degrees and certificates of achievement and specialization and include general education preparation for transfer to baccalaureate institutions. In fall 2012, 80 percent of all course enrollments were in transferable courses, of which 22 percent are designated career and technical education (CTE). In addition, 18 percent of all CSM students were enrolled in at least one online course.

7. Degrees

The College's *Catalog, 2012-2013*, lists 157 different programs, of which 48 percent (76) lead to an associate degree and 51 percent (81) lead to a certificate. Associate degrees typically require 60 units and are two academic years in length. Associate degrees also now include an associate of arts (AA-T) and an associate of science (AA-T) and are offered in 11 majors for a transfer pathway to a California State University (CSU) campus. The College also awards certificates of achievement (upon completion of 18 designated units) and certificates of specialization (fewer than 18 units).

Degree and certificate requirements are consistent with Title 5. The College is assessing student learning outcomes at the institutional-level (General Education) and for courses and programs.

Sixty-five (65) of the 76 degrees listed in the College's *Catalog, 2012-2013*, are substantially available at CSM through a distance learning mode [Elig-4]. They comply with Title 5 regulations and represent the same quality, breadth, and rigor as programs delivered in a face-to-face mode.

8. Educational Programs

College of San Mateo's educational programs are congruent with its Mission, are based on recognized fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degree, certificate, and transfer-preparation programs offered.

Comprehensive information about its programs, courses, and transfer agreements is updated annually in the College Catalog (available online and in hard copy). Committee on Instruction (COI)-approved course descriptions are posted online for all courses [Elig-4].

The College also maintains articulation agreements with a variety of independent institutions in addition to a robust number of agreements not listed on ASSIST, the online resource for information about credit course transferability among California public institutions of higher education [Elig-5].

Distance learning programs represent the same quality, breadth, and rigor as programs delivered in a face-to-face mode. This approach is ensured by COI's specialized review of distance learning classes. Such academic rigor is also stipulated in SMCCCD Board policy §6.85, Distance Education [Elig-6].

9. Academic Credit

The awarding of academic credit at College of San Mateo is based on Title 5, Section §55002.5 of the California Code of Regulations. All curricula are reviewed by CSM's Committee on Instruction every six years while CTE courses are reviewed every two years. COI advises the Vice President of Instruction and makes recommendations to the Board of Trustees concerning curriculum and instructional procedures.

The College uses the Carnegie unit as a basis to define the credit hour. For example, a three-unit lecture course requires a minimum of three lecture hours per week plus six hours of homework per week for a semester-length course.

As noted above, all distance learning mode courses are subject to the same rigor and review as face-to-face courses and comply with the provisions of Title 5.

10. Student Learning Achievement

College of San Mateo is currently engaged in defining, publishing, and assessing expected student learning and achievement outcomes (SLOs) for each course and program and for institution-level (General Education) SLOs. CSM assesses SLOs through a variety of methods and there is dialog about assessment results throughout the institution. Through regular and systematic assessment, CSM is demonstrating that students achieve these outcomes. SLOs are also indicated on course outlines provided to students.

SLOs for distance learning courses are approved, administrated, and assessed with the same standards as comparable face-to-face instruction.

Course outlines list relevant SLOs online [Elig-7]. In addition, information about CSM's SLOs is available online. [Elig-8].

11. General Education

College of San Mateo incorporates into its degree programs from 26 to 36 units of General Education distributed among the major areas of knowledge; these areas ensure breadth of outlook and contribute to a balanced education. CSM's *Catalog, 2012-2013*, details CSM's philosophy of General Education along with information about the General Education competency requirements in mathematics/quantitative reasoning, information competency, and English [Elig-19]. The General Education component is consistent with Title 5 degree requirements (§Section 55806) and statewide standards. Student learning outcomes are currently being assessed.

As noted above, quality, rigor, and breadth of offerings are maintained for all distance-mode general education courses. All (100 percent) of General Education course requirements may be completed in an online mode for students earning an associate of arts or science degree (AA/AS) or associate of arts or science for transfer degree (AA/AS-T) at CSM.

12. Academic Freedom

The San Mateo County Community College District, which includes College of San Mateo, is dedicated to maintaining a climate of academic freedom and encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses the College's belief in inquiry, informed debate, and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking, and to help them understand conflicting opinions.

A comprehensive statement regarding academic freedom within SMCCCD is included in CSM's *Catalog, 2012-2013* [Elig-20]. It is consistent with SMCCCD Board policy §6.35, Study of Controversial Ideas [Elig-21].

SMCCCD's and CSM'S rules, regulations, and practices regarding academic freedom apply equally to the distance-learning mode courses as they do their traditional format counterparts.

13. Faculty

The College of San Mateo faculty, as of spring 2013, is comprised of 122 full-time contract faculty (107 instructional and 15 non-instructional) as well as 266 adjunct or hourly faculty (237 instructional and 29 non-instructional). The degrees and length of college service for full-time faculty are listed in CSM's *College Catalog, 2012-2013*. Faculty responsibilities include the development and review of curriculum and assessment of learning. Responsibilities are articulated in CSM's *Faculty Handbook 2012-2013* and in the faculty contract with the San Mateo Community College Federation of Teachers (AFT 1493) [Elig-10, Elig-11].

14. Student Services

College of San Mateo acknowledges the importance of providing appropriate student services and student learning support programs to its diverse student body in order to facilitate access, progress, and success. Student services uses a student-centered service model. Major areas of student services are as follows: Admissions and Records, Articulation, Assessment Center, Financial Aid and Scholarships, Advising and Matriculation, CalWORKs, Career Services, Child Development Center, Counseling Services, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Health Services Center, High School Enrollment Programs, International Student Center, Multicultural Center, Psychological Services, Student Employment, Student Life, Transfer Services, and Veterans Services. The College's services and programs for students are consistent with its Mission.

Distance learning students have access to the services available to all CSM students; in many cases (for example, counseling), the online options are extended for students who cannot visit the campus.

15. Admissions

College of San Mateo's admissions policies and practices are consistent with its Mission, District Board of Trustees' policy, the California Education Code, and Title 5 regulations. Information about admission to programs with limited enrollment is found in the admissions section of CSM's *Catalog, 2012-2013*, every term's Schedule of Classes, and online [Elig-12].

Prospective distance education students are governed by the same admissions policies as traditional-mode students. Application and course-registration processes are completely available online. Enrollment information is also provided through CSM's Distance Education website [Elig-13].

16. Information and Learning Resources

College of San Mateo and San Mateo County Community College District support students and employees with a wide range of information and learning resources. The CSM Library, through its physical facilities and collections and through its online resources, provides students with access to information in electronic and printed form. Library course offerings, librarians, and online tutorials provide support to students as they use this information. The Library also works closely with faculty to ensure that they and their students are aware of physical and electronic resources relevant to specific courses.

In addition, the multi-purpose Learning Center and the 13 discipline-specific learning support centers provide students with tutoring, computer access, specialized software applications, subject-matter resources, and specialized equipment. Information for all learning resources centers is available online at a centralized site [Elig-14].

The Library and learning support centers' computers, software, and network access (including wireless) are supported by the SMCCCD Information Technology Services (ITS). ITS also provides ongoing support for the distance learning course management system and for such online resources as Google Apps for Education and iTunesU.

17. Financial Resources

College of San Mateo's financial resources currently come through several sources: the State of California, local taxes, tuition, grants, federal funds, and a variety of revenue-generating auxiliary services. SMCCCD is supported through a "basic aid" model in which funding is not FTES-based but generated by local taxes. Both the District and the College maintain contingency reserves to ensure budget stability. The College has sufficient resources to support its Mission and to monitor and improve institutional effectiveness.

Budget planning takes place at both the District and the College levels. At CSM, administrators, faculty, classified staff, and students have opportunities to participate in budget development. As part of an integrated planning model, budget planning is the charge of the Budget Planning Committee whose mission is to ensure that: "the college maintains fiscal stability and that financial resources are allocated in accordance with agreed upon college priorities established by the Integrated Planning Committee." Although the budget development process is a collaborative participatory governance process, the College's President bears ultimate responsibility for assuring the fiscal integrity of CSM. The Board of Trustees formally approves all District and

College budgets in a public Board meeting. Budget information for the College and the District are also made available to the public.

CSM budget planning processes are integrated with the College strategic plan (Institutional Priorities 2008-2013), institution-level plans (e.g., the Distance Education Plan: 2009/10-2011/12, and annually conducted program review. Furthermore, program review ensures that local budget planning decisions are connected to SLOs and program assessment.

18. Financial Accountability

An independent certified accounting firm conducts year-end audits of the San Mateo County Community College District, which includes College of San Mateo. These audits, conducted in accordance with generally accepted audit standards, include a review of the previous year's recommendations, financial documents, expenditures, and internal control processes. If an audit yields an exception, the exception is responded to in a report to the auditors and to the Board of Trustees [Elig-21].

19. Institutional Planning and Evaluation

The overarching goals of CSM's institutional planning system are to ensure that the College fulfills its stated Mission; that the College meets the needs of students by establishing, measuring, and assessing student learning outcomes (SLOs); that the College engages in actions, based upon quantitative and qualitative data, which result in the continuous improvement of institutional effectiveness; and that resources are aligned so that the College can achieve its goals and objectives.

In 2008 CSM implemented an evidence-based integrated planning model that promotes these goals. Key components of the model have included the development and adoption of the following:

- *Educational Master Plan, 2008, and the Educational Master Plan: Information Update, 2012*
- Institutional Priorities 2008-2013
- College Index, 2008/2009-2012/2013
- Program Review model that assesses SLOs and other student success measures
- Realignment of Institutional Planning Committees to support integrated planning and participatory governance

Planning resources and research data to support the evaluation of institutional effectiveness are available online [Elig-15].

20. Public Information

College of San Mateo annually reviews and publishes in its Catalog and Schedule of Classes and/or publishes on its website accurate information regarding admission, rules and regulations, degrees, costs and refunds, grievance procedures, academic credentials of faculty and administrators, and other information concerning College functions. The Mission Statement addresses the College's purposes and objectives.

The Catalog, Schedule of Classes, and other informational resources are available online via the CSM website [Elig-16]. In addition, a single portal is designed to provide distant learners with key information [Elig-17].

21. Relations with the Accrediting Commission

The SMCCCD Board of Trustees assures that College of San Mateo adheres to the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges; describes itself in the same manner to all its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission.

Evidence for Certification of Continued Institutional Compliance with Eligibility Requirements

- Elig-1. 2012-13 Flipbook Catalog.
<http://collegeofsanmateo.edu/schedule>
- Elig-2. College of San Mateo Mission and Diversity Statements.
<http://collegeofsanmateo.edu/statements>
- Elig-3. SMCCCD Board of Trustees.
<http://www.smccd.edu/accounts/smccd/boardoftrustees>
- Elig-4. Accounting Course Outlines.
http://collegeofsanmateo.edu/articulation/outlines_actg.asp
- Elig-5. Articulation Agreements not listed on ASSIST.
<http://collegeofsanmateo.edu/articulation/agreements.asp>
- Elig-6. SMCCCD Board Policies and Procedures.
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/C HAPTER%20VI%20-%20Educational%20Program/6_85.pdf
- Elig-7. Course Outlines website.
<http://collegeofsanmateo.edu/articulation/outlines.asp>
- Elig-8. Course Student Learning Outcomes.
<http://collegeofsanmateo.edu/sloac/slos>
- Elig-9. SMCCCD Board Policy 6.35 Academic Freedom.
http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/6_35.pdf
- Elig-10. *Faculty Handbook, 2012-13*
<http://collegeofsanmateo.edu/academicsenate/docs/2012-2013/FacultyHandbookFinalVersion2012-13.pdf>
- Elig-11. San Mateo Community College Federation of Teachers Complete Contract.
<http://www.aft1493.org/contract-a-salaries/complete-contract.html>
- Elig-12. Admissions and Records website.
<http://collegeofsanmateo.edu/admissions>
- Elig-13. Distance Education Student Resources website.
<http://collegeofsanmateo.edu/distanceeducation/students.asp>
- Elig-14. LearningSupport Centers: Overview website.
<http://collegeofsanmateo.edu/labs/>
- Elig-15. Office of Planning, Research, and Institutional Effectiveness (PRIE) website.
<http://collegeofsanmateo.edu/prie>
- Elig-16. College of San Mateo website.
<http://collegeofsanmateo.edu>
- Elig-17. Distance Education website.
<http://www.collegeofsanmateo.edu/distanceeducation/>

- Elig-18. *College Catalog, 2012-13.*
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf
- Elig-19. *College Catalog, 2012-13, pages 62-65.*
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf
- Elig-20. *College Catalog, 2012-13, pages 4-6.*
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf
- Elig-21. SMCCCD Board Policy 6.35 Academic Freedom.
https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20VI%20-%20Educational%20Program/6_35.pdf
- Elig-22. SMCCCD Independent Auditors Reports, 2007-08 to 2011-12.
<http://www.smccd.edu/accounts/smccd/financialservices/auditreports.php>

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Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

College of San Mateo is in compliance with ACCJC's Policy on Distance Education and on Correspondence Education.

The College adheres to state and federal regulations regarding distance learning as well as ACCJC accreditation Standards and commission policies. The College ensures that equal rigor, breadth, and quality apply to all its course offerings, regardless of delivery mode. Student learning outcomes (SLOs) are the same, for example, regardless of whether the course is offered solely online or in a face-to-face mode.

Reflecting Title 5, federal regulations, and ACCJC's Policy on Distance Education and on Correspondence Education (August 2012), the San Mateo County Community College District's Board administrative procedure 6.85 Distance Education stipulates academic rigor, Committee on Instruction (the College's curriculum committee) review, course quality standards, and policies for secure login and authentication, and proctored exams.

In addition, the ACCJC has approved two *Substantive Change Proposals Mode of Delivery: Distance Education (2010, 2013)* submitted by College of San Mateo [Cert-1].

When the Committee on Instruction 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). Committee on Instruction's supplemental review for distance learning courses ensures the following:

- 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, with evidence collected for the assessment of the effectiveness of distance learning in the course.
- 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.

Courses are reviewed every six years, and CTE courses are reviewed every two years. Once the Committee on Instruction completes its review, the District's Board of Trustees ultimately approves all curricula.

For detailed evidentiary information, see Appendix J.1.

Policy on Institutional Compliance with Title IV

College of San Mateo is in compliance with Title IV and, therefore, ACCJC's Policy on Institutional Compliance with Title IV.

The College exercises diligence in keeping loan default rates at an acceptably low level, and the U.S. Department of Education has taken no negative actions against the College.

College of San Mateo follows the federal regulations that require first-time borrowers of Direct Loans to receive entrance counseling, which is available at www.studentloans.gov, and directs students to this site. At this site students receive information about master promissory notes, the importance of repaying a loan, the consequences of default, and sample monthly repayment amounts. College of San Mateo gathers contact information from student borrowers during the file completion process in case the College needs to contact students in the future.

College of San Mateo also provides exit counseling to students through the following website: studentloans.gov/myDirectLoan/index.action. The exit counseling process gives students extensive information on repayment plans and the consequences of default.

Further, College of San Mateo submits reports to the National Student Loan Data System, as required by regulation.

For detailed evidentiary information, see Appendix G.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

College of San Mateo is in compliance with ACCJC's Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

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 Catalog, Schedule of Classes, and other official publications are available in both print and electronic format. The Catalog is the publication containing the most comprehensive information about the College, including the information detailed in ACCJC's Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status; information on institutional and program student learning outcomes; and gainful employment information.

For detailed evidentiary information, see Appendix G and Appendix J.2.

College of San Mateo complies with all legal and regulatory practices relating to recruitment and admissions. Board Policy 7.01, Eligibility Requirements for Admission of Students, states that the "Dean of Enrollment Services shall be responsible for coordinating the admission process of students, including student eligibility." For CTE programs, gainful employment information is accurately represented, and licensure information is listed for programs such as cosmetology, dental assisting, and nursing in the Catalog.

The Department of Athletics adheres to the legislated recruiting bylaws of the CCCAA Constitution.

For detailed evidentiary information, see Appendix J.2.

The Catalog and website accurately represent ACCJC-accredited status for the College. Further, the website contains accurate information about the following programs, which have program-related accrediting bodies: Cosmetology, Dental Assisting, and Nursing [Cert-2].

Policy on Institutional Degrees and Credits

College of San Mateo is in compliance with ACCJC's Policy on Institutional Degrees and Credits.

The College Catalog explicitly states AA, AS, AA-T, and AS-T requirements and indicates that graduation from College of San Mateo with an associate degree is based upon the completion of 60 units of lower-division college-level work [Cert-3]. The AA and AS degrees must demonstrate content and breadth in the following areas: American History & Institutions, CA State & Local Government; Language and Rationality; Physical Education Activity Classes; and additional General Education requirements in the areas of Natural Science, Social Science, Humanities, and Career Exploration and Self-Development. The AA-T and AS-T degrees meet the established transfer model curriculum (TMC) requirements.

The District's Board Policy 6.12, Definition of Courses, specifically states that "course units of credit shall be based on a pre-specified relationship between the number of units and hours, the type of instruction, and performance criteria (Title 5, Section 55002.5)." The College uses the Carnegie unit as a basis to define the credit hour. For example, a three-unit lecture course requires a minimum of three lecture hours per week plus six hours of homework (or six hours of a combination of homework and to-be-arranged hours) per week for a semester-length course. One unit of credit for a laboratory course requires a minimum of three hours of laboratory work per week per semester. The appropriate formula has been entered into CurricUNET, the District-adopted software application designed to automate and enhance the development and approval of curriculum.

Further, in order for Committee on Instruction, the College's curriculum committee, to approve a course, student learning outcomes for the course must be stated on the course outline. The College, with Academic Senate support, requires that course student learning outcomes appear on course syllabi [Cert-4, Cert-5]. Deans of the academic divisions monitor the requirement to have course student learning outcomes on syllabi. The Office of Planning, Research, and Institutional Effectiveness conducts an annual survey of students, and one segment of this survey includes an assessment of the College's institutional (General Education) student learning outcomes. In addition, program (degree and/or certificate) student learning outcomes are measured when students complete the application for a degree and/or certificate.

For detailed evidentiary information, see Appendix E, Appendix G, and Appendix J.2.

Policy on Institutional Integrity and Ethics

College of San Mateo is in compliance with ACCJC's Policy on Institutional Integrity and Ethics.

College of San Mateo upholds and protects the integrity of its practices through the Mission Statement and its embedded Institutional Priorities, the Diversity Statement, the District's Policies and Procedures, compliance with the California Education Code, and compliance with other relevant regulatory requirements.

College of San Mateo complies with all requirements of the Accrediting Commission for Community and Junior Colleges and has processes to ensure that information submitted is current, complete, and accurate [Cert-1].

College of San Mateo uses iterative processes to assure the clarity, accuracy, and availability of information related to its Mission Statement; education programs; admissions requirements; student services; tuition and other fees and costs; financial aid programs; and policies related to transcripts, transfer of credit, and refunds

of tuition and fees. The College's Catalog, Schedule of Classes, and website are the main sources for this information. The College's accreditation status is stated in the Catalog and on the website [Cert-6, Cert-2].

The San Mateo Community College District has in place policies and procedures to ensure academic honesty through, for example, Guidelines Addressing Cheating and Plagiarism, detailed in the Catalog; its integrity in hiring, Chapter 2 of Board Policies; and prevention of conflict of interest (Board Policy 2.45, Conflict of Interest). Policies and procedures are reviewed regularly through a participatory governance process and approved by the Board of Trustees and are posted under Downloads on the District's website for easy access for staff, students, the Board of Trustees, and the public.

As stated above, the College uses iterative processes to ensure that its statements are honest, accurate, and clear. The Catalog and the website have clear statements about the College's accreditation status, program-specific accrediting information, and licensure information [Cert-6, Cert-2, Cert-7].

College of San Mateo's Catalog and website clearly indicate to students and to the public how violations of integrity will be addressed. For example, Board Policy 7.69, Student Conduct; Board Policy 7.70, Student Disciplinary Sanctions; and Board Policy 7.73, Student Grievances and Appeals, address conduct and behavior as related to institutional integrity.

College of San Mateo collegially accepts its participation in accreditation, the voluntary system of self-regulation, and welcomes professional peer review through the periodic voluntary process of quality review. As such, the College cooperates in preparation for site visits, collegially receives external evaluation teams, and complies with ACCJC's Eligibility Requirements, Standards, and policies.

In order to ensure that integrity and ethics are upheld to the highest standards, the San Mateo County Community College District has established procedures to receive and address complaints regarding questionable accounting practices; operational activity which is a violation of applicable law, rules, and regulations; or questionable activities which may indicate potential fraud, waste, and/or abuse. Current practice for confidential and anonymous submission of complaints includes two methods: direct reporting by phone to the chief financial officer and the controller and reporting via a confidential email address (ciagconf@smccd.edu). Senior members of the College Internal Audit Group administer this email address [Cert-8].

For detailed evidentiary information, see Appendix G and Appendix J.2.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

College of San Mateo does not have contractual relationships with non-regionally accredited organizations.

Evidence for Certification of Continued Institutional Compliance with Commission Policies

- Cert-1. Accreditation Oversight Committee website.
<http://collegeofsanmateo.edu/accredinfo/>
- Cert-2. Accreditation website.
<http://collegeofsanmateo.edu/accreditation/>
- Cert-3. *College Catalog, 2012-2013*, page 62.
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf
- Cert-4. Academic Senate Governing Council Minutes, May 8, 2012.
http://collegeofsanmateo.edu/academicsenate/docs/2011-2012/Minutes_05-08-2012.pdf
- Cert-5. *Faculty Handbook, 2012-2013*, page 50.
<http://collegeofsanmateo.edu/academicsenate/docs/2012-2013/FacultyHandbookFinalVersion2012-13.pdf>
- Cert-6. *College Catalog, 2012-2013*, page 5.
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf
- Cert-7. *College Catalog, 2012-2013*, pages 161, 195.
http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2012-13_Catalog.pdf
- Cert-8. College Internal Audit Group (CIAG).
<http://www.smccd.edu/accounts/smccd/financialservices/internalaudit.php>

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Responses to 2007 Recommendations

Resolution and Updates

In July 2007 College of San Mateo submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) its *Institutional Self Study for Reaffirmation of Accreditation 2007*. In October 2007 the ACCJC Self Study Evaluation Team subsequently visited College of San Mateo. In its letter of January 31, 2008, the ACCJC notified the College that the Commission had acted to issue a “warning” to CSM. It cited ten recommendations that addressed areas of concern and required that two Progress Reports (*Follow-up Reports*) be completed by October 2008 and October 2009 to document institutional progress in resolving those recommendations.

In its letter of February 3, 2009, the Commission accepted the College’s *Follow-up Report, October 2008*, and *Follow-up Report, Additional Documentation, December 2008*; took action to remove the College from warning; and reaffirmed accreditation. In its letter of January 29, 2010, the Commission accepted the College’s *Follow-up Report, October 2009*. In its letter of January 31, 2011, the Commission accepted the College’s *Midterm Report, 2010*, noting that College of San Mateo had successfully resolved all ten recommendations.

College reports to the ACCJC and correspondence from the Commission are accessible online at the College of San Mateo Accreditation Oversight Committee website: <http://collegeofsanmateo.edu/accredinfo/>.

Chronology of Commission Action and College Reports

Date(s)	Action	Documentation
January 2008	<ul style="list-style-type: none"> • The College was placed on warning and was required to address seven College recommendations and three District recommendations. • The College was required to respond to College Recommendations 1, 2, and 3 by October 2008 and College Recommendation 4 by October 2009. 	January 31, 2008, Commission Action Letter
October 2008 to December 2008	<ul style="list-style-type: none"> • The College submitted the required <i>Follow-Up Report, 2008</i>, to the ACCJC. • A team visited the College. • The College submitted supplementary information to the ACCJC. 	<i>College of San Mateo Follow-Up Report, October 2008</i> ; <i>College of San Mateo Follow-Up Report, Additional Documentation, December 2008</i>
January 2009	<ul style="list-style-type: none"> • The Commission took action to remove the College from warning and accreditation was reaffirmed. 	February 3, 2009, Commission Action Letter

Date(s)	Action	Documentation
	<ul style="list-style-type: none"> The College was expected to respond to College Recommendations 4 and 5 and District Recommendations 6, 9, and 10 by October 2009. 	
October 2009	<ul style="list-style-type: none"> The College submitted the required <i>Follow-Up Report, 2009</i>. 	<i>College of San Mateo Follow-Up Report, October 2009</i>
January 2010	<ul style="list-style-type: none"> The Commission accepted the College's <i>Follow-Up Report, 2009</i>. The College was required to file a Midterm Report by October 2010. 	January 29, 2010, Commission Action Letter
January 2010	<ul style="list-style-type: none"> The College submitted a Substantive Change Proposal on Distance Education. 	<i>Substantive Change Proposal Instructional Model of Delivery: Distance Education, January 2010</i>
February 2010	<ul style="list-style-type: none"> The ACCJC Committee on Substantive Change accepted the College's Substantive Change Proposal to offer 57 degrees and 29 certificates with more than 50% availability via a mode of distance or electronic delivery. 	March 12, 2010, Commission Action Letter
October 2010	<ul style="list-style-type: none"> The College submitted the required <i>Midterm Report, 2010</i>. The <i>Midterm Report, 2010</i>, addressed all ten recommendations from the <i>2008 Commission Action Letter</i>, the College's own plans for improvement, and an update to its Substantive Change Proposal for distance education. 	<i>College of San Mateo Midterm Report, October 2010</i>
January 2011	<ul style="list-style-type: none"> The Commission accepted the <i>Midterm Report, 2010</i>. The Commission noted that the College had documented its resolutions of Recommendations 1-10 and that the College was addressing its own plans for continued improvement. 	January 31, 2011, Commission Action Letter
February 2013	<ul style="list-style-type: none"> The College submitted a Substantive Change Proposal on Distance Education. 	<i>Substantive Change Proposal Instructional Model of Delivery: Distance Education, February 2013</i>

Date(s)	Action	Documentation
March 2013	<ul style="list-style-type: none"> • The ACCJC Committee on Substantive Change accepted the College’s Substantive Change proposal to offer 17 degrees and 8 certificates at 50 percent or more via distance education or electronic delivery. • The Committee commended the College on the comprehensiveness and clarity of the proposal. 	March 22, 2013, Commission Action Letter

Responses to Recommendations

The following section summarizes the College’s response and its continued progress in addressing the Commission’s recommendations.

College Recommendation #1

In order to improve planning, the College should:

- a. *Develop specific, measureable, realistic, and time bound objectives in relation to its stated goals, conduct consistent, systematic, and timely evaluations for all its plans based on analyses of both qualitative and quantitative data, and ensure that the results are communicated and understood by college constituencies. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance, and student learning outcomes. (Standards IB.2 through 7)*
- b. *Integrate and align its various plans and ensure that they are fully implemented (Standards I.B.2, III.A.6, III.B.2.b, III.C.2).*
- c. *Complete its Educational Master Plan expeditiously, no later than fall 2008. In addition, the college must demonstrate that decisions regarding building priorities result from the priorities of the Education Master Plan. (Standard III.B.2.b) This issue was identified by the 2001 evaluation team.*

With regard to Recommendation 1, at the time of the October 2008 report, the college is expected to have completed its educational master plan, will have included program review data on such student achievement data as course completion, retention, program completion, degrees and certificates awarded, and where available such as transfer, job placement, and results of licensure exams.

Response to College Recommendation #1

Beginning in February 2008, College of San Mateo has developed and has implemented a comprehensive planning system that integrates program review, student learning outcomes and assessment, institutional planning, and resource allocation. The College implemented the new planning model in 2009, has assessed the model at regular intervals, and has made improvements to the model over the last four years. Moreover, the

College has institutionalized its commitment to measurable institutional effectiveness by creating an Office of Planning, Research, and Institutional Effectiveness (PRIE).

PRIE supports a culture of evidence and continuous quality improvement and has established the following objectives:

- **Research**
To support institutional planning as a participatory process, to coordinate activities related to measuring institutional effectiveness, to provide analytic and educational resources that improve decision-making processes.
- **Planning**
To provide a variety of accurate and accessible data, information, and research that supports the College community as it serves students; to provide technical expertise in research and survey design, analysis, and interpretation; and to support institutional decision making.
- **Development**
To provide technical expertise and assistance in the research, development, and submission of grant proposals.

With regard to Recommendation #1a., the College has articulated five Institutional Priorities that have been identified to improve institutional effectiveness. Specific, measurable, realistic, and time-bound objectives have been developed for each institutional priority. The College has identified a series of measurable indicators that are associated with each objective. Collectively these indicators are known as the *College Index*, which provides an objective measurement of institutional effectiveness and improvement. The *College Index* is available to all College constituencies.

As part of its planning cycle, the College assesses its progress against indicator targets and develops plans to improve institutional effectiveness as a result. The College relies on both quantitative and qualitative data to measure its institutional effectiveness. Assessment of student learning outcomes is also an important component in evaluating institutional effectiveness and occurs at the course level, program level (degrees and certificates), and institutional (General Education) level. Also, an overall summary of assessment findings and trends is used by the College's Institutional Planning Committee as an input to the College's institutional planning processes.

The College has also addressed Recommendation #1b. It uses a well-defined cycle of institutional research (institutional assessment, evaluation), integrated planning, resource allocation, implementation, and assessment at both the program level and at the institutional level as the means to improve student learning and institutional effectiveness. As demonstrated by the institutional planning calendars, the College's planning activities are fully synchronized, program review and institutional planning are integrated, and institutional plans are fully integrated. Finally, resource allocation is explicitly tied to program and institutional planning.

With respect to Recommendation #1c., in 2008 the College completed the *Educational Master Plan, 2008*, and in 2012 published an extensive update to it. The *Educational Master Plan: Information Update, 2012*, provides comprehensive quantitative and qualitative data about CSM's internal and external communities. It includes analyses of county demographics, the student profile, high school enrollment patterns, enrollment history and trends, student success outcomes, awards earned, transfer trends, program-specific and CTE data, the

employee profile, and results of survey research with employees and students. As shown in College planning diagrams and documents, the College has relied on its Educational Master Plan to establish institutional priorities and has also demonstrated that facilities priorities result from priorities in the Educational Master Plan.

In addition, the College has included disaggregated student achievement data in its program review, including course completion, retention, degrees and certificates awarded, and the results of licensure exams.

In summary, the College has developed a robust, integrated planning system and has identified measurable objectives at both the program level and the institutional level as a means of improving institutional effectiveness. The College has developed a clearly defined means to assess progress against goals over time. Finally, the College has actively assessed its program and institutional planning processes and has made improvements to these processes to ensure sustainable continuous quality improvement in its planning systems.

The College has met Recommendation #1 in full.

College Recommendation #2

The college should expeditiously complete the development of course, certificate and degree student learning outcomes and expand the identification of assessment strategies for student learning outcomes, implement the assessment strategies and use the results of the assessment for continuous quality improvement. This assessment should include quantitative and qualitative data including student success measures that are used for planning, program review, decision-making and resource allocation. (Standards II.A.1.a,c, 2.a,b,c,e,f,h,i, A.3, A.6, Eligibility Requirement 10) The lack of consistent and systematic use of data for planning, program review and decision-making was noted by the 2001 evaluation team.

With regard to Recommendation 2, at the time of the October 2008 report, the college will have expanded its definition of assessment strategies for student learning outcomes.

Response to College Recommendation #2

The College's courses, certificates, and degrees have established student learning outcomes and assessments are in place for courses, support services, programs (degrees and certificates) and at the institution level through General Education assessments. Moreover, student learning outcomes and assessment are a core component of program review and institutional planning.

The program review process is one example of how extensive student achievement data are now routinely accessible, analyzed, and used to improve program effectiveness and to inform decisions about the allocation of resources. In 2009-10, the College implemented a new program review model in which SLO assessment, analysis of student achievement data, and the subsequent allocation of resources are all explicitly linked. To support this effort, the Office of Planning, Research, and Institutional Effectiveness provides student success and program efficacy data for more than 50 instructional programs each year. PRIE's annual program review reports, *Student Success and Core Program Indicators*, includes productivity and student success data disaggregated by ethnicity, gender, and age, each report encompassing three academic years. All program review data and reports are accessible online: <http://collegeofsanmateo.edu/programreview/>.

The program review model was revised for spring 2013 implementation with adaptations for student services, instruction, and learning support centers. The new template requires that analysis of SLO assessment and student success data—including delivery-mode course-comparison data—be more closely tied to Institutional Priorities and the College Mission. Analysis comprises a case statement for subsequent resource allocation (e.g., faculty or staff positions, equipment, and facilities improvements). The *Student Success and Core Program Indicators* template was also revised to improve ease of use.

In summary, student learning outcomes and assessment of student learning outcomes are ongoing and woven throughout the College. The College has committed substantial resources to supporting student learning outcomes and assessment of outcomes. Its program review and institutional planning systems have been designed to incorporate a robust and widespread dialog regarding student learning outcomes in which gaps are identified and acted upon, and results are assessed. The College has made student learning and achievement the focus of all its efforts and continuously assesses student learning outcomes at all levels in a cycle of continuous quality improvement.

Subsequent to the *Midterm Report, 2010*, the College has taken additional actions to achieve sustainable continuous quality improvement with respect to the use of student learning outcomes and assessment to improve institutional effectiveness.

The College has met College Recommendation #2 in full.

College Recommendation #3

In order to meet distance education accreditation standards and ACCJC distance education policy the college must evaluate the educational effectiveness of electronically delivered courses including assessment of student learning outcomes, student retention, and student and faculty satisfaction. As a result of the site visit, it was determined that the college may have several certificates and degrees where 50% or more of the requirements are delivered via distance learning. The team recommends that the college notify the Accrediting commission and submit a substantive change proposal which will validate the program's adherence to the accreditation standards. (Standards II.A.1.b,d, II.B.1, II.B.2, 2.a, II.C.1, II.C.2.c)

With regard to Recommendation 3, at the time of the October 2008 report, the college will demonstrate significant progress in evaluating distance learning courses and establish a plan to complete reviews by October 2009.

Response to College Recommendation #3

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 the Office of Planning, Research, and Institutional Effectiveness (PRIE), this study of student indicators included data disaggregated by ethnicity, gender, and age and spanned three consecutive fall semesters.

This work formed the basis for the College's *Substantive Change Proposal Instructional Mode of Delivery: Distance Education*. In February 2010 the Committee on Substantive Change of the ACCJC Commission

approved CSM's proposal to offer 57 degrees and 29 certificates which meet the 50 percent threshold for distance mode of delivery (March 12, 2010, ACCJC letter).

Since this initial program review, PRIE has conducted an annual extensive delivery-mode comparison study of student achievement as part of the data provided to support program review. 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, examined how students use online classes to earn awards, and created profiles of distance education students, among several other areas of inquiry. Findings are published online at <http://collegeofsanmateo.edu/institutionalresearch/distancelearningdata-reporting.asp>

On March 18, 2013, ACCJC's Committee on Substantive Change approved CSM's second substantive change proposal. It requested permission to offer an additional 17 degrees and eight certificates which meet the 50 percent threshold for distance mode of delivery. In the March 22, 2013, notification letter from the ACCJC, the Commission commended the College on the "comprehensiveness and clarity of the Proposal" (March 22, 2013, ACCJC letter).

Analysis and findings about successful course outcomes of distance education 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 courses and their comparable face-to-face courses has closed, with some exceptions for individual courses.

The College has submitted two substantive change proposals and both have been approved by the Substantive Change Committee of the ACCJC. The College has established systematic procedures to regularly evaluate the educational effectiveness of electronically delivered courses, including assessment of student learning outcomes, student retention, and student and faculty satisfaction. As documented in the College's 2013 substantive change proposal, the College meets distance education standards and ACCJC policies regarding distance education.

The College has met Recommendation #3 in full.

College Recommendation #4

The team recommends that College of San Mateo utilize data on student achievement across all ethnic groups, designs programs and services and assigns the necessary resources to improve the retention of all students. (Standards II.B.3, II.B.4)

With regard to Recommendation 4, at the time of the October 2008 report, the college will demonstrate that current student achievement data is analyzed across ethnic groups and will have a procedure in place to routinely analyze such data in the future.

Response to College Recommendation #4

Two Institutional Priorities make explicit the institutional imperative to improve student achievement for all students: “Improve Student Success” and “Promote Academic Excellence.”

PRIE dedicates research and planning expertise to help address those priorities. As noted above, PRIE has published extensive disaggregated data and analysis of student success outcomes in the *EMP Information Update, 2012*, annual program review data sets, *College Index*, and various other institutional research studies, including the longitudinal tracking of student progression beyond basic skills. Use of the data is now pervasive in CSM’s program review and other planning processes. IPC, for example, held a two-day intensive study session in September 2012 on the *EMP Information Update, 2012*, which resulted in the allocation of resources for several of the supplemental instruction programs identified below. The Diversity in Action Group (DIAG) continues to study student equity data and periodically reports their findings to IPC. The College is currently implementing recommendations from the *Diversity in Action Plan: 2009/10-2012/13* prepared by DIAG.

The College has identified achievement gaps at both the program and institutional level and has designed and implemented programs as a direct result of an analysis of disaggregated student achievement data. Through its integrated planning efforts, the College has allocated resources to support efforts aimed at improving student outcomes and addressing achievement gaps among underrepresented groups. Among the initiatives launched since CSM submitted the *Midterm Report, 2010*, to the ACCJC are several student success programs: the Pathway to College summer program offered by the new Learning Center, the Puente Project, the Honors Project, Reading Apprenticeship, and the appointment of two faculty professional development coordinators who design activities aimed at promoting student success strategies. Based upon a recent report by the Diversity in Action Committee, the College also plans to launch a program in the 2013-14 academic year aimed at supporting African-American students and to investigate additional initiatives to support Pacific Islander students.

In summary, the College has developed a comprehensive, longitudinal dataset regarding student achievement, which is disaggregated by a number of demographic variables. The College has analyzed this data, engaged in planning activities at the program and institutional level to improve student learning, implemented plans, and allocated the resources necessary to implement plans. In 2013, the College will begin the initial assessment process on many of the initiatives identified above. The College will continue to assess the outcomes of these initiatives and will make modifications as necessary.

The College has met College Recommendation #4 in full.

College Recommendation #5

In order to fully meet Standard II.C, the college must complete a comprehensive evaluation of the learning support services provided to include Assistive Technology Center, Biology Computer Lab, Business Micro-computer Lab, Business Students Lab, Chemistry Study Center, Computer and Information Science Lab, English 800 Lab, Foreign Language Center, Integrated Science Lab, Math Resource Center, Multimedia Lab, Nursing Lab, Physical Education lab, Reading and ESL Center, Speech Lab and Writing Center. (Standards II.C.1.a,c, II.2.)

[Resolution required by October 15, 2009 Progress Report.]

College Response to Recommendation #5

The College reported significant progress in meeting this recommendation in its *Follow-up Report, October 2008*. It reported complete resolution in its *Follow-up Report, October 2009*, citing the completion of a comprehensive evaluation of the 17 learning centers operating at the time. The new program review instrument created for this process included assessment of learning support center SLOs, assessment of institutional (General Education) SLOs, qualitative data about student satisfaction, and quantitative disaggregated data about student performance outcomes in each center.

In addition to yielding valuable information to evaluate the effectiveness of the centers, the program review process prompted the implementation of a new, shared tracking system to provide an accurate accounting of student use in all the learning support centers. Since 2009, a proprietary software tracking system, SARS-TRAK, has been adopted for learning support centers, and support staff has been appointed to provide technical support for its implementation.

Additional improvements to a program review process for the learning support centers have been implemented as a result of the establishment of a Learning Support Center Coordination Committee in 2011 and its subsequent inclusion as an official standing committee of the Academic Senate. The Academic Senate President and the Director of the new Learning Center (which opened in 2011) have coordinated collaboration among the lead faculty, students, and staff for the learning support centers operating in 2013:

- Accounting Skills Center
- Anatomy and Physiology Center
- Assistive Technology Center
- Business Computer Center
- CIS Computer Center
- Communication Studies Center
- CSM Learning Center
- Digital Media Computer Center
- Integrated Science Center
- Math Resource Center
- Modern Language Center
- Nursing Skills Center
- Reading & ESL Center
- Writing Center & English 800 Center

In conjunction with the Office of Planning, Research, and Institutional Effectiveness, the Learning Support Center Coordination Committee developed a revised comprehensive student survey which includes questions common across centers, unique questions for each center, and assessment of institutional (General Education) SLOs. The survey was conducted in spring 2012; and results were analyzed by learning support centers in the spring 2013 program review cycle. A total of 4,824 students (unduplicated count) used various centers in spring 2012 and received survey email invitations; 1365 survey responses were received, for a 28 percent unique student response rate.

PRIE also provided individualized reports of survey findings for each center, including data for users' academic success, non-success, and retention rates in all courses enrolled. These student success indicators are also disaggregated by ethnicity, gender, and age—with college-wide comparison student performance data included.

In addition to working collaboratively on developing a revised program review model, the Learning Support Center Coordination Committee has effectively addressed a variety of issues:

- Ensured centers successfully meet program review requirements and are duly represented in campus planning and resource prioritization.
- Aligned hours and services, including making unique software available in the Learning Center so students have more than one area to access it.
- Revised individual center SLOs (from 2009), including developing a common SLO for all learning support centers which focuses on access, measuring students' awareness of centers' resources and how to access them.
- Aligned hours of operation, computer and technology resources, staffing, and scheduling of services, including making specialized software available in the Learning Center to create a comprehensive learning support network for all students; in addition, updated the learning support centers' websites to have a more common format, with similar technical terms.
- Identified the need to systematize data collection and evaluation, as well as develop a long-range, comprehensive five-year plan to support student success and completion.
- Recognized the need to increase outreach efforts to students of color and other students who would benefit from center resources.

[Support Center Coordination Committee: <http://collegeofsanmateo.edu/labs/lsccommittee.asp>]

The College has met Recommendation #5 in full.

District Recommendation #6

The team recommends that the district develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes. (Standard III.A.1.c.)

Response to District Recommendation #6

The District has revised the Dean's Assessment of Teaching Responsibilities in the faculty evaluation instrument to include the dean's observations regarding faculty responsibilities with respect to developing and assessing student learning outcomes. The faculty evaluation instrument was amended to include the following language:

[evaluation] of the maintenance of attendance records; accuracy and currency of course syllabi; development and assessment of student learning outcomes; student evaluation and grading policy; the posting of and adherence to office hours to ensure student access; addressing valid student accommodations.

[SMCCCD memo RE: Clarification of Completing Dean's Assessment on Non-Teaching Responsibilities in Faculty Evaluations, July 1, 2010.

<http://www.collegeofsanmateo.edu/2013selfevaluation/docs/evidence/deansassessment.pdf>

The College has fully implemented the revised language in its evaluation process for faculty. Furthermore, all management and supervisory personnel are evaluated on "job knowledge" and "functional job knowledge" which include the expectation that managers adhere to accreditation Standards and rules and regulations concerning employee evaluations.

The College has met District Recommendation #6 in full.

Recommendation #7

In order to ensure the sustainability of its infrastructure, the college must calculate the real costs of facilities ownership, including technology, over the next ten years and then identify a reliable and ongoing revenue that will fund the significant increase in the operating budget. (III,B.2.a)

Response to Recommendation #7

The College has completely renovated the campus since 2007. Renovation has included new building construction, renovation of existing buildings, and the acquisition of new furniture, fixtures, equipment, and technology. The College has collaborated with District Facilities to ensure that all facilities, furniture and fixtures, equipment, and technology acquisitions incorporate the total costs of ownership. The District and the College have identified and have implemented several strategies to ensure that the real costs of facilities ownership are incorporated with regard to the College's infrastructure. The College and the District have implemented three major strategies to provide reasonable assurance that the College's long-term infrastructure needs will be met.

First, District Facilities has developed minimum performance standards for building quality as well as mechanical and other building systems. Because these standards are made explicit in the contract awards, the College and District are assured that construction work is of the highest quality. The design/build entity assumes the long-term risk of building or systems failures. In addition, the District purchased a 15-year full warranty on all furniture and fixtures. Again, the manufacturer assumes the full risk of any failure or other defect of furniture and fixtures. The College has also secured long-term warranty protection on all major equipment acquisitions. Finally, Information Technology Services (ITS) requires a minimum three-year full warranty on all technology acquisitions.

Second, design standards have incorporated sustainability measures when payback periods are deemed reasonable. For example, the College's two newest buildings, the Health and Wellness Building and College Center are both LEED Gold Certified. As a result, the District has realized a significant ongoing utilities cost savings. Other sustainability measures include water saving strategies such as drought resistant landscaping, field turf for athletic fields, and low-flow water fixtures. Finally, the District has set minimum standards with respect to ease of maintenance, which allow Facilities staff to focus on prevention measures. Taken as a whole, these measures reduce operating costs, thereby reducing the total costs of ownership significantly. The savings realized from these measures can then be reinvested back into the College's infrastructure.

As a result of the College's Technology Plan: 2009/10 to 2012/13 as well as the *SMCCCD Strategic Plan for Information Technology: 2012-2016*, the District has set aside funds for equipment and technology replacement totaling \$11 million for the next five years. College of San Mateo received its first allocation of \$733,000 in 2012. The District has established a Long Range Instructional and Institutional Equipment Planning Team for ongoing review of equipment replacement needs and available resources.

The College and the District have identified and have successfully executed strategies to provide for the total cost of ownership well beyond the ten-year period cited in the 2007 recommendation.

The College has met Recommendation #7 in full.

Recommendation #8

The College should establish a systematic, reflective process for, and a regular cycle of evaluation for its governance structures, processes, and committees to ensure that such organization structuring continues to serve the needs of the College. IV A. 5.

Response to Recommendation #8

The College has established formal mechanisms to assess the effectiveness of its ongoing planning and resource allocation processes and governance structures. These assessment mechanisms are part of the College's planning process. The College has assessed the efficacy of its planning systems at both the institution and program review level and has implemented changes, including changes to its committee structure as a result.

The Institutional Planning Committee (IPC) serves as the primary planning committee at the College. As part of its mission, IPC is charged with implementing, assessing, and revising the College's institutional planning processes as needed. IPC has used both formative and summative mechanisms to assess the College's institutional planning processes. IPC has relied on institutional research, in the form of surveys and focus groups, and has established an ongoing, self-reflective dialog regarding the College's planning processes.

The College has also reviewed the role of College Council, which is one of the College's primary participatory governance bodies. Beginning in the spring 2012, members of College Council engaged in a facilitated, self-reflective dialog, which included a focus group, on the role of College Council.

As a result, College Council concluded that its role should encompass the following four functions:

- Provide oversight to ensure that participatory governance is appropriately practiced across the College at all levels of the institution.
- Share information with all four constituencies.
- Make occasional recommendations to the President on general policy issues.
- Conduct an audit of institutional effectiveness.

The proposed new mission and purpose of College Council are as follows:

- **College Council Mission**

The mission of College Council is to provide guidance and oversight for the participatory governance process at College of San Mateo. College Council will also serve as a repository and clearinghouse for ideas generated by the college community.

- **College Council Purpose**

Provide a review and appraisal function for institutional committees.

The proposed mission and purpose of College Council will be vetted with the college community in the fall 2013 semester.

In summary, the College has established a systematic, robust, and reflective process to evaluate its governance structures and planning processes. The College has used both formative and summative methodologies to gather input from College constituencies. Assessment of the College's planning process and governance structure is now embedded in the College's planning cycle. Several changes to the College's planning processes and its governance structure have been made as a result of these assessment activities.

The College has met College Recommendation #8 in full.

District Recommendation # 9

In order to fully meet Accreditation Standards and improve effectiveness of evaluation in the college and district, it is recommended that:

- a. The board of trustees should regularly evaluate its “rules and regulations” and revise them as necessary (Standard IV.B.1.e)*
- b. In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents, therefore the district should develop rules and regulations for the evaluation of college presidents. (Standards IV.B, B.1,j)*
- c. The districts and colleges should collaborate to implement a process to regularly evaluate the delineation of functions and widely communicate those findings in order to enhance the college’s effectiveness and institutional success. (Standards IV.B.3.g)*

Note: The San Mateo County Community College District now uses “policies and procedures” for its former “rules and regulations.”

College Response to District Recommendation #9

District Recommendation #9a

Board of Trustees Policy 2.06 specifies that the Board shall “review each policy on a six-year schedule” and that any changes “will be brought to the appropriate consultative group....”

District Recommendation #9a has been met in full.

District Recommendation #9b

In June 2008 the Board of Trustees added Rules and Regulations (now Policies and Procedures) Section 2.03, College President, to address evaluation of the College presidents. This policy has been fully implemented. The Chancellor and the Board of Trustees evaluate each college president annually based on the president’s achievement of mutually agreed upon goals.

District Recommendation #9b has been met in full.

District Recommendation #9c

The District Shared Participatory Council, which consists of constituency representatives from each college and the District, approved a process for evaluating delineation of functions. The process calls for a three-year review cycle, which began in spring 2010. The Vice-Chancellor of Educational Services was responsible for convening a Delineation of Functions Review Committee, which consists of District and College personnel. A draft Delineation of Functions document was developed in 2010. At College of San Mateo, the draft was shared with College Council for review and feedback. Constituency representatives on College Council were

asked to obtain feedback from their representative constituencies. A final draft of the function map was adopted based upon feedback from all three colleges.

The three colleges reviewed the Delineation of Functions document in 2013 and are in continued discussion of proposed changes in anticipation of a 2014 revision.

In summary, the District and the colleges have collaborated to develop a process to identify the delineation of functions between the colleges and the District. The process includes evaluation at regular intervals. The College has relied on its participatory governance process to provide feedback on delineation of functions, ensuring widespread communication of findings and actions regarding delineation of functions.

The *San Mateo County Community College District Function Map* is included in the section of this report, "College and District Organization."

The College has met District Recommendation #9c in full.

The College has met all parts of the District Recommendation #9 in full.

District Recommendation 10

In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, the same clarity of process should be extended to evaluating college presidents. (Standards IV.B, B.1.j)

College Response to District Recommendation #10

In June 2008 the Board of Trustees added Rules and Regulations (now Policies and Procedures) Section 2.03, College President, to address evaluation of the College presidents. This policy has been fully implemented. The Chancellor and the Board of Trustees evaluate each college president annually based on the president's achievement of mutually agreed upon goals.

The College has met District Recommendation #10 in full.

Response to ACCJC 2007-2008 Recommendations: College Accreditation Reports & ACCJC Action Matrix, 2008-2013

This matrix highlights College of San Mateo’s response to Recommendations it received by the ACCJC visiting Team in 2007 and by ACCJC in 2008. It also highlights the College’s subsequent institutional progress as noted in correspondence from ACCJC.

Reports submitted by CSM to ACCJC, 2008-2013, include:

- *Follow-up Report, October 15, 2008*
- *Follow-Report, Additional Documentation: Distance Education and Planning, December 17, 2008*
- *Follow-up Report, October 15, 2009*
- *Substantive Change Proposal Instructional Mode of Delivery: Distance Education, January 15, 2010*
- *Midterm Report, October 15, 2010*
- *Substantive Change Proposal Instructional Mode of Delivery: Distance Education, February 17, 2013*

All College reports and ACCJC correspondence are available online: <http://collegeofsanmateo.edu/accredinfo/>

<u>College of San Mateo Report</u>	<u>ACCJC Correspondence & Action</u>
<ul style="list-style-type: none"> • <i>Follow-up Report, 10/15/2008</i> <i>Follow-Report, Additional Documentation: Distance Education and Planning, 12/17/2008</i> 	<ul style="list-style-type: none"> • ACCJC, Action Letter, 2/3/2009 Accepted <i>Follow-up Report, 10/15/2008</i> Removed from Warning Reaffirmed Accreditation
<ul style="list-style-type: none"> • <i>Follow-up Report, 10/15/2009</i> 	<ul style="list-style-type: none"> • ACCJC, Action Letter, 1/29/2010 Accepted <i>Follow-up Report, 10/15/2009</i>
<ul style="list-style-type: none"> • <i>Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 1/15/2010</i> 	<ul style="list-style-type: none"> • ACCJC, Action Letter, 3/12/2010 Approved <i>Substantive Change Proposal, 1/15/2010</i>
<ul style="list-style-type: none"> • <i>Midterm Report, 10/15/2010</i> 	<ul style="list-style-type: none"> • ACCJC, Action Letter, 1/31/2011 Accepted <i>Midterm Report, 10/15/2010</i> Resolved Recommendations: 1-10
<ul style="list-style-type: none"> • <i>Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2/17/2013</i> 	<ul style="list-style-type: none"> • ACCJC, Action Letter, 3/22/2013 Approved <i>Substantive Change Proposal, 2/17/2013</i>

ACCJC Recommendations Team Evaluation: 10/2007 Commission Letter: 1/31/2008	CSM Status Reports	CSM Response to Recommendations	ACCJC Action Letter 2/3/2009	ACCJC Action Letter 1/29/2010	ACCJC Action Letter 1/31/2011
<p>College Rec.1: Improve Planning</p> <ul style="list-style-type: none"> • 1a: Develop goals; use evidence to measure effectiveness; evaluate plans • 1b: Integrate and Align Plans • 1c: Complete Educational Master Plan (EMP) (by 10/2008) 	<p><u>Resolved:</u> <i>Follow-up Report</i> 10/15/2008</p> <p><i>Follow-up Report</i> <i>Additional Documentation,</i> 12/17/2008</p> <p><u>Updates Provided:</u> <i>Follow-up Report</i> 10/15/2009</p> <p><i>Midterm Report,</i> 10/15/2010</p>	<p>1a. Established methods for measuring effectiveness</p> <p>1b. Implemented integrated planning: new program review and strategic plan</p> <p>1c: Completed EMP, 9/2009</p> <p><u>Update since Midterm:</u> --EMP Information Update, 2012, published; robust institutional research conducted</p> <p>--Continued assessment of planning and adjustments to planning structure</p> <p>--Assessments of <i>Institutional Priorities: 2008-2013</i></p>	<p>Resolved: Rec. 1a. Rec. 1b. Rec. 1c.</p>		<p>Resolved recommendations: 1-10</p>
<p>College Rec.2: Develop and Assess SLO's; use student success measures to for integrated approach to planning, program review, decision-making and resource allocation</p> <p>(Must Expand definition of SLO's by 10/2008)</p>	<p><u>Resolved:</u> <i>Follow-up Report</i> 10/15/2008</p> <p><u>Updates Provided:</u> <i>Midterm Report,</i> 10/15/2010</p>	<p>Significant progress in the development and assessment of SLO's</p> <p>Evidence-based program review implemented: ties assessments to resource allocation</p> <p><u>Update since Midterm:</u> --Ongoing assessment of course, program, and GE SLO's</p>	<p>Resolved</p>		<p>Resolved all recommendations: 1-10</p>

ACCJC Recommendations Team Evaluation: 10/2007 Commission Letter: 1/31/2008	CSM Status Reports	CSM Response to Recommendations	ACCJC Action Letter 2/3/2009	ACCJC Action Letter 1/29/2010	ACCJC Action Letter 1/31/2011
<p>College Rec.3: Evaluate Distance courses; submit substantive change proposal (Significant progress must be made by 10/2008; complete program review by 10/2009)</p>	<p><u>Resolved:</u> <i>Follow-up Report</i> 10/15/2008</p> <p>--Additional Documentation: DE, 12/17/2008</p> <p><u>Updates Provided:</u> <i>Follow-up Report</i> 10/15/2009</p> <p><i>Midterm Report,</i> 10/15/2010</p> <p><i>Substantive Change Proposal: DE, 1/15/2010</i></p> <p><i>Substantive Change Proposal: DE, 2/17/2013</i></p>	<p>Program Review conducted of all distance education courses</p> <p>New model for annual delivery-mode comparison of student success; aligned with program review</p> <p>Substantive Change Proposal submitted: 57 degrees; 29 certificates 1/15/2010</p> <p><u>Update:</u> Substantive Change Proposal submitted: 17 degrees; 8 certificates 2/17/2013</p>	<p>Resolved</p>		<p>Resolved all recommendations: 1-10</p> <p>ACCJC approved Substantive Change Proposals: 2/1/2010 & 3/22/2013</p>

ACCJC Recommendations Team Evaluation: 10/2007 Commission Letter: 1/31/2008	CSM Status Reports	CSM Response to Recommendations	ACCJC Action Letter 2/3/2009	ACCJC Action Letter 1/29/2010	ACCJC Action Letter 1/31/2011
College Rec.4: Utilize student success data (Must demonstrate data are analyzed and routine data analysis procedure in place by 10/2008)	<i>Follow-up Report 10/15/2008</i> <u>Updates Provided:</u> <i>Midterm Report, 10/15/2010</i>	EMP 2008 published with disaggregated student success data New program review model assesses student success data implemented in 2009 New capacity to support “climate of evidence” in Office of Planning, Research, and Institutional Effectiveness <u>Update since Midterm:</u> --Systematic, review and analysis of student success data by multiple planning entities to inform decision-making --Program Review model revised for 2013 --New programs initiated to foster student success; Honors Project, Math Bridge, Puente Projects, etc.	Resolved		Resolved all recommendations: 1-10

ACCJC Recommendations Team Evaluation: 10/2007 Commission Letter: 1/31/2008	CSM Status Reports	CSM Response to Recommendations	ACCJC Action Letter 2/3/2009	ACCJC Action Letter 1/29/2010	ACCJC Action Letter 1/31/2011
College Rec.5: Evaluate Learning Support Services (Learning Labs and Centers)	<u>Update:</u> <i>Follow-up Report 10/15/2008</i> <u>Resolved:</u> <i>Follow-up Report 10/15/2009</i> <u>Update Provided:</u> <i>Midterm Report, 10/15/2010</i>	Comprehensive Program Review conducted 2008/09 <u>Update Since Midterm:</u> --Development of student satisfaction surveys, tracking methodology, and data template for annual profile of students --Learning Support Center Coordination Committee established --CSM Learning Center established 2011 --New Program Review model for learning support centers implemented for Spring 2013	10/15/2009 deadline noted for: Rec. #5	Resolved	Resolved all recommendations: 1-10
District Rec. 6: Faculty Evaluation and SLO's	<u>Update:</u> <i>Follow-up Report 10/15/2008</i> <u>Resolved:</u> <i>Follow-up Report 10/15/2009</i> <u>Update Provided:</u> <i>Midterm Report, 10/15/2010</i>	District Trust Committee convened in 2008 to review evaluation procedures Deans' assessment of faculty addresses faculty member's use of SLO's	10/15/2009 deadline noted for: Rec. #6	Resolved	Resolved all recommendations: 1-10

ACCJC Recommendations Team Evaluation: 10/2007 Commission Letter: 1/31/2008	CSM Status Reports	CSM Response to Recommendations	ACCJC Action Letter 2/3/2009	ACCJC Action Letter 1/29/2010	ACCJC Action Letter 1/31/2011
College Rec. 7: Sustain Infrastructure; Calculate Cost of Ownership For Facilities, Including Technology; Develop Reliable Revenue Stream	<u>Resolved:</u> <i>Follow-up Report</i> <i>10/15/2008</i> <u>Update Provided:</u> <i>Midterm Report,</i> <i>10/15/2010</i>	Technology Committee established, charged with addressing recommendation <u>Update since Midterm:</u> CSM implements <i>Technology Plan: 2008-2013</i> District (e.g. ITS) implements: -- Basic Aid funding model; -- <i>SMCCCD ITS Technology Strategic Plan, 2012-2016;</i> -- Long Range and Instructional Equipment Planning Team with 5-yr.planning horizon --use of facility/equipment contracts, warranties, & performance standards (addresses sustainability)	Resolved		Resolved all recommendations: 1-10

ACCJC Recommendations Team Evaluation: 10/2007 Commission Letter: 1/31/2008	CSM Status Reports	CSM Response to Recommendations	ACCJC Action Letter 2/3/2009	ACCJC Action Letter 1/29/2010	ACCJC Action Letter 1/31/2011
College Rec. 8: Establish Systematic Evaluation of Governance Processes (Team recommendation)	<u>Resolved</u> <i>Follow-up Report 10/15/2008</i> <u>Update Provided:</u> <i>Midterm Report, 10/15/2010</i>	Assessment built into new integrated planning model <u>Update since Midterm:</u> --Cyclical assessments of plans and planning entities conducted --Evaluation of College Council via focus group; new charge for College Council results -- <i>Strategic Plan: 2008-2011</i> reviewed and revised as <i>Institutional Priorities: 2008-2013</i> --Planning committees which report to IPC assessed 2012-2013; new mission and reassignment of functions	Resolved		Resolved all recommendations: 1-10
District Rec. 9: Improve Effectiveness of Evaluation <ul style="list-style-type: none"> • District Rec. 9a. Evaluate Rules and Regulations • District Rec. 9c: Evaluate and Communicate Delineation of Functions (9b. in Team recommendations) 	<u>Update</u> <i>Follow-up Report 10/15/2008</i> <u>Resolved</u> <i>Follow-up Report 10/15/2009</i> <u>Update Provided:</u> <i>Midterm Report, 10/15/2010</i>	Process developed for review of rules and regs.; included participatory governance entities in review, e.g. Academic Senate, District Shared Governance Council, etc.	10/15/2009 deadline noted for: Rec. #9	Resolved	Resolved all recommendations: 1-10

ACCJC Recommendations Team Evaluation: 10/2007 Commission Letter: 1/31/2008	CSM Status Reports	CSM Response to Recommendations	ACCJC Action Letter 2/3/2009	ACCJC Action Letter 1/29/2010	ACCJC Action Letter 1/31/2011
District Rec. 10: Develop Process for Evaluation of College Presidents (Team rec./9b. in letter recommendation)	<u>Resolved</u> <i>Follow-up Report</i> <i>10/15/2009</i> <u>Update Provided:</u> <i>Midterm Report,</i> <i>10/15/2010</i>	Process developed and implemented; CSM president evaluated annually	10/15/2009 deadline noted for: Rec. #10	Resolved	Resolved all recommendations: 1-10

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Standard I Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

College of San Mateo's Mission Statement defines the College's educational purposes, its character, its intended student population, and its commitment to achieving student learning [I.A-1].

Mission Statement

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. The College is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. It uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement. Its programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community.

To achieve this mission, the College has adopted the following Institutional Priorities:

- Improve Student Success
- Promote Academic Excellence
- Promote Relevant, High-Quality Programs and Services
- Promote Integrated Planning, Fiscal Stability, and the Effective Use of Resources
- Enhance Institutional Dialog

Diversity Statement

College of San Mateo maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves. As an academic institution, the College fosters a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. The College abides by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

Adopted by College Council May 17, 2012

Approved by the Board of Trustees June 6, 2012

Modified wording approved by the Board of Trustees May 15, 2013, Diversity Statement only

The current Mission Statement and Diversity Statement resulted from a year-long institutional review governed by the College's planning processes and aligned with the Integrated Planning Calendar [I.A-2]. The review relied upon planning and participatory governance structures to ensure that revisions to the Mission reflected a college-wide commitment to student learning and a shared understanding of the College's students.

The Institutional Planning Committee (IPC), which has formal stewardship for CSM's planning processes, initiated the review on February 4, 2011, with the appointment of an ad hoc subcommittee [I.A-3]. This group was later augmented by the Coordinator of Planning from the Office of Planning, Research, and Institutional Effectiveness; the Academic Senate President; and President's Cabinet. After review, revision, and additional discussion with IPC, drafts of the Mission Statement and the Diversity Statement were presented to the campus community for review in April 2012, and constituents' feedback was reported back to IPC [I.A-4]. In May 2012, College Council, which has oversight of the participatory governance process at CSM, adopted the final proposed draft [I.A-5]. The process culminated on June 6, 2012, when the SMCCCD Board of Trustees approved the final Mission Statement and Diversity Statement [I.A-6]. The Diversity Statement's wording was revised slightly in 2013 to bring it into alignment with the Mission Statement. This revision was approved by the Board of Trustees on May 15, 2013 [I.A-7].

The new Mission Statement and Diversity Statement represent several important changes from the previous Mission Statement and other institutional statements.

- The institutional commitment to diversity and inclusiveness—in multiple forms—is reinforced and articulated in updating the Diversity Statement.
- The earlier Vision and Values statements are eliminated as separate statements; key concepts are consolidated more concisely into the revised Mission Statement.
- The SMCCCD Board of Trustees Reaffirmation of Core Values and Principles establishes transfer education and workforce training as the District's core mission, with basic skills courses providing necessary preparation for the core mission [I.A-8]. Given budgetary constraints, lifelong learning courses, while important, have been shifted to SMCCCD Community Education.
- The College's revised Mission Statement and Diversity Statement are aligned with the Reaffirmation of Core Values and Principles by defining the Mission to offer a "comprehensive curriculum of basic skills, career and technical programs, and transfer preparation." This focus also derives from the mission of the California Community Colleges as defined by Title V and the California Community Colleges State Chancellor's Office.

The College's five overarching Institutional Priorities, extracted from *College of San Mateo Institutional Priorities 2008-2013*, are now woven into its Mission, further supporting integrated planning, and reinforcing College values and direction [I.A-9].

Standard I.A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

College of San Mateo's Mission Statement clearly defines its educational purpose: to provide excellent educational opportunities to the residents of San Mateo County and the Greater Bay Area Region. It is an "open-access, student-centered institution" which prepares students through "a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation while fostering "success and excellence." The College recognizes that its programs must be structured to "prepare students to be informed and engaged citizens in an increasingly global community."

The College's Mission Statement, including the Institutional Priorities, addresses issues appropriate to an institution of higher education and to a public community college: open access; comprehensive, high-quality programs and services; and effective student learning and achievement. It recognizes that its students have diverse needs and backgrounds and, as a result, programs need to be designed and delivered in ways that enable diverse populations to succeed in today's society. Through the accompanying Diversity Statement, the College further acknowledges the diversity of its community and declares the institutional value it places on diversity.

The Mission Statement articulates the College's institutional commitment to decision making and "collaborative integrated institutional planning" that is informed by the use of data, information, and assessments which "ensure continuous improvement" of its programs and services. The College's commitment to analyzing and disseminating a variety of quantitative and qualitative institutional data means that the College community is well-informed about the students it serves and ensures that its programs match those students' needs. The following paragraphs draw on data presented in the *Educational Master Plan: Information Update, 2012* [I.A-10].

Institutional research indicates that College of San Mateo serves a greater proportion of San Mateo County residents than its sister colleges. In addition, nearly 20 percent of the College's approximately 9,000 students reside in neighboring counties. The College is situated in a county of economic contrasts—one of the wealthiest communities in the country is immediately adjacent to the campus; at the same time, many CSM students reside in lower income communities nearby. The number of students receiving financial aid has increased 40 percent since the 2008-09 academic year, suggesting growing economic challenges for many students.

A distinctive characteristic of the College's population is its diversity—in age, ethnicity, cultural heritage, lifestyle, work demands, college-going experience, socioeconomic status, and history of academic achievement. The age profile is shifting: more than half of the College's students are under the age of 25, but nearly 30 percent are 30 years or older. The ethnicity of its students closely reflects, but does not exactly mirror, that of the county as a whole. First-time college applicants in any given semester select as many as 24 ethnic affiliations on their applications to CSM. Students who identify as white make up 33 percent of the student body. Nearly half (44.9 percent) of the College's students identify as non-white (which does not include multi-ethnic). Nineteen percent identify as Hispanic, 15 percent as Asian, 7 percent as Filipino, 4

percent as African American, and 2.5 percent as Pacific Islander. In addition, 14 percent of students identify as multi-ethnic. Among first-time students who are assessed, approximately 70 percent are placed below transfer-level mathematics and English courses—a proportion that has been stable for many years.

For the past decade, CSM has ranked above the statewide average for rates of degrees and certificates earned. Historically, CSM's transfer rate has also been above the statewide average.

The College's diverse students require flexibility in location and in modes of delivery. CSM's students are increasingly enrolling in both day and evening courses and a significant number (23 percent) also take classes at one or both of the College's sister colleges, suggesting shifts in work and other demands on students. Each semester, students enroll in approximately 30 sections of late-start and short courses. They are also increasingly enrolling in distance learning classes. Nearly one fifth of CSM students enroll in an online course in a typical semester and nearly 60 percent use at least one online course to earn a degree or certificate [I.A-11].

These population characteristics of College of San Mateo's students represent major demographic and cultural shifts over the last decades. The College has committed resources to the institutional planning, research, program assessment, and participatory governance processes that ensure that evolving student needs and achievement are continuously being monitored, aligned with the Mission, and improved. For example, program review and the activities of Committee on Instruction, the Academic Senate's curriculum committee, are informed continuously by a variety of quantitative and qualitative data on student achievement and student learning outcomes assessment. The integrated planning process as a whole is now designed to ensure institutional effectiveness. It is systematically measured by multiple indicators and the planning mechanisms themselves are also assessed.

The Mission Statement reflects the broad range of instructional programs, student services, learning resources, and other learning support initiatives that have evolved at the College to meet the needs of its diverse community of students. Students have the option of pursuing a wide variety of fields through degree, career and technical, or transfer preparation programs. Seventy-six associate degrees are offered along with 37 certificates of achievement and 44 certificates of specialization [I.A-12]. Certificates are offered primarily in occupational programs. In addition, multiple levels of basic skills and developmental courses are offered through ESL, English, reading, and mathematics to provide foundation skills that strengthen student achievement.

This comprehensive mix of instructional programs is reflected in the fall 2012 semester program composition snapshot: career and technical education (CTE) (22 percent), transfer (80 percent), AA/AS only (non-transferable) (7 percent), and basic skills (8 percent) [I.A-13]. (Note: While CTE courses are counted in a discrete category, most are transferable; hence, the sum of these percentages is greater than 100 percent.)

Student services are also aligned with the Mission Statement's focus on ensuring success and academic achievement for diverse populations. Student services range from core programs such as counseling, transfer advising, and college orientation to programs targeting specific populations such as EOPS, DSPS, CalWorks, the International Student Center, and the Multicultural Center. To advance the success of distance learning students, many student services are offered online.

In support of the College's Mission, the Library offers extensive online and library physical materials while the Learning Center and 13 discipline-specific learning support centers offer a range of learning support resources, including online and physical library materials, tutoring, computer access, specialized software applications, specialized equipment, and subject-matter resources. The Learning Center, which opened in fall 2011 and offered full services starting in spring 2012, provides peer tutors for 15 disciplines and other activities such as Pathway to College (formerly the Summer Bridge Program). The Learning Center's development, design, and funding were a direct result of institutional assessments that considered results of the Students Speak focus group initiative, annual student satisfaction surveys, and systematic analysis of student achievement gaps by participants in program review and in the College's planning committees [I.A-14, I.A-15, I.A-16].

To ensure alignment with the College Mission and Institutional Priorities, new initiatives such as the development of CSM's Learning Center share the key components of the institutional planning cycle: research (data and information), planning, resource allocation, implementation, and assessment [I.A-17].

Instructional programs are developed by faculty through processes established by Committee on Instruction, the Academic Senate's curriculum committee, which is also advisory to the Vice President of Instruction. The Committee on Instruction helps ensure alignment with the developing needs of the diverse student population by continuously adjusting the nature of the College offerings. Recently it has approved new associate degrees for transfer for 13 majors: administration of justice, studio art, business administration, communication studies, English, geology, history, kinesiology, mathematics, physics, political science, psychology, and sociology.

An important means of evaluating and improving programs in support of the Mission is the rigorous program review process. Through program review, analysis of student learning outcomes, student success and retention data, and other institutional research is used to develop plans to sustain and improve student success. The role of program review in institutional planning to support student success is outlined in the *Overview of Institutional Planning for Continuous Improvement of Student Success* [I.A-17].

Prior to spring 2013, program review was accomplished through a comprehensive review every three years supplemented by a briefer annual update. To support institutional planning, the College has moved to an annual, in-depth program review process for all aspects of the College: instructional programs, student services, and administrative services. The revised annual program review documents promote stronger integration of program outcomes and student learning data assessment into the institutional planning process and provide more convenient access to supporting documents, including the *Educational Master Plan, 2008*, and its update, and data [I.A-18]. Each instructional, learning support center, and student services program has its own data webpage supported through the Office of Planning, Research, and Institutional Effectiveness. Documents posted include, where applicable, current and historical student achievement data, delivery-mode comparison data, and previously submitted program review reports [I.A-19].

Program review, while central to the College, is not the sole means of identifying emerging student needs and developing programs which align with the Mission. Institutional planning committees, such as the Diversity in Action Group (DIAG) and the Distance Education Committee have reviewed a variety of student achievement and other data and developed institutional plans aligned with the College Mission, Institutional Priorities, and the *Educational Master Plan, 2008* [I.A-20]. Each plan contains recommendations to improve programs. (Note:

in 2013 the Distance Education and Technology committees were reconstituted as the Distance Education Committee and Educational Technology Committee (DEETC).)

For example, to support the College's Mission and in keeping with its Diversity Statement, the Diversity in Action Group (DIAG) develops, implements, and evaluates strategies to increase diversity in the composition of the student body, staff, faculty, and administration [I.A-21]. DIAG also continuously assesses a variety of student success and equity data provided systematically by PRIE and other resources. DIAG's recommendations, included in the *Diversity in Action Plan: 2009/10 to 2012/13*, help ensure that valuing diversity and addressing achievement gaps among diverse student populations are among the College's highest priorities [I.A-22]. The Puente Project is one direct result [I.A-23, I.A-24].

In another instance, through the *Distance Education Plan: 2009/10 to 2012/13* developed by the Distance Education Committee (now reconfigured as DEETC), CSM made adjustments to online course offerings and created new ancillary supports for distance learning students [I.A-25]. As reported in the *Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2013*, the College, as a result of these changes, has virtually closed the overall achievement gap between face-to-face mode courses and online classes, although differences between modes remain for some individual courses [I.A-11].

Several recent initiatives have been developed in response to the systematic assessment of institutional data by institutional planning committees and by the Institutional Planning Committee (IPC) which, in its stewardship role, ensures both alignment with the Mission and the appropriate allocation of resources. The Puente Project, Reading Apprenticeship, Math Boost, and the Honors Project were implemented during 2011-2013 through the institutional planning process to address the College's Mission of promoting academic excellence in a diverse student body. For example, the Puente Project, a statewide program, is an interdisciplinary learning community focused on the Chicano/Latino experience that promotes college success and transfer [I.A-24]. It addresses the fact that Hispanic students comprise nearly 20 percent of the total CSM student population yet represent only 9.6 percent of all students who transferred to University of California. In addition, as a result of a nearly 30 percent increase in the number of veterans enrolled during the period 2008-09 to 2011-12, CSM has established the Veterans Resource and Opportunity Center (VROC) to serve its approximately 300 veterans [I.A-26].

Assessment

College of San Mateo meets Standard I.A.1. The Mission Statement defines the institution's broad educational purpose, its character, its intended student population, and its commitment to student learning. The Mission Statement and Institutional Priorities guide the development of the College's plans and initiatives. Organized by an institutional planning calendar, the integrated planning cycle has been established to ensure that student success is at the center of institutional and program planning. As a result, the College has successfully established an annual planning process in which program review plays a central role in ensuring it meets its Mission. Institutional plans developed by institutional planning committees and the priorities established through IPC also inform the planning process. Programs and services are reviewed regularly and function within a strong system that meets student needs and promotes their future success.

Since 2010, each spring semester CSM's Office of Planning, Research, and Institutional Effectiveness has conducted comprehensive campus climate and satisfaction surveys of its faculty and administrators (as a

combined cohort), staff, and students. Faculty and administrators and staff have been asked whether “CSM works actively toward fulfilling its mission and vision” and whether “instructional programs are consistent with the mission statement.” Surveys also queried whether employees agreed that instructional programs and student services “reflect the educational needs of students and the surrounding communities.” Respondents have indicated high levels of agreement with the above statements: in the 2012 surveys, for example, agreement levels ranged from 76 to 97 percent, depending upon the constituency [I.A-15].

PRIE also conducts annual campus climate and satisfaction surveys of its students. Results suggest that students perceive the College as effectively meeting its Mission and in delivering programs and services that meet students’ needs. As the narrative analysis of the *Student Campus Climate and Satisfaction Survey, 2012*, concludes: “Students expressed very high levels of satisfaction with CSM, comparable to and in most cases higher than in spring 2011 and 2010. These high levels of satisfaction are reflected in a variety of questions that probed at overall campus climate and the extent to which students feel valued, welcome, and a sense of campus pride” [I.A-15]. Ninety-three percent indicated that they were proud to be CSM students, while 97.6 percent would recommend CSM to a family member or friend. Ninety-six to 98.4 percent were very satisfied with CSM’s responsiveness to diversity and felt welcome and respected, and 89 percent indicated that the overall quality of teaching and services is excellent. Findings from this year’s survey, as compared to past surveys, illustrate that CSM is committed to continuous quality improvement [I.A-27].

Plan for Improvement

The College began the implementation of a program review pilot for administrative services in 2011 [I.A-28]. By fall 2013, the College will revise the administrative services program review model to align, where appropriate, with the new program review guidelines for instruction, student services, and learning support centers implemented in the spring 2013 program review cycle. The College will also evaluate the feasibility of using the administrative program review model for instructional division offices by spring 2014. The administrative services program review model will be fully implemented in the spring 2014 program review cycle.

Note: This plan for improvement is repeated in Standard II.A.2.

Standard I.A.2

The mission statement is approved by the governing board and published.

Descriptive Summary

On June 6, 2012, the San Mateo County Community College District Board of Trustees approved College of San Mateo’s *Mission Statement*, which includes the College’s Institutional Priorities, and *Diversity Statement* [I.A-6]. A minor modification in the wording of the Diversity Statement was approved by the Board or Trustees on May 15, 2013 [I.A-7].

CSM's Mission Statement and Diversity Statement are published and made available by the following means:

- *2012-13 College Catalog* (page 3) [I.A-12]
- The College's website [I.A-1]
- CSM's Office of Planning, Research, Institutional Effectiveness, "Institutional Planning Documents" webpage [I.A-29]
- *CSM's Educational Master Plan: Information Update, 2012* [I.A-10]
- Program Review forms, spring 2013 program review cycle [I.A-30]
- Physical displays of these documents in the College Center, administrative offices, and other prominent locations

Assessment

College of San Mateo meets Standard I.A.2. The College's Mission Statement, approved by the Board of Trustees, is widely publicized and easily accessible to prospective and current students and all groups of employees.

Plan for Improvement

None.

Standard I.A.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Review of the Mission and other institutional statements follows the integrated planning and governance processes established at College of San Mateo.

Based upon College of San Mateo Integrated Planning Calendar 2005/2006 to 2016/2017, the College has scheduled review of the Mission Statement every three years [I.A-2]. The most recent comprehensive assessment of its institutional statements—the Mission, Values, Vision, and Diversity Statements—was initiated by the Institutional Planning Committee in February 2011 [I.A-3]. The revised Mission Statement and Diversity Statement were completed in spring 2012 after development and review by the College community and were approved by San Mateo County Community College District Board of Trustees on June 6, 2012 [I.A-6]. The Diversity Statement's wording was revised slightly in 2013 and approved by the Board on May 15, 2013 [I.A-7].

The College implemented its integrated planning model in 2008. As a key tool in integrated planning, the first iteration of a master planning calendar was published in the *Educational Master Plan, 2008*, using the six-year accreditation term to synchronize the development, implementation, and assessment of key institutional plans. The horizon for the master planning calendar extends to 2017, beyond the current accreditation term of 2007-2013 [I.A-31]. The master planning calendar was further revised in 2009 to encompass additional cyclical planning processes and plans, including review of the Mission and other institutional statements [I.A-2].

As a result, review of the Mission and other institutional statements was initiated in the 2010-11 academic year, at the 3-year “midterm” of the current 2007-2013 accreditation cycle. The revision of two Mission and the Diversity Statements was completed in 2012, which aligned with the fall 2012 publication of the *Educational Master Plan: Information Update, 2012 [I.A-10]*. As indicated in the integrated planning calendar, the next review of the Mission is scheduled to be completed in the 2015-16 academic year.

The College’s planning and governance processes help ensure that the appropriate stakeholders and constituencies have had opportunities to participate meaningfully in the review. The Institutional Planning Committee’s membership includes representatives from all College constituencies as well as the chairs of key institutional planning committees; the chair of Committee on Instruction; the president of the Academic Senate; lead staff from the Office of Planning, Research, and Institutional Effectiveness; and the Director of College Development and Marketing [I.A-32]. In 2011, IPC formed an ad hoc committee to review the Mission and institutional statements, to propose revisions as needed, and to report back to IPC [I.A-3]. After multiple iterations and consultation with IPC, the ad hoc committee presented drafts for review in 2012 to College Council, the participatory governance body comprised of representatives from all constituencies. IPC and College Council members provided input based on feedback from constituents which prompted further revision. In addition, a draft was posted online for review by the College community-at-large in April 2012, and feedback was reported back to IPC [I.A-4].

This process resulted in the revised Mission Statement with Institutional Priorities and the revised Diversity Statement consistent with the Board of Trustees’ Reaffirmation of Core Values and Principles, which emphasizes student learning and identifies priorities for resource allocation based on transfer and workforce training programs [I.A-8]. The College’s five Institutional Priorities, derived from *College of San Mateo Institutional Priorities 2008-2013*, were woven into the Mission Statement [I.A-9]. The Values Statement and Vision Statement were eliminated as separate discrete documents; however, key concepts were also woven into the revision of the Mission. The final statements were adopted by College Council on May 17, 2012, and were approved by the SMCCCD Board of Trustees on June 6, 2012 [I.A-5, I.A-6]. Revised wording of the Diversity Statement was approved by the Board on May 15, 2013 [I.A-7].

The integrated planning calendar and the planning entities ensure that the Mission is reviewed on a regular basis. At the same time, ongoing institutional research and planning structures established since 2008 ensure that in the event of a major environmental change—for example, the 2009-10 budget crisis—CSM can react nimbly according to established processes and make informed decisions. Through the budget crisis, Institutional Priorities guided the adjustment of resources. A variety of quantitative and qualitative data govern planning decisions and the processes are transparent.

Assessment

College of San Mateo meets Standard I.A.3. The most recent process to review the Mission ensured that the interests of all constituencies were considered through their active participation in the review. Regular review of the Mission is incorporated into the College’s master planning calendar. Each review and revision of the College’s Mission Statement adheres to the institution’s participatory governance process.

Plan for Improvement

None.

Standard I.A.4

The institution's mission is central to institutional planning and decision making.

Descriptive Summary

College of San Mateo's Mission Statement drives institutional decision making; the integrated planning processes; the development, implementation, evaluation, and improvement of institutional plans; and the implementation of an organizational and governance structure to support assessment of these efforts.

Since the implementation of an integrated planning model in 2008, the College has created new capacities for assessing institutional effectiveness along with redefining several existing governance structures that include previously existing governance entities as well as new ones. Together these entities evaluate the extent to which the College effectively achieves its Mission. They include the Academic Senate Governing Council, Committee on Instruction (for curricular matters), College Council, the College Assessment Committee, and the Institutional Planning Committee (IPC), to which several key planning committees report. In addition, the Office of Planning, Research, and Institutional Effectiveness (PRIE) provides technical expertise and a variety of data and information which inform the continuous assessment and improvement of the College's programs, services, and supporting functions.

College of San Mateo's Mission provides a broad foundation for the development and execution of the College's integrated planning model and major planning documents. As stated in the *Overview of Institutional Planning for Continuous Improvement of Student Success*, the Mission Statement drives planning at both the institutional and program levels as illustrated in Figure I.A-1 [I.A-17]. Furthermore, to enable the College to achieve its Mission, IPC has developed *College of San Mateo Institutional Priorities 2008-2013*, a set of five focused institutional strategies [I.A-9]. The Institutional Priorities and their associated objectives lead to the development of institutional plans (e.g., Distance Education Plan: 2009/10 to 2012/13) and other initiatives (e.g., Puente and Honors Projects). Informed by the College's Mission and Institutional Priorities, the program review process, through the analysis of student achievement indicators, student learning outcomes, and other measures, provides ongoing assessment of the College's effectiveness in meeting its Mission [I.A-18].

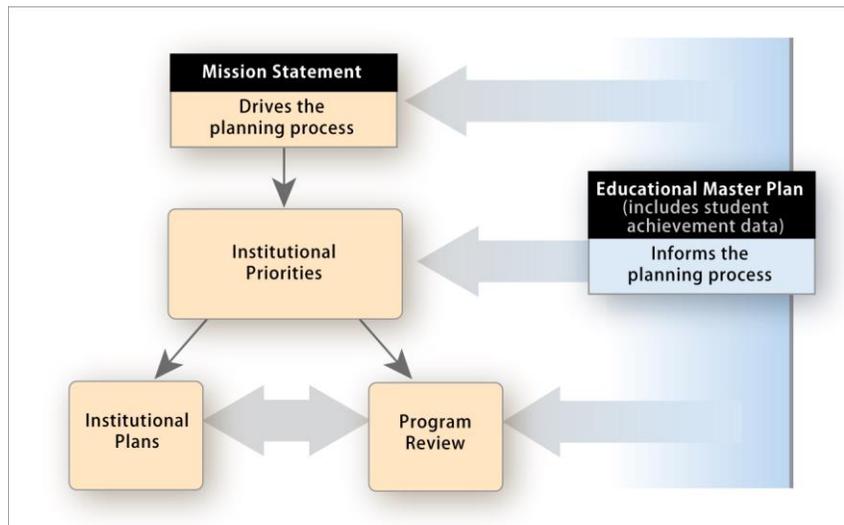


Figure I.A – 1 The Integrated Planning Hierarchy

CSM’s *Educational Master Plan, 2008, (EMP)* is a key foundational planning document. It provides a breadth of information to inform institutional decision making while articulating institutional strategies and priorities to execute the Mission [I.A-33]. As stated in the introduction to the *EMP*, the College’s Mission Statement is fundamentally linked to the *EMP*:

The *EMP* provides direction for improving CSM’s services and suggests ways in which its mission might evolve to meet future student needs. It provides foundation baselines from which the College can forecast future programs of instruction, student support services, staffing demands and facility needs, and suggests a variety of strategic directions for CSM to develop and implement those programs [I.A-34].

The subsequent update to the *EMP*, the *Educational Master Plan: Information Update, 2012, (EMP Information Update, 2012)* addresses an important addition to the 2012 Mission Statement—the explicit connection between informed decision making and institutional effectiveness: “[The College] uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement” [I.A-1]. The *EMP Information Update, 2012*, emphasizes the connection to the Mission:

The purpose of the *College of San Mateo Educational Master Plan: Information Update, 2012 (EMP Information Update, 2012)* is to provide an information update or “refresh” of key data in the 2008 *EMP* along with related analysis. As such, it builds upon the “encyclopedia” of the earlier *EMP* and addresses the intent in CSM’s Mission Statement to use data and information for the continuous improvement of its programs [I.A-35].

In implementing the integrated planning model in 2008, the College articulated institutional goals and priorities in the *2008-2013 College of San Mateo Strategic Plan (Strategic Plan)* [I.A-36]. Its purpose was to provide “the overall direction to enable the College to meet its Mission, vision and values” [I.A-37]. The *Strategic Plan’s* six-year planning horizon was designed to align with the six-year accreditation cycle, linking College Institutional Priorities with the district’s *SMCCCD Strategic Plan 2008-2013* [I.A-38].

In 2012, IPC assessed and reaffirmed the Institutional Priorities articulated in the *Strategic Plan*. As a result of this process, the *Strategic Plan* was renamed *College of San Mateo Institutional Priorities 2008-2013* [I.A-9]. Its five Institutional Priorities serve as overarching institutional goals and provide strategic direction for the College. They guide the development of institutional plans (e.g., Diversity in Action Plan: 2009/10 to 2012/13, [I.A-20]), initiatives, and annual program review. They have been incorporated into the revised Mission Statement so that Institutional Priorities are explicitly linked with the Mission.

To achieve this Mission, the College has adopted the following Institutional Priorities:

1. Improve Student Success
2. Promote Academic Excellence
3. Promote Relevant, High-Quality Programs and Services
4. Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
5. Enhance Institutional Dialog [I.A-1]

To integrate the College's major planning activities, CSM formed IPC in 2009 as a primary institutional planning entity. It is the committee responsible for ongoing implementation and assessment of CSM's institutional planning process. IPC's charge includes the development of Institutional Priorities based on the SMCCCD Strategic Plan: 2008-2013 and CSM's *EMP* [I.A-32].

In September 2012, IPC convened a two-day study session to review the findings of the update to the *EMP* prepared by CSM's Office of Planning, Research, and Institutional Effectiveness. The *Educational Master Plan: Information Update, 2012*, provides key data and analyses and addresses the intent of CSM's new Mission Statement to use data and information for the continuous improvement of programs and services. In the study session, IPC identified a number of programmatic gaps and suggested several strategies which were aligned with the Mission and Institutional Priorities [I.A-39]. Subsequently, IPC formed task forces to address the two initiatives identified as top priorities for the following year [I.A-40]. In addition, IPC received updates on ongoing (Puente Project, Supplemental Instruction) and proposed (Umoja) initiatives that address achievement gaps identified in the *Educational Master Plan: Information Update, 2012* [I.A-41].

As the primary institutional planning entity, IPC has also maintained oversight of institutional plans. From 2009 to 2012, six institutional planning committees reported to IPC; the chair of each was a member of IPC. They included the Distance Education Committee, Budget Planning Committee, Diversity in Action Group, Enrollment Management Committee, Human Resources Committee, and Technology Committee. A major element of the work undertaken by these planning committees has been the development and assessment of institutional plans associated with the respective committees. The plans address the Mission and Institutional Priorities by articulating strategies which strengthen the institution. Plans are aligned with the Mission and reflect recommendations from CSM's *EMP*, Institutional Priorities 2008-2013, and the findings that have emerged from program reviews. These plans are also synchronized with the College's six-year planning calendar. The initial plans were developed in a four-year cycle; future plans will cover a three-year period with an annual review to better align with the College's six-year planning cycle [I.A-20].

In 2011-12, IPC conducted an assessment of the planning process. It reviewed the committee structure and recommended that committees have term limits for members and that certain committees be consolidated or

discontinued due to overlap with each other and with district committees [I.A-42, I.A-4, I.A-43]. As a result, during 2012-13, three committees reported to the IPC: Budget Planning Committee, Diversity in Action Group, and the Distance Education and Educational Technology Committee (DEETC) that consolidates the former Distance Education Committee and Technology Committee. Figure I.A-2 shows the relationships among these committees and the institutional plans. In spring 2013, after a review of its goals and objectives, the Budget Planning Committee recommended that it be dissolved as a separate committee and that its role be integrated into that of IPC. This recommendation was accepted in May 2013 by IPC, which, effective fall 2013, will become the Institutional Planning and Budgeting Committee (IPBC) [I.A-49, I.A-50].

The Institutional Planning Committee also ensures that other College initiatives address Institutional Priorities and serve the College's Mission. One key example is the College's Measure G Funding Plan. Measure G, financed by a parcel tax in effect for four years, provides funds to meet the most critical student needs and to expand in strategic, high-priority areas which are identified by IPC. Included in the spending plan is funding for the Five in Five Initiatives, which resulted from the November 19, 2010, leadership workshop and which were designed to improve student success in the three principal areas identified in the revision of the College's Mission Statement: transfer, career and technical education (CTE), and basic skills [I.A-16]. The Measure G Spending Plan was developed based on the College's Institutional Priorities, evidence from program reviews, and a Measure G Spending Framework that was approved in 2011 by the Budget Planning Committee, which reports to IPC [I.A-45].

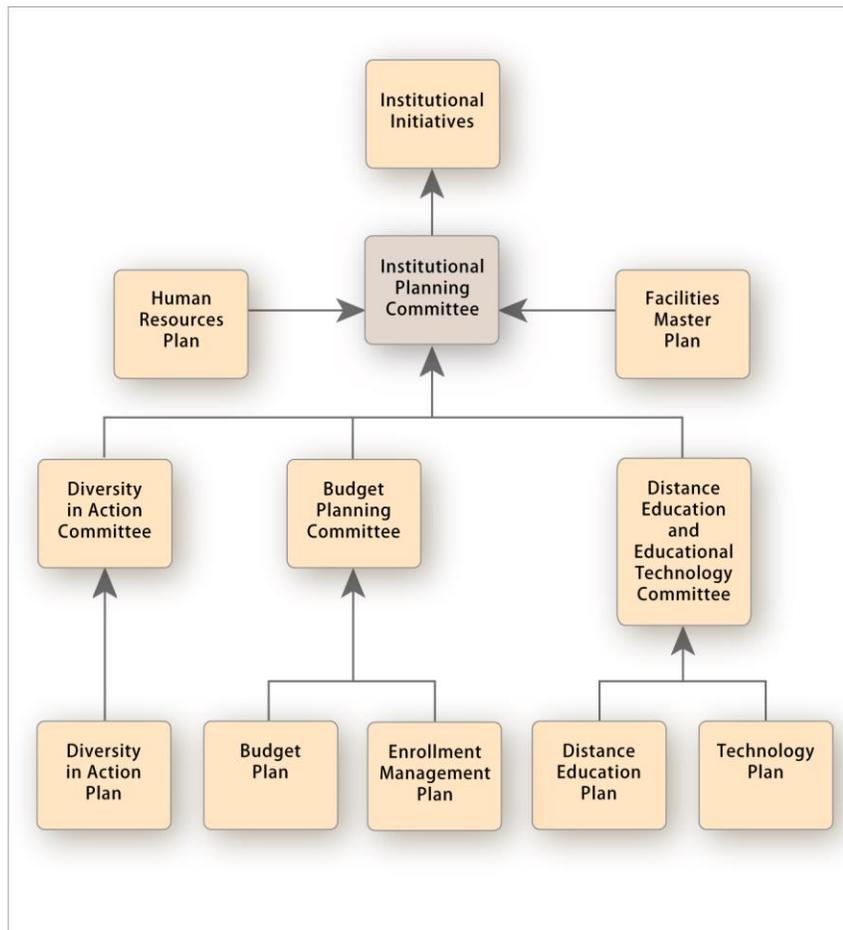


Figure I.A – 2 Institutional Plans in relation to the institutional committees

Program review also has a critical role in institutional planning and in assessing the College’s effectiveness in meeting its Mission. As reported on the Program Review Overview webpage, the program review process is directly linked to the continual assessment of planning and to addressing the College’s Institutional Priorities and Mission:

Program review is a systematic and evidence-based process of self-study, evaluation, planning, and improvement of instructional, student services, learning support centers, and administrative programs. Program review requires an institution to assess its own performance. Through careful review, programs will be able to identify strengths, weaknesses, and areas of growth, to assure the quality and achievement of the College’s mission and priorities [I.A-19].

As part of the institutional planning cycle, documentation (data, themes, and trends) identified through the program review process is developed for program-level planning. The annual program review process is clearly defined and includes short-term and long-term planning needs of both instruction and non-instructional units [I.A-30]. Annually, PRIE publishes, for the College and for programs, various student achievement and program efficiency data covering a three-year span. Data also include distance learning delivery-mode comparison

findings for applicable programs. Program review participants use these and other data to substantiate program needs, assess current practices, and provide a basis for continuous improvement [I.A-46].

In the spring 2013 program review cycle, program reviews that include funding requests (for professional development, staffing, facilities, and instructional equipment and materials) are required to specify how the requests support the College's Mission Statement and Institutional Priorities. In subsequent program review cycles, programs will demonstrate how resources allocated to the programs addressed the College's Mission, Institutional Priorities, and SLO assessment. If a program is denied funding, it must address how the lack of funds affected the program and link the outcome to the Mission, Institutional Priorities, and SLO assessments. Finally, the planning structure supports the assessment of the Mission itself; key planning entities have a role in its review. In compliance with CSM's Integrated Planning Calendar, in 2011 the College began work on revising the Mission Statement and appointed an ad hoc committee of IPC to develop a first draft. The committee considered the College's evolving institutional plans including Institutional Priorities, College initiatives, and the Board of Trustees' priority to support basic skills, transfer, and career and technical education. The draft emphasized student success and incorporated the Institutional Priorities.

In developing the draft statement, the subcommittee intended for the document to be broad and inclusive while ensuring that all of the College's major planning documents would be in alignment with the revised Mission. After several presentations to IPC and subsequent revision, the draft was presented to College Council for input from constituency groups and was revised again based on this feedback. The revised draft was also circulated through an all-college email, allowing the College community to provide additional comments. The final iteration was approved by the SMCCCD Board of Trustees on June 6, 2012 [I.A-6]. Minor wording changes in the Diversity Statement were approved by the Board on May 15, 2013 [I.A-7].

Assessment

College of San Mateo meets Standard I.A.4. College of San Mateo's Mission Statement is fundamental to the planning and decision-making processes. As described in the *Overview of Institutional Planning for Continuous Improvement of Student Success*, the College Mission guides institutional planning at the institutional level and program level. Institutional Priorities, now appended to the Mission Statement, provide the framework for the development of all institutional plans.

Quantitative and qualitative evidence demonstrates that CSM's integrated planning and decision making are prompted by the College Mission Statement. One of the tools the College adopted to gauge progress in addressing Institutional Priorities is the *College Index, 2008/2009 – 2012/2013*, comprised of 64 measures and indicators of institutional effectiveness [I.A-47]. Indicators are aligned with Institutional Priorities, and IPC has set institutional performance targets for each indicator. Furthermore, the institutional and program planning cycles rely on institutional data derived from the *EMP, EMP Information Update, 2012*, results of SLO assessment, findings from program review, and other institutional research conducted by PRIE on an ongoing basis.

Additionally, since 2010 the College has conducted annual campus climate and satisfaction surveys of staff and of faculty and administrators as a cohort that include questions designed to assess campus-wide understanding of the planning process and employees' roles in planning and effectiveness. As of spring 2012,

an overwhelming majority of CSM employees understand that the Mission Statement is at the forefront of College planning. According to survey responses, 80 percent of faculty and administrators and 93 percent of classified staff agree that CSM's Mission Statement guides institutional planning and decision making [I.A-48]. Through IPC, the College demonstrates its commitment to improving and clarifying the planning process. The committee has assumed responsibility for implementing the planning process and guiding the College's ongoing efforts to continually assess and evaluate its planning processes. One component of that assessment is the review of the planning structure itself, including the institutional planning committees. Based on analysis and review, IPC has revised its own structure and that of its committees and further clarified reporting relationships among planning groups; the structure and relationships are illustrated in Figure 6 of the *Overview of Institutional Planning for Continuous Improvement of Student Success*, which is provided above as Figure I.A-2. IPC has also assessed the primary planning documents—*EMP*, *EMP Information Update, 2012*, *College of San Mateo Institutional Priorities 2008-2013*—and the planning cycle, and has made revisions based on these assessments. Furthermore, IPC ensures that all relevant components from the program-level planning cycle address Institutional Priorities and are consistent with recommendations in the *EMP*. For example, the Measure G Plan for 2011-2012 provided funding for expansion in strategic, high priority areas as identified by IPC [I.A-49, I.A-50]

Linked to assessment is a review of the Mission Statement to ensure that it remains the fundamental document that drives the College's planning process. In 2012, the Mission was reviewed and subsequently revised. As specified in CSM's Integrated Planning Calendar, the next review of the statement is scheduled to occur in 2015-16 to coincide with the midterm update of the *EMP* [I.A-2]. The intent of this scheduling is to confirm that the two documents continue to remain aligned.

Plan for Improvement

None.

Evidence for Standard I.A

- I.A-1. College of San Mateo Mission and Diversity Statements.
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- I.A-2. College of San Mateo Integrated Planning Calendar 2005/2006 to 2016/2017.
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- I.A-3. Institutional Planning Committee Meeting Summary, February 4, 2011.
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- I.A-4. Institutional Planning Committee Meeting Summary, May 4, 2012.
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- I.A-5. College Council Agenda, May 7, 2012.
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Standard I.B
Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

College of San Mateo promotes and supports student learning, uses assessment to drive changes that improve student learning, and allocates resources to support these changes. The College has developed and implemented a comprehensive institutional planning system that integrates program review, student learning outcomes and assessment, and resource allocation.

The overarching goals of CSM's planning system are to ensure that the College fulfills its stated Mission; meets the needs of students by establishing, measuring, and assessing student learning outcomes (SLOs); engages in actions which result in the continuous improvement of institutional effectiveness; and aligns resources to achieve measurable objectives that support its Institutional Priorities. The College assesses results at both the program and the institutional level, disseminates assessment results widely, and uses the results of assessment to improve institutional effectiveness.

Inherent in the College's planning and decision-making structure is a well-defined integration of key institutional plans; clearly articulated Institutional Priorities and goals with measurable objectives, the use of program review and student learning outcomes and assessment to inform institutional plans and resource allocation; a reliance on internal and external data to inform decision making and to facilitate evaluation at all levels in the organization; the use of transparent and predictable planning processes with well-defined roles for constituencies that provide for genuine participation; and mechanisms to evaluate the effectiveness of decisions made as well as the planning process itself. The College has created the organizational capacity to support institutional research and planning.

In summary, the College has developed a planning system that enables a robust, evidence-based, and ongoing dialog about student learning and institutional effectiveness. The *College Index, 2008/2009 – 2012/2013*, containing measurable indicators, is used to assess progress on priorities, objectives, and goals over time. Furthermore, the College annually assesses its planning processes at all levels and implements changes to the planning system to assure sustainable, continuous quality improvement.

Standard I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

College of San Mateo has implemented a robust planning system in which data about student learning and institutional effectiveness are routinely collected, widely disseminated, analyzed and discussed, acted upon, and assessed.

The College’s integrated planning cycle shows the sequence of actions in planning and decision making and is documented in Figure I.B-1. The planning cycle consists of institutional research (institutional assessment), integrated planning, institutional budgeting and resource allocation, implementation, and assessment.

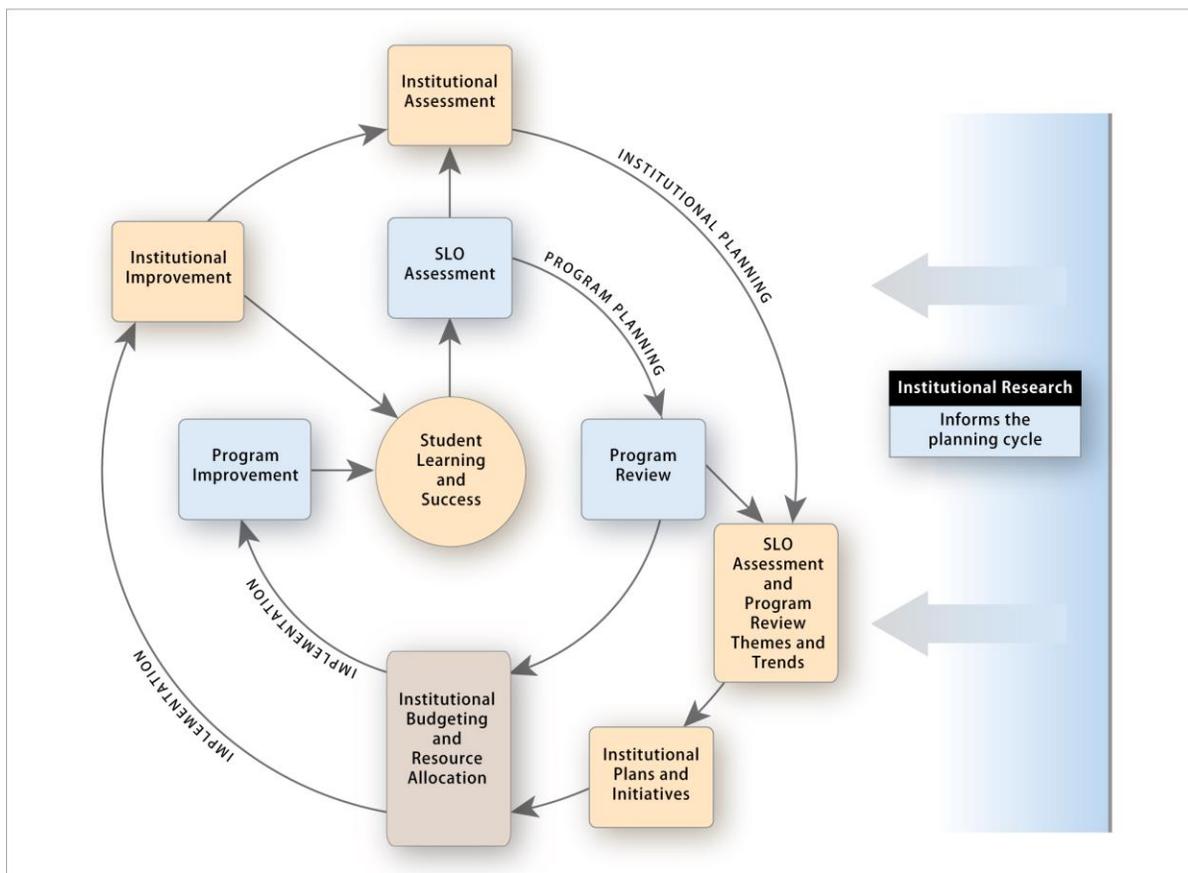


Figure I.B – 1 The Integrated Planning Cycle

The specific actions as well as the timing of these actions for a particular planning year are summarized in the *College of San Mateo Annual Planning Calendar 2005/2006 to 2016/2017* [I.B-1]. The Integrated Planning Calendar demonstrates how the College has organized its key processes to support student learning and success.

As shown in Figure II.B-1, the College’s planning cycle contains two interrelated cycles: the institutional planning cycle and the program planning cycle. Each cycle is informed by evidence from institutional research, which is captured in the *Educational Master Plan (EMP)*, program review data, and other institutional research reports. Student learning and success are at the center of both planning cycles and are the criteria against which continuous improvement is measured and assessed.

The College’s planning processes rely on comprehensive institutional research conducted by the Office of Planning, Research, and Institutional Effectiveness (PRIE), whose mission follows:

The Office of Planning, Research, and Institutional Effectiveness (PRIE) is dedicated to supporting a “climate of evidence” at CSM, in which institutional planning and decision-making are evidence-based, transparent, participatory processes. Its mission is to foster institutional effectiveness by providing a variety of information, analysis, training, research, and planning tools that support operations, decision-making, and planning within CSM’s community [I.B-2].

Quantitative and qualitative information is used to make evidence-based decisions and to assess outcomes at both the institutional level and the program level. Through the PRIE website, research results are disseminated widely for analysis and discussion by the College community.

At the program level, faculty analyze and assess program review data and identify plans to improve student learning and achievement in their programs. As plans are implemented, programs are assessed to measure the resulting impact on student learning and achievement. The cycle of research and analysis (assessment, evaluation), planning, resource allocation, and implementation is then repeated, promoting continuous quality improvement at the program level.

Program reviews are discussed at the division level so that common themes and trends across disciplines can be identified for use in planning at the institutional level. The Institutional Planning Committee (IPC) reads all program reviews to identify themes and trends across the College [I.B-3, I.B-4, I.B-5]. Division-level and cross-college themes and trends are used to inform planning. Program review documents are posted on the PRIE website along with student success and program efficiency data, thus making key information available to all members of the College community [I.B-6].

At the institutional level, the College has established the *College Index, 2008/2009 – 2012/2013*, a series of measurable indicators with target achievement levels as a means to assess institutional effectiveness [I.B-7]. Each indicator is linked to one or more Institutional Priorities, which are part of the College’s Mission Statement. The Institutional Planning Committee (IPC) holds a semi-annual retreat to review and analyze College performance against these indicators [I.B-8, I.B-3]. Together, the results of this analysis, *EMP* data, and the themes and trends identified through program review form the core from which IPC develops initiatives to promote institutional effectiveness and student success. The cycle of research and analysis (assessment), planning, resource allocation, and implementation leads to sustainable, continuous quality improvement at the institutional level.

Assessment

College of San Mateo meets Standard I.B.1. The College has developed and has implemented a robust planning process that is designed to create an ongoing, collegial, and self-reflective dialog about continuous improvement. The College uses a well-defined cycle of research and analysis, planning, resource allocation, implementation, and assessment at both the program level and the institutional level as a means of structuring a dialog about continuous improvement of student learning and institutional processes. In alignment with the Institutional Planning Calendar, the first multi-year cycle of this planning process was completed in spring 2013.

Plan for Improvement

None.

Standard I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The College's Mission Statement conveys the stated purposes of the College and serves as the foundation for the College's planning and decision making. To achieve its Mission, the College has adopted the following Institutional Priorities for 2008-2013:

- Improve Student Success
- Promote Academic Excellence
- Promote Relevant, High-Quality Programs and Services
- Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
- Enhance Institutional Dialog

Each institutional priority includes a series of measurable objectives specifically related to that priority [I.B-9]. The College's institutional plans include goals that are intended to help meet one or more of these objectives. For example, one goal of the Distance Education Plan 2009-2013 is that "Distance education classes are well integrated into CSM's institutional quality assessment processes and cycles" in order to improve students success, promote academic excellence, and promote relevant, high-quality programs and services [I.B-10].

The College has also established a series of quantitative indicators, each linked to one or more institutional priorities. Indicators are measured annually so that the College can determine progress toward fulfilling its Mission and assess institutional effectiveness. The Institutional Planning Committee establishes the targets for each indicator, compares the actual results to the targets, and uses this information to inform future planning [I.B-3]. Collectively, the indicators and their baseline values, targets, and annual measured values form the *College Index*, which is widely disseminated to the College community and available on the PRIE website [I.B-7].

IPC holds semi-annual retreats to review and assess institutional effectiveness, which include a review of the *College Index* [I.B-8]. The results of these assessments provide feedback on the effectiveness of College plans and actions and allow the institution to take corrective action if necessary.

College of San Mateo's planning processes were revised and formalized based on recommendations received after its 2007 *Self Study*. The College has now completed its first long-term planning cycle, 2008-2013, under these processes. The Institutional Planning Committee has begun a full assessment of the institution's performance of the planning cycle, as described in Standard I.B.2 Plan for Improvement. The results of the assessment will be shared with all College constituencies, will be reviewed by College Council, and will be used as input for the next long-term planning period.

Assessment

College of San Mateo meets Standard I.B.2. The College has established Institutional Priorities and objectives that align with its Mission. The College's Institutional Priorities grew out of the previous strategic plan (*2008-2013 College of San Mateo Strategic Plan*) and were identified as a result of institutional research efforts including the development of the *Educational Master Plan, 2008*.

The College has also identified a number of goals in its institutional plans. These goals are specific, measurable, and attainable within a definite time period. Furthermore, the goals established in the College's institutional plans directly correlate to the objectives associated with the College's Institutional Priorities. As a result, specific College goals are tied to the College's Mission.

Plan for Improvement

The 2008-2013 planning cycle is now complete. To fully assess the activities that occurred during the 2008-2013 planning period, the Institutional Planning Committee will prepare a comprehensive institution-wide assessment report that addresses the results of all planning activities for the 2008-2013 planning period. A draft of the report will be completed no later than fall 2013. As part of its role in the audit of institutional effectiveness, College Council will review and accept the final report no later than spring 2014. This assessment activity will close the 2008-2013 planning cycle.

Standard I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

The College has implemented an ongoing, comprehensive, systematic planning cycle which consists of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. These basic elements of the planning cycle apply to both institutional planning and program planning.

The *College of San Mateo Integrated Planning Calendar 2005/2006 to 2016/2017* documents the major planning activities that occur over the College's long-term planning cycle [I.B-1]. The Integrated Planning Calendar is synchronized with the *SMCCCD Strategic Planning Calendar*, the College's Annual Planning and Annual Budget Planning Calendars, and the College's accreditation cycle.

Annual calendars provide additional detail. The *College of San Mateo Annual Planning Calendar* documents the major planning activities that the College undertakes for a particular academic year [I.B-11]. The schedule for budget development and implementation is outlined in the *College of San Mateo Annual Budget Planning Calendar* [I.B-12]. The Annual Planning Calendar and the Budget Planning Calendar are synchronized to ensure that resource allocation is integrated with institutional and program planning. They are also synchronized with the *SMCCCD Budget and Planning Calendar* [I.B-13].

The College's planning occurs through interrelated institutional and program cycles informed by evidence from institutional research and through program review. Student learning and success are the overarching criteria

used to assess institutional improvement. The following sections provide a description of each activity in the planning cycle:

Institutional Research (Evaluation and Assessment)

The College's planning process relies on comprehensive qualitative and quantitative institutional research carried out by the Office of Planning, Research, and Institutional Effectiveness (PRIE) and expressed through the *Educational Master Plan*, the *College Index*, student success and program efficiency data to support program review, and additional reports. Research findings are used to make evidence-based decisions and to assess outcomes at both the institution and the program level. Through PRIE, the College maintains a formal research agenda and also conducts project-specific research. Assessment data are used to monitor the results of institution-level and program-level actions and to inform future decision making [I.B-6, I.B-8, I.B-5].

Institutional Planning

The institutional planning cycle is designed to lead to continuous improvement and can be visualized as "beginning" and "ending" with assessment. With students and their success at its center, institutional planning draws heavily on institutional research as well as SLO assessment and program review.

Institutional planning is implemented through the development and execution of both institutional plans and College initiatives. These processes complement each other.

- **Institutional Plans**

Institutional plans are designed to create the operational capacity that enables the College to address its Institutional Priorities and their related objectives. Institutional plans provide the framework to identify, align, and prioritize specific action steps. The College established the following institutional plans for the 2008-2013 planning cycle: Budget, Distance Education, Diversity in Action, Enrollment Management, Facilities, Human Resources, Technology [I.B-14]. As part of its assessment of the planning process, the Institutional Planning Committee has recommended a three-year planning horizon for future planning cycles.

Each institutional plan incorporates a series of goals derived from the College's Institutional Priorities and identifies a series of concrete action steps to meet these goals. Recommended action steps for each institutional plan are forwarded to the Institutional Planning Committee for consideration. All institutional plans are monitored throughout the planning period by IPC and are assessed at the end of the three-year planning period [I.B-15, I.B-16, I.B-17, I.B-18].

Each institutional plan includes the following: description of planning process; analysis of data; strengths, weaknesses, opportunities and threats (SWOT) analysis; planning assumptions; linkages to other institutional plans, the EMP, and the SMCCCD Strategic Plan; goals, objectives tied to each goal, and action steps; and assessment. Institutional plans are reviewed and updated on an annual basis.

- **Institutional Initiatives**

Institutional initiatives are planning efforts that support Institutional Priorities in a focused, short-term manner. They address specific issues identified through analysis and assessment of student learning outcomes, by themes and trends identified through program review, by *Educational Master Plan* findings, and by other institutional research.

The Institutional Planning Committee is responsible for identifying, implementing, and assessing institutional initiatives. In general, the Institutional Planning Committee appoints ad hoc committees of faculty, classified staff, and administrators to implement specific initiatives, whose action steps are forwarded to the Institutional Planning Committee for consideration. The following are some of the institutional initiatives established during the 2008-2013 planning cycle: the Learning Center, Math Boost, the Honors Project, the reintroduction of the Puente Project, and Summer Bridge (now Pathway to College) [I.B-19, I.B-20, I.B-21, I.B-22].

Institutional Planning and Program Review

Institutional planning is highly integrated with program review. Program reviews for each department are reviewed at the division level to identify common themes and trends across departments. Each division prepares a summary of trends and themes. The Institutional Planning Committee also reviews program review documents to identify cross-college themes and trends [I.B-5]. Division-level and cross-college themes and trends serve as input to the institutional planning process, guiding the development of institutional initiatives. IPC prioritizes the proposed institutional initiatives and the actions detailed in institutional plans and recommends that funding be allocated to those which are the most important for achieving institutional priorities and goals. The Budget Planning Committee (BPC) then verifies that funds are available to support these efforts.

Program-level Planning and Program Review

Occurring concurrently with the institutional planning cycle is the program-level planning cycle, documented primarily through the program review process. Program review draws heavily on information from SLO assessment at the course and program levels and thus is centered on student learning and success. Also informing program review is institutional research that includes data and information about student success disaggregated by demographics, program efficiency, mode of course delivery, and—for CTE areas—gainful employment; updates on course outline revisions and curriculum development; and recommendations from CTE advisory committees.

Themes and trends identified through program review are forwarded to the Institutional Planning Committee as part of the institutional planning cycle. Figure I.B-2 summarizes the program-level planning cycle.

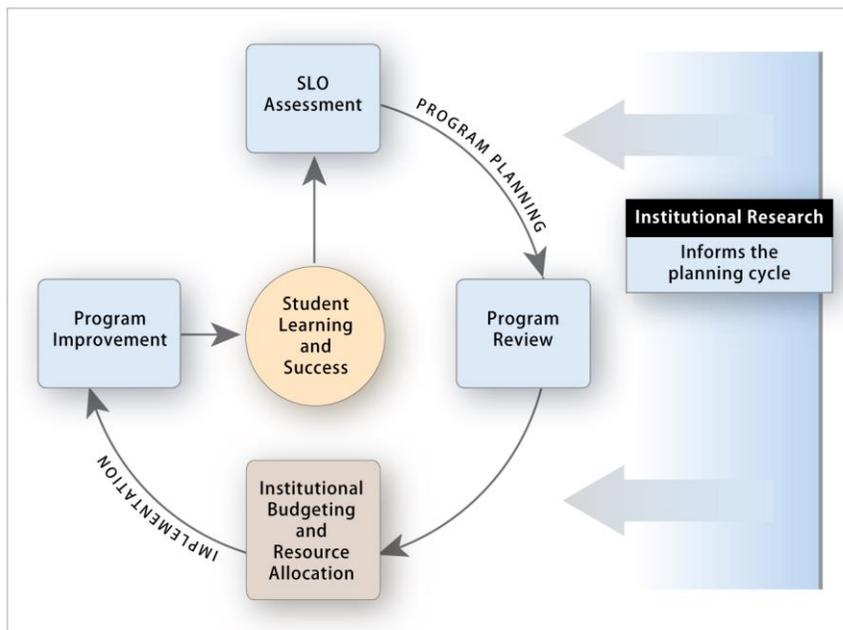


Figure I.B – 2 The Program-Level Planning Cycle

Requests for specific funding to sustain or improve programs become part of institutional budgeting and resource allocation and, therefore, intersect with the institutional planning cycle as shown in Figure I.B-1. Annual funding requests address the following needs identified in program review: professional enrichment to develop faculty expertise in teaching and learning, full-time faculty staffing, classified staffing, facilities, instructional equipment, and instructional materials. Each program must state how the funding requests support the College’s Mission and Institutional Priorities. Funds are granted or denied. The impact of the allocation or the denial of funding is then made evident in the program improvement step of the cycle [I.B-23].

Division faculty and the division dean prioritize specific program resource requests across the division. Depending on the nature of the request, prioritized requests are reviewed by either the Instructional Administrators Council or a joint meeting of the Instructional Administrators Council and the Student Services Council. The Academic Senate President, or his or her designee, participates with these Councils in finalizing the specific program review requests that will be recommended for funding. Not all program review requests will be recommended for funding because the College must operate within the constraints of its budget.

President’s Cabinet then reviews the prioritized program review requests recommended for funding. The College President is responsible for the final approval of all program review requests. Finally, College Council reviews all approved program review requests to verify that the appropriate participatory governance process was followed.

During the writing of the subsequent year’s program review, programs must explain how granted funding was used to improve or sustain the program, specifically addressing the College’s Mission, Institutional Priorities, and course and program SLO assessment. Programs denied funding must explain the impact of this outcome on the program, again relating the impact to the College’s Mission, Institutional Priorities, and SLO assessment.

In summary, the process described above ensures that the College bases its institutional planning decisions on the measurement and assessment of student learning outcomes and program review. As depicted in Figure I.B-1, there is a clear link between SLOs and assessment at the program level and the College's actions via institutional plans and institutional initiatives. As part of the planning process, discussions about student learning occur at the department/program, division, and institutional level. Thus, the process creates widespread dialog about student learning outcomes at all levels in the institution.

Resource Allocation

Resource allocation is the process of forecasting the District allocation and other revenues, estimating and funding the College's normal operating expenditures, estimating funds available for requests derived from the annual institutional planning process, funding approved requests from program review, and funding the College's prioritized institutional initiatives and the actions detailed in institutional plans.

Resource allocation is linked explicitly to the College's planning process because program review, student learning outcomes and assessment, and prioritized action steps and initiatives drive the allocation of resources. The College also engages in long-term financial planning to assure long-term fiscal integrity and disseminates financial information to the College community on a regular basis.

Implementation

Program-level plans, institutional initiatives, and the actions detailed in institutional plans are implemented throughout the academic year. Specific departments, committees, and/or individuals are assigned tasks and timelines for completion. The Institutional Planning Committee monitors progress on all institutional plans, initiatives, and action steps. In addition, each institutional committee provides an update of progress on its plan's objectives. Finally, individual departments update program review plans on an annual basis, noting progress against goals.

Assessment of Results

The College measures and assesses results at several levels. Table I.B-1 summarizes the College's assessment efforts.

Table I.B – 1 Assessment

Level	Item	Description
Institutional	Institutional Effectiveness Indicators (<i>College Index</i>)	The College has established indicators with targets for each Institutional Priority. Collectively, these indicators are known as the <i>College Index</i> . The College measures and assesses progress on these indicators on an annual basis. The results of these assessments provide feedback on the effectiveness of College actions and allow the College to take corrective actions if necessary.

Level	Item	Description
Institutional	Institutional (General Education) Student Learning Outcomes	With extensive input from the campus community, the College Assessment Committee has identified institutional student learning outcomes; the College measures and assesses attainment of institutional learning outcomes on an annual basis.
Institutional	Institutional Effectiveness Audit	At the end of each long-term planning cycle, College Council conducts an Institutional Effectiveness Audit to ensure that all expenditures were made in accordance with the College Mission Statement and Institutional Priorities and that expenditures properly support student learning. College Council is not a planning body. Thus, College Council provides an independent assessment regarding the efficacy of the College's planning and resource allocation process and the specific decisions that were made. Now that the 2008-2013 planning cycle is complete, College Council will conduct an institutional effectiveness audit in fall 2013.
Institutional	Institutional Planning Process	The College has established processes to assess the efficacy of the planning process itself. Each institutional committee performs a self-assessment of progress in implementing its plans on an annual basis. In addition, the Institutional Planning Committee and College Council regularly review the planning structure and planning systems and have made changes to these systems as necessary.
Institutional	Institutional Initiatives	Various initiatives are developed to respond to a particular concern or need. Outcomes are established for each initiative and are assessed at defined intervals.

Level	Item	Description
Institutional	Institutional Plan Progress	Each institutional planning committee measures progress toward its goals, as articulated in the committee's plans, on an annual basis. This information is reported to IPC and to the College at large. If goals or objectives are not attained, then corrective action is taken and/or the goal or objective is modified to reflect what is attainable.
Program, Institutional	Student Learning Outcomes	Student learning outcomes have been developed at the course, program, and institutional (general education) level. The College Assessment Committee (CAC) is an independent committee of the College of San Mateo Academic Senate and provides guidance and support regarding student learning outcomes and assessment.
Program	Program Plans	Program plans are reviewed during each program review to assess progress against prior goals and objectives.

To summarize, measurable outcomes and related assessment mechanisms are designed into every element of the College's planning process. The results of assessment are used to assist the College in identifying problem areas in order to take necessary corrective actions and to inform planning and decision making at the program and institution levels.

Assessment

College of San Mateo meets Standard I.B.3. The College has developed a comprehensive, systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The College has successfully completed and has assessed multiple annual planning cycles and is in the process of assessing its 2008-2013 planning cycle. As a result, the College has demonstrated that planning processes are established and pervasive throughout the institution.

The College's planning cycle applies to both institutional planning and program planning (program review). All planning activities are tied to Institutional Priorities and support the College Mission. The College relies on comprehensive institutional research as a means to evaluate and assesses institutional effectiveness. As a result, College planning decisions are based on quantitative and qualitative research results. Institutional research results at both the institution-level and the program-level are widely disseminated to College constituencies.

The College's planning processes are integrated in several ways. The College maintains a long-range Integrated Planning Calendar as well as an Annual Planning Calendar; together, the planning calendars document the

timing of each major step of the planning cycle. The College also maintains an Annual Budget Planning Calendar, which is synchronized with the Annual Master Planning Calendar. By maintaining and adhering to its planning calendars, the College has demonstrated that its planning processes are integrated across time. In addition, planning and budgeting are highly integrated. In short, the planning process drives resource allocation.

The College's planning process is also integrated over the different levels of the organization. Specifically, program review and institutional planning are highly integrated. Program reviews must address Institutional Priorities. At the same time, the Institutional Planning Committee reviews program review themes and trends and uses this information to help guide College initiatives and resource allocation.

Finally, the College's planning process is integrated across the institution. The College's institutional plans and College initiatives are the means by which the College pursues its Institutional Priorities, and thus its Mission. The Institutional Planning Committee is responsible for ensuring the coordination of institutional plans and College initiatives and for prioritizing the action steps that will help the College best achieve its Institutional Priorities.

Plan for Improvement

None

Standard I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The College uses a constituency-based model to gather input for most College planning decisions. The four consistencies are the faculty, the classified staff, students, and the administration. For participatory governance matters, faculty are represented by the Academic Senate, classified staff are represented by the Classified School Employees Association Local 33 (CSEA Chapter 33), students are represented by the Associated Students of College of San Mateo (ASCSM), and the administration is represented by Management Council.

The formal roles of each campus constituency in the participatory governance process are summarized in *Implementing Shared Governance* and are further defined in District Policies and Procedures 2.08 [I.B-24, I.B-25].

The College has formally defined its participatory governance process. According to *Implementing Shared Governance*, College of San Mateo defines [participatory] governance as a set of structures and processes that

- involve the genuine participation of faculty, classified staff, students, and administrators; and
- effectively capture their collective wisdom and voice to reach the best recommendation(s) for the decision maker(s) and for the good of the campus community.

The constituencies also acknowledge that traditional and legally mandated roles must be maintained. For example, within the context set by statutes and regulations that govern the College, the College president is

responsible for the budget and fiscal integrity of the institution, and the Academic Senate assumes primary responsibility for making recommendations in areas of curriculum and academic matters. However, to make effective decisions in their areas of responsibility, each constituency must include genuine participation in the decision-making process from other affected constituencies [I.B-24].

The College's planning processes are structured to ensure broad-based participation. The Institutional Planning Committee, the College's primary institutional planning body, is composed of representatives from each major constituency, as are each of the institutional committees reporting to IPC [I.B-26]. Representatives are expected to consult with their constituencies on major planning decisions. Part of the mission of College Council is to verify that participatory governance processes have been followed on major College recommendations. The College has established other participatory governance committees to carry out the work of the institution. Detailed information about all of the College's committees is published in the College of San Mateo Compendium of Committees [I.B-27].

The College has a well-defined planning structure where decision-making roles are formally defined and are also codified. At the same time, the results of employee satisfaction surveys regarding "shared governance" and "participation" indicate some dissatisfaction with the participatory governance process. Over the last several years the College has tracked employee satisfaction levels related to participatory governance. Satisfaction levels regarding participatory governance have improved. However, relative to other employee satisfaction measures, satisfaction levels are lower [I.B-28].

External factors such as the recent budget reductions may have influenced prior satisfaction levels. Regardless, the data reveal that there is room for improvement. In particular, the data indicate that about 40 percent of the campus community does not fully understand the College's institutional planning processes [I.B-28]. The Institutional Planning Committee has noted this issue and has taken some action in the 2012-13 academic year to help educate the College community about the nature of participatory governance, as well as the College's planning processes. For instance, an All-College Meeting was held on October 2, 2012, to discuss participatory governance and was archived on video for those unable to attend [I.B-29]. In addition a new document, *Overview of Institutional Planning for Continuous Improvement of Student Success* is currently being distributed to all College constituencies to provide additional information about participatory governance and the roles of the College constituencies [I.B-30]. Finally, the College is in the final stages of completing a comprehensive *Planning and Decision Making Manual*. The draft will be made available to the College community for review and comment in the fall 2013 semester.

The College's resource allocation process is integrated with the College planning process. The College uses an "all funds" approach to budgeting and resource allocation. One of the College's Institutional Priorities is to "promote integrated planning, fiscal stability, and the efficient use of resources." The College's budgeting process reflects this Institutional Priority.

It is an expectation of the Budget Planning Committee that the College's projected revenues from all sources are sufficient to cover projected total expenses and the College's target ending balance. The College has been proactive in achieving operational efficiencies over the last several years. This is reflected in the stability of the College's ending balance as well as its expenses as a percentage of revenues [I.B-7]. As a result, the College has been able to reinvest the savings earned from its efficient use of resources in order to fund the majority of its

prioritized actions and is proactive in allocating resources to activities and programs designed to improve student learning and institutional effectiveness.

The Institutional Planning Committee prioritizes all actions and initiatives, and funds are allocated to the highest priority items. If funds are not sufficient to support lower priority items, the Institutional Planning Committee will defer implementation, modify the item, or identify alternative funding sources.

One recent example relates to the College's action on the Math Supplemental Instruction Program (Math SI). The purpose of the Math SI is to improve student success rates in developmental math courses. The Math SI program is a direct result of the College's institutional planning efforts to improve student success. The Basic Skills Initiative committee discussed a proposal that the Math SI program expand to all sections of MATH 811, Arithmetic Review, for the fall 2013 semester [I.B-31]. This recommendation was made to the Institutional Planning Committee [I.B-3]. Budgeted funds were insufficient to support the request. However, the College was able to identify another funding source to augment the original budget allocation to Math SI. This example provides evidence that the College is proactive in allocating resources to actions that will improve institutional effectiveness.

Assessment

College of San Mateo meets Standard I.B.4. The overall roles and responsibilities of each participatory governance constituency are clearly defined in District Policies and Procedures 2.08., and all four constituencies have adopted the College statement on participatory governance. Furthermore, the College has drafted and will review in fall 2013 *Roles and Responsibilities for Decision Making*, a document that translates the policy stated in District Policies and Procedures 2.08 to every major planning recommendation at the College. *Roles and Responsibilities for Decision Making* documents the origination of the recommendation and the committee where the recommendation is reviewed and discussed, indicates the final participatory governance body, and identifies the person or entity that has the authority to make the final recommendation to the Chancellor and to the Board of Trustees.

The College has developed a well-documented, robust planning system that is based on integrated institutional planning and program review. The planning system is designed so that common goals are established and broad-based input is provided on major planning decisions. Also, program review is highly integrated with institutional planning.

All constituencies have representation on every institutional planning committee, and there is a clear pathway to forward plan objectives and related action steps to the College's Institutional Planning Committee. Agendas and minutes of all committee meetings are emailed to interested members of the College community prior to scheduled meetings. All institutional planning committee meetings, Academic Senate Governing Council meetings, and Associated Student meetings are open to any member of the College community.

Employee satisfaction levels regarding participatory governance have improved over the last two years. However, employee satisfaction levels are still lower regarding planning and participatory governance issues than other satisfaction measures. Furthermore, approximately 40 percent of survey respondents indicated that they did not fully understand College planning processes [I.B-28].

The College's budgeting and resource allocation process ensures that resource allocation is integrated with Institutional Priorities. The College has achieved operational efficiencies over the last several years. As a result, the College has been able to redirect resources to activities and programs designed to improve institutional effectiveness.

Plan for Improvement

Improve campus understanding of institutional planning processes.

The College will take several actions to provide additional information and resources regarding the participatory governance and planning processes:

- A draft of the College's *Planning and Decision Making Manual* will be completed and distributed to the College for review and comment in fall 2013. The Institutional Planning Committee and College Council will take action on the *Planning and Decision Making Manual* in the 2013-14 academic year.
- The Institutional Planning Committee and College Council will take action on the *Roles and Responsibilities for Decision Making* in fall 2013-14.
- The Institutional Planning Committee will conduct a training session for all members of institutional planning committees and Academic Senate committees early in the fall 2013 semester.
- During the 2013-14 academic year, the Institutional Planning Committee will conduct several information sessions on participatory governance and College planning processes. These information sessions will be open to any interested member of the College community.
- During the 2013-14 academic year the College will develop enhanced, yet simplified, communication and information sharing methods. These systems will be designed to provide timely information about College decisions.

Note: This plan for improvement is repeated in Standards IV.A.1 and IV.A.2.a.

Standard I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College routinely collects assessment data at both the institutional and program level and shares the data with College constituencies. Table I.B.1 above summarizes the College's assessment efforts.

At the institutional level, the *College Index, 2008/2009 – 2012/2013 (College Index)* provides the College community with assessment data that are tied to specific Institutional Priorities. The *College Index* provides a means to gauge the College's progress on matters of institutional effectiveness. This information is widely disseminated and is available on the PRIE website [I.B-2].

College Council provides an independent assessment regarding the efficacy of the College's planning and resource allocation process and the specific decisions that were made. At the end of each long-term planning cycle, College Council will conduct an "Institutional Effectiveness Audit" to ensure that expenditures were made in accordance with the College Mission and Institutional Priorities and that expenditures properly

support student learning. The 2008-2013 long-term planning cycle has just concluded; as a result, College Council is scheduled to conduct the first institutional effectiveness audit during the 2013-2014 academic year.

The College Assessment Committee collects data on the assessment of institutional (general education) student learning outcomes. This assessment data is shared with the College community and is also available on the College Assessment Committee website. Institutional (General Education) student learning outcome assessment results are forwarded to the Institutional Planning Committee for review and evaluation and are used as a component of the planning process.

As mentioned previously, various College initiatives are developed to respond to a particular concern or need. Outcomes are established for each College initiative and are assessed at defined intervals. Assessment results are presented to the Institutional Planning Committee and are communicated to the College community.

Each institutional planning committee measures its progress against goals and objectives on an annual basis [I.B-1]. This information is reported to IPC and to the College at large. If goals or objectives are not attained, then either corrective action is taken or the goal or objective is modified to reflect what is attainable.

At the program level, all program reviews, related data, and the analysis of that data, including student achievement measures and student learning outcomes assessment, are shared with the College community through the PRIE website [I.B-2]. As noted above, each Division also summarizes program review themes and trends and forwards their summary to the Institutional Planning Committee. The Institutional Planning Committee reviews all division summaries and individual program reviews and uses the information for planning.

Program-level plans and progress against program goals are reviewed and assessed as a component of program review [I.B-23].

The College uses assessment results to report matters of quality assurance to the SMCCCD Board of Trustees. Through the *College of San Mateo Educational Master Plan: Information Update, 2012*, an assessment of the needs of students and the community and the College's progress in meeting those needs was presented to the Board of Trustees in April 2013 [I.B-32]. The College also informs the Board of specific approaches to meeting student needs through regular information presentations at Board meetings. Recent presentations include *Where Education Meets Fitness*, *The Power and Potential of Online Tools*, and *Reading Apprenticeship: A Tool for Student Success* [I.B-33, I.B-34, I.B-35]. The College provides information on curricular changes to the Board for its approval [I.B-36]. Student perceptions of the College, expressed in the annual *Student Campus Climate and Satisfaction Survey* are also reported to the Board [I.B-37]. Finally, the Board receives documented assessment of student achievement through the annual *Accountability Report for the Community Colleges (ARCC)* [I.B-38].

The College has employed numerous assessment instruments and has communicated assessment results to appropriate constituencies in a variety of ways. While assessment data at the institution and program level exist and are available to the College community, the assessment data are presented in different formats, and are located in different areas on the College website. There is no single location of all assessment data, which can make access to the data more difficult.

Assessment

College of San Mateo meets standard I.B.5. The College has developed a comprehensive assessment process and assessment results are made available to appropriate constituencies at both the institution and at the program level. The Office of Planning, Research, and Institutional Effectiveness supports data acquisition and analysis and the dissemination of data and assessment.

The *College Index* is the primary means of communicating matters of quality assurance at the institution level. Every indicator in the *College Index* is tied to one or more Institutional Priorities. In this way, the College can measure progress on its Institutional Priorities. Additional institution-level assessments include an assessment of institutional (General Education) student outcomes and assessments of specific College initiatives.

Each institutional planning committee assesses its progress against its goals and objectives on an annual basis. In addition, the Institutional Planning Committee will conduct a final assessment of all institution plans, initiatives, and the College's progress over the 2008-13 planning period. The results of this assessment will be broadly communicated to the College community during the fall 2013 semester. Finally, College Council will conduct an institutional effectiveness audit as a means to verify that College planning activities and related expenditures support the College Mission and have been made to improve institutional effectiveness.

Numerous assessment mechanisms also exist at the program level. Assessment of course and program student learning outcomes is reviewed in each annual program review. Also, progress on program-level plans is assessed with each annual program review.

To summarize, the College has designed and has implemented assessment activities throughout the institution. Assessment results are kept current and are communicated to the College community on a regular basis. Assessment is an integral component of the College's planning cycle at both the institutional and program level. The results of assessment are used to measure progress, to identify areas where corrective action may be necessary, and to communicate matters of quality assurance to all interested members of the College community.

Plan for Improvement

None.

Standard I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The College has established formal mechanisms to assess the effectiveness of its ongoing planning and resource allocation processes. These assessment mechanisms are part of the College's planning process as scheduled on the Annual Planning Calendar [I.B-11]. The College has assessed the efficacy of its planning systems at both the institution and program review level and has implemented changes to its planning systems as a result.

The Institutional Planning Committee (IPC) serves as the primary planning committee at the College. As part of its Mission, IPC is charged with implementing, assessing, and revising the College's institutional planning processes as needed. IPC has used both formative and summative mechanisms to assess the College's institutional planning processes. IPC has relied on survey results [I.B-39] and has established an ongoing, self-reflective dialog regarding the College's planning processes [I.B-40, I.B-41, I.B-42, I.B-43, I.B-44, I.B-3, I.B-45]. The following changes to College planning processes have been made as a result of IPC's assessment activities.

Changes in Institutional Planning Committees

- ***Human Resources***

After review and discussion IPC made the decision to disband the Human Resources Committee [I.B-40]. IPC determined that the employee information contained in the *Educational Master Plan, 2008* and its 2012 update, including demographic information, is available to assist the College in planning for long-term human resource needs. In addition, the College has a well-established process, which begins in program review, for identifying and prioritizing new full-time faculty positions. IPC has developed a revised process, also based on program review, for approving classified staff positions. Finally, IPC and the Academic Senate have assumed primary responsibility for institution-level professional development planning for faculty, classified staff, and administrators, to ensure that institution level professional development activities are integrated throughout the College in support of Institutional Priorities and initiatives.

- ***Merged Committees: Distance Education Committee and Technology Committee***

The Technology Committee has merged with the Distance Education Committee to become the Distance Education and Educational Technology Committee (DEETC). The mission of the original Technology Committee was to ensure that the College provides and maintains adequate technological resources to support student learning. However, technology needs, including the replacement of computer equipment and peripherals, are largely coordinated by the District Information Technology Department (ITS) through its Strategic Plan for Information Technology, 2012-2016 although specific requests are still made through program review. [I.B-46]. In addition, with remaining bond funds that have been allocated to the College for the next five years, the College has a sustainability plan for funding equipment and technology needs that are requested through program review for funding through the College's planning processes and then purchased in consultation with ITS. Finally, it became clear that greater integration between the originally established Distance Education and Technology Committees was needed in order to identify trends in the delivery of educational technology. This new committee structure allows for more efficiency in planning efforts at the college level [I.B-40]. The new Distance Education and Educational Technology Committee began its work in spring 2013 [I.B-43].

- ***Enrollment Management Committee***

The Enrollment Management Committee (EMC) has been repurposed as a standing task force of IPC with a revised purpose and function. Enrollment management activities such as setting efficiency and FTES measures will become the responsibility of the Institutional Planning and Budgeting Committee. (Note: the newly expanded Institutional Planning Committee has assumed the primary charge of the Budget Planning Committee; see below.)

EMC will remain as a task force of IPC to gather information and make recommendations regarding activities and initiatives to address institutional needs identified by IPC. The membership will include members of IPC and other members of the College community as deemed appropriate given the particular institutional need the task force is charged with addressing [I.B-42].

- ***Budget Planning Committee***

The mission and purpose of the Budget Planning Committee (BPC) has changed over time. Most notably, the majority of decision making now resides with IPC. As a result, BPC activities over the last two years have been limited to review of the budget at various intervals. Members of the BPC concluded that these functions can be carried out by IPC and made a recommendation to IPC to merge the two committees, IPC and BPC. Members of both committees felt that the merger would allow the College to achieve a tighter integration of planning and budgeting. In May 2013, IPC voted to accept the recommendation of BPC and form the new Institutional Planning and Budgeting Committee for the 2013-14 academic year [I.B-45].

- ***Membership of IPC***

At the time IPC was established, its membership consisted of the chairs of each of the original six Institutional Planning Committees, plus others in leadership roles including the president of the Associated Students of College of San Mateo. An unexpected consequence was that the majority of the Institutional Planning Committee's members were administrators or faculty since they served as the co-chairs of committees reporting to IPC. In response to concerns about the imbalanced representation of constituent groups, three additional members of the classified staff were appointed to IPC and ASCSM was asked to appoint three students to the committee. In addition, to ensure greater representation of all constituencies, IPC recommended that each of the institutional planning committees be led by co-chairs, at least one of whom would be ideally a classified staff member or a student, and that both co-chairs serve as members of IPC [I.B-44].

- ***Term Limits for Members of IPC***

In order to ensure broader participation by members of the College community in institutional planning, IPC adopted three-year terms for all institutional planning committee members. Co-chairs of institutional planning committees serve two-year terms with the opportunity to serve a second, two-year term in order to provide continuity [I.B-44].

IPC Assessment of Program Reviews

- At the time IPC was first established, the staff from the Office of Planning, Research, and Institutional Effectiveness provided bound copies of all program reviews to IPC. Committee members were responsible for reviewing the full set of documents. Given the significant number of program reviews and the lack of a clear format for the review, it became evident that a different approach was needed. In addition, faculty working on program review had expressed an interest in receiving more detailed feedback on the submitted reviews.
- Two changes were put in place for the spring 2013 review cycle: smaller review groups and a formalized feedback form. Smaller groups were formed from the IPC membership; each was assigned responsibility for a manageable set of program reviews. Each set included program reviews from instruction, student services, the Library, and learning support centers. A feedback form was designed to allow review groups to provide feedback to submitters and also to facilitate the identification of common issues across the College. The results were shared with the instructional and student services administrators. Program reviews with deficiencies were returned to the department for revision and resubmission.
- Following the small group review, IPC met as a whole in order to determine common themes and trends that exist across the institution, a discussion that will be completed in fall 2013. IPC will then determine whether there are specific institutional initiatives or actions that the College should take to address the common themes and trends that have emerged [I.B-4, I.B-5, I.B-45].

Revised Mission and Purpose of College Council

- College Council formerly served as College of San Mateo's participatory governance body responsible for planning. Since the establishment of IPC in 2009, the responsibility for institutional planning and decision making now resides with IPC. Through a focus group activity with members of College Council in spring 2012, College Council determined that its role should change to encompass the following four functions [I.B-47, I.B-48, I.B-49, I.B-50]:
 - Provide oversight to ensure that participatory governance is appropriately practiced across the College at all levels of the institution.
 - Share information with all four constituencies.
 - Make occasional recommendation to the President on general policy issues.
 - Conduct an audit of institutional effectiveness.

The revised mission and purpose of College Council will be vetted with the College community in fall 2013 [I.B-51].

Review of the College Index

- The Office of Planning, Research, and Institutional Effectiveness (PRIE) Office developed the *College Index*, which includes performance indicators linked to the College's Institutional Priorities. Forty-three (43) indicators were identified; the majority were populated with 2008-09 baseline data [I.B-52]. Targets for each indicator were established and approved by IPC. By 2010-11, data for three years were available for most indicators thus enabling the College to develop more refined targets. Upon further review of the Index, IPC determined that data for some indicators were difficult to obtain, not available, or yielded little meaningful data about the institution. As a result, these indicators have been eliminated [I.B-3]. IPC will continue to review the Index to ensure that it adequately measures institutional effectiveness.

Development of a Planning Manual

- Based on responses to Faculty and Staff satisfaction surveys regarding the participatory governance process, the College President and members of IPC have concluded that the College should improve the documentation of planning systems [I.B-53]. Under direction of the College President, a comprehensive *College of San Mateo Planning and Decision Making Manual* is being developed. A draft of the manual will be distributed to the College community in fall 2013 for feedback. The process of developing the manual has been beneficial in that it has required the review and detailed documentation of the College's planning systems.

The Academic Senate has also assessed the College's program review process. The Academic Senate made substantial changes to program review as a result of the Commission's 2007 action letter, modifying the program review process to fully meet Accreditation Standards and follow ACCJC guidelines.

The first version of the revised program review process, in which programs complete a comprehensive review every third year and a briefer annual review in other years, was piloted in 2008. In spring 2010 the Academic Senate administered a survey to faculty to obtain feedback on the College's new program review process [I.B-54, I.B-55]. In spring 2012 the Academic Senate conducted further assessment of the process through focus group sessions to gather additional qualitative feedback on the program review process which informed a revision of the process [I.B-56]. Among the issues raised in the focus groups were frustration with repetition in the different sections of the program review form and a desire for feedback on submitted program reviews beyond the allocation of resources. Several participants noted the value of program review in fostering discussion within a department.

As a result of these two assessment activities, a revised program review process was implemented in spring 2013. To support institutional planning, an in-depth program review is now completed annually by each program. Program plans and resource requests are based on analysis of SLO assessment and student success data and must reflect Institutional Priorities and the College's Mission. Program review forms were revised to minimize data entry and eliminate redundancy. To provide assistance with the new forms and process, study sessions were held by the Academic Senate prior to the spring 2013 program review submission date [I.B-57].

As part of the revised program review process, common themes and trends that arise through program review are identified at the division level. At the March 26, 2013, Academic Senate meeting, the Governing Council of the Academic Senate passed the following resolution:

To better inform college planning processes and decision-making, specifically with regard to student learning and program planning, the Academic Senate of the College of San Mateo recommends that faculty and others involved in completing program review identify program review themes and trends to be incorporated into institutional planning processes [I.B-58].

Finally, as discussed above, a process has been implemented to provide programs with feedback from IPC regarding submitted program reviews.

Assessment

The College meets Standard I.B.6. The College has embedded assessment of its planning and resource allocation processes in all planning activities. The College has provided evidence that it uses both formative and summative assessment on a systematic basis to evaluate the efficacy of its planning and resource allocation processes; that there is an inclusive, ongoing dialog about modifications to its planning system and resource allocation processes; and that modifications to all parts of the cycle are implemented. By assessing its planning and resource allocation processes, implementing modifications to its planning systems, and reassessing its planning systems, the College has assured continuous quality improvement of its planning and resource allocation processes.

Plan for Improvement

None.

Standard I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The College evaluates its assessment mechanisms on a systematic basis. Survey instruments are the primary assessment tool at the institutional level and assessment of surveys is embedded in most survey instruments. For example, campus climate and satisfaction surveys contain questions regarding the utility of the survey [I.B-39]. Surveys are modified based upon user feedback.

The College Assessment Committee engaged in a robust discussion on the assessment instrument used to measure institutional (General Education) student learning outcomes, including an all-college meeting [I.B-59, I.B-60, I.B-61, I.B-62]. Now that survey data for institutional (General Education) student learning outcomes have been collected, the College Assessment Committee will review the survey instruments and also explore other General Education assessment methodologies [I.B-63].

The Academic Senate evaluates its program review process on an ongoing basis. As noted in Standard I.B.6, the Academic Senate's assessment of program review has yielded several changes to the program review process.

As part of the program review process, faculty report and provide the rationale for recent or projected modifications to the course and program SLO assessment process [I.B-23].

Assessment

The College meets Standard I.B.7. Assessment is an integral part of the College's planning cycle at both the program and institution level. Moreover, assessment activities are designed to improve instructional programs, student support programs, the Library, and learning support programs. Assessment results at all levels of the College are acted upon. The College reviews its assessment methods and mechanisms at regular intervals at both the institution and the program level. Review of assessment mechanisms and their effectiveness have led to changes in assessment strategies and methods.

Plan for Improvement

None

Evidence for Standard I.B

- I.B-1. College of San Mateo Integrated Planning Calendar 2005/2006 to 2016/2017.
http://collegeofsanmateo.edu/prie/institutional_documents/Planning%20Cycle%20for%20All%20Plans2-5-11.pdf
- I.B-2. Office of Planning, Research, and Institutional Effectiveness (PRIE) website.
<http://collegeofsanmateo.edu/prie/>
- I.B-3. Institutional Planning Committee Meeting Summary, April 19, 2013.
http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingAgenda_2013-04-19.docx
- I.B-4. Institutional Planning Committee Meeting Summary, May 3, 2013.
http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary_2013-05-03.docx
- I.B-5. Institutional Planning Committee Meeting Summary, May 4, 2013.
http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary_2013-05-04.docx
- I.B-6. Program Review website.
<http://collegeofsanmateo.edu/programreview/>
- I.B-7. College Index 2008/2009 - 2012/2013.
http://collegeofsanmateo.edu/prie/institutional_documents/collegeindex/CollegeIndexVersion11-17-2012.pdf
- I.B-8. IPC Planning Session Summary, September 21st and 22nd, 2012.
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- I.B-9. College of San Mateo Institutional Priorities 2008-2013.
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- I.B-10. Distance Education Plan: 2009/10 to 2012/13.
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- I.B-11. College of San Mateo Annual Planning Calendar.
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- I.B-12. College of San Mateo Annual Budget Planning Calendar.
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- I.B-13. SMCCCD Budget and Planning Calendar.
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- I.B-14. Institutional Planning Committee Plans.
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- I.B-15. Institutional Planning Committee Meeting Summary, October 8, 2010.
http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary_2010-10-08.docx
- I.B-16. Institutional Planning Committee Meeting Summary, February 4, 2011.
http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary_2011-02-04.docx
- I.B-17. Institutional Planning Committee Meeting Summary, October 28, 2011.
http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary_2011-10-28.docx

- I.B-18. Institutional Planning Committee Meeting Summary, January 18, 2013.
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- I.B-19. Learning Center website.
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- I.B-20. Math Boost Pilot Proposal.
http://collegeofsanmateo.edu/institutionalcommittees/emc/MathBoostProposal_2010-10-07.docx
- I.B-21. Puente Project website.
<http://collegeofsanmateo.edu/puente/>
- I.B-22. Pathway to College website.
<http://collegeofsanmateo.edu/learningcenter/pathwaytocollege.asp>
- I.B-23. Program Review Forms.
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- I.B-25. SMCCCD Board Policy 2.08 District Participatory Governance Process.
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- I.B-26. Institutional Planning Committee website.
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- I.B-27. College of San Mateo Compendium of Committees .
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- I.B-29. Planning, Decision Making, and Shared Governance at CSM. All-College Meeting, October 2, 2012.
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- I.B-30. *Overview of Institutional Planning for Continuous Improvement of Student Success*.
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- I.B-31. Basic Skills Initiative Committee Meeting Notes, February 25, 2013.
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- I.B-35. Board Report No. 13--4-5C, Reading Apprenticeship: A Tool for Student Success.
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- I.B-42. Institutional Planning Committee Meeting Summary, May 4, 2012.
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- I.B-43. Institutional Planning Committee Meeting Agenda, November 16, 2012.
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- I.B-44. Institutional Planning Committee Meeting Summary, May 18, 2012.
http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary_2012-05-18.docx
- I.B-45. Institutional Planning Committee Agenda, May 17, 2013.
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- I.B-46. Strategic Plan for Information Technology 2012-2016.
<http://www.smccd.edu/itstrategicplan/>
- I.B-47. College Council Focus Group, Spring 2012.
<http://collegeofsanmateo.edu/institutionalresearch/collegecouncilfocusgroup.asp>
- I.B-48. College Council Meeting Summary, December 13, 2012.
<http://collegeofsanmateo.edu/collegecouncil/summary%2012.13.12.pdf>
- I.B-49. College Council Meeting Summary, February 6, 2013.
<http://collegeofsanmateo.edu/collegecouncil/summary%202.6.13.pdf>
- I.B-50. College Council Meeting Summary, March 6, 2013.
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- I.B-51. College Council Meeting Summary, April 17, 2013.
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- I.B-52. Institutional Planning Committee Meeting Summary, November 6, 2009.
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- I.B-53. Employee Campus Climate and Satisfaction Surveys, 2012.
http://collegeofsanmateo.edu/institutionalresearch/csm_community-employeeccss_2012.asp
- I.B-54. 2010 Instructional Annual Program Review Survey Results.
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- I.B-56. Program Review Focus Group Summary, May 8, 2012.
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- I.B-57. Program Review Spring 2013 Planning Update website.
<http://collegeofsanmateo.edu/academicsenate/programreview.asp>
- I.B-58. Academic Senate Governing Council Minutes, March 26, 2013.
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- I.B-59. College Assessment Committee Meeting Summary, March 12, 2012.
<http://collegeofsanmateo.edu/sloac/docs/summary120312.pdf>
- I.B-60. College Assessment Committee Meeting Summary, April 9, 2012.
<http://collegeofsanmateo.edu/sloac/docs/Summary120409.pdf>
- I.B-61. College Assessment Committee Meeting Summary, May 14, 2012.
<http://collegeofsanmateo.edu/sloac/docs/Summary120514.pdf>
- I.B-62. Review and Assessment of Institutional Student Learning Outcomes, All-College Meeting, September 14, 2012.
<http://collegeofsanmateo.edu/sloac/docs/resources/SummaryNotesISLOAllCollegeMtg120914.pdf>
- I.B-63. College Assessment Committee Agenda, May 13, 2013.
<http://collegeofsanmateo.edu/sloac/docs/agenda130513.pdf>

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Standard II

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A

Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

College of San Mateo, through on-campus, distance education, and limited off-campus offerings, has a comprehensive curriculum that aligns with the College's Mission Statement and serves a diverse student population. Students' educational goals are addressed through the range of instructional programs which enable them to earn certificates and degrees and to transfer. The comprehensive curriculum includes basic skills, career and technical education, and transfer courses. CSM offers multiple modes for learning through face-to-face, hybrid, and online courses, and faculty employ a variety of instructional methods and pedagogical approaches. CSM also accommodates students' diverse work, lifestyle, and family demands through the course scheduling of day, evening, and short courses as well as semester-long classes. In addition, several programs serve the unique needs of specific populations including Middle College for concurrently-enrolled high school students, the Puente Project, the Honors Project, the International Students Program, and a learning community for athletes, among others.

To support student success, systematic institutional research about CSM's students, their emerging needs, and the external community informs instructional and learning supports' planning at all levels. Data about CSM's students and educational outcomes are readily accessible through the website of the Office of Planning, Research, and Institutional Effectiveness as well as other resources. CSM uses placement test scores and prerequisites to ensure that students have the preparation necessary to succeed in courses. Ongoing SLO development, assessment, and the implementation of appropriate changes continue to strengthen courses, programs, and library and learning support services. Program reviews are conducted regularly of all programs and services and they are informed by SLO assessment and a variety of student achievement and other data to guide evaluation. CSM meets students' needs by continued implementation of course and program improvements in its instructional activities.

Standard II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

College of San Mateo's Mission Statement asserts:

College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. . . .Its programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community [II.A-1].

Through its comprehensive curriculum of basic skills, transfer, and career and technical education (CTE) courses, delivered in traditional on-campus classrooms, through distance learning, and at selected off-campus sites, College of San Mateo serves the varied educational needs of its diverse student population. The appropriateness and integrity of offerings are ensured by the College's integrated planning cycle and in particular through institutional research, program review, the curriculum approval process, and the assessment of student learning outcomes. These processes are applied to courses, regardless of location or mode of delivery.

The starting point for the curriculum is an assessment of the needs of students and the community. The Office of Planning, Research, and Institutional Effectiveness (PRIE) provides a variety of quantitative and qualitative data about student performance, students' needs, students' perceptions of their college experience, and the larger community in which they inhabit. PRIE provides data, information, and associated analyses by publishing annual updates of key indicators and student success data to support program review and by conducting other research studies which assess students' needs, including longitudinal tracking. The *Educational Master Plan, 2008*, (EMP) summarized the institutional research that has been the foundation for assessment of student needs providing a comprehensive review and analysis of the College's students and community at the time [II.A-2]. In 2012, PRIE updated the data and analysis in the EMP, providing a comprehensive assessment of student outcomes and achievement, including progress beyond basic skills courses, course and program completion, awards earned, and transfer rates, among many other areas [II.A-3].

The determination of appropriate offerings continues with program review. As part of its review, each instructional program explains how its offerings support the College's Mission and Diversity Statements and discusses any differences in student success across demographic groups and among different modes of delivery (e.g., on-campus versus online). In addition, programs with CTE components must explain how the program meets labor market demand [II.A-4]. Through program review, faculty integrate the assessment of student learning outcomes, the results of institutional research, and additional factors to determine whether curricular changes are needed and how these changes should be implemented.

As part of the curriculum approval process, faculty submitting new courses must describe the need for the course and its place in the curriculum, outline the course's content, develop student learning outcomes, and provide example assignments and textbooks. For new programs, faculty must provide a justification and describe career opportunities. Course and program information is reviewed by faculty, administrators, and staff prior to Committee on Instruction approval. Committee on Instruction ensures that courses and programs are

appropriate to the College and of suitable rigor and integrity [II.A-5]. New courses and programs are also reviewed by the SMCCCD Board of Trustees prior to final approval [II.A-162]. New programs must also be approved by the State Chancellor's Office; this process includes an additional review of appropriateness to the College Mission [II.A-6].

When a course is offered, its integrity is evaluated in part through the assessment of course and program learning outcomes. Throughout the College, faculty have developed and are assessing student learning outcomes at the course, program (degree and certificate), Library and learning support services, student services, and institutional (General Education) levels in order to evaluate the effectiveness of instructional and student services programs and to make modifications and improvements where they are needed.

Since 2010, faculty have been using TracDAT, a program which archives the methods used for assessment of SLOs, the results of those assessments, action steps taken to address any deficiencies, and the effectiveness of those action steps [II.A-7]. As documented in Appendix E, 97.5 percent of regularly scheduled College courses have defined SLOs and 67.9 percent have ongoing assessment. Of the 72 college programs CSM offers, 76.4 percent have defined SLOs and 69.4 percent have ongoing assessment. One hundred percent of the 32 student learning and support activities have defined SLOs and 100 percent assess regularly. All 5 institutional learning outcomes have defined SLOs and all have ongoing assessment. The analyses of course and program SLO results and subsequent actions are detailed in annual program reviews, and drive program improvement [II.A-8].

Assessment

College of San Mateo meets Standard II.A.1. The College has developed and has implemented planning systems to ensure that all instructional programs address and meet the Mission of the College. One of the College's Institutional Priorities is to "promote relevant high quality programs and services." The College works actively to address this Institutional Priority at both the program and the institutional level. It relies on data provided by PRIE to make informed decisions regarding the College's curricular offerings. Furthermore, CSM has implemented robust systems and processes including integrated planning, program review, assessment of student learning outcomes, and a faculty-driven curriculum approval process to ensure that the College's curricular offerings meet the Mission of the College and uphold its integrity regardless of location or means of delivery.

The College's adherence to its Mission is documented through data, collected and analyzed by PRIE and distributed in documents such as the *Educational Master Plan, 2008*, and its 2012 Update and through evaluative instruments such as program review. In the annual employee campus climate and satisfaction surveys of 2012, 81.8 percent of faculty and administrators agreed that the College "works actively toward fulfilling its mission and vision," and 80.4 percent agree that the "CSM mission statement guides institutional planning and decision making" [II.A-9]. Classified responses were even stronger, with 97.1 percent of staff who responded agreeing that CSM works toward its Mission and 93.8 percent agreeing that the CSM Mission Statement guides institutional planning and decisions [II.A-10].

Plan for Improvement

None.

Standard II.A.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

College of San Mateo's Mission Statement recognizes the diverse "educational, economic, social, and cultural needs of its students and the community." It addresses students' diverse needs through "a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation." The Mission Statement also acknowledges the role of research and analysis, specifically "quantitative and qualitative data and information," to inform assessment of student learning outcomes, shape program evaluation, and ensure the continuous improvement of its programs and services [II.A-1].

College of San Mateo relies on extensive institutional research and other data to identify students' learning needs and assess student achievement. The Office of Planning, Research, and Institutional Effectiveness (PRIE) systematically publishes extensive data and analysis about the College's diverse students, including data about various student sub-populations, student achievement outcomes, enrollment trends, awards earned, transfer patterns, program outcomes, and high school enrollments, among many other areas. It also publishes employment, job forecasting, residential profiles, and other demographic information about the surrounding community. It provides annual program review data, which includes disaggregated student achievement outcomes and program efficiency data for more than 50 programs [II.A-8]. As part of program review, PRIE undertakes an annual analysis of student success in online courses versus their face-to-face counterparts in addition to other analyses of distance education outcomes [II.A-11]. PRIE maintains the *College Index*, a compilation of measures of institutional effectiveness [II.A-12]. In addition to other survey research, it conducts and publishes findings from the annual campus climate and satisfaction surveys of students and employees [II.A-13]. It also conducts a variety of ad hoc reports, including longitudinal analysis of student progression through a discipline and analysis of employment trends for CTE programs. These and other data and analyses are accessible online to inform program review and other institutional planning [II.A-14].

In addition, PRIE published the *Educational Master Plan, 2008*, and *Educational Master Plan: Information Update, 2012*, the most recent comprehensive "Fact Book" about the College [II.A-2, II.A-3]. The purpose of the *EMP* is to provide the latest important data and information, along with analysis—all evidence critical to informing decision making and ensuring continuous improvement in addressing the tenets of CSM's Mission Statement [II.A-15, II.A-1]. The *EMP Information Update, 2012*, provides extensive quantitative and qualitative data about CSM's internal and external communities, including analyses of county demographics, student profile, high school enrollment patterns, enrollment history and trends, student success outcomes, awards earned, transfer trends, program-specific and CTE data, employee profile, and results of survey research with employees and students. It also provides information about various subpopulations of students such as lifelong learners, intercollegiate athletes, and concurrently-enrolled students as well as students who use Extended Opportunity Programs and Services (EOPS) and Disabled Programs and Services (DSPS) [II.A-3].

Other resources to inform program planning are available through the SMCCCD's Office of Educational Services and Planning, which publishes a SMCCCD Fact Book (2010, 2011, 2012), providing selected and comparative data for the three Colleges [II.A-16]. SMCCCD also conducts needs' assessments of San Mateo County residents: In 2008 it published a survey of residents' educational needs and of the educational needs of county high school juniors and seniors. It has recently completed a comprehensive needs assessment to help determine whether curriculum and programs offered by the three colleges in the District are meeting county residents' needs. Data and analyses are accessible online [II.A-17].

Student Learning Outcomes

In addition to the extensive quantitative and qualitative institutional data available to inform program planning, the assessment of student learning outcomes shapes how the College evaluates its success in addressing students' diverse educational needs. Assessment of SLOs is integrated into program review and, as such, informs goals articulated for the program as well as curriculum content and pedagogic strategies.

College of San Mateo continues to identify and assess student learning outcomes at the course, program, and institutional levels. Faculty have defined student learning outcomes for 97.5 percent of regularly offered College courses, and 67.9 percent have ongoing assessments of learning outcomes, which are used to measure progress toward achieving stated learning outcomes. When students do not make acceptable progress toward achieving the learning outcomes, faculty make changes in the curriculum and teaching strategies. Student learning outcomes, assessment instruments and results, and actions taken based on assessment are archived through TracDat [II.A-7].

Examples of Discipline-specific SLO Assessment

The following are specific examples of how faculty have used SLO assessment for continuous improvement of their programs:

The Mathematics Department has decided to assess all courses in its basic skills algebra sequence every fall. In addition, the Mathematics Department has completed one or more cycles of assessment in its pre-algebra and geometry courses and in all transfer-level courses. As a result of an intermediate algebra assessment, one focus of the department has been to pay closer attention to how students communicate regarding mathematics. Faculty are making clear to students exactly what is required for "showing work" in an organized, mathematically acceptable format and are holding students accountable for writing interpretations of mathematical problems in clear language and complete sentences. In addition, the Mathematics Department reached consensus on a list of formulae that students are expected to know, understand, and apply at each level of basic skills mathematics. The department plans to restructure some courses based on a two-year study of student success rates. In elementary and intermediate algebra, the department may concentrate on more depth and less breadth to promote a higher level of mastery [II.A-7].

In response to SLO assessment of various English as a Second Language writing courses, faculty have decided to focus more on teaching skills for editing. Some instructors now require students to note number and types of errors on marked, proofread rough drafts; points are awarded for thoughtful, accurate editing [II.A-7].

The English Department has also initiated changes based on SLO assessment, which indicated that students had the lowest rate of mastery in sentence-level writing (approximately 50 percent) as opposed to mastery of

organization and development (65 to 75 percent). Consequently, the English Department considered ways to improve and streamline sentence-level writing instruction. At a 2010 English retreat, faculty discussed whether they should focus on specific sentence skills and specific levels or only review them all at every level. They also continued to explore different ways to use to-be-arranged hours in the Writing Center to reinforce a student's sentence skills.

SLO assessment has provided the English Department another essential benefit: providing information about how to write and modify SLOs to make them meaningful and measurable. An SLO was dropped for English 110, Composition, Literature, and Critical Thinking, that included understanding of critical theory. An SLO for English 165, Advanced Composition, that stated students need to use appropriate sources was also dropped. The English faculty felt the SLOs were not measurable because of the way they were worded, and thus, instructors were having trouble creating assignments that meaningfully addressed the SLOs. Therefore, the English Department continues to examine how to write relevant, measurable SLOs [II.A-7].

Breadth of College Programs and Appropriate Curricula Mix

Among the College's Institutional Priorities is to "promote relevant high-quality programs and services," a goal which is accomplished in part through the objective of "adjust[ing] program mix. . .to align with student needs" [II.A-18]. To achieve this goal, the College provides a comprehensive curriculum of basic skills, transfer, and career and technical education courses designed to address students' educational preparation and educational goals. Faculty, deans, and the Vice President of Instruction collaborate to develop curricula and new instructional programs and to ensure that the College maintains the appropriate breadth in its basic skills, transfer, and career and technical education offerings. In this effort, they are informed by program review, institutional research, articulation agreements, educational system requirements (e.g., new associate degrees for transfer to the California State University system (Senate Bill 1440), discipline developments, and, as appropriate, guidance from industry advisory councils for CTE programs.

College of San Mateo's *Catalog, 2012-2013*, reflects the breath of the College's offerings and its efforts to offer a variety of degree and certificate options to meet students' varied needs and goals. It lists 65 associate degrees, 11 associate for transfer degrees, and 81 certificates. Many departments offer both degree and certificate programs in a single discipline. For example, accounting offers seven different certificates and an associate degree, biology offers five different associate degrees and a certificate, and communication studies offers both an associate degree and an associate degree for transfer [II.A-19].

To ensure multiple options for transfer, CSM has developed associate degrees for transfer (AA-T/AS-T). As of the fall 2012 semester, College of San Mateo offered the associate degree for transfer in eleven majors: administration of justice (AS-T), studio art (AA-T), business administration (AS-T), communication studies (AA-T), geology (AS-T), history (AA-T), kinesiology (AA-T), mathematics (AS-T), physics (AS-T), psychology (AA-T), and sociology (AA-T) [II.A-20]. Faculty have also developed, and the Committee on Instruction and the Board of Trustees have approved, AA-T degrees in English and Political Science. These degrees have been submitted to the State Chancellor's Office for approval.

Industry Advisory Councils and other CTE Feedback Assessment

Industry advisory councils (advisory committees) assist faculty in CTE curriculum development and program planning, helping to ensure students are prepared for employment in the local community. They keep discipline faculty abreast of new developments in their respective industries and emerging needs. The College has industry advisory councils in the following disciplines: accounting, administration of justice, building inspection, business/management, computer and information science, cosmetology, dental assisting, digital media, drafting, electronics, fire technology, kinesiology, and nursing [II.A-21]. A notable example of new curriculum guided by industry partners is in electronics: electronics technology faculty have worked with Pacific Gas and Electric (PG&E), the East Bay Municipal Utilities District (EBMUD), and the San Francisco Public Utilities Commission (SFPUC) to create the Electrical Power System (EPS) program [II.A-22]. Achieving a certificate in this program prepares students to work in industries requiring knowledge of electronics and specific skills in the calibration of highly sensitive equipment.

In addition, faculty in cosmetology, dental assisting, and nursing track their students' pass rates on licensing exams and use this information to modify their programs as needed [II.A-23, II.A-24, II.A-25].

Role of Placement Testing to Ensure Student Success

The College seeks to place students in courses appropriate to their educational preparation in order to ensure that students have genuine opportunities to succeed academically. Placement test results in English, English as a Second Language, and math identify courses in which students should enroll based on their skill levels. Counselors use test results as they work with a student to design a multi-semester educational plan fashioned around the student's educational goals. Placement scores are also used as a predictor of student success in other classes; counselors are careful not to recommend that students enroll in courses with content beyond their current skill levels.

Role of Prerequisites and Recommended Preparation to Ensure Student Success

Additionally, many courses throughout the curriculum have limitations on enrollment established to help ensure that students possess appropriate proficiencies before enrolling in courses. For example, courses in chemistry have prerequisites in math and/or appropriate preliminary chemistry courses. In Spanish, students are well-prepared for each level because prerequisites are in place from Elementary Spanish II through Advanced Intermediate Spanish.

An English prerequisite or recommended preparation is also identified for many courses throughout the College for which students need a defined reading and writing proficiency to succeed. Many electronics technology courses, for example, have recommended preparation for appropriate levels of English along with math and/or foundation electronics technology courses.

Computerized prerequisite checking takes place at the time of registration and is in place for all courses except those whose prerequisites differ across the District. Faculty are engaged in ongoing dialog to bring into alignment all prerequisites for courses offered across the District [II.A-26].

The establishment and modification of prerequisites corequisites, and recommended preparation is part of the course approval and modification process. The need for and appropriateness of prerequisites is determined by

faculty based on course content, institutional research, requirements at transfer institutions, licensing requirements, and safety issues [II.A-27]. Prerequisites are reviewed and approved by the College's Articulation Officer and by Committee on Instruction, the College's curriculum committee.

Diverse Instructional Methodologies Support Student Success

The variety of instructional methods used at College of San Mateo demonstrates commitment to meeting the learning needs of a diverse student body. In the classroom, faculty use a variety of instructional approaches, including class discussions, reading selections, lecture, film/video, student presentations, current events, and iClickers. Instructors use WebAccess to post course materials, therefore allowing students access to those materials at all times [II.A-28].

To meet increasing students' needs for remote access, courses are also offered in a hybrid mode or fully online. By providing distance education options, CSM improves access to degree and certificate programs, transfer preparation, job skills, career development, and ultimately, in some cases, employability. The College's distance education program is growing: it has received approval from the ACCJC for two substantive change proposals (2010, 2013) to offer numerous programs, degrees, and certificates in the distance mode [II.A-29, II.A-30].

Online coursework is increasingly utilized by students: in the 2011-12 academic year, for example, nearly 60 percent of all students earning a degree or certificate had completed a distance education course. Assessment of student success in distance education is integrated into the program review process; since 2008, PRIE has published annual delivery-mode comparisons of student achievement in distance education with their face-to-face counterparts. One positive outcome of such assessments is that the overall historical college achievement gap in student performance between distance education courses and their face-to-face counterparts has been eliminated. Appendix J provides further evidence about distance education at the College [II.A-31].

Diverse Programs Reflects Diverse Community Needs and Interests

Throughout the curriculum, courses reflect the diversity and demographics of San Mateo County and the Bay Area. For example, the Language Arts Division offers Chinese and Spanish—languages spoken by the largest groups of non-native speakers in the Bay Area. In addition, the College offers various levels of ESL courses in conversation, reading, and writing for those learning English. Courses such as Cultural Anthropology, Intercultural Communication, Art and Architecture from the Ancient World to Medieval Times, Art and Architecture of Renaissance and Baroque Europe, Afro-Latin Percussion Ensemble, and World Music are offered on a more regular basis and indicate the range of diversity in the curriculum.

In response to budget constraints, the College has limited its offerings to courses that support the Board of Trustees core values of transfer education, workforce training, and the basic skills classes that provide preparation for these areas, core values reflected in the College's Mission Statement [II.A-32]. As classes that primarily served lifelong learners were removed from the curriculum due to budgetary constraints, the Director of the Community Education worked with the College's Vice President of Instruction to identify similar courses that could be successfully offered through the District's Community Education program. For example, to complement CSM's language course offerings, Community Education offerings include Conversational German for Beginners; Conversational Italian I and II; Conversational Chinese; and Fast, Fun French I and II. Online Community Education language courses include Beginning Conversational French, Conversational

Japanese, and Instant Italian [II.A-33]. Peninsula Symphony, a popular course, is also now offered through Community Education.

Middle College at CSM offers an alternative education program for the seven schools in the San Mateo Union High School District and also students from the Cabrillo Unified School District in Half Moon Bay [II.A-34]. High school juniors and seniors, while fulfilling high school requirements, take college classes and benefit from the experience and knowledge gained in these classes.

Several years ago, the San Mateo County Community College District began an initiative to increase international student enrollment. Reflecting the Board of Trustees' policy goal, CSM expanded its International Student Center [II.A-35]. International students have access to the International Student Center and are provided a full range of student support services, including immigration advice; academic, career, and personal counseling; and access to the Health Center. During the fall 2011 semester, College of San Mateo formed its International Education Committee and the committee held its first meeting in December 2011. As part of its mission, the committee recognized its responsibility to "develop, modify, and implement curriculum related to international education as needed" [II.A-36]. The committee has worked closely with PRIE on a number of research-related endeavors. For instance, PRIE produced a report on success data that provided information regarding international students earning grades of *D*, *F*, or *NP* in courses taken in the spring 2012 semester. The committee expressed interest in determining causes for the failing grades [II.A-37]. In addition, during the fall 2012 semester, the International Student Center, with the assistance of PRIE, conducted a satisfaction survey of CSM's international students. Almost 50 percent of the College's international students responded, and the majority of those responding indicated "excellent" or "very good" in the categories of questions asked. Not only do international students benefit from a college education and new perspectives in a different country, CSM students living here benefit greatly from the global perspective international students bring to the classroom and campus, thus helping the College's general student population "to be informed and engaged citizens in an increasing global community," as stated in the Mission Statement [II.A-1]. The College's support for international students and other evidentiary information are detailed in Appendix I, "Evidence of Quality of International Activities" [II.A-38].

Data collected on participants enrolled in varsity athletic programs demonstrate that the demographics of student athletes generally reflect the demographic makeup of San Mateo County, suggesting that the recruiting efforts have had a positive impact on bringing a diverse student body to College of San Mateo. In addition, Writing in the End Zone II (WEZ II) offers a collaborative learning community, which links Introduction to College and Intercollegiate Athletics (PE 135) with Intensive Introduction to Composition and Reading (ENGL 838). The WEZ II website describes the program as follows: "While exploring the demands and rewards of being a student-athlete, students will strengthen their reading and writing skills, building confidence and competence in written composition, reading, and critical thinking."

Writing in the End Zone III links Composition and Reading (ENGL 100/102) with Varsity Football (PE 135 and VARS 130) and continues practice on critical reading and writing; students read expository texts (with culturally significant and/or athletic-related topics) and write text-based essays [II.A-39]. Data illustrate the success of this program. From fall 2004 to spring 2011, total success in English classes for WEZ II students was 70.6 percent compared to 58.5 percent for non-WEZ students. For the same time period, success for WEZ III

students was 71.4 percent compared to 63.3 percent for non-WEZ students. Success was particularly noted for African-American and Pacific Islander males [II.A-40].

The comprehensive adapted physical education curriculum allows the College to serve students with various levels of disabilities, accommodating a growing demographic in the county [II.A-41]. Evidence of improvement through documented data collection allows students to maintain their active enrollment status in the adapted physical education program while pursuing physical self-sufficiency.

Assessment

College of San Mateo meets Standard II.A.1.a. The College uses evidence-based analyses to determine student learning needs, to assess student learning outcomes, and to develop and modify curricula. Faculty members assess student learning outcomes to measure how well students' needs are being met and use the results to guide changes in programs in order to increase student success. The Office of Planning, Research, and Institutional Effectiveness works closely with faculty and staff to provide a variety of research and analysis to assist faculty and staff in making curricular and other academic-related decisions to meet students' needs.

Through its testing services, College of San Mateo has in place a strong placement procedure for English, ESL, and mathematics. Furthermore, prerequisites help to ensure that students have the educational preparation they need in order to succeed in those courses beyond entry level. Faculty employ a variety of pedagogic methods and delivery modes to meet students' diverse learning needs. The College offers a growing number of distance education options that increase student access to higher education and to career preparation options. College of San Mateo offers comprehensive programs that address the needs of its students based on the diversity of students' needs and demographics.

Plan for Improvement

None.

Standard II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

College of San Mateo uses a wide range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. Delivery systems include traditional on-campus classes; hybrid courses which combine on-campus meetings with online instruction, assignments, and communication; offsite locations where a few classes are offered each semester; and online distance learning. SMART classrooms, classrooms equipped with wireless internet access and ceiling-mounted projection equipment, are available for computer-assisted instruction in most classrooms. Modes of instruction include lecture, discussion, activity, cooperative groups, laboratory, experiential, and computer-assisted instruction.

Committee on Instruction, the College's curriculum committee, reviews both the means of delivery and the method of instruction to ensure that courses address the objectives of College of San Mateo's curriculum and the needs and various learning styles of its students. Curriculum approval procedures adhere to requirements

set forth by the California Community Colleges Chancellor's Office Academic Affairs Curriculum and Instruction Unit [II.A-42].

Many of the courses offered through alternative modes of delivery are also offered in a traditional classroom setting, thus allowing students to select the delivery system that best meets their needs. In addition, students have an opportunity to take some classes through specialized programs such as learning communities and the Study Abroad Program, Puente Project, and Honors Project, among others.

College of San Mateo offers learning communities to give students the opportunity to study common themes across disciplines in an environment of collaborative and integrative learning. Currently, the "Writing in the End Zone" learning community has been successful in a three-semester sequence linking introduction to collegiate athletics with basic composition and reading [II.A-39].

The Puente Project returned to CSM in fall 2012 supported in part through external funds. It is designed to increase opportunities and success for educationally disadvantaged students. Puente consists of writing, counseling, and mentoring components focusing on the Chicano/Latino experience. Learning communities address the College of San Mateo Institutional Priority to "improve student success" through modes that meet a variety of student needs [II.A-43].

The Honors Project, introduced in fall 2012, is a unique interdisciplinary community of faculty and transfer-bound students working together to create a rich intellectual experience. Students concurrently enroll in an Honors Project research seminar and a transfer course. In the research seminar, students learn to develop an academic research proposal, follow a research process, and present results. Each student then develops, completes, and presents a research project that is related to the companion transfer course in which he or she is enrolled [II.A-44].

College of San Mateo participates in a Study Abroad Program providing students the opportunity to spend a semester abroad while making normal progress toward their degree objectives, earning 12 to 15 fully transferable units taught by community college faculty and local guest lecturers. Study Abroad is offered in cooperation with the Northern California Study Abroad Consortium (NCSAC) and the American Institute for Foreign Study (AIFS), which provides transportation, living accommodations, and a wide range of student and instructional support services. CSM student participation has varied from five to 34 students per semester. Units earned during the program appear on transcripts from fully accredited community colleges. Programs are offered during the fall and spring semesters and summer session. Typically, the fall and spring semesters are twelve weeks in length while the summer program is six weeks in length. Past programs offered during the fall and spring semesters include Florence, London, Paris, and Spain (Madrid and Barcelona); summer programs have included China and Costa Rica. Each Study Abroad experience supports CSM's Institutional Priorities of "promoting academic excellence" and "promoting relevant, high-quality programs and services" [II.A-45, II.A-46].

CSM offers a limited number of courses at off-campus sites. During the fall 2012 semester, CSM offered Individual AOD (Alcohol and Other Drug) Counseling Process (SOSC 314) at the Latino Commission in South San Francisco and Introduction to Sociology (SOC 100) at the Martin Luther King Center in San Mateo. Spring 2013 courses include Group AOD (Alcohol and Other Drug) Counseling Process (SOSC 308) at the Latino Commission

and a second SOCI 100 at the Martin Luther King Center [II.A-47]. Effective fall 2012, CSM no longer offers courses at the Coastsite site in Half Moon Bay.

Instruction is supported by discipline-specific learning support centers: Accounting Skills Center, Anatomy and Physiology Center, Assistive Technology Center, Business Computer Center, Communication Studies Center, CIS Computer Center, Digital Media Computer Center, English 800 Center for students enrolled in developmental writing courses, Modern Language Center, Integrated Science Center, Math Resource Center, Nursing Skills Center, Reading and ESL Center, and Writing Center for students enrolled in transfer composition courses. (Note the English 800 Center and Writing Center are offered in one location.) Many courses having to-be-arranged hour requirements make use of these centers, which have faculty and instructional aides available to assist students as well as computers and instructional resources. These centers are discussed in detail in Standard II.C.

The need for tutoring support in a variety of disciplines and additional access to computers and printers was identified in 2007 through the Students Speak focus groups [II.A-48]. Space for this purpose was subsequently incorporated into the design of College Center. The Learning Center was designed to address gaps in learning support services and academic barriers to student success. A campus-wide leadership meeting re-affirmed the need for a comprehensive Learning Center in November 2010 and a director was subsequently hired in the fall of 2011 [II.A-49]. The Learning Center opened with limited services in fall 2011 and began offering full services in spring of 2012 [II.A-50].

The Learning Center takes a broader approach than the discipline-specific centers. It strives to determine and address unmet student success needs. For example, the Social Sciences Division, having no other learning support center, benefits from a discipline-specific peer tutoring program developed in the Learning Center. Successful students taking classes in a variety of disciplines, such as economics, history, political science, and philosophy, are encouraged by faculty to serve as peer tutors. Through the one-unit course LCTR 100 Effective Tutoring administered in the Learning Center, students complete the College Reading and Learning Association's nationally recognized tutor training program which provides thorough preparation to tutor peers. The Learning Center also houses the summer Pathway to College program, which is designed to assist first-time college students in making a successful transition to college life [II.A-51]. Eligibility is based on placement scores requiring developmental level math, English, and reading courses. Students enroll in a one-unit LCTR 680MA Keys to Success course for instruction in study skills, math, and English before entering a first full semester. Student Mentors Assisting Relevant Transitions (S.M.A.R.T) is a program of peer mentoring in which successful continuing students connect with first-time students to act as resources and help facilitate positive choices in meeting challenges. Study groups, workshops on study skills, access to financial aid, transfer, and counseling information, assistance balancing athletics and scholastics, proctoring, and other services are also offered as the Learning Center develops into a hub for both instructional and student support resources. The Learning Center programs support the Institutional Priority of student success [II.A-52, II.A-1].

College of San Mateo offers an expanding distance learning program as an alternative delivery system for students who choose for a variety of reasons not to enroll in on-campus courses. Telecourses, offered as early as 1964 on KCSM-TV, no longer exist due to declining enrollments, the cost of telecourse licensing, and changes in user preferences. The online distance learning program continues to grow along with changes in

technology and access to developing modes of delivery. Based on the continued expansion of its online program, CSM has submitted and ACCJC has approved two substantive change proposals regarding distance education [II.A-29, II.A-30].

To ensure that its online and hybrid offerings adequately address student needs, preparation and planning for CSM's distance learning programs and the resources needed to support them involve a variety of entities at the District and College. In addition, management support for distance learning occurs at both the district and college level. Figure II.A-1 shows the relationship between the District's distance education functions and the College's distance education functions.

District planning is conducted by participatory governance committees, namely the Distance Education Advisory Committee (DEAC) and the Technology Planning Committee (TPC). Planning expertise, leadership, and resources have been provided by SMCCCD's Educational Services and Planning and Information Technology Services (ITS). The outcomes of these entities' work, the *SMCCCD Distance Education Strategic Plan, October 2012*, and the *SMCCCD Strategic Plan for Information Technology 2012-2016*, have helped ensure that necessary technology infrastructure, course management systems, and professional development training are effectively supported and sustainable [11.A-113, 11.A-163].

Established in 2006, SMCCCD's DEAC's work has included developing policies and procedures related to distance learning, district-wide distance learning goals and long-range planning, support and training for faculty, and policies concerned with the security and surveillance of electronic work. Its charge also included evaluating district-wide technology needs related to student learning and developing recommendations to enhance the assessment and expansion of distance educational modalities [II.A.-51].

College planning for distance learning programs has occurred in several ways to ensure that programs are appropriate for CSM's students. Course development typically occurs locally at the department level with collaboration of relevant faculty, division deans, and the Vice President of Instruction. Advisory to the Vice President of Instruction, Committee on Instruction then reviews and approves new courses, conducting a supplemental review of DL courses that adheres to state and federal standards and regulations [II.A.83].

Planning for student support also occurs at the department level. Key personnel have collaborated with the student services leads and the Vice President of Student Services. Efforts have focused on ensuring the availability of online resources.

Program review has had a central role in the development of new distance education courses and programs as well as student services. It is a process for assessing programs' productivity and impact on student achievement, including SLOs attainment, and results in recommendations for improvement or growth. The instructional review is informed by the delivery-mode course comparison data and other student success data provided by the Office of Planning, Research, and Institutional Effectiveness [II.A.88]. Through program review, participants identify emerging program opportunities and needs, including the associated resource needs for personnel, equipment, or capital outlays. New resources are allocated through a budget planning process that involves input from the pertinent deans; allocations are proposed to IPC and then CSM's president.

In addition, institution-level planning occurs through the institutional planning committees that comprise the Integrated Planning Model at CSM. Building on the efforts SMCCCD's DEAC, College of San Mateo formed its own Distance Education Committee (DEC) in 2009 to facilitate the development of a robust and well integrated distance education program in response to student and community needs for innovative, flexible, and convenient instructional opportunities. In addition, as a group of discipline experts, DEC members played a critical role in advising CSM's Committee on Instruction about matters related to approval and review of distance learning courses and the articulation and enforcement of standards for distance learning at College of San Mateo. It also helped develop strategies to address any achievement gaps between students enrolled in distance learning mode courses versus those enrolled in comparable traditional mode courses. To reduce redundancy and enhance the College's ability to identify trends in the delivery of educational technology, the Distance Education Committee and the Technology Advisory Committee have recently merged to form the Distance Education and Educational Technology Committee (DEETC) [II.A-54].

Developed by the Distance Education Committee in 2009, the *Distance Education Plan: 2009/10-2011/12* addressed institutional priorities by articulating goals to enhance distance learning enrollment and student success [11.A-55]. These goals have informed program and course development, such as the migration, in some cases, of discipline-specific material from discontinued telecourses to an online mode. The plan also identified the personnel who now support the DL program. Its recommendations were adopted by IPC and in 2012 new staff were appointed: A part-time faculty instructional designer was hired and the classified staff became 100% dedicated to support distance education. One immediate charge for DEETC is to update this plan.

SMCCCD's Vice Chancellor, Educational Services and Planning, provides overall coordination in the area of educational technology for the District and co-chairs DEAC. The SMCCCD instructional design coordinator reports to him and is responsible for providing assistance to faculty district-wide who are teaching online, supporting course management systems (eCollege and WebAccess), and maintaining online teacher training tutorials. This staff member also supports the Structured Training for Online Teaching (STOT) program, offered by the District since 2008, which emphasizes pedagogical and technology training. As of fall 2012, 47 CSM instructors have participated in the STOT program [II.A-55]. In fall 2012, 24 full-time and 17 adjunct faculty members taught distance education courses [II.A-30].

To ensure tighter coordination of distance learning and curricula development, CSM's Vice President of Instruction (VPI) assumed direct oversight for distance learning at the College in 2010. CSM's Distance Education Resource Center staff—the part-time faculty instructional designer and classified staff member—report directly to the VPI. CSM's VPI and the faculty instructional designer also serve on DEAC. In addition, CSM's instructional designer co-chairs DEETC.

As of summer 2012, the instructional designer has supported College of San Mateo faculty through professional development activities promoting mastery of technology skills and pedagogy to design and successfully deliver online courses. Assistance is also available to all faculty in course design, course development, learning objectives, classroom management, active learning, innovative uses of technology, and assessment methods. Currently, a handbook for distance education faculty is being developed. An additional staff member provides office support.

To assist online students, a direct Distance Learners link from the main CSM webpage takes students to CSM's distance learning portal, which is meant to better centralize access to those resources needed by remote students [II.A-56]. Resources for students include an assessment that evaluates readiness for distance learning, tips and advice for students in distance learning courses, FAQs, tutorials on use of WebAccess and email accounts, and convenient links to academic programs, student services, and other information [II.A-57]. To support student learning, College of San Mateo now offers student services to distance learners that are comparable to the services offered to on-campus learners as described in Standard II.B.

Assessment

College of San Mateo meets Standard II.A.I.b. The College provides a wide range of student-centered delivery systems and instructional modes that are compatible with the objectives of the curriculum and that reflect student-learning needs and are a result of the College's planning processes. CSM offers a continuum of delivery modes ranging from traditional classroom instruction, to hybrid courses, to fully online courses. Furthermore, it has embedded many instructional support mechanisms in the curriculum including web-assisted instruction, technology-enabled classrooms, discipline-specific learning support centers, and a tutoring program to support instruction and student learning. It has also developed specialized programs as a direct result of its institutional planning efforts including the Puente Project, the Honors Project, and learning communities. The College relies on institutional research, its institutional planning processes, program review, and student learning outcomes and assessment processes to identify and assess delivery systems and modes of instruction.

Plan for Improvement

None.

Standard II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

College of San Mateo identifies student learning outcomes for its courses, certificates, and degrees; assesses student learning with respect to these outcomes; and uses the results of assessments to guide improvements. In support of student learning, the College began examining student learning outcomes in fall 2003 for student services and in fall 2004 college wide. During subsequent semesters, many activities—campus-wide dialog, division and department meetings, numerous workshops with internal and external presenters, flex days focusing on SLOs—have taken place to assist the campus community in developing, assessing, and recording the student learning outcomes assessment cycle. Oversight and guidance in the identification and assessment of student learning outcomes is provided by the College Assessment Committee (CAC), a committee of the CSM Academic Senate, and by the SLO coordinator, a faculty member selected by the Academic Senate in consultation with the administration.

In 2005, Committee on Instruction, the College's curriculum committee, revised the official course outline of record to include a section on student learning outcomes, an action assuring course-level outcomes are defined for every active course because course outlines are required to be updated at least every six years [II.A-58]. In 2005, the College Assessment Committee established institutional student learning outcomes, using input from a spring 2005 college-wide open forum, results of a community leaders' survey, the College's Mission Statement, and other sources. On September 14, 2012, the College Assessment Committee sponsored a college-wide dialog on the institutional (General Education) student learning outcomes as part of its assessment process [II.A-59, II.A-60]. Based on input gathered from this meeting and extensive discussion in the College Assessment Committee, subsequently, the Academic Senate Governing Council, adopted revised institutional SLOs in spring 2013 [II.A-61].

The student learning outcomes website, which was initiated in fall 2005, provides links to course, program (certificate and degree), and institutional (General Education) student learning outcomes, College of San Mateo's assessment philosophy, the College Assessment Committee's membership, CSM SLO Assessment Plan, and resources to help faculty develop and assess student learning outcomes [II.A-62].

Faculty develop SLOs for new courses and modify SLOs, if necessary, for existing courses based on discipline expertise, assessment experience, and awareness of student learning outcomes for the subsequent course in a sequence, for upper division studies, and for employment. Course SLOs are included on the official course outline of record and are reviewed with each update of the course outline [II.A-63]. SLOs are associated with the course and are the same for all modes of delivery of that course. As part of the course approval process, the SLO coordinator reviews the proposed SLOs during technical review. The full Committee on Instruction reviews the course outline, including the SLOs, as part of the course approval process, and can request changes. To ensure that students are informed about course SLOs, faculty members include student learning outcomes on their course syllabi [II.A-64]. The CSM Academic Senate has supported this practice [II.A-65, II.A-66]. Course-level student learning outcomes are assessed by discipline faculty on a regular basis. A summary of assessment results is included in the annual program review, as discussed later in this section.

Faculty in programs leading to certificates and degrees have articulated SLOs [II.A-67, II.A-68]. Beginning summer 2012, assessment of degree SLOs occurs when students who apply online for a degree are asked to complete a self-assessment online as part of the application procedure [II.A-69]. The same is done for certificate applicants beginning with spring 2013 certificate earners. Discipline faculty members will receive the results on an annual basis as part of the data provided for program review. In disciplines in which few students pursue degrees, several years of assessment results will need to be accumulated for meaningful interpretation of data to emerge. Degrees and certificates with numerous candidates can interpret the results on an annual basis.

Assessment for institutional (General Education) SLOs is conducted annually through the Student Campus Climate and Satisfaction Survey administered by the Office of Planning, Research, and Institutional Effectiveness. In spring 2012, between 96.7 percent and 98.9 percent of students who completed the survey responded that they strongly agreed, agreed, or somewhat agreed with the following ten indicators, with the majority indicating strongly agree and agree [II.A-70]:

1. I can express ideas and provide supporting evidence effectively in writing.
2. I can express ideas and provide supporting evidence effectively orally.
3. I can comprehend, interpret, and analyze information I read.
4. I can comprehend, interpret, and analyze information I hear.
5. I can communicate effectively in a group or team situation.
6. I can comprehend, interpret, and analyze numerical and/or quantitative calculations, including those presented in graphs, tables, and charts.
7. I can effectively identify, develop, and evaluate arguments.
8. I can effectively assess the legitimacy or adequacy of different types of information.
9. I can work effectively with others of diverse backgrounds and acknowledge the value of diverse opinions and backgrounds.
10. I can identify ethical issues and evaluate their consequences.

The College Assessment Committee analyzes and discusses the results of the annual Student Campus Climate and Satisfaction Surveys [II.A-71, II.A-72]. Discussion of institutional assessment results also occurs at the Institutional Planning Committee meetings [II.A-73, II.A-74].

In fall 2006, the Academic Senate approved annual and comprehensive instructional program review documents that included a section on student learning outcomes. Thereafter, SLO assessment results and recommendations have been reported and discussed in comprehensive and annual program reviews. In fall 2012, the Academic Senate adopted a revised program review document for instructional programs, student services, and learning support centers [II.A-8]. The revision addressed faculty concerns, streamlined the annual submission to one document, and organized the information so that it was more useful in the institutional planning process [II.A-75]. The revised program review includes a summary of recent SLO assessment, the identification of trends in assessment results, and a discussion of areas needing improvement. In addition, anticipated revisions to the assessment process and to the schedule for course and program SLO assessment

must be described, along with the alignment of SLOs across courses, programs, and the institution. Based on SLO assessment results, student success indicators, and additional factors, faculty members develop plans and actions to sustain and improve student success. The associated resource requests become part of the institutional budgeting and resource allocation process, as shown in Figure II.A-2 [II.A-76]. The assessment of student learning outcomes is thus a key input in the institutional planning process.

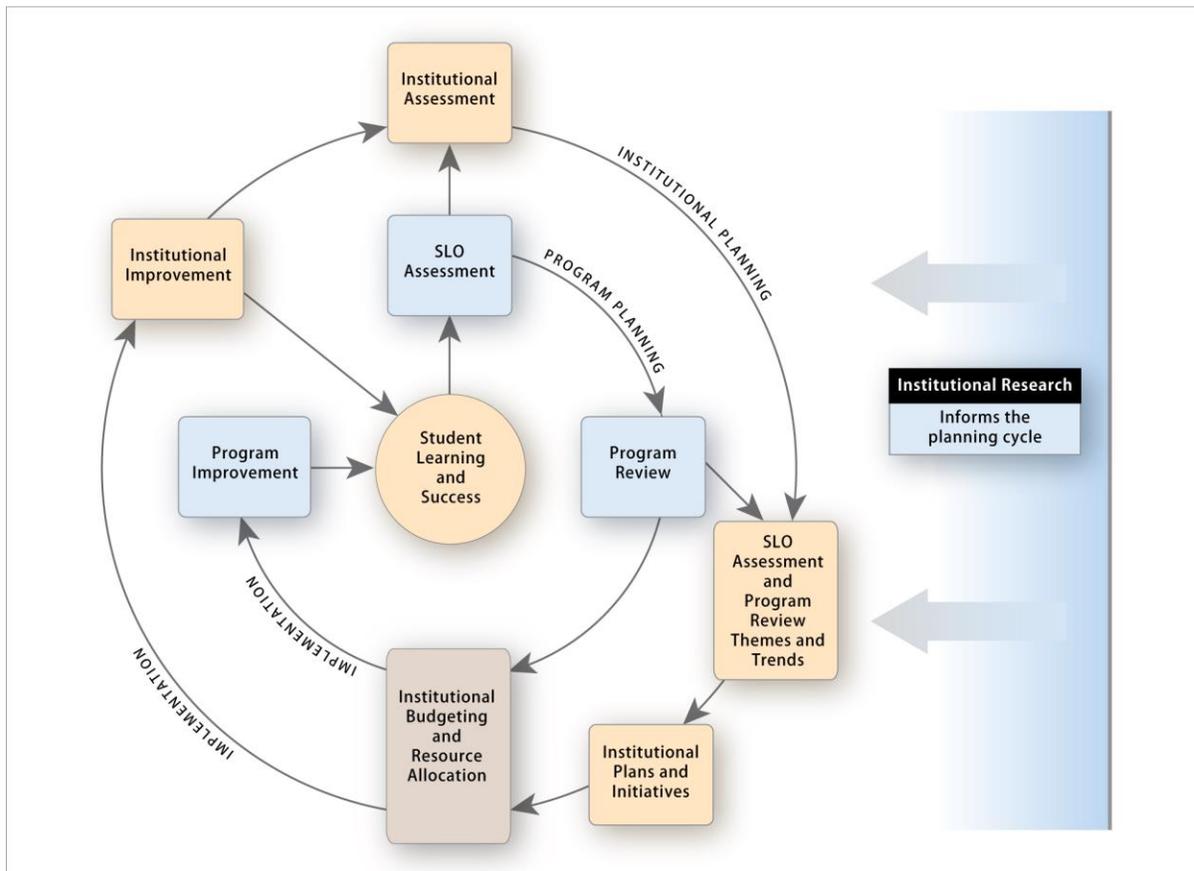


Figure II.A – 2 The Integrated Planning Process

Widespread institutional dialogue occurs in departments across campus when assessing course and program (certificate and degree) SLOs. If students are not achieving learning outcomes, faculty recommend changes in curriculum or methods of instruction, which may include budgetary requests. In some instances, SLOs or assessment methods are found to be inadequate and are modified. Lead faculty for learning support centers analyze assessment results for centers serving their programs, and the director of the Learning Center analyzes results for the Learning Center. Faculty and staff in student services analyze results for their particular area. Documentation of assessment results and subsequent recommended changes is archived in TracDAT and summarized in program review.

Dialog regarding institutional (General Education) SLOs occurs in the College Assessment Committee, the Institutional Planning Committee, and all-college meetings. An all-college meeting on September 14, 2012, reviewed and discussed the institutional student learning outcomes [II.A-59]. The dialog continues with resource prioritization within divisions, and then across divisions as administrators prioritize personnel and instructional equipment and other technology requests made in program reviews [II.A-76].

The English Department's 2011 program review provides an example of dialog in the SLO assessment cycle. Based on a random selection of essays from composition courses, rates of achievement of each SLO are tallied; and weaknesses in either the SLO, the students' performance, the assignments, or the course itself are discussed. The group develops tentative recommendations, which are distributed to the faculty at the follow-up SLO session early the following semester. At this follow-up session, the department as a whole discusses the results and adopts, modifies, or rejects the recommendations [II.A-77].

The Nursing Department's 2011 Program Review demonstrates clearly how the results of SLO assessment for Nursing 232, Medical-Surgical Nursing, led to recommended changes in curriculum and delivery. The nursing faculty compared nursing care plans to a grading rubric and evaluated designated test questions for results. The results showed that the designated percent of students did not achieve competency, and, therefore, the faculty—after discussion and analysis—decided to modify the related theory content and delivery and to re-assess the following academic year [II.A-78].

The outcomes, methods of assessment, results of assessment, and the recommendations for improvement based on results, along with implemented changes, are documented in TracDAT, software used to archive assessment activity at all levels in the College [II.A-7]. Assessment reports are generated and updated on a regular basis. Changes—based on recommendations—are measured for effectiveness in the next assessment cycle. TracDAT provides an archive of past decisions and actions, allowing easy recall and subsequent reassessment. For example, TracDAT archives the Mathematics Department's ongoing assessment of their SLOs for Math 110, Elementary Algebra. For SLO 1, the criterion for this course was not met in the 2009-2010 cycle nor in the 2010-2011 cycle. The recommended changes in the first year included department discussions of pedagogical, sequencing, and content change, thus reconfiguring the algebra sequence, in addition to yearly reassessments of this outcome. In the 2011-2012 reporting cycle, the criterion was met [II.A-7].

Tables II.A-1 through II.A-4, drawn from Appendix E, summarize College of San Mateo's implementation of student learning outcomes and their assessment.

Table II.A – 1 Course SLOs and Assessment

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.

Table II.A – 2 Program SLOs and Assessment

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.

Table II.A – 3 Student Learning and Support Activities SLOs and Assessment

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%

Table II.A – 4 Institutional (General Education) SLOs and Assessment

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

Assessment

College of San Mateo meets Standard II.A.1.c. Instructional and counseling faculty, and student services, and learning support services faculty and staff assess student learning outcomes at the course, program (degree and certificate), and institutional (General Education) levels. Course SLOs are aligned with certificate and/or degree and institutional (General Education) SLOs. Assessment results and resulting recommended actions to improve student learning, are archived in TracDAT. A summary of recent SLO assessments, trends, and areas in need of improvement is presented in program review and helps guide the development of institutional plans and the allocation of resources, as noted in the *Overview of Institutional Planning for Continuous Improvement of Student Success* [II.A-76].

Across the institution, faculty and staff have ongoing dialog within departments and student services areas about the results and recommend changes based on identified gaps. SLOs, measurements, results, and recommendations are posted in TracDAT, allowing for easy access in a single location and archiving past work and actions. Through syllabi that are required to be distributed to all students at the beginning of the semester in each class, students are made aware of each course's student learning outcomes.

To support the assessment of student learning outcomes, the College continues to support the SLO cycle by allocating appropriate resources, budgeted in the Office of Instruction, for an SLO coordinator, including reassigned time and support for attendance at statewide conferences and workshops, and for workshops and training for faculty. Under the guidance of the College Assessment Committee and the SLO coordinator, the College continues to evaluate student learning outcomes processes, thereby assessing its progress toward continuous quality improvement.

Plan for Improvement

None.

Standard II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The College offers collegiate, developmental, precollegiate, short-term training, study abroad, and international student programs in response to needs identified through the analysis of data from a variety of sources, including student success indicators, Industry Advisory Councils, student surveys, program review of instructional programs, and institutional assessment data. The quality of these programs undergoes continuous evaluation and improvement through the SLO assessment cycle and the program review cycle. Assessments show that programs are of very high quality, and satisfy the needs of students and the community. The establishment and evaluation of these instructional programs follows rigorous guidelines under Committee on Instruction and the College Assessment Committee. Through the Integrated Planning Cycle, instructional programs aligned with the College Mission Statement, Institutional Priorities, and Diversity Statement, maintain student success as the core of their purpose and the measure of their success.

Plan for Improvement

The College began the implementation of a program review pilot for administrative services in 2011 [II.A-79]. By fall 2013, the College will revise the administrative services program review model to align, where appropriate, with the new program review guidelines for instruction, student services, and learning support centers implemented in the spring 2013 program review cycle. The College will also evaluate the feasibility of using the administrative program review model for instructional division offices by spring 2014. The administrative services program review model will be fully implemented in the spring 2014 program review cycle.

Note: This plan for improvement is repeated in Standard I.A.1.

Standard II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

College of San Mateo uses established procedures for the development and implementation of curriculum. These procedures govern the design of courses, programs, and associated student learning outcomes; the approval of new and revised courses and programs; the administration and delivery of courses; and the ongoing evaluation and improvement of curricular offerings.

The development of courses and programs is the responsibility of the College's faculty, who are guided by the College's Mission Statement and Institutional Priorities. Institutional research, such as the *Educational Master Plan: Information Update, 2012*, informs faculty about the characteristics of the College's students and community and helps identify curricular needs [II.A-3]. Program review and the results of SLO assessment are used to identify current strengths, weaknesses, and gaps in curriculum.

Faculty rely on their collective discipline expertise, including knowledge of the requirements for more advanced study and employment, to design high quality courses and programs that prepare students for transfer or employment or provide them with the basic skills needed to move toward these goals. CSM's Articulation Officer works with transfer institutions to maintain and develop articulation agreements, keeps faculty informed of changes in transfer requirements, and provides suggestions to faculty to improve transferability of courses and programs [II.A-80]. Faculty and administrators work with Industry Advisory Councils to understand the needs of local employers, which in turn guide CTE course and program development [II.A-21]. Program development is also informed by state and federal guidelines related to career and technical education programs and by transfer requirements and opportunities. Where appropriate, CSM's CTE programs are developed and overseen collectively by College of San Mateo and industry specific accrediting agencies. For example, the CSM Nursing Program, to remain fully accredited by the California Board of Registered Nursing, must offer a program that is consistent with accreditation requirements [II.A-81].

After identifying the need for a course or program, faculty work in conjunction with colleagues, administration, and in some cases, Industry Advisory Councils, to define appropriate, measureable student learning outcomes (SLOs). Guidance for faculty developing or revising SLOs is available through the SLO coordinator and through

the College Assessment Committee and its website [II.A-62]. Once defined, the SLOs drive the design of the course or program. The specific topics to be covered in a course are identified, and representative methods of instruction, methods of evaluation, and textbooks are established. Prerequisites are established, if needed, to ensure that students have the educational preparation necessary to succeed in the course. Appropriate lecture, lab, homework, and to-be-arranged hours are determined based on pedagogy, and then corresponding units of credit are determined based on the Carnegie unit.

Course information is detailed in the course outline of record (course outline), which is completed and then submitted for review based on guidelines established by Committee on Instruction (COI), a committee of the Academic Senate, [II.A-82]. In order for courses to be approved for web-assisted, hybrid, or fully online delivery, supplementary information on means of course delivery and regular effective contact is required.

COI reviews and approves proposals to add or modify courses and programs after consideration of the effect on the overall College curriculum [II.A-83]. The committee's voting members include faculty from each instructional division and from counseling as well as a student representative appointed by the Associated Students. Non-voting members include the Vice President of Instruction, the Administrative Analyst from the Office of Instruction, the College Registrar, and the Dean of Counseling, who also serves as the Articulation Officer. In addition to their role in the review process, division representatives and other committee members are available for consultation during the development of a course outline or program proposal. Effective March 2012, new courses and revisions to courses are submitted and reviewed through CurricUNET, a curriculum database and workflow management system.

The submitted course outline goes through a stringent technical review. The campus SLO coordinator verifies that SLOs to be stated as actions achievable by the students are aligned with course content and are assessable. Other reviewers include the COI chair, Vice President of Instruction, Articulation Officer, and Administrative Analyst. The instructional designer was consulted during the development of criteria for review of distance education proposals. The submitted course outline is examined for its articulation with existing courses, enrollment limitations such as prerequisites, articulation with other colleges and universities, and unit and workload data.

After the technical review, the course outline is reviewed by the full committee to evaluate the relation of the course to the College's Mission, the alignment of the SLOs to the content, and methods of instruction. COI may approve the course, send it back for revision, or deny the course. The review of the course outline includes review of prerequisites, corequisites, and recommended preparation; the alignment of course SLOs to program and institutional SLOs; representative methods of instruction; representative assignments; representative methods of evaluation; representative texts; and, if applicable, the distance education supplement. In compliance with Title 5, course outlines for CTE courses are updated and reviewed every two years; other course outlines are updated and reviewed every six years.

Courses are administered through the Office of Instruction. The Banner software package is used to support the scheduling of classes and the registration process.

Faculty who meet the minimum qualifications for a discipline teach the courses following the framework established by the course outline. Using assessment tools aligned with the SLOs, faculty evaluate student learning and hence the effectiveness of the course. Based on assessment results, action plans are developed to

improve student learning, and adjustments are made to the course and course outline. SLOs, assessment results, action plans, and next step timelines are archived in TracDAT, which can be used to generate reports of assessment results for each course and program during departmental program reviews.

Through program review, faculty use SLO assessment results, along with student success and retention data, and other institutional research to propose changes to courses and programs to improve student success. Prior to spring 2013, program review was accomplished through a comprehensive review every three years supplemented by a briefer annual update. To support institutional planning, the College has moved to an annual, in-depth program review process for all aspects of the College: instructional programs, the Library and learning support centers, student services, and administrative services. The revised annual program review documents promote stronger integration of program outcomes and student learning data assessment into the institutional planning process. Institutional dialogue further informs program review and helps faculty and administrators find gaps in instructional areas. As a part of program review, course and program SLOs are specifically linked to the institutional student learning outcomes. Institutional dialog further informs program review and helps faculty and administrators find gaps in instructional areas.

Assessment

College of San Mateo meets Standard II.A.2.a. Faculty have a central role in establishing the quality of instruction and, thus, have a primary role in designing, identifying SLOs, delivering, and evaluating courses and programs. Through the program review process, faculty and administration continually engage in course and program assessment and improvement. In the *Faculty and Administrators Campus Climate and Satisfaction Survey, 2012*, 82.4 percent of respondents agreed or strongly agreed that instructional programs are assessed, reviewed, and modified regularly, and 76.9 percent agreed that CSM assesses SLOs and uses the results to make improvements [II.A-9].

As stated in College of San Mateo's assessment philosophy, "The development, assessment and analysis of course, certificate, degree and GE SLOs are curricular matters and thus under the jurisdiction of the Academic Senate. While assessment and analysis of results for SLOs in these areas are a responsibility of the faculty, decisions based on analysis of assessment results for college planning are shared amongst all constituencies" [II.A-84].

Plan for Improvement

None.

Standard II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Competency levels and student learning outcomes are part of the College's curriculum, and are therefore the responsibility of the faculty [II.A-85]. To determine competency levels and establish student learning

outcomes, faculty rely on discipline knowledge, established standards and practices, and, in career and technical fields, the advice of Industry Advisory Councils. Student progress toward achieving course, program (degree and certificate), and institutional (General Education) learning outcomes is assessed by faculty on a regular basis. Through program review, assessment results are used to guide program improvements [II.A-75].

Student learning outcomes for courses and programs are developed by discipline faculty, reviewed by the College Assessment Committee and Committee on Instruction, committees of the Academic Senate. Student learning outcomes are documented in the course outline of record and through certificate and degree requirements that are published in the College Catalog [II.A-63, II.A-19]. Institutional SLOs are developed through faculty dialog across disciplines in meetings of the College Assessment Committee and Committee on Instruction and through occasional all-college meetings [II.A-86, II.A-83, II.A-59]. Competency requirements for degrees are established by COI. Competency levels for specific courses are, as appropriate, included in the course outline. For example, NURS 241 includes the following SLO: Upon successful completion of the course, students will be able, “[u]sing the competency checklist criteria in a simulated situation from a selected group of mediations, [to] give an IVP medication by peripheral route stat within 10 minutes from memory” [II.A-87].

Faculty in career and technical education programs meet regularly with industry advisory councils to review the knowledge and skills required for employment [II.A-21]. Information exchanged at these meeting is used by faculty to guide curriculum development. For example, suggestions made by the CIS Industry Advisory Council in spring 2012 led to the development of a new Associate Degree in Web and Mobile Application Development, which has been approved by COI and will be submitted to the State Chancellor’s Office during the 2013-14 academic year [II.A-42]. To ensure the appropriateness of SLOs and competency levels, course outlines in CTE areas are reviewed and updated as needed every two years [II.A-83, II.A-88].

Regular assessment of student progress toward achieving outcomes at the course, program, and institutional (General Education) level is documented in Appendix E. Assessment results are used to make changes that improve student learning. For example, as a result of SLO assessment, an increased focus on editing strategies and paraphrasing has been incorporated into ESL courses [II.A-89].

Assessment

College of San Mateo meets Standard II.A.2.b. The College relies on faculty expertise to establish SLOs for courses, certificates, degrees, and General Education. Faculty in CTE programs use information obtained through regular meetings with Industry Advisory Councils to ensure that competency levels are appropriate. Student progress toward achieving learning outcomes is regularly assessed at the course, program (certificate and degree) and institutional (General Education) level, as documented in Appendix E.

Plan for Improvement

None.

Standard II.A.2.c

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

College of San Mateo ensures quality and appropriateness of its academic programs and synthesis of learning through a variety of mechanisms that are coordinated by the Office of Instruction and the Academic Senate. High-quality and appropriate instruction is institutionalized through the program review process and the course approval process while synthesis of learning is achieved through program planning and coordination.

College of San Mateo integrates planning, oversight, and faculty involvement to make the decisions necessary for successful recommendations relating to appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of the College's programs.

Through a schedule of regular program reviews, faculty members and College instructional administrators evaluate the educational effectiveness of programs. A faculty committee appointed by the Academic Senate evaluated the program review model in 2012, and new forms and guidelines were developed [II.A-88]. Beginning with the spring 2013 submission cycle, all programs will conduct annual program reviews [II.A-8]. A key purpose of the program review process is for instructional programs to gather data and use it 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 [II.A-90].

The links between course, program, and institutional (General Education) student learning outcomes are the best evidence of synthesis of learning. The updated program review forms include sections which ask instructional departments, learning support centers, and student service departments to discuss SLO alignment; specifically, to show how course SLOs support program SLOs and how the course and program SLOs in turn support the institutional (General Education) SLOs [II.A-88]. By specifically linking course and program SLOs to institutional (General Education) SLOs, program review directs departments and programs to demonstrate how their outcomes align with the College's learning outcomes. Additionally, use of the program review process to specify course and program SLOs and their connection to institutional (General Education) SLOs allows the College the opportunity to evaluate whether students are being given adequate opportunities to acquire the stated student learning outcomes [II.A-91], [II.A-92]. The connection of General Education, program, and course SLOs demonstrates one way in which the College establishes appropriate depth, rigor, and synthesis of learning.

Led by the Vice President of Instruction, the instructional administrators use an ongoing analysis of class schedules and patterns of enrollment to continually improve the College's ability to address the need for efficient sequencing and time to completion for courses and programs. They consider a variety of data and issues to ensure that the course scheduling effectively addresses the College Mission to provide a comprehensive curriculum of basic skills, transfer, and career and technical education courses. During this

process, they evaluate enrollment history, course-taking patterns, LOAD and program productivity information, regulatory changes (e.g., course repetition requirements), student achievement data, and emerging industry or other curriculum needs. Informing this process is the *Educational Master Plan, 2008*, and its 2012 Update along with other institutional research [II.A-93].

Through the annual program review process quality of instruction and appropriateness of academic programs are ensured. In accordance with Title 5, the Committee on Instruction advises the Vice President of Instruction and makes recommendations to the Board of Trustees concerning curriculum and instructional procedures, long-range educational priorities, and curriculum planning [II.A-5]. The varied criteria used for program evaluation include, but are not limited to, student learning outcomes, student success indicators, program data, SLO assessment, results from previous recent program reviews, and resource needs [II.A-88].

Each program review also includes evaluation of the distance education courses within its program discipline. Since 2008 CSM has published student success data and analyses including delivery mode comparisons between distance education courses and traditional mode courses using enrollment, retention, and success indicators [II.A-11]. Using delivery mode course comparison data, the newly revised program review process includes discussion of any differences in student success indicators across modes (on-campus versus distance education) and plans for the next year to sustain and improve student success.

The process of program review includes a method for additional in-depth analysis of a program which has been assessed as having serious deficiencies. The Program Improvement and Viability (PIV) process is used to review programs considered at risk [II.A-94]. This is a process of additional review by a committee appointed by the Academic Senate following a suggested process to determine program viability. Based on the committee's review and report, the Academic Senate then issues recommendations for program modification that are submitted to the Vice President of Instruction. The PIV follow-up to a program review showing an at-risk status can be useful in bringing about valuable changes. Information Competency was added as a degree requirement as a result of the PIV process. In 2008 Library Studies was recommended to participate in the PIV process [II.A-95]. The Library Studies PIV committee recommended that the Library Studies program continue and that the library work with Committee on Instruction (COI) in addressing information competency at CSM [II.A-96, II.A-97]. COI confirmed the need for an information competency requirement, approved a change in degree requirements, and recommended to the Vice President of Instruction the inclusion of the information competency requirement for students with catalog rights beginning fall 2010 [II.A-98].

Program review is one mechanism for ensuring the quality and appropriateness of academic programs. Another mechanism is the course approval process. Committee on Instruction (COI) reviews proposals to revise, add, and remove courses [II.A-82].

Beginning in March 2012, new courses and revisions to courses are accepted only through the CurricUNET system [II.A-99]. Faculty members access CurricUNET to create a new course or revise existing courses and keep courses current by updating the course outlines at a minimum every six years or every two years in the case of career and technical education courses. Instructional programs are prompted during the program review process to review their course outline record and provide a list of courses to be updated, a faculty contact person, and the planned submission month [II.A-90, II.A-80]. When the faculty author(s) finish writing or revising the course, it is submitted through the system to the dean of the division, who may suggest edits or

corrections. Once approved by the division dean, the course moves through CurricUNET to be reviewed by Committee on Instruction Technical Review Committee consisting of the COI Chair, a COI representative from the submitting division, the Articulation Officer, Vice President of Instruction, Registrar, SLO Coordinator, librarian, and the Administrative Analyst from the VPI office. The Technical Review Committee reads, comments and suggests changes; recommends improvements for standardization; does SLO review; and checks for adherence to State, District or local regulations or laws. If needed the course may be sent back to the original author(s) to address any of these issues prior to consideration by COI. Once all edits have been made, the course can be placed on the agenda for consideration at the next meeting of Committee on Instruction.

All proposed courses for delivery in the distance education mode are reviewed and approved through CurricUNET as part of the regular COI course approval process to ensure that the same standards as face-to-face courses with regards to quality, rigor, and breadth are maintained with consideration given to the effect on the overall College curriculum. As stated in the San Mateo County Community College District Administrative Procedure on Distance Education [II.A-100] and pursuant to Section §55204 Instructor Contact of the Education Code, in the course review process COI ensures that:

. . . a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities [II.A-101].

As part of the regular program review cycle, PRIE publishes the “Distance Education Delivery Mode Course Comparison” report which shows enrollment and student outcome comparisons between online and traditional mode courses [II.A-102]. The inclusion of disaggregated information about distance education programs and courses in the program review process provides instructional programs the impetus to compare student success indicators in on-campus and distance education courses, discuss any differences, and plan for any needed adjustments to improve student success.

In order to ensure the appropriate breadth, depth, and rigor of individual programs and classes, CSM draws upon its institutional planning documents and employs a system of program review which provides the data and analysis necessary for continuous improvement [II.A-103, II.A-104]. CSM also makes use of outside advisory professionals who provide their insight regarding industry’s needs and advise on curriculum, facilities, and other areas [II.A-21, II.A-105]. The diversity of CSM’s offerings is reflected in the more than 100 unique majors students have declared, and in the 369 associate degrees and 488 certificates the College of San Mateo granted in 2010-11 [II.A-106].

Enrollment trends and student demand are used in planning future class schedules in order to optimize students’ opportunity to enroll in courses needed to fulfill degree, certificate, and transfer requirements. Appropriate breadth of a program is based on the needs of the students and analysis done in the regular review of programs. Other factors taken into consideration for determining breadth of a program and number of course offerings include placement test results, enrollment demand, recommendations of Industry Advisory Councils, and Title 5 requirements. For career technical education (CTE) programs, active Industry Advisory Councils serve as a vital link between the professional community and the College in order for the College to maintain currency with industry standards of training, education, and technology [II.A-21].

The appropriate depth of a program is partially demonstrated through acceptance of students and course work for transfer to bachelor's degree granting institutions. Lower division coursework includes General Education and freshman and sophomore level classes for defined majors. During the period of 2002-03 through 2011-12, 5,075 students transferred from CSM to CSU and UC campuses [II.A-107]. The College's most recent transfer rate of 19.3 percent (2008-2011) is higher than the state-wide California community college rate of 13.9 percent [II.A-108]. The College has a strong history as a starting point for transfer students and with the passage of SB 1440 which allows California community colleges to develop associate degrees for transfer, CSM has strengthened its transfer offerings with the addition of 11 associate degrees for transfer [II.A-109]. Two additional associate degrees for transfer have been submitted to the State Chancellor's Office for approval. Students who complete the associate degrees for transfer are given priority admission and a guarantee of junior standing when applying to a CSU baccalaureate (BA/BS) degree program which is determined to be similar to the student's community college area of emphasis.

Rigor in course offerings is maintained through faculty collaboration in assessing program and course SLOs to make sure standards remain high. It is through the program review processes, including Industry Advisory Council input on student readiness for industry careers, that the College Mission and the specific program standards are communicated [II.A-110]. The extent of achievement of the knowledge and skill needed for students who graduate from College of San Mateo programs is demonstrated by students who pass program-related state licensing exams such as the 86.29 percent pass rate on the NCLEX exam for nursing or the State of California Bureau of Barbering and Cosmetology licensing exam or the Registered Dental Assistant Examination [II.A-25, II.A-111, II.A-24].

Appropriate sequencing of coursework within a program is ensured in the review of courses and programs done through Committee on Instruction. In the course approval process prerequisites, corequisites, and recommended preparation must be validated through demonstration of the educational rationale for the recommended or prerequisite course, skill, or information necessary for students to succeed in the target course. COI also considers course sequences within a program as expressed by the prerequisites, corequisites, and recommended preparation courses. Appropriate sequencing is also maintained through division dean oversight for scheduling courses each semester, comparisons of course sequences from other colleges and universities, transferability needs, or the recommendations of Industry Advisory Councils.

A reasonable and predictable time for completion is necessary for all students, whether their goal is to transfer, complete a CSM degree or certificate, or receive training before moving into the workforce. To achieve this goal, faculty and division deans assess enrollment trends and patterns through the program review process and adjust the number of sections offered for courses based on demand and available resources.

Assessment

College of San Mateo meets Standard II.A.2.c. College of San Mateo uses an institutionalized program review process in order to ensure high quality academic programs. Integrated planning and oversight which includes faculty involvement is coordinated by the Office of Instruction and the Academic Senate and serves to maintain appropriate breadth, depth, rigor, sequencing, and time to completion for the College's programs.

Plan for Improvement

None.

Standard II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

College of San Mateo has a long history of innovative teaching and a commitment to best practices in teaching pedagogy. CSM recognizes that students have a variety of learning styles and academic preparation, and the College is committed to providing a rich academic environment. CSM faculty align delivery modes and teaching methodologies to student learning outcomes for the course. Using formative assessments early in their classes, faculty determine what mode will work best for their students and develop instructional methodologies that meet those needs. In addition, CSM offers courses in alternative delivery modes including web-assisted classes, hybrid classes, and fully online classes, in order to provide flexibility in scheduling and learning modes to students of diverse needs.

In face-to-face classes, instructors use a variety of methodologies including lecture, laboratory, and discussion. Most of the classrooms are equipped with SMART classroom technology to display audio-visual media. Innovative teaching strategies used by faculty include case-based learning, use of iClickers, ElluminateLive and/or CCCconfer sessions, group activities, collaborative exercises, formative assessments, multimedia presentations, computer-assisted instruction, demonstrations, and other pedagogies. In laboratories, students get hands-on experience using current hardware and software in their discipline. They are challenged to develop skills within the field of study, and to apply the conceptual learning to practical applications.

Often, the in-class activities are supplemented with faculty or peer tutoring at one of the College's several learning support centers or at the Learning Center. Most of these centers have computer-assisted instruction as a component of their service. CSM courses are also supported by WebACCESS, an online course management system. All CSM courses are provided a shell in which faculty can place syllabi and schedules, announcements and assignments, and resources and links for their courses. Faculty are expected to engage students via email prior to the start of the term, to monitor student progress during the semester, and to send out an Early Alert if the student is struggling in the class.

Students with a documented physical, psychological, or learning disability are provided services to make the course accessible. They receive support in class and with studying and test-taking to enable their success at CSM. Services for disabled students include taping of lectures, access to course materials in an alternate format, assistive technology, alternatives to traditional testing, and study skills lessons. The Disabled Students Programs and Services office also supports faculty by offering test proctoring, workshops for faculty, and services for providing accessible instruction.

In addition to the traditional face-to-face courses, CSM offers a variety of courses with some portion online. CSM offers online classes in which 100 percent of instruction is online; hybrid classes, in which 51 to 99 percent of instruction is offered online; and web-assisted, in which 50 percent or less of instruction is offered online. Recently, in March 2013, the ACCJC approved CSM's substantive change proposal to offer 17 additional

degree and eight certificate programs that have 50 percent or more of their courses offered in a distance mode [II.A-30].

To support student success in distance mode courses, CSM has established a dedicated Distance Education Resource Center that assists faculty, staff, and students [II.A-56]. Staffed by an instructional designer and an office assistant, the Distance Education Resource Center provides training and support for faculty who teach online courses. The Center is a clearinghouse of information about best practices in distance education, and a provider of technical and pedagogical support to faculty and staff who work with distance education students. The instructional designer offers both one-to-one training and group workshops to increase the technical capacity and pedagogical best practices of instructional personnel involved in distance education. CSM's Distance Education Resource Center as well as the District's District Education Gateway provide online support to students looking for courses or programs online and information about services for distance education students [II.A-57, II.A-114].

The Distance Education and Educational Technology Committee (DEETC) provides direction for course and program development, effective use of the distance education mode, policies to encourage quality and academic rigor, compliance with state and federal regulations, and effective use of emerging technologies to support distance education [II.A-112]. The committee reports to the Institutional Planning Committee and recommends to the Vice President of Instruction, who has direct oversight of distance education.

At the district level the SMCCCD Distance Education Advisory Committee (DEAC) develops recommendations for the District's three colleges with respect to the District's mission of broadening access to postsecondary educational opportunities [II.A-53]. The District's Distance Education Strategic Plan lays out strategic recommendations, research, best practices, and planning for growth in distance education courses and programs [II.A-113]. The District has offered and continues to offer Structured Training in Online Teaching (STOT) courses that teach pedagogical best practices and technical skills to instructors wanting to convert or develop online courses. The District also provides technical support, hardware, and software in support of learning in both face-to-face classes and distance education classes (through ITS).

The College has several initiatives in place to improve teaching and learning. In fact, CSM has shown itself to be a leader in student-centered, active learning. The College's Basic Skills Initiative (BSI) has spearheaded much of this work. Supported by a grant by the California Community College Chancellor's Office, the BSI has funded several programs, including teacher workshops, interdisciplinary faculty inquiry groups, and supplemental instruction for math students [II.A-115]. Other initiatives aimed at improving student success include the Honors Project, the coordination of the Learning Center and the discipline-based learning support centers, the Puente Project, and Reading Apprenticeship [II.A-44, II.A-52, II.A-43]. Many instructors continue to participate in professional development activities about practices to improve student success. CSM opportunities for developing and understanding delivery modes and methods include faculty flex days, classroom observations during faculty evaluation, learning communities, STEM partnerships, and President's Innovation Fund initiatives.

In addition, many faculty attend external conference and workshops throughout the year. Registration fees and substitutes for workshops are provided by the district-wide Professional Development Fund.

Assessment

College of San Mateo meets Standard A.2.d. A variety of delivery modes and teaching methodologies support students' diverse learning needs. Traditional face-to-face classes are held in SMART classrooms equipped with advanced technology. Other modes include web-assisted classes, hybrid classes, and fully online classes. Students with disabilities receive support from the Disabled Students Programs and Services office. In the *Faculty and Administrators Campus Climate and Satisfaction Survey, 2012*, 86.3 percent of faculty and administrators agreed or strongly agreed that CSM encourages the use of various methodologies to accommodate the different learning styles of students [II.A-9].

Data on student outcomes and instructional programs indicate successful teaching methodologies are in practice in *Educational Master Plan: Information Update, 2012* [II.A-3]. Surveys of students also support this assertion. In the *Student Campus Climate and Satisfaction Survey, 2012*, students expressed very high levels of satisfaction with CSM faculty and instructional programs, with 93.7 percent of respondents indicating that they have learned a great deal from their courses. Students also reported that class assignments "challenged" them to do their best work. Eighty-nine percent of students indicated the "overall quality of teaching is excellent" [II.A-70]. Course outlines and program review documents indicate that CSM instructors are using proven effective teaching methodologies in their courses [II.A-63]. Methodologies include group work, peer-to-peer collaboration, project-based learning, lectures and multimedia, portfolio development, Reading Apprenticeship strategies, inquiry-driven projects, learning communities, supplemental instruction, and others. Data from the *Substantive Change Report for ACCJC, February 17, 2013, Instructional Mode of Delivery: Distance Learning* provide evidence that distance education courses and traditional face-to-face courses are meeting the needs of students [II.A-30]. Indicators include, for example, course completion and retention rates, educational goal attainment, and SLO assessments. As an example, course completion rates in fall 2012 for distance education and face-to-face classes were 61.8 and 61.9 percent respectively. Retention rates in fall 2011 for distance education and face-to-face classes were 79.4 and 81.3 percent respectively.

Plan for Improvement

None.

Standard II.A.2.e

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The following Institutional Priorities directly support the College's ongoing systematic review of course and program relevance:

Institutional Priority 3: *Promote Relevant, High-Quality Programs and Services*

Institutional Priority 4: *Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources*

The College works actively to achieve its Institutional Priorities through its institutional and program planning processes. Program review is the primary vehicle to assess the relevancy of courses and programs. Prior to November 2012, program review was accomplished through a comprehensive review every three years

supplemented through a briefer annual update. Based on an assessment of the program review document, the process was revised in fall 2012 to become an annual, in-depth review [II.A-116]. The revision promotes the integration of SLO and student learning data assessment into the overall institutional planning cycle and was used by instructional programs, student service units, and Library and learning support centers in the spring 2013 program review cycle. In addition, where pertinent, distance learning student outcomes were also analyzed. Program review also requires program faculty to review programs in the context of the College's Mission and Diversity Statements as well as the College's Institutional Priorities.

Program review is a systematic and evidence-based process of self-study, evaluation, and improvement [II.A-8]. College of San Mateo's program review builds on the regular assessment of student learning outcomes at the course, program, and institutional levels; institutional research that presents student success and achievement data disaggregated to permit identification of possible achievement gaps across demographic groups and multiple modes of instruction; and additional factors such as changes in student populations, state-wide initiatives, transfer requirements, Industry Advisory Council recommendations, and workforce development needs.

To guide institutional planning, program review includes a six-year projection of how the program will sustain and improve student success, along with associated resource needs, and immediate plans and actions to be carried out in the coming year. Completed program review documents are reviewed at the division level to identify themes and trends across programs and to provide an initial prioritization of resource requests, and again at the institutional level by the Institutional Planning Committee (IPC) to identify cross-college themes and trends. IPC provides feedback to programs regarding the quality of program review and has required resubmission of incomplete or inadequate program reviews.

In addition to program review, the College has established a program improvement and viability process (PIV) to assess program relevancy and long-term sustainability of selected programs. The PIV process is used to further analyze programs that demonstrate a persistent lack of student demand, programs that no longer best meet the Mission of the College, or programs that face other significant challenges. The faculty or the administration may request that a program be reviewed using the PIV process [II.A-94]. Since the last accreditation visit, the College has used the PIV process to discontinue programs. The College has also used the PIV process to make major curricular and/or operational alterations in programs, which are designed to improve program performance.

Assessment

College of San Mateo meets Standard II.A.2.e. The College has established "high-quality, relevant programs" as an Institutional Priority and has implemented planning processes to ensure that this priority is met. Faculty conduct extensive program planning through the program review process. Program review includes a systematic review of student achievement and learning outcomes data to guide program planning efforts. Faculty also analyze curriculum and make recommendations for changes to the curriculum. In addition, faculty identify the financial, human, and physical resources needed to implement program plans. Finally, the College has established a comprehensive program improvement and viability process (PIV) to review entire programs in the context of long-term student demand and fulfillment of the College's Mission Statement. Using the PIV process, the College has either discontinued or has made major modifications to several programs over the last

six years. In summary, College of San Mateo has established robust processes to examine programs and has implemented these processes to ensure that courses and programs are relevant, appropriate, and current, and that they achieve student learning outcomes.

Plan for Improvement

None.

Standard II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

College of San Mateo regularly assesses student learning outcomes for courses, degree and certificate programs, and, at the institutional level, for General Education. As indicated in Figure II.A-2, the results of this assessment are incorporated into planning at both the program level and the institutional level.

Systematic evaluation of the achievement of student learning outcomes begins with program review, which is completed annually by instructional programs, the Library and learning support centers, and student services units. As part of program review, faculty summarize recent SLO assessment at the course and program level, identify trends in assessment results, and discuss areas in need of improvement [II.A-4]. In addition, any changes in process or schedule for course and program SLO assessment are explained, and the alignment of course, program, and institutional (General Education) SLOs is discussed. As a result of evaluating the achievement of learning outcomes and additional factors relevant to student success, faculty then develop both long-range and near-term plans for program improvement; these plans and corresponding resource requests are documented through program review.

Systematic evaluation of the achievement of student learning outcomes continues at the division level, where faculty review departmental program reviews to identify common themes and trends. For example, in its 2013 discussion of departmental program reviews, the Math and Science Division noted that SLO assessments indicated that students' English and math skills were weak and also that non-science majors had difficulty with spatial visualization [II.A-117]. In parallel, the assessment of institutional (General Education) SLOs was also evaluated by the College Assessment Committee [II.A-118, II.A-119].

Systematic evaluation culminates at the institutional level with the Institutional Planning Committee's formal reading of all program reviews and its discussion of themes and trends across the College [II.A-120, II.A-121]. This review informs the development of institutional plans and initiatives for improvement and the subsequent allocation of resources to support improvements at the program level and the institutional level. The impact of these improvements on student learning is then assessed and analyzed through program review.

The results of SLO assessment are archived through TracDat; faculty can access both raw information and summary reports for their department. The College's evaluation of student learning and of its efforts to

improve student learning is made available to the entire College community through the Office of Planning, Research, and Institutional Effectiveness' online archive of completed program reviews [II.A-8].

Course-level student learning outcomes are included in both the course outline of record and the syllabus. In addition to assessing their currency during program review, faculty review course-level SLOs with each update of the course outline—at least every two years for career and technical education courses and at least every six years for other courses. Program-level student learning outcomes are included in the College Catalog and are reviewed regularly by programs as part of program review. Institutional (General Education) SLOs are reviewed by the College Assessment Committee, which solicits input from the College as a whole. For example, in September 2012, an all-college meeting was devoted to review and revision of Institutional SLOs [II.A-59].

Appendix E of this report provides more detailed evidence of the integration of student learning outcome assessment into the College's planning processes.

Assessment

College of San Mateo meets Standard II.A.2.f. Institutional planning is highly integrated with program planning. The ongoing and systematic evaluation of the achievement of course, program (degree and certificate), and institutional (General Education) student learning outcomes begins with annual program review, continues through division-level reflection, and culminates with the Institutional Planning Committee's review of trends and themes. The results of this process are made available to appropriate constituencies through TracDat, through the program review website, and discussion at such committees as IPC, and through the minutes and summaries of committee meetings. SLOs at all levels are regularly revised to ensure their currency and appropriateness.

Plan for Improvement

None.

Standard II.A.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

College of San Mateo does not use departmental course and/or program examinations.

Standard II.A.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

College of San Mateo requires student learning outcomes to be included in both the course outline of record and in the course syllabus [II.A-64]. As part of the approval process for new and modified courses, student learning outcomes are reviewed by the SLO coordinator and by Committee on Instruction to ensure that they

are appropriately linked to course content. Credit is awarded based on successful demonstration of mastery of the course content as determined by the instructor of record; representative methods of evaluation are included in the course outline of record and are reviewed and approved by Committee on Instruction.

In compliance with ACCJC's Policy on Institutional Degrees and Credits, the College uses the Carnegie unit to define units of credit. A unit of lecture credit corresponds to 16 lecture hours per term (nominally one hour per week) and an additional 32 hours of student work outside of lecture through to-be-arranged hours and homework. A unit of laboratory credit corresponds to 48 laboratory hours per term (nominally three hours per week). These relationships have been incorporated into the CurricUNET course outline form and are checked during both the technical review and full Committee on Instruction review of new and modified course outlines. Course hours are entered into Banner, ensuring that each semester's schedule includes appropriate contact hours.

Assessment

College of San Mateo meets Standard II.A.2.h. Credit is awarded based on demonstration of mastery of course content as determined by the instructor of record. The course approval process ensures that student learning outcomes are appropriate to course content. Units of credit follow the Carnegie unit and are verified during the course approval process and during the development of each semester's Schedule of Classes.

Plan for Improvement

None.

Standard II.A.2.i

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

College of San Mateo awards degrees and certificates based on the successful completion of the required courses in an approved program. For degrees, the approved program includes both major requirements and General Education requirements. Degree and certificate requirements and student learning outcomes are included in the College Catalog and on the College website [II.A-122]. The major requirements and student learning outcomes for each degree and certificate reflect the judgment of discipline faculty and incorporate accepted standards in the discipline. Prior to approval by Committee on Instruction (COI), student learning outcomes for degrees and certificates are reviewed by the College Assessment Committee (CAC) and by COI to ensure that they are appropriately linked to program requirements and to course content and learning outcomes [II.A-71]. As noted in Standard II.A.2.f, institutional (General Education) SLOs are reviewed by CAC, which solicits input from CSM as a whole [II.A-71, II.A-59].

Departments map course-level student learning outcomes to learning outcomes for degrees and certificates and to institutional (General Education) learning outcomes. This mapping is archived in TracDat and is reviewed by faculty as part of the annual program review process [II.A-4].

Student learning outcomes are regularly assessed at the course, program, and institutional (General Education) levels. Successful completion of a course is closely linked to SLO attainment; for 85.8 percent of course assessments, attainment criteria have been met [II.A-123]. Most students who successfully complete a course have demonstrated the associated learning outcomes and thus most students who successfully complete the courses required for a degree or certificate will also have successfully demonstrated the degree or certificate student learning outcomes.

As described in Appendix E of this report, an additional independent assessment of program SLOs has been recently implemented for degrees and certificates based on an online SLO survey that presented to students at the time of their application for an award. Forty degree programs and 20 certificate programs currently use the online SLO survey assessment process. Each program developed a unique set of survey questions addressing attainment of program SLOs. To ensure comparability across programs, all surveys utilize a common four-point agreement scale and contain two open-ended questions which provide an opportunity for narrative feedback. In addition, the annual student campus climate and satisfaction surveys includes a series of questions regarding students' achievement of institutional (General Education) student learning outcomes based on their experiences at CSM.

Assessment

College of San Mateo meets Standard II.A.2.i. The College currently awards degrees and certificates based on successful completion of an approved course of study whose requirements have been developed by faculty and approved by the College's curriculum committee. The program approval process ensures that student learning outcomes for degrees and certificates are appropriate to program requirements. With the recently implemented degree and certificate surveys, direct assessment of program SLOs for certificate and degrees is now in place, with first-year results available for degrees [II.A-124]. Responses to the *Student Campus Climate and Satisfaction Survey, 2012*, show strong levels of self-reported achievement of institutional (General Education) SLOs, with the vast majority (96.7 percent to 98.9 percent, depending on SLO) of respondents agreeing that they are able to demonstrate institutional learning outcomes [II.A-70].

Plan for Improvement

None.

Standard II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

College of San Mateo's associate degree programs require a General Education component that follows the Philosophy of General Education as stated in the catalog [II.A-125, II.A-126]. College of San Mateo's Philosophy of General Education notes that "Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world."

The *General Education Handbook* provides guidance for the evaluation of courses for inclusion in the General Education areas of the associate degree. The current process for curriculum approval also integrates student learning outcomes in the course review process. The *General Education Handbook*, developed by an ad hoc subcommittee of Committee on Instruction, provides guidance regarding the learning outcomes that will be achieved by students completing courses in each of the General Education curriculum areas [II.A-127]. Courses submitted for consideration as a General Education course must have course student learning outcomes (SLOs) that can also map to institutional (General Education) student learning outcomes.

Course SLOs that tie into General Education SLOs strengthen the College's Mission to provide exceptional educational opportunities and address the Institutional Priority to "promote academic excellence" [II.A-1]. The College Assessment Committee has developed an assessment plan to assess the students' perceived mastery of institutional (General Education) SLOs to assist in the continued evaluation of both the institutional SLOs and the curriculum that delivers them [II.A-86]. The College's General Education SLOs, adopted in May 2006 and revised in April 2013, set the expectations for students who receive an associate degree or who complete the CSU-GE or IGETC pattern for General Education at College of San Mateo [II.A-61, II.A-128]. Based on input from the College community, local business leaders, and the CSU and UC systems, the College Assessment Committee developed the General Education student learning outcomes, which address expectations for effective communication, quantitative skills, critical thinking, social awareness and diversity, and ethical responsibility. The SLO coordinator facilitated a review and subsequent revision of the General Education student learning outcomes. An all-college meeting was held during fall 2012 and dialog about the revision continued in the College Assessment Committee and the Academic Senate Governing Council [II.A-60]. Subsequent review of the institutional (General Education) SLOs will be carried out on a six-year cycle so the General Education student learning outcomes are reviewed at the same frequency as course-level student learning outcomes.

Assessment

College of San Mateo meets Standard II.A.3. The development of institutional (General Education) student learning outcomes and the inclusion of course-level student learning outcomes in the official course outline led to the creation of the *General Education Handbook*, which now serves as a guide both to Committee on Instruction and to those submitting courses for consideration as part of the General Education pattern [II.A-127]. The General Education student learning outcomes provide an additional expression of the expectations of General Education.

Additionally, program SLOs have been developed for programs leading to certificates and degrees. Programs SLOs are expected to not only encompass the course SLOs, but also support the institutional (GE) SLOs to produce a more well-rounded student.

Plan for Improvement

None.

Standard II.A.3.a

General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

College of San Mateo's General Education requirements include the following areas: American history and institutions, California state and local government; language and rationality (including English composition, literature, speech communication, and analytical thinking); physical education; natural science; social science; humanities; and career exploration and self-development [II.A-125]. Fine arts courses are included in the humanities area. The associate in arts and associate in science degree requirements also include information competency and competency in math/quantitative reasoning and English. Degree requirements are established by the Academic Senate's Committee on Instruction (COI). As part of the course approval process, COI reviews courses for inclusion in appropriate areas of General Education following guidelines in the *General Education Handbook* [II.A-127].

The Academic Senate has adopted the following institutional student learning outcomes for students who complete the College's General Education requirements:

- Effective Communication
- Quantitative Skills
- Critical Thinking
- Social Awareness and Diversity
- Ethical Responsibility/Effective Citizenship [II.A-128]

Course-level student learning outcomes are mapped to these institutional (General Education) learning outcomes; this mapping is reviewed by faculty as part of the annual program review process [II.A-4]. Course-level student learning outcomes are assessed on a regular basis. In addition, institutional (General Education) learning outcomes are assessed through the annual student campus climate and satisfaction surveys [II.A-129].

Assessment

College of San Mateo meets Standard II.A.3.a. The faculty have established institutional learning (General Education) outcomes for students who complete the College's General Education requirements. Faculty systemically assess these General Education outcomes. The College's General Education requirements include courses that address content and methodology in the humanities and fine arts, natural sciences, and social sciences. Committee on Instruction, a faculty Academic Senate committee, which is advisory to the Vice President of Instruction, determines the courses that satisfy each General Education requirement. Course-level learning outcomes are mapped to institutional learning outcomes, and assessment at both levels is carried out on a regular basis.

Plan for Improvement

To ensure that students who complete the College's General Education requirements will also meet its institutional (General Education) student learning outcomes, the College will clarify the relationship between

SLOs for courses that satisfy General Education requirements and the College's institutional SLOs. During the 2013-14 academic year, the Committee on Instruction, with assistance from the College Assessment Committee, will review the General Education requirements and the institutional SLOs and, as necessary, revise the *College of San Mateo's General Education Handbook* to clarify the relationship between course SLOs, General Education requirements, and institutional SLOs.

Standard II.A.3.b

General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

College of San Mateo's General Education requirements address oral and written communication through two three-unit classes in English, literature, and speech communication (communication studies) [II.A-125]. Critical analysis and logical thinking are addressed through the Communication and Analytical Thinking requirement. Scientific and quantitative reasoning are addressed through the Natural Science requirement and the Communication and Analytical Thinking requirement. The breadth of the General Education requirements helps foster the ability to acquire knowledge through a variety of means.

To better meet this standard, College of San Mateo added an information competency section to Area C of its General Education requirements effective 2010–11. Discussions for this addition began in October 2008 and continued throughout 2008 and 2009 [II.A-130, II.A-131, II.A-98]. This competency requirement addresses the research skills of students and their ability to retrieve information from a variety of formats and properly comprehend and apply this information in their coursework.

Students have various options to complete this competency requirement through coursework or examination. LIBR 100, 105; BUSW 530; CIS 110; and DGME 100 and 102. LSCI 100 (from Skyline College) and LIBR 100 (from Cañada College) have also been identified and approved to meet this requirement. An examination has been developed that measures a student's proficiency in information competency. Coursework taken outside of the District can also be considered through an equivalency process.

While there is no computer literacy requirement for an associate degree at College of San Mateo, students must possess a certain level of computer skills just to participate at the College. Enrollment and registration are completed via the website, and students maintain their records via their WebSMART account. Additionally, the graduation requirement for English (ENGL 100) requires students to use computers to complete their written assignments. Outside of traditional writing courses, students are exposed to computers in the library for research purposes and in programs such as Digital Media, Music, Drafting, Engineering, Architecture, Computer and Information Science, Business, Management, Electronics, Film, and Mathematics.

Assessment

College of San Mateo meets Standard II.A.3.b. Starting in the 2010-11 academic year, information competency is required for the associate degree and is addressed through several options such as coursework, equivalent coursework, and a proficiency examination. Course student learning outcomes are required to be included on course syllabi.

Plan for Improvement

None.

Standard II.A.3.c

General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

College of San Mateo's General Education requirements, taken as a whole, support the development of the qualities listed in this standard [II.A-128]. Ethical principles are addressed in the Language and Rationality, Natural Science, and Humanities courses. Civility and interpersonal skills are addressed in the Language and Rationality and Social Science courses. Respect for cultural diversity is addressed in the American history and institutions, language and rationality, social sciences, humanities, and career exploration and self-development courses. Historical and aesthetic sensitivity is addressed in the American history and institutions; California, state, and local government; social sciences; and humanities courses. The willingness to assume civil, political, and social responsibilities locally, nationally, and globally is addressed in the American history and institutions; California, state, and local government; and social sciences courses. The student learning outcomes for courses listed in these sections have been evaluated by Committee on Instruction for their ability to address one or more of the General Education student learning outcomes (GE SLOs). Additionally, courses that lead to a certificate or degree must have program student learning outcomes, which ideally support the GE SLOs. College of San Mateo's expectations in this area are expressed in two institutional (General Education) student learning outcomes: social awareness and diversity, and ethical responsibility.

Assessment

College of San Mateo meets Standard II.A.3.c. Opportunities for students to develop qualities that distinguish an ethical person and an effective citizen are incorporated in the College's General Education requirements and General Education student learning outcomes. Course student learning outcomes are required to be included on course syllabi.

Plan for Improvement

None.

Standard II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Requirements for associate degree programs at College of San Mateo are published in the College Catalog section entitled Major and Certificate Requirements [II.A-122]. For some programs, e.g., building technology, cosmetology, and ethnic studies, all courses required for the major are from the department of the major. For other programs, major requirements include courses from multiple departments, but these courses either have a unifying theme, e.g., film or geological sciences, or serve to broaden the knowledge base, e.g., architecture or engineering. Three majors intentionally allow broad flexibility in the selection of major classes: physical science, social science, and interdisciplinary studies. In each case, the courses must be selected from an established core of transfer-level courses.

Assessment

College of San Mateo meets Standard II.A.4. As described in the College Catalog, each degree program requires courses from a single area of inquiry or from an established interdisciplinary core [II.A-122].

Plan for Improvement

None.

Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

College of San Mateo offers 31 vocational certificates of achievement and 34 certificates of specialization. There are 40 associate and two transfer degrees in the vocational and occupational programs. Coursework in vocational and occupational programs varies in length, depth, and breadth of content. Each program is designed to prepare the student to be employed in specific occupations and careers.

The Academic Senate requires faculty in all programs to complete a program review annually effective spring 2013. Faculty evaluate the program's annual and long-term goals. Program reviews allow departments to assess program needs, which strengthen the curriculum delivery and allow for a student's successful completion of the program. A key component of program review is analysis of student learning outcomes. This is especially important in career and technology education (CTE) programs, where industry standards change quickly. Program reviews allow for the introspection needed to ensure currency and student success.

Program review documents are posted on the Office of Planning, Research, and Institutional Effectiveness website [II.A-8].

To align with the SMCCCD Board Core Values and to address needs arising from program analysis, the Kinesiology, Athletics, and Dance Division partners with San Mateo Athletic Club (SMAC), housed in the Health and Wellness Building [II.A-32, II.A-132]. As a result, the Kinesiology, Athletics, and Dance Division currently

offers four certificate programs: Pilates Instructor Certificate Program, Personal Training Certificate Program, Yoga Teacher Training Certificate Program, and Group Exercise Certificate Program. The partnership with SMAC provides students a real-life experience for these certificate programs [II.A-133]. In keeping with the student-centered mission to provide workforce training, students can apply principles they have learned in class with the experiences they have from internships and shadowing opportunities in SMAC, experiences they need to obtain jobs. Thus, with academic coursework coupled with experience, graduates from these programs become more employable.

On a regular basis, the career and technical education (CTE) programs meet with an advisory committee, called an Industry Advisory Council at CSM, whose members provide feedback to the program coordinators and faculty regarding curriculum development and industry needs. Meetings provide an opportunity for dialog among the members and promote planning for curricular continuity with industry standards [II.A-21]. In addition to input from Advisory Councils and the evaluations contained in the annual program review, CTE programs use a variety of approaches to ensure that students are prepared for employment and licensure, including instructor experience, dedicated review and mock licensure exams, standard exams, reported results from standard examinations, and alumni feedback.

Building Inspection, Real Estate and Fire Technology are examples of programs that rely on instructors' experience as working professionals in the field to ensure that students are adequately prepared for employment and certification [II.A-134, II.A-135, II.A-136].

The Cosmetology and Accounting programs have built licensure-exam review and practice into their curricula. In cosmetology, the final term of study provides review and preparation for the Department of Consumer Affairs Board of Barbering and Cosmetology Program examination for licensure through time-trials and mock State Board written and practical examinations [II.A-23]. The Accounting program offers the Enrolled Agent Exam Preparation Certificate, which culminates in ACTG 176, Enrolled Agent Exam Preparation. These courses prepare students for the Enrolled Agent Exam offered annually by the Internal Revenue Service [II.A-137]. Students who already have a bachelor's degree may also prepare for the CPA exam by completing two certificates, CPA Exam Preparation: Financial Accounting and Auditing and CPA Exam Preparation: Business Environment and Regulation.

The Administration of Justice Department's Regular Basic Course Modular Format and PC832 Training courses, certified by the California Commission on Peace Officers Standards and Training (POST), makes use of standard examinations developed by POST. This program provides training to students who seek immediate employment in local law enforcement agencies.

Training and Testing Specifications are provided by POST to the presenter, who must create an Expanded Course Outline (to the third level, minimally). Throughout the courses, students are given POST-constructed written examinations in select learning domains, as well as Comprehensive End-of-Course Examinations. These examinations are timed, can be accessed only through a website that requires POST certification to retrieve, and are proctored by POST-certified proctors [II.A-138].

The registered Nursing program bases its curriculum on the following: a designated conceptual framework of nursing practice, regulations established by the California State Board of Registered Nursing, and competencies established by the National Council for State Boards of Nursing.

Periodic reviews and data collection of current registered nursing practices are used to update the national licensing examination. Students are eligible to take the National Council Licensing Exam (NCLEX) upon graduation. College of San Mateo's Nursing program subscribes to an annual report, which compares the College's graduates to comparable state and national programs. The program also receives quarterly reports of graduates' performance on the NCLEX exam. Statistics regarding passing rates for all nursing programs in California can be found on the website of the California Board of Registered Nursing [II.A-139].

College of San Mateo's Nursing program has developed a survey to measure graduates' perception of their competencies in the core program objectives as well as a measure of the achievement of program SLOs. Surveys are completed at the time of graduation and at the one-, three-, and five-year marks. Survey results are shared with faculty, students, and the nursing advisory committee [II.A-140].

The Dental Assisting program at College of San Mateo is based on the guidelines set forth by the American Dental Association and the Dental Board of California. Upon completion of the program the student will be prepared to take the written and practical California Registered Dental Assisting exams to become a licensed Registered Dental Assistant (RDA), and the Dental Assisting National Board written exam to obtain a Certification in Dental Assisting (CDA).

The following table shows the pass rates for a number of CTE licensing exams:

Program	Licensing Exam	Pass Rate
Cosmetology	Written Examination	62% ¹
Cosmetology	Practical Examination	88% ¹
Dental Assisting	RDA Written Examination	66.7% ²
Fire Technology/EMT	National Registry	85% ³
Nursing	National Council Licensing Exam (NCLEX)	82.26% ⁴

1 – April 1 – June 30, 2012, http://www.barbercosmo.ca.gov/schools/prac_cosmo_0412_0612.pdf

2 – June 2012, http://www.dbc.ca.gov/formspubs/wpfs06_12.pdf

3 – January 1, 2011 – November 16, 2012 (First Attempt Pass Rate), <http://www.nremt.org/> (Secure Site)

4 – July 1, 2010 – June 30, 2011, <http://www.rn.ca.gov/schools/passrates.shtml>

Program	Accrediting Body
Cosmetology	California Board of Barbering & Cosmetology
Dental Assisting	The Commission of Dental Accreditation
Nursing	California State Board of Registered Nursing

Assessment

College of San Mateo meets Standard II.A.5. Programs with external licensing/certification standards have a formalized system to measure graduates' competencies upon program completion. Career and technical education (CTE) programs have been working to identify program student learning outcomes and appropriate assessment tools. Most of these programs have completed the development of program student learning outcomes, which are now listed in the College Catalog. Regular meetings with Industry Advisory Councils will ensure continued review and adjustment of curriculum to meet industry standards.

Plan for Improvement

By the end of fall 2014, develop a comprehensive plan for assessing the information needs of CTE programs, including evaluating student perceptions, job trends, emerging industry needs, and the feasibility of new programs. The plan to collect information and research may consider the use of follow-up surveys of graduates of CSM vocational programs as a source of data for assessing program effectiveness. Using the CSM Nursing Program Graduates' Survey as a model, for example, survey designers could illicit feedback that would assess not only job placement and wages, but also the extent to which vocational program curricula prepares students to meet employer expectations and professional competencies. The plan will be implemented in spring 2014, and research results will be shared with IPC, the IPC Task Force focused on the needs of working adults, key CTE staff, and appropriate staff and faculty preparing program reviews.

Based upon the needs articulated by faculty, staff, and administrators who deliver CTE programs and others, the Office of Planning, Research, and Institutional Effectiveness could provide annual reports to vocational programs regarding regional and statewide employment trends in related industries, or other report as determined.

Standard II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

College of San Mateo prints a catalog yearly which contains accurate information about courses, programs, and transfer policies. As changes occur each year the catalog reflects these changes to courses and programs. The catalog contains descriptions of courses which include prerequisites or recommended preparation as well as the transferability of the courses to the UC and CSU institutions. The Catalog also contains information regarding the specific courses needed to complete degrees or certificates as well as descriptions of their purposes and/or career opportunities [II.A-19].

Student learning outcomes have been developed for 97.5 percent of courses offered. As SLOs are developed or revised, they are posted on a dedicated SLO page on the College website [II.A-62]. A resolution from the Governing Council of the Academic Senate supports SLOs on all syllabi [II.A-66]; therefore, faculty members are

expected to include SLOs on their syllabi [II.A-64]. All course outlines now submitted to Committee on Instruction, those for both new permanent courses, or those revisions of existing courses, must contain SLOs [II.A-82].

Program SLOs have been developed for 76.4 percent of the programs [II.A-141]. The 2012 SLO Implementation report states, “To inform students of the goals and purposes of the courses and programs in which they are enrolled, SLOs for courses, degrees, certificates, student service units, centers and labs, and for General Education (the College’s institutional SLOs) are available on the College website” [II.A-142].

Course-level SLOs are available on the course outline of record [II.A-63]. To insure students are aware of the SLOs for the courses in which they are enrolled, faculty list course-level SLOs on course syllabi [II.A-143]. 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 now lists program-level SLOs in the College Catalog [II.A-19].

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.” [II.A-144]

Assessment

College of San Mateo meets Standard II.A.6. Information about courses, programs, and transfer policies for students and prospective students are published in the College's Catalog. The Catalog is available online and in print format. It provides transfer policy information as well as information for each degree and certificate offered, which includes a description of the degree or certificate, course requirements for the degree or certificate, and expected student learning outcomes. The Catalog is updated on an annual basis to reflect all the official changes to the curriculum approved by Committee on Instruction during the academic year. Ninety-seven percent of courses have SLOs. The Academic Senate has passed a resolution supporting the inclusion of course SLOs on syllabi.

Plan for Improvement

None

Standard II.A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

College of San Mateo has transfer-of-credit policies and articulation agreements in place to support students who move between colleges.

Students who have completed coursework at other accredited colleges may have their transcripts evaluated to apply this coursework to College of San Mateo’s degree and certificate requirements and to determine how

prior coursework can be applied to transfer requirements at baccalaureate-degree-granting institutions. Previously, transcript evaluation took place in two stages. Admissions personnel first evaluated incoming transcripts to determine units of credit only. Later, at the request of the student, the Dean of Counseling, Advising, and Matriculation carried out a second evaluation to determine applicability to degree, certificate, and transcript requirements.

In 2012, in response to a district-wide need for an official and consistent transcript evaluation process, a new Transcript Evaluation Service (TES) was established and staffed at the district level [II.A-145]. TES is a District function that resides at College of San Mateo and is supervised by CSM's Dean of Counseling, Advising, and Matriculation. The service is available to students who plan to complete educational goals within the San Mateo County Community College District, have completed coursework at accredited colleges outside of the District, and wish to apply that coursework to a degree or certificate program or to certification of the CSU-GE and IGETC transfer General Education patterns.

TES provides course-by-course evaluation of incoming transcripts. For coursework completed at other California community colleges, applicability to transfer General Education patterns as documented in www.assist.org is "passed along" per statewide transfer and articulation policy. Course work completed at CSU and UC campuses is applied in the same manner as at the institution where the course was completed. All other course and transfer equivalence is determined by a comparison of course content. The results of the evaluation are entered into the student database (through BANNER articulation screens) and displayed in the DegreeWorks tab on WebSMART. Evaluations are accessible to students, counselors, and admissions and records degree evaluators. The new TES allows the use of official evaluations when students are engaged in academic planning, minimizing the need for a student to retake courses and accelerating completion of a certificate, degree, or transfer.

To meet specific student needs, the College publicizes additional information on course equivalence. For example, the Nursing program has extensive prerequisites which must be completed prior to application. Many applicants are not SMCCCD students and thus are not eligible for TES. To assist these applicants, the College has developed and posted an articulation matrix showing how courses from other colleges and universities satisfy the prerequisites for the Nursing program [II.A-146].

To facilitate mobility of students who have completed coursework at College of San Mateo, the College establishes and maintains articulation agreements with the California State University and the University of California and with a number of independent colleges and universities within California [II.A-80]. The Articulation Officer participates as an ex-officio member of the Academic Senate's Committee on Instruction, the College's curriculum committee, and assists faculty to develop and maintain articulation agreements with baccalaureate institutions to secure College of San Mateo course transferability. College of San Mateo courses are submitted annually to establish transferability to the University of California Transfer Course Agreement (UC TCA) and the California State University and University of California General Education pattern requirements. Ongoing articulation efforts with baccalaureate-degree-granting institutions establish course-to-course and major-to-major agreements to support a smooth transfer process for students.

College of San Mateo makes transfer-of-credit information available to students through the College Catalog, the on-line class schedule, the College website, and the website of the District's Transcript Evaluation Service

[II.A-145]. The College Catalog includes a “Transfer Planning” section which shows College of San Mateo course transferability to UC and CSU systems, transfer General Education patterns (CSU-GE, IGETC), and a list of websites containing CSM-specific transfer agreements with selected private colleges and universities [II.A-147]. Transfer General Education patterns are also available on the College’s website [II.A-148, II.A-149]. The Transfer Services website includes links to articulation agreements and to www.assist.org, which shows the specific courses needed to meet prerequisite requirements for specific majors as well as general information regarding course-by-course transferability to UC and CSU systems [II.A-150].

Appendix D of this report provides additional information on transfer-of-credit policies and articulation agreements [II.A-151].

Assessment

College of San Mateo meets Standard II.A.6.a. Through the District’s Transcript Evaluation Service, student work completed at other colleges is evaluated for applicability to College of San Mateo degrees and certificates and to transfer General Education patterns. The evaluation is based on established articulation and transfer policies and on the specific content of the course. The results of the evaluation are readily available to students and counselors and are taken into account when developing a student educational plan. The College establishes and maintains articulation agreements with CSU and UC and also with a variety of private schools in California. Information on transcript evaluation and on articulation agreements is readily available to students both online and in print publications.

Plan for Improvement

None.

Standard II.A.6.b

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

When programs are eliminated or program requirements are significantly changed, discipline faculty, counselors, administrators, and staff from the Office of Planning, Research, and Institutional Effectiveness (PRIE) work together to ensure that students are able to meet their academic goals in a timely manner with as little disruption as possible. When a program is eliminated, entry-level course offerings may be curtailed so that students are no longer able to begin a program that is being phased out.

PRIE staff initially identify currently-enrolled students in the affected discipline, evaluate their academic history, and identify the number of courses completed and number remaining in order to finish program requirements, reporting this information to the Vice President of Instruction, appropriate dean, discipline faculty, and counselors. They also identify student contact information so that students can be notified of anticipated changes and future program modifications.

Counselors, faculty advisors, discipline faculty, and administrators work together to identify the courses that affected students need to complete the program and then develop paths through which students can complete program requirements. Options for students may include offering classes on an accelerated schedule, allowing similar courses from another program at CSM to be applied to the program, or identifying comparable courses at the College's sister colleges or other nearby institutions. A similar process is followed when major changes are made in a program.

In 2010-11, programs and courses in horticulture, humanities, and several languages were identified for elimination. Prior to the Horticulture program's elimination, course offerings were accelerated to allow all students currently in the program to complete requirements in two semesters. This meant that some students took both beginning and intermediate classes concurrently; faculty made appropriate adjustments to the sequencing of assignments to accommodate this overlap. Horticulture faculty and the Dean of the Mathematics and Science Division worked with counselors, faculty advisors, and the Dean of Counseling, Advising, and Matriculation to ensure that current students were made aware of the revised schedule, the specific courses needed by individual students, and—for students who were not able to enroll in the accelerated courses—the availability of comparable courses at other institutions. The lead horticulture faculty member worked with students to facilitate transcript evaluation and course substitution. In addition, the lead faculty provided a cover letter for each student detailing how program requirements had been satisfied.

In anticipation of the elimination of the Italian, American Sign Language, and Japanese programs, the Language Arts Division offered only the first year of each language for several semesters and informed students that advanced courses would no longer be available. By the time that the first-year courses were phased out, students in these classes had entered with the knowledge that more advanced courses would not be available. Because College of San Mateo did not have a certificate or degree program in humanities, the elimination of courses in this area did not require special action.

For routine changes in programs, College of San Mateo's course substitution process and the District's transcript evaluation service are used to accommodate students when there are routine changes in programs [II.A-152, II.A-145]. A student who requires courses that are no longer offered meets with a counselor or faculty advisor to discuss alternatives. These may include substituting a similar course from another program, locating and substituting an equivalent course at another college, or substituting a different course that supports degree objectives. The counselor or faculty advisor consults with faculty in the affected program or the appropriate instructional dean, as needed, in this process. A course substitution form is submitted to the Dean of Counseling, Advising and Matriculation, who consults with instructional deans and faculty as needed and approves or denies the request.

Assessment

College of San Mateo meets Standard II.A.6.b. When programs are eliminated or when requirements change significantly, the College follows a process tailored to meet the needs of individual students. With support from the Office of Planning, Research, and Institutional Effectiveness (PRIE), discipline and counseling faculty work together with administrators to evaluate individual student needs; develop appropriate, feasible strategies for program completion with minimal disruption; and ensure that students are made aware of the options available to them.

Plan for Improvement

None.

Standard II.A.6.c

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

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 & 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.

The production process for the printed College Catalog and Schedule of Classes begins approximately two months prior to final printing now that the schedule is in newsprint production. This production process tightly coordinates the work of five offices on campus: the Office of Instruction, Counseling and Matriculation, the Office of Student Services, PRIE, and the Community Relations & Marketing Department. A publication production team, consisting of one representative from each office, facilitates communication. The Community Relations & Marketing Department directs this process, sets production timelines, and manages publication layout and printing.

Publication production team members are responsible for updating sections of the College Catalog and Schedule of Classes under their office's purview. Updates are forwarded to the Community Relations & Marketing Department for layout and then returned to the publication production team members for review and possible further modification. This editing process is repeated three times to ensure that all information is current and accurate. The publication production team then meets as a group and reviews the publication in its entirety. Any final changes are incorporated, and the files are forwarded to the printer. Prior to final printing, the Community Relations & Marketing Department reviews a blue-line proof of the publication in order to ensure that the printer has not made any errors.

Updated catalog and schedule files are posted on the College website at the same time that they are forwarded to the printer. The website is modified regularly to reflect additional information that becomes available after print deadlines.

The Office of Planning, Research, and Institutional Effectiveness (PRIE) is dedicated to supporting a "climate of evidence" at CSM, in which institutional planning and decision-making are evidence-based and made transparent to the entire College community, including enrolled students and prospective students.

PRIE places a high priority on providing a variety of accessible data and information about CSM's programs, services, and students. This office supports a comprehensive website at <http://collegeofsanmateo.edu/prie/> which includes fact sheets, reports, and a wide variety of information regarding student success, institutional effectiveness, educational outcomes, and student satisfaction for both College and public review.

The primary measure of institutional effectiveness at CSM is student success. PRIE publishes comprehensive student success data as part of the College's annual program review datasets. This information includes student success data for the College as a whole, for individual departments, and for programs. Distance education- specific success data is also provided for the College's online program offerings. In addition, success data is provided at a disaggregated level for various demographic subpopulations, e.g., ethnicity, gender, and age groupings.

PRIE also publishes student achievement and success data as measured by externally mandated reports, including the Federal Student-Right-to-Know measures of transfer, degree-certificate completion, and campus safety; Accountability and Reporting for the Community Colleges (ARCC) metrics; Perkins IV Career and Technical Education Core Indicators, and Gainful Employment reporting on CSM educational programs leading to job placement. Gainful Employment information will also be published in the 2013-14 College Catalog. This reporting includes information regarding CTE program graduation rates, cost of program completion, expected time for program completion, and incurred debt of program completers.

Assessment

College of San Mateo meets this standard. 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, currency, and regulatory compliance. The publication program team addresses needs for revision as they arise.

Plan for Improvement

None.

Standard II.A.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

College of San Mateo adheres to the SMCCCD Board of Trustees' policy on academic freedom (Board Policy 6.35), which states that "[a]cademic freedom expresses our belief in inquiry, informed debated and the search for truth" [II.A-153]. This policy is available on the Board of Trustees' website for SMCCCD policies and procedures and is published in the *College of San Mateo Faculty Handbook, 2012-2013* [II.A-154]. Clear guidelines regarding academic honesty are published in the College Catalog and referred to in the Schedule of Classes. The Catalog also contains guidelines that provide definitions of plagiarism and cheating and describe instructor responsibilities, student responsibilities, and sanctions [II.A-19]. In addition, these guidelines are included in the *Faculty Handbook* [II.A-154]. College of San Mateo does not require conformity to specific institutional beliefs or worldviews.

Standard II.A.7.a

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

College policy requires that personal prejudice and bias not be allowed to influence subject matter presentation. The Statement on Professional Ethics in the *College of San Mateo Faculty Handbook 2012-2013* (Appendix R, *Faculty Handbook*), in part, states: "As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline." The *Faculty Handbook* also includes the Statement on Academic Freedom (Appendix S, *Faculty Handbook*) [II.A-154]. The Statement on Academic Freedom is also contained in the 2012-2013 College Catalog [II.A-19].

Assessment

College of San Mateo meets Standard II.A.7.a. College policies are consistent with the Standard. In the spring 2012 Student Campus Climate & Satisfaction Survey, 91.1 percent of the students responded that "Faculty encourage students to examine different points of view" [II.A-70].

Plan for Improvement

None.

Standard II.A.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

Academic honesty is a priority for College of San Mateo. Clear guidelines are published in the College Catalog and referred to in the Schedule of Classes. The Catalog contains guidelines that provide definitions of plagiarism and cheating and describe instructor responsibilities, student responsibilities, and sanctions. These guidelines are also included in the College of San Mateo Faculty Handbook [II.A-19, II.A-154].

Assessment

College of San Mateo meets Standard II.A.7.b. College policies are consistent with the standard. In the spring 2012 Student Campus Climate & Satisfaction Survey, 94.9 percent of the students agree or agree strongly with the following statement: "The college and my instructors give clear information of what is considered cheating or dishonesty in class." To the statement, "I am aware of the consequences for unethical behavior (cheating, academic dishonesty, plagiarism, etc.)," 95.4 percent of the students responded that they agreed or strongly agreed [II.A-70].

Plan for Improvement

None.

Standard II.A.7.c

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

College of San Mateo's expectations for the conduct of staff, faculty, administrators, and students include ethical behavior, respect for diversity, and fair treatment. The College adheres to the SMCCCD Board of Trustees' policy on professional ethics, which outlines the ethical standards and responsibilities for the Board of Trustees, administrators, and classified staff and incorporates additional policies for faculty and students [II.A-155]. A link to all Board of Trustees' policies is available on the main page of the District website [II.A-156].

Faculty adhere to the Statement on Professional Ethics of the American Association of University Professors (AAUP), which outlines professors' responsibilities to their students, their discipline, their calling, and their institution [II.A-157]. This statement is included as Appendix R of *College of San Mateo Faculty Handbook, 2012-2013* [II.A-154] and is incorporated into the Board policy on professional ethics. A code of ethics for students created by the Associated Students of College of San Mateo and the student organizations of the other colleges in the District addresses honesty in representation and academic work and respect for the District rules and for the open exchange of ideas. This code of ethics is published on the District website and incorporated into the Board policy on professional ethics [II.A-158].

The College's Diversity Statement expresses its commitment to "a policy of inclusiveness that recognizes, values, and reflects the diversity of the community" through which the College "abides by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences" [II.A-1]. The Diversity Statement is published in the College Catalog and on the College's website [II.A-159].

Fair treatment of employees is addressed through SMCCCD Board of Trustees policies on equal employment opportunities, hiring, equivalency, sexual harassment, academic freedom, and unlawful discrimination. These are available in full on the District website; some are also available in the College Catalog [II.A-160, II.A-19]. Fair treatment of students is addressed through policies outlined in the Student Handbook addressing sexual harassment, plagiarism, discipline issues, student grievances, and discrimination; these policies are also included in the College Catalog [II.A-161, II.A-19].

College of San Mateo does not seek to instill or support specific beliefs or worldviews.

Assessment

College of San Mateo meets Standard II.A.7.c. The College has policies in place that articulate its expectations regarding ethical behavior, respect for diversity, and fair treatment. The policies are available through the College and District websites, the College Catalog, and the handbooks for faculty and students.

College of San Mateo does not seek to instill or support specific beliefs or worldviews.

Plan for Improvement

None.

Standard II.A.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

Descriptive Summary

College of San Mateo does not offer curricula in foreign locations.

Evidence for Standard II.A

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Standard II.B**Student Support Services**

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Guided by College of San Mateo's Mission Statement and Institutional Priorities, CSM provides an array of student services to enhance a supportive learning environment for students, including opportunities for engagement outside the classroom which contribute to student success. The needs of CSM's diverse student population are regularly identified, assessed, and evaluated using a variety of qualitative and quantitative research carried out by the Office of Planning, Research, and Institutional Effectiveness (PRIE) and expressed through the *Educational Master Plan, 2008* and its 2012 Update, the *College Index*, student success and program efficiency data used in program review, and other systematic institutional research. These key institutional documents, reviewed regularly by student services personnel, provide valuable information regarding student access, progress, learning, and success and inform and guide short-and long-range planning for student services.

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

College of San Mateo's comprehensive student services programs focus on access and student success in support of the College's mission to "provide an exceptional educational opportunity for residents of San Mateo County and the Greater Bay Area Region," and the Institutional Priority to "improve student success." A primary goal of all programs and services is accessibility and responsiveness to a diverse student body, e.g., diverse cultures, ethnicities, language groups, academic readiness, educational goals, socio-economic status, disabilities, genders, and learning styles.

College of San Mateo offers a comprehensive program of matriculation and student support services, which include Admissions and Records, Financial Aid and Scholarships, Counseling and Advising, Extended Opportunity Program and Services, Cooperative Agencies Resources for Education, Disabled Students Program and Services, CalWORKs, Health and Psychological Services, Transfer and Career Services, Assessment (including placement testing and prerequisite equivalency review), the Learning Center and 13 discipline-focused learning support centers, Student Life and Leadership Development, Veterans Services, International Student Services, SMCCCD Transcript Evaluation Service, Articulation Office, and the Child Development Center [II.B-1, II.B-2].

Student services programs are communicated to a broad constituency including on- and off-campus students and members of the community through the College website, the print and online College Catalog and Schedule of Classes, the online WebSchedule, WebSMART access, College Orientation and Course Selection Workshops, Student Success Workshops, and other materials and online resources.

Services are coordinated to assist students to obtain a quality college education; develop college readiness skills; learn about educational options, college programs, resources, and policies; identify personal interests and goals; and engage in developing educational pathways to achieve their educational, career, and life goals. Extended service hours, web-based information, and online interactive services ensure appropriate services are available for day, evening, and distance education students. Each program has an identified lead person for the purpose of service coordination, implementation, evaluation, and SLO assessment. Each program completes an annual program review, a systematic process of self-study, evaluation, and planning [II.B-3].

In 2007, at the time of CSM's last self study, student services programs were spread across campus in six separate buildings. The passage of bond Measure A in 2005 provided funding for the construction of College Center, a centralized location for student services and administration that opened in 2011. College Center houses all support services except Health and Psychological Services and offers a convenient "one-stop" service experience for students.

The following sections provide more detailed information on specific student service components:

Admissions and Records Office, College Center (B10)

The Admissions and Records Office provides admissions, registration, records maintenance, and graduation evaluation services for all students [II.B-4]. The matriculation process is outlined for students at the "How to Enroll" website, which shows the admission application as the first step in the process and links to the "Apply to CSM" website [II.B-5, II.B-6]. The "Apply to CSM" website has general instructions and a link to CCCApply, through which applications are submitted [II.B-7]. In addition, the "Apply to CSM" site links to a Spanish version of the application which can be completed and returned to Admissions and Records for entry into CCCApply [II.B-8].

Admissions and Records staff are available in person, by email, and by phone to work with students who need assistance completing the application. Front-line staff members are bilingual in Spanish and Tagalog. In addition, students have 24/7 online access to an online knowledge database, "Ask the Bulldog?" that refers students to relevant information on the College website. Each term, the Dean of Enrollment Services distributes information to faculty and staff about registration, enrollment and census deadlines, grade reporting, and use of WebSMART. The Admissions and Records Office, along with other student services offices, distributes the Schedule of Classes, and encourages students to use online information and resources to manage their enrollment and educational records. The Admissions and Records Office is managed by the Dean of Enrollment Services.

Articulation Office, College Center (B10)

The Articulation Officer participates as an ex-officio member of the Academic Senate's Committee on Instruction (COI), the College's curriculum committee, and assists faculty to develop and maintain articulation agreements with baccalaureate institutions to secure College of San Mateo course transferability [II.B-9].

College of San Mateo courses are submitted annually to establish transferability to the University of California Transfer Course Agreement (UC TCA) and the California State University and University of California General Education pattern requirements. Ongoing articulation efforts with baccalaureate-degree-granting institutions establish course-to-course and major-to-major agreements to support a smooth transfer process for students. College of San Mateo maintains articulation with the CSU and UC systems and a number of independent colleges and universities within California. In support of the new AA-T/AS-T degrees and to further streamline the transfer process, the College has made it a priority to submit courses for C-ID review and approval. The Dean of Counseling, Advising, and Matriculation serves as the College's Articulation Officer.

Assessment Center, College Center (B10)

Assessment is the second step in the matriculation/enrollment process for new students [II.B-10]. Students schedule testing appointments online through WebSMART and are encouraged to review the sample placement test questions available on the Assessment Center website. Because students apply online, for many students, the Assessment Center is the first in-person contact with campus services.

Students who identify completion of an associate degree, certificate, or university transfer as an educational goal or who wish to take a course that has an English or mathematics prerequisite visit the Assessment Center to take placement tests in English (ACCUPLACER—Reading Comprehension and Sentence Structure), English as a Second Language (Compass ESL), or math (Compass Mathematics). All three tests are computer-based. Placement results are available to students immediately upon completion of testing. Staff provide students with handouts that explain the test results and then refer students to WebSMART or the counseling office to schedule a College Orientation and Course Selection Workshop (the third step in the matriculation process). Students who need testing accommodations are advised to work with Disabled Students Programs and Services prior to taking placement tests [II.B-11].

There are a number of alternate testing options available to students. Assessment requirements can be met through appropriate scores on the Early Assessment Program (EAP), Advanced Placement Exam (AP), International Baccalaureate Exam (IB), CSU English Placement Test, SAT, or ACT. Students who have completed one or more of these exams may submit an Alternate Placement Test Form to receive math or English course placement [II.B-12]. Students who have successfully completed a math or English course at another college or university can submit a Course Prerequisite Equivalency Form to use these courses in lieu of placement testing [II.B-12]. Students who have completed comparable placement tests at another California community college within the last two years may have those test results reviewed by the Assessment Center staff for course placement at College of San Mateo. These alternate testing options provide access to students who cannot travel to campus and also reduce unnecessary use of assessment resources.

Assessment Center usage for the past year is summarized in Table II.B-1.

Term	Date Range	Appointments	Comments
Summer 2012	5/29/12 – 8/18/12	2886	Placement testing is available to students throughout the year
Fall 2012	8/15/12 – 12/17/12	1934	
Winter 2013	1/1/13 – 1/13/13	250	
Spring 2013	1/17/13 – 5/24/13	2872	

Table II.B – 1 Assessment Center Usage, Summer 2012 through Spring 2013

Counseling, Advising, and Matriculation, College Center (B10)

Counseling services include college orientation and course selection workshops, general counseling and advising, career and transfer activities and services, student success workshops, prerequisite review service, instructional and counseling faculty collaborations, and career and life planning curriculum offered by counseling faculty to support student success [II.B-13]. The focus of counseling and the counseling curriculum is to help students to:

- understand educational options and opportunities so that they make informed decisions about educational and career goals;
- identify and overcome personal, academic, economic, and social barriers;
- recognize the need to make decisions and formulate a structure to conduct decision making;
- assess, plan, and implement immediate and long-range academic and career goals;
- learn about and use College programs and services that support retention and success; and
- learn and use skills and strategies to enhance academic and personal success.

Counselors also work with students in crisis and help resolve issues that interfere with their ability to succeed in college.

Counseling services are offered in stages. The first counseling contact is through the College Orientation and Course Selection Workshop. Priority Enrollment Program for High School Seniors (PEP) is the same as the College Orientation and Course Selection Workshop, but it is marketed to high school seniors. New and returning students register for a workshop through WebSMART, phone, or email. A typical workshop serves 15 to 30 students. Workshops provide an orientation to the College and serve as an initial group counseling experience. Workshops include essential information about WebSMART, enrollment and records management, placement test results, educational options and goals, use of the College Catalog to determine degree and certificate requirements, transfer preparation, selection of classes for the first semester, how to succeed in college, use of counseling services and SEP development, and support services. The workshop is presented by bilingual staff. As part of the workshop, students complete a preliminary schedule for their first semester.

An online orientation based on the same material used in the on-campus sessions is available to students who cannot travel to campus [II.B-14]. The online orientation is self-paced and is accompanied by a Getting Started Worksheet that students complete in order to demonstrate knowledge of the material, record information that will be helpful in counseling, and develop a preliminary schedule for the first term. Students are encouraged to use the eAdvising service if they have questions as they work through the orientation [II.B-15]. The completed

worksheet is submitted to the eCounselor service, where it is reviewed by a counselor or faculty advisor to determine whether additional assistance through phone, email, or web conference is needed prior to registration.

After completing an orientation workshop or the online orientation, students are eligible to register in an initial semester of classes and also to schedule one-on-one appointments with counselors through their studies at College of San Mateo. The counseling faculty includes Spanish and Mandarin speakers. Distance education students who cannot travel to campus may use the eCounselor service for one-on-one appointments through phone, email, or web conference.

Counseling service use 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 GE and IGETC certification [II.B-16]. 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.

The following focused counseling services are also available:

- **Multicultural Center (College Center, First Floor)**

The Center is part of the general counseling program and open to serve all students [II.B-17]. It is designed to meet the needs of multicultural students. Counseling is provided by bilingual and bicultural counseling faculty.

- **CalWORKs (College Center, First Floor)**

The program is part of the Multicultural Center and assists students who are receiving Temporary Assistance for Needy Families (TANF) [II.B-18]. CalWORKS students receive counseling, priority registration, textbooks and supplies, transportation and child care costs, workstudy employment, and workshops and training opportunities to assist them in achieving educational and life goals.

- **Transfer Services (College Center, Third Floor)**

The program is located in the Counseling Center and provides support to students who plan to transfer to a baccalaureate institution [II.B-19]. Services include counseling and advising; colleges and university representative visits; implementation of transfer admission agreements; building awareness of associate degrees for transfer (AA-T/AS-T); maintenance of a library and website resources; transfer workshops; field trips to college and universities; as well as a range of activities that include, but are not limited to, college fairs, major days, application workshops, and collaboration with student clubs and the Honors Project. Transfer Services also hosts student panels and transfer mentor opportunities, classroom presentations, a transfer club, and collaborates in articulation efforts. Career and Life Planning courses are also offered to support the transfer function. Transfer Services monitors transfer rates and works to respond to the needs of students to support a smooth and successful transfer process through email, web, and face-to-face communication.

- **Career Services (College Center, Third Floor)**

Career Services is located in the Counseling Center and provides support to students who are undecided in regard to a college major or career and/or looking to enhance their knowledge of careers and employment opportunities [II.B-20]. Several career and life planning courses focusing on the assessment of values, interests, personality, and skills are offered throughout the semester to help students understand their interests related to college majors and career goals. Career services supports students through a review of interests and motivations, information about educational and career paths, career counseling, employment skill development, and job-finding skills. The career counselor works closely with workforce development programs and offers general and targeted career workshops, career and job fairs, and internship opportunities. Career Services maintains a number of library and internet resources for students along with a comprehensive website of information and provides online interactive simulated interviews through Perfect Interview.

- **Puente Project**

The initiative was re-established in fall 2012 at College of San Mateo as a result of an institutional planning process that identified a gap in student achievement. It is a nationally recognized program supported by the University of California [II.B-21]. Co-coordinators (a counselor and an English faculty member) facilitate a learning community that includes English instruction, counseling, and mentoring components. This learning community focuses on the Chicano/Latino Experience and spans two semesters. Twenty-five students participated in the first Puente class.

- **Student Success Program**

This project provides special support to students who are no longer in academic good standing. The program includes workshops, advising, and follow-up services. Students are notified of their academic standing (Probation 1, Probation 2, or Dismissal) early in the fall and spring semesters and are directed to workshops that provide information and strategies to remedy their academic standing. Probation 1 students are offered a student success workshop; Probation 2 and Dismissal students are offered a reinstatement workshop. Students on dismissal status are required to attend a workshop prior to applying for reinstatement. Reinstatement information and forms are available online [II.B-22].

- **Prerequisite Review Service (College Center, Third Floor)**

The service processes prerequisite equivalency and challenge requests. Computerized prerequisite checking blocks enrollment for many courses if a student's SMCCCD transcript does not indicate completion of prerequisites. The Prerequisite Review Service facilitates enrollment if the student has completed the prerequisite at a college outside of the SMCCCD or via an external exam, or wants to challenge a prerequisite. The service maintains a website that contains information and forms to assist students with this process [II.B-23].

- **Transcript Evaluation Service (TES) (College Center, Third Floor)**

The service supervised by the CSM Dean of Counseling, Advising, and Matriculation, is a new District service launched in May 2012 in response to a district-wide need for an official and consistent transcript evaluation process [II.B-2]. Launched in October 2012, the service is available to students who plan to complete educational goals within the SMCCCD, have completed coursework outside of SMCCCD, and wish to apply that coursework to a SMCCCD goal. TES provides course-by-course evaluation to eligible SMCCCD students. The results of the evaluation appear in the DegreeWorks tab on WebSMART and are accessible to students, counselors, and Admissions and Records degree evaluators. The new service allows the use of official evaluations when students are engaged in academic planning, minimizing the need for a student to retake courses and accelerating completion of a certificate, degree, or transfer.

Tables II.B-2 to II.B-5 summarize recent counseling services usage and course offerings.

Term	Date Range	Appointments	Comments
Summer 2012	5/29/12 – 8/18/12	1930	The Workshop is the first group advising contact with students and meets orientation and advising components of matriculation.
Fall 2012	8/15/12 – 12/17/12	943	
Winter 2013	1/1/13 – 1/11/13	325	
Spring 2013	1/13/13 – 5/24/13	1833	

Table II.B – 2 College Orientation and Course Selection Workshop Attendance, Summer 2012 through Spring 2013

Term	Date Range	Appointments	Comments
Summer 2012	5/29/12 – 8/18/12	1734	Winter and Summer services are limited due to budget and counselor availability.
Fall 2012	8/15/12 – 12/17/12	4157	
Winter 2013	1/1/13 – 1/13/13	237	
Spring 2013	1/17/13 – 5/24/13	4443	

Table II.B – 3 Counseling Services Usage, Summer 2012 through Spring 2013

Term	Date Range	Appointments	Comments
Summer 2012	5/29/12 – 8/18/12	147	Dismissed students must attend to be eligible for reinstatement; students who are not in good academic standing are invited to attend.
Fall 2012	8/15/12 – 12/17/12	470	
Winter 2013	1/1/13 – 1/13/13	57	
Spring 2013	1/17/13 – 5/24/13	353	

Table II.B – 4 Student Success Workshop Attendance, Summer 2012 through Spring 2013

Course	Title	Units	Offered	Articulation
CRER 104	Transfer Essentials and Planning	0.5	Fall, Spring	Associate degree applicable CSU transferable
CRER 105	College Planning	0.5	Fall, Spring	Associate degree applicable CSU and UC transferable
CRER 107	Intro to Choosing a College Major	0.5	Fall, Spring	Associate degree applicable CSU transferable
CRER 108	Achieving an Associate Degree &/or Vocational Certificate	0.5	Insufficient enrollment	Associate degree applicable CSU transferable
CRER 120	College and Career Success	3.0	Fall, Spring, Summer	Associate degree applicable CSU and UC transferable
CRER 121	Planning for Student Success	1.0	Fall, Spring	Associate degree applicable CSU transferable
CRER 122	Study Skills	1.0	Fall, Spring	Associate degree applicable CSU transferable
CRER 126	Career Choices: Career Assessment	0.5	Fall, Spring	Associate degree applicable CSU transferable
CRER 127	Career Choices: Job Search	0.5	Fall, Spring	Associate degree applicable CSU transferable
CRER 138	Skill Development for Career Growth	.5 – 3	Fall, Spring	Transition to College course Associate degree applicable CSU transferable
CRER 140	Peer Counseling	3	Fall, Spring	Transition to College course Associate degree applicable CSU transferable
CRER 142	Advanced Peer Counseling	3	Fall, Spring	Transition to College course Associate degree applicable CSU transferable
CRER 301	Introduction to Scholarships	1	Fall, Spring	Associate degree applicable CSU transferable
CRER 310	Summer Bridge Academy	2	Summer	Associate degree applicable CSU transferable

Table II.B – 5 Student Success Workshop Attendance, Summer 2012 through Spring 2013

Other student services support includes:

- **Community Relations and Marketing Department (College Center, Fourth Floor)**

The office coordinates community outreach to support the College Mission and Diversity Statements [II.B-24]. Staff conduct outreach visits to high school campuses, coordinate College participation in community events and college fairs, provide campus tours, and offer outreach events to students, parents, and members of the community. At the beginning of each new term, the department coordinates Operation Welcome Mat, providing information tables staffed by College personnel to help new and continuing students navigate the campus during the first week of classes. The department also recruits and trains the College's Student Ambassadors, current students who staff College Center's information counter and represent the College at local high schools, in the community, and on campus. Through the Community Relations & Marketing website, students and community members find an interactive map, campus tour information, a virtual tour, and parking and enrollment information. Through the Explore CSM webpage, students and potential students are introduced to the College facility and the range of programs, services, and educational opportunities available at College of San Mateo.

The Community Relations and Marketing Department reports to the Office of the President and supports college-wide marketing and communication efforts. The department provides all College promotional materials and documents along with general marketing services. The class schedule, College Catalog, promotional items, College photographic services, College website and video services, College logo, and style guides are results of the work of this office. The office maintains the CSM Event Calendar and Marketing Calendar [II.B-25].

- **Disabled Students Program and Services (DSPS) (College Center, First Floor)**

The service has as its hub, the Disability Resource Center (DRC), which serves approximately 700 students with various types of learning, physical, and psychological disabilities [II.B-26]. The DRC includes support for students in the form of counseling services; Career and Life Planning courses to support study skills, learning strategies, educational goals, and personal success; accommodations assessments and services; test-taking accommodations; accessibility support and assistance; learning disabilities assessment; and assistive technology instruction and support. DRC staff work very closely with students to encourage self-advocacy, college retention and success, and engagement in college life and educational planning. The DRC supports instructional faculty as well. DRC prepares and publishes a comprehensive faculty guide that introduces DSPS resources and explains how to use DSPS. DRC staff work closely with faculty to implement appropriate accommodations and reinforce use of support services to facilitate success in the classroom. In addition, the DRC sponsors annual events and activities to build disability awareness on campus.

Tables II.B-6 and II.B-7 summarize recent usage of DSPS services.

- **Transition to College (College Center, First Floor)**

The program is located in the DRC [II.B-27]. Through this program, Caminar, a nonprofit community-based agency, collaborates with San Mateo County's Behavioral Health and Recovery Services and College of San Mateo to provide psychologically disabled members of the community the opportunity to experience a safe introduction or re-entry to college and to acquire skills to be a successful student.

- **Adapted Physical Education**

The program offers students with disabilities the opportunity to improve or maintain a level of physical health and fitness [II.B-28]. Adapted Physical Education is a joint program between the Kinesiology, Athletics, and Dance Division and DSPS.

Term	Date Range	Appointments	Comments
Summer 2012	5/29/12 – 8/18/12	33	Winter and Summer services are very limited due to budget and counselor availability
Fall 2012	8/15/12 – 12/17/12	589	
Winter 2013	1/1/13 – 1/13/13	20	
Spring 2013	1/17/13 – 5/24/13	609	

Table II.B – 6 DSPS Counseling Service Usage, Summer 2012 through Spring 2013

Term	Date Range	Appointments	Comments
Summer 2012	5/29/12 – 8/18/12	0	Learning Assessment is fall and spring terms only through DSKL 800.
Fall 2012	8/15/12 – 12/17/12	12	
Winter 2013	1/1/13 – 1/13/13	0	
Spring 2013	1/17/13 – 5/24/13	15	

Table II.B – 7 DSPS Learning Disabilities Assessment, Summer 2012 through Spring 2013

- **Extended Opportunity Program and Services (EOPS) and Cooperative Agencies Resources for Education (CARE), (College Center, First Floor)**

These programs are committed to providing access to higher education for individuals challenged by academic and socioeconomic barriers [II.B-29]. EOPS and CARE provide counseling services, tutoring, priority registration, assistance with books, transfer fee waivers, study skills workshops, and other “above and beyond” services to students. Faculty and staff in the EOPS and CARE office support and nurture students through the college experience and offer comprehensive support services that are academically, socially, and personally enriching. In addition, EOPS faculty teach Career and Life Planning courses to support study skills, learning strategies, educational goals, and personal success.

Outreach and recruitment is a key function of the EOPS program. Staff visit high schools and community centers to provide information about accessible and supportive educational opportunities

at College of San Mateo. They conduct College tours, host an EOPS preview day, assist students through the enrollment process, and conduct college readiness workshops and a summer readiness program for incoming students. EOPS students are encouraged to participate in program outreach as a means of providing peer support. Approximately 360 students participate in EOPS. Table II.B-8 summarizes recent usage of EOPS services.

Term	Date Range	Appointments	Comments
Summer 2012	5/29/12 – 8/18/12	198	Winter and Summer services are very limited due to budget and counselor availability
Fall 2012	8/15/12 – 12/17/12	986	
Winter 2013	1/1/13 – 1/13/13	136	
Spring 2013	1/17/13 – 5/24/13	1011	

Table II.B – 8 EOPS Counseling Services Usage, Summer 2012 through Spring 2013

- **Financial Aid and Scholarship Office (College Center, Third Floor)**

The office reports to the Dean of Enrollment Services and provides information on grants, loans, and work-study programs to students and members of the community and helps students process financial aid applications and paperwork [II.B-30]. Staff members are bilingual in Spanish and Vietnamese. The office promotes resources that provide funding for college and works with students and families to help them understand that a college education is financially accessible. Financial aid staff conduct activities that promote awareness, such as Cash for College Day, and participate in high school and community outreach events to increase the visibility of the financial aid program and funding sources for students. Another function of the office is to coordinate the College's scholarship program [II.B-31]. Scholarships totaling over \$230,000 were awarded to over 280 students in the 2012-2013 academic year.

- **International Student Center, College Center (College Center, Third Floor)**

The center reports to the Dean of Enrollment Services and has both district level and college level coordination [II.B-32]. The program has grown in the last year as a result of a goal articulated by the San Mateo County Community College District's Board of Trustees to increase the enrollment of international students at the District's three colleges. A District website introduces potential international students to the colleges and offers general information in multiple languages about academic programs, housing costs, program requirements, and the application process [II.B-33]. Potential students can click through to a virtual tour of the College [II.B-34]. College of San Mateo provides follow-up service to interested students and processes applications while complying with U.S. Immigration and Customs regulations through the Student and Exchange Visitor Information System (SEVIS). When international students arrive at College of San Mateo, International Students Center staff assist students with College matriculation requirements and help them enroll in a program of study that supports their educational and career goals. The International Student Center also works with the International Student Club and offers a number of activities throughout the year to assist

students in acclimating to the United States and to College of San Mateo. Students are encouraged to engage in campus and community events, get involved in college life, and share their cultures through campus activities. Staff from the International Student Center serve on CSM's International Education Committee, a participatory governance committee that coordinates the College's work with international students [II.B-35]. Additional information regarding the International Students Program is included in the evidentiary appendices to the *Self Evaluation Report*.

- **Learning Center, College Center (College Center, Second Floor)**

The center was developed as a result of an institutional planning process that identified a service need. It offers free tutoring in a variety of subjects, individual and group study spaces, open computers, peer mentoring, workshops to support student achievement and study strategies, a textbook reserve program, and a range of learning resources [II.B-36]. Counseling and financial aid services are also available in the Learning Center during certain hours. The Learning Center and the 13 discipline-specific learning support centers are described in greater detail in Standard II.C.

- **Center for Student Life and Leadership Development, Faculty Office/Student Life (B17)**

The office encourages students to extend their learning experience outside of the classroom and engage in activities that support personal growth and development [II.B-37]. Social, cultural, and political activities and events provide students with opportunities to enjoy fellowship and to learn and develop leadership skills. The center also sponsors a Welcome Day before the start of the fall semester. The office reports to the Vice President of Student Services.

- **Associated Students of College of San Mateo (ASCSM)**

This representative student government organization is also supported by the Center for Student Life and Leadership Development [II.B-38]. Members of ASCSM develop and implement programs and services that benefit the student body. Student clubs and organizations provide students with the opportunity to interact with others who have shared interests and to develop leadership skills. Cultural clubs enrich student life by offering exposure and learning of cultural and social diversity.

In addition to facilitating student activities and student government, the Center for Student Life and Leadership Development provides students with general information about housing, college programs and services, community service referrals, transportation information, and college time, place, and manner information.

Veterans Services, College Center (B10), Room 360, and Veterans Resource & Opportunity Center (VROC), Central Hall (B16)

The center and services assist eligible students to apply for benefits through the Department of Veterans Affairs [II.B-39]. The College is authorized by the Veterans Administration to certify students who are completing educational goals at College of San Mateo [II.B-40]. The Office of Admissions and Records has staff to assist veterans through the application process. Staff also facilitate an emergency loan program to assist veterans while they apply for financial aid and GI Bill resources. VROC provides veterans with a center where they can study, relax, meet with other veterans, meet with counselors and veterans' service representatives, and use center computers for educational and career needs. Veterans Services reports to the Dean of Enrollment Services.

- **Mary Meta Lazarus Child Development Center (B33)**

The center provides a high quality early care and education program for approximately 50 children, 2 ½ to 5 years old [II.B-41]. Priority is given to low-income student-parents who meet the eligibility criteria set by the California Department of Education's Child Development Division. Fees for eligible families are based on a sliding scale. Student-parents, faculty, and staff who do not qualify for subsidized child care may also enroll their children and pay a full tuition fee when space is available. Parent education and engagement, important elements of the Center, are fostered through parenting workshops, parent conferences, resource materials, and classroom volunteering. Through field experience and practicum placements, the Child Development Center also supports educational opportunities for students in a variety of disciplines from throughout the District. The Child Development Center reports to the Vice President of Student Services.

- **Health Services Center & Psychological Services, Public Safety/Medical Services Building (B1)**

The services provide students with first aid treatments, physicals, lab work, some prescription medication, birth control, sexually transmitted disease information, immunizations, flu prevention, blood pressure testing, referrals, and health counseling and information [II.B-42]. Through the Health Services Center, students can purchase medical and dental/vision insurance plans. The Health Center organizes events to raise awareness about health issues and wellness. Staff also visit classes to talk with students. At the Health Services Center, students can schedule appointments to use psychological services. Psychological Services provides free and confidential personal counseling to students [II.B-43]. Through graduate-level internships, Psychological Services also supports professional training in the region. The Health Services Center and Psychological Services report to the Vice President of Student Services.

- **Access to Student Services**

The service includes coordinated service hours and varied modes of delivery ensure that day, evening, and online students have access to services. All programs offer services in-person and provide information through up-to-date websites. Table II.B – 9 table shows hours of operation and basic staffing along with the means of access available to students who are not on campus.

Student Services Offices, Hours, and Staffing	Off-campus Access
<p>Admissions and Records Office*</p> <p style="padding-left: 40px;">Mondays & Thursdays 8 am-4:30 pm Tuesdays & Wednesdays 8 am – 7 pm Fridays 8 am – 12 pm</p> <p>Dean of Enrollment Services Registrar 6 Staff</p>	<p>collegeofsanmateo.edu/admissions/ Interactive access: phone, email Online application Online registration, transcript request, and access to student records through WebSMART Online answers to questions via “Ask the Bulldog?”</p>
<p>Articulation Office*</p> <p style="padding-left: 40px;">Mon, Wed, Thurs 8 am-4:30 pm Tuesdays 8 am – 7 pm Fridays 8 am – 4:30 pm</p> <p>Dean of Counseling, Advising, Matriculation</p>	<p>collegeofsanmateo.edu/articulation Interactive access: phone, email</p>
<p>Assessment and Placement*</p> <p style="padding-left: 40px;">Mondays & Thursdays 8 am-4:30 pm Tuesdays & Wednesdays 8 am – 7 pm Fridays 8 am – 12 pm</p> <p>1.25 Staff Reports to Dean of Counseling, Advising, Matriculation</p>	<p>collegeofsanmateo.edu/testing Interactive access: phone, email Online schedule of assessment appointments through WebSMART Online submission of alternate placement test form</p>
<p>Bookstore++</p> <p style="padding-left: 40px;">Mon – Thurs 7:45 am – 7 pm Fri 7:45 am – 2 pm Extended hours at start of term</p> <p>An auxiliary service of SMCCCD</p>	<p>bookstore.collegeofsanmateo.edu Interactive access: phone, email Online textbook ordering available through WebSMART and through Bookstore website</p>
<p>CalWORKs*</p> <p style="padding-left: 40px;">Mon, Wed, Thurs 8am-4:30pm Tuesdays 8 am – 7 pm Fridays 8 am – 12 pm</p> <p>0.25 Faculty Director of Student Support Reports to Dean of Counseling, Advising, Matriculation</p>	<p>collegeofsanmateo.edu/calworks Interactive access: phone, email</p>
<p>Career Services*</p> <p style="padding-left: 40px;">Mondays & Thursdays 8 am-4:30 pm Tuesdays & Wednesdays 8 am – 7 pm</p> <p>1 Faculty/Counselor Reports to Dean of Counseling, Advising, Matriculation</p>	<p>collegeofsanmateo.edu/career Interactive access: phone, email Online posting and access to job announcements at http://collegeofsanmateo.edu/career/csmjoblinks.asp Online interactive simulated interviews through Perfect Interview at www.perfectinterview.com/csm</p>

Student Services Offices, Hours, and Staffing	Off-campus Access
<p>Child Care Center –The Mary Meta Lazarus Child Development Center*</p> <p>Mon – Fri 7:30 am – 5 pm</p> <p>Faculty Director</p> <p>6 staff</p> <p>Reports to Vice President of Student Services</p>	<p>collegeofsanmateo.edu/childcenter</p> <p>Interactive access: phone, email</p>
<p>Community Relations & Marketing, Student Ambassador Program@</p> <p>Mon – Fri 8 am – 4:30 pm</p> <p>Outreach hours vary upon need</p> <p>Director</p> <p>4 Staff</p> <p>10 Student Ambassadors</p> <p>Reports to the President</p>	<p>collegeofsanmateo.edu/marketing</p> <p>Interactive access: phone, email</p>
<p>Community Relations & Marketing, Student Ambassador Program@</p> <p>Mon – Fri 8 am – 4:30 pm</p> <p>Outreach hours vary upon need</p> <p>Director</p> <p>4 Staff</p> <p>10 Student Ambassadors</p> <p>Reports to the President</p>	<p>collegeofsanmateo.edu/marketing</p> <p>Interactive access: phone, email</p>
<p>Counseling, Advising, and Matriculation*</p> <p>Mondays & Thursdays 8 am-4:30 pm</p> <p>Tuesdays & Wednesdays 8 am – 7 pm</p> <p>Fridays 8 am – 12 pm</p> <p>5 Faculty/Counselors</p> <p>4 Staff</p> <p>0.75 Adjunct faculty hours</p> <p>0.60 Faculty Advisors</p> <p>Reports to Dean of Counseling, Advising, Matriculation</p>	<p>collegeofsanmateo.edu/counseling</p> <p>Interactive access: phone, email</p> <p>Online schedule of orientation and workshops through WebSMART</p> <p>Downloadable self-paced orientation</p> <p>Individual counseling/advising by phone, email, and web conference through eCounseling</p>
<p>Disability Resource Center (DSPS)*</p> <p>Mon, Wed, Thurs 8 am-4:30 pm</p> <p>Tuesdays 8 am – 7 pm</p> <p>Fridays 8 am – 12 pm</p> <p>1.0 Faculty/Counselor</p> <p>1.0 Learning Assessment Specialist</p> <p>0.20 Faculty/Assistive Technology Specialist</p> <p>3.0 Staff – Program Coordinator and Office Assistant and Assistive Tech Instructional Aid</p> <p>0.25 Faculty Director of Student Support</p> <p>Reports to Dean of Counseling, Advising, Matriculation</p>	<p>collegeofsanmateo.edu/dsps/</p> <p>Interactive access: phone, email</p>

Student Services Offices, Hours, and Staffing	Off-campus Access
<p>Extended Opportunity Program and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)*</p> <p>Mon, Wed, Thurs 8 am-4:30 pm Tuesdays 8 am – 7 pm Fridays 8 am – 12 pm</p> <p>Faculty/Counselors Adjunct faculty hours 0.25 Faculty Director of Student Support 2 Staff Reports to Dean of Counseling, Advising, Matriculation</p>	<p>collegeofsanmateo.edu/eops/ Interactive access: phone, email</p>
<p>Financial Aid & Scholarship*</p> <p>Mon, Wed, Thurs 8am-4:30pm Tuesdays 8 am – 7 pm Fridays 8 am – 12 pm</p> <p>Director 5 staff Reports to the Dean of Enrollment Services</p>	<p>collegeofsanmateo.edu/finaid Interactive access: phone, email Online filing of FAFSA Online scholarship application Disbursement of financial aid through direct deposit or debit card</p>
<p>Health Services Center*</p> <p>Mon - Thurs 8 am – 6 pm</p> <p>Faculty Director 2 part time medical service providers: Doctor and Registered Nurse 1 Staff Reports to Vice President of Student Services</p>	<p>collegeofsanmateo.edu/healthcenter Interactive access: phone, email</p>
<p>International Student Center*</p> <p>Mon - Thurs 8 am-4:30 pm Fridays 8 am – 12 pm</p> <p>Director 1 Staff Reports to the Dean of Enrollment Services</p>	<p>collegeofsanmateo.edu/international Interactive access: phone, email Online application</p>
<p>Learning Center^</p> <p>Mon - Thurs 8 am-8:30 pm Fridays 8 am – 2:30 pm</p> <p>Director 2 Staff Reports to the Dean of Language Arts</p>	<p>collegeofsanmateo.edu/learningcenter Interactive access: phone, email Online access to learning resources through http://collegeofsanmateo.edu/learningcenter/learningresources.asp Online scheduling of tutoring through WebSmart</p>

Student Services Offices, Hours, and Staffing	Off-campus Access
<p>Multicultural Center (MCC)* Mon - Thurs 8 am – 4 pm Fridays 8 am – 12:00 pm 1 Faculty/Counselor 0.25 Director of Student Support Reports to Dean of Counseling, Advising, Matriculation</p>	<p>collegeofsanmateo.edu/multicultural Interactive access: phone, email</p>
<p>Prerequisite Review* Mon, Wed, Thurs 8 am-4:30 pm Tuesdays 8 am – 7 pm Fridays 8 am – 12 pm 0.5 Staff Reports to Dean of Counseling, Advising, Matriculation</p>	<p>collegeofsanmateo.edu/prerequisites Interactive access: phone, email Online submission and evaluation of prerequisite equivalency and challenge requests</p>
<p>Puente Project*^ Mon, Wed, Thurs 8am-4:30pm Tuesdays 8 am – 7 pm Fridays 8 am – 12 pm 1 Counselor/Coordinator who reports to Dean of Counseling, Advising, Matriculation 1 English Faculty/Coordinator who reports to Dean of Language Arts</p>	<p>collegeofsanmateo.edu/puente Interactive access: phone, email</p>
<p>Priority Enrollment Program for New and Returning Students (PEP) & College Orientation Program* Mondays & Thursdays 8 am-4:30 pm Tuesdays & Wednesdays 8 am – 7 pm Fridays 8 am – 12 pm Assessment and Counseling Staff Reports to Dean of Counseling, Advising, Matriculation</p>	<p>collegeofsanmateo.edu/pep Interactive access: phone, email Online program registration</p>
<p>Psychological Services* Mon – Fri by appointment 1 Psychologist/Faculty, Interns Reports to Vice President of Student Services</p>	<p>collegeofsanmateo.edu/psychservices Interactive access: phone, email</p>
<p>Center for Student Life & Leadership Development* Mondays & Thursdays 8 am-4:30 pm Tuesdays & Wednesdays 8am – 7 pm Fridays 8 am – 12 pm 2 Staff, Coordinator and Assistant Report to Vice President of Student Services</p>	<p>collegeofsanmateo.edu/studentlife Interactive access: phone, email</p>

Student Services Offices, Hours, and Staffing	Off-campus Access
Transcript Evaluation Service (TES)++ Mon - Fri 8 am – 4 pm SMCCCD District; housed and supervised at CSM 2 Staff Reports to Dean of Counseling, Advising, Matriculation at College of San Mateo	http://www.smccd.edu/transeval/ Interactive access: phone, email Online submission of evaluation request
Transfer Services* Mondays & Thursdays 8am-4:30 pm Tuesdays & Wednesdays 8am – 7 pm Fridays 8 am – 12 pm 1 Staff Reports to Dean of Counseling, Advising, Matriculation	collegeofsanmateo.edu/transfer Interactive access: phone, email
Veterans Services Veterans Resource & Opportunity Center (VROC)* Mondays & Thursdays 8 am-4:30 pm Tuesdays & Wednesdays 8 am – 7 pm Fridays 8 am – 12 pm VROC hours vary Admissions and Records supports veterans services and VROC; reports to Dean of Enrollment Services	collegeofsanmateo.edu/veterans Interactive access: phone, email

* Student Services Programs; ++ District Programs; ^ Instructional Programs; @ Office of the President

Table II.B – 9 Access to Student Services

Assessment

College of San Mateo meets Standard II.B.1. The College provides a comprehensive array of student support services. Information about each program and service is accessible to students in person and through online resources. Most programs have evening hours and extended schedules during periods of heavy demand. Although the majority of students access services in person, students can complete the matriculation process, receive counseling services, and make use of additional services without traveling to campus. However, childcare and some medical services (e.g., vaccinations) are only available on campus. The District recently decided to move forward with the acquisition of an online suite of applications to provide more robust orientation, counseling, financial literacy, and tutorial components in order to enhance service options for both distance education and on-campus students.

Each program and service works to collect and evaluate data from students as a part of ongoing reflection and evaluation about the quality of these programs and services. Each semester, all CSM students are sent an email inviting their participation in the biannual survey of student services programs. Student surveys are also available on each unit's website. Survey responses are analyzed every year. Overall, CSM students who respond to the student services program review surveys exhibit high levels of satisfaction with the quality of various student services programs and the accompanying delivery of services.

The employee *Campus Climate and Satisfaction Surveys, 2012*, indicate that the College community is aware of available student services [II.B-44, II.B-45]. Ninety-three percent of staff and 90 percent of faculty and administrators agree that "If necessary, I know where to refer students for various services." Surveys also indicate that the multiple means of communicating information to students are effective. Ninety-four percent of the students surveyed indicate they found useful information from the schedule and catalog and from the website, and 95 percent indicate that the College and faculty give clear information.

Survey results also indicate that services are perceived as being well-matched to student needs and of high quality [II.B-44, II.B-45]. Ninety percent of staff and 86 percent of faculty and administrators agree that "Student Services programs reflect the education needs of students and the surrounding communities." Ninety percent of staff and 84 percent of faculty and administrators agree with the statement "Overall, CSM provides high quality student support services." Finally, surveys generally show high levels of student satisfaction with student services, with 89 percent of students indicating that "Personnel in student support services are informed and helpful" and 87 percent of students indicating that "Personnel in admissions and registration are informed and helpful."

Program and services staff continue to explore methods to increase feedback and student input in the ongoing effort to maintain dynamic, quality, responsive services for all students.

Plan for Improvement

None.

Standard II.B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Descriptive Summary**General Information**

The College Catalog is published annually and is available in both printed and online formats [II.B-46]. The document contains the College's Mission and Diversity Statements, Statement on Academic Freedom, and Nondiscrimination and Sexual Harassment Policies. Academic course, program, and degree offerings are provided, as well as the academic calendar and program lengths. Instructional resources and student services information is included. District and College administrator names are published as well as full-time faculty names and academic degrees. The names of the governing board members are listed on the first page. The College's official name, address, phone number, and website address are prominently displayed on the back cover. Catalog and website locations are provided in Table II.B-10.

Item	2012-13 Catalog Pages	Website
Official Name, Address(es), Telephone Number(s), and Website Address	1	http://collegeofsanmateo.edu/
Educational Mission	3	http://collegeofsanmateo.edu/statements/
Program and Degree Offerings	66-67	http://collegeofsanmateo.edu/degrees/
Course Offerings	139-206	Through course link on department website
Academic Calendar	2	http://www.collegeofsanmateo.edu/calendar/academic.asp
Program Length	62-63	http://collegeofsanmateo.edu/degrees/requirements.asp ; http://collegeofsanmateo.edu/degrees/certificate.asp
Academic Freedom Statement	4	http://collegeofsanmateo.edu/generalinformation/academicfreedom.asp
Available Student Financial Aid	35	p 21, 22 of http://collegeofsanmateo.edu/finaid/docs/2012-13_FinancialAidHandbook.pdf
Available Learning Resources	36-37	http://collegeofsanmateo.edu/learningcenter/ ; http://collegeofsanmateo.edu/labs/ ;

Item	2012-13 Catalog Pages	Website
Gainful Employment Information	Included in 2013-14 catalog	http://collegeofsanmateo.edu/degrees/gainfulemployment.asp
Names and Degrees of Administrators and Faculty	207-210	Department, program, unit websites; http://www.smccd.edu/directory/allemp.php?college=CSM
Names of Governing Board Members	2	http://www.smccd.edu/accounts/smccd/boardoftrustees/members.shtml

Table II.B – 10 General Information**Requirements**

Requirements for both new and transfer student admission, acceptance of transfer credits, fee and refund policies, and other financial obligations are available in the College Catalog [II.B-46]. Current graduation requirements for the associate degree, the list of major offerings requirements for all certificates and degrees, and both CSU and UC transferable courses and General Education patterns are included. Information about Associate degrees for transfer is described in the AA/AS Degree Requirements section of the Catalog. The Associate degree worksheet in the catalog refers students to the AA-T/AS-T information. Under transfer planning, the C-ID numbering system is introduced.

Item	2012-13 Catalog Pages	Website
Admissions	6	http://collegeofsanmateo.edu/admissions/
Student Fees and Other Financial Obligations	10-11	http://collegeofsanmateo.edu/fees/
Degree, Graduation, and Certificate Requirements	64, 65, 68-136	http://collegeofsanmateo.edu/forms/docs/AAAS_DegreeWorksheet_12-13.pdf and department websites
Transfer Requirements	50-61	http://collegeofsanmateo.edu/forms/docs/GETC_Form.pdf ; http://collegeofsanmateo.edu/forms/docs/CSU_Form.pdf ; http://collegeofsanmateo.edu/transfer/

Table II.B – 11 Requirements

Major Policies Affecting Students

The College Catalog includes statements on student rights, student conduct and academic honesty, and grievance and appeal processes [II.B-46]. Academic regulations and policies are published in their entirety. In order to save space, they are published in condensed form in the Schedule of Classes along with a reference to the complete policy in the College Catalog and on the College website. The class schedule directs the reader to the website for more information. The College Catalog and Schedule of Classes are available in an alternate format through College of San Mateo's Disabled Students Program and Services (DSPS).

Item	2012-13 Catalog Pages	Website
Academic Regulations, including Academic Honesty	14-16, 28-29	http://www.collegeofsanmateo.edu/collegepolicies/index.asp http://collegeofsanmateo.edu/collegepolicies/cheatingandplagiarism.asp
Nondiscrimination	18	http://collegeofsanmateo.edu/collegepolicies/nondiscrimination.asp ;
Acceptance of Transfer Credits	6-7	http://smccd.edu/transeval/
Grievance and Complaint Procedures	25-28	http://collegeofsanmateo.edu/collegepolicies/studentgrievances.asp
Sexual Harassment	20	http://collegeofsanmateo.edu/collegepolicies/sexualharrasment.asp
Refund of Fees	11	http://collegeofsanmateo.edu/fees/credit.asp

Table II.B – 12 Major Policies Affecting Students

Locations or Publications Where Other Policies May Be Found

All District policies are published in the Board Policies and Procedures and are available through a link on the District's main webpage [II.B-47].

The College website provides the downloadable version of the College Catalog and Schedule of Classes along with current information for course registration, event listings, and direct links to department websites and WebSMART, the District online registration system [II.B-48]. Changes and additional information that come in after print deadlines are posted on the College website or, in the case of schedule changes, to WebSchedule, the District's online schedule [II.B-49]. As a result, the College website and WebSchedule reflect the most up-to-date information for College of San Mateo. A link to WebSchedule is available from the College schedule page along with an electronic image of the print schedule, a list of late-start and short courses, and archived files with CSM schedules and College Catalogs going back to 1970/1971 [II.B-50].

Assessment

College of San Mateo meets Standard II.B.2. The Catalog accurately and precisely provides general College information and policies. The Instruction Office coordinates Catalog updates. Staff maintain all records of curriculum and program approvals, articulation updates, and updates related to College, District, and state policies and regulations. A working group consisting of instructional and student services faculty, staff, and administrators along with President's Office staff reviews the Catalog prior to publication to ensure accuracy.

To ensure currency and accuracy, production for both the College Catalog and the Schedule of Classes incorporates an iterative review and editing process. Publication content is divided into three categories: instruction, student services, and articulation and research; each of these areas of the College and its constituencies provide the updated material and corrections. Edited copy is forwarded to the Office of Community Relations & Marketing for layout. The resulting document is returned to each area for review. A final review is then carried out by a publication production team from the Office of Instruction staff, Office of Student Services staff; the chair of the Committee on Instruction; the Dean of Counseling, Advising, and Matriculation, and Community Relations & Marketing staff, followed by a blue-line proof by Community Relations and Marketing staff. The files for each publication are forwarded to the printer and also posted on College of San Mateo's website. Any revisions to the printed College Catalog are posted as an addendum on the College Catalog website.

It is the responsibility of each program or department to update its website. However, a full-time website coordinator ensures proper website navigation and maintenance.

In the *Student Campus Climate and Satisfaction Surveys, 2012*, 94 percent of responding students indicated they found useful information from the schedule and catalog; the same percent found useful information on the website [II.B-45]

Plan for Improvement

None.

Standard II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Overall student needs are identified through institutional research, institutional planning, and program review. Comprehensive institutional research is available in the *Educational Master Plan, 2008*; the *Educational Master Plan: Information Update, 2012*; annual program review data sets; qualitative data studies and survey results; and through other institutional research and data collection efforts [II.B-51, II.B-52, II.B-3, II.B-53, II.B-54]. To anticipate future needs, the College uses data on student enrollment patterns, student achievement outcomes, and satisfaction survey results along with analyses of local demographic, workforce, employment, and high school graduation trends. A variety of comparative quantitative and qualitative data of students enrolled in online courses versus those enrolled in their face-to-face mode counterparts are also analyzed. The College's institutional planning process relies on the assessment of student learning outcomes to identify and guide program development and improvement.

The Institutional Planning Committee (IPC), the College’s primary planning committee, identifies strategies to address Institutional Priorities and student academic and support needs. It regularly reviews updates to the College Index, survey findings, or other institutional research. In fall 2012, it convened, for example, a two-day study session on the *EMP Information Update, 2012*, resulting in the identification of areas at the College needing attention or gaps in student achievement [II.B-55]. Areas of concern as well as strategies to address those concerns were discussed, categorized, and prioritized, leading to development of two task forces: one to improve student success in mathematics and one to identify student engagement strategies for part-time and working students [II.B-56]. Each task force’s membership included representatives from all four constituencies and was charged with identifying recommendations for IPC to consider. The Math Task Force, whose membership also includes a local high school teacher, reviewed such services as placement testing, tutoring, Math 811 interventions and outcomes, and Supplemental Instruction (SI). The other task force considered the need for more data about the academic advising, employment, and transportation issues affecting part-time and working students. The Task Forces reported preliminary findings to IPC in May 2013 [II.B-57]. At its next meeting, IPC will consider the assignment of follow-up strategies and the appropriate allocation of resources.

Standard II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

College of San Mateo is committed to the delivery of student support services to meet the evolving needs and expectations of our students and community. As expressed in CSM’s Mission Statement, the College “uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement” [II.B-58]. Through program review and data collected and published by the Office of Planning, Research, and Institutional Effectiveness (PRIE), the College assesses the usage of and needs for services in order to effectively provide them to students [II.B-59, II.B-54, II.B-60].

The institutional commitment to provide support for students regardless of service location or delivery method is illustrated by the broad range of services available to students on campus during day and evening hours and online through the College’s website and additional forms of interactive access as outlined in Table II.B-9 in Standard II.B.1. Through program review, each student support program undertakes a systematic evaluation of the appropriateness and effectiveness of services based on the assessment of student learning outcomes and other indicators. Programs must address any differences in service usage across modes of delivery [II.B-61].

The College has a robust set of online tools and comprehensive web and print information available to students. The College Catalog, Schedule of Classes, and other materials which describe College policies, programs, and curriculum are available online along with instructions on how to get print copies [II.B-50, II.B-62]. District and College distance education “gateways” provide information regarding online courses and services [II.B-63, II.B-64].

New students and returning students who have not taken a course within the past year apply to the College using an online application [II.B-7]. Admissions staff are available to assist students who have difficulty

completing the online application. The College website and information in student publications advise students of their responsibility to manage their enrollment functions and to use the WebSMART portal to keep track of their enrollment, grades, assessments, fees, personal contact information, and academic standing [II.B-48, II.B-50, II.B-65].

WebSMART, an administration software system, allows students to retrieve records and additional information and to register for classes [II.B-66]. WebSMART, which is available 24/7, facilitates easy access to student accounts, academic records, placement test results, registration activities, enrollment and degree verification, transcript requests, and the means to apply for financial aid, pay enrollment fees, order books, and update personal contact information and information related to educational goals and a college major. In spring 2012, DegreeWorks was launched within WebSMART [II.B-16]. Students use DegreeWorks to run audits of progress toward a certificate, associate degree, and/or California State University General Education and IGETC certification. Through DegreeWorks students explore associate degree majors, certificates, and CSUGE and IGETC through a “what if” option. In September 2012, counseling faculty launched the Degree Works Student Educational Plan option. Counselors work with students to identify informed educational goals and develop a student educational plan (SEP) that includes courses needed to meet these goals as well as notes to explain the plan and plan options. This creates a comprehensive advising tool for students. The resulting SEP provides a resource for students for educational planning and course selection.

In October 2012, the SMCCCD Transcript Evaluation Service (TES) was launched [II.B-2]. TES is located at College of San Mateo, College Center, and is supervised by the CSM Dean of Counseling, Advising, and Matriculation but is a district-wide service for Skyline, CSM, and Cañada students. Matriculating students are encouraged to submit for evaluation transcripts of any coursework completed at other accredited colleges and universities. TES evaluates each course and enters results into the student database (BANNER articulation screens) so that this information is available in DegreeWorks. Students who plan to earn an associate degree, certificate, and/or CSU GE or IGETC certification have a degree audit tool that lists their full academic history (within SMCCCD and outside of SMCCCD) in WebSMART under DegreeWorks.

As part of the 2006 *Facilities Master Plan*, College of San Mateo centralized student service operations in the new College Center, which opened in 2011 [II.B-67, II.B-68]. Student services are located on the first and third floors of College Center, allowing for easy referrals of students and providing a “one-stop” center that includes admissions, assessment, counseling, financial aid and scholarships, transfer services, career services, the Multicultural Center, EOPS, DSPS, prerequisite review and course challenge services, and veterans’ services, as well as a career and transfer resource center. To support easy access and referral, the Cashier’s Office is located adjacent to the Admissions and Records Office. As listed in Table II.B-9, all programs have online resources which allow students to find information about available student services. In the *Student Campus Climate and Satisfaction Surveys, 2012*, 92 percent of students agreed that “I can easily obtain useful information from CSM’s website” [II.B-45].

Admissions and Records staff assist students with enrollment services, registration, transcript requests, and enrollment verification. Students interact with the Admissions and Records staff in person, by telephone, and through email [II.B-69]. All Admissions and Records’ policies and regulations adhere to District, state, and

federal rules and regulations. Staff members participate in department meetings, matriculation trainings, and other training programs as offered on and off campus [II.B-70].

The Assessment Center facilitates the College placement test process and offers computerized placement testing for English, English as a second language (ESL), and mathematics on a year-round basis [II.B-10]. Students schedule a placement testing appointment with the Assessment Center via WebSMART, by phone, or through email. The Center provides testing accommodations for students with disabilities. There are a number of alternate testing options available to students who cannot travel to campus. Assessment requirements can be met through appropriate scores on the Early Assessment Program (EAP), Advanced Placement Exam (AP), International Baccalaureate Exam (IB), CSU English Placement Test, SAT, or ACT. College courses in math or English that have been completed at another college or university can be used in lieu of placement tests, as can placement tests completed at another California community college within the last two years.

New and returning students must complete a College Orientation and Course Selection Workshop after completing placement tests in English or ESL and mathematics before they are allowed to schedule a one-on-one counseling appointment. The College Orientation and Course Selection Workshop is the first stage of counseling. This group venue provides students with foundation information about college processes, WebSMART tools and functions, educational goals, use of the College Catalog to identify associate degree and certificate requirements, transfer general education, and lower division major requirements. The workshop also helps students understand placement test results and selection of courses for the first semester. Workshops are led by the Program Services Coordinator in the Counseling Department. At the conclusion of the workshop, students receive an appointment to register and may schedule a one-on-one counseling session to receive more in-depth information. Students are also encouraged to enroll in a Career and Life Planning course that supports their interests and educational goals. By the end of the workshop, students have completed a preliminary schedule for their first semester.

Students who cannot travel to campus complete a self-paced online orientation and submit a Getting Started Worksheet to complete the orientation and course selection process. The completed worksheet is reviewed by a counselor or faculty advisor through the eCounselor service to determine whether additional assistance through phone, email, or web conference is needed prior to registration. Upon completing the online orientation, students have developed a preliminary schedule for their first semester and may register or schedule an additional one-on-one counseling session.

Counseling services are available to all matriculating students and non-matriculating students who have attended the College Orientation and Course Selection Workshop [II.B-5]. Following completion of the College Orientation and Course Selection Workshop, students are encouraged to attend other goal-specific workshops and schedule an appointment to meet with a counselor to discuss educational goals and develop a student educational plan. For students who cannot travel to campus, the eCounseling service provides appointments by email, phone, or web conference. The type of services counseling faculty and academic advisors provide is identified in the *2012-13 College Catalog* (page 33) and on the Counseling website [II.B-71, II.B-72]. Counselors are defined as generalists able to assist both students who are undecided and students with broad ranges of interests, majors, and educational goals. Faculty advisors are defined as discipline experts who are knowledgeable about career paths and academic planning related to the department or discipline. Students

are also encouraged to enroll in career and life planning courses for opportunities to learn about college and career planning in greater depth [II.B-73].

As a result of recommendations that emerged from the *Educational Master Plan, 2008*, College of San Mateo has initiated two online advising and counseling services: eAdvising and eCounseling [II.B-51, II.B-15, II.B-14]. The eAdvising service is available to anyone and provides answers to general questions that do not require access to student records. The eCounseling service is available to students who have completed the on-campus or online Orientation and Course Selection Workshop. Students who cannot travel to campus can make a virtual appointment to work with a counselor or faculty advisor to determine educational and career goals and to develop a student educational plan for completion of certificate, degree, or transfer requirements. Virtual appointments take place through a combination of email, web conference, and telephone. The District recently decided to move forward with the acquisition of an applications package that will provide more robust orientation, counseling, financial literacy, and tutorial components to meet the needs of distance education and on-campus students.

Career and major exploration, career counseling, student employment, and a career and life planning resource library are available for students in the Career Services office, located in College Center [II.B-20]. Students are encouraged to drop in for service or to schedule an appointment. Counselors and advisors refer students to the service for assistance to learn about career opportunities and internships and to use internet resources including the Perfect Interview, a free program that allows students to videotape themselves being interviewed, and individual career assistance. CSM JobLinks is a web-based job posting system that allows students to upload and build résumés, search and apply for jobs and internships, and receive automatic emails about jobs and internships that meet their career profile [II.B-74]. CSM JobLinks also allows employers to post job/internship openings, search résumés, and stay informed about career events.

Extended Opportunity Programs and Services (EOPS) and Disabled Students Program and Services (DSPS) are designed to address specific needs for focused counseling and educational support for two of the College's diverse populations: those challenged by economic and social barriers and those with physical, psychological, or learning disabilities [II.B-29, II.B-26]. These two programs are categorically funded with specific guidelines for eligibility. Students can self-identify or may be referred to these programs by counselors, instructors, or staff.

Students participating in EOPS must meet educational, income, and unit guidelines. Services available to qualifying students include individualized counseling, priority registration, assistance purchasing textbooks, transportation assistance, transfer fee waivers, tutoring, study skills workshops, and a computer lab and study area. To remain in the program, students must comply with the EOPS Mutual Responsibility Contract that requires students to meet with their EOPS counselor three times a semester, complete three academic progress reports, maintain a 2.0 GPA, and complete a career and life planning course.

Students with disabilities are regularly referred to the Disabled Students Programs and Services (DSPS) Center on campus for assistance. Eligible students are encouraged to meet with the program's staff prior to the beginning of the semester so that appropriate support services can be determined and the delivery of the services can be planned including, but not limited to, testing, furniture, and parking accommodations, a distraction-reduced environment, assistive computer technology, alternate media services, counseling,

learning disability assessment and learning strategies, adapted physical education courses, computer lab, registration assistance, and advocacy [II.B-75]. The Assistive Technology Center provides computer access services for students with disabilities [II.B-76]. With the move to College Center and through the use of bond funds, the Assistive Technology Center received new computers and all assistive technology software was updated. Services include training classes in assistive technology software; access to the internet using assistive technology; resources for accessible web design; accessible workstations in campus computer labs; and alternate media services that can deliver course materials and textbooks in alternate formats such as Braille, e-text, or large print. Staff members work to verify disabilities, provide educational support services, and recommend accommodations.

College Center is also home to the Learning Center, a centralized tutorial and student support center where students receive assistance across disciplines [II.B-36]. Financial aid and counseling assistance is provided in the Learning Center during selected hours [II.B-77]. CSM also offers discipline-specific learning support centers: Accounting Skills Center, Anatomy and Physiology Center, Assistive Technology Center, Business Computer Center, CIS Computer Center, Communication Studies Center, Digital Media Computer Center, Integrated Science Center, Math Resource Center, Modern Language Center, Nursing Skills Center, Reading and ESL Center, and Writing Center and English 800 Center [II.B-78]. In these learning support centers students can get assistance and tutoring, use subject-matter resources, use specialized equipment, and work on computers with specialized software applications. Standard II.C addresses the Learning Center and discipline-specific learning support centers in greater detail.

The College's Library provides students with access to information in electronic and printed form. Librarians are available to help students with research needs when the Library is open. They are accessible in person at the reference desk, by appointment, phone, email, and instant message [II.B-79]. The Library also offers a variety of online tutorials as well as library orientations by appointment during the semester. The Library maintains a well-designed website that enables students, faculty, and staff to access library resources 24 hours a day. The variety of online resources provides access to books, journals, magazines, newspapers, and subject-based research sources which students can access online through the Library's website [II.B-80].

The Library is a member of the Peninsula Library System (PLS), which includes 31 public libraries in San Mateo County and the libraries of sister colleges, Skyline and Cañada. PLS libraries share an integrated online public catalog with a common interface that provides access to the bibliographic records and locations of over 2,450,000 items in member libraries. Using the PLS library catalog [II.B-81], students can search for books and other library material that can then be placed on hold and sent to the closest San Mateo County public library. The CSM WorldCat catalog is used to search for books and resources worldwide [II.B-82]. Students trying to locate materials can enter their zip code and the WorldCat catalog will identify the closest copy of a book, DVD, or other resource in relation to the student's stated location. Standard II.C addresses the Library in greater detail.

As an additional means of support for students enrolled in distance education courses, a link on the College's main webpage takes students to the Distance Education website [II.B-64]. At this website are contact information for online and phone assistance through the Distance Education Resource Center, a self-

administered assessment of readiness for distance learning, responses to frequently asked questions, and links to additional online learning support resources at the College and beyond.

Assessment

College of San Mateo meets Standard II.B.3.a. Through a variety of methods, the College identifies the educational needs of students and delivers appropriate services and programs through the matriculation components of admission, assessment, orientation, counseling and advising, and follow-up as well as through other specialized programs and services. The *Educational Master Plan, 2008*, its 2012 update, and a variety of other institutional research provide information on the College's students and community that is used to guide the design of services and programs. A thorough program review process completed by student service units, instructional programs, learning centers, and administrative units assures that the College is meeting student needs [II.B-3]. The annual campus climate and satisfaction surveys provide insight into the perceptions of students, staff, faculty, and administrators regarding student services and other aspects of the College [II.B-53]. In addition, regular surveys are conducted of students who use specific services.

Even in the recent challenging environment of reduced funding for services, students responding to the *Student Campus Climate and Satisfaction Survey, 2012*, agreed that "My academic advisor is approachable" (86.7 percent) and 89 percent of students responding indicated they know which courses they need to graduate or to transfer [II.B-45]. Students see personnel in student support services as informed and helpful (89.2 percent), which is consistent with findings from previous years. In addition, 87 percent of students agreed that personnel in admissions and registration are "informed and helpful."

Students enrolled in distance education also seem satisfied with support services. CSM conducts an annual electronic survey of all students enrolled in online coursework. In 2012, 89.8 percent of students responded affirmatively when asked "Overall, were the necessary student support services available to you to help you succeed as a distance education student?" [II.B-83].

The purchase of online student service modules to augment existing support services will allow the College to better serve both distance education and on-campus students.

As part of the program review process, student service units identify goals for developing new services or improving current services. One example of this is the Veterans Resource and Opportunity Center (VROC). The 2011 program review identified hiring student veterans as a priority because these students are "likely [to] both directly and indirectly provide needed support for veteran students... which will in turn allow them to further integrate with both the academic and social aspects of the institution" [II.B-84]. The 2012 review of Veterans Services shows the success of the new program and documented hiring of veteran students. "During the month of February 2012 alone, over 300 veteran students visited the Center. . . .two of the veteran student staff are being supported by the Veteran Administration's Work Study Program" [II.B-85].

Plan for Improvement

None.

Standard II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Several programs and services at College of San Mateo are instrumental in promoting an environment that encourages personal and civic responsibility, and intellectual, aesthetic, and personal development of all of its students.

The Center for Student Life and Leadership Development and the Associated Students of College of San Mateo provide rich co-curricular and extra-curricular programs that support civic responsibility, leadership development, and personal growth.

The Center for Student Life and Leadership Development “endeavors to provide students with holistic learning and development” and assists “in their growth and development academically, as leaders, and as individuals by providing innovative educational, recreational, and cross-cultural programming” [II.B-86]. The Center facilitates leadership activities and citizen advocacy, provides administrative support of student-driven activities, and provides additional services, such as photo identification and housing and transit information, in support of students [II.B-87].

The student governing body at College of San Mateo is the Associated Students of College of San Mateo (ASCSM) and includes the Student Senate and Inter-Club Council [II.B-38]. Members of the Student Senate are elected or appointed; the senate gives students direct experience with a role in College governance. Students work with a College and District constitution, bylaws, Robert’s Rules of Order, and student-developed processes and procedures to effectively participate in school and district governance and in a range of intellectual and social activities. Through the Student Senate and club activities, students learn how to develop, coordinate, implement, and evaluate programs, activities, and services that support personal growth, cultural and diversity awareness, college life, and student success at the College. Students involved in the senate develop leadership skills, learn to work cooperatively, learn how to function in a governance and college system, and assume responsibility. Through the Student Senate, students also participate in an annual leadership conference [II.B-88]. Student clubs, through the Inter-Club Council, provide a broad range of activities, services, and events at the College to entertain, educate, and serve students, and to promote a strong student life experience [II.B-89, II.B-90].

Career Services provides assistance in finding career opportunities, paid and unpaid internships, and service learning positions. Career Services also provides labor market information, career classes, individual career assistance, and online resources including the Perfect Interview, a free program that allows students to video tape themselves being interviewed. Each of these services offers a broad range of activities to support personal responsibility and development [II.B-20].

The College Health Services Center is a comprehensive program that provides health care and emergency services to students. It also provides health education that includes support and information on issues such as diet and nutrition, exercise and healthy living, smoking cessation, drug and alcohol counseling and referral, safe sex and HIV, and stress and addictions. It offers programs that promote student awareness and responsible choices and behaviors [II.B-42].

The Diversity in Action Group (DIAG), an institutional committee reporting to the Institutional Planning Committee, includes faculty, staff, administrators, and students as members [II.B-91]. The group works to support and enhance diversity awareness and cultural competence for the College community. DIAG facilitates a speaker series, student conferences, and other activities that promote diversity awareness. Activities supported by DIAG are described in greater detail in Standard II.B.3.d.

The Veterans Resource Opportunity Center (VROC) was established in February 2012 to support the nearly 300 student-veterans that attend College of San Mateo. The VROC serves as a gathering place where student-veterans congregate to study, relax, meditate, and meet with other veterans. The VROC includes two study/computer rooms; each has two computers that are SKYPE capable. There is a Zen room, where students can unwind in the comfort of a tranquil space, and a lounge area with sofas and chairs along with a large flat-screen television and DVD player. Students have access to a printer and copy and fax machine and can check out laptop computers for use within the Center. Faculty and staff from counseling, financial aid, admissions and records, and psychological services are scheduled to spend time at the VROC to make it convenient for students to access these services as needed. Student-veterans also staff the Center and serve as peer mentors. A variety of community organizations, including Veterans Administration representatives, visit the VROC to share information about the programs and services available to student-veterans and their family dependents [II.B-39].

Instructional programs also promote personal and civic responsibility through instructional offerings and activities outside of class. The paragraphs below highlight three examples.

College of San Mateo athletics and intercollegiate sports facilitate personal development and responsibility through participation in sports. Student-athletes maintain progress toward an educational goal, carry a full-unit load, and maintain a 2.0 cumulative grade point average to compete on a College athletic team. The personal development of student-athletes is enhanced through programs such as Athletes as Readers and Leaders, a joint effort of the athletic programs, the Library, and the Child Development Center, through which participating athletes read to young children and serve as role models [II.B-92].

Each spring, accounting students offer free tax preparation for low income filers through the VITA program. The Accounting Department supports this effort through ACTG 175, which provides the training needed to participate [II.B-93].

In April 2013, over 200 students participated in CSM's Semi-Annual Human Rights Day, hosted by English 100 students and the Alpha Gamma Sigma Human Rights Committee, to build awareness of global human rights. The event included student posters and stage presentations designed to educate participants on a wide variety of current human rights issues [II.B-94].

Assessment

College of San Mateo meets Standard II.B.3.b. Through student services units, student government and clubs, and activities sponsored by groups from throughout the institution, the College provides a broad range of opportunities for personal development in an environment that encourages personal and civic responsibility. The Center for Student Life and Leadership Development, ASCSM, and student clubs and organizations encourage students to develop leadership and interpersonal skills and to demonstrate personal and civic

responsibility. Students in programs as varied as Athletics and Accounting are provided with opportunities and training that allow them to grow through helping others. Activities such as the DIAG speaker series and the CSM Human Rights Day contribute to an environment that promotes broader awareness of civic issues and responsibilities.

When queried about their CSM experience, 94.6 percent of students who responded to the *Student Campus Climate and Satisfaction Survey, 2012*, agreed that “CSM provides an environment that encourages personal growth” [II.B-45].

Plan for Improvement

None.

Standard II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

College of San Mateo provides counseling and advising services in the following areas:

- Counseling
- Transfer Center
- Career Services
- Multicultural Center
- Extended Opportunity Program and Services (EOPS)
- Disabled Students Program and Services (DSPS)
- Financial Aid
- International Student Program
- Psychological Services
- Veterans Resource Opportunity Center
- Puente Project
- Honors Project

Counseling services for new students are offered in stages. The first counseling contact is through the College Orientation and Course Selection Workshop. Workshops include essential information about WebSMART, enrollment and records management, understanding placement test results, educational options and goals, use of the College Catalog to determine degree and certificate requirements, transfer information, selection of classes for the first semester, tips for success, use of counseling services and SEP development, and support

services. After learning foundation information through the workshop, students may schedule one-on-one appointments with counselors and register for classes for their first semester. To improve services, a group of counselors, advisors, and staff created a brief interview path to use with students who call to schedule an appointment but do not select a specific counselor or advisor.

Counseling faculty and academic advisors provide services as identified in the 2012-13 College Catalog and on the Counseling website [II.B-71, II.B-13]. Counseling faculty members are generalists and provide academic, transfer, career, and personal counseling. They assist students to identify and understand their interests, goals, motivations, and strengths and to move confidently toward informed decisions that include educational and career planning. Counseling faculty work with students who experience academic difficulty and assist them to become aware of academic skills and success strategies. Counselors teach career and life planning courses that provide students with learning experiences related to college success and educational and career goal setting. Faculty advisors are discipline experts who are knowledgeable about career paths and academic planning related to the faculty member's discipline.

Counseling faculty in the Extended Opportunity Programs and Services provide general counseling as well as additional services including student success workshops, tutoring, and mentoring support. Counseling faculty in Disabled Students Program and Services provide general counseling and advise students with verified disabilities to identify necessary accommodations. DSPS faculty teach curriculum that supports disability management and student success skills. DSPS conducts learning assessments and provides students with information about learning disabilities, self-advocacy, learning styles and strengths, and effective study skills.

Counseling faculty and staff meet monthly to review and discuss counseling services. Case studies and issues are presented and analyzed for the purpose of establishing meaningful, consistent, appropriate service standards. Monthly meetings provide information, training, and updates and introduce faculty and staff to College, District, and state policies and standards related to student services and personal, academic, and career counseling [II.B-95]. Faculty and staff expand their knowledge and use of resources that include, but are not limited to, District, College, and department websites, university websites, ASSIST, transfer and articulation resources, career websites, and the State Chancellor's Office resources. Faculty and staff regularly participate in professional development to support service standards and maintain a foundation of information required to assist students with academic and transfer counseling needs. Counseling faculty are evaluated every three years, alternating between standard and comprehensive peer reviews. Counseling faculty participate in District and campus committees and represent student services issues and concerns.

All counseling units use SARS GRID, an appointment and record-keeping software program [II.B-96]. Through SARS, the reason for an appointment is recorded at the time the appointment is booked. With this SARS feature, counselors and advisors can prepare prior to the scheduled meeting so that student contact time is productive. SARS is the vehicle for maintaining electronic counseling notes and records. SARS allows for alert messages to provide information related to immediate student needs or issues. Any information that cannot be housed in the SARS program is scanned into the Banner WebXtender program and is available to counselors and advisors. This access to information about students' educational history allows for the maintenance of comprehensive counseling records and establishes and maintains a continuity of information and service

provided to students. Through SARS, counselors and advisors can also record SLO assessment information [II.B-97].

As a result of recommendations that emerged from the *Educational Mater Plan, 2008*, College of San Mateo has initiated two online advising and counseling services [II.B-51]. The eAdvising service provides answers to general questions that do not require access to student records [II.B-15]. The eCounseling service is available to students who have completed the on-campus or online Orientation and Course Selection Workshop [II.B-14]. Students can make a virtual appointment to work with a counselor or faculty advisor to determine educational and career goals and to develop a student educational plan for completion of certificate, degree, or transfer requirements. Virtual appointments take place through a combination of email, web conference, and telephone.

Assessment

College of San Mateo meets Standard II.B.3.c. The College designs, maintains, and evaluates counseling and academic advising programs to support student development and success. Also, CSM prepares faculty and other personnel who are responsible for the advising function.

As a result of the recent budget crisis, the Dean of Counseling, Advising, and Matriculation, in collaboration with counseling faculty and staff, revised the orientation, counseling and advising programs in order to maintain the quality and level of service to students in a time of diminished resources. The new model includes more group sessions and utilizes the expertise of faculty and staff in carrying out these services. Students participating in the new College Orientation and Course Selection Workshops, which are conducted by a member of the classified staff, report overall satisfaction with this service. Counselors have reported that students who opt to meet with a counselor after completing the College Orientation and Course Selection Workshop are better informed about general College information and better prepared for their counseling session. As a result, counselors are able to spend more time in the counseling session focusing on more in-depth counseling information and student development issues. Of the students responding to a short survey completed at the end of the orientation session, 96 percent state that they “understand how to use WebSMART in order to register for their classes” and 90 percent indicate that they are aware of their placement test results and how they affect course selection and enrollment” [II.B-98].

The use of technology has also improved academic advising programs and student support services. Students, including those enrolled in distance education courses, increasingly use the CSM website as a source of information about the services available to them, including online counseling and advising. In addition, students have multiple online resources regarding transfer to baccalaureate institutions via the Transfer Center [II.B-99]. Faculty regularly use SARS and Banner WebXtender to record all student information electronically, thus increasing efficiency by enabling counselors at all three colleges to view a student’s counseling information online. Degree Works, the District’s new degree audit software, is used regularly by counselors and students in assessing student progress toward certificates, degrees, and transfer requirements. Since April, 2012, there have been 53,737 duplicated student contacts and 5,242 duplicated counselor contacts district wide on the Degree Works system [II.B-100]. In the *Student Campus Climate and Satisfaction Survey, 2012*, 89.4 percent of students responding agree that they “know which courses they need to graduate or transfer” [II.B-45]. The number of students receiving degrees and certificates has increased from 380 associate degrees

in 2012 to 614 in 2013 and 488 certificates in 2012 to 743 in 2013. Of the 614 degrees issued in 2013, 71 are new associate degrees for transfer [II.B-101]. The total number of degrees awarded has increased 31 percent from 2006-07 to 2011-12. The increase in degrees and certificates can be attributed in part to the increase in online degree status information available to students.

CSM prepares faculty who are responsible for counseling and advising. Counseling faculty and staff meet regularly to discuss counseling services and receive updates regarding changes in College, District or state policies and standards related to student services and personal, academic, and career counseling [II.B-102]. Faculty and staff keep abreast of information through online resources and participate in professional development to support service standards and maintain the foundation of information required to assist students with academic and transfer counseling needs. Counseling faculty who teach online courses have participated in the SMCCCD-supported Structured Training for Online Teaching (STOT). As reported in the *Student Campus Climate and Satisfaction Survey, 2012*, 88.1 percent of students responding agree that their academic advisor is “knowledgeable about program requirements” and 87.5 percent agree that their academic advisor is “knowledgeable about transfer requirements or requirements at other institutions” [II.B-45].

Plan for Improvement

None.

Standard II.B.3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

College of San Mateo, through its Mission Statement, recognizes the “diverse educational, economic, social, and cultural needs of its students” and, through its Diversity Statement, “maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves” [II.B-58]. The College acknowledges that a healthy campus climate encourages a sense of belonging, ownership, and pride among students and staff. To promote a campus climate supportive of its diverse population, College of San Mateo established the Diversity in Action Group (DIAG). DIAG, one of the institutional planning committees, works to ensure that unity through diversity is among College of San Mateo's highest priorities. DIAG assures that the College's operational decisions--from the executive to the unit level--support its commitment to diversity and student success. The Diversity In Action Group accomplishes its mission by

- Developing, implementing, and evaluating strategies to increase diversity in the composition of the student body, classified staff, faculty, and administration;
- Using the Student Equity Report as a framework to assess annually the academic success rates of students;
- Consulting as needed with the Basic Skills Committee to assess program activities addressing student success;
- Consulting with PRIE to identify and retrieve pertinent data related to student success;

- Coordinating and sponsoring programs and activities that inform and educate the CSM community about diversity and related issues
- Benchmarking and monitoring institutional decisions and actions that relate to diversity; and
- Assessing the effectiveness of the Diversity In Action Group by producing an annual report of its activities [II.B-91].

As an institutional planning committee, DIAG also develops the Diversity in Action Plan, which includes specific actions to ensure that the College's decisions support its commitment to diversity [II.B-103]. For example, the committee's annual Assessment of the CSM Student Achievement/Equity Gap, led to a DIAG presentation to IPC highlighting achievement gaps for African-American and Pacific Islander students and recommending the timely development of programs to contribute to success for these groups [II.B-104, II.B-105]. Subsequently, a group from the College attended a workshop on the Umoja development program. Following a brief report to IPC, the group was encouraged to develop a proposal to establish an Umoja program at CSM [II.B-106].

DIAG receives annual funding to support and encourage activities that promote, educate, celebrate, and integrate diversity on a campus-wide level. DIAG's subcommittee, the Diversity Planning Committee, coordinates the funding requests and requires that surveys be distributed, collected, and summarized for each event. Examples of past events include "Black History Month with Khali Keyi," "The Tuskegee Airmen: Then and Now," "Ladies of the Blues," "Nidhi Chanani: Artist, Designer & Champion of Change," "Music: the Great Connector," and "Service: When Women Come Marching Home," all of which took place in spring 2012, and "R & B Review: A Night of History, Music and Dance" in fall 2012. Spring 2013 events included "Vincent Who: Film/Discussion," "inMotion a Masterclass by AXIS," "Pacific Islander MANA Youth Conference," "Roots of Salsa," "Japanese Choral Music Concert," and "Youth Empowerment through Community Organizing: Oakland's Gang Injunction Student Movement" [II.B-91].

The Center for Student Life and Leadership Development, in coordination with campus clubs, conducts annual events that support students' career interests, ethnic and cultural heritage, social and political concerns, and social and academic fellowship needs [II.B-37].

The College also maintains a campus climate supportive of a diverse student population by offering student services targeted to specific student populations such as the Cooperative Agencies Resources for Education (CARE) program and Extended Opportunity Programs and Services (EOPS) [II.B-29]. EOPS offers a summer bridge program to support students as they transition from high school to college; in addition, it engages in active outreach directed to educationally disadvantaged youth. The Mary Meta Lazarus Child Development Center assists students who have young children, 2½ through 5 years old, through affordable child care and parent education [II.B-41]. The Disabled Students Program and Services (DSPS) offers support to students who need educational, physical, and psychological support [II.B-26]. Transition to College serves students with mental health needs [II.B-27]. The Transitional Age Youth (TAY) program supports youth with mental health needs [II.B-107]. The Multicultural Center has bilingual and bicultural counselors who assist students to identify and achieve personal and academic goals [II.B-17]. The counseling and advising program includes bicultural and bilingual faculty to support students. Career and life planning curriculum taught by counseling

faculty includes cultural sensitivity and respect. Psychological Services offers personal and crisis counseling to students [II.B-43]. In an effort to provide the best match for the College's diverse student body, the Psychological Services staff is committed to selecting interns who represent a wide range of cultural and ethnic diversity [II.B-108].

College of San Mateo's Ethnic Studies Department offers a robust curriculum that focuses on diversity. Courses include Evolution of Hip Hop: A Socio-Economic and Political Perspective, African-American Cinema, Native American Way of Life, Cultural Experience of Asian-American Writers, the Primal Mind and Cultural Perspective. In addition to courses, the department regularly co-sponsors with student services and other College departments and divisions a number of activities and events which enhance students' understanding and appreciation of diversity. Recent events include "From the Roots Come the Fruits: the Study of the Influence of Blues on Popular Music," "R&B Revue: a Night of History, Music, and Dance" and "Jake Shimabukuro: Life on Four Strings," a film screening held during the annual Asian Pacific American Film Festival.

Other programs contribute to maintaining a campus climate supportive of diverse student needs. The San Mateo Middle College is an alternative educational collaboration between the San Mateo Union High School District and College of San Mateo that provides a supportive, flexible, academically enriched program for high school juniors and seniors whose needs are not met in the traditional high school setting, by offering them college courses along with personal support [II.B-109]. The Study Abroad Program, AIFS, in which the College participates, gives interested students an opportunity to study abroad and learn about another culture [II.B-110]. The International Student Center assists international students who have come to College of San Mateo from abroad to study and provides opportunities for domestic students to learn about other cultures [II.B-32]. The Honors Project provides the opportunity for students with outstanding academic achievement to be challenged with specialized and rigorous courses and projects [II.B-111].

Assessment

College of San Mateo meets Standard II.B.3.d. Programs, services, and staff in such areas as Student Life, EOPS, Multicultural Center, career and transfer services, outreach services, learning communities, and the Diversity In Action Group work to support and enhance student understanding and appreciation of diversity. Through its representation on IPC, through the Diversity in Action Plan, and through its annual Assessment of the CSM Student Achievement/Equity Gap, DIAG works to ensure that the College's operational decisions support its commitment to diversity.

In the *Student Campus Climate and Satisfaction Survey, 2012*, students indicated that they thought the College supports diversity. Nearly all students responding agreed that "CSM is tolerant of diversity" (97.8 percent) and "supportive of all students regardless of ethnicity, gender, religious beliefs, lifestyle, background, or sexual orientation" (98.3 percent). In addition, 98.6 percent of all respondents agreed that they could "work effectively with others of diverse backgrounds and acknowledge the value of diverse opinions and backgrounds." When asked if "CSM respects students of my race/ethnicity," 98.4 percent of students responded in the affirmative. This is also confirmed in a survey item asking if "CSM's campus culture is supportive of my background and values," to which 94.8 percent of respondents agreed. Students consistently have reported these high levels of satisfaction (ranging between 90.5 and 98.6 percent positive affirmation)

regarding the understanding and appreciation of diversity since CSM began its annual campus climate and satisfaction surveys in spring 2010 [II.B-45].

Plan for Improvement

None.

Standard II.B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Admission to College of San Mateo is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from instruction. The College maintains an open enrollment policy and does not require test scores for admission.

The College Nondiscrimination Policy published in the College Catalog and Schedule of Classes applies to admission and all aspects of matriculation, including assessment instruments and placement practices [II.B-112, II.B-50]. Exceptions to the usual admission policy exist for apprenticeship; concurrently enrolled high school students; and Cosmetology, Dental Assisting, and Nursing programs, which have special admission requirements consistent with established criteria at other California community colleges.

New students, except those who are exempted from matriculation requirements, are required to take the College placement tests as part of the matriculation process. An exception is made for students who qualify for transfer-level courses based on a score of 3, 4, or 5 on an appropriate Advanced Placement (AP) test or a minimum score of 580 on the SAT-I verbal, or EAP credit or certain IB results, as stated in the 2012-13 College Catalog and on the Assessment Center website [II.B-113, II.B-10]. The English, reading, and mathematics test results include multiple measures criteria developed by faculty and assessed via a self-assessment administered as part of the testing process.

Information about placement tests appears in the Schedule of Classes and on the College website. In spring 2011, CSM's Assessment Center moved to a new, centralized location close to both Admissions and the Counseling Support Center, offering a quieter, well-lit, modernized, and more welcoming environment. Furthermore, to facilitate ease-of-use and convenience, students can schedule their own assessment appointments via WebSmart.

Computerized assessment via ACCUPLACER (English) and Compass (Math, ESL) became available to students late in fall 2004. Limited use of the paper version still exists. Placement test accommodations are provided for students who have physical, visual, communication, or learning disabilities, and appropriate placement tests are also available for students with limited English ability. Students may retake the English and math placement test once within a two-year period. Mathematics placement test results are valid for two years. Students who utilize the computerized testing service receive their results immediately upon completion of the test and can retrieve test results in WebSMART.

The College uses assessment instruments that have the full approval of the state Chancellor's Office. Placement tests are intended to measure skills that closely relate to academic success and support accurate

course placement. Both Compass and ACCUPLACER are branching instruments which guide students down different assessment pathways based upon their responses. This ensures students are measured accurately and are placed appropriately within math, reading, English, and/or ESL classes. Students who have taken the Compass or ACCUPLACER tests at another California community college within the last two years can have those test results reviewed by the Assessment Center staff for course placement at College of San Mateo.

Until mid-spring 2013, the District Matriculation Committee was chaired by one of the District's three vice presidents of student services and was comprised of the matriculation coordinators and other faculty, staff, and administrators. It was responsible for overseeing the effectiveness of the matriculation processes at the three colleges, including the evaluation and assessment of the placement tests. However, in accordance with the Standards, Policies and Procedures for the Evaluation of Assessment Instruments used in the California Community Colleges 4th Edition, revised March 2001, the final responsibility for proper use of assessment instruments, procedures, and resulting scores rests with college faculty [II.B-114]. Due to overlap in function and membership, the District Matriculation Committee has been merged with the District Enrollment Services (ESC) Committee. Matriculation will be established as a standing item on ESC agendas.

Faculty members review tests that have been approved by the California Community Colleges Chancellor's Office and select those instruments best suited to the College's curriculum. For example, before adopting the ACT Compass test in 2008, a team of math faculty took sample problems from the various levels of the test and certified they were appropriate for placing students in CSM's corresponding courses. In spring 2008, class sections at every level were selected to take the Compass test to see whether their scores would place them into the course they were taking. Results from these tests were used along with cut scores from Cañada College and information about other factors that impact student success to establish CSM's placement test cut scores. In spring 2010, after a review of two years of data, the Math Department decided to leave the cut scores unchanged. English and ESL faculty also selected assessment instruments and periodically review and adjust cut scores. In order to assist ESL students in choosing the appropriate placement test, testing staff worked with the ESL Department to create an ESL questionnaire and information flyer [II.B-115].

Assessment

College of San Mateo meets Standard II.B.3.e . The College follows closely the standards for admission required by the California Education Code. Admissions staff and counselors are aware of specialized programs and services for students. Orientation and assistance are offered to all students including those with special needs, and students can receive assistance early in the admissions process as well as during counseling and advisement sessions. In 2002, the College instituted WebSMART, the District web-based registration system. Disabled Students Program and Services staff members often assist students in accessing WebSMART, and a TTY/TDD is available for student use in the Disability Resource Center. In addition, students who place in basic skills are recruited to participate in special programs.

Faculty members review placement tests that have been approved by the California Community Colleges Chancellor's Office, select appropriate instruments, and use student data to establish and validate placement cut scores.

Assessment Center operations at College of San Mateo are effective. In the annual student survey conducted by Assessment Center staff, 85 percent of respondents indicated that the overall quality of the placement

testing was either “very good” or “good,” and 90 percent of the responding students indicated that the test proctors provided clear instructions and answers to their questions [II.B-116].

Plan for Improvement

None.

Standard II.B.3.f

The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Historical permanent paper records (transcripts) are stored in a secure location within the Public Safety and Medical Services Building (B1), which formerly housed Admissions and Records. These permanent records date from 1959 through 1981. Efforts are underway to scan such documents into digital images which are then archived electronically. More recent records are stored in a secure room on the third floor of College Center (B10).

Access to records is limited to authorized personnel including the Dean of Enrollment Services and the Registrar. To maintain security, Admissions and Records staff have limited access to student records, with limits established and related to the staff position and associated responsibilities. Student assistants do not have access to records. The President, Vice President of Instruction, Vice President of Student Services, and their official designees have access to student records. Division deans and their staff assistants also have access to view student records.

Counseling faculty and staff, advisors, and financial aid staff have access to student records as related to their college function. While counselors and other staff with appropriate responsibilities can view student grades, only the Dean of Enrollment Services and the Registrar have the ability to change grades after end-of-term entry by faculty. Limiting access to grade changes in the student information system, Banner, provides for enhanced security. In addition, Banner maintains an audit trail by tracking and storing the name of any staff member who changes a grade.

Students are limited to password-protected access to their own personal records via WebSMART.

When a new employee is hired, the hiring manager notifies the District’s Information Technology Services and the employee’s access to Banner screens appropriate to the position is activated. When an employee moves to a new position or separates from the College, the employee’s manager notifies ITS and access to BANNER is modified accordingly.

CSM no longer uses microfilm as a means of archiving documents; however, there are a significant number of archived documents captured on microfilm. Efforts are underway to convert the microfilmed documents to the digital format so they can be accessed through Banner.

The District ITS Department conducts backups for all administrative data, including student records, stored on its servers on a daily basis. In addition, ITS has in place a comprehensive backup strategy to ensure that all

server-based data is recoverable. The data on disk is store on a Storage Area Network (SAN) utilizing RAID technology and redundant hot spare disks for fault tolerance. Weekly copies of the data are written to high capacity tape and are stored offsite for disaster recovery.

In addition, for all major systems including Banner, email services and web services, ITS has built a disaster recovery computer center that is located at Cañada College. Using specialized features in Oracle, this backup/recovery site stays synchronized with the primary Banner system located at the District Office.

The College and District adhere to FERPA rules and regulations, which are posted in the College Catalog and on the website [II.B-117, II.B-118]. A full FERPA document is kept on file in Admissions and Records. For new hires, in-house training is performed for each person based on his or her role and responsibilities.

The District has established and regularly reviews policy and procedures for storing and archiving student records and directory [II.B-119, II.B-120].

Assessment

College of San Mateo meets Standard II.B.3.f. Processes are in place to maintain secure and confidential student records.

Plan for Improvement

None.

Standard II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

College of San Mateo regularly evaluates and improves student services using multiple methods to measure student satisfaction. Student services are assessed, reviewed, and refined through a number of instruments including user surveys, assessment of student learning outcomes (SLOs), annual program reviews, and campus climate and satisfaction surveys. In addition, a Business Process Analysis of several student service units has recently been carried out by a consultant.

With the assistance of the Office of Planning, Research, and Institutional Effectiveness (PRIE), some student services units conduct surveys of their users. Survey results are used, along with other information, during program review to develop plans to increase service unit effectiveness and improve student success. For example, in its 2011 program review, Admissions and Records reported that survey responses indicated student frustration over the difficulty of reaching staff by phone [II.B-121]. To address this, resources were requested for a web-based self-service support program in response to online inquiries from students. A database of over 3,000 Q and A's exists. This request was approved and a product provided by IntelliResponse; "Ask the Bulldog?" was implemented in the spring of 2012 [II.B-122]. The system fielded approximately 2,000 inquiries per month from July 2012 to February 2013. The Admissions and Records call volume decreased by 23 percent during the same time period [II.B-123].

Assessment of SLOs provides evidence of the adequacy of services in achieving student learning outcomes and helps guide program improvement. For example, in its 2011 program review, Transfer Services assessed the following SLO: Using Transfer Services, students are able to complete a TAG, transfer admission guarantee, successfully. Student surveys were used to identify the services that were most helpful in meeting this SLO. The most frequently cited service was an individual meeting with a counselor for assistance with the TAG [II.B-124]. In response, the Counseling Office increased the number of counselor hours available for TAG students during the fall of 2012.

The program review process formalizes the use of evaluation to guide improvement. It calls for the assessment of student learning outcomes and other factors, the development of plans to improve student success, and the subsequent evaluation of these plans [II.B-125, II.B-126].

The annual Student Campus Climate and Satisfaction Survey provides an additional evaluation of student services. In 2012, 89.4 percent of students responding agreed that “I know which courses I need to graduate or transfer,” and 89.2 percent agreed that “[p]ersonnel in student support services are informed and helpful” [II.B-45].

In addition, a consultant was recently retained to carry out a Business Process Analysis (BPA) of Admissions and Records, the cashiering function, matriculation activities, and Financial Aid, providing a thorough review and analysis and suggestions for improvement. For example, the November 2012 BPA of matriculation activities identified opportunities that might be addressed by a first-year experience program [II.B-127].

Assessment

College of San Mateo meets Standard II.B.4. Student services are regularly evaluated through unit-specific surveys, the assessment of student learning outcomes, and the annual student campus climate and satisfaction surveys. One-time evaluations, such as the recent Business Process Analysis, provide additional information. Through program review, the results of these evaluations drive the development of strategies to improve services and their subsequent assessment.

Planning Agenda

None.

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Evidence for Standard II.B

- II.B-1. Student Services website.
<http://collegeofsanmateo.edu/student-services/>
- II.B-2. Transcript Evaluation Service website.
<http://www.smccd.edu/transeval/>
- II.B-3. Program Review website.
<http://collegeofsanmateo.edu/programreview/>
- II.B-4. Admissions and Records website.
<http://collegeofsanmateo.edu/admissions/>
- II.B-5. How to Enroll website.
<http://collegeofsanmateo.edu/enroll/>
- II.B-6. Apply to CSM website.
<http://collegeofsanmateo.edu/admissions/apply.asp>
- II.B-7. College of San Mateo Application for Admission.
http://www.cccapply.org/applications/CCCApply/apply/College_of_San_Mateo.html
- II.B-8. Admission Application in Spanish.
http://collegeofsanmateo.edu/forms/docs/AdmissionApplicationSpanish_Fillable.pdf
- II.B-9. Articulation website.
<http://collegeofsanmateo.edu/articulation>
- II.B-10. Assessment Center website.
<http://collegeofsanmateo.edu/testing/>
- II.B-11. DSPS Getting Started at CSM website.
<http://collegeofsanmateo.edu/dsps/gettingstarted.asp>
- II.B-12. Prerequisite Forms website.
<http://collegeofsanmateo.edu/forms/prerequisites.asp>
- II.B-13. Counseling Services website.
<http://collegeofsanmateo.edu/counseling/>
- II.B-14. Distance Education Student Resources website.
<http://collegeofsanmateo.edu/distanceeducation/students.asp>
- II.B-15. eAdvising website.
<http://collegeofsanmateo.edu/counseling/e advising.asp>
- II.B-16. ITS Degree audit and Academic Advising System (DegreeWorks) website.
<http://www.smccd.edu/accounts/smccd/departments/its/index.php/projects/degree-works/>
- II.B-17. Multicultural Center website.
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- II.B-18. CalWORKs website.
<http://collegeofsanmateo.edu/calworks>

- II.B-19. Transfer Services website.
<http://collegeofsanmateo.edu/transfer/>
- II.B-20. Career Services website.
<http://collegeofsanmateo.edu/career/>
- II.B-21. Puente Project website.
<http://collegeofsanmateo.edu/puente/>
- II.B-22. Counseling & Advising Forms website.
<http://collegeofsanmateo.edu/forms/counseling.asp>
- II.B-23. Prerequisites, Corequisites, and Recommended Preparation.
<http://collegeofsanmateo.edu/prerequisites/>
- II.B-24. Community Relations and Marketing website.
<http://collegeofsanmateo.edu/marketing>
- II.B-25. College of San Mateo Event Calendar.
<http://www.collegeofsanmateo.edu/calendar/events/>
- II.B-26. Disabled Students Programs & Services (DSPS) website.
<http://collegeofsanmateo.edu/dsps>
- II.B-27. Transition to College website.
<http://www.collegeofsanmateo.edu/ttc/>
- II.B-28. Adapted P.E. website.
<http://collegeofsanmateo.edu/adaptedpe/>
- II.B-29. EOPS & CARE website.
<http://collegeofsanmateo.edu/eops/>
- II.B-30. Financial Aid Services website.
<http://collegeofsanmateo.edu/finaid>
- II.B-31. Scholarships website.
<http://collegeofsanmateo.edu/scholarships/>
- II.B-32. International Student Center website.
<http://collegeofsanmateo.edu/international/>
- II.B-33. SMCCCD International Education website.
<http://www.smccd.edu/international/english/default.php>
- II.B-34. Explore CSM Virtual Tour.
<http://collegeofsanmateo.edu/exploreesm/index.php/virtualtour>
- II.B-35. International Education Committee website.
<http://collegeofsanmateo.edu/institutionalcommittees/iec.asp>
- II.B-36. Learning Center website.
<http://collegeofsanmateo.edu/LearningCenter/>
- II.B-37. Center for Student Life and Leadership Development website.
<http://collegeofsanmateo.edu/studentlife>

- II.B-38. Associated Students of College of San Mateo (ASCSM) website.
<http://collegeofsanmateo.edu/ascsm/>
- II.B-39. Veterans Services website.
<http://collegeofsanmateo.edu/veterans/>
- II.B-40. Veterans and Veterans' Dependents General Information.
<http://collegeofsanmateo.edu/generalinformation/veterans.asp>
- II.B-41. Child Development Center website.
<http://collegeofsanmateo.edu/childcenter>
- II.B-42. Health Services Center.
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- II.B-43. Psychological Services .
<http://www.collegeofsanmateo.edu/psychservices/>
- II.B-44. *Employee Campus Climate and Satisfaction Surveys, 2012.*
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- II.B-45. *Student Campus Climate and Satisfaction Survey, 2012.*
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- II.B-46. *College Catalog, 2012-2013.*
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- II.B-47. San Mateo Community College District website.
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- II.B-49. WebSchedule.
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- II.B-51. *Educational Master Plan, 2008.*
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- II.B-52. *Educational Master Plan: Information Update, 2012.*
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- II.B-54. Office of Planning, Research, and Institutional Effectiveness (PRIE) website.
<http://collegeofsanmateo.edu/prie/>
- II.B-55. IPC Planning Session Summary, September 21st and 22nd, 2012.
<http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPC%20EMP%20Planning%20Sessions%20Final%20All%20Sept%2021-22-2012.pdf>
- II.B-56. Institutional Planning Committee Meeting Summary, October 19, 2012.
http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary_2012-10-19.docx

- II.B-57. Institutional Planning Committee Agenda, May 17, 2013.
http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingAgenda_2013-05-17.docx
- II.B-58. College of San Mateo Mission and Diversity Statements.
<http://collegeofsanmateo.edu/statements/>
- II.B-59. Program Review Student Services.
<http://collegeofsanmateo.edu/programreview/studentservices.asp>
- II.B-60. *Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2013.*
<http://collegeofsanmateo.edu/accredinfo/substantivechange13.asp>
- II.B-61. Program Review Forms.
<http://collegeofsanmateo.edu/programreview/forms.asp>
- II.B-62. How to Get a Schedule or Catalog website..
<http://collegeofsanmateo.edu/schedule/howto.asp>
- II.B-63. SMCCCD Distance Education Gateway.
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- II.B-69. Admissions and Records Contact Us website.
<http://collegeofsanmateo.edu/admissions/contactus.asp>
- II.B-70. Admissions and Records Program Review.
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- II.B-71. *College Catalog, 2012-2013*, page 33.
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- II.B-74. CSM JobLinks.
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- II.B-75. DSPS Program Review.
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- II.B-80. CSM Library When You Are Not On Campus.
<http://collegeofsanmateo.edu/library/DEoffcampus.php>
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- II.B-82. CSM WorldCat.
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- II.B-83. Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2013. *Appendix K*.
<http://collegeofsanmateo.edu/accredinfo/substantivechange13.asp>
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Standard II.C**Library and Learning Support Services**

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

College of San Mateo provides support for students in its instructional programs through its Library, a new comprehensive Learning Center, and 13 discipline-specific learning support centers. Librarians, other instructional faculty, classified staff, and student tutors and assistants provide support for students using these resources. Access to the Library and other learning support services is provided through day, evening, and weekend hours and through online availability of material. Through its degree requirements, the College ensures that students have broadly accepted abilities in information competency. All of the learning support services have created and assessed student learning outcomes, have conducted comprehensive program reviews, and make use of a variety of survey data to guide the improvement of services. Faculty work with students in learning support centers and provide additional input through the Library Advisory Committee and the Learning Support Centers Coordination Committee.

Standard II.C.1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

College of San Mateo supports the quality of its instructional programs through both the Library and a number of distinct programs, including a comprehensive Learning Center and 13 discipline-specific learning support centers. The Library, Learning Center, and discipline-specific learning support centers provide services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The College of San Mateo Library supports student learning needs across the curriculum. Its 83,000-item physical collection includes 63,360 circulating items, 6,153 reference resources, 108 print periodical titles (10,685 items), and 1,062 college reserves. The Library also provides laptop computers that students can use in the Library.

Among the Library's special collections are an ESL collection and a collection of college-level academic texts to support students whose native language is Spanish [II.C-1]. The Library also maintains a collection of books and journal articles that have been published by College faculty and staff and an archive of institutional documents and records.

To meet the needs of students, including those who are not on campus, the Library's online collection includes 6,000 eBooks and 60 online databases which provide remote access to thousands of journals, magazines, newspapers, eBooks, audiobooks, and streaming video and film. The Library is also an institutional member of the National Network of Libraries of Medicine, which provides enhanced resources to support Nursing and Allied health programs [II.C-2].

The Library has a strong instructional program that is focused on student acquisition of information competency skills. In addition to the credit courses LIBR 100 and LIBR 105, the Library provides workshops for courses by faculty request and works with students individually at the reference desk. To support students across the curriculum, the Library has developed a series of topic-specific subject pathfinders, research tutorials, and instructional videos that can be accessed online 24/7 [II.C-70].

To support the College's Information Competency Proficiency Graduation Requirement, the Library has developed an online information guide [II.C-52].

In addition, several important initiatives in the CSM Library are targeted to support the needs of 21st century learners. Librarians work with and provide instruction to students and faculty both face to face and in online, technology-enhanced environments. Instructional content, collections, and services are accessible 24/7 via internet-connected computers and personal digital devices. The Library's YouTube channel is <http://www.youtube.com/user/csmref>.

The Library is continually exploring and evaluating products to address evolving patron needs and expectations. Currently the Library communicates with students and faculty via email, Facebook, Twitter, Instant Messaging, Text, and other online and social media technologies. Reference queries may be satisfied through sending a video-captured transcript of a reference session; in other cases, a librarian may demonstrate how to access a resource by remotely taking over a patron's computer for instructional purposes.

The Library also provides training to students, faculty, and staff on how to effectively use Web 2.0 tools for teaching and learning. Librarians have presented training in workshop formats, one-on-one, and at division and departmental meeting and information is accessible online.

The Library also produces public programs and student enhancement activities to support and strengthen the cultural life of the academy. The Library partnered with the English Department to bring renowned authors to campus under joint sponsorship of the President's Lecture Series and the San Mateo County "One Book, One Community" Series [II.C-3]. The Library also produced a Faculty/Staff Author Reception, which showcased a panel of faculty who have published books and journal articles.

The Library Advisory Committee, an Academic Senate Committee, plays an important role in facilitating communication between the Library and faculty [II.C-4]. Library outreach includes presentations to faculty at division meetings and engagement with the College's Honors Project, Pathway to College, and International Student Program. The Library has also developed the CSM Athletes as Readers and Leaders Program, which works to promote literacy and healthy lifestyles to children in the College's on-campus Child Development Center and helps athletes understand and appreciate their influence as role models [II.C-5].

In addition to the Library, the College also supports student learning through a comprehensive Learning Center and a number of discipline-specific learning support centers. These programs, which have evolved over time in

their academic departments, support students through individual and group tutoring, faculty assistance, web-based tutorials, technological resources, and maintenance of reference materials. A brief description of each center follows:

Learning Center

The Learning Center (LC) is located on the second floor of College Center, a central location on campus. The need for tutoring support in a variety of disciplines and additional access to computers and printers was identified in 2007 through the Students Speak focus groups [II.C-6]. Space for this purpose was incorporated into the design of College Center. At a leadership workshop meeting, faculty, staff, and administrators affirmed the need for a comprehensive Learning Center on November 20, 2010 [II.C-7]. The Learning Center was designed to address gaps in learning support services and academic barriers to student success. The Learning Center Director was hired in August 2011. The Learning Center opened with limited services in fall 2011 and then became operational with full services in spring 2012.

To assist in the initial strategic planning and development of Learning Center services and establish a comprehensive plan for LC programs and campus services, the Academic Senate formed a Learning Center Consultation Group. Faculty collaborated to establish a mission statement and set of priorities aligned to the College's Mission and Institutional Priorities [II.C-8]. Additionally, to implement the programs and services offered by the Center, the LC Director established partnerships with the Academic Senate Governing Council, the Basic Skills Initiative Committee, and the Diversity in Action Group, and with Instructional and Student Services divisions, departments, and units.

The Learning Center's primary role is to provide tutoring services in specific disciplines through trained peer tutors. The tutoring program is certified by the College Reading and Learning Association. The LC launched the new Academic Peer Tutoring Program in the fall 2012 term. Twenty CSM students were selected to offer both individual and small-group tutorial sessions in a variety of subjects: anatomy, art history, biology, computer information science, chemistry, economics, history, math, music, nursing, philosophy, physics, political science, psychology, sociology, and statistics. This program exists in partnership with faculty and staff to support and increase student motivation and achievement. All peer tutors are required to complete a tutor-training course (LCTR 100 Effective Tutoring) that explores a variety of procedures for understanding and utilizing effective practices to assess a tutee's needs. To receive tutorial services, CSM students must enroll in the course, LCTR 698 Supervised Tutoring/ Academic Assistance. Upon successful completion of the course, students are able to demonstrate knowledge of appropriate concepts, vocabulary and subject matter and/or skills in the course in which they received academic assistance during the tutoring session. Data collected through surveys given at the end of tutoring sessions suggest that students felt more confident about the subject material covered during the session after receiving tutoring (88 percent); 92 percent of LC users felt that the Center was very helpful or somewhat helpful to their academic performance [II.C-9, II.C-10]. In spring 2013 the Learning Center Director invited faculty to hold office hours in the LC and participate in the tutoring and learning support as well, a practice that will continue. The Director has identified supplemental instruction (SI) as a way to increase students' academic success in social science courses. This program will help to increase the success rates of CSM students who take social science courses in order to transfer to a four-year university or college. The pilot date for the SI program is spring 2014.

For fall 2012 other services included student success workshops, a textbook reserve program, financial aid and counseling advisement, and DegreeWorks seminars. The Learning Center also offers proctoring services for distance education learners and for make-up exams for CSM courses to ensure CSM students have an opportunity to complete their coursework. Students are also able to use computer stations and have access to additional instructional software support through the CSM Learning Center Resources Across the Curriculum Portal.

Additionally, in summer 2012 the Learning Center piloted a renewed two-week Summer Bridge Academy. A collaborative effort by the College's Learning Center and Basic Skills Initiative Committee, CSM's Summer Bridge Academy targeted incoming students who placed below Math 120 (Intermediate Algebra) or English 100 (Composition and Reading). This program will be offered again in summer 2013 with an added mentoring component (Student Mentors Assisting Relevant Transitions or S.M.A.R.T.) to provide additional peer support for students in their first year of college. The revamped summer bridge program, now called Pathway to College, is still designed to assist first-time college students in making a successful transition to college life but also combines information on college success and study strategies through the Keys to Success (LCTR 680MA) course with dynamic instruction in math and English. As a result of survey data from Summer Bridge participants, more interactive lesson plans, as well as web-based instructional resources and team-building activities, will be incorporated into the two-week summer program.

Of the 10,000 students at the College of San Mateo, the Learning Center served an unduplicated count of 3,039 students in the spring 2012 semester and 3,644 during fall 2012 [II.C-11]. The Director of the Learning Center anticipates serving approximately 4,200 students by the end of spring 2013.

To establish a budget and evaluation plan for Learning Center programs and campus services, the Learning Center Director contracted with the statewide Research and Planning (RP) Group. This plan guided the operational budget request, specifically with regard to staffing and operational cost. The Learning Center established an annual budget in March 2012. The Learning Center staff include one full-time Director, one full-time LC Program Coordinator, one full-time instructional aide, six student assistants, and twenty academic-peer tutors [II.C-12].

In addition to the Learning Center, the College also provides a number of discipline-specific learning support centers to enhance student learning. Each center serves students taking courses in specific disciplines, but many also provide general services for all CSM students. Some centers provide tutoring by faculty or qualified students, while others serve primarily as meeting spaces. Some serve only students on campus, others provide services for students enrolled in distance education courses.

The Learning Center Director also co-chairs, with the Academic Senate President, the Learning Support Centers Coordination Committee (LSCCC), formed to provide ongoing coordination after the work of the Learning Center Consultation Group was completed. The LSCCC brings together the faculty coordinators, staff, and students of the 13 discipline-specific learning support centers to create programs that increase student success. The committee coordinates hours of operation, computer and technology resources, staffing, and scheduling of services to create a highly coordinated network of learning support services for all students. Regular meetings allow faculty to participate in aligning resources and services to ensure that the Learning Center and other centers do not duplicate existing programs. Additionally, the group has created one common

student learning outcome and plans to formalize an enhanced centers-wide data collection and assessment process.

The discipline-specific centers, in operation at the time, defined and initially assessed student learning outcomes in the 2009 Program Review of Labs and Centers. A user survey of each center was conducted in spring 2012 [II.C-13]. All centers completed a second round of program review in the 2012-2013 academic year [II.C-13].

Staffing of the learning support centers varies by discipline; however, all are staffed by discipline-specific faculty, along with instructional aides and/or student assistants. All centers are directed by either full- or part-time faculty coordinators. The faculty leaders help to ensure that the materials are effective in quantity, currency, depth, and variety.

A brief description of each center follows.

Accounting Skills Center, South Hall (B14)

The center provides complementary support to classroom instruction for all accounting students at CSM. The Accounting Skills Center achieves the core mission of the College by providing transfer and career and technical education (CTE) support as well as tutoring in accounting and a quiet work space for students to collaborate and work together on homework and special projects [II.C-14, II.C-15].

Anatomy and Physiology Center, Science Building (B36)

The center provides anatomy students a space as well as resources and faculty expertise to study anatomy (Biology 250) at CSM. It also serves physiology students who would like tutoring from faculty. Students learn to self-assess their anatomy or physiology study skills, master specific study strategies, become more aware of their knowledge, communicate concepts and knowledge clearly, and use study tools and software appropriately [II.C-16, II.C-17].

Assistive Technology Center, College Center (B10)

The center provides computer access and alternate media services for students with disabilities. Students receive specialized training in the use of hardware and software adaptations appropriate to their specific disability by enrolling in DSKL 817 (Assistive Computer Access) and DSKL 880 (Assistive Technology Lab). Students then use these tools to access technologies available on campus. Through Perkins Grant funds, staff in the Assistive Technology Center provide and update specialized software and hardware on campus computers, making them accessible to all students. Students request and access course materials (textbooks, handouts, class notes, tests) in alternate formats such as electronic text, Braille, audio, and large print. Staff also serve as a campus resource for website accessibility and for alternate formats of campus publications and instructional materials [II.C-18, II.C-19].

Business Computer Center, South Hall (B14)

The Business Computer Center helps CSM students to succeed in their business courses or in support of other coursework. It allows students to improve their computer hardware and software skills and reduce their anxiety. By providing these facilities with skilled instructional aides, the center improves retention in computer-related classes and increases students' success in other courses, as well as providing skills helpful

beyond the classroom. These labs also provide the essential access to computer lab facilities for Middle College and Community Education computer-based courses as well as large labs for computer-based training for other college entities requiring a computer facility for training [II.C-20, II.C-21].

CIS Computer Center, Emerging Technologies (B19)

The center helps CSM students in a variety of disciplines. It hosts regularly-scheduled lab sessions for most CIS courses and provides support to students enrolled in CIS, architecture, drafting technology, engineering, and nursing courses. In addition, the center is available so that students enrolled in these courses can complete their assignments and required work for to-be-arranged hours. CIS students can improve their programming and other skills during scheduled, instructor-led lab sessions. This helps to reinforce material introduced in lecture. Architecture, drafting technology, engineering, and nursing students use specialized software for instructor-supervised to-be-arranged hour projects and to complete assignments. The center supports computer-related activities of student clubs on an ad hoc basis. For example, the center supported the Engineering Club's Aurdino and 3-D printing projects in 2012-13 [II.C-22]. By offering these programs and by measuring student learning outcomes, the CIS Computer Center serves to improve retention in CIS as well as other programs [II.C-23, II.C-24].

Communication Studies Center, College Center, Learning Center, (B10)

The Communication Studies Center provides support to students enrolled in all communication studies courses. Students videotape speeches, job interviews, or any other type of oral presentations prior to delivering speeches in class; view videotaped speeches after being recorded in class; and submit analyses after viewing video presentations recorded in class. Students also complete a variety of lab modules that complement course material; use the internet or center materials for research to support presentations; draft and print outlines, essays, or responses to lab modules; schedule meetings with their partner or groups, including video rehearsals; and work one-on-one with communication studies faculty [II.C-25, II.C-26].

Digital Media Computer Center, College Center (B10)

The Digital Media Computer Center helps CSM students to succeed in their media or other courses, or to learn media topics of interest. It is also a place where students can improve their computer hardware and software skills and reduce their anxiety about the use of technology. By offering these programs and by measuring student learning outcomes, the Digital Media Center serves to improve students' retention in media classes and students' success in other courses [II.C-27, II.C-28].

Modern Language Center, North Hall (B18)

The Modern Language Center (formerly the Foreign Language Center) provides support and resources to all students enrolled in any of the offerings of the Modern Language Department. During all hours of operation students have unlimited access to online text-allied materials; foreign language audio CDs; DVDs; audio files through iTunes and a server; a varied collection of world language cinema; a library of dictionaries, grammar review and exercise materials, related textbooks, books on culture and history; and accommodations for paired and group peer work. Typically students use the resources and services to prepare, complete, and review exercises aimed at improving writing, listening, and speaking skills. The Modern Language Center also provides

instructors and students a place for supervised examinations for make-up and remediation and for ADA accommodation [II.C-29, II.C-30].

Integrated Science Center, Science Building (B36)

The Integrated Science Center (ISC) helps CSM students of all science levels to succeed in their science courses. It offers a friendly, comfortable atmosphere for instructors to meet with students and promotes interdisciplinary cooperation and applications to help students discover how the different branches of science contribute to each other. The ISC encourages students to work with their professors and/or other students in study groups to improve their understanding of course materials. The ISC provides textbooks and computer resources for science course-related research, assignments for to-be-arranged hours, and printing of course materials. The ISC provides a place for science tutors to meet with students. By offering these programs and by measuring student learning outcomes, the Integrated Science Center serves to improve students' retention and success in science classes, contributing to students' academic success in general [II.C-31, II.C-32].

Math Resource Center, North Hall (B18)

The Math Resource Center helps CSM students of all mathematical backgrounds to succeed in their math courses or to learn math topics of interest to the student or in support of other coursework. It is also a place where students can improve their study and time management skills and reduce their math anxiety. The center is staffed by both student tutors and math faculty to assist students with course work, and also provides textbooks, computers, printing and copy services. By offering these programs and by measuring student learning outcomes, the Math Resource Center serves to improve students' retention in math classes and increase students' success in other courses, as well as provide skills useful beyond the classroom [II.C-33, II.C-34].

Nursing Skills Center, Health and Wellness (B5)

The Nursing Skills Center allows students the opportunity to practice skills and to receive faculty feedback, coaching, and evaluation; to engage in study sessions with peer tutors; to demonstrate competency assessment and receive faculty evaluation; to complete clinical or skills laboratory make-up assignments; and to learn effective skills in a group setting. The Nursing Skills Center allows nursing students the opportunity to practice these skills in a safe, controlled environment. Under the supervision of nursing faculty, the student receives feedback regarding performance of skills and competencies [II.C-35, II.C-36].

Reading and ESL Center, North Hall (B18)

The Reading and ESL Center is dedicated to fostering proficiency in English reading, listening, and speaking skills. The center serves two main student populations: those whose reading and conversation courses require lab work, and those who take individualized courses in reading, vocabulary, and spelling improvement. Students participate in conversation groups to improve spoken English skills; complete written and oral activities to supplement class work in reading and ESL courses; and meet with faculty and tutors to review course and supplementary material [II.C-37, II.C-38].

Writing Center and English 800 Center, North Hall (B18)

The Writing Center and English 800 Center provide support for student writing needs at many levels: one-on-one tutoring conferences with English and ESL instructors, tutorials on specific writing and critical thinking skills (in hard copy and on the web), English and ESL reference materials, and group workshops to assist students with their writing skills. Computers with access to the World Wide Web are also available for students who wish to research, compose, and print their essays. The centers also have DVD and VHS equipment for viewing literature, plays, and films. For students not enrolled in English 850 or ESL 400, the centers offer drop-in hours as well as English 850 and ESL 850, which give students access to all of the above regardless of their enrollment in any particular course. The Writing and English 800 Centers serve distance education students through tutorials in reading and writing skills (such as research documentation, proofreading, and organization) available online. These tutorials, written by CSM English Department faculty, are also available in printed form in the Writing and English 800 Centers. The centers are currently developing tutorials that can be completed entirely online. Distance education students may also receive online tutoring: an English department faculty member works with students using Skype, Google Chat, and other online collaborative software to provide feedback and suggestions on writing [II.C-39, II.C-40].

Ensuring the Effectiveness of Learning Centers—Learning Centers Program Review

In 2008, the College received a recommendation to conduct a comprehensive evaluation of student support services. In 2009 the College successfully completed a comprehensive evaluation of 17 learning centers in place at the time and reported resolution of this recommendation to ACCJC in the *College's Follow-up Report, October 2009*. A new program review instrument was created for this process that included assessment of learning centers' SLOs, assessment of institutional (General Education) SLOs, qualitative data about student satisfaction, and quantitative disaggregated data about student performance outcomes in each center, among other areas covered.

In addition to yielding valuable information to evaluate the effectiveness of the centers, the program review process prompted the implementation of a new shared tracking system to provide accurate accounting of student use of the student learning centers. Since 2009, SARS-TRAK, a proprietary software tracking system, has been adopted for student learning centers with staff dedicated to its technical support and implementation.

Additional improvements to a program review process for the learning centers have been implemented as a result of the establishment of the Learning Support Center Coordination Committee and its subsequent approval as an official standing committee of the Academic Senate. During spring 2012, the Learning Support Center Coordination Committee, in consultation with the Instructional Administrators Council, defined the difference between learning support centers and labs attached to courses. The word "center" was incorporated into the names of learning support centers to make the distinction clear. As a result, the College now recognizes the 13 discipline-specific learning support centers described above in addition to the Learning Center housed in College Center.

In conjunction with the Office of Planning, Research, and Institutional Effectiveness (PRIE), the Learning Support Center Coordination Committee developed a revised comprehensive student survey which includes questions common across centers, unique questions for each center, and assessment of institutional (General

Education) SLOs. The survey was conducted in spring 2012 in preparation for the spring 2013 program review cycle. A total of 4,824 students (unduplicated count) used various centers in spring 2012 and received survey email invitations; 1365 survey responses were received, for a 28 percent unique student response rate.

PRIE provides individualized reports of survey findings for each center, including data for users' academic success and retention rates in all courses enrolled. These student success indicators are also disaggregated by ethnicity, gender, and age and presented in comparison with college-wide student performance data. The results of the 2013 cycle learning support center program review are posted online along with survey and student outcomes data [II.C-13].

Ensuring the Effectiveness of Library and Learning Centers—Campus Surveys

In addition the surveys used by learning centers in conjunction with program review, the *Campus Climate and Satisfaction Surveys* of students, staff, and faculty together with administrators conducted annually since 2010 contain questions customized for each cohort which address the adequacy and availability of library services, tutorial services, and facilities. In 2010 the College also administrated the *Noel-Levitz Student Satisfaction Inventory, 2010*, (Noel-Levitz) and augmented the *Student Campus Climate and Satisfaction Survey, 2010*, with an additional section probing in detail the use of library services. In all the surveys conducted in 2010, 2011, 2013, respondents generally indicate high levels of satisfaction with library resources. In contrast, student respondents to the 2010 Noel-Levitz and employee respondents consistently have indicated comparatively lower levels of satisfaction with the “adequacy of tutorial services.” These responses reflected the lack of a central multi-discipline learning center (e.g., Learning Center) prior to services being offered in 2012. Survey findings have not only informed program review but informed the decision-making processes which allocated staff and other resources to the Learning Center [II.C-41, II.C-42].

Assessment

College of San Mateo meets Standard II.C.1. College of San Mateo's students have access to numerous resources throughout the campus to support learning across the curriculum. All of the learning support services have created and assessed student learning outcomes, have conducted comprehensive program reviews, and have access to a variety of survey data to guide the improvement of services. These assessments show that students make use of and benefit from the services provided through the Library and learning support programs. Results of prior surveys identified a gap in tutorial services; in response, the College has allocated resources to support the Learning Center.

The *Substantive Change Proposal Mode of Delivery: Distance Education, 2013*, analyzed the availability of student learning support services for distance education students. All learning support services are open to distance education students. Each has a website with hours, location, and contact information, and some of these websites have links to additional resources (Anatomy and Physiology Center, Assistive Technology Center, Communication Studies Center, Learning Center, Math Resource Center, Reading and ESL Center, Writing Center and English 800 Center), but only the Writing Center and English 800 Center offer their full range of services in a form accessible to distance education students.

The annual student campus climate and satisfaction surveys show that students have extremely positive perceptions about CSM's learning support facilities [II.C-42]. Attendance data show centers are well attended [II.C-43, II.C-44].

Plan for Improvement

By fall 2013, College of San Mateo will conduct a comprehensive inventory of all learning support centers' strategies to support students enrolled in online and hybrid courses. By spring 2014, the College will develop and begin piloting a plan to implement additional learning center interventions to support online students that are appropriate to the individual centers. The College will fully implement new strategies by fall 2014.

Standard II.C.1.a

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The College's Library maintains an adequate collection of materials and equipment through relationships and processes that facilitate collaboration and input across the academy.

As noted in section II.C.1, the Library's 83,000 item physical collection includes 63,360 circulating items, 6,153 reference resources, 108 print periodical titles (10,685 items), and 1,062 college reserves. A variety of seating options is available among the Library's 200 study seats. The Library provides eight laptop computers that students can use in the Library. Online eBooks and databases provide access to thousands of additional periodicals, eBooks, audiobooks, and online video resources [II.C-45, II.C-46].

Library equipment also includes 44 computer workstations, three self-service printers, laptop computers, and listening earphones, scanner, microfilm machine, CCTV, TV/VCR, and a self-checkout terminal. The Library classroom contains 27 workstations and an overhead projector. All Library computers provide open access to the internet. Production software installed on Library computers includes Microsoft Office and Adobe Creative Suites software, which facilitate creation and dissemination of new knowledge in multiple formats.

Workstations with assistive technologies enhance support for students with visual and physical disabilities. The Library's Wi-Fi network enables students to connect to the internet and print from their personal laptops. Additionally the Library provides access to photocopiers, listening earphones, scanner, microforms reader, CCTV, TV/VCR/and a self-checkout station.

The Library currently has two full-time librarians. One is currently released 20 percent to chair the College's curriculum committee. Librarian staff is augmented by 1.34 FTE adjunct librarians. In the last few semesters additional hours have been supported by funding from the District's parcel tax, Measure G.

Librarians consult peer-reviewed collection development resources for selection of print and online resources. Pathways for input from faculty include a librarian review of new and revised courses as part of Committee on Instruction's course approval process, librarian consultations with classroom faculty, an online suggestion form, and library events that provide faculty with opportunities to review collections in their subject areas and make recommendations for weeding and updating the collection [II.C-45].

The Library maintains a college reserves system that enables students to access resources that instructors have made available to support and enhance student success in their classes.

The Library's webpage is the primary gateway for all library resources. The Library provides resources and services that enable students enrolled in distance education courses to have comparable access to services and resources. Students can access articles, research guides, reference sources, and eBooks books from any computer with internet access. The Library continues to investigate options for improving access to reserve materials for distance education students [II.C-47].

As a member of the Peninsula Library System and Pacific Library Partnership, patrons have access to the collections of libraries throughout San Mateo county and can have resources delivered for pick up at the College via a shared integrated library catalog.

Comprehensive evidence related to the Library can be found at [II.C-48].

Learning Center

The Learning Center maintains an adequate set of materials and equipment to support a variety of programs across campus.

The 9,000-square-foot Learning Center facility currently encompasses three group study rooms, a test proctor room, two audio/recording rooms (additional recording booths in the Communication Studies Center), four SMART classrooms, and a large multipurpose room for classroom meetings. The Center holds a total of 56 computers—MACs (28) and PCs (28), two self-service printing stations, eight laptops (Financial Aid specific), two cameras and one recorder (tutor specific), and eighteen headphones.

The 56 computer workstations provide open access to the Internet. Desktop applications and software installed on Learning Center computer stations are Microsoft Office, Adobe Suites, Computer Information Science, Digital Media, and Assistive Technology. Learning Center users are able to utilize the Wi-Fi network to connect to the internet and print from their personal laptops. The Learning Center Director contracted Pinnacle Vend Systems, a paid printing service, which offers CSM students more flexibility when printing classroom materials, at an affordable cost.

The Learning Center proctoring room houses five computer workstations to accommodate students with physical and visual disabilities. Another accommodation includes two ADA adjustable-height tables to accommodate students who use wheelchairs.

As CSM students, Learning Center users have access to the textbook reserve program. Students are able to check out classroom textbooks for a two-hour loan period, with the option to renew. The Learning Center currently houses 163 textbooks in over 15 disciplines. The collection of textbooks in the Center is primarily garnered through request for grantee copies from publishers who are providing books for the current semester. In addition, faculty members from various departments donate and choose to house their textbooks in the Learning Center to provide students access to classroom resources [II.C-49].

The LC Director has set up an online support system to accommodate the unique learning needs of CSM students. The Resources Across the Curriculum (RAC) portal was developed to help students learn faster, study more efficiently, and retain more knowledge in the following subject areas: American government, biology, chemistry, economics, English, history, math, preparation for physics, and psychology. The LC Director

anticipates that students who participate in RAC will have higher success rates than students who do not. Moreover, students will demonstrate increased levels of self-efficacy after their participation in RAC. Faculty members from the social sciences and science disciplines have been instrumental in recruiting their students to utilize Connect software. This online portal was piloted in spring 2013 and scheduled timeframe of assessment is fall 2013 [II.C-50].

The Learning Center Director developed a website to serve as an information portal for students, faculty, staff, and administrators. Additionally, the Learning Center staff communicates with students and faculty via email, text messages, and other online media technologies. Beginning fall 2013, the Learning Center Director plans to use other social media platforms such as Google Hangout, Facebook Fan Page, Pinterest Board, and Twitter to create communication channels outside of the confinements of the online or face-to-face classroom settings.

The Learning Center plans to provide more resources for students enrolled in distance education courses by fall 2013 through spring 2014. Currently, students are able to schedule tutoring appointments and reserve group study rooms through eSARS Online Appointment Scheduling. The Learning Center also offers distance education proctoring for students attending private and public universities, such as Harvard, Brigham Young University, and the University of Hawaii. One of the first services to be implemented in spring 2014 will be online "live" tutoring and videotaped lectures of various academic disciplines as well as prerecorded student success workshops.

Discipline-Specific Centers

The discipline-specific centers maintain a wide variety of materials and equipment and rely on discipline-specific faculty coordinators, as well as the results of student surveys, SLO assessments, and discussions within specific academic departments to determine what material is requested and how it is maintained. Equipment requests take place via the program review process. Instructional Technology Services (ITS) maintains the equipment and software for the centers [II.C-13, II.C-44].

Through regular program review, student surveys, and faculty input, each discipline-specific learning support center ensures that educational equipment and materials support the needs of students taking classes in the given discipline. For example, the Writing and English 800 Centers have 26 PC and 52 IMac computers for students who wish to work on essays or research. The centers also offer free printing for students enrolled in English courses. The Writing Center also includes a quiet room with an additional 24 computers and free printing as well as a computer-assisted classroom with 26 computers for use during class sessions. Instructors in the English department may request to have their classes scheduled in the computer-assisted classroom so that students can work on research and composing during some part of class time. These services are particularly beneficial to low-income students, who may not have computer or printer access at home. The quiet room is also beneficial to students who need a reduced distraction environment for reading and writing. Both the English 800 and Writing Centers have textbooks and course readers used in English as well as dictionaries and grammar handbooks for student use.

Assessment

College of San Mateo meets Standard II.C.1.a. The College provides access to materials that are in-depth and easily accessible to students in both the Library and learning support centers. Students can access articles,

research guides, reference sources, and eBooks from any computer with internet access. Librarians work with discipline faculty through the course approval process and other venues to ensure that the Library's collections and services meet students' needs. Faculty from relevant disciplines work together to ensure that the Learning Center and discipline-specific learning support centers meet student needs. The Learning Support Centers Coordination Committee coordinates hours of operation, computer and technology resources, staffing, and scheduling of services to create a comprehensive learning support network for all students. Student feedback is regularly gathered and addressed in program reviews, discipline department meetings, and via the Library Advisory Committee [II.C-4]

The *Student Campus Climate and Satisfaction Survey, 2012*, reported high satisfaction with Library resources, collections and operating hours. The summary report shows that 93 percent of students believe that the Library's resources "reflect the needs of students"; 87 percent of students reported that the Library maintains sufficient hours for student access; and 92 percent of students reported that the Library has adequate collections of books, periodicals, and online resources [II.C-42].

Data from the Learning Center student learning outcomes assessment reported great satisfaction with Learning Center staff, services, and resources. Eighty-five percent of Learning Center users were familiar with the programs and services offered by the Learning Center, and 93 percent were able to access the programs and/or services daily. Results from the 2012 CSM Learning Center User Survey stated over 95 percent of Learning Center users felt the LC staff was very helpful. Ninety-eight percent reported that the procedures and policies for using the Learning Center resources were clear and easy to follow, and over 85 percent stated that the equipment always, or most of the time, worked properly [II.C-51].

The *Student Campus Climate and Satisfaction Survey, 2012*, also shows that students have extremely positive perceptions about CSM's learning support facilities, including the adequacy of lab and computer equipment, with 93.4 percent indicating that lab equipment is "sufficiently up to date" and 94.6 percent indicating satisfaction with computer equipment [II.C-42].

Plan for Improvement

None.

Standard II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Information competency instruction is well integrated into the College through programs in the Library. The College requires all students to satisfy an information competency requirement before graduation. The outcomes of the College's information competency instruction mirror the outcomes defined by the American Association of Community Colleges (AACC) and the Association of College and Research Libraries (ACRL).

Information competency includes the following abilities:

- Determine the extent of information needed
- Access the needed information effectively and efficiently

- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Multiple avenues for receiving information competency instruction are in place. Students can take credit courses in library studies and approved courses in other disciplines. Credit courses that teach information competency skills are available on campus and through distance education. The Library also maintains an online information competency guide with self-paced video tutorials.

Students can satisfy the information competency graduation requirement by successfully completing a course that meets criteria developed by Committee on Instruction, the College's curriculum committee; by passing an information competency proficiency exam; or by demonstrating that they have satisfied the requirement through equivalent coursework at other institutions [II.C-52].

The College's information competency website provides a full description of the information competency requirement and related instructional resources. The Library's Information Competency Research Guide provides information, links to resources, forms, and online tutorials to support students who are not enrolled in a credit course and to help students prepare for the information competency exam [II.C-52].

Library courses that satisfy the information competency requirement include LIBR 100: Introduction to Library Research and LIBR 105: Advanced Online Research. Both courses are eligible for transfer credit to the University of California and California State University systems. Both courses are offered on campus and through distance learning. Equivalent courses taken at another institution provide an additional option to satisfy the requirement.

Other discipline-based courses that meet the College's criteria for integrated or infused information competency can also satisfy the requirement. Currently BUSW 530: Introduction to Internet Competency, CIS 110: Introduction to Computer and Information Science, DGME 100: Media in Society, and DGME 102: Media Law and Ethics meet the criteria. All four of these courses are offered both on campus and through distance learning, providing comparable access for students who do not travel to campus. Effective fall 2013, MATH 145: Liberal Arts Mathematics and NURS 242: Leadership/Management in Nursing will also satisfy the information competency requirement. The Library is currently working with faculty in other disciplines to incorporate information competency criteria into additional courses. More information about criteria for integrated courses can be found in the faculty section of the Information Competency LibGuide [II.C-53]. Further information and reports about the College's Information Competency Graduation requirement can be found in the "Information Competency" page of the Library's website and in the Information Competency LibGuide [II.C-52, II.C-53]. At the request of classroom faculty, librarians present instructional orientations to classes in multiple disciplines to foster student success in completing research and other course assignments. Librarians also provide information competency instruction during one-on-one reference transactions on-campus or through remote communication tools.

The current integration of information competency into the College grew out of a prior gap. In spring 2008, the College conducted an assessment of its students' information competency skills. Faculty in a variety of disciplines and academic levels agreed to administer to students an exam based on the work of the Bay Area Community Colleges Assessment Project. Faculty participating in the project were also asked to rate the level of competency needed to succeed in their classes and to rate their students' information competency abilities. Student performance on the 2008 exam indicated that most CSM students did not possess college-level information competency skills. Almost 90 percent of students overestimated their research skills ability. While students generally rated themselves as having an ability rate of 74 percent (equivalent grade of C), their actual scores demonstrated an ability rate of 48 percent (equivalent grade of F).

In the 2008 study, 51 percent of faculty rated their students as having below average or poor research skills at the beginning of a semester and that 80 percent of faculty felt that their students needed average to excellent research skills to succeed in their classes.

Based on Information Literacy Competency Standards for Higher Education as defined by the Association of College and Research Libraries (ACRL) and The American Association of Community Colleges (AACC), 78 percent of students surveyed in 2008 failed to meet Standard One: "determine the nature and extent of the information needed." Forty-eight percent failed to meet Standard Five, which is related to ethics; and 43 percent did not meet Standard Two, which addresses the ability to access needed information effectively and efficiently [II.C-54, II.C-55, II.C-56]. As a result of the 2008 assessment study and Library PIV findings, the College instituted an information competency graduation requirement beginning fall 2010.

Assessment

College of San Mateo meets Standard II.C.1.b. Instruction in information competency through library studies courses and courses in other disciplines, and through self-paced video tutorials provided by the Library, allows student to develop information competency. Access to courses and tutorials is available to both on-campus and online students. The information competency degree requirement ensures that students who earn an associate degree have demonstrated broadly accepted abilities in information competency. Among the additional positive impacts of the information competency requirement is an increase in the overall successful course completion rate for Library Science courses. The completion rate increased from 36 percent in 2008-09 to 69.9 percent in 2011-12; the retention rate rose from 36 percent to 90.3 percent during the same period [II.C-46, II.C-57].

Plan for Improvement

None.

Standard II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

College of San Mateo offers access to the Library and other learning support services on campus and through internet-based services and resources. To support day and evening students, the Library is open 55 hours per week, Monday through Saturday, when classes are in session.

The Library provides resources to support all of the College's transfer, career and technical education, and basic skills programs. The collection includes over 70,000 monographs, 200 print periodicals, and thousands of online periodicals. The Library also maintains a College Reserves collection of faculty-supplied resources to enhance and support classroom instruction.

The Library website provides a gateway to access its collection and instructional resources 24 hours a day. In addition to in-person and telephone services, students can access Library personnel via email, online chat, Facebook, and Twitter. Students can also send text messages to a librarian 80 hours per week through a network of cooperating libraries [II.C-45].

Library resources are available in multiple formats including print, downloadable eBooks, and streaming audio and video. Remote access to the Library's subscription-based resources is accomplished using library barcode/PIN authentication via an EZProxy server.

Because the Library is a member of the Peninsula Library System, students have access to the collections of libraries throughout San Mateo County via a shared integrated library catalog and delivery services. The Library also offers interlibrary loan services to enable students and faculty to borrow resources located in other institutions.

The Library provides 200 study seats plus 44 computer workstations. Accessible computer workstations and assistive technologies enhance support for students with visual and physical disabilities. The Library's Wi-Fi network enables students to connect to the internet and print from their personal laptops. Library elevators provide access to library materials on the mezzanine for students with disabilities and students who use wheelchairs.

The CSM Learning Center is still expanding its services and is currently open Monday through Thursday 8:00 a.m. to 8:30 p.m. and Friday 8:00 a.m. to 2:30 p.m. There are no weekend services available at this time. The LC Director plans to offer operational hours on Saturday starting spring 2014.

The Learning Center provides student-centered resources that integrate instruction and support services to facilitate student academic achievement and support the College's Mission and Institutional Priorities. Through programs and services offered, the Learning Center supports basic skills programs, career and technical education, and transfer degrees and curriculum.

The Learning Center works with other instructional and support services on campus to offer additional resources. Representatives from Financial Aid, Counseling, and ESL are staffed weekly in the Center to increase

accessibility, allowing the LC to offer financial aid outreach, counseling workshops for DegreeWorks, and a conversation component of ESL instruction.

Students are able to check out classroom textbooks from over fifteen disciplines for a two-hour loan period, with the option to renew. Additionally, the Learning Center offers proctoring services for make-up exams and distance education students.

The Learning Center Director created a marketing plan with staff members and developed a website to serve as an information portal for students, faculty, staff, and administrators. LC staff have collaborated with other academic and student services departments on campus to market/publicize tutorial services and student success workshops as well as programs offered by the Learning Center. This collaboration has allowed the Learning Center to engage more faculty in the integration of the Learning Center services, including orientations as part of courses and information on course syllabus.

Learning Center users are able to access learning resources through its website. In collaboration with CSM Community Relations and Marketing, the Director created and customized an LC “brand,” so that CSM students could easily identify Learning Center resources.

The Learning Center proctoring room houses five computer workstations to accommodate students with physical and visual disabilities. Assistive technology applications are downloaded on computer workstations to enhance support for students with visual and physical impairments. The center houses two ADA adjustable-height tables to accommodate wheelchair-bound students. Front doors have ADA door openers, counter height log-in screens give full access to wheelchair-bound students, and adjustable height tables in tutoring and computing areas are accessible to ensure that CSM students with disabilities have full access to Learning Center resources. Additionally, all recording booths in the Communication Studies Center are accessible.

All discipline-specific learning support centers also meet accessibility standards. Hours for each center vary: faculty coordinators and instructional aides make decisions about hours based on frequency of student use and available funds.

Center	Hours of Operation	
Accounting Skills Center	Monday, Friday	9 am - 12 pm
	Tuesday, Wednesday, Thursday	9 am - 11 am; 4:30 pm - 6:30 pm
Anatomy and Physiology Center	Friday	9 am - 1 pm
Assistive Technology Center	Monday-Thursday	8 am - 4 pm
	Friday	8 am - 12 pm
Business Computer Center	Monday	8:30 am – 4:45 pm
	Tuesday – Thursday	8:30 am – 9:30 pm
	Friday	8:30 am – 2:00 pm
CIS Computer Center	Monday-Thursday	8:30 am - 8 pm
	Friday	8:30 am - 2 pm
Communication Studies Resource Center	Monday-Thursday	8:00 am – 8:30 pm
	Friday	8:00 am – 2:30 pm

CSM Learning Center	Monday-Thursday Friday	8:00 am – 8:30 pm 8:00 am – 2:30 pm
Digital Media Center	hours to be announced	
Integrated Science Center	Monday-Thursday Wednesday Friday	9:00 am – 4:00 pm 4:30 pm – 5:30 pm 9:00 am – 1:00 pm
Math Resource Center	Monday-Thursday Friday Saturday	8:00 am – 7:00 pm 8:00 am – 1:00 pm 11:00 am – 3:00 pm
Modern Language Center	Monday-Friday	9:00 am – 2:00 pm
Nursing Skills Center	Monday Wednesday Friday	7:30 am – 10:30 am 2:30 pm – 6:00 pm 7:00 am – 3:00 pm
Reading and ESL Center	Monday-Thursday Friday Saturday	9:30 am – 6:30 pm 9:30 am – 3:00 pm 9:00 am – 1:00 pm
Writing Center and English 800 Center	Monday-Thursday Friday	8:00 am – 8:30 pm 8:00 am – 2:00 pm

Table II.C - 1 Learning Support Center and Learning Center Hours of Operation

While all discipline-specific learning centers offer computers for student use, many also have special software available to help students in their courses in the relevant discipline. For example, the Communication Studies Center has QuickTime software for digital recording of student speeches and other presentations.

Other examples of educational equipment in discipline-specific learning centers include the following:

The Anatomy and Physiology Center consists of two spaces. One lab room is equipped with six tables seating a total of approximately 35 students, anatomy and physiology textbooks, anatomy models, specific course textbooks and supplements, several internet-connected student computers, and a faculty desk. A smaller adjoining room holds two cadavers, specimens, and dissecting tools. These resources are available to all students enrolled in anatomy and physiology courses at CSM, including those enrolled in online sections of these courses.

The Business Computer Center has 83 computers, all of which have Microsoft Office 2010, Windows 7, Project Management 2010. In addition, software used in some of the accounting courses is installed on the computers, including QuickBooks 2011, Lacerte tax software, and GLEIM. All students enrolled in business courses at the College, including students in distance education courses, may use the center to complete their assignments.

The CIS Computer Center has special software for CIS, architecture, drafting, and engineering courses. In addition, there are 29 Lego Mindstorms robots used by CIS 254: Intro to Object-Oriented Program Design.

The Integrated Science Center (ISC) consists of two spaces: one large room with 9 tables seating a total of about 45 students, science textbooks, anatomy and geology models, specific course textbooks and supplements, and a smaller adjoining room with 20 computers for student research, TBA (to-be-arranged hours) assignments, and printing of course materials. In the larger room students have access to a kitchenette. The ISC resources are targeted to students enrolled in any science course at CSM. This includes astronomy, biology, chemistry, geology, health science, nursing, oceanography, paleontology, and physics. The ISC also supports other Math and Science Division course offerings (architecture, dental assisting, engineering, mathematics). Non-science students are welcome to the ISC, and the log-in choice of classes is not limited to science.

The Math Resource Center (MRC) has books, calculators, computers, and printing and copying services available to students; desk assistants help students access these materials and services. The MRC also has special software available to students enrolled in math courses, including statistical software, Fathom Geometry, Geometer's Sketchpad, and Geogebra, as well as the homework platforms MyMathLab, Webassign, Webwork, MathXL, and ALEKS.

The Nursing Skills Center has High-Fidelity simulation systems and related simulations software to support High-Fidelity Manikins, the patient-simulation mannequins that allow students to learn nursing skills in a realistic, information-rich environment.

Assessment

College of San Mateo meets Standard II.C.1.c. The Library provides resources and services that enable students enrolled in on-campus and distance education courses to have comparable access to services and resources. Students can access articles, research guides, reference sources, and eBooks from any computer with internet access. The Library's World Cat global catalog interfact, <http://csm.worldcat.org>, expands and enhances

students' abilities to locate resources located in libraries throughout the world [II.C-58]. The Library has also developed research guides related to finding and using eBooks and online videos.

The Library provides interlibrary loan service (ILL) for users to obtain resources not available through PLS [II.C-59]. Students, faculty, or staff may request an item through interlibrary loan at the reference desk or through an online form available on the Library's website.

The distance education webpage enables students in online classes to learn how to access Library resources remotely [II.C-47]. The Library continues to investigate options for providing access to reserve materials for distance education students. Data from the *Student Campus Climate & Satisfaction Survey, 2012*, indicate that 87 percent of students agree with the statement: "The Library maintains sufficient operating hours for student access." In addition, students feel they have "ample places to meet and study" and have positive perceptions about CSM's new campus facilities [II.C-42].

Online resources are available in multiple formats to better support diverse student abilities and learning styles. The Library has developed collections to better support students with limited English language skills by building an ESL collection and a collection of college-level books in Spanish.

The Library consults with colleagues in instructional technology, purchasing, and DSPS to inform selection of furniture and technology-based equipment. Librarians use reports generated by its integrated library system and professional collection assessment tools to access currency, depth, and relevancy of library collections.

The CSM Learning Center provides resources and services for students enrolled in on-campus courses. Currently, resources for students enrolled in distance education courses are limited. The Learning Center Director plans to provide additional resources for students enrolled in distance education courses during the 2013-14 academic year.

Results from the two Learning Center User surveys demonstrate that students enrolled in on-campus courses are highly satisfied with the resources offered by the Center.

Summary data from the PRIE Learning Center User Survey show that over 80 percent of students feel learning resources were always made available and over 80 percent feel that they were able to get help from LC staff when needed [II.C-60].

Two student responses from the 2012 CSM Learning Center User Survey indicate that they value access to LC resources [II.C-51].

The learning center has helped my education. I have a notebook computer but no printer. There were many occasions I would run into the LC with a flash drive to print homework right before class. A definite lifesaver which has helped me to obtain my 3.9 grade point average! The staff is awesome and so helpful. Thank you so much!

People from the Learning Center are wonderful people and they are most generous in helping a student for whatever they need; everything from tutoring, homework, computer, printing, and accessibility for disabled people.

Discipline-specific learning support centers show similar rates of student satisfaction. For example, all program reviews of centers in the Language Arts Division show that students are aware of and make use of computer technology, video recording equipment, texts, CD and DVD recordings, and other materials available, and

indicate high levels of student satisfaction. The Assistive Technology Center reports high levels of student satisfaction with computer access and alternate media available.

In user surveys 95.1 percent of students felt that the resources and equipment in the Reading and ESL Center were “always or mostly” available while 100 percent of students using the Assistive Technology Center reported that the resources in the lab work properly [II.C-61, II.C-62].

The Accounting Skills Center, Business Computer Center, CIS Computer Center, Integrated Science Center, and Math Resource Center all maintain sufficient numbers of computers and printers to support student needs. These computers provide student access to the programs necessary for the courses/disciplines supported by these centers, as well as the standard office software and internet access for research and access to online homework systems and course web pages. Many of these centers maintain a collection of reference texts. The Integrated Science Center and Math Resource Center have 3-D models for student use. The Anatomy and Physiology Center provides models and cadavers to support student study.

Many learning support centers requested and have been granted materials and equipment through the 2009 comprehensive program review for the centers and through program reviews for their respective disciplines. Beginning in the 2012-13 academic year, the Learning Center and each learning support center carry out program review on an annual basis [II.C-13]. Resources are requested through program review based on the center usage, the assessment of student learning outcomes, and other factors.

Plan for Improvement

None.

Standard II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The Library and all learning support centers are protected by Public Safety, a District-managed service. Telephone numbers of Public Safety staff are easily accessible via the college website, and highly visible signs are posted in all of the College’s learning support centers [II.C-63].

In addition, the Library uses multiple systems to main security of its resources. Theft deterrent systems are in place for library materials and equipment. Security tags are embedded in library materials; an alarm system at the door alerts staff to the items that have not been discharged to leave the building. Library equipment is secured by locking mechanisms that are anchored to tabletops. Portable laptop computers are stored in a locking storage/charging cabinet. The College’s instructional support services team maintains the Library’s computers. Service contracts are in place for photocopiers. Library doors are secured by the College’s ACAM system and by an audio alert system provided by California Security Company.

Building security in the Learning Center is maintained with electronic key access (fob). The electronic keys are assigned to specific employees working in the LC. To provide an additional level of security, the center is equipped with a digital addressable fire alarm system, access control and alarm monitoring, intrusion detection system with hard-wired control devices and communication links, alarmed stairwell, fire

suppression, and three surveillance cameras. All computer and information system security is maintained by the District's Information Technology Services (ITS).

All learning support centers are staffed with instructional aides and/or faculty and student assistants or student tutors who monitor facility use while on duty. Most centers have alarmed doors or keypad door access. The buildings have security cameras. Adequate security is provided for centers which house models and computers. All centers either have a phone within the facility or an emergency phone in the hall outside the facility.

Assessment

College of San Mateo meets Standard II.C.1.d. The College uses effective measures to safeguard materials and equipment in all centers and provides a safe campus atmosphere.

The Learning Center and all discipline-specific centers are maintained through staff oversight and a variety of electronic safeguards, including locking systems, sensors, and passwords.

The *Student Campus Climate and Satisfaction Survey, 2012*, shows that the perception of CSM as a "safe" campus continues to be one of the College's strengths, with 98.4 percent of students using "safe" as a word to describe CSM [II.C-42]. Since the College began conducting the annual campus climate and satisfaction surveys in 2010, students consistently (more than 90 percent) have reported a perception of the College as a safe campus.

Plan for Improvement

None.

Standard II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The Library participates in multiple consortia-based purchasing relationships to deliver resources and services. Consortia partners include Online Computer Library Center (OCLC), the California Community College League (CCL), the Peninsula Library System (PLS), the Pacific Library Partnership (PLP), and Califa. Links to information about these organizations are located in the assessment section for this Standard.

The Library contracts with the Online Computer Library Center (OCLC) to enable access to bibliographic information that allows its staff to discover and use metadata to describe materials in the collection and enables its holdings, and the holdings of other institutions, to be visible to CSM students.

Most college-level library online databases are purchased through the Community College Consortium, which was begun by the California Community College League and the California Council of Chief Librarians.

The Library is part of The Peninsula Library System (PLS) joint powers agreement that provides services and benefits related to the management of the Library's shared integrated library system and technical support that enables remote access to the Library's subscription-based online resources. Other benefits include access to a collection of shared online databases and eBooks. PLS works with PLP and Califa to secure discounts on databases and eBooks.

The Chief Technology Officer of the San Mateo Community College District is a member of the Peninsula Library System Administrative Council. Librarians and classified staff participate on several Peninsula Library System committees and participate in decision making and evaluation of products and services.

Pricing discount on databases offered by the Community College Consortium reflect economies of scale enabled by the participation of several community college libraries and the reduction of time that vendors and libraries would otherwise spend negotiating individual contracts. The Council of Chief Librarians' Electronic Access Resource Committee provides assessments and reviews of products that are offered through the consortia. The Director of the Library Consortia helps to troubleshoot issues related to vendor performance.

Information about consortia the Library participates in can be found at the following sites:

- California Community College Consortium(CCL): <http://www.cclibraries.org/FAQ.html>
- Pacific Library Consortium(PLP): <http://www.plpinfo.org/about/>
- Califa: <http://califa.org/about.php>
- Peninsula Library System (PLS): <http://plsinfo.org/About-PLS>
- Online Library Computer Center (OCLC): <http://www.oclc.org/about/default.htm>

The CSM Learning Center has contractual agreements with external organizations and vendors to deliver resources and services. The Learning Center Director has contracted with Pinnacle Vend Systems, a paid printing service, which offers CSM students more flexibility when printing classroom materials, at an affordable cost.

The Center's tutoring and mentoring (S.M.A.R.T) programs have received level one certification through the College Reading & Learning Association and International Mentor Training Program [II.C-64, II.C-65]. Certification offers numerous benefits to student tutors and mentors because it sets standards and training for the minimum skills needed to be successful. Additionally, certification communicates the program's validity and credibility among colleagues, as well as other key institutional stakeholders. The LC Director's goal is to eventually have both programs certified at level two and possibly three to ensure the programs' credibility as well as increase CSM student and faculty confidence in CSM's tutoring and mentoring program. There is also a need to involve upper level tutors/mentors in developing and/or conducting segments of lower level tutor/mentor training.

Assessment

College of San Mateo meets Standard II.C.1.e. The Library provides open-access desktop and laptop computers for student use during all library hours. Students generally log in to library stations using their library barcode and PIN. Students may also use "Visitor" stations without a library card for short time periods.

The Library uses SAM software to determine usage counts of open access computers and usage statistics for online databases and equipment. Analysis of usage data ensures continuous improvement and relevance of resources and equipment.

Data show that use of online resources is constant and that the use of individual resources varies semester to semester. Somewhat surprisingly, despite the increased prevalence of portable computing devices, the use of open access computers has steadily increased. Between fall 2009 and fall 2011, student computer use sessions in the Library increased by over 4,699 sessions.

The CSM Learning Center uses SARS-TRAK, a student self-serve check-in and check-out system for measuring students' use of the Center services, such as, tutoring, workshops, and other services offered. Two computer stations housed at the front counter prompt students to record their arrivals, reasons for their visits, and departures.

Plan for Improvement

None.

Standard II.C.2

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Library evaluates adequacy of library services using a variety of quantitative and qualitative data including in-house surveys and assessments. Through program review, the Library uses this information to develop plans to sustain and improve student success [II.C-66].

The Library Advisory Committee contributes to the development of the Library's mission, goals, and student learning outcomes [II.C-4]. The committee is made up of faculty representatives from most of the College's instructional divisions. Other members include a representative from the Peninsula Library System and the College's classified support staff.

The Office of Planning, Research, and Institutional Effectiveness (PRIE) conducts regular assessments of library services in student and faculty satisfaction surveys [II.C-67].

The Library also maintains contact with faculty via Committee on Instruction (COI). A library resource evaluation is required with each curriculum submission. A librarian serves as a member of COI to assist faculty in finding and using available resources [II.C-68].

Additionally, librarians participate in Academic Senate Governing Council, the Distance Education and Educational Technology Committee (a merger of the prior Distance Education Committee and Technology Committee) and attend division or department meetings upon request. Librarians also work with individual faculty to schedule and teach library orientation sessions for classes in any discipline.

The CSM Learning Center measures the efficiency of its services using a variety of quantitative and qualitative data including in-house surveys, focus groups, and pre/post assessments [II.C-51].

Since opening in fall 2011, the Learning Center has seen a steady increase in the number of students utilizing Learning Center resources. The Learning Center Director will, therefore, need to focus heavily on assessing existing programs and services to ensure their sustainability. In order to do this, an inquiry group, comprised of Learning Center staff, students, and original members of the Learning Center Consultation Group including faculty, will begin to convene in fall 2013 to develop a Sustainability and Scalability Plan for programs offered. This plan will include analysis of deliverable outcomes, an evaluation schedule, and a summary of near-term grant opportunities. The first program to be reviewed will be Pathway to College. The Learning Center Director anticipates this summer program will be institutionalized and will eventually be made available to all 750 to 900, first-time college students who attend CSM.

The initial program review for the Learning Center was submitted in spring 2013. Through program review, the Learning Center uses this information to develop plans to sustain and improve student success.

Discipline-specific learning centers are evaluated through an annual student satisfaction surveys and through annual program reviews as well as through the instructional program reviews of departments in related disciplines [II.C-13]. The student satisfaction survey asks specific questions regarding the services students receive, the helpfulness of centers' staff, and the clarity of procedures. The survey also asks students to rate how important the centers are to their success in their courses. Some centers conduct intra-program review surveys. In program review, centers specify student learning outcomes, report on assessments of these SLOs, and use these evaluations as the basis for plans for improvement.

Assessment

College of San Mateo meets Standard II.C.2. Librarians regularly review the College Catalog to become familiar with the current courses, programs and services offered by the institution. A Library review and sign-off on new and revised course proposals ensure that library collections are developed in response to identified student learning needs. Library usage data informs the selection and retention of print and online resources.

Librarians present orientations to faculty at department and division meetings. Feedback from these sessions and a spring weeding event help direct acquisitions decisions and inform the Library about the adequacy of current resources in meeting the needs of current and future instructional programs. The Library shares access to trial databases with faculty and solicits their input as to whether particular resources could contribute to student learning. Faculty can recommend the acquisition of resources at any time including via an online purchase suggestion form.

Faculty and student representatives from external disciplines and departments on the Library Advisory Committee help inform the Library about resources and services that are needed by students in their departments and divisions and help the Library determine appropriate priorities and strategies to meet current and future needs. Library staff participate on academic and institutional planning committees, contributing to awareness of current and emerging trends related to instruction and services.

The annual student campus climate and satisfaction surveys show improvement in learning support services [II.C-42]. In 2012, 95.1 percent of responding students agreed with the statement "there are ample places on

campus for me to meet and study with other students,” an increase over the 2010 value of 83.7 percent. In 2012, 83.5 percent of students agreed with the statement “If I have a problem with my classes, I know where I can get help on campus,” as compared with 78.4 percent in 2010.

The many different means through which discipline-specific centers are evaluated ensures that they meet student needs. These evaluations consistently show high rates of student satisfaction with the centers and show how the centers are improving as a result of assessment [II.C-13].

As noted in II.C.1, the Learning Center is a new and developing learning support service. The Director has established student learning outcomes and an evaluation plan for Center services and programs [II.C-51]. The Learning Center measures the effectiveness of services by using a variety of research methods, to include surveys, pre/post assessments, and focus groups. A student satisfaction survey was conducted in spring 2012, and tutor evaluations and self-evaluations were conducted in fall 2012. The SARS TRAK database is used to track and generate reports on students’ attendance and service usage.

Of the 23 students who completed the summer bridge program (now called Pathway to College), 21 enrolled during fall 2012 semester and 19 persisted into the spring 2013 semester. Moreover, the overall success rate for course completion for summer bridge students was 73.7 percent as compared to their non-summer bridge counterparts, which was 60.3 percent. These data were quite positive and suggest that CSM’s summer bridge program has been helpful in assisting first-year college students in making successful transitions and increasing their academic success [II.C-51].

When evaluating the Learning Center’s tutorial services, the hours of tutoring in fall 2012 totaled 557, 338 and 318 students were registered in LCTR 698, receiving tutoring assistance. These data reflect each student coming for an initial visit for tutoring and the discipline being tutored at that time. The overall success rate for students receiving tutorial support was 72.8 percent as compared to their non-tutorial supported counterparts, which was 61.8 percent. Although differences in individual course success rates for students receiving tutorial services were very small, the overall comparison data highlights the extent to which tutorial services are having a positive impact on CSM students’ academic success [II.C-51].

In addition, the College has formed the Learning Support Center Coordination Committee to assist in the strategic planning and development of the Center’s services [II.C-44]. This group, made up of the Learning Center Director, the Academic Senate President, and faculty members from across the College, has been meeting monthly since the beginning of the spring 2012 semester. 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. Regular meetings allow faculty to participate in aligning resources and services to ensure that the Learning Center and other centers do not duplicate existing programs. In addition, the committee reviews and discusses completed program reviews from the Learning Center and learning support centers to identify common themes and trends [II.C-69]. Additionally, the group has created a common student learning outcome and plans to formalize and enhance a centers-wide data collection and assessment process.

Faculty and staff will look at the suggestions by the Learning Support Center Coordination Committee and plan the next cycle of program review and data collection based on its recommendations, working cooperatively with Academic Senate.

Plan for Improvement

None.

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Evidence for Standard II.C

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- II.C-5. Athletes as Readers and Leaders website.
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- II.C-8. Learning Center About Us website.
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- II.C-10. Learning Center Evaluation & Data, Learning Center User Student Survey.
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- II.C-13. Learning Support Centers Program Review website.
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- II.C-50. CSM Learning Center Resources Across the Curriculum Portal.
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