

# College of San Mateo

## Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of  
Reaffirmation of  
Accreditation

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*Standard III.A Section  
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## Standard III Resources

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.*

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### Standard III.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 of San Mateo abides by well-publicized, well-established procedures for hiring and evaluation of all employees. The College also provides ample opportunities for professional development. These procedures and policies are governed by District and College policies on participatory governance, equitable treatment of employees, diversity, and ethics; and also, for many employees, by contracts negotiated with the relevant union. Decisions about human resource planning are integrated with institutional planning and reflect the principles of participatory governance.

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#### Standard III.A.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.*

#### Descriptive Summary

To meet the “diverse educational, economic, social, and cultural needs of its students and the community,” as outlined in its Mission Statement, College of San Mateo places a priority on hiring and retaining highly qualified personnel. It does so through well-publicized, well-established, well-accepted, and systematically implemented policies and procedures for hiring and evaluation. These procedures support the stated Institutional Priorities of student success; academic excellence; relevant, high-quality programs and services; and integrated planning [III.A-1].

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#### Standard III.A.1.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 sig-*

*nificant 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.*

### **Descriptive Summary**

College of San Mateo has well-publicized hiring procedures for all employees. Selection policies and procedures are clearly described and published on the District website, both in the District Policies and Procedures 2.09 and 2.10, and at the SMCCCD Office of Human Resources website [III.A-2, III.A-3, III.A-4]. The College adheres to the standards outlined in the *Minimum Qualifications for Faculty and Administrators*, published by the California Community College's Chancellor's Office [III.A-5]. Most of the work of hiring is conducted by a carefully selected committee and is subject to oversight by relevant administrators and/or committees depending on whether hiring is for a faculty, administrator, or classified staff position. The District Office of Human Resources offers support to the College by coordinating the hiring process, publicizing job announcements, and compiling applications. The procedures below outline the screening procedures, the composition of the screening committee, the role of Human Resources, and the involvement of any other group (e.g., Academic Senate).

### **Faculty Screening Procedures**

Faculty selection policies and procedures are described in detail on the District website [III.A-6]. These policies and procedures cover guidelines for all aspects of the hiring process (creating job announcements; setting minimum qualifications; identifying relevant knowledge, skills, and experience; and developing interview and paper-screening materials). Identification of candidates is handled primarily by the screening committee, with support from human resources staff and review by other institutional bodies. The identification process includes a review of applications to select candidates to interview, initial in-person interviews with the screening committee, the determination of finalists, and final in-person interviews. Currently, the President and both Vice Presidents participate in final interviews for all instructional and student services faculty, thus promoting strong integration and cooperation between instruction and student services.

Faculty positions are identified through the integrated planning process outlined in III.A.6. Once a position has been granted, the Academic Senate Governing Council approves the faculty membership of the screening committee. Screening committee memberships reflect discipline expertise and diversity. These committees are responsible for developing the job specifications (required knowledge, skills, and abilities, etc.) and application materials (e.g., job announcements, interview questions, and other methods of screening such as teaching demonstrations). All job announcements include a description of the College and the District, the minimum qualifications and desirable attributes for candidates, and specific duties of the position. In some cases, screening committees may explore venues for announcing the job to promote a more diverse pool of applicants. Selection committees are also responsible for reviewing applications, interviewing candidates, making a shortlist of acceptable finalists, and forwarding the shortlist to the President, Vice President of Instruction, and/or the Vice President of Student Services [III.A-4, III.A-7].

District human resources staff offer coordination and support throughout the selection process. Their duties include advertising the job announcement on the human resources website and through publications such as *The Chronicle of Higher Education*, Craigslist, the jobs listings for the Northern California Higher Education



Recruitment Consortium [HERC], and CalJobs. They coordinate all of the paperwork, receive and maintain applications electronically, and make them available online to the screening committee when the application period closes. Human Resources is also responsible for reviewing and verifying transcripts and for ensuring that any candidates with degrees from institutions not on the list of accredited degree-granting U.S. institutions have verified equivalency through the use of services such as Educational Records Evaluation Service. In addition, human resources staff conduct orientations for screening committees (except for adjunct faculty and short-term temporary classified staff) to explain the District's policies on Equal Employment Opportunity, outlined in the District's Policies and Procedures 2.20 [III.A-4, III.A-8, III.A-9, III.A-10].

The President and Vice President of Instruction (for classroom faculty) or Student Services (for counseling faculty) review job announcements. When the President and Vice Presidents receive the screening committee's shortlist of acceptable candidates, they conduct a second interview with the screening committee in attendance. The President makes the final hiring recommendation for the Board of Trustees' approval.

#### **Classified Staff Selection Procedures**

Selection procedures for classified staff and administrators are documented in the District's Classified Management Selection Procedures (09/07, partially revised in 4/10), published on the District Sharepoint. President's Cabinet, following the planning process outlined in Section 2 of the Classified Management Selection Procedures and informed by needs identified through program review which identifies vacancies. A screening committee handles much of the hiring, with support from Human Resources; the hiring manager makes the final decisions [III.A-11].

The three-member screening committee, including members from different College constituencies, works with the hiring manager to develop application and screening materials (job announcement, interview questions, skills demonstration, etc.). The screening committee reviews applications, selects candidates for initial interviews, conducts the initial interviews, and recommends finalists to the hiring manager.

Human Resources is responsible for advertising the position. Current employees are given first notice of classified positions via email, which, if not filled, are publicized via the District employment opportunities page on the District website. Human Resources maintains applications electronically until the application period closes, at which point the applications are made available online to the screening committee.

The hiring manager assists the screening committee in developing the job announcement. He or she approves the job announcement before it is sent to Human Resources. Based on the post-interview recommendations of the screening committee, the hiring manager makes a final selection, frequently after conducting an interview with the finalists, with members of the screening committee invited to attend.

#### **Administrative Selection Procedures**

Administration selection procedures are governed by the same policies as those for classified staff, with some distinctions [III.A-11].

Screening committees are larger, varying according to the position, but are typically composed of representatives of all College constituencies (faculty, classified staff, students, and administrators). Co-chairs typically consist of a faculty member and a president-appointed administrator. The screening committee is responsible for developing job and application materials (e.g., job announcements, interview questions, skills

demonstrations), screening applications and selecting candidates for interview, interviewing candidates, and making a shortlist of eligible candidates to be forwarded to the appropriate administrator for final interview and selection.

Human Resources staff are responsible for maintaining applications electronically and making them available to the screening committee; verifying degrees of successful candidates; and, where appropriate, ensuring that candidates who have degrees from institutions not on the list of accredited degree-granting U.S. institutions submit verification of equivalency.

### **Review of Selection Procedures**

The District periodically reviews hiring procedures to identify gaps or areas of improvement. The most recent College review of issues relating to hiring (as well as other personnel issues) was completed in 2010 by the Human Resources Committee (HRC), and the status report was submitted to the Institutional Planning Committee in September 2011 [III.A-12, III.A-13].

### **Assessment**

College of San Mateo meets Standard III.A.1.a. Selection processes implement principles of participatory governance and reflect the Institutional Priorities to “Promote Academic Excellence,” “Promote Integrated Planning, Fiscal Stability, and Efficient Use of Resources,” and “Promote Relevant, High-Quality Programs and Services” [III.A-1]. Preparation of job announcements and interview materials and execution of interviews are primarily accomplished by committees; faculty have the main role in screening candidates for faculty positions. Human Resources staff coordinate and support screening committees, publicize the job announcements, and ensure that candidates have appropriate qualifications. The process and materials are reviewed by administrators, equal employment opportunity personnel, and others.

The process upholds the integrity of the College. As reported in *Student Campus Climate and Satisfaction Survey, 2012*, students described themselves consistently as very satisfied with the quality of teaching: 90 percent of students described CSM as “intellectually challenging,” and 89 percent agreed that it is “academically rigorous” (“Impressions of CSM,” questions 14, 15); 94 percent of respondents agreed that they “learned a great deal from [their] courses”; and 89 percent agreed that “overall, the quality of teaching is excellent” (“My CSM Experience,” question 23, 17) [III.A-14].

Hiring procedures are well-known and well-accepted. In the annual campus climate and satisfaction surveys of 2012, 88 percent of classified staff, and 82 percent of faculty and administrators, agreed that “procedures and policies for hiring staff are clearly stated” (Classified, “Career Opportunities,” question 4; Faculty/Administrators, “Career Opportunities,” question 6). Lower levels of satisfaction, however, were reported by College personnel when asked whether “my job description accurately reflects what I do in my job”: 56 percent of classified staff and 68 percent of faculty and administrators indicated agreement with the statement [III.A-15, III.A-16].

### **Plan for Improvement**

None.

**Standard III.A.1.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.*

**Descriptive Summary**

College of San Mateo has written evaluation procedures for all categories of employees. The process is governed by Board Policies and Procedures and in contracts negotiated with the collective bargaining units for the various categories of employees: San Mateo Community College Federation of Teachers (AFT Local 1493) for faculty, California School Employees Association Chapter 33 (CSEA Chapter 33) for classified staff, and American Federation of State, County, and Municipal Employees Local 829, Council 57 (AFSCME Local 829) for facilities staff. Evaluations are conducted routinely and are fully documented. The process for each category of employee is described below [III.A-17, III.A-18, III.A-19, III.A-20, III.A-21].

**Classified Staff and Managers Evaluation Procedures**

District Policies and Procedures outline policies for various categories of classified staff: confidential employees, classified professional/supervisory, and manager [III.A-22].

Evaluation of classified staff represented by CSEA Chapter 33 is covered in Article 14 of the CSEA contract [III.A-20]. Classified staff are evaluated three months and five months after hire. Subsequently, evaluations are conducted on an annual basis until two satisfactory evaluations are achieved. Thereafter, evaluations are conducted biennially. Evaluations of classified staff are conducted by the immediate supervisor on the basis of the quantity and quality of the employee's work, dependability, organization, initiative, cooperation, professionalism, adaptability, use of time, and leadership. Unsatisfactory performance may be a cause for disciplinary proceedings as described in Article 20 of the CSEA contract [III.A-20].

For managers, the process is as follows: Managers are evaluated one year after being hired; if they receive a positive evaluation, they subsequently receive an annual review from their supervisor and a comprehensive performance evaluation every third year, at which time their supervisor reviews the results of surveys administered to peers and co-workers. Negative evaluations must include specific recommendations for improvement, and employees have the right to review, respond, and/or dispute the evaluation. As per the District's Policies and Procedures 5.16 (Managers), managers have the right to appeal their evaluations to the next level of management [III.A-23].

The evaluation process is monitored at both the District and College offices, program or unit, or division. Human Resources coordinates the evaluations, prompting managers about due dates for evaluations and receiving notification that an evaluation has been completed.

**Administration Evaluation Procedures**

District Policies and Procedures (5.26) outlines policies for evaluation of academic supervisors, academic and classified administrators; the evaluation for college presidents is outlined in 2.03 [III.A-24, III.A-25].

Academic supervisors are evaluated annually by their immediate supervisor. A comprehensive evaluation, including a self-assessment and an evaluation by peers, supervisors, and selected others is conducted within a three-year period by the supervisor. Evaluatees have the right to respond in writing and to appeal their evaluations to the next level of management.

College presidents are evaluated annually by the Chancellor and the Board of Trustees, according to goals previously established and agreed between them and the president [Ref. 2].

### **Faculty Evaluation Procedures**

District Policies and Procedures 3.20 outlines the policies for evaluation of faculty [III.A-26].

Evaluation of faculty is covered in Article 15, Performance Evaluation, of the San Mateo Community College Federation of Teachers Contract and in Appendix G to the contract, Evaluation Procedures. Appendix G outlines the procedures for the evaluation of tenure-track, regular classroom, regular non-classroom, and adjunct faculty and provides samples of evaluation forms. The previous contract expired in 2009 and a new contract was approved in 2012. The language regarding evaluation, however, remains substantially unchanged [III.A-18].

Faculty evaluations follow separate procedures for tenure-track faculty, tenured faculty, and adjunct faculty.

- Adjunct faculty are evaluated during the first semester they are hired. If the initial evaluation is not satisfactory, the employee may not be rehired. Adjunct faculty members are evaluated at least once every six regular semesters, assuming that evaluations are satisfactory. An unsatisfactory evaluation triggers an evaluation the following semester, which is conducted by a different evaluator. Three unsatisfactory evaluations constitute grounds for non-retention. All evaluators are full-time faculty members in the adjunct faculty's discipline; the dean coordinates and supervises the evaluation. Evaluation materials include student surveys, a faculty portfolio, a classroom assessment by a full-time faculty member, an optional self-assessment, and a professional development plan.
- Full-time, tenured faculty are evaluated at least once every three years. Evaluations alternate between "standard" (based on student surveys, the division dean's evaluation, and a self-assessment) and "comprehensive" (a more thorough review, including a classroom observation for classroom faculty, student surveys, and a portfolio evaluation). Full-time faculty evaluation is coordinated by the division dean and by a division peer review committee under the guidance of the college-wide Peer Review Guidance Committee.
- Tenure-track, or contract faculty, are evaluated annually for four years by a tenure review committee. The evaluation process is well defined and specific regarding the composition of the tenure review committee, the criteria for evaluation (student relations, professional responsibilities, and performance in the classroom or other venue), the instruments used to evaluate the contract faculty member (student evaluation, faculty portfolio, peer observation, division dean observation, optional self-review), procedures and timelines, and due process.

The results of all faculty evaluations are formally communicated to the faculty member within a timeframe defined by the contract and are reviewed and signed by the faculty member. Tenured and contract faculty evaluation documents are forwarded from the division office to the Vice President of Instruction or the Vice

President of Student Services, as appropriate, and then to Human Resources. In the case of contract faculty, the documentation indicates whether or not the committee has recommended that the faculty member be advanced to the next contract status or tenure. Advancement to the next year of tenure review, and granting of tenure, is approved by the Board of Trustees. In the case of tenured faculty, the appropriate vice president confirms that evaluations comply with stated timelines and procedures and sends the result to Human Resources for inclusion in the faculty member's personnel file.

Faculty evaluation procedures are currently under review and renegotiation. This is due in part to the need to clarify the role of SLOs in faculty evaluation and to the need, identified in the Distance Education Plan: 2009/10 to 2012/13, to create policies and procedures for the evaluation of teaching in distance education courses [III.A-27]. A Performance Evaluation Task Force (PETF) made up of faculty and administrators has been empowered to revise and propose evaluation procedures with the District. (In earlier submissions to ACCJC, the current PETF was identified as a Trust Committee and has subsequently been called the Performance Evaluation Review Committee, or PERC.) During the 2012-13 academic year, the committee identified issues to be addressed, reviewed evaluation procedures in place in other districts, and solicited input from faculty. The committee is currently developing a draft evaluation procedure and accompanying forms to be piloted in distance education courses in 2013-14 [III.A-28, III.A-29].

#### **Assessment**

College of San Mateo meets Standard III.A.1.b. All faculty, administrators, and staff are subject to routine, explicitly defined, and carefully organized evaluations.

The evaluation process is equitably and effectively applied. A majority of employees responding to the annual campus climate and satisfaction surveys in 2012 appeared satisfied with the process, with 78.5 percent of responding faculty and administrators agreeing that "the tenure review process for faculty is systematic, timely, and fair" and 70.3 percent agreeing that "faculty are evaluated in an appropriate and reasonable manner" ("Career Opportunities," questions 7, 5) [III.A-16]. For the classified staff, 77.3 percent agreed that "staff are evaluated in an appropriate and reasonable manner" ("Career Opportunities," question 3) [III.A-15].

#### **Plan for Improvement**

None.

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#### **Standard III.A.1.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.*

#### **Descriptive Summary**

Student learning outcomes and assessment methods have been established for courses, programs, and student learning and support activities throughout the College. Instructional and counseling faculty and student services faculty and staff deliver the instruction and services that allow students to make progress toward these outcomes and then assess this progress at the course and program or service unit level. Institutional dialog about student learning outcomes begins with program review, through which faculty and staff reflect on the results of assessments, propose modifications to improve student learning, and request any

resources needed for program improvement. Dialog continues through the institutional planning cycle with the identification of common themes and trends which are used to guide the allocation of resources for program and institutional improvement.

Student learning outcomes are now addressed in faculty evaluation. As noted in the *College of San Mateo, Mid-Term Report, 2010*, the District has incorporated student learning outcomes in faculty evaluation by revising the Dean's Assessment of Teaching Responsibilities, a form that is completed as part of the official faculty evaluation process. The original language required the dean to comment on "complete, accurate, and timely submission of grades and other information." The language was amended to include:

. . .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 [III.A-30].

The revised language of the Dean's Assessment of Teaching Responsibilities has been implemented. The College will continue to update the incorporation of SLOs into faculty evaluations, based on the work of the District's Performance Evaluation Task Force (PETF) which consists of four faculty members, one college president, and the Vice Chancellor for Human Resources.

For staff, activities that lead to student progress in achieving student learning outcomes are part of overall job performance and are evaluated during the probationary, annual, or biannual performance evaluation [III.A-20].

#### **Assessment**

College of San Mateo meets Standard III.A.1.c. The College uses the District's official evaluation form relating to SLOs in faculty assessment.

#### **Plan for Improvement**

None.

#### **Standard III.A.1.d**

*The institution upholds a written code of professional ethics for all of its personnel.*

#### **Descriptive Summary**

The San Mateo County Community College District Policies and Procedures 2.21 includes ethics standards for all employees [III.A-31]. It outlines the ethical standards and responsibilities for the Board of Trustees, administrators, and classified staff, both in terms of the District's Mission and in terms of other policies (on sexual harassment, Board deliberations and governance, discrimination, etc.). The policy also outlines a procedure for dealing with violations. In addition to the District policies, faculty and students have adopted ethics codes as described below.

The Associated Students of the three colleges have created a code of ethics for the students. This code of ethics is published on the District website and addresses honesty in representation and academic work and respect for the District rules and for the open exchange of ideas [III.A-32].

Faculty adhere to the Statement on Professional Ethics of the American Association of University Professors (AAUP) [III.A-33]. This statement was recommended for adoption by the Academic Senate of the California

Community Colleges in spring 1988 and was subsequently adopted throughout the San Mateo County Community College District. This statement outlines professors' responsibilities to their students, their discipline, their calling, and their institution. College of San Mateo publicizes this statement to all faculty in Appendix R of College of San Mateo's *Faculty Handbook* [III.A-34].

#### **Assessment**

College of San Mateo meets Standard III.A.1.d. District Policies and Procedures include ethics standards for all employees. In addition, faculty adhere to the AAUP Statement on Professional Ethics. Students have a code of ethics as well.

In the annual campus climate and satisfaction surveys of 2012, respondents reported generally high levels of satisfaction in areas related to ethics. A large majority of students (96.3 percent) and a majority of staff and of faculty and administrators (80.9 percent and 81.9 percent, respectively) agreed that CSM is "[t]olerant of differing perspectives & ideas." A majority of staff and of faculty and administrators (86.4 percent and 80.2 percent, respectively) also agreed that "the right of faculty to present unpopular or controversial ideas in the classroom is valued and respected." A comparable fraction of staff (79.1 percent), though fewer faculty and administrators (61.8 percent), agreed that "CSM encourages the free and open discussion of controversial topics." Among students, 91.8 percent agreed with this statement. Nearly all students (90.4 percent) and staff (97.0 percent) as well as 80 percent of faculty and administrators agreed that they "have confidence that CSM handles complaints of sexual harassment fairly" [III.A-14, III.A-15, III.A-16].

Students appeared to be well-informed regarding academic dishonesty and its consequences. A large majority (95.4 percent) agreed that the "college and my instructors give clear information of what is considered cheating or dishonesty in class"; the same percentage agreed that "I am aware of the consequences for unethical behavior (cheating, academic dishonesty, plagiarism, etc.)."

#### **Plan for Improvement**

None.

### **Standard III.A.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.*

#### **Descriptive Summary**

Despite the strains imposed by the recent fiscal climate, College of San Mateo maintains a sufficient number of full-time faculty, administrators, and classified staff to support its Mission Statement and Institutional Priorities [III.A-1].

#### **Administration/Classified Staff**

Academic administrators, academic supervisors, and classified staff are listed below. Staffing levels are expressed as a headcount in order to clarify the number of employees with a long-term, full-time commitment

to the College and its programs. The administrative structure can be found in the College Organizational Chart [III.A-35].

Administrators / Classified Staff, Spring 2013	Headcount
Academic administrators and supervisors*	15
Classified staff full-time (100%)	
100% full-time, working 12 months	97
100% full-time, but working less than 12 months	14
Classified staff less than 50% (i.e., permanent part-time)	13
<b>TOTAL</b>	<b>141</b>

\*Includes President, two Vice Presidents (Instruction, Student Services), eight Deans (Language Arts; Math and Science; Business and Technology; Creative Arts and Social Science; Kinesiology, Athletics, and Dance; Counseling, Advising, and Matriculation; Enrollment Services; Planning, Research, and Institutional Effectiveness), and four directors (Library Services and Learning Services, Learning Center, Nursing, and Student Support Services).

### Faculty Staffing Levels

Faculty provide a broad spectrum of education and experience to ensure that the College fulfills its educational mission. The listing of full-time faculty in the College Catalog includes department affiliations [III.A-36].

Full-time faculty staffing levels are expressed as a headcount in order to demonstrate that their numbers are sufficient to perform vital institutional functions (evaluation, hiring, committee participation) as well as to provide the academic programs with core institutional continuity. Individual full-time faculty members may hold multiple positions but are counted only once in each applicable tenured/tenure-track faculty classification.

Tenured / Tenure-track Faculty, Spring 2013	Headcount
Instructional	107
Non-instructional	15
<b>TOTAL</b>	<b>122</b>

The hourly faculty FTEF count includes instructional and non-instructional adjunct faculty along with instructional full-time faculty overload.

Hourly Faculty, Spring 2013	FTEF
Instructional Adjunct	77.9
Instructional full-time faculty overload	8.3
Non-instructional	6.3
<b>TOTAL</b>	<b>92.5</b>



Staffing numbers indicate that since fall 2008, the College has had to reduce its size considerably in response to budget demands. In fall 2008, tenured/tenure-track faculty held 140 instructional and non-instructional positions; by spring 2013, that number had fallen by 18 positions to a total of 122. Adjunct and classified staff numbers have also been reduced. Program review “core program and student success indicators” show an 18 percent reduction in adjunct instructional faculty FTEF from 94.5 in fall 2009 to 78.5 in 2011 and 77.9 in spring 2013 [III.A-37, III.A-38].

Staffing reductions have of course been precipitated by state-wide fiscal difficulties, which have required the College to make reductions without compromising the integrity and quality of programs. The College has maintained a sufficiency of staffing in a number of ways:

- Full-time faculty have been asked, and largely have succeeded, in increasing their LOAD. Productivity has increased significantly since fall 2007, when the average LOAD was 505. In the years since, it has peaked at 591 (2009-10) and has since remained close to 550, the target set by the Budget Planning Committee. This has been done by emphasizing fill rates, rather than increasing enrollment limits [III.A-38].
- The number of sections has been reduced by 21 percent, from 1,149 in fall 2007 to 912 in fall 2012 [III.A-39].
- The College has relied on its Program Improvement and Viability Process (PIV) to discontinue low-enrolled programs and/or programs that no longer meet the core mission of the College.

The College has been careful to integrate hiring into a wider planning process which ensures that positions are funded according to college-wide program and fiscal priorities. The Budget Planning Committee identifies the number of faculty positions that can be funded based on a recommendation from the President. Position requests themselves begin at the department level through the program review process; requests are prioritized first at the division level, then again at the college level by the instructional administrators, the President of the Academic Senate (or designee), and the Dean of Counseling. These levels of prioritization identify which positions can be funded, and a recommendation is carried forward to Cabinet. College Council verifies that the established participatory governance process is followed. The President makes the final recommendation to the Chancellor and the Board of Trustees [III.A-40].

### **Assessment**

College of San Mateo meets Standard III.A.2. The College has sufficient classified staff, faculty, and administrators to support its programs and services. Where budget cuts have forced reductions in staffing levels, the College has responded by increasing productivity, improving operational effectiveness, strategically reducing sections, discontinuing low-enrolled programs, and ensuring that hiring is well-integrated with overall institutional planning.

Undoubtedly, employees are feeling the strain of doing more with less. In the annual employee campus climate and satisfaction surveys of 2012, over three quarters of faculty and administrators (78.3 percent) and 86 percent of classified staff agreed that their workload has increased in the past year [III.A-15, III.A-16]. Barely half of faculty and administrators believed that their “work unit is adequately staffed” (“Workload,” question 1), also comparable to classified staff responses. Perhaps as a result, the percentage of staff who agreed that

“My job description accurately reflects what I do in my job” decreased from 65 percent in 2010 surveys to 56 percent in 2012. A majority of faculty (63 percent) and of staff (72 percent) agreed that their workload is “manageable and appropriate” to their assignment (“Workload,” question 2). Despite these strains, the College has been able to maintain learning support centers, comprehensive student support services, counseling, and a new Learning Center. With the improved fiscal climate and the District’s basic aid status, the College will be able to increase staffing as appropriate.

#### **Plan for Improvement**

None.

#### **Standard III.A.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.*

The San Mateo County Community College District has comprehensive personnel policies and procedures which are systematically reviewed, published on the District website, and implemented by administrators [III.A-22]. In addition to being published on the District website, policies are included in new orientation materials for employees and updates are included in College of San Mateo’s Faculty Handbook, which is published annually [III.A-41, III.A-34]. College of San Mateo publishes its policies pertaining to students on its website, some of which also impact faculty (guidelines addressing cheating and plagiarism, for instance) [III.A-42]. Policies are subject to regular revision and review.

#### **Standard III.A.3.a**

*The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

#### **Descriptive Summary**

The policies and procedures published on the District website address fairness in employment. Policy 2.12 outlines Employee Rights and Protection, Domestic Partner Rights, and Whistleblower Protection, including “the right to inspect materials in the employee’s personnel files” and the right to “make a protected disclosure to the District” [III.A-43]. Policy 2.25 (“Prohibition of Harassment”) defines sexual harassment and sets out a procedure for dealing with it [III.A-44]. Other policies address equal opportunity, political activity, various forms of disciplinary action (including suspension and dismissal), academic freedom, records management, and dissemination of employee information [III.A-45, III.A-46, III.A-47, III.A-48, III.A-49, III.A-50]. Administrators are responsible for enforcing these policies; their own responsibilities in this regard are laid out in Policy 5.12, which asserts that “managers participate in policy development and implement the Rules and Regulations of the Board of Trustees and the administrative procedures approved by the Chancellor” [III.A-51].

#### **Assessment**

College of San Mateo meets Standard III.A.3.a. College personnel understand policies and procedures related to employment. In the annual campus climate and satisfaction surveys of 2012, 88.1 percent of classified staff agreed that “procedures and policies for hiring staff are clearly stated” (“Career Opportunities,” Question 4), as did 82.1 percent of faculty and administrators (“Career Opportunities,” Question 6) [III.A-15, III.A-16]. A majority (77 percent) of classified staff agreed that staff members are evaluated in an appropriate and

reasonable manner (“Career Opportunities,” Question 43). Faculty and administrators as one survey cohort agreed that teaching and non-teaching responsibilities are awarded fairly (81.7 and 72.5 percent respectively, “Career Opportunities,” Questions 3 and 4) and that the tenure review process for faculty is systematic, timely, and fair (78.5 percent, “Career Opportunities,” Question 7).

#### **Plan for Improvement**

None.

#### **Standard III.A.3.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.*

#### **Descriptive Summary**

Personnel records are kept confidential and locked in the San Mateo County Community College District Office of Human Resources. Through the District, personnel records are held securely and with appropriate measures in place to protect confidentiality. Employees are able to access their personnel records in accordance with law, District policies and procedures, and contractual agreements. Student, short-term, and hourly classified records are stored electronically. Adjunct faculty records are maintained securely in division offices at the College. Access to electronic files is limited to authorized personnel and is controlled by password. Signed consent forms from the employee are required before Human Resources will release any personal information [III.A-50].

#### **Assessment**

College of San Mateo meets Standard III.A.3.b. Through the District, personnel records are held securely and with appropriate measures in place to protect confidentiality. Employees have appropriate access to their personnel records.

#### **Plan for Improvement**

None.

#### **Standard III.A.4**

*The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

College of San Mateo has an ongoing commitment to diversity, clearly articulated in its Mission Statement, its Institutional Priorities, and its decision-making processes. The Diversity Statement is published, along with the Mission Statement, on the College website and in the College Catalog [III.A-53]. The College is an equal opportunity employer, reflecting the College’s emphasis on creating a “dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas” [III.A-1]. The Diversity In Action Group, an institutional committee, is charged with ensuring that the College acknowledges, promotes, celebrates, and integrates as an institutional commitment diversity, equity, and student success. [III.A-54]. The San Mateo County Community College District has clear policies on diversity, outlined in its Policies and Procedures [III.A-22].

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**Standard III.A.4.a**

*The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

**Descriptive Summary**

The College maintains practices, programs, and services that promote and accommodate diversity. The Diversity in Action Group, an institutional committee reporting to the Institutional Planning Committee (IPC), is charged with “[d]eveloping, implementing, and evaluating strategies to increase diversity in the composition of the student body, classified staff, faculty, and administration.” Its Diversity in Action Plan: 2009/10 to 2012/13 details the institutional commitment to diversity through its recommendations [III.A-54, III.A-55].

**Hiring Policies and Practices**

To recruit and retain a diverse faculty, College of San Mateo is an equal opportunity employer. Diversity language is required in all job announcements; job announcements are screened to ensure that language is appropriate; and Human Resources staff review equal opportunity employment guidelines with each screening committee to ensure compliance with fair hiring guidelines. Appendix C of the Faculty Selection Procedures, published by the District’s Office of Human Resources, outlines the role of an Equal Employment Opportunity (EEO) Representative on screening committees. Screening committees are charged with selecting candidates who demonstrate sensitivity and ability to work with persons from diverse backgrounds. The EEO Representative is tasked with overseeing “incorporation of equal opportunity principles and practices into the selection process,” reinforcing and explaining the importance of “confidentiality, non-bias, equal employment opportunity, respect and sensitivity to all cultures, language groups, both genders, and other candidate demographics” throughout the process [III.A-8]. Current practice is for Human Resources to brief all members of screening committees on these issues, including specific guidelines on intercultural competence [III.A-9].

**Promoting Diversity on Campus**

The Diversity In Action Group (DIAG), one of the institutional planning committees, and its affiliated Diversity Planning Committee, are tasked with “ensuring that the College follows through in acknowledging, promoting, celebrating, and integrating diversity, equity, and student success as an institutional priority” [III.A-54]. In fulfilling this charge, DIAG reviews and analyzes student success data disaggregated by ethnicity, race, gender, and age in the College’s *Educational Master Plan, 2008*, the *Educational Master Plan: Information Update, 2012*, and additional student achievement data in order to identify any group-specific achievement gaps. DIAG’s analysis is assembled into a summary report and presented to the College’s Institutional Planning Committee [III.A-56]. IPC has used the data to inform its planning when considering student success initiatives that address the needs of specific student groups [III.A-57]. For example, it is considering a recommendation to develop the Umoja program for Polynesian students.

The Diversity Planning Committee also coordinates educational and cultural activities that foster diversity and sponsors events (including workshops, guest speakers, and other educational forums) that are open to all members of the College community. DPC meets monthly during the academic year to discuss potential program ideas and to review funding proposals that have been submitted from CSM constituents [III.A-58].

DIAG sponsors events to promote and bring awareness to diversity issues. In recent years, DIAG has sponsored a variety of programs and events that have fostered a better understanding of diverse populations that comprise the CSM community. LGBTQ- (lesbian, gay, bisexual, transgender, queer) focused events have included a Coming Out Day presentation by UCLA professor Ronni Sanlo, author of *The Purple Golf Cart*, and a multimedia presentation by the authors of the book, *Face to Face: Children of the AIDS Crisis in Africa*. Another event, co-sponsored by the Gay Straight Alliance, was the display of several panels from the AIDS Memorial Quilt. The co-founder of the AIDS Memorial Quilt Project, Michael Smith, shared his personal insight and involvement with the development of this project. In spring 2012, a program highlighting two of the original Tuskegee Airmen was held as the first of two programs focusing on military veterans. The Airmen shared their experiences and perspectives as African-American men serving their country in a racially segregated military. The second program in the two-part series was the screening of a documentary film, "Service: When Women Come Marching Home." The two filmmakers were brought to campus to discuss the film and address the issues women veterans contend with when they leave active duty and transition back to civilian life. Awareness of disability issues has also been a part of diversity presentations at CSM. Disability awareness activities have included events focusing on physical as well as mental disabilities, such as workshops on post-traumatic stress and other brain injuries and on autism spectrum disorders. Another diversity event included a combined lecture and concert titled "World Beat Groove" featuring an ethnic studies professor. The program provided an historical overview of music with an emphasis on the influence of world cultures on today's music. The concert encompassed a variety of musical styles that included the influences of African, Afro-Cuban, and other Latin sounds.

Opportunities for students to learn about other cultures are further enhanced through interaction with the growing number of international students who have come to College of San Mateo from abroad to study and through activities sponsored by the International Student Club's Featured Country of the Month Program [III.A-59].

Funding from the California Community Colleges Student Mental Health Program has supported activities to promote mental health awareness with an emphasis on the issues facing veterans, foster youth, and LGBTQ students, such as the "Cultural Literacy in Mental Health: An Indigenous Perspective" seminar and a screening of "America's Most Unwanted," a film exploring the lives of LGBTQ foster youth.

College of San Mateo actively participated in the District's Museum of Tolerance training program until it was put on hold in 2009 because of budget restrictions. It is possible that this training will return once funding is restored.

### **Assessment**

College of San Mateo meets Standard III.A.4.a. Through its hiring policies and practices and a broad range of programs and services, the College provides appropriate support for its diverse personnel. The Diversity In Action Group and Diversity in Action Plan help guide the institution in upholding its commitment to diversity. In the annual employee campus climate and satisfaction surveys of 2012, 98 percent of responding classified staff and 86 percent of responding faculty and administrators agreed that CSM is supportive of all employees

regardless of ethnicity, gender, religious beliefs, lifestyle, background, age, or sexual orientation. In addition, 95 percent of classified staff and 81 percent of faculty and administrators agreed that CSM has provided them with opportunities to increase [their] understanding of diverse groups (e.g., different ethnicities, disabled, gender, age, sexual orientation, etc.) [III.A-16, III.A-15].

#### **Plan for Improvement**

None.

#### **Standard III.A.4.b**

*The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

#### **Descriptive Summary**

The College's Office of Planning, Research and Institutional Effectiveness (PRIE) and the District's Office of Human Resources maintain statistics on District and College employee demographics to assess its record in employment equity [III.A-60, III.A-61]. The District monitors recruitment, selection, retention, and promotion policies to ensure that there is no adverse impact due to ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability [III.A-45, III.A-8, III.A-62].

#### **Assessment**

College of San Mateo meets Standard III.A.4.b. Using District and College employee demographic information, the College regularly assesses its record in employment equity. Additional assessment is provided through the District's monitoring of recruitment, retention, and promotion policies.

#### **Plan for Improvement**

None.

#### **Standard III.A.4.c**

*The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.*

#### **Descriptive Summary**

The College and District both make a clear and public commitment to diversity. A diversity statement is published on their respective websites, outlined in the District's policies on employment, and published in College of San Mateo's Catalog [III.A-22, III.A-1, III.A-63].

Fair treatment of employees is addressed in a number of ways. First, the District has well established policies on equal employment opportunities, hiring, equivalency, sexual harassment, academic freedom, and unlawful discrimination. These are available in full on the District website [III.A-22]; some are also available in the College Catalog [III.A-36]. Second, the contracts negotiated with employees' unions include policies and procedures regarding the above as well as clearly defined grievance procedures [III.A-17, III.A-20, III.A-21]. Third, the District and College's policy on academic freedom is laid out in the Faculty Handbook, along with a statement on ethics and information on grievance procedures [III.A-34]. Fourth, the participatory governance structure calls for all College constituencies (faculty, administrators, classified staff, students) to be represented on institutional committees [III.A-64]. Finally, most College constituencies have an advocacy group. Faculty are

represented both by the Academic Senate and by the San Mateo Community College Federation of Teachers (AFT Local 1493); classified staff are represented by the CSEA. Administrators do not have a union, but like all employees and students, their complaints are handled by the Vice Chancellor of Human Resources, and are covered by the District’s “Policies and Procedures For Unlawful Discrimination and Harassment Complaints” [III.A-65].

Fair treatment of students is addressed through policies outlined in the Student Handbook, which is included in the College Catalog. The policies address sexual harassment, plagiarism, discipline issues, student grievances, discrimination, and other relevant issues. The Associated Students of the College of San Mateo advocates for students through participatory governance [III.A-66, III.A-67].

### **Assessment**

College of San Mateo meets Standard III.A.4.c. Since 2010, the College has conducted campus climate and satisfaction surveys of all employees. The surveys extensively probe issues related to diversity, ethics, and campus climate. College employees routinely report being satisfied with the College’s record on diversity and fairness. In the annual employee campus climate and satisfaction surveys of 2012, among classified staff, 95.7 percent agreed that CSM was “tolerant of diversity” (“Impressions of CSM,” question 5); the same percent agreed that “administrators with whom I interact treat me with respect” (“Co-Workers,” question 7); and questions about gender equity, fairness, effective accommodation of employees with disabilities, and respect for individual background and values were met with agreement ratings from 80.6 percent to 97.7 percent (“Diversity Awareness,” questions 1-16) [Ref. 14]. In addition, 97 percent of staff and 80 percent of faculty reported that CSM “handles complaints of sexual harassment fairly” [III.A-15].

Among faculty and administrators, a similar picture emerges. A majority (89.7 percent) described CSM as “tolerant of diversity” (“Impressions of CSM,” question 5); questions pertaining to diversity awareness—including gender equity, disabilities, and sexual harassment—all earned approval ratings between 78.6 percent and 92 percent (“Diversity Awareness,” questions 1-16). Importantly, faculty and administrators also largely agreed that the College has a “culturally diverse curriculum” (78.6 percent) and that “the right of faculty to present unpopular or controversial ideas in the classroom is valued and respected” (80.2 percent) (“Diversity Awareness,” questions 11, 2) [III.A-16].

### **Plan for Improvement**

None.

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### **Standard III.A.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.*

The District and College provide all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission. For faculty, professional development funding opportunities and evaluation processes are outlined in the San Mateo Community College Federation of

Teachers Bargaining Agreement as well as in the revised program review document. Funds, as well as activities and training, come from various College and District programs as well as outside sources. While classified staff and administrators also have professional development opportunities, they are more limited.

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**Standard III.A.5.a**

*The institution plans professional development activities to meet the needs of its personnel.*

**Descriptive Summary**

Faculty, classified staff, and administrators have various provisions, both in funding and opportunity, to meet their professional development needs.

**Faculty**

Faculty have five flex days in the academic year set aside for professional development activities. These may include on- and off-campus activities or independent activities. Faculty must fill out a Professional Development Reporting Form detailing their choice of activity and submit the form to their division dean. Adjunct faculty with a course assignment scheduled for flex days may receive compensation for participation in a flex activity on that day. Flex days are organized under the auspices of the Academic Senate [III.A-68]. The Flexible Calendar Advisory Committee works with the Academic Senate and College administration to organize, schedule, and develop activities in support of the College Mission and priorities, and in accordance with Academic Senate goals and faculty requests. The activity calendar is regularly vetted at Governing Council meetings before it is finalized and is submitted to the State Chancellor's Office for approval [III.A-69].

In addition, the faculty Collective Bargaining Agreement establishes an Employee Professional Development Program, funded by a one percent set-aside from the District budget for faculty, plus \$50,000 from other District sources. The program includes three kinds of leave: a few days (short-term), partial release time over a semester (long-term), or extended leave (a full semester or academic year off at 80 percent pay). Adjunct faculty are eligible for short-term projects only. Guidelines and application materials for short-term, long-term, or extended leave are detailed in the agreement and published on the Professional Development Committee website and submitted to the Professional Development Committee, which allocates the funds. The committee consists of three AFT-appointed faculty, one Academic Senate-appointed faculty, and two administrators [III.A-17, III.A-70].

Professional development activities are also often supported by other funds such as the Basic Skills Initiative, the District's Structured Training for Online Teaching (a stipend of \$1,500 is granted to faculty who complete the course), and an Innovation Grants program funded through Measure G (about \$30,000 annually) [III.A-71].

In addition, the College has hired an adjunct instructional designer to provide professional development for distance education and to promote the effective use of online tools for the classroom. Also, the College has approved two three-unit faculty professional enrichment coordinator positions, one beginning in spring 2013 and the other in fall 2013. The coordinators will collaborate to develop, organize, and promote professional enrichment activities. One position is funded by the Basic Skills Initiative and will focus on basic skills



enrichment. The other position is funded by the College and will focus on more general and broad-based professional enrichment activities. The coordinators will work through the Center for the Scholarship of Teaching and Learning. This fills a need for a part-time professional development coordinator, identified by the Human Resources Committee [III.A-12].

### **Classified Staff**

Classified staff do not have a contractual flex program, or days set aside, as faculty do. However, classified staff are represented on the Flexible Calendar Advisory Committee. In addition, the District Office of Human Resources administers a Classified Staff Development Program. This offers conference reimbursement up to \$1,000 per fiscal year, and up to \$1,400 reimbursement for tuition and related expenses for approved college coursework towards a degree. The process for application and reimbursement is clearly publicized on the College's Professional Development website [III.A-72]. In addition, classified staff at College of San Mateo hold an annual spring retreat. Retreats address work-related issues; for instance, the 2011 retreat focused on communication conflicts in the workplace. Classified Staff development policies are outlined at the District's Human Resources SharePoint site [III.A-73].

### **Administrators**

Administrators are encouraged to participate in professional development activities. Guidelines and application materials are published on the College's Professional Development website. Activities typically include conference attendance. The funding comes from a District allocation [III.A-74].

### **Other Programs and Initiatives**

Along with providing sources of funding, the College and the District have created various programs and initiatives that offer workshops, training, and other opportunities for professional development.

- The Scholarship of Teaching and Learning (SoTL) Scholars Program was piloted in 2007-08. Its initial goals were, first, to support faculty research in best teaching practices, by piloting and implementing creative, evidence-based initiatives that improve pedagogy, foster student learning, and ensure meaningful evaluation; second, to disseminate the results of this research through presentations and workshops to the rest of the College community. The SoTL program lost its coordinator position in 2009 for budgetary reasons; under the management of the Academic Senate Governing Council, however, two new three-unit coordinator positions have recently been funded and approved. These coordinators will collaborate to create flex day activities as well as "serve as general resources" to inform faculty about on- and off-campus professional development opportunities [III.A-75].
- The Academic Senate is exploring ways to identify and organize meaningful professional development activities on campus. A brainstorming session at a March 2012 flex day session identified a number of possible helpful professional development activities for future flex days including a college-wide conference featuring innovative or successful programs, an idea that was implemented during 2012-13 flex days [III.A-76, III.A-7, III.A-77].

- Various campus groups offer sessions and workshops that address campus needs. For instance, the Basic Skills Initiative has organized various workshops addressing the needs of at-risk students. The Disabilities Resource Center offers brown-bag sessions on working with specific student groups (a recent session trained teachers on working with students with autism).
- To support pedagogical use of technology, and particularly distance education, a part-time faculty instructional designer is offering individual and group training in use of online tools for teaching. Nine workshops were scheduled for the spring 2013 semester on the various ways instructors can use WebAccess to support their classes. This addresses a professional development need identified in the Distance Education Plan: 2009/10 to 2012/10 [III.A-27].
- In addition, the District's Distance Education Advisory Committee (DEAC) offers pedagogical and technical training for faculty through Structured Training for Online Teaching (STOT) courses. Both introductory and advanced training is available. STOT satisfies the recommended training requirement for faculty who wish to teach online, and a stipend is provided to faculty who complete STOT I training [III.A-78].
- External opportunities, such as the annual Great Teachers' seminar or workshops from "On Course," a program that focuses on improving student success and retention, are also promoted on the College's Professional Development website [III.A-79].
- As noted earlier, individual or group faculty projects are funded from various sources: the Basic Skills Initiative, the President's Fund for Innovation, Innovation Grants funded by Measure G, and the faculty-administered Professional Development fund.

### **Planning**

Instructors choose professional development activities not only to meet their individual needs but also to meet the needs of their program or department. To support planning, the Academic Senate has included a section in the new program review (effective for spring 2013 cycle) asking departments to "describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success" [III.A-80]. In addition, the two new faculty professional enrichment coordinators will take an active role in planning professional development activities, fulfilling a need detailed in the Human Resources Plan [III.A-52].

### **Assessment**

College of San Mateo meets Standard III.A.5.a. It offer funds and professional development activities, ensures opportunities for employees to pursue professional development, and integrates professional development planning into its overall planning process, connecting proposals for development to the College Mission Statement, Institutional Priorities, and Diversity Statement. Two professional development coordinators are developing, organizing, and promoting professional enrichment activities.

Employees in all categories appear largely satisfied with professional development opportunities. In the *Campus Climate and Satisfaction Survey, 2012*, faculty and administrators' responses to questions on professional development were very positive, with 75 percent agreeing that they had "opportunities to attend conferences, workshops or training" and 77.8 percent agreeing that they had "release time available to me for

training or professional development activities.” In addition, 72.5 percent felt they had access to “paid time or release time for training or professional development activities,” and 75 percent felt they were “encouraged to learn new skills” (“Training and Professional Development,” questions 1-6) [III.A-16].

Classified staff, too, answered positively, with 78.4 percent agreeing that they were “encouraged to learn new skills,” and 90.2 percent indicating that they had “enough training and education to work effectively.” In addition, 73 percent agreed that they “have access to training or professional development activities [they] choose to participate in,” while 73.2 percent agreed that they had “opportunities to attend conferences, workshops, or training relevant to [their] job” (“Training and Professional Development,” questions 1-6) [III.A-15].

#### **Plan for Improvement**

None.

#### **Standard III.A.5.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.*

#### **Descriptive Summary**

College of San Mateo’s professional development programs include mechanisms for assessment.

Flex day activities are described in the Flex Day Reporting Form, which faculty must complete and submit to their Dean [III.A-68].

Faculty members receiving funds from the Professional Development Committee, whether for a short-term activity, a long-term activity, or extended leave, must submit information on the value of their professional development activities. The San Mateo Community College Federation of Teachers contract requires that all faculty who have received funded short-term, long-term, or extended leave submit a report to the Professional Development Committee and the College President within 30 days of returning to work, verifying any coursework and including a narrative report on what was accomplished. Further documentation can be requested by the President or the committee [III.A-17]. Faculty reports help inform future professional development funding decisions.

The program review cycle implicitly addresses the merit, as well as the planning, of professional development activities that support program improvement. In Section V (“Program Planning”) of the revised program review document, departments are required to “discuss recent innovations to enhance student learning and success,” and to “describe results and measurable outcomes of previous plans and actions.” Since professional development is often sought and granted to support such initiatives, this offers one avenue for evaluating the merit of a given activity. The document also connects “program vision” to professional development activities by asking departments to discuss “revisions, improvements, and modifications anticipated in the next six years”; to connect these to the College’s Mission Statement, Institutional Priorities, and Diversity Statement; and to “describe the professional enrichment activities that would be most effective in carrying out the program’s vision to improve student success” [III.A-80].

Since 2010, the College has also conducted annual campus climate and satisfaction surveys. The “Training and Professional Development” section of the employee surveys explicitly address the adequacy of professional development. Survey findings are presented to IPC and are available to the College community through the PRIE website [III.A-81].

#### **Assessment**

College of San Mateo meets Standard III.A.5.b. Program-related professional development is integrated into the program review cycle. A mechanism exists to evaluate individual professional development activities, through the reports required by the San Mateo Community College Federation of Teachers contract. Through annual surveys, the College regularly assesses the adequacy of professional development opportunities for its employees. Results are available to planning committees and the campus at large.

#### **Plan for Improvement**

None.

#### **Standard III.A.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.*

#### **Descriptive Summary**

Human resource planning has been fully integrated into the overall institutional planning efforts of the College. Planning takes place at the program level and at the institutional level. Recent results of human resource planning, for example, include staff and faculty positions for the Learning Center, Veterans Resource and Opportunity Center, Puente Project, Distance Education Resource Center, and International Student Center. Requests for program staffing and improvement begin with program review. Figure III.A-1 shows the process for identification of full-time faculty positions. Requests for full-time faculty positions are made at the department level, as part of program review, which requires that requests for instructional faculty should, wherever possible, stem from SLO assessments, and be supported by evidence. To request a faculty position, a program must identify the “Expected Outcomes if Granted and Expected Impact if not Granted,” and “briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.” The directions stipulate that “whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans” [III.A-80]. Faculty position requests must show how the position will support the College’s Mission and Institutional Priorities, help meet department and division goals, and increase student success. The request must be supported by a convincing analysis of data, including LOAD, retirements, and enrollment patterns. Program reviews and associated staffing requests are due in spring (March 25) to inform the subsequent year’s hiring process.

Program review data and information related to faculty assignments are available on the website of the College’s Office of Planning, Research, and Institutional Effectiveness (PRIE) [III.A-82]. In addition, PRIE staff track human resources data including projections of anticipated retirements. Data are published in the *Educational Master Plan: Information Update, 2012*, and inform planning at both the program and institutional level [III.A-83].

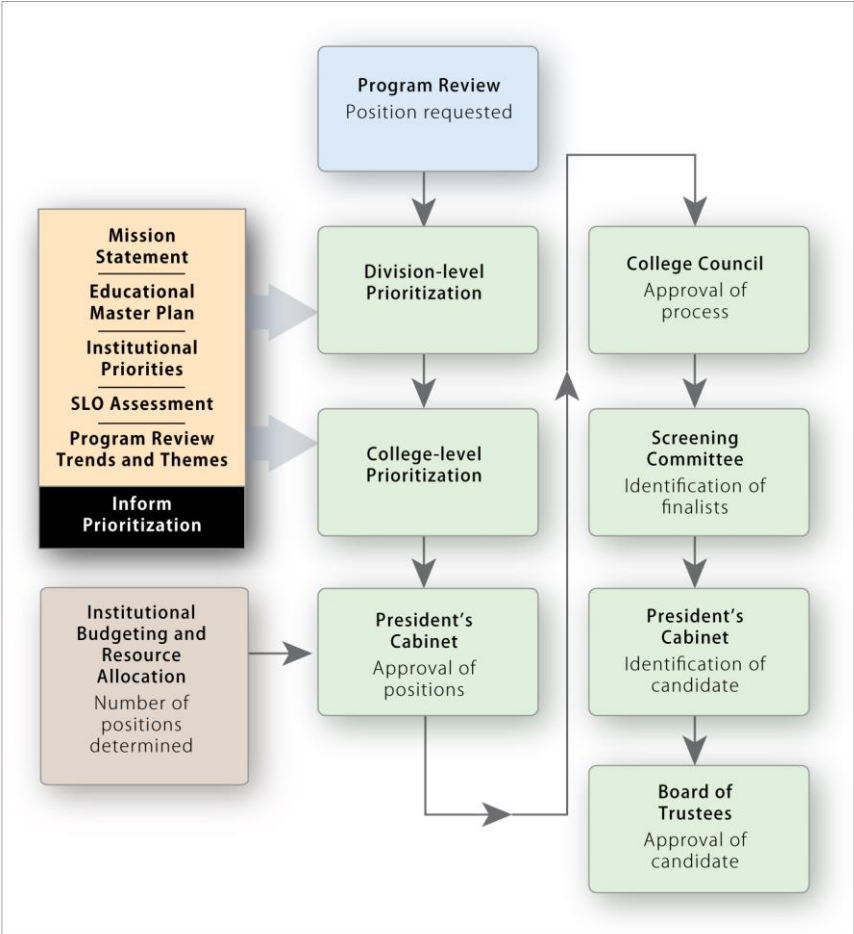


Figure III.A-1. Process for Identification of Full-time Faculty Positions

The number of available positions is recommended by the College President and reviewed by the Budget Planning Committee. Upon completion of program review, each division prioritizes the position requests of its departments. This list of positions is then prioritized again at the college level by instructional administrators (the five instructional deans, the Library Director, the Learning Center Director, and the Nursing Director); the President of the Academic Senate or designee; the Dean of Counseling, Advising, and Matriculation; and the Vice President of Instruction, who chairs the Instructional Administrators Council. The recommendations are then taken to Cabinet. College Council must verify the process followed participatory governance procedures before the President recommends the positions to the Chancellor and the Board of Trustees [III.A-84].

Classified staff needs, identified through program review starting spring 2013, are forwarded through the deans to President's Cabinet and are subsequently reviewed by IPC and the Budget Planning Committee; again, the final hiring recommendations are forwarded to the President. When an administrative opening occurs, the President determines whether the position should be filled, based on a needs assessment by President's Cabinet.

Human resource needs are also identified through the work of institutional committees. For example, the Distance Education Plan: 2009/10 to 2012/13 identified the need for increased professional development in support of distance education, a need that was addressed by the creation and staffing of the Distance Education Resource Center [III.A-12, III.A-85]. The Institutional Planning Committee, at its leadership workshop in November 2010, identified institutional initiatives (referred to as the "Five in Five") that included the establishment of a comprehensive learning center and an honors program [III.A-86]. These initiatives led to the creation and staffing of the Learning Center and the Honors Project [III.A-87, III.A-88].

#### **Assessment**

College of San Mateo meets Standard III.A.6. Human resource planning is fully integrated with institutional planning. Informed by the *EMP* and other institutional data, human resource needs are identified through institutional plans, through program review, and through the development of institutional initiatives identified by IPC. Once positions are identified, they are funded based upon developed priorities and available resources.

#### **Plan for Improvement**

None.

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**Evidence for Standard III.A**

- III.A.-1. College of San Mateo Mission and Diversity Statements.  
<http://collegeofsanmateo.edu/statements/>
- III.A.-2. SMCCCD Board Policy 2.09 Categories of Employment.  
[https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2\\_09.pdf](https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2_09.pdf)
- III.A.-3. SMCCCD Board Policy 2.10 Selection Procedures.  
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**Standard III.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 of San Mateo's physical resources support its broad range of student learning programs and services and improve institutional effectiveness by providing students, staff, faculty, and administrators with the physical infrastructure and equipment they need to work safely and productively. Planning for major projects is guided by the *SMCCCD 2011 Facilities Master Plan (2011 Facilities Master Plan)*, whose priorities are aligned with the recommendations articulated in *College of San Mateo's Educational Master Plan, 2008* [III.B-1, III.B-2, III.B-3]. In addition, the allocation of resources for short- and long-term facilities planning is informed by the College's Mission Statement and Institutional Priorities, with specific needs identified both through program review and through institutional plans and initiatives [III.B-4].

The College of San Mateo (CSM) campus was opened in 1963 on a 153-acre site atop the hills of San Mateo. Highway 92, via West Hillsdale Boulevard, provides primary vehicle access to the campus. The original campus configuration placed most of the classroom buildings housing Language Arts, Social Science, Mathematics, Science, Business, Technology, and Physical Education along a lengthy north-south mall accessed by a main pedestrian walkway. This walkway traversed a hill with grade changes and did not provide accessible routes in compliance with the Americans with Disabilities Act (ADA). Several vocational programs, including Cosmetology, Dental Assisting, Nursing, Drafting, Electronics, and Aeronautics were originally located in building complexes at the northern end of this extended walkway. A second mall, running east and west, connected the Creative Arts complex with the Library and KCSM-FM and TV, the District's radio and television operation. A separate complex housed Extended Opportunity Programs and Services, the Multicultural Center, and the Horticulture Department. The administration and student center buildings were located along the western mall and housed many departments, including various student services programs, Business Services, Administrative Services, Public Relations and Marketing, Research, and Security. Student services programs were housed in six separate buildings on campus.

Primary objectives articulated by the College community and recommended through the *SMCCCD 2001 Facilities Master Plan (2001 Facilities Master Plan)* and *2006 SMCCCD Facilities Master Plan (2006 Facilities Master Plan)* were to reduce the length of the north-south mall to create a welcoming gateway to the north side of the campus, to construct an integrated science center with modern infrastructure, to consolidate critical student service functions into one convenient location for students, and to provide ADA accessible paths of travel throughout the campus [III.B-5, III.B-6]. The College and the District have been fortunate to receive the support of the local community in the form of two local general obligation bonds. These bonds provided primary funding for the District's first and second phases of the Capital Improvement Program (CIP1 and CIP2, respectively), which resulted in many of the improvements noted in this Standard [III.B-7]. Local bond funds were supplemented by State Capital Outlay funds and other grants.

### **Overview of College of San Mateo Facilities**

The following paragraphs provide an overview of the College's facilities. CSM's academic programs and student services are currently housed in 21 buildings on a single campus. Since CSM was established in 1963 at its current campus site, the first new buildings were the Science Building (B36) and the Walter H. Moore Regional Public Safety Center (B35)—a joint-use facility shared with the South Bay Regional Public Safety Training Consortium; these were completed under CIP1. A Health and Wellness Center and Aquatics Center (B5) and College Center (B10) were constructed under CIP2. The new facilities constructed under CIP2 received LEED Gold certification in recognition of their energy efficiency and incorporation of sustainable materials, equipment, and operational strategies.

Three original buildings have been demolished and replaced with new, efficient, and code-compliant facilities. In addition, Buildings 21 through 29 were demolished in spring 2013. These buildings were seismically unsound, contained significant hazardous building materials, and had structural systems that were impractical to bring up to current code requirements. The academic programs housed in these buildings have either been relocated to new facilities—primarily in the new Health and Wellness Center (B5) and College Center (B10)—or discontinued through the Program Improvement and Viability process with the approval of the Board of Trustees.

Most College buildings are used for instruction. SMART classrooms, which include an integrated ceiling-mounted projection system, a laptop computer interface, a sound system, and a combination DVD/VCR player, have been installed in new and remodeled buildings: Music (B2), Art (B4), Health and Wellness Center (B5), College Center (B10), South Hall (B14), Central Hall (B16), North Hall (B18), Regional Public Safety Center (B35), and Science (B36). Other classrooms include a chalk or whiteboard, screen, podium, and tablet chairs or tables and chairs; many are also equipped with a monitor and VCR.

Although the Emerging Technologies Building (B19) has yet to undergo a full renovation and modernization project, several classrooms and labs in this building have been outfitted with SMART classroom equipment and ergonomic furniture. The Dean of the Business & Technology Division, in consultation with faculty, developed two successful grant proposals that provided \$448,000 to upgrade and equip the electronics labs in Rooms 24 and 36. The District supplemented these grant funds with an additional \$80,000 in CIP2 bond funds, insuring that infrastructure, casework, and finishes were sufficient to meet the requirements of this important instructional program.

Many instructional faculty offices and a division office are located in Faculty Offices (B15) and in Student Life/Faculty Offices (B17). These buildings were renovated under CIP2 and now include the infrastructure to support growing requirements for power and data. Other faculty offices are located near or in discipline, program, or unit facilities. Most faculty share an office. In the Science Building (B36), smaller individual faculty offices are clustered around a common area. To ensure confidentiality, counselors and academic advisors are assigned private offices.

Full-time faculty members have their own desk, telephone, file cabinet, and bookshelves. All full-time faculty members are provided with computers. Adjunct faculty are provided with laptop computers upon request. Adjunct faculty members are offered an office; those requesting an office share desks and are assigned an auxiliary phone number, file drawers, and bookshelves. Counselors, academic advisors, and librarians have offices with a desk, telephone, computer, printer, file cabinet, and bookcase.



## Campus Map

### One-day Permits

\$2 per day. Valid only during class hours from 7 am to 10 pm  
 Permit machines, indicated by **D** on the map: Hillisdale Lot 1, Beethoven Lot 2, Galileo Lot 6, and Stadium Lot 11

### Visitor Parking

Visitors to campus may park in Pay-By-Space visitor parking areas in Beethoven Lot 2A and 2D and Forum Lot 8. Visitors must purchase a visitor permit (\$1 per hour) at the Pay-By-Space permit machines located in the lots (indicated by **V** on the map).

### Student Parking

Hillisdale Lot 1, Beethoven Lot 2, Galileo Lots 6, Bulldog Lots 9, 9B, 9C, 9D or Stadium Lot 11

### Staff Parking

Beethoven Lot 2B, DaVinci Lot 3, Socrates Lot 4, Marie Curie Lot 5A, 5B\*, Edison Lot 7\*, Bulldog Lot 9A, Sandbox Lot 10

(\* indicates lot available for student parking after 5 pm only, permit required)

### Restricted Parking

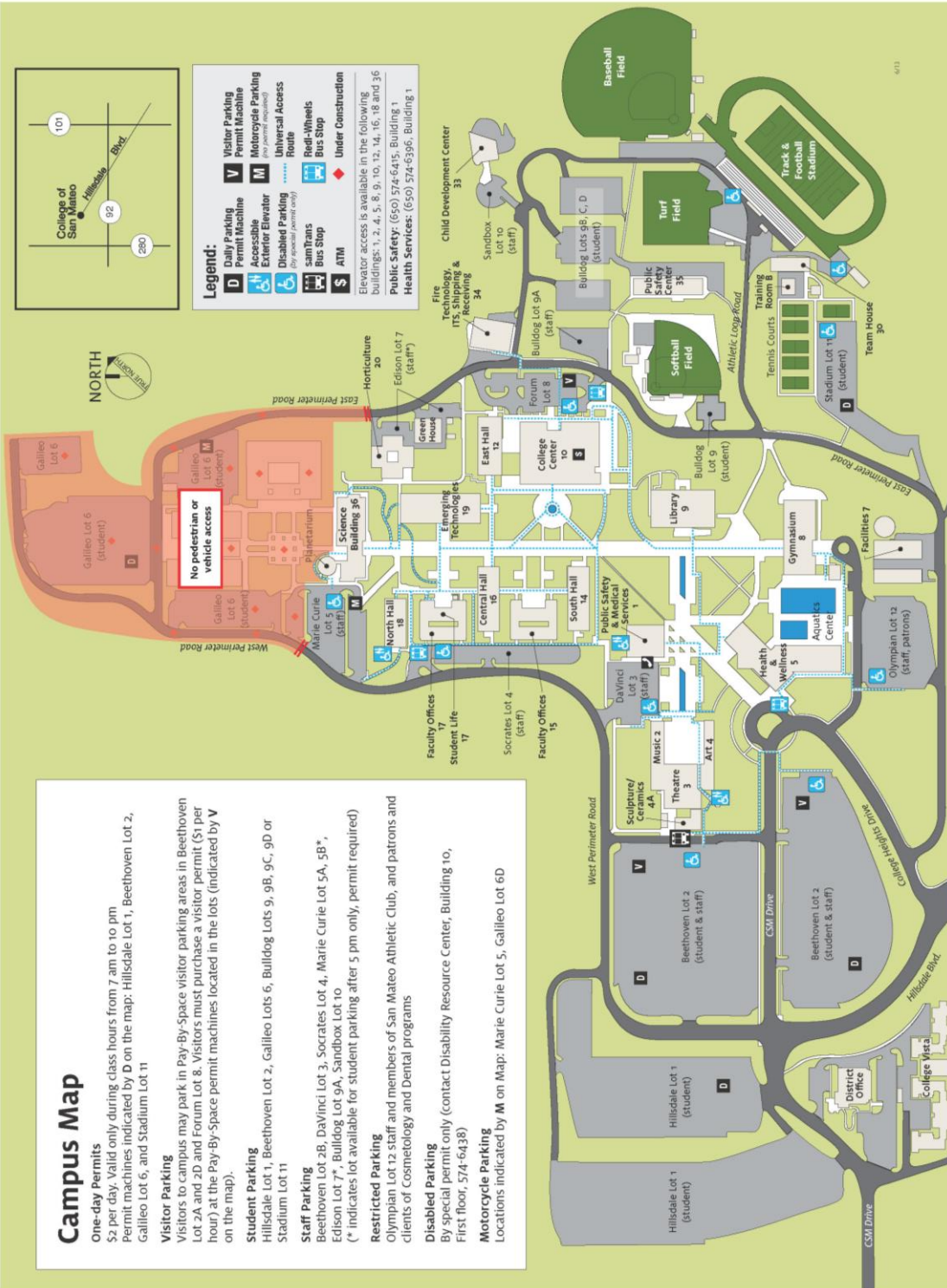
Olympian Lot 12 Staff and members of San Mateo Athletic Club, and patrons and clients of Cosmetology and Dental programs

### Disabled Parking

By special permit only (contact Disability Resource Center, Building 10, First floor, 574-6438)

### Motorcycle Parking

Locations indicated by **M** on Map: Marie Curie Lot 5, Galileo Lot 6D



The CSM Theatre (B3) is a 400-seat formal theatrical facility, which provides a high-quality, multifunctional, and versatile space for use by the College and the community. The facility is used by College departments and programs, District events, student groups, external entities, and various other organizations. Presentations in the facility vary from formal lectures to full-scale community theatrical productions and concerts. The Theatre is currently supported by one full-time classified staff position. Student assistants or other aides are hired as necessary and as allowed by funding.

The Mary Meta Lazarus Child Development Center (B33) on the east end of the campus was built in 1981. The self-contained structure, with a lobby, two classrooms, two restrooms, a kitchen, a laundry room, a staff room, and a storage room, is surrounded by a fenced-in play area and has space for vehicles to drop children off safely. The center's interior and play yard were renovated in 2004.

Science, creative arts, and occupational program classrooms are equipped with special outlets for air, gas, water, and heat, and specialized equipment for each program. New, state-of-the-art Nursing, Dental, and Cosmetology facilities feature the latest technology, including live video projection of faculty and student demonstrations and practice activities.

CSM's discipline-specific learning support centers are located in facilities closest to the instructional programs they serve. They are scheduled for student use throughout the day and evening. These learning support centers are equipped with the latest technology including computers, flat screens, and projection equipment.

CENTER	LOCATION
Accounting Skills Center	South Hall (B14), Room 204
Anatomy and Physiology Center	Science Building (B36), Room 217
Assistive Technology Center	College Center (B10), Room 120
Business Computer Center	South Hall (B14), Rooms 101, 103, and 105
CIS Computer Center	Emerging Technologies (B19), Rooms 124 and 126
Communication Studies Center	College Center (B10), Learning Center, Room 220
Digital Media Computer Center	College Center (B10), Room 161
Modern Language Center	North Hall (B18), Room 112
Integrated Science Center	Science Building (B36), Room 110
Math Resource Center	North Hall (B18), Room 202; Central Hall (B16), Room 111 [as a satellite location]
Nursing Skills Center	Health and Wellness (B5), Rooms 360 and 380
Reading and ESL Center	North Hall (B18), Rooms 101 and 103
Writing Center and English 800 Center	North Hall (B18), Rooms 102 and 104

In addition to the learning support centers listed above, the Learning Center, which opened in fall 2011, exists in partnership with faculty and staff to support and enhance the academic development of all students. The Learning Center is an interdisciplinary facility that serves as a hub and connects students to a variety of on-campus resources. Services include peer tutoring, computer lab tutorial assistance, student success workshops, financial aid outreach and information, academic advisement, and peer mentors. The Learning Center is located on the second floor of College Center (B10). Encompassing approximately 9,000 square feet, this state-of-the-art facility houses 30 study tables and 56 computer workstations. There are three group study rooms, a test proctor room, two audio recording rooms which include four recording booths as part of the Communication Studies Center, and a large multipurpose room, which, among other things, can be used for classroom meetings. The facility also houses the Learning Center Director's office, a staff work room, and a large counter space which serves as a welcoming reception area.

Also located in College Center is the Distance Education Resource Center, which provides support in distance education pedagogy, tools, technology for faculty and staff, and information regarding distance education for students. The center is staffed by an instructional designer and includes a classroom equipped with computers that is used for workshops and training.

Digital media, cosmetology, reading, photography, integrated sciences, and electronic music all use specialized equipment. Specialized computer equipment and software for students with disabilities are available in the Assistive Technology Center and in the CIS, reading, English writing, business, drafting, digital media, and Library computer labs and learning support centers throughout campus. Students receive training in the Assistive Technology Center and are then able to access computers in their regular classes using the technology that meets their specific needs.

The Center for the Scholarship of Teaching and Learning (SoTL), located in East Hall (B12) but temporarily moved to North Hall (B18) for the 2013-14 academic year, serves as a collegial space for the College's academic community. SoTL is used for a variety of workshops and presentations, as a meeting place for committees and departments, and for brown bag lunch meetings and informal conversations. The center will take on increased importance with the appointment of new professional development coordinators.

The Center for Student Life currently occupies roughly half of one Faculty Office Building (B17) and is responsible for several campus functions. First and foremost, it coordinates all the student activities on campus. To this end, the center is equipped with an "Event Preparation Room," containing work tables, storage, a sink, and a refrigerator. The center also oversees the Student Life Lounge, a social space open to all current students. The lounge includes soft seating, a computer bar, several study tables, a large screen TV, and a pool table. The lounge is also used for small to medium campus events and activities. The center office, adjacent to the lounge, houses two offices (one for the coordinator and one for the student activities assistant), a front counter with a computer and student ID machine, a student assistant workspace, and a staff meeting room. Lastly, the center oversees the Associated Student Senate workspace. This area is used as a meeting/workspace for the student government's senators and officers. It has 10 cubicles (four of which are equipped with computers), soft seating, and a conference table.

CSM's primary kinesiology and athletic facilities were constructed between 1962 and 1964; playing fields were modernized in 2004-2006. The facilities consist of a two-story gymnasium building that houses one gymnasium

with spectator bleachers, a smaller gymnasium without seating, and a multi-purpose room; on the lower level are the men's and women's locker rooms, restrooms and showers, a weight training facility, faculty offices, and an athletic trainer's room and storage.

The new Health and Wellness (B5) and Aquatics Center, completed in 2010, are co-utilized by CSM instructional programs and the San Mateo Athletic Club (SMAC), a health club open to public membership. SMAC operations are overseen by the Vice Chancellor for Auxiliary Services. The Aquatics Center includes two swimming pools, one competition Olympic size pool, and one smaller pool for adaptive programs and lap swimming. Predictably, as the occupants co-inhabited these new facilities, norms and standards to address occasional conflicting needs and priorities evolved through an open dialog. This dialog was informed by the Board Policy for Auxiliary Services, which provides guidance and clarification of goals and priorities [III.B-8].

The football field and running track, the baseball field, the softball field, and the tennis courts are located on campus but at a distance from the gymnasium building. Throughout CIP1 and CIP2, major renovations have modernized the stadium, baseball field, softball field, tennis courts, and fitness center and aquatics facility, making the fields and courts more functional, less costly to maintain, and ADA compliant. As part of CIP-funded upgrades, field level restrooms were installed to serve the playing fields.

The lower level of the Library (B9) is home to KCSM-FM and TV. A member of the Public Broadcasting Service, KCSM-TV serves the Bay Area with a 3.5 megawatt and 536 kilowatt broadcast signal over Channel A60 and DTV43, respectively, emanating from its transmitter atop Mount Sutro in San Francisco. KCSM-FM is a 24-hour, nationally recognized public radio station. The area in the lower level of Building 9 allocated to KCSM is comprised of various production studios, control rooms, technical rooms, editing suites, and support offices. In addition to broadcast services, the facility has provided a training environment for students enrolled in the Broadcast and Electronic Media program.

The Library (B9) was originally built in the early 1960s. In the mid-1990s, a renovation that addressed needed changes and required seismic work after the 1989 Loma Prieta earthquake was undertaken. The Library has two floors. The first floor houses the reference collection, reference and circulation service desks, and a significant portion of available seating space for student study. In addition to traditional desk study space, the first floor of the Library also provides one of the largest open computer labs available on campus. More than 50 PCs equipped with Microsoft Windows 7 operating system and Microsoft Office applications are available for student use weekdays from before classes begin to after the start of most evening classes. Students can use the campus wireless system to access the internet from their personal laptop computers and have wireless and network access to the Library's public printers.

The second floor of the Library houses the circulating collection of books and government documents, which can be searched through the online library catalog. The archives of College of San Mateo are also located on the second floor in a secured area. The archives include paper documents and other ephemera representative of the 90-year history of the College. Individual study carrels and casual seating are also available for student use on the second floor of the Library.

In 2005, the College opened CSM Coastside, located in Half Moon Bay. CSM Coastside consisted of two general classrooms and one computer lab. It also housed two staff offices, a faculty office area, a workroom area, a testing area, and a multi-purpose room. CSM Coastside served or referred more than 500 students to other

colleges in the District. Due to budget cuts and the Board's Reaffirmation of Core Values, use of this facility has been discontinued. Only a few classes were offered in 2011-12, and starting fall 2012, College of San Mateo no longer offered classes at the Coastside location.

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### **Standard III.B.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.*

#### **Descriptive Summary**

College of San Mateo ensures the safety and sufficiency of physical resources through the joint efforts of the District and the College. At the district level, physical resource planning is guided by the *Facilities Master Plan*, which is informed by the College's *Educational Master Plan* and State Chancellor's Office Facilities Planning Unit (FPU) guidelines. Safety is ensured through the work of the District Safety Committee and through regular inspection and maintenance of facilities. At the college level, physical resource planning is guided by the Mission Statement and Institutional Priorities, with specific needs identified both through program review and through institutional plans and initiatives. The work of District facilities staff in ensuring safety is augmented by the College Safety Committee, by College employees who serve as trained building monitors, and through general awareness on the part of the College community.

#### **Identifying Physical Resource Needs**

The College uses the State Chancellor's Office Facilities Planning Unit (FPU) guidelines to determine whether current facilities provide adequate capacity to support its programs and services. These guidelines are expressed as "capacity load ratios" or cap-loads, which are calculated from weekly student contact hours and square footage per instructional discipline. There are discrete cap-load guidelines for general lecture, various laboratory uses, library, office, and support spaces. Cap-loads are the first measure the College uses to determine if an adequate amount of space is available to support current and projected enrollment.

The College uses program review to identify specific facilities and equipment needs and to determine whether spaces are configured in a way that effectively meets the requirements of the programs and services they house. Physical resource needs may also be identified through institutional plans or in association with institutional initiatives. Capital facilities needs are consolidated for review and prioritization for inclusion in future capital projects. Non-capital facilities requests are reviewed and prioritized by the President's Cabinet. Equipment requests are prioritized first at the division level and then by the Instructional Administrators Council with participation by the Academic Senate President or designee. Final funding decisions are determined by the President's Cabinet.

Physical resources necessary to fully support distance education are identified through program review; through the College's Distance Education and Educational Technology Committee (DEETC); through the Distance Education Plan: 2009/10 to 2012/13, and through the District's Distance Education Advisory Committee. For example, a need for faculty training identified in the Distance Education Plan is now supported both by the College's Distance Education Resource Center, through its website and through workshops and training session held in its computer-equipped classroom, and by the District's Structured Training for Online Teaching (STOT) program [III.B-9, III.B-10, III.B-11].

As part of past master-planning efforts and in order to address the safety and effectiveness of its physical resources, CSM completed a facilities analysis in 2001 that qualified and quantified the repair and renovation needs of existing facilities. The results of this process were documented in the *2001 Facilities Master Plan* [III.B-5]. The *Facilities Master Plan* was updated in 2006 near completion of CIP1, and again in 2011, near completion of CIP2. These assessments were completed in partnership with the California Community College Chancellor's Office and documented in the statewide online facilities database known as FUSION (Facility Utilization, Space Inventory Options Net).

Physical surveys were supplemented by a review of maintenance records and interviews with facilities department maintenance staff as well as College end-users. The physical survey included structural systems; wall/floor/ceiling systems; roofs/building envelope; mechanical, electrical/life safety systems; plumbing; vertical transportation; architectural finishes; access controls; site accessibility/roadways/parking lots/walkways; landscape areas, and athletic fields [III.B-12]. In addition, the College completed a comprehensive energy analysis in 2002, which included an assessment of mechanical, electrical, lighting, and utility systems. The local utility entity provided an updated energy analysis in 2011 [III.B-13]. Once projects were identified and prioritized, detailed design commenced in accordance with applicable building and life safety codes.

New and renovated facilities are constructed in accordance with Division of State Architect (DSA)-approved plans and specifications. Construction work is subject to rigorous inspection requirements, including an independent Inspector of Record (IOR) who reports to DSA and is on site daily overseeing construction activities and documenting that the work conforms to approved plans and specifications. In the event non-conformance is identified, the IOR issues notices of non-conformance to the contractor. The contractor is contractually obligated to correct any non-conforming work prior to proceeding to the next sequence of construction activities. All non-conformance notices are filed with DSA along with documentation that they were corrected prior to certification of the facility for occupancy. Although only required to inspect structural, life safety, and accessibility issues, the College engages Inspectors of Record (IOR's) to inspect all aspects of the work. Fire and life safety systems receive a final inspection and certification by the local fire marshal; elevators are inspected and certified by the State Elevator Inspector. All occupied facilities are subject to annual life safety system and elevator re-inspection and re-certification.

The safety and sufficiency of physical resources at off-campus sites are supported at the division level. Faculty, program directors, and division deans coordinate with on-site personnel to ensure that courses have access to the facilities and equipment needed for effective instruction. For example, the Director of Nursing regularly works with the medical facilities at which nursing students receive clinical training to verify that students gain appropriate experience under safe working conditions. Nursing faculty work closely with the nursing educators on site to assure that students are supervised in a safe environment. In another example, after the cross country coach and instructors expressed concerns about the condition of the off-site cross country course, College of San Mateo's Dean of Kinesiology, Athletics, & Dance worked with College and District personnel to identify funding and to make improvements.

**Ensuring Safety**

College of San Mateo and the San Mateo County Community College District place a high priority on campus safety. Safety of employees, students, and visitors is ensured through a range of actions, including appropriate procedures for dealing with hazardous materials, a stringent safety training program for employees at highest risk for industrial accidents, a construction-safety program, an annual safety inspection and resolution cycle with CSM's property and liability insurance provider, the responsibilities of Public Safety officers, and the work of the District and College Safety Committee, including College of San Mateo's emergency preparedness website [III.B-14, III.B-15, III.B-16].

In 2007-08, the District engaged specialized environmental consultants to develop Hazardous Materials Communication and Management Plans as well as an Accident and Injury Prevention Plan (IIPP). The Facilities Manager in collaboration with division deans, faculty, and classified staff who are responsible for the management of hazardous materials and related activities update safety guidelines and procedures in accordance with governing codes [III.B-17]. The District is currently seeking an environmental consultant to provide a comprehensive review of all relevant facilities, materials, and activities and then to update the plans accordingly. Hazardous materials management and spill response training was delivered to all faculty and staff with responsibility for hazardous materials during the first quarter of 2013 [III.B-18]. The College's designated hazardous materials manager, a full-time staff member, ensures the proper signage, storage, management, and disposal of hazardous materials such as chemicals used in laboratory courses.

Because they perform strenuous daily activities, Facility Operations (Facilities) personnel tend to have higher industrial injury rates than instructional and other support staff that are employed by SMCCCD. In order to address the risks associated with facilities-related work, Facilities maintains a separate district-wide safety task force which meets quarterly. This group focuses on campus safety issues from the facilities perspective, as opposed to campus and district-wide safety committees, which operate from a broader perspective and include participatory governance representation. The task force is comprised of maintenance personnel representing the different trade classifications and focuses on reviewing safety inspection reports and departmental industrial accident trends and promoting best safety practices [III.B-19]. Additionally, Facilities utilizes weekly safety training programs to ensure that custodians, groundskeepers, and maintenance engineers receive refresher training in the areas that most contribute to reduction in industrial injuries and illnesses [III.B-20].

SMCCCD's comprehensive capital construction program, spanning from 2002 through 2012, presented particular safety challenges that called for enhanced safety planning. Contractors were pre-qualified on a number of stringent criteria, three of which were a requirement for a favorable experience modification rating: an insurance industry rating that is an indicator of jobsite safety, an approved Illness and Injury Prevention Plan, and an acceptable safety logistics plan specific to the particular construction project. On construction projects where SMCCCD carries the builder's risk insurance coverage, SMCCCD's underwriter regularly dispatches inspectors to ensure that best safety practices are being followed. Finally, construction inspectors hired by SMCCCD provide reports that include safety-related concerns [III.B-21].

SMCCCD and College of San Mateo use annual surveys of physical facilities conducted by insurance inspectors, followed by deficiency reports, to focus remedial efforts on the facilities safety conditions that present the

highest risk to the safety of students, faculty, staff, and visitors. Formal safety inspections and certifications are supplemented by informal inspection and monitoring by Facilities personnel, Health Center staff including certified medical professionals, the Public Safety staff, College administration, faculty, staff, and students.

Campus safety for the College is coordinated at the district level by the Director of Public Safety. Each college has a Chief of Public Safety and a cadre of Public Safety officers who are responsible for campus safety. Emergency drills are conducted regularly to ensure that the campus is well prepared to respond to emergency situations. A campus safety website has been developed which provides safety and emergency information for faculty, staff, and students.

The College Safety Committee, a participatory governance committee, meets regularly to address safety issues and concerns. The committee is actively involved in emergency preparedness planning, having participated in such training delivered by the State Chancellor's Office emergency preparedness division. The committee assists with emergency preparedness and responds to safety-related concerns on campus. The Safety Committee gathers data through informal means such as casual conversations and observations, input from building monitors, concerns expressed during department or division meetings, and an online suggestion box on the emergency preparedness website [III.B-16]. The committee forwards recommendations to the College and District administration for operational changes or implementation of new initiatives. In addition to the College Safety Committee, a District Safety Committee meets quarterly to share lessons learned and best practices amongst the three colleges.

Examples of recent issues fielded by College and District Safety Committees include consideration of requests to provide additional lighting in parking lots and improvements in signage and instructions for use of courtesy phones in case of emergency. The committees also organize semi-annual emergency evacuation drills, review outcomes of such drills, and work to insure any communication challenges or other issues identified through these drills are addressed [III.B-22, III.B-23]. The committees oversee identifying and supplying equipment to building monitors and the training of building monitors so that equipment is used correctly. Each building and floor has an identified building monitor who is tasked with monitoring safety-related issues in their area, providing leadership and coordination in the event of building evacuations or other emergencies.

CSM gives high priority to emergency-response process development and training, evidenced by assigning the Vice President of Student Services with management of emergency preparedness. Process ownership at the vice presidential level conveys the importance of active participation in these efforts to all constituents. The importance of awareness and active participation is highlighted in an all-employee email message sent out by the Vice President of Student Services at the start of each semester.

In addition to the regular emergency evacuation drills, CSM held a lockdown drill in both day and evening in 2012, providing opportunities to test the emergency annunciation system and to practice notification and shelter-in-place protocols for staff, students, and building monitors [III.B-23]. CSM also hosted an Active Shooter Training in 2012. This training was delivered by an internationally recognized expert and was attended by more than 400 individuals, including a broad spectrum of CSM constituents as well as local and national law enforcement and armed forces personnel [III.B-24].

As part of the Capital Improvement Program, campus-wide signage has been reviewed and the majority of the existing signs replaced. A comprehensive signage-design standard was developed, providing signs that are



clear, easily understood, and consistently formatted. This insures accuracy, continuity, and clarity of way-finding, emergency egress routes, and other critical signage. The Safety Committee developed 911 emergency signage that includes a large, noticeable poster with an attached waterfall document that provides detailed information for many types of emergencies, including fire, earthquake, campus shooter, etc. These 911 emergency posters and attachments have been posted throughout each building on the campus [III.B-25].

### **Maintaining Facilities**

The facilities of the San Mateo County Community College District are maintained following a stringent preventive maintenance program and tracked using a computerized maintenance management system. Preventive maintenance activities are systems-focused; there are daily, weekly, monthly, quarterly, semi-annual, and annual preventive maintenance tasks associated with mechanical systems; electrical and illumination systems; fire and life safety systems; roofing and building envelope systems; elevator and dumbwaiter systems; interior wall, floor, and ceiling systems; and plumbing systems. The District's preventive maintenance program ensures that its facilities are operating as required to support the programs and services of College of San Mateo.

To support ongoing safety and sufficiency of its facilities, the District uses WOLFE, an online work order management system, known at the College as the Facilities Help Center. This database includes equipment and space inventories for each building as well as exterior spaces. Each building service system is inventoried and scheduled for preventive maintenance. The system also captures and tracks reactive maintenance requests from College staff. Service requests associated with safety or potential safety issues are given priority. Recent examples include a report of the smell of natural gas at Building 30. Gas service was immediately turned off at the main service valve to the building and was not restored until all associated equipment was confirmed to be in proper working order. Upon receipt of two reports of concerns with indoor air quality, submitted via the WOLFE system, air samples were taken and submitted to an independent, certified laboratory for analysis and confirmation that the subject buildings' air quality meets applicable standards, codes, and best practices and is free of unacceptable levels of contaminants and irritants.

Upon completion of a service request, the requestor is notified via email, and a link to a customer satisfaction survey is included [III.B-26]. In addition to the WOLFE system survey data, the College and the District have instituted facility satisfaction survey processes as part of the Facilities Program Review. Survey results are reviewed by the College administration and Facilities team and utilized to improve service delivery processes and prioritization of work requests.

In March 2011 the District engaged an independent consulting firm specializing in facilities operations (Management Partners Incorporated) to perform a comprehensive evaluation of Facilities Maintenance and Operations at all three of the District's colleges [III.B-27]. Key components of the study included an assessment of the current organization of the facilities unit, including current facilities staffing levels, preventative maintenance scheduling and management, staff training and development, benchmarking and peer comparisons.

A primary objective of this study was to ensure Facilities service levels are sufficient to meet both the current needs of the institution as well as those associated with the significant additional square footage occupied from 2011 to 2013. A major outcome of this study was development of a strategy and presentation materials

to help constituents understand the importance of augmenting the Facilities budget to provide adequate staffing to maintain facilities at acceptable levels. Presentation of study findings, along with APPA facility maintenance levels and guidelines, resulted in allocation of an additional \$1.5 million to the Facilities Unit operating budget on a district-wide basis [III.B-28, III.B-29]. This budget increase allowed the addition of three custodial full-time-equivalent (FTE) staff, two grounds FTE, and one maintenance FTE to ensure facilities needs are met in the future.

In addition to this independent maintenance and operations study, the District also implemented a district-wide survey and individual college surveys to assess occupant satisfaction with Facilities staff and service [III.B-30, III.B-31]. Survey results were reviewed with the Facilities management and supervisory teams as well as with staff. Survey results were posted in the facility department break rooms at each college, and training modules focused on customer service were updated and delivered to maintenance staff to insure reported issues were addressed [III.B-32].

The District belongs to the Association of Higher Education Facilities Officers (APPA-Leadership in Educational Facilities), a national organization for facility management professionals managing college and university campuses. The District facilities managers, including the manager for CSM, are required to pursue APPA professional certification, ensuring that the facilities leadership team is focused on current best practices. The District participated in the APPA Facilities Survey Index (FPI) report process in 2011 and 2012 [III.B-33]. This detailed index provides specific data relative to budget allocations for facilities and expected outcomes such as projected equipment life based on preventative maintenance levels, occupant satisfaction, and the like. Participation of other local community college districts in the 2011 survey provided invaluable benchmarking data against like institutions with comparable budget and service models. The District intends to continue to participate in the annual FPI reporting process for the foreseeable future. In February 2013, CSM hosted APPA "Drive In Training," welcoming its own and neighboring facilities staff members to hone their skills and share best practices.

### **Assessment**

College of San Mateo meets Standard III.B.1. The safety and sufficiency of physical resources is ensured through the joint efforts of the District and the College. Physical resource planning is guided at the district level by the *Facilities Master Plan*, which is informed by the *College's Educational Master Plan, 2008*, and *Educational Master Plan: Information Update, 2012*, and at the college level through program review and institutional plans and initiatives. Safety is ensured through regular inspection and maintenance of facilities and the work of the District and College Safety Committees.

In the annual campus climate and satisfaction surveys, students, staff, faculty, and administrators report that physical resources are safe and sufficient [III.B-34, III.B-31, III.B-35, III.B-36, III.B-37]. In 2012, 96.8 percent of responding students agreed with the statement "I feel safe on campus," a slightly higher fraction than in prior years. Responding faculty, administrators, and staff unanimously (100 percent) agreed that they "feel safe on campus during daylight hours." The percentage who "feel safe in the evening or at night," increased between 2010 and 2012, from 86.2 to 87.1 percent for faculty and administrators and from 79.4 to 89.5 percent for classified staff.

In 2012, students overwhelmingly (94.6 percent) agreed that “[c]lassrooms are clean, neat, and conducive to learning,” a modest increase from 2010 (91.8 percent). Faculty response to this statement indicated recent improvements; in 2010, only 76.3 percent of faculty agreed with this description of classrooms, a number that increased to 86.0 percent in 2012. Similarly, classified staff agreement that “[o]ffices and classrooms are clean, neat, and conducive to learning” increased from 78.4 percent in 2010 to 95.0 percent in 2012.

#### **Plan for Improvement**

None.

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#### **Standard III.B.1.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.*

#### **Descriptive Summary**

College of San Mateo has been engaged in a comprehensive Capital Improvement Program (CIP) since 2001. The overall goal of the CIP is to review, assess, and improve the College’s physical plant, equipment, and other assets to ensure that appropriate physical resources are available to carry out the College’s Mission and support its programs and services. These studies informed the master planning process for the *2001*, *2006*, and *2011 Facilities Master Plans* [III.B-5, III.B-6, III.B-1]. Cap-load data from the FPU also informed the project prioritization and space allocation within projects.

Implementation of the *2011 Facilities Master Plan* is dependent upon the passage of a third local general obligation bond or allocation of State Capital Outlay funds. A draft list of projects to be included in a potential future general obligation bond ballot measure has been created based upon the *2011 Facilities Master Plan* and is frequently presented to participatory governance, administrative, and community groups [III.B-38]. Proposed future capital projects are also included in the District’s Five Year Construction Plan, updated annually and submitted to the State Chancellor’s Office [III.B-39].

The key driver of master planning efforts after 2008 was College of San Mateo’s *Educational Master Plan, 2008*, (*EMP*) [III.B-2]. The *EMP* was provided to the master plan architectural teams prior to initiation of any work on the *2011 Facility Master Plan* and was reviewed in detail by the architectural teams prior to meeting with College constituents. The master plan architects used a combination of end-user interviews, surveys, and all-college meetings to gather additional input from campus constituencies, in accordance with the College’s participatory governance policies and procedures [III.B-40].

The *2001*, *2006*, and *2011 Facilities Master Plans* and resulting capital improvement projects reflected program and service needs and committed College of San Mateo to the construction and improvement of campus facilities. The *2001 Facilities Master Plan* includes components of building, upgrading, and replacing various elements of the physical plant to make the campus more energy efficient and modernized for instruction and student services. Improvements, upgrades, and replacements in the past nine years include upgrading of campus infrastructure; improving plumbing, fire alarm, sprinkler, and exterior lighting systems; installing energy-efficient electrical, heating, ventilation, and air conditioning systems; improving disabled accessibility accommodations; and renovating two of College of San Mateo’s largest classroom buildings, Central Hall and North Hall (Bldgs. 16 and 18), including installation of complete media-equipped (SMART) classrooms. The

*2001 Facilities Master Plan* included the following build, upgrade, maintenance, and replacement projects: new construction of a Science Building (B 36); new construction of the Regional Public Safety Training Center (B 35); modernization and seismic upgrade of North Hall (B 18); modernization of the Library (B 9) and KCSM technology upgrades; partial modernization and roof replacement of Emerging Technologies (B 19); partial modernization of Central Hall (B 16); modernization of the Child Development Center (B33) interior and play yard; energy efficiency and utility infrastructure upgrades; roofing replacement for the Gymnasium (B8), Facilities Maintenance (B7), and Theatre (B3; partial); campus-wide fire alarm system upgrade; asbestos abatement in Building 8; exterior lighting improvements; parking lot asphalt repairs; and athletics facilities upgrades.

As a result of the projects identified and funded through CIP1, the *2006 Facilities Master Plan* was developed to include projects not completed from the initial phase of construction. Master plan development included campus-wide forums, meetings with the design-build team, and meetings with the end-users. Funding for CIP2 was secured through the passage of the second bond measure, Measure A, in 2005. Projects identified through CIP2 funding consisted of the new College Center (B10), including a one-stop shop for students, administrative offices, cafeteria, and bookstore; a Health and Wellness Center (B5), including Cosmetology, Dental Assisting, and Nursing programs, a fitness/wellness center, and a new Olympic-size pool and adaptive physical education pool; renovation of the faculty center; and the modernization, remodel, or renovation of Music (B2), Theatre (B3; minor), Art (B4), the Gymnasium (B8), East Hall (B12), South Hall (B14), Faculty Offices (B15), Faculty Offices/Student Life (B17), and the Team House (B30). The old Butler Building (B34) was renovated to provide Fire Technology program equipment storage and offices and work areas for Media Services and Information Technology, who provide technical and equipment support for instruction as well as faculty and student service support. Funding from this bond also supported upgrades to hardscapes and softscapes as well as demolition of old, non-functional buildings.

Detailed design of each facility renovated or constructed under CIP1 and CIP2 was completed under the auspices of a building user-group team. User-group representatives had input at each stage of the design, from development of the initial project program to schematic and detailed design phases through the final DSA-approved construction documents. The user-group was consulted as to instructional requirements for building, classroom, lab, and support space configuration, adjacencies, equipment selection, and installation locations [III.B-41].

Each project included a budget for post-occupancy requests. Despite user-group input into the design and advice from specialized consultants, once occupied, adjustments invariably need to be made to facilities to ensure they are optimized for their intended use. The post-occupancy request budget provides the means to accomplish these changes. Post-occupancy requests are submitted by occupants to their administrator. Requests are compiled and reviewed by the administration for prioritization and by the construction planning department to determine feasibility [III.B-42, III.B-43]. Unexpected repairs and upgrades required to ensure code compliance, life safety, and ongoing operation of critical building systems are funded by general obligation bond funds set aside for this purpose in an Emergency Building Repair Fund (EBRF) [III.B-44]. The Facility Project Request process is used to identify needs that fall outside standard maintenance and operation [III.B-45].

Physical resource upgrades and alterations needed to support student learning are identified through the College's instructional, student services, and administrative program review and through institutional plans and initiatives [III.B-46].

In addition, Facilities has carried out their own program review starting in 2003-04. College of San Mateo's custodial program review, grounds program review, and engineering program review provide insight into staffing levels relative to industry benchmarks [III.B-30]. With the identification of relative staffing levels, Facilities service levels have been qualified and quantified. Service levels have been published on the Facilities website, and the program review findings have been presented to College of San Mateo constituent groups [III.B-28]. Custodial program review briefings were provided to College of San Mateo administration and managers, the Associated Students, District management staff, and the Board of Trustees as well as to the AFSCME bargaining unit leadership and to facilities department employees.

Program review ensures that the maintenance operations are comparable to other North American institutions of higher education using the APPA model of the Association of Higher Education Facilities Officers, and includes an inventory of CSF (cleanable square footage), a staffing summary report, a minutes-to-clean report, a non-cleaning and leave analysis report, and a new program implementation report [III.B-33]. Maintenance of buildings and equipment is ensured through the preventive maintenance program. The District is in the process of fully implementing a new program for documentation and scheduling of reactive and preventive maintenance [III.B-47].

The campus Facilities Manager attends CSM's Management Council meetings in order to ensure effective, ongoing communication with the College. In addition, College of San Mateo has taken steps to increase the accountability of the facilities functions on the campus. The College uses program review, Facilities Project Requests, surveys, and WOLFE maintenance request reports to ensure that maintenance of all facilities is appropriate, especially in light of the additional square footage to buildings and outdoor facilities added as a result of new construction.

The College of San Mateo campus Facilities Manager makes it a priority to attend division meetings, all-college meetings, and other meetings, as invited, to discuss with faculty, staff, and administration about facility-related issues and needs [III.B-48]. These personal interactions provide invaluable insights into facility use. This understanding of end-user needs, together with the data provided via WOLFE and results of above-mentioned program review and project request processes has resulted in several relatively minor projects that have significantly improved instruction and productivity. Examples include:

- Installation of air conditioning at the student senate meeting room;
- Adjustments to ventilation systems to improve temperature and air quality in classrooms, labs, and offices;
- Re-training of custodial staff to emphasize the importance of certain activities such as retrieval of ADA accessible teaching and learning stations/furniture when relocated from their assigned rooms; and
- Enhanced response information to submitted work requests. (Often work requests had been closed without adequate communication to the submitter as to actions taken and improvements made.)

The following section provides examples of equipment introduced since 2007 to support student learning. Because much new equipment includes computer-based hardware, software, and communications capabilities, this information is also included in Standard III.C.1.d.

In the Physics Department, new electricity and magnetism labs are equipped with digital multimeters; a new optics lab provides a ray optics laser system; and students study mechanics, thermodynamics, and electricity using new sound, light, pressure, and voltage sensors. Architecture has incorporated software tools in architecture design/drawing classes. Engineering has added Arduino-based electro-mechanical design projects to its introductory course and is in the process of modernizing its materials testing equipment. The Biology & Health Science Department has new laboratories which are well-equipped. A state of the art Planetarium has been built to enhance the Astronomy program. Chemistry has acquired 20 laptops and 16 desktop computers. Software is loaded to allow organic chemistry students to analyze and display chemical properties. General chemistry students can draw molecules and complete chemical equation exercises, while a MeasureNet probe system allows students to automate the collection of data from chemical experiments. The Math Resource Center has purchased thin desktop computers providing Fathom II stat packages, Geometer Sketch pads, and interactive software for algebra and geometry. The new Nursing Skills Center is equipped with new simulation manikins, and cameras housed in the ceiling of the simulation rooms to record students' simulation experience for playback and debriefing. Each lab room also has a SMART classroom area for lecture. The new center functions as a mini-hospital and allows students to practice skills which will better prepare them to more readily transition to an actual hospital setting. The Dental Assisting materials lab is now equipped with a computer and projector to enhance the visibility of demonstrations. A public address system has also been added to ensure students can clearly hear the demonstration. Additionally, all programs are equipped with SMART classrooms.

In the Language Arts Division, program support has been enriched by new or upgraded facilities and equipment. Newly purchased hardware and software support students in the Reading and ESL Center and the Writing Center and ENGL 800 Center. Reading and ESL students have also benefited from a center providing state of the art hardware and software to aid with vocabulary and publishing. In the recently constructed Learning Center, the Communication Studies Department has a learning support center where students can digitally record and review their work. The Modern Language Center has new computers which provide access to text supplements and allow students to more easily work on audio language skills. The Film program has new Blu-Ray players and sound systems to allow both instructors and students to view and review files in this medium.

The Kinesiology, Athletics, and Dance Division also has new technology enhancing all of its programs. New SMART classrooms have been provided for both kinesiology and dance students. Video equipment has been purchased to allow dance students to record and replay their work. Football and baseball programs have three SMART classrooms in which to discuss strategy and skills, with video cameras and laptops available for on-field capture and review.

Business & Technology Division programs have also increased technical support to students. The Electronics Department has two new labs equipped with three phase power, high pressure air, and new workstations. New oscilloscopes and voltmeters were also acquired with the Economic and Workforce Development grant, which

funded the project. Cosmetology now provides new station equipment for all students, including flat screen monitors which display best viewing of teacher demonstrations for both hair and facial rooms. The Business Computer Center computers have been refurbished and the Drafting lab is receiving new computers. The CIS Center has been provided with new Dell computers and Lego's robots to enhance student programming experience. Fire Technology's EMT classes have been provided with updated training equipment. The Accounting Department utilizes a software package from the Internal Revenue Service which is used in the Volunteer Income Tax Assistance (VITA) program, through which students who have interest in accounting help low-income residents prepare their tax returns.

Creative Arts & Social Science Division programs have been provided with SMART classrooms in which to teach their classes. The Digital Media Department has recording studios that feature isolation booths for sound mixing and studio monitors, while graphic design classes have new hardware and Adobe software suites. Darkrooms have been provided for the Art Department, while the Music Department now has a keyboard lab which includes software that allows students to edit their music.

Student Services units have also acquired much new technology to serve students. Digital display boards announce events and important information in a timely manner. Twenty-two of the 23 Student Services departments have acquired some new technology in the past two years. Newly constructed centers for EOPS, Multicultural, and International students house new computers to aid in registration and advising. The Assessment Center has new computers and software for placement testing. The newly constructed College Center allows more space for DSPS services and much new equipment for accommodating students in this area. Enrollment Services provides a bank of computers for students' registration needs. Counseling has DegreeWorks software to assist in advising students and in developing student education plans. As well, students can more readily track their academic progress using this enhanced degree audit system. Enrollment Services provides a web-based self-service tool that readily provides answers to commonly asked questions. Video surveillance cameras have been placed throughout parking lots, quads, and building corridors, increasing the effectiveness of the Public Safety Department.

### **Assessment**

College of San Mateo meets Standard III.B.1.a. The College has processes in place to ensure that the needs of programs and services are met through the construction, operation, maintenance, and replacement of its facilities and equipment. The *Educational Master Plan, 2008*, informs facilities master planning, and College constituencies are included in the planning process. Significant new construction and renovation have transformed the campus and provide improved support for programs and services. The inclusion of facilities and equipment needs in program review and the recent addition of a more formalized process for non-capital facilities requests will help ensure support for programs and services continues to be delivered effectively.

Students, staff, faculty, and administrators who responded to the annual campus climate and satisfaction surveys report that physical resources are up to date and meet educational needs [III.B-34, III.B-31, III.B-35, III.B-49]. Students (93.4 percent) agreed that "[l]ab equipment is sufficiently up to date." In 2012, 92.4 percent of faculty and administrators and 100 percent of staff agreed that "CSM maintains educational equipment and materials in good working condition," an improvement from the 2010 values of 84.3 and 93.1 percent respectively. In 2012, 85.7 percent of faculty and administrators agreed that "[t]he college relies on faculty

expertise to acquire educational equipment and materials that support instruction,” comparable to the response in 2010.

The College finds that maintenance has improved as well. The share of staff who agreed that “[c]ampus facilities (e.g., classrooms, washrooms, offices) are adequately maintained” increased from 58.5 percent in 2010 to 80 percent in 2012; the corresponding numbers for faculty and administrators were 72.2 percent in 2010 and 83.3 percent in 2012. The 2011 District Facilities program review survey ratings for facilities and facility support services showed comparable results, with mean ratings ranging from a low of 3.96 to a high of 4.44 on a scale of 1 to 5, with 5 being most satisfied [III.B-30]. Finally, 94.5 percent of faculty and administrators and 97.8 percent of staff agreed that “[c]ampus landscaping is adequately maintained,” increases from 87.4 percent and 90.7 percent in 2010.

#### **Plan for Improvement**

None.

#### **Standard III.B.1.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.*

#### **Descriptive Summary**

A variety of mechanisms are in place to assure the accessibility, safety, security, and healthfulness of College of San Mateo’s learning and working environments.

In 2004, an Americans with Disabilities Act (ADA) consultant was engaged to update the architectural barriers database, which had not been updated since 1991, and to assist in developing an implementation plan for removal of all remaining architectural barriers that prevented the College from being entirely in compliance with current ADA standards [III.B-50]. Newly constructed facilities and existing facilities that are renovated are in compliance with ADA codes. In some instances, ADA codes are purposefully exceeded in order to make College facilities more fully accessible to students with disabilities. College of San Mateo’s Disabled Students Program and Services Department (DSPS) provides consultation on priorities, alternatives, and both permanent and temporary measures to ensure that students, staff, and visitors who are disabled have access to programs and services now and in the future [III.B-51]. With the completion of CIP2, there are now ADA-accessible parking spaces and approved accessible paths of travel throughout the campus, as certified by the Division of State Architecture [III.B-52].

With extensive construction throughout the District, safety planning has become part of a regular routine to ensure that the health and safety of employees, students, the public, and contractors remain a high priority. The San Mateo County Community College District has established a comprehensive safety program, which includes a pre-qualification of contractors for projects based on three criteria dealing with jobsite safety, regular and routine safety inspections of the campus, and documentation generated to point out potential safety concerns.



The District works closely with its property and liability insurance provider to conduct annual reviews of facilities condition risks. Annual physical surveys, conducted onsite by insurance inspectors and followed by deficiency reports, focus attention on facilities safety conditions that present the highest risk to the safety of students, faculty, staff, and visitors [III.B-53].

The online Facilities HelpCenter allows employees from College of San Mateo to submit work requests, including requests for remediation of facilities with unsafe conditions. Submitted work requests are triaged and dispatched, and safety-related issues are given the highest priority [III.B-54]. In addition, the College Safety Committee identifies and facilitates response to safety-related concerns.

The Maintenance Department ensures the health and safety of its personnel by conducting weekly safety training programs focusing on industrial accidents. Additionally, Maintenance personnel representing the different trades meet quarterly to review safety inspection reports [III.B-19].

When accidents or injuries occur that are attributed to or create facilities-related conditions, an incident report is prepared and distributed to the campus Facilities Manager, who conducts an investigation and seeks a resolution of the condition.

In 2004, a district-wide task force that included faculty and staff, along with representatives of Public Safety, Campus Facilities, Information Technology Departments, administration, and leading industry experts, studied the condition of College security systems and developed a comprehensive solution for security improvements, including the introduction of an electronic access controls and monitoring system, the continued use of traditional mechanical locks enhanced by the use of proprietary keys, and modified administrative processes to better track key issuance and retrieval. The comprehensive solution is being implemented as part of the capital construction program. For many buildings, mechanical keys are being replaced by a keyless system using fobs and access codes, providing greater overall security. During construction and renovation, College of San Mateo ensured the safety of the buildings and equipment by placing security access devices at primary entrance points and at areas of buildings in which security is critical.

Healthful working and learning environments are assured through maintenance activities of existing facilities as well as in the planning, design, and construction of new and renovated facilities. SMCCCD's indoor air quality (IAQ) management program is comprised of a website to educate visitors about IAQ in general and the handling of IAQ concerns [III.B-55]. A written training program outlines maintenance protocols that are aligned with best indoor air quality practices, explains their direct and indirect impact on IAQ, and describes how to take action responsibly in the event of an IAQ concern.

A safety concern expressed by the Cosmetology Department in the new Health and Wellness Center illustrates the response process. Upon receipt of reports of concerns that ventilation associated with chemicals employed for various cosmetology services was inadequate, several actions were taken. Initial air sampling was conducted and samples tested by an independent, certified laboratory. Although laboratory analysis confirmed that discernible amounts of the chemicals used in this area were within the Permissible Exposure Limits (PEL) established by the California Department of Occupational Safety and Health (CALOSHA), remedial action was undertaken to address the perception of discomfort caused by these chemicals. Actions included installation of a supplementary air exhaust system, procurement of movable floor fans to direct air flow from areas of heavy

chemical use to the supplementary exhaust system, and several recommendations for operational adjustments to limit the infiltration of chemical smells into the rooms.

Many of SMCCCD's facilities design standards are based on criteria that include the promotion of more healthful learning and working environments. Interior lighting upgrades have been implemented that not only reduce energy consumption but also improve the quality of light inside buildings. Resilient flooring standards call for a product with improved acoustic performance, reducing footfall noise disruption, and with a more forgiving surface, reducing leg strain for faculty who stand while teaching [III.B-56]. The preventive maintenance program ensures that air filters are replaced routinely, that lighting systems remain operational, and that other activities are consistently performed at recurring frequencies to ensure safe and healthy indoor and outdoor facilities.

Custodial services are perhaps the most visible outcome of facilities maintenance activities. Because the cleanliness of facilities is a highly noticeable indicator of facilities sufficiency, custodial supervisors conduct formal monthly inspections of every facility in addition to daily informal observations. These inspections identify whether the custodians have been provided the resources they need to maintain the facilities, whether the end-users of the facilities are exerting unreasonable wear and tear on the facilities, or whether staffing issues are in need of attention.

#### **Assessment**

College of San Mateo meets Standard III.B.1.b. The College, in conjunction with the District's Facilities Department, works to ensure access, safety, security, and environmental quality, beginning in the design, construction, and remodeling of facilities and continuing through their operation. Facilities staff receive regular safety training and outside consultants are brought in when specialized expertise is required. Inspection, monitoring, and preventive maintenance of facilities take place on a regular basis. The online Facilities HelpCenter allows any employee to report any unsafe condition and these conditions are given the highest priority for response.

As noted in Standards III.B.1 and III.B.1.a, the results of annual campus climate and satisfaction surveys show that the College community feels safe on campus and finds that classrooms, laboratories, offices, and supporting facilities are well-maintained and conducive to learning. Of particular note are the increases in satisfaction with nighttime safety, with the condition of educational equipment, and with the maintenance of facilities [III.B-34, III.B-31, III.B-35, III.B-49].

The security and safety of the CSM campus are also reflected in the extremely low number of incidents of crime. Since 2008, there have been only eight incidents reported in CSM's Crime and Campus Security report to the U.S. Department of Education.

#### **Plan for Improvement**

None.

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**Standard III.B.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.*

**Descriptive Summary**

Long-range capital planning at College of San Mateo takes the form of College facilities master planning informed by the College's *Educational Master Plan, 2008*; regular updates of the College's facilities condition deficiencies information into the State Chancellor's Office database; annual updates of the Five-Year Construction Plan; and program review [III.B-39, III.B-57].

The *2001 Facilities Master Plan*, adopted by the Board of Trustees in July 2001, represented the culmination of eight months of work, including a complete physical analysis of the condition of existing facilities and equipment, plus an iterative consultation process with College constituent groups [III.B-58]. The physical analysis was multi-faceted. It included a facilities audit that identified rough order of magnitude costs to renovate existing facilities based on existing utilization. A comprehensive energy analysis identified energy conservation measures that could be undertaken to improve energy efficiency, reduce operational costs, and improve environmental quality. A review of maintenance and repair activities, together with interviews with maintenance staff and end-users at the College, identified areas of particular concern in terms of deferred maintenance. College of San Mateo engaged master planning architects to lead College personnel through a series of meetings that served to identify physical campus planning goals and issues, develop options, ascertain the preferred solution, and identify an implementation strategy. The resulting *2001 Facilities Master Plan* was the basis for the first phase of CSM's capital construction program [III.B-5].

Given the passage in November 2005 of the District's second general obligation bond measure and other changes that had occurred since 2001, an updated facilities master plan was required to inform decision making related to the next phase of planning and construction. The list of projects identified in the *2001 Facilities Master Plan* was a very aggressive one, and the cost of construction based on initial scope prevented all identified construction from being carried out completely. A Bond Oversight Committee was created to ensure that the funds were being appropriately earmarked and expended [III.B-59]. Subsequent planning efforts included campus-wide presentations, town hall forums, and task force meetings; finally, formal Board of Trustees approval related to annual five-year capital outlay plan updates was secured. The *2006 Facilities Master Plan*, developed as a result of this process, addressed the shortcomings from the *2001 Facilities Master Plan* and the need for additional capital improvements. In August 2006, the Board of Trustees approved the *2006 Facilities Master Plan* [III.B-60].

The *Facilities Master Plan* was updated in 2011 to reflect work accomplished under CIP2 and prioritize remaining projects for a future local general obligation bond [III.B-61, III.B-62]. Prior to the start of planning, the architectural firm engaged to develop the *2011 Facilities Master Plan* reviewed College of San Mateo's

*Educational Master Plan, 2008*, to ensure that the planning effort was firmly grounded in, and directed by, an understanding of the College's community, its students, and its programs and services that promote student success. This critical connection between these two planning instruments was a key goal of all constituents engaged in the development of the *2011 Facilities Master Plan*, which was presented to the Board of Trustees in July 2011 [III.B-63].

In 2003, SMCCCD engaged a consultant to conduct a physical survey of the College. The survey information was entered into the State Chancellor's Office Facilities Deficiencies Database, allowing facilities planners at the district and state levels to create reports on facilities condition indices, plan projects, maintain a space inventory, and track state funding on approved projects. In December 2005, a re-survey of the campus was conducted in order to update the information contained in the Facilities Deficiencies Database [III.B-64].

Facilities and equipment needs are also identified and incorporated into the planning process through program review. As part of program review, departments and units are asked to identify facilities and equipment needs for the following academic year and also to project changes in resources, for example, needs due to equipment obsolescence, anticipated over the next six years [III.B-57]. Both the short-term and long-term needs identified in program review are considered in the development of institutional plans and initiatives and during planning and resource allocation [III.B-4].

#### **Assessment**

College of San Mateo meets Standard III.B.2. The College employs a variety of mechanisms to assess and evaluate its facilities and equipment, including regular updates of the College's facilities condition deficiencies information in the State Chancellor's Office database; needs identified in the facilities and equipment sections of the annual program review completed by instructional, student services, and administrative programs and units; and annual campus climate and satisfaction surveys of students, staff, faculty, and administrators. Undeliverable projects identified from the *2001* and *2006 Facilities Master Plans* have been incorporated into the *2011 Facilities Master Plan*, which was developed in the context of the College's *Educational Master Plan, 2008*. The Bond Oversight Committee ensures that the funds are appropriated in a fashion that reflects the feedback from the various constituent groups obtained through the participatory governance process.

#### **Plan for Improvement**

None.

#### **Standard III.B.2.a**

*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

#### **Descriptive Summary**

College of San Mateo's long-range capital plans support its Mission Statement and Institutional Priorities. In order to ensure that ongoing plans can be achieved, the College, with support from the District, has a viable funding projection to support the total cost of ownership of facilities and equipment.

An architectural firm engaged to update the College's *Facilities Master Plan* developed the long-range capital plan. The process of updating the plan consisted of numerous interviews with user groups, managers, senior

administration, and two all-college meetings [III.B-65]. Furthermore, the architectural team reviewed the College's *Educational Master Plan, 2008*, as they worked to update the *Facilities Master Plan* [III.B-2]. The College has now progressed to a more detailed level of facilities and construction planning. Systems have been put in place to ensure continued input from user groups and review of institutional-level planning documents by the architectural firm.

The District's Facilities Department has developed minimum standards for building quality as well as standards for useful life and warranty protection for furniture, finishes, instructional technology, and equipment. SMCCCD provides this information to establish design and construction consistency, operational efficiency, and maintainability, while ensuring first-class teaching and learning facilities. These standards represent the best value for expenditure and are aligned with the District's long-range goals. The design standards and construction specifications are intended to serve as a tool for design professionals, construction managers, planners, and other participants in capital improvement efforts. They clarify direction and streamline project execution. These standards were developed to shift the risk of total cost of ownership to vendors and manufacturers. Finally, as part of the strategic planning process, the College has requested periodic facilities maintenance audits to ensure alignment of College goals with facilities maintenance plans and to provide a means of assessing total cost of ownership for non-warranty items [III.B-64].

When developing long-range capital improvement plans, the College considers all components of the overall cost such as architectural design, construction costs, equipment costs, and cost of ownership. While all of these costs are necessary in developing the capital improvement budget, the cost of ownership module facilitates the budget development to ensure that the financial component is comprehensive and to minimize omissions pertaining to long-term overall costs. Included in the cost of ownership are maintenance and operations issues including, but not limited to, sustainability, energy consumption, use of recycled materials in building development, staffing, cleaning, and low-flow water fixtures. Additionally, the College ensures that design components meet rigid District standards to reduce the potential for failure of equipment and that warranty issues are identified. At the individual project level, life cycle cost analysis of major facility systems is required as part of the design contract [III.B-66, III.B-67]. All of these elements are critical to the facilities master planning process and project implementation and are important considerations when renovations or new structures are being designed and developed.

The total cost of ownership for technology-related equipment was initially addressed in the College's Technology Plan: 2009/10 to 2012/13, which is described in greater detail in Standard III.C. The District has recently formed a Long Range Instructional and Institutional Equipment Planning Team, which includes the Executive Vice Chancellor; the Vice Chancellor of Facilities, Operations and Planning; the Vice Presidents of Instruction; the Vice Presidents of Student Services; the Chief Technology Officer; and the Director of Information Technology Services. The committee has established a quarterly meeting cycle to review technology replacement needs at each of the three colleges and to establish funding support based on available resources. To ensure sustainability, the District has set aside funds for technology replacement for the next five years totaling more than \$11 million. College of San Mateo received its first allocation of approximately \$733,000 in 2012-13 [III.B-68].

**Assessment**

College of San Mateo meets Standard III.B.2.a. The College employs a variety of mechanisms to assess and evaluate its facilities and equipment. Undeliverable projects identified from the *2001* and *2006 Facilities Master Plans* have been incorporated into the resulting *2011 Facilities Master Plan*. The Bond Oversight Committee ensures that the funds are appropriated in a fashion that reflects the feedback from the various constituent groups obtained through the participatory governance process. In addition, the formation of the District Long Range Instructional and Institutional Equipment Planning Team will help guide and inform equipment replacement needs and priorities. The District has committed more than 11 million dollars over the next five years to support the colleges with instructional equipment and other technological needs.

**Plan for Improvement**

None.

**Standard III.B.2.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.*

**Descriptive Summary**

Facilities planning for major capital projects is guided by the SMCCCD *Facilities Master Plans* (2003, 2006, and 2011). The *2011 Facilities Master Plan* priorities are aligned with the planning assumptions and recommendations articulated in CSM's *Educational Master Plan, 2008*. Planning for physical resources, including equipment, is integrated into the College's institutional planning process through program review and through institutional plans and initiatives. The effectiveness of physical resources is assessed through College program reviews, institutional plans, facilities program review and user surveys, and the College's annual campus climate and satisfaction surveys.

The annual program review completed by administrative, instructional, student services, and learning support center units includes discussion of long-range facilities and equipment needs. For example, in its spring 2013 program review, the Math Department projects a future need for a second computer lab to support instruction in basic skills mathematics, ideally adjacent to the existing Math Resource Center [III.B-69]. The Institutional Planning Committee (IPC) uses these projections to guide long-range planning.

Current-year facilities and equipment funding requests are also made through program review. Capital facilities needs are consolidated for review and prioritization for inclusion in future capital projects. Non-capital facilities requests are reviewed and prioritized by President's Cabinet. Equipment requests are prioritized first at the division level and then by the Instructional Administrators Council with participation by the Academic Senate President or designee. Prioritized requests for funding then go to President's Cabinet, where final funding decisions are made. Finally, College Council confirms that the established participatory governance process was followed.

Physical resource needs may also be identified through institutional plans or in association with institutional initiatives and funded based on prioritization by the Institutional Planning Committee and verification of funds by the Budget Planning Committee.

Program review includes an assessment of the impact of facilities and equipment on programs and services. Programs evaluate both the impact of improvements made possible by previously funded facilities and equipment requests and also the consequences of lack of improvement stemming from requests that were not funded. At the institutional level, the Technology Plan and the Distance Education Plan provide evaluation of the adequacy the physical resources related to technology.

The Facilities Department's program reviews and user surveys provide additional assessment of the condition of physical resources and help guide the scheduling of preventive maintenance.

Finally, the annual campus climate and satisfaction surveys of students, staff, faculty, and administrators carried out by PRIE provide end-user assessment of the College's physical resources, with questions addressing safety on campus; maintenance of classrooms, offices, support space, and grounds; and adequacy and maintenance of educational and laboratory equipment.

**Assessment**

College of San Mateo meets Standard III.B.2.b. Through the facilities master planning process and through the College's institutional planning processes, the College assesses its physical resources, uses the results of assessment to prioritize expenditures for the development and upgrade of facilities and equipment, and evaluates the impact of improvements to ensure that the institutional mission is achieved.

**Plan for Improvement**

None.

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**Evidence for Standard III.B**

- III.B.-1. 2011 Facilities Master Plan.  
[http://www.smccd.edu/accounts/smccd/departments/facilities/SMCCCD\\_FMP\\_FINAL%2019-11\\_lowres.pdf](http://www.smccd.edu/accounts/smccd/departments/facilities/SMCCCD_FMP_FINAL%2019-11_lowres.pdf)
- III.B.-2. *Educational Master Plan, 2008.*  
[http://collegeofsanmateo.edu/prie/emp\\_documents/EMP\\_21Revised.pdf](http://collegeofsanmateo.edu/prie/emp_documents/EMP_21Revised.pdf)
- III.B.-3. Facilities Needs Assessment webpage (with Master Plans).  
<http://www.smccd.edu/accounts/smccd/departments/facilities/masterplan.shtml>
- III.B.-4. *Overview of Institutional Planning for Continuous Improvement of Student Success.*  
[http://collegeofsanmateo.edu/2013selfevaluation/docs/Overview\\_of\\_Integrated\\_Planning.pdf](http://collegeofsanmateo.edu/2013selfevaluation/docs/Overview_of_Integrated_Planning.pdf)
- III.B.-5. Facilities Master Plan, 2001.  
<http://www.smccd.edu/accounts/smccd/departments/facilities/20010101MasterPlan.pdf>
- III.B.-6. 2006 SMCCCD Facilities Master Plan.  
[http://collegeofsanmateo.edu/prie/institutional\\_documents/SMCCCDFacilitiesMasterPlan2006.pdf](http://collegeofsanmateo.edu/prie/institutional_documents/SMCCCDFacilitiesMasterPlan2006.pdf)
- III.B.-7. CIP Budgets.  
<https://sharepoint.smccd.edu/SiteDirectory/CPD/CSMFacAccr/Accreditation%20Documents/CSM%20III%20Ref%204.pdf>
- III.B.-8. SMCCCD Board Policy 8.33 Auxiliary Services.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/8\\_33.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/8_33.pdf)
- III.B.-9. Distance Education Plan: 2009/10 to 2012/13.  
<http://collegeofsanmateo.edu/institutionalcommittees/docs/DECPlan2009-2013.doc>
- III.B.-10. Structured Training for Online Teaching (STOT).  
<http://www.smccd.edu/edservplan/deac/stot.shtml>
- III.B.-11. Distance Education.  
<http://collegeofsanmateo.edu/distanceeducation/>
- III.B.-12. Example Facilities Needs Assessment, B19 Emerging Technologies.  
<https://sharepoint.smccd.edu/SiteDirectory/CPD/CSMFacAccr/Accreditation%20Documents/CSM%20III%20Ref%2018.pdf>
- III.B.-13. Integrated Energy Audit, College of San Mateo, May 19, 2011.  
<https://sharepoint.smccd.edu/SiteDirectory/CPD/CSMFacAccr/Accreditation%20Documents/CSM%20III%20Ref%2019.pdf>
- III.B.-14. District Safety Committee Minutes, September 15, 2011.  
<https://sharepoint.smccd.edu/SiteDirectory/CPD/CSMFacAccr/Accreditation%20Documents/CSM%20III%20Ref%207.pdf>
- III.B.-15. Safety Committee.  
<http://collegeofsanmateo.edu/emergency/safetycommittee.asp>



- III.B.-16. Emergency Preparedness website.  
<http://collegeofsanmateo.edu/emergency/index.asp>
- III.B.-17. Hazmat Business Plan, Communication Plan and IIPP RFP.  
<https://sharepoint.smccd.edu/SiteDirectory/CPD/CSMFacAccr/Accreditation%20Documents/CSM%20III%20Ref%209.pdf>
- III.B.-18. SMCCCD HazMat Training presentation.  
<https://sharepoint.smccd.edu/SiteDirectory/CPD/CSMFacAccr/Accreditation%20Documents/CSM%20III%20Ref%2012.ppt>
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**Standard III.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.*

**Descriptive Summary**

At College of San Mateo, technology resources are used to enhance and support student learning and student services and to contribute to the overall effectiveness of the institution, supporting the College's Mission and Institutional Priorities. As a result of its long-term facilities planning, part of the College's integrated planning process, CSM has completed extensive renovations to many of its existing buildings and in doing so has updated most of its classrooms with state-of-the-art technology. In these SMART classrooms, faculty can readily access high quality audio-visual equipment and connect to the internet to enhance the learning environment for students. In addition, learning support centers and laboratories are equipped with up-to-date, high quality technology equipment.

With the construction of College Center (B10), Student Services has also received technology enhancements to help improve student success. A one-stop center has been created to house Admissions and Records, Financial Aid, the Cashiers Office, the Assessment Center, the International Student Center, and Counseling. In each of these locations, technology enhances the delivery of services. Employing technology such as a web-based system has allowed Admissions and Records and Financial Aid to significantly streamline operations. For example, both departments use scanners to digitize student records, eliminating the need to store paper records. Applicants for admission and financial aid submit their applications online. Once admitted, students can use WebSMART, a web-based interface, to conduct a variety of transactions online, including scheduling an appointment to take placement tests, paying for a parking permit, or requesting an official transcript. Faculty use WebSMART to obtain course lists, to submit census for a course, to withdraw students from courses, and to submit course grades. WebSMART provides significant flexibility for its users as the service is available 24 hours per day, every day of the week.

Recognizing the importance of technology, CSM established a Technology Committee, which reported to the Institutional Planning Committee. The Technology Committee had as part of its charge the assessment of the immediate and long-term technology needs of the College. To ensure that technology investments are sustainable, the Committee was charged with developing a Total Cost of Ownership model to inform the College of projected costs to maintain existing technology as well as acquire new technology equipment. In 2009-10, the Committee produced a comprehensive plan that fulfilled its directive [III.C-1].

During the spring 2012 Institutional Planning Committee (IPC) review of the College's planning processes, the need for the Committee was reevaluated. IPC noted that the replacement of computer equipment and peripherals is largely coordinated by the District's Information Technology Services and that sustainability of equipment and technology needs has been addressed through bond funds and the recent establishment of the District's Long Range Instructional and Institutional Equipment Planning Team. At the same time, it became clear that greater integration between the Distance Education and Technology Committees was needed in order to identify trends in the delivery of educational technology. As a result, the committees were merged to

form a new Distance Education and Educational Technology Committee (DEETC). Committee co-chairs were identified in fall 2012 and the committee began its work in spring 2013. Its mission states that DEETC:

...advises the College of San Mateo (CSM) administration on policy and plans for the academic use of these technologies, and makes recommendations to the Vice President of Instruction, who administers Distance Education for faculty and is, therefore, responsible for the implementation of the Institutional Planning Committee (IPC)-approved Distance Education Plan.

The CSM Distance Education and Educational Technology Committee facilitates the development of distance learning instruction in response to student and community needs, and the latest developments and standards in Educational Technology. The committee is committed to supporting faculty and students in obtaining training in the use of appropriate technology for teaching and learning, both in the classroom and online. The committee evaluates current and emerging resources and educational technology used to instruct, support, and educate CSM Distance Education and on-campus students to determine what changes or improvements need to be made to meet the needs of the faculty and students, and makes recommendations based on these evaluations [III.C-2].

To fulfill its mission, DEETC has identified the following tasks:

- Help shape a college vision of distance education, with a focus on student success and student achievement;
- Provide direction for integrating educational technology into all on-campus and distance education courses and programs;
- Guide departments, faculty, and staff towards an efficient, effective, and consistent use of educational technology online and in the classroom;
- Recommend policies for quality and academic rigor in the use of educational technology in the classroom and in all distance education classes;
- Encourage faculty to participate in and make recommendations on the development of courses, course materials, and the use of appropriate educational technology;
- Help guide student accessibility and promote distance education courses as a viable option for pursuing educational goals;
- Develop procedures, in consultation with the Vice President of Instruction, reflective of the specifications of Title 5, the ACCJC, and Department of Education guidelines for educational technology and online instruction;
- Make recommendations to provide centralized online access to all student support services and resources—library, counseling, financial aid to promote student success; and
- Make recommendations to provide online support for students, such as creating an online readiness course for students struggling to use educational technology [III.C-2].

The Technology Plan, the Distance Education Plan, and technology needs identified through program review are used by the Institutional Planning Committee in budgeting and resource allocation. DEETC is developing a new Distance Education and Educational Technology Plan, which will be reviewed by IPC in fall 2013 and, upon approval, used in institutional planning.



**Assessment**

College of San Mateo meets Standard III.C. Technology is fully embraced to support learning programs and services and is used to improve institutional effectiveness. Recently renovated and newly constructed buildings have been provided with the latest technologies to provide faculty and students with SMART classrooms that enhance the learning environment. Employees are provided with effective working environments which are supported by robust hardware and software. Through program review, the Distance Education Plan, the Technology Plan, and the forthcoming Distance Education and Educational Technology Plan, technology needs are integrated into institutional planning.

**Plan for Improvement**

None.

**Standard III.C.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.*

**Descriptive Summary**

College of San Mateo embraces the appropriate use of technology. Technology has become an essential component in supporting the needs of learning, teaching, college-wide communications, research, and operational systems. A variety of technological tools and resources support these critical endeavors:

- Teaching and learning is supported through SMART classrooms with wired and wireless network connectivity; learning support centers with a range of technology to support student success; WebAccess, a course management system for faculty; the Distance Education Resource Center; and podcasts.
- Communication is facilitated through Voice-over-Internet Protocol (VoIP); email accounts for all students, faculty, and staff; and text-messaging capabilities which allow immediate notification to students and staff of emergency situations on campus.
- Research is supported and reported using Argos, FormFusion, Hyperion Interactive Reporting Studio, SPSS, and ArcGIS.
- Operational Systems allow access to service and enhance operation. They include wireless access to the internet throughout the campus; WebSMART, a web-based system that provides for a variety of online self-service options for students, faculty, and staff; Banner, an enterprise software system that allows for efficient workflows that enhance day-to-day operations; SARS software products that enhance student services; DegreeWorks, an advanced academic advising and degree audit system; and IntelliResponse, a self-serve, web-based system implemented as “Ask the Bulldog?” that addresses commonly asked questions for potential and current students.

The technology outlined above is fully embraced and utilized to support instructional activity, institutional communication, research, student services, and the day-to-day operations of the College.

Technology needs are identified at three levels: program or unit, administrative, and College. Through program review, instructional programs, the Library and learning support centers, and student services units identify the

technology needed to sustain and enhance student learning. Administrative units carry out a similar review to identify technology needed for efficient workflow. At the college level, the Distance Education and Educational Technology Committee (DEETC) provides direction in identifying educational technology needs and integrating education technology into educational programs. The Institutional Planning Committee's resource allocation recommendations are based on the results of program review and on needs identified through the institutional plans. The District's Information Technology Services (ITS) provides support in the identification, implementation, and use of information technology at the College and across the District.

As with other major financial commitments, the College makes decisions relating to the investment in general technology for administrative, instruction, and student services functions through a structured and integrated institutional planning process. The process for requesting and securing institutional funds to supplement existing programs or to support new initiatives, including funding for technological equipment, is part of the program-level planning cycle which is documented through the program review process. Program reviews are required of all instructional and student services departments, and only those programs completing the annual review are considered for funding requests. Program reviews incorporate data from SLO assessment at the course and program level and identify how funding requests support the College's Mission and Institutional Priorities. Program reviews are vetted and funding requests prioritized at the division level. For instructional equipment and student services technology needs, the Vice President of Instruction and the Vice President of Student Services, the instructional and student services administrators, and the Academic Senate president (or designee) meet to review, discuss, and prioritize the requests and to determine funding allocations. The Vice Presidents take the prioritized requests for funding to President's Cabinet, where a final decision is rendered. The Vice Presidents then meet with College Council to confirm that the established participatory governance process was followed. Once this final step is approved, allocations are distributed and a summary of allocations is posted on the College Council website [III.C-3].

ITS is dedicated to providing information technology leadership, support staff, training, policies, and procedures related to technology, and strategies for the effective deployment and utilization of information technology. All ITS personnel are managed and supervised by District staff, allowing ITS management to adjust the allocation of staff resources to the colleges based on need as well as seamlessly sharing technology solutions in order to leverage savings and efficiency. ITS and the colleges collaborate on decision-making processes district-wide and one-on-one, and together determine the most efficient and compatible use of technology. ITS staff also participate regularly in various college committees to discuss operational and planning issues including needs of learning, teaching, district-wide communications, research, and operational systems.

District Instructional Technology Services and Support Group technicians maintain, deliver, and set up faculty-requested instructional equipment. With the construction of several new buildings and renovation to several existing buildings, incorporation of SMART classrooms has become the norm. Training for faculty on the use of SMART classroom technology has led to a decline in the extensive need for ongoing staff support services. However, a refined process for requesting technological staff support is provided through a centralized dispatch and online help desk. Faculty and staff are able to post help tickets online. The requests are then routed to the appropriate technical staff who responds to the requests [III.C-4].

With the support of ITS, the College has district-wide communication capabilities with both an employee and student email distribution list. Further technological enhancements have allowed the College to implement mobile text messaging as part of its emergency notification system. With this improved service, staff and students are now more readily informed about unforeseen emergency events on campus.

To support instructional and technology requirements, College of San Mateo has relied upon funding from various sources including state instructional equipment funds, capital improvement bonds, and external grants. In recent years, budgetary constraints at the state level initially reduced and eventually totally eliminated state funding for instructional equipment. However, two San Mateo County bond measures, Measure C, approved by county voters in 2001, and Measure A, passed in 2005, have been primary funding sources for needed technology maintenance and upgrades [III.C-5], [III.C-6]. As presented in the San Mateo County Community College District Bond Oversight Committee Annual Report to the Community—2011, the Measure C Project List included 40 million dollars in expenditures for replacement and upgrading of technology-related needs [III.C-7]. In addition, external grants have contributed to supporting the College's technology needs. One such grant, the Federal Perkins Act–VTEA grant, has provided funding for career and technical education programs including Cosmetology, Dental Assisting, Digital Media, Electronics, and Nursing as well as supporting the Assistive Technology Center. These restricted funds provided needed monies to purchase specialized software and hardware for the aforementioned programs. In recent years, Perkins Act–VTEA funds have also been reduced [III.C-8]. Two one-time Workforce Development Grants funded by the California Community Colleges Chancellor's Office and totaling \$448,000 were used to refurbish the College's electronics lab. In addition, the grants supported the procurement of new equipment for the facility [III.C-9].

ITS conducted a comprehensive inventory of CSM's IT and computer equipment and support costs which included a five-year (2009-2014) replacement projection for infrastructure and computers [III.C-10]. Most recently, the District's Information Technology Services (ITS) Department has developed a Strategic Plan for Information Technology 2012-2016 [III.C-11]. As part of its strategic plan, a technology sustainability strategy has been developed. The strategy includes the formation of a Long Range Instructional and Institutional Equipment Planning Team, which includes the Executive Vice Chancellor; the Vice Chancellor of Facilities, Operations and Planning; the Vice Presidents of Instruction; the Vice Presidents of Student Services; the Chief Technology Officer; and the Director of Information Technology Services. The committee has established a quarterly meeting cycle to review technology replacement needs at each of the three colleges and to establish funding support based on available resources. To ensure sustainability, the District has set aside funds for technology replacement for the next five years totaling more than \$11 million. College of San Mateo received its first allocation of approximately \$733,000 in 2012-13 [III.C-11].

### **Assessment**

College of San Mateo meets Standard III.C.1. The College continues to advance in its acquisitions and operation of technology in support of its goals and student learning objectives. The program review process provides the opportunity for faculty and staff to identify specific instructional equipment and technology needs and to assess their effectiveness in meeting student learning outcomes [III.C-12].

Prioritization of needs commences at the division level and then moves on to the Vice Presidents and instructional and student services administrators for review, discussion, and further prioritization. The Vice

Presidents take the recommendations from this group to President's Cabinet for final review and approval. College Council must then approve the participatory governance process before funds can be distributed.

In cooperation with ITS, the College has expanded and improved computing, telecommunications, and SMART classroom capabilities. Initially with the work of the College's Technology Committee and with assistance from ITS, the College assessed its existing technology inventory, determined future technology needs, and projected costs associated with maintaining and replacing technological equipment.

More recently, with the formation of the District Strategic Plan for Information Technology 2012-2016, a refined format for determining District- and College-projected maintenance and new acquisition costs for technology has been determined. In addition, the formation of the District Long Range Instructional and Institutional Equipment Planning Team will help guide and inform equipment replacement needs and priorities. Lastly, the District has committed more than 11 million dollars over the next five years to support the colleges with instructional equipment and other technological needs, thus ensuring sustainability.

The annual campus climate and satisfaction surveys for 2012 indicate that the College provides adequate technology designed to meet educational needs [III.C-13], [III.C-14], [III.C-15]. Staff, faculty, and administrators agreed that "[c]omputer equipment provided is adequate to meet my needs" (staff: 92.9 percent; faculty and administrators: 85.2 percent) and 94.6 percent of students agreed that "[l]ab equipment is sufficiently up to date." In addition, 85.7 percent of faculty and administrators agreed that CSM "relies on faculty expertise to acquire educational equipment and materials that support instruction."

#### **Plan for Improvement**

None.

#### **Standard III.C.1.a**

*Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

#### **Descriptive Summary**

College of San Mateo recognizes technology as essential to the success of its instructional programs, student support services, and operations. Technology-based services, professional support, facilities, hardware, and software are selected and designed to enhance the College's effectiveness in achieving student success. In consultation with the College, ITS sets minimum technology standards. The College, through program review and institutional plans, determines specific programmatic needs.

Decisions regarding program-specific technology begin with faculty or staff. Based on student learning outcome assessment and program review, faculty and staff identify areas where technology could help improve student learning and operational efficiency. Faculty and staff then work with ITS to identify appropriate technological solutions to meet these needs. Through program review, these solutions are presented in the context of the program and incorporated into institutional planning and resource allocation. Prioritization for funding takes place first at the division level and then at the college level, where similar needs across different programs may be incorporated into institutional plans and initiatives.

The Director of ITS has responsibility for managing information technology for the District and advises the Chancellor on district-wide technology decisions. The Director and ITS staff also work with the College, providing assistance with the planning, deployment, and support of information technology initiatives.

The College's operation and facilities have been enhanced by the ongoing introduction and implementation of new technology. The passage of two bond measures, Measures C and A, have created the opportunity to introduce numerous technology-based enhancements such as SMART classrooms with wired and wireless network connectivity, VGA and HD projection systems, HDMI cabling, DA conversion systems over CAT 6, flat panel LCD monitors, laptop computers and DVD players, an updated telephone system, and substantial improvements to the College and District network such as implementing Gigabit Ethernet and upgrading to Cisco-managed switches [III.C-5]. In order to create a more comfortable learning environment, the College upgraded to an electronically monitored environmental control system [III.C-16].

Measure A, a bond passed by the San Mateo County voters, provided for the construction of College Center (B10), which houses the senior administration, most student services, the Digital Media program, the Creative Arts & Social Science Division office, faculty offices, classrooms, the Learning Center, dining hall, and bookstore. College Center also incorporates a one-stop center model for student services, which includes Admissions and Records, Financial Aid, Assessment, the Cashier's Office, International Student Center, and Counseling, all in proximity to one another on the third floor [III.C-7]. In the one-stop center, computers are readily available for student use for requesting transcripts online, registering for classes, purchasing parking permits, and scheduling placement test appointments. SMART classrooms include the latest technology including ease-of-access to the internet, thus allowing faculty to expand teaching modalities. Disabled Student Programs and Services has been provided with a computer lab that utilizes state-of-the-art computers and software such as Dragon and Kurtzweil. The Learning Center (LC) provides a computer lab that includes both personal and Apple computers. The LC also makes accessible laptop computers and tablets for student use.

Measure G, a Parcel Tax passed in 2010 [III.C-17], was used in part to hire an instructional designer to support CSM faculty with course content and pedagogical development for distance education. Additional funding was used to establish the Distance Education Resource Center, where faculty can receive assistance with online course development using state-of-the-art computers and software. The dedicated space provides for individual and/or small group assistance. Further, a variety of workshops are held in the Distance Education Resource Center's training room. Recent workshop topics have included "Using WebAccess with On-Campus Courses" and "Finding Online Resources for WebAccess."

The commitment to creating and advancing a web-based infrastructure, such as WebSMART, has improved access to web-based services for students, faculty, and staff. In addition, the introduction of wireless-based internet connectivity continues to enhance access for students, faculty, and staff. An ongoing plan to add Wi-Fi (802.11x) capabilities to all College facilities was begun in 2004. As of fall 2006, the Science Building (B36) and remodeled Library (B9) and North Hall (B18) were equipped with wireless technology. Since then, wireless "hot spots" have been established in additional buildings throughout the campus. In the future, all new and renovated buildings will be equipped with wireless technology as specified in the *Facilities Master Plan* [III.C-16].

Examples of technology-based enhancements that support instruction, student learning, and streamlined operations at the College are the following:

- Increased network accessibility allows faculty to utilize web pages as a means of communication with students.
- WebAccess, a course management system, is available to all faculty who have a designated course assignment in Banner. WebAccess allows faculty to incorporate supplemental course information on the web.
- SMART classrooms provide enhanced audio/visual equipment which can dramatically enhance the classroom learning environment.
- The CSM Planetarium, which houses one of the most sophisticated star projection systems available, provides unique learning opportunities for students.
- “iClickers,” a combination of hardware and software that provides immediate feedback to instructors about how well students are grasping or not grasping course content, allows the instructor to immediately revisit topics that are not being fully understood by students.
- The Physics Department has new labs that include digital multimeters and a Ray Optics Laser system.
- The Nursing Skills Center has been equipped with new simulation manikins that provide for a realistic training experience.
- Students can request transcripts online 24/7.
- WebSMART access is available 24/7.
- Faculty submit grades online through WebSMART.

The College’s data network includes firewall technology to protect the system from unauthorized intrusion. Sensitive documents accessible online are password-protected and are only available after successful completion of a log-on process. Software to filter out computer viruses is used at both the server and desktop levels. An increasingly sophisticated spam filter greatly reduces the amount of unwanted email received. Faculty and staff have the ability to manage the spam mail received by adjusting the spam filter.

In response to privacy concerns expressed by both students and staff, the key student/employee identifier in the administrative information system, Banner, was changed in spring 2004 from a social security number to a generated identifier, referred to as a G number. This change also served to meet a federally mandated requirement.

SMCCCD also has procedures to ensure electronic authentication. All student access to electronic systems requires that the student provide appropriate credentials. To gain access to either the web-based student information system; WebSMART; or the College’s learning management system, WebAccess; the student must log in with his or her student ID and PIN. Initial communication about new WebSMART accounts is a two-step process; one email is sent to students with their new student ID and a second message is sent with the PIN. Repeated invalid attempts to gain access result in accounts being suspended.

Students who lose their email password can reset it by authenticating via WebSMART and requesting to change their password via the web interface. Students who lose their WebAccess password can have a new password emailed to their college-provided email account. Students who lose their WebSMART password can answer a series of security questions or go to Admissions and Records in person with valid ID.

Information Technology Services (ITS) is located at the District Office and consists of 35 employees. ITS also maintains a satellite office at College of San Mateo. ITS is divided into four areas: desktop and media support; network, phone, and server support; personnel and student data support; and web services. Over the past several years, the number of computers at the College has increased significantly, impacting the workload of ITS support technicians and leading to the hiring of additional technicians in 2011. ITS is dedicated to providing information technology leadership, support staff, training, policies, and procedures related to technology and to providing assistance with the utilization of information technology.

#### **Assessment**

College of San Mateo meets Standard III.C.1.a. Building on minimum standards established at the district level, the College identifies technology appropriate for its programs and services. As outlined above, Information Technology Services and college personnel work collaboratively with the College to ensure that technology is used to enhance teaching, student learning, and day-to-day operations. The College, along with ITS, recognizes the need to continue to support and enhance its technology-based infrastructure as new software and hardware standards are adopted. Funding for these enhancements is critical. District funding totaling over 11 million dollars from 2013 to 2017 has provided much of the needed financial support required to maintain and upgrade the technological infrastructure [III.C-11].

In the annual employee campus climate and satisfaction surveys of 2012, 94.4 percent of staff and 91.1 percent of faculty and administrators agreed that “CSM supports technology services to ensure that instructional needs are being met.” Employees were satisfied with the response time for technical issues, with 97.7 percent of staff and 95.2 percent of faculty and administrators agreeing that they “receive prompt support” for technical problems with equipment [III.C-14, III.C-15].

#### **Plan for Improvement**

None.

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#### **Standard III.C.1.b**

*The institution provides quality training in the effective application of its information technology to students and personnel.*

#### **Descriptive Summary**

With the enhanced reliance on technology and the fast pace at which it is evolving, the College and District ITS staff recognize the importance of providing quality training and skill development for students and personnel. Students are provided course offerings from basic keyboarding to sophisticated artistic, business, and scientific applications. Some programs such as Business Management, Accounting, and Digital Media require basic keyboarding and, in some cases, research skills as a prerequisite to entry-level classes. Several departments, including Business, Computer and Information Science, and the Library, offer these basic classes. In addition,

ITS provides students with support for a variety of web services as well as FAQs and online tutorials [III.C-18]. ITS staff often conduct presentations on the application of software such as Excel and PowerPoint. Student assistants in various student services areas are available to assist students with online registration, applying for financial aid, paying fees online, and scheduling appointments to take placement tests.

Given the budget constraints of the past several years, training for personnel which had been provided by the Center for Teaching and Learning (CTL) was discontinued and the center was dissolved. However, online tutorials that were developed by CTL staff are still available and accessible to faculty and staff. Some of these tutorials cover topics such as website development, iTunes University, and podcasting [III.C-19].

With the opening of CSM's Distance Education Resource Center, the College has a new resource for technology training. The Center offers regular training workshops on a variety of educational technology tools and topics. Recent workshops have included "Using WebAccess with On-Campus Courses" and "Finding Online Resources for WebAccess." To further develop the skills of faculty who teach online classes, CSM hired an instructional designer to work one-on-one and in small groups with instructors to provide assistance with pedagogy, maintenance, and improvement of course websites, and other technology-based course enhancements. In addition, the instructional designer periodically distributes email tips to faculty referencing newly identified software or unique techniques that might be incorporated as part of their instructional pedagogy [III.C-20].

The Structured Training for Online Teaching (STOT) Program helps faculty members learn to teach effectively online. STOT is offered by the San Mateo County Community College District for the District's full-time and part-time faculty. Faculty who are interested in learning about techniques for teaching online; learning how to use WebAccess, the District's course management system; and exchanging ideas and tips are welcome to participate. STOT classes are arranged by the STOT Task Force, a subcommittee of the Distance Education Advisory Committee (DEAC), in coordination with the Academic Senate. Training is sponsored by the Office of the Vice Chancellor, Educational Services and Planning, and coordinated by the District Distance Education Coordinator. Participating faculty must apply through their division dean. Faculty who complete the program receive a stipend [III.C-21].

In Spring 2010, the Library offered Web 2.0, a series of workshops for students on the use of free web-based tools and applications. For faculty and staff, the Library offered CSM Learning 2.0 workshops that provided hands-on experience with tools such as Google Docs, social networking, and current online media applications. For ongoing reference, these sessions are archived in the CSM Learning 2.0 LibGuide [III.C-22].

Given the importance of measuring and assessing student success in college courses, the College Assessment Committee (CAC) and the SLO coordinator regularly offer assistance and training sessions for faculty regarding the entry of assessment data for course- and program-level SLOs into TracDat [III.C-23].

ITS also provides ongoing training on a variety of desktop applications:

- A number of workshops on Adobe applications were offered; current plans call for more Adobe classes as well as a limited number of Microsoft Office workshops [III.C-24]
- The Media Services Website has a wealth of information for SMART classroom training [III.C-25]
- A number of DegreeWorks workshops were offered to counselors and students



- In 2008, Google Apps for Education training was provided at all three colleges
- By request, ITS staff provide presentations on various topics for department and/or committee meetings and flex days. Examples of recent training include Introduction to SharePoint, Securing Your Workspace to Meet FERPA Standards, and Single User Sign-on
- Jaz's Web Tips, available through the portal page, provides tutorials and answers to frequently asked questions regarding ITS-supported technologies
- Opportunities for faculty training in the use of the Moodle software are provided by individual colleges and at the district level through the Structured Training for Online Teaching (STOT), part of the District's professional development program [III.C-21]

Further, through staff development-coordinated programs and flex-day activities, the District's colleges regularly offer technology training opportunities for faculty and staff. The staff development program also supports training for distance education faculty using outside resources, such as @ONE, Lynda.com, and textbook publisher materials.

In addition, each year the California Community College Banner Group (3CBG) holds an annual conference for California community colleges that use the Sungard Banner application. Staff from various departments throughout the District attend to participate in workshops and discussions on best practices and to share ideas on the best utilization of the Banner enterprise system [III.C-26].

#### **Assessment**

College of San Mateo meets Standard III.C.1.b. Faculty, staff, and students are provided ample opportunity for training and skill development that support and enhance their ability to utilize technological tools. Students are provided courses such as basic keyboarding that can improve their ability to use the College's abundant web-based services to register for classes, pay fees, request transcripts, and access course materials online. For faculty, a variety of training opportunities also exist, including online tutorials and workshops that focus on developing pedagogical approaches for teaching online courses. An instructional designer is available to work one-on-one or in small groups with faculty who seek to enhance or develop an array of teaching modalities. Many of these training activities for faculty fulfill flex-day obligations. Staff members are also afforded ample opportunities to develop and enhance technological skills. Workshops focusing on specific software applications such as Adobe, Excel, and PowerPoint are available. In addition, staff members are encouraged to attend and participate in professional development conferences such as the Annual 3CBG conference which incorporates a variety of best practices.

#### **Plan for Improvement**

None.

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**Standard III.C.1.c**

*The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

**Descriptive Summary**

Planning for technology occurs at the college and district level. At the College level, institutional planning draws upon program review and institutional plans. Through program review, departments and units identify specific technology needs based on the assessment of student learning outcomes and other factors [III.C-12]. In addition, technology needs identified by institutional committees are detailed in the Technology Plan and the Distance Education Plan. Requests are prioritized and resources are allocated through the institutional planning process [III.C-27].

Technology planning at the College is coordinated with District technology planning. In July 2012, a five-year District *Strategic Plan for Information Technology 2012-2016* was developed, detailing the initiatives and goals for the delivery of Information Technology [III.C-11]. In addition, the District and colleges formed a Long Range Instructional and Institutional Equipment Planning Team, whose membership consists of the Executive Vice Chancellor; the Vice Chancellor of Facilities, Operations and Planning; the Vice Presidents of Instruction; the Vice Presidents of Student Services; the Chief Technology Officer; and the Director of Information Technology Services (ITS). This group meets quarterly to review equipment replacement needs and to set priorities based on available resources [III.C-28].

In recent years, the College has benefited from two bond initiatives, Measure C (November 2001) and Measure A (November 2005) that supported its infrastructure including the maintenance and upgrading of technology [III.C-5]. The College has also been a recipient of funds from the Perkins Vocational and Technical Education Act (VTEA), Trustees' Grants for Program Improvement, and instructional block grants to upgrade learning support centers and classrooms. The District has set aside funds for technology replacement over the next five years, including \$1.2 million per year for instructional equipment and just over \$1 million per year for computer labs and software licensing [III.C-11].

In 2005, the San Mateo County Community College District created instructional technology standards and guidelines to serve as a reference for architects and engineers, to assist with budget planning and cost estimates, and to facilitate service and maintenance. These standards relate to audio/visual systems and communication and network technologies. ITS continues to maintain a listing of all District-supported minimum standards for all new equipment purchases on the District Shared Goods and Services website [III.C-29].

ITS provides hardware and software support to the College. The network infrastructure was built with the future in mind and has a high-speed internet connection with firewall security between instructional and administrative systems. The District's administrative information system, Sungard Higher Education Banner, is regularly updated by ITS as new releases are available and new requirements are added. This comprehensive planning by ITS and close cooperation with College administration guarantees long-term reliability.

The District maintains a high performance data network that connects the workstations and devices of the three colleges and the District Office. The District Office contracts with AT&T to provide fast, redundant, and reliable connectivity for each of the colleges and to the internet. Internet services are provided by CENIC and

have been upgraded many times over the years; currently each campus has a one gigabyte connection to the internet. All buildings on campus have access to the wireless network for both public and administrative access. Appliances from Exinda are in place between the WAN and CENIC connections to help prevent the illegal sharing of copyright material.

Commencing in 2006, College of San Mateo equipped most SMART classrooms with state-of-the-art computer and projection systems, wireless internet, and presentation control. Since then, all existing classroom buildings have SMART classroom technology. In addition, the College's two newest buildings, Health and Wellness (B5) and College Center (B10) have both SMART classrooms and state-of-the-art conference rooms. New facilities for the Nursing, Dental Assisting, and Cosmetology programs in Health and Wellness (Building 5) are equipped with state-of-the-art technology including camera and display systems to record and display demonstrations.

The College provides online access from its computer labs and Learning Support Centers, the Library, and any computer designated for students. Also, the College has expanded its wireless hot spots throughout the campus. Additional access points are added as buildings are remodeled or new facilities are constructed.

To improve reliability of services that are hosted by ITS from the District computer center, the District issued a Request for Proposal (RFP) to acquire an emergency generator to provide backup electrical power for at least 36 hours. A vendor was selected, and the emergency generator was installed and operational as of summer 2007.

Securing college data is a high priority and numerous safeguards are in place to protect the College's technical resources, improving security for faculty, staff, and student use of technology. To maintain network security, the colleges of the District have deployed a multi-tiered approach which includes the following:

- Sophos Anti-Virus and Microsoft Forefront antivirus and malware detection software to protect all desktops and servers
- Sophos PureMessage to detect and quarantine spam email messages
- Snort to detect and control unauthorized network intrusion
- Cisco Netflow to monitor and report on network connections
- Exinda packet-shaping appliance to block peer-to-peer services, such as BitTorrent, and other services that can introduce malware and viruses
- Microsoft Group Policies applied to District-owned and District-managed PCs to protect them from malware, plug-ins that are malicious, and file attacks, and to prevent students from installing software on PCs in the instructional computer labs and learning support centers
- Public Wireless Network open to use by students to allow access to internet services; access to the public wireless network is automatically shut down from 11:00 pm to 6:00 am daily
- Private Wireless Network, a secure wireless network that requires authentication, to provide access to services like Banner
- OpenDNS to prevent faculty, staff, and students who use the District's network from being redirected to known malicious websites

ITS also provides off-site backup for all administrative systems. Information Technology Services has in place a comprehensive backup strategy to ensure that all server-based data are recoverable. An off-site storage company picks up the backups on a weekly basis.

The Banner Enterprise Resource Planning is regularly updated to maintain vendor support and accommodate changes to local, state, and federal requirements. The most recent Banner upgrade in October 2012 brought all modules to the most current versions supported. ITS seeks input from various constituents to test the upgraded components prior to final release of the upgraded product.

In order to ensure ongoing software enhancements, the College participates in the Microsoft Campus License Agreement, which allows ITS to install the most current releases of the Windows operating system, Office, and several other products. Soon after new releases become available, ITS schedules installation of the software for use by college staff.

From 2008 to 2011, ITS support technicians have:

- Completed approximately 9,373 work orders at the three colleges and the District Office via the online Help Center work order system and telephone Help Desk
- Installed and replaced approximately 1,242 computer systems (including bond-funded replacements mentioned above) and 445 printers
- Replaced 33 failed projectors and 14 projector screens in campus classrooms due to deterioration
- Specified and installed cell phone repeater systems in 17 buildings (some multi-story) at the three colleges
- Specified and installed a variety of digital signage monitors connected to a content management server and provided instruction to appropriate staff. Ongoing support for server and signage continues
- Replaced approximately 28 uninterruptible power supply (UPS) systems due to deterioration. This UPS system ensures the ITS guaranteed “uptime” of four hours in the event of a power outage. Equipment is housed in the IDF(s) in each building
- Commenced support for the 400+ surveillance/security cameras located at the three colleges and the District Office
- Installed the emergency announcement system for all three colleges and the District Office

### **Assessment**

College of San Mateo meets Standard III.C.1.c. Technology planning at the college level is based on program reviews and institutional plans. Technology planning at the district level is guided by the *Strategic Plan for Information Technology*. The participation of senior College administration and the Director of ITS in the Long Range Instructional and Institutional Equipment Planning Team facilitates coordination between the College and the District [III.C-28].

With the incorporation of SMART classrooms in its academic buildings, wireless connectivity throughout the campus, and regular upgrades of the Banner Enterprise Resource Planning, the College is systematically planning, acquiring, and maintaining its technology infrastructure to meet institutional needs. With adoption

of the District-wide Strategic Plan for Information Technology, a committee overseeing an annual budgetary allocation of over 11 million dollars through 2017 will set priorities and implement the acquisition of replacement technology systems along with purchasing new technological programs as they become available within the marketplace. This five-year plan provides funding directly to College of San Mateo to maintain and replace needed instructional and operational technology. Allocation of this funding will occur through a participatory governance process.

Employees seem satisfied with technology planning, maintenance, and upgrades. In 2012 among faculty and administrators responding to the annual employee campus climate and satisfaction survey, 84.4 percent agreed that “[t]he college plans for and supports technology innovation,” 92.4 percent agreed that “CSM maintains educational equipment and materials in good working condition,” and 88.9 percent agreed that “[t]he college maintains and upgrades technology and equipment to meet instructional needs” [III.C-15]. Agreement rates for staff are slightly higher—89.9 percent (plans for and supports), 100 percent (equipment and materials in good working condition), and 92.9 percent (maintains and upgrades) [III.C-14].

#### **Plan for Improvement**

None.

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#### **Standard III.C.1.d**

*The distribution and utilization of technology resources support the development, maintenance, and enhancement of its program and services.*

#### **Descriptive Summary**

At the District level, the Director of Information Technology Services works with the College President and the District Chancellor to set the broad priorities for technology resources [III.C-11]. Based on the assessment of student learning outcomes and other factors, individual departments and units identify specific needs through program review [III.C-12]. Through the integrated planning cycle, requests are prioritized and resources are allocated [III.C-27]. Although funding for technology has recently been limited, the current influx of funds from the passage of the construction bonds has greatly improved the situation. The ITS department provides input and advice to ensure technical needs are met and to guarantee the best use of the limited dollars that are available. ITS works directly with the College in the implementation of new technology.

The District maintains a high performance data network which connects workstations and devices of the three colleges and the District. All buildings have access to a wireless network for both public internet and administrative access. Network security is enforced by software which monitors network connections and detects unauthorized network intrusion. District-owned computers are equipped with software to protect them from malware and viruses. Access to secure data requires user authentication.

Technology resources are well distributed throughout the College to serve the development, maintenance, and enhancement of its programs and services. The following section provides examples of the technology advancements that have occurred throughout the College since 2007. Because many advances are incorporated into instructional equipment, much of this information is also included in Standard III.B.1.a.

In the Physics Department, new electricity and magnetism labs are equipped with digital multimeters; a new optics lab provides a ray optics laser system; and students study mechanics, thermodynamics, and electricity

using new sound, light, pressure, and voltage sensors. Architecture has incorporated software tools in architecture design/drawing classes. Engineering has added Arduino-based electro-mechanical design projects to its introductory course and is in the process of modernizing its materials testing equipment. The Biology and Health Sciences Department has new laboratories which are well-equipped. A state-of-the-art Planetarium has been built to enhance the Astronomy program. Chemistry has acquired 20 laptops and 16 desktop computers. Software is loaded to allow organic chemistry students to analyze and display chemical properties. General chemistry students can draw molecules and complete chemical equation exercises, while a MeasureNet probe system allows students to automate the collection of data from chemical experiments. The Math Resource Center has purchased thin desktop computers providing Fathom II stat packages, Geometer Sketch pads, and interactive software for algebra and geometry. The Nursing Skills Center is equipped with new simulation manikins, and cameras housed in the ceiling of the simulation rooms to record students' simulation experience for playback and debriefing. Each lab room also has a SMART classroom area for lecture. The new center functions as a mini-hospital and allows students to practice skills which will better prepare them to more readily transition to an actual hospital setting. The Dental Assisting materials lab is now equipped with a computer and projector to enhance the visibility of demonstrations. A public address system has also been added to ensure students can clearly hear the demonstration. Additionally, all programs are equipped with SMART classrooms.

In the Language Arts Division, program support has been enriched by new or upgraded facilities and equipment. Newly purchased hardware and software support students in the Reading and ESL Center and the Writing Center and ENGL 800 Center. Reading and ESL students have also benefited from state-of-the-art hardware and software to aid with vocabulary and publishing. In the recently constructed Learning Center, the Communication Studies Department has a learning support center where students can digitally record and review their work. The Modern Language Center has new computers which provide access to text supplements and allow students to more easily work on audio language skills. The Film program has new Blu-Ray players and sound systems to allow both instructors and students to view and review files in this medium.

The Kinesiology, Athletics, & Dance Division also has new technology enhancing all of its programs. New SMART classrooms have been provided for both kinesiology and dance students. Video equipment has been purchased to allow dance students to record and replay their work. Football and baseball programs have three SMART classrooms in which to discuss strategy and skills, with video cameras and laptops available for on-field capture and review.

Programs in the Business and Technology Division have also increased technical support to students. The Electronics Department has two new labs equipped with three phase power, high pressure air, and new workstations. New oscilloscopes and voltmeters were also acquired with the Economic and Workforce Development grant, which funded the project. Cosmetology now provides new station equipment for all students, including flat-screen monitors which display best viewing of teacher demonstrations for both hair and facial rooms. The Business Computer Center computers have been refurbished with new motherboards and additional memory, and the Drafting Department has new computers. The CIS Center has been provided with new Dell computers and Lego's robots to enhance student programming experience. Fire Technology's EMT classes have been provided with updated training equipment. The Accounting Department utilizes a software package from the Internal Revenue Service which is used in the Volunteer Income Tax Assistance

(VITA) program, through which students who have interest in accounting help low-income residents prepare their tax returns.

Creative Arts and Social Science programs have all been provided with SMART classrooms in which to teach their classes. The Digital Media Department has recording studios that feature isolation booths for sound mixing and studio monitors, while Graphic Design classes have new hardware and Adobe software suites. Darkrooms have been provided for the Art Department, while the Music Department now has a keyboard lab which includes software that allows students to edit their music.

Student Services units have also acquired much new technology to serve students. Digital display boards announce events and important information in a timely manner. Twenty-two of the 23 student service departments have acquired some new technology in the past two years. Newly constructed centers for EOPS, Multicultural, and International students house new computers to aid in registration and advising. The Assessment Center has new computers and software for placement testing. The newly constructed College Center (B10) allows more space for DSPS services and much new equipment for accommodating students in this area. Enrollment Services provides a bank of computers for students' registration needs. Counseling has DegreeWorks software to assist in advising students and in developing student education plans. As well, students can more readily track their academic progress using this enhanced degree audit system. Enrollment Services provides a web-based self-service tool that readily provides answers to commonly asked questions. Video surveillance cameras have been placed throughout parking lots, quads, and building corridors, increasing the effectiveness of the Public Safety Department.

The District maintains a high performance data network which connects workstations and devices of the three colleges and the District. All buildings have access to a wireless network for both public internet and administrative access. Network security is enforced by software which monitors network connections and detects unauthorized network intrusion. District-owned computers are equipped with software to protect them from malware and viruses. Access to secure data requires user authentication.

### **Assessment**

College of San Mateo meets Standard III.C.1.d. Program review and its use in the institutional planning process ensure that technology resources support the College's programs and services. The College supports appropriate decisions about the distribution of technical resources by involving members from all levels of the campus community. Detailed requirement specifications are maintained and utilized in the planning and construction process to ensure that the new infrastructure projects will meet changing technical needs. Network security is also in place to detect unauthorized network intrusion.

### **Plan for Improvement**

None.

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**Standard III.C.2**

*Technology planning is integrated with institutional planning. The institution systemically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

**Descriptive Summary**

Technology planning is integrated with institutional planning through the work of the Distance Education and Educational Technology Committee, a participatory governance committee that is responsible for the Distance Education and Technology Plans. The Institutional Planning Committee (IPC) uses these and other plans, along with program reviews and the results of student learning outcome assessment, to develop and prioritize institutional plans and initiatives. In consultation with the Budget Planning Committee, IPC allocates resources to carry out high-priority plans and initiatives.

Based on an assessment of the institutional planning process, the Distance Education and Educational Technology Committee (DEETC) was formed in 2012 to carry on the work of the previously separate Technology Committee and the Distance Education Committee [III.C-30]. Its mission is to advise the administration on policy and plans for the academic use of educational technology. To carry out this mission, DEETC evaluates current and emerging technology resources in the context of the needs of students, faculty, and staff. Based on these evaluations, it makes recommendations regarding the use of technology support instruction and student services.

The Distance Education and Educational Technology Committee plan, along with technology needs identified through program review and the results of student learning outcome assessment, are used by the Institutional Planning Committee in consultation with the Budget Planning Committee to identify and allocate resources to high-priority plans and initiatives.

**Assessment**

College of San Mateo meets Standard III.C.2. Through the work of the Distance Education and Educational Technology Committee and its predecessor, the Technology Committee, technology planning is integrated with institutional planning. Based on institutional research and program reviews from across the College, the committee evaluates the use of educational technology resources and proposes changes to improve effectiveness. The Institutional Planning Committee uses this information to develop institutional plans and initiatives.

**Plan for Improvement**

None.



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**Evidence for Standard III.C**

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- III.C.-2. Distance Education and Educational Technology Committee Mission.  
<http://collegeofsanmateo.edu/institutionalcommittees/deetc.asp>
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- III.C.-5. Bond Oversight Committee.  
<http://www.smccd.edu/accounts/smccd/committees/bondoversight/reports.shtml>
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- III.C.-16. *2006 Facilities Master Plan.*  
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<http://www.smccd.net/accounts/itwirespecs/instructional/>
- III.C.-30. Institutional Planning Committee Meeting Summary, February 3, 2012.  
[http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary\\_2012-02-03.docx](http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary_2012-02-03.docx)

*Standard III.D Section  
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**Standard III.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 institution planning at both college and district/system levels in multi-college systems.*

College of San Mateo has an annual budget including benefits of \$24,524,741 in unrestricted general funds and \$8,354,169 in restricted funds as of July 1, 2012. This information can be found in the San Mateo County Community College District 2012-2013 Final Budget Report [III.D-1]. In support of its operations, College of San Mateo receives from the District direct services which include, but are not limited to, facility services, information technology support services, purchasing, payroll, accounting, banking, insurance, human resources, and grants administration.

The College's iterative process for budgeting consists of development of a preliminary budget forecast, refinement of budget forecasts as additional information becomes available, identification of funding sources for approved program review requests, institutional action steps and College initiatives, and assessment of the fiscal integrity of the College on a continual basis. This process allows the College to accomplish the following goals:

- Ensure that financial resources are allocated in accordance with the College's Mission
- Ensure that the College maintains fiscal stability
- Ensure that financial resources are adequate to support student learning programs and services
- Ensure that financial resources are allocated in accordance with agreed upon plans and priorities established by program review and also the College's integrated planning process
- Provide long-term financial planning to ensure that the College's Institutional Priorities are met
- Provide clear, accurate financial information to the College community on a regular basis

The Budget Planning Committee (BPC) is the participatory governance committee responsible for oversight of the budgeting process.

To ensure transparency of its budget process, College of San Mateo shares information broadly. Ongoing communication is maintained through email messages and presentations to the college-wide community by the College President. The College's Budget Planning Committee and Institutional Planning Committee meetings are open to all constituents and meeting dates, times, agendas, and meeting summary notes are posted on the College website [III.D-2, III.D-3].

The College President and the College Accountant work closely with the Budget Planning Committee and College administrators to review relevant budget reports that include an assessment of expenditures versus adopted budget and to discuss any developments having substantive fiscal implications.

Financial planning is integrated with institutional planning. The Institutional Planning Committee (IPC), the participatory governance committee that oversees institutional planning, reviews and prioritizes recommendations for funding in accordance with Institutional Priorities. Approved recommendations are then forwarded to the Budget Planning Committee (BPC), which ensures the availability of funds within the College's adopted budget. BPC reviews budget reports at regular intervals as specified by the College of San Mateo Annual Budget Planning Calendar [III.D-4]. This structured and integrated process provides ongoing and periodic review of the College's expenditures to promote financial solvency and fiscal stability and to ensure integrity of the budget planning process.

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### **Standard III.D.1**

*The institution's mission and goals are the foundation for financial planning.*

#### **Descriptive Summary**

College of San Mateo's Mission Statement drives the planning process, as shown in Figure 1 of the *Overview of Institutional Planning for Continuous Improvement of Student Success* [III.D-5]. Guided by the Mission Statement and Institutional Priorities, the Institutional Planning Committee (IPC) prioritizes program and institutional plans and initiatives and funds the specific action steps that best help the College achieve the objectives associated with its Institutional Priorities [III.D-6]. The Budget Planning Committee (BPC) recommends and monitors the College's operating budget to ensure that fiscal stability is maintained and that financial resources are allocated in accordance with Institutional Priorities.

With the completion of the 2008-13 planning cycle, College Council will perform an institutional effectiveness audit. This audit includes a review of all major resource allocation decisions for the 2008-2013 planning period to ensure that expenditures were made in accordance with the College's Mission, Institutional Priorities, and objectives.

#### **Assessment**

The College meets Standard III.D.1. Institutional planning is driven by the College Mission and resource allocation is highly integrated with College planning. The Institutional Planning Committee prioritizes plans and initiatives in accordance with the College Mission as well as the objectives identified in the College's Institutional Priorities. Only those activities that best help the College fulfill its Mission and Institutional Priorities are recommended for funding. Thus, resource allocation decisions are based on the College's Mission, Institutional Priorities, and objectives. In the annual employee campus climate and satisfaction surveys of 2012, 93.8 percent of responding classified staff and 80.4 percent of responding faculty agree that the CSM Mission Statement guides institutional planning and decision making [III.D-7, III.D-8].

#### **Plan for Improvement**

None.

**Standard III.D.1.a**

*Financial planning is integrated with and supports all institutional planning.*

**Descriptive Summary**

Budgeting and resource allocation decisions at both the college and district levels are integrated into institutional planning. Figure III.D-1 shows College of San Mateo's institutional planning cycle, which is informed by institutional research. The planning cycle for both institution-level and program-level planning starts with assessment. Based on assessment results, program plans and institutional plans and initiatives are developed. Specific resource requests associated with these plans are identified and prioritized in the context of the College's Mission Statement and Institutional Priorities. At both the institutional and the program level, resources are allocated to requests that receive the highest priority. The College of San Mateo Annual Planning Calendar coordinates the sequencing of these actions relative to the budgeting and resource allocation process [III.D-4]. For example, the submission date for program review is driven by the need to prioritize program resource requests prior to the allocation of resources for the following year.

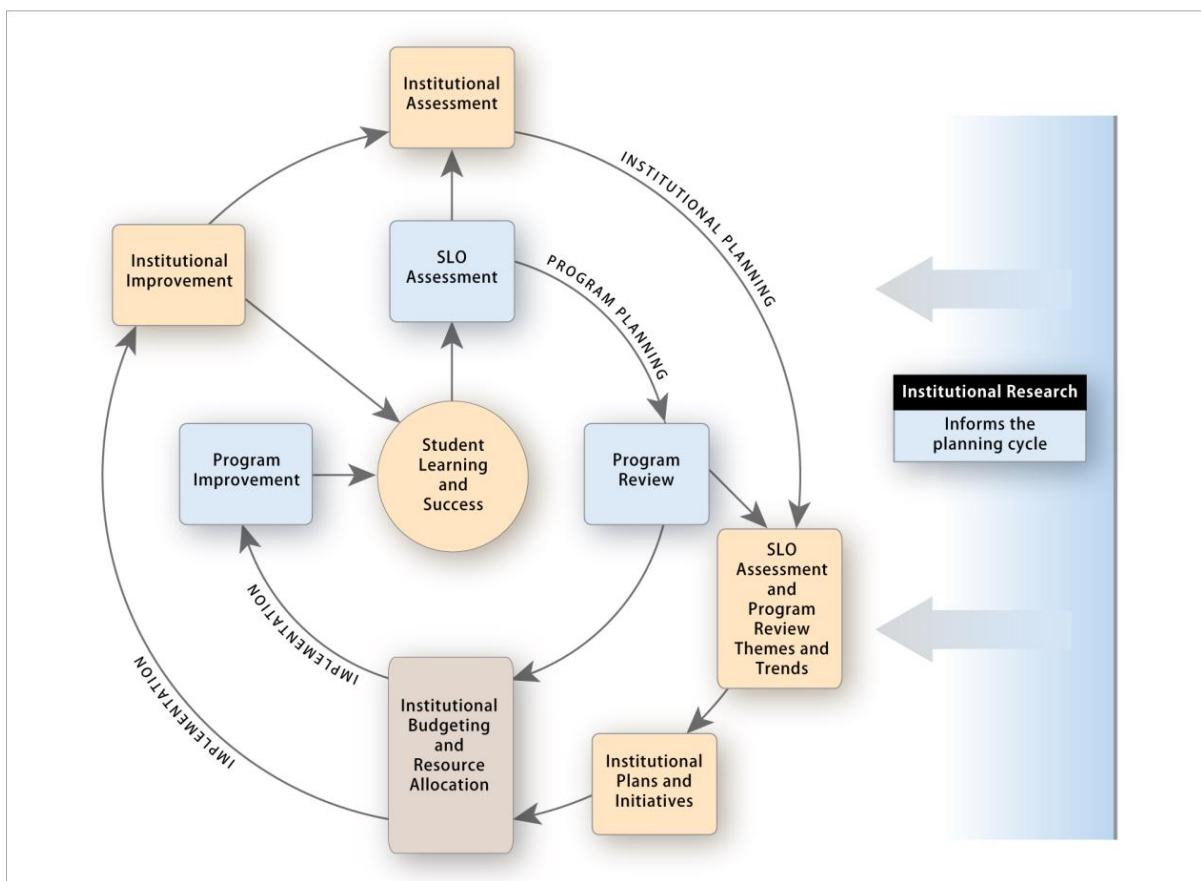


Figure III.D – 1 The Institutional Planning Cycle

Financial planning at the district level is linked to the College planning process. The District Committee on Budget and Finance (DCBF) includes representatives from all three colleges. Three members of College of San Mateo's Budget Planning Committee, including its chair, serve on the District committee. Participation on the DCBF by College budget committee members ensures timely communication between the District and the College.

An annual assessment of proposed financial resource allocation begins at the district level. The DCBF meets on a regular basis to discuss issues such as the governor's state budget proposal, estimated funds likely to be available, and the ongoing fiscal commitments of the District. As information becomes available, projected financial data are shared with the College of San Mateo Budget Planning Committee as detailed in the District Budget Planning Calendar [III.D-9]. The DCBF makes a final budget recommendation to the Chancellor based on available financial and related information. The Chancellor then presents a recommendation to the Board of Trustees, which adopts the final budget.

A resource allocation model, based on multiple factors including College headcount enrollment and FTES, is used to distribute the estimated funds to the three colleges [III.D-10]. This model was adopted in 2007 and has been reviewed every year to make sure the allocation model is responsive to the goals and needs identified in the planning processes. The District continues to assess the resource allocation model, especially in light of the transition into basic aid status [III.D-11].

The College's calendar of budget planning activities governs the development, refinement, and analysis of the College's budget [III.D-12]. The timing of resource allocation requests derived from program review is shown in the College Annual Planning Calendar [III.D-4].

### **Assessment**

College of San Mateo meets Standard III.D.1.a. The College has implemented a comprehensive and systematic process that integrates financial planning with institutional planning. Planning is based on assessment at the program and institutional levels. Development of plans and initiatives and prioritization of associated resource requests are carried out in the context of the College's Mission Statement and Institutional Priorities. Financial and institutional planning are coordinated through the College's Annual Planning Calendar. The participatory governance process ensures that the financial planning process maintains integrity and fiscal stability.

### **Plan for Improvement**

None.

### **Standard III.D.1.b**

*Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.*

### **Descriptive Summary**

Institutional planning reflects realistic assessment of financial resources availability. The College uses a master budget approach in assessing the adequacy of financial resources. This all-funds approach ensures that the College is considering all revenue and expenditure streams in its planning and budgeting processes. The College's primary revenue sources are its unrestricted operating budget, its restricted budget, its Measure G

parcel tax budget, and its income from auxiliary operations. Additional funding is provided through the San Mateo County Community Colleges Foundation (SMCCCF), a 501(c)(3) non-profit organization, which accepts gifts and grants on behalf of College of San Mateo and its sister colleges. The Foundation provides fundraising and fund stewardship functions including soliciting and receiving donations, managing funds and endowments, allocating unrestricted and restricted funds, disbursing funding, and providing documentation to donors of the tax-exempt status of their gifts.

Preliminary budget planning as outlined in the Budget Planning Calendar is carried out in four phases [III.D-12]. The first phase begins in September of the year prior to the budget year, with a review of the prior year's actuals versus adopted budget. Any carryover funds are placed into the College's reserves. During the first phase, cost estimates for personnel, estimated FTES goals, and other projected costs are developed.

Following the governor's proposed state budget in January of the year preceding the budget year, the District Committee on Budget and Finance makes a recommendation to the Chancellor and the District Participatory Governance Council in late March or early April. Projected revenues are based on the state's apportionment, projections of property taxes, student fees, RDA funds, and miscellaneous revenue as well as projected student enrollments. Three-year projections are developed to facilitate long-range planning. The total projected revenue is then processed through the district-wide resource allocation model [III.D-10]. Each college's allocation is determined and the budget information is provided to the colleges. This information triggers the second phase in College of San Mateo's budget planning process.

In the second phase, which takes place in February, position control estimates are updated, FTES, and other enrollment management goals are established, and projected costs are revised. When available, budget requests, derived from program review and institutional plans and then prioritized by IPC, are allocated and built into the budget [III.D-5].

During the third phase, in May, actual expenditures for position control, adjunct faculty, and other costs are updated and reviewed. In addition, the governor's revised state budget as well as any other substantive budget information is evaluated and the College budget is revised if necessary.

In the fourth and final phase, which occurs in September of the budget year, actuals versus adopted budget for the prior year are reviewed. Next, a final estimate of expenses is prepared for the budget year, including position control, hourly faculty expenses, summer session costs, and all other expenditures. Simultaneously, the budget process for the next fiscal year also begins.

In addition to the primary four phases involved in the budget planning process, the Budget Planning Committee (BPC) meets regularly to assess College expenditures. Also, BPC monitors budget to actual expenditures at mid-year to ensure that actual College expenses are tracking to the College budget [III.D-13, III.D-14, III.D-12]. The wider College community is kept informed of budget developments through email communication and college-wide budget presentations by the College President and occasionally by the District Chief Financial Officer.

Historically, College of San Mateo has been dependent upon state apportionment for a major portion of its funding and has been, therefore, highly sensitive to fluctuations in enrollment. With the ongoing state reductions in funded enrollment, the College has had to adjust its programming and offerings to match



available funds. However, in 2011-12, the District achieved basic aid status, which provides the District with a measure of protection from further reductions. The District's primary revenue source is now local property taxes. This change in primary funding has triggered additional district-wide discussions about how best to meet the needs of the community within the funding allowed. This change will also assist the College in adjusting its course offerings and support services to the budget available. To help assess community needs, an environmental scan entailing extensive community needs surveys has been completed [III.D-15].

### **Assessment**

College of San Mateo meets Standard III.D.1.b. Institutional planning reflects realistic assessment of financial resources availability as well as expenditure requirements. Working with the District, the College actively forecasts its projected revenues and expenses one year in advance and updates those forecasts at pre-determined times as more information becomes available. The College also actively monitors actual revenues and expenses to projected revenues and expenses and adjusts spending accordingly.

The College moved expeditiously to reduce expenditures as state revenues plummeted from 2008 to 2011 [III.D-16]. At the same time, the Board of Trustees identified strategies to increase revenues to offset some of the reduction associated with the state budget crisis. In 2010, with the support of the San Mateo community, the District successfully secured a parcel tax that is providing \$7 million in new resources for a period of four years [III.D-17]. College of San Mateo is receiving approximately \$2.3 million per year in allocations and is using the funding to stabilize its budget, offer additional course sections, support new program initiatives, and fund a limited number of classified staff positions [III.D-18].

The Budget Planning Committee has set a target for its year-end balance and the College has met or exceeded that target for the last three fiscal years. The College has ended the fiscal year with a substantial ending balance with which to begin the subsequent year [III.D-19].

The District Committee on Budget and Finance, with staff assistance, carefully assesses the availability of financial resources each year. The committee gives careful consideration to the governor's budget request. Revenue components of the budget are assessed including property taxes, student fees, and proposed state allocations. The committee considers other available information on negotiated salary increases, increases in benefits, utilities, projected enrollments, and other items such as insurance [III.D-20]. Multi-year projections are prepared. The Board of Trustees has an annual retreat that includes study of the budget and an opportunity for the Board to give policy direction to District staff.

Until recently, the District has been largely dependent on the state for its funding. However, the District has attained basic aid status and is no longer dependent on state apportionment for its primary funding. In fact, it is expected that the College will receive greater revenue from local property taxes and will be able to strategically increase its course offerings and student support services accordingly in order to improve student success.

### **Plan for Improvement**

None.

**Standard III.D.1.c**

*When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

**Descriptive Summary**

College of San Mateo clearly identifies and plans for the payment of liabilities and future obligations. All financial obligations are included in the audited annual financial report [III.D-21]. Significant reserves are maintained by the District in order to meet long-term obligations as well as budget emergencies. Reserves are currently maintained in excess of five percent of the District operating budget.

The institution makes short-range financial plans considering long-range financial stability. The District negotiates all labor contracts. Labor contract agreements impact the College. In 2012-13, three-year collective bargaining agreements were reached with all three units [III.D-22, III.D-23, III.D-24]. District staff members project the impact of labor management agreements to ensure that funds are available to meet the requirements of the agreement. When evaluating potential labor agreements, the District takes into account both the cost of salaries and related benefits in order to ensure that projected financial resources are available to fund the agreements. The Board of Trustees approves contracts after carefully considering the impact of the contracts on the District budget. Labor contracts are posted on the District website [III.D-25]. The District makes multi-year projections of all expenses, including any labor costs.

The District has addressed long-term post-retirement liabilities by establishing a post-retirement benefits fund to cover the medical insurance costs for retirees. In addition to capping the benefits in the early 1990s, the District funded a retirement reserve fund by putting \$1.5 million per year into the post-retirement benefits fund, which has assets in excess of \$22 million as of July 1, 2012 [III.D-26]. In 2009, the District established an irrevocable OPEB trust fund and has been transferring funds from the post-retirement benefits fund into the OPEB trust fund, which currently has over \$26 million invested as of July 1, 2012. The District also started assessing itself a benefit charge to cover the cost of current employees' future benefits and transfers that amount into the post-retirement fund with every payroll. Currently, it is estimated that annual funding of ongoing benefits plus the amount in the two funds will fund the unfunded liability of \$126 million over the next 28 years [III.D-21].

Much of College of San Mateo's Facilities Master Plan has been accomplished as the result of the passage of a \$207,000,000 bond issue in 2001 and the issuance of \$30,885,000 in certificates of participation to be repaid from redevelopment funds, College Vista rents (faculty/staff housing), and bookstore revenues [III.D-27, III.D-28]. The District made the decision to retire the \$30,885,000 certificates of participation debt and the College Vista debt by using resources from the passage of a second bond issue in 2005 [III.D-29]. This bond paid for significant facilities at College of San Mateo. Using the resources listed above, state capital outlay funds, and other sources of funds, the College has completed in excess of \$100 million in capital improvements in recent years.

**Assessment**

College of San Mateo meets Standard III.D.1.c. Overall, College of San Mateo, in conjunction with the District, identifies and plans for payment of liabilities and future obligations. Financial obligations are included in the

audited annual financial statement, and funds are reserved for meeting those needs [III.D-21]. Reserves are maintained in excess of five percent of the District operating budget for meeting emergency needs [III.D-30].

When making short-range financial plans, the institution considers its long-range financial priorities. The District prepares projections of future revenues when negotiating future salary contracts. Long-term post-retirement medical insurance liabilities are addressed through a post-retirement benefits fund. The College has developed and is currently reviewing its own future financial projections to use when considering its future financial plans. At the District level, the most recent actuarial study was discussed with the District Committee on Budget and Finance in order to update committee members on the status of the District's liability for post-retirement benefits. As a standard review process, the actuarial study is also presented as an information item before the Board of Trustees.

During the past several years, the District has pursued several capital facilities funding options. With the passage state-wide of Proposition 39 and subsequent passage locally of two District bond issues totaling \$675 million, the College has taken advantage of facilities funding options. Capital improvement bonds approved by the local voters have adequate tax revenues available to pay off the bonds, and revenues are restricted for this purpose. A separate audit is prepared for bond funds [III.D-28].

#### **Plan for Improvement**

None.

#### **Standard III.D.1.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 the institutional plans and budgets.*

#### **Descriptive Summary**

The District Committee on Budget and Finance (DCBF), a participatory governance committee, includes representatives from the three colleges, including faculty, classified staff, administrators, students, and collective bargaining units. The DCBF has the responsibility of developing the budget calendar for the District as a whole, to review parts of the budget that are not under the control of the individual colleges, to review and recommend changes to the District allocation model as needed, and to develop a total budget number for the District's tentative and adopted budgets. The committee meets regularly, at least once a month and twice a month if needed. A website is maintained that provides information such as minutes and other reports that are presented to the committee [III.D-31].

College of San Mateo's financial planning is integrated with its institutional and program planning processes. The College has established and has followed very clear guidelines with respect to institutional planning, program planning through the program review process, financial planning, and budget development. The Budget Planning Calendar, the Annual Planning Calendar, and the *College of San Mateo Integrated Planning Calendar 2005/2006 to 2016/2017* detail the coordination of planning and budgeting activities [III.D-12, III.D-4, III.D-32, III.D-33].

The Budget Planning Committee (BPC), a participatory governance group composed of members representing all major College constituencies—faculty, classified staff, administrators, and students—meets once a month during the academic year; meetings are open to the College community. Agendas and meeting summary notes from the BPC are posted on the College website [III.D-2].

Annual program reviews are an important component of the planning process. Instructional programs, student services units, the Library, learning support centers, and administrative units each complete program reviews and, as part of this process, identify any staffing, technology, or other resources needs. There are established processes for the prioritization of faculty positions, classified staff positions, technology (including instructional equipment) requests, instructional materials requests, and facility needs.

### **Assessment**

College of San Mateo meets Standard III.D.1.d. Budget processes are clearly integrated as part of the institutional planning process. The institutional planning process is based upon a participatory governance model whereby each constituency has a means to provide input to all major College decisions. Within the College, dialog is promoted by holding regular meetings of the Budget Planning Committee and posting agendas and meeting summary notes to its website [III.D-2].

Annual program review processes are in place for instruction, student services, the Library, learning support centers, and administrative departments which include public relations, business services, institutional advancement, and the President's office. By its very nature, the program review process includes many staff and faculty members involved in a number of departments and units, a wide representation of the College constituency. Budget recommendations move forward as appropriate to the Institutional Planning Committee and then to Budget Planning Committee. College of San Mateo is committed to a viable participatory governance budget development process that integrates financial planning with institutional planning.

The College and District budget processes demonstrate coordination between the two levels of planning. The role of the District Committee on Budget and Finance is to develop the annual assessment of financial resources. Again, at the district level, as on the college level, a participatory governance process exists. The District committee represents major constituencies of the three colleges and has membership from all colleges, including faculty, staff, and students. Budget planning incorporates the District's strategic plan and the College's Institutional Priorities. Information from the District committee is communicated to the College's budget committee through reports from the College's members on the committee. Issues and concerns from the College's Budget Planning Committee are communicated to the District committee in the same fashion.

The District has created a SharePoint site for budgeting that encompasses all of the budgeting materials, including the budget development calendar, agendas, and minutes of the District Committee on Budget and Finance, tutorial and reference materials on community college finance and budgeting, the District's tentative and annual budgets, the District's external audits, and extensive training materials [III.D-34].

The District provides mid-year and year-end reports on the budget, and these reports are available online to all. Budget information is readily available to the College and departments in Banner and through WebSMART.

In the annual employee campus climate and satisfaction surveys of 2012, 74.5 percent of responding faculty and administrators and 79.4 percent of classified staff agreed that appropriate and timely financial information

is provided regularly throughout CSM, similar to responses from 2010. Engagement of staff in financial planning has improved. Among classified staff, 75.9 percent agreed that “[c]ollege budget decisions are based on input from all College constituencies,” an increase from 66.7 percent in 2010. Corresponding rates of agreement for faculty and administrators were virtually unchanged at 64.4 percent in 2012 and 65.0 percent in 2010. Similarly, classified staff agreement that “[a]ll constituencies have adequate opportunity to participate in the development of financial plans and budgets” increased from 71.0 percent in 2010 to 85.2 percent in 2012, while agreement among faculty and administrators remained constant at 68.8 percent in 2010 and 68.5 percent in 2012 [III.D-8, III.D-7, III.D-35].

#### **Plan for Improvement**

None.

#### **Standard III.D.2**

*To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

#### **Descriptive Summary**

College of San Mateo uses the Banner financial accounting system to record financial transactions. The system updates transactions continually and thus provides accurate up-to-date accounting information. This system handles journal entries, accounts payable, accounts receivable, revenues, payroll, student administration, and purchase requisitions as well as budget information. Various reports and queries can be run on the system. The Banner system has appropriate internal control mechanisms such as passwords and control of authorized users.

Recently, the District has added the Argos query system that can retrieve information stored in the data warehouse. All budget managers and end-users can query their budgets for current data. This system provides timely data and tools necessary for proper budget management and control.

To assure financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms in place such as limiting the data only to particular users who have access. Users are limited in their access in several ways. Initially, users must get permission from their supervisor. Appropriate forms are completed requesting authorization to use the system within areas appropriate for that position. After approval by the supervisor, the District finance office reviews and approves the request. Some users may be limited to inquiry only, meaning that they can review the data but are unable to change the data. In addition, users have IDs and passwords that allow them access to the system at the appropriate security level. The College Internal Audit Group (CIAG) regularly reviews all access to Banner information [III.D-36]. The College business office must approve all journal entries. The District finance office must approve all transfers between funds. For additional assurance, an external auditor annually audits internal controls for the financial management system.

#### **Assessment**

College of San Mateo meets Standard III.D.2. The financial management system widely disseminates dependable and timely information for sound financial decision making. All budget managers and other

appropriate staff—staff in financial aid and business offices, staff assistants, division assistants, and deans—have access to the financial management system. Information is placed into the system and is updated nightly so that financial information is always timely and accurate. The Banner system is regularly upgraded as new versions of the system become available. The Argos report program is integrated with Banner and is used for generating reports that provide essential information.

Financial integrity and responsible use of financial resources are ensured through control mechanisms that restrict access to the Banner system. Recent external auditor’s management letters have not reported any internal control problems.

**Plan for Improvement**

None.

**Standard III.D.2.a**

*Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

**Descriptive Summary**

An independent auditor conducts an annual audit on all financial records and reporting entities for the District, including College of San Mateo. The independent audit consists of a review and compliance testing of internal controls as well as testing of financial transactions. The independent auditor’s opinion provides reasonable assurance that the financial information presented by the District and the College is materially correct and free of error and can be relied upon by third parties. The District has never received a qualified audit opinion.

College of San Mateo’s budget reflects appropriate allocation of financial resources to support student learning programs and services. As the data from the Final Budget Report indicate, 59 percent of the unrestricted budget and 10 percent of the restricted budget support student learning through certificated salaries. The classified salary component of 18 percent unrestricted and 40 percent of the restricted budget provides dedicated support for student services. The remainder of the budget provides for direct and indirect support of student learning programs and services via business services, public relations, and institutional advancement. [III.D-30].

**Assessment**

College of San Mateo meets Standard III.D.2.a. Together, instructional and student services costs constitute the greatest segment of the budget, which is a sufficient allocation of financial resources to support student learning programs and services. An annual audit on all District and College finances is conducted each year by an independent auditor. The District has never received a qualified audit opinion. In addition, recent external auditors’ management letters have not reported any internal control problems [III.D-34].

**Plan for Improvement**

None.

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**Standard III.D.2.b**

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

**Descriptive Summary**

The District has an internal audit committee (CIAG) that reviews and audits procedures such as cash handling, use of purchasing cards, conference and travel and asset tracking [III.D-36]. As required by the California Education Code, an independent CPA firm performs an annual audit on all financial records of the District, including all District funds, student financial aid, bookstore, associated students trust funds, and reports required by the state. Audit findings are supported by recommendations from the external auditors and require a response by the affected department in the form of an action plan. The independent auditor presents the annual audit report including findings and management's responses to the Board of Trustees. The audited financial reports on the District website are available to all [III.D-21].

**Assessment**

College of San Mateo meets Standard III.D.2.b. Over the years, audit findings have been relatively minor and have been appropriately addressed. Each year's audit report lists audit findings. Each audit report also identifies the corrections made by the District and College to the previous year's findings. The District has never received a qualified opinion from the independent auditor. The District has had no financial audit adjustments for more than eight years. Audit findings at the College have been addressed each year in a timely fashion and have not been carried over to the next year.

**Plan for Improvement**

None.

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**Standard III.D.2.c**

*Appropriate financial information is provided throughout the institution in a timely manner.*

**Descriptive Summary**

College of San Mateo uses the Banner financial system to record and review online financial transactions and budget information. This system is comprehensive and includes all financial transactions and budget information on an up-to-date basis.

These data are available to administrators and staff and provide the information needed to plan for operations and expenditures during the year.

In addition, information on the overall budget is prepared and distributed annually by the District Budget Office via the mid-year and final budget reports [III.D-34]. Information on financial planning is provided to the College through the agendas and summary notes of the Budget Planning Committee [III.D-2], the Institutional Planning Committee [III.D-3], and District Committee on Budget and Finance [III.D-31]. The College President holds an all-college meeting on the budget on a semi-annual basis and also provides frequent updates concerning budget matters via email [III.D-37, III.D-38].

Information on the annual audit is available online and may be accessed by anyone through the District website [III.D-21].

**Assessment**

College of San Mateo meets Standard III.D.2.c. The contribution of the Banner financial management system has been discussed at length previously in this Standard. It provides robust and timely information on the current budget as well as prior year budgets that may be used to support institutional and financial planning and financial management. Information is available for all College accounts. The query reporting program in Banner and the Argos query program have the capability of providing almost any report necessary for proper planning and management.

Information on budget, changing fiscal conditions, and financial planning is provided through the notes and agendas of the Budget Planning Committee as they are posted on the website [III.D-2]. The College President also conducts college-wide presentations focusing on the budget. The District Committee on Budget and Finance provides notes and other materials available to the College on a District website. Available information relates to budget, fiscal conditions, and financial planning as well as the mid-year and final budget reports. The mid-year and final budget reports provide a wealth of information about fiscal conditions, budget, and financial planning. For example, detailed information on the district-wide resource allocation model can be found in these budget reports [III.D-31].

The District posts audit reports on the website. The audit report includes the auditor's opinion on the financial statements, any findings, and management's response to those findings. A great deal can be learned about fiscal conditions within the District by reading management's discussion and analysis, which is a part of the audit [III.D-21].

As noted in Standard III.D.1.d, in the annual employee campus climate and satisfaction surveys of 2012, 74.5 percent of responding faculty and administrators and 79.4 percent of responding classified staff agreed that "[a]ppropriate and timely financial information is provided regularly throughout CSM" [III.D-8, III.D-7].

**Plan for Improvement**

None.

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**Standard III.D.2.d**

*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

**Descriptive Summary**

Through its integrated processes, the College identifies projects and sources of funding that are consistent with the Mission Statement, Institutional Priorities, and College initiatives and plans. The appropriateness of any grant opportunity is evaluated in relation to the Mission and Institutional Priorities along with the financial or staff consequences of the funded project. All grants are included in the comprehensive financial statements, which are audited each year by an independent auditor.

Although the District manages the bookstore and food services, the College has direct input into the process through the College Auxiliary Services Advisory Committee (CASAC) and the District Auxiliary Services Advisory Committee (DASAC) [III.D-39]. The Coordinator of Student Leadership and Development chairs CASAC, which is an advisory group made up of representatives from the bookstore, faculty, classified bargaining groups, and



the Associated Students as well as the Coordinator of Student Activities. CASAC advises the Executive Vice Chancellor. Members of CASAC are also members of DASAC along with the District's Chief Financial Officer and Vice Chancellor of Auxiliary Services.

The auxiliaries include the following entities: bookstore, food service, vending, San Mateo Athletic Club (SMAC), and Associated Students of College of San Mateo (ASCSM). All of the entities except the student government are managed by the District; food service and SMAC have outside management firms that report to the District. ASCSM reports directly through the College to the District. The College Auxiliary Services Advisory Committee meets one to two times a year, or more if needed. Both CASAC and DASAC make recommendations to the Executive Vice Chancellor and provide input into the auxiliary operations to assist in assuring that the College's Mission and Institutional Priorities are met. The bookstore works closely with the College to make sure student concerns are addressed; for example, the bookstore handles the EOPS book grants, as well as other grants, and interfaces with the student financial aid system.

The San Mateo County Community College Foundation works with the College President in an effort to seek funding that will support the College's Mission and Institutional Priorities. The foundation seeks funding for scholarships and for enhancing resources available to College of San Mateo. It operates as a separate and independent entity and is responsible for its own annual independent audit [III.D-40].

Other financial resources available include funds from two bond issues, approved by voters in 2001 and 2005 for capital improvements. As of June 2011, expenditures of bond funds and other capital outlay funds district-wide totaled more than \$650 million. The bond measures mandate a citizens' oversight committee, which is responsible for the oversight of all bond expenditures. This 11-member committee meets quarterly and is responsible for reviewing the annual independent audit of bond expenditures, and has purview over all bond-financed projects in the District. The oversight committee also issues an annual report [III.D-28].

The District hired a facilities management company to assist in managing facilities projects. Projects are designed and implemented with input from various ad hoc committees comprised of College faculty and staff. President's Cabinet and the Institutional Planning Committee provide input and oversight to assure the College's Mission and Institutional Priorities are met.

In 2011, the county voters approved a parcel tax for the District of \$34 per parcel for four years, approximately \$7 million per year. Similar to the Bond Oversight Committee, there is a Parcel Tax Oversight Committee, not required by law, which provides community oversight of the spending of the parcel tax. The oversight committee maintains a website that posts fiscal and community reports [III.D-41]. The College has allocated parcel tax funds to support learning by offering additional course sections, supporting student services, and providing funding for a limited number of classified staff positions [III.D-18]. College plans for expending the bond funds are reviewed and approved by the Board of Trustees.

### **Assessment**

College of San Mateo meets Standard III.D.2.d. By assuring that grant applications are consistent with the College Mission Statement and Institutional Priorities, by working with the auxiliaries to ensure that services meet the needs of the students and staff in a cost-effective manner, and by managing bond funds wisely with

significant oversight, the College makes sure that financial resources are used with integrity, consistent with achieving its Mission and Institutional Priorities and with ensuring that assets are safeguarded [III.D-6, III.D-42].

The results of the District annual audit also demonstrate integrity as the District has received an unqualified opinion from the auditors for more than six years. During this period, there have been few audit findings, none financial, and they have been quickly resolved to the satisfaction of the auditors.

#### **Plan for Improvement**

None.

#### **Standard III.D.2.e**

*The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.*

#### **Descriptive Summary**

The District has an external audit annually. The results of that review are included in the management letter from the auditors and that letter and the management responses are presented by the external auditors to the Board of Trustees along with the audit. Any items that have not been resolved from the previous year are noted. In addition to the external audit, the College Internal Audit Group (CIAG) performs reviews of internal controls on a regular basis and reports the results of their audits to the group and management. CIAG assists the colleges in preparing standardized written procedures [III.D-36]. As needed, additional help from outside audit firms is requested and used.

#### **Assessment**

College of San Mateo meets Standard III.D.2.e. The College and District rely on both external and internal audits to assess their internal controls on an ongoing basis and use the results of those assessments to revise procedures as needed.

#### **Plan for Improvement**

None.

#### **Standard III.D.3**

*The institution has policies and procedures to ensure sound financial practices and financial stability.*

#### **Descriptive Summary**

The SMCCCD Board of Trustees has developed policies and procedures to be followed by the District and the colleges. These policies are reviewed and revised on a regular basis [III.D-43]. Instruction, student services, and administration units at College of San Mateo perform program reviews annually. Each department or unit assesses the previous year's accomplishments and develops a plan for improvement, which includes the need, if any, for additional resources. Program reviews are a key component of the institutional planning process.

In 2011-12, the District supported an extensive Business Process Analyses (BPA) for the Offices of Financial Aid, Admissions and Records, and Cashiers [III.D-44, III.D-45]. These reviews yielded a comprehensive report with action steps recommended to improve the efficiency and effectiveness of these departments. Two District committees were formed to implement the recommendations made, such as "going paperless" and "auto-

packaging” students for financial aid. Support was provided to make certain these activities occurred and the progress was tracked regularly. For the past year, the Financial Aid Steering Committee has been meeting regularly and progress is being tracked. Accomplishments thus far include the development of a District Financial Aid Manual, a reduction in required financial aid applicant documents, and the installation of desktop scanners on the financial aid counter [III.D-46]. Desktop scanners have also been installed in Admissions and Records to reduce storage of paperwork by having documents scanned, transcript instructions on WebSMART have been refined, and procedures for determining residency have been clarified and standardized across the District.

The District Office has recently completed a program review of its Accounting, Payroll, General Services, and Facilities Departments and is using the information to develop action plans including needed training and improvements in customer service [III.D-47].

College of San Mateo has developed and now evaluates and assesses student learning outcomes. An analysis of assessment results is incorporated into the annual program reviews which inform the institutional planning process [III.D-5]. The District Office also performs program reviews and incorporates their results into planning and procedures.

To assure financial stability, the District prepares financial projections going out three years and works with the colleges to project their allocations. The colleges can then prepare various scenarios for projecting the results of hiring and other long-term commitments.

The District uses its reserves to avoid large cuts in one year and restoration of those cuts several years later. This has enabled the colleges to use their participatory governance procedures and thoughtful analysis to prepare for cuts if needed. With the advent of basic aid status, the District’s revenues have become even more predictable and stable.

#### **Assessment**

College of San Mateo meets Standard II.D.3. Fiscal Services performs an annual review of budget to actual expenditures to determine whether departments stayed within their budget allocations in order to identify areas of concern. Fiscal Services reviews all purchases to ensure funds were spent in accordance with College policies and procedures. The College and District use multi-year planning to ensure smooth transitions from year to year.

#### **Plan for Improvement**

None.

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#### **Standard III.D.3.a**

*The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.*

#### **Descriptive Summary**

As appropriate relative to timing, the District prepares and presents to the Board of Trustees a cash flow statement prior to assessing the need for issuing tax revenue anticipation notes. Each year, the District issues

tax revenue anticipation notes to provide the necessary cash flow to fund District operations prior to the receipt of property tax and state apportionment revenues.

The District monitors its risk strategies regularly in order to assure that it has appropriate coverage. For example, the District reviewed the insurance needs of the District and assessed the costs and services of the current carriers for workers' compensation and general liability insurance. After extensive review and an actuarial study of the District's workers' compensation cost, the District chose to self-insure for workers' compensation and general liability and increase the self-insured retention for property insurance.

As recommended by the State Chancellor's Office, the District's budget provides for a reserve of at least five percent to address financial emergencies. Reserves can be viewed two ways. An identified reserve is set aside as part of the budgeting process. However, a true total reserve is the non-obligated fund balance available at the end of each year. This non-obligated fund balance is the result of the accumulation of unspent funds at the end of each budget year. The District's fund balance as of June 30, 2012, including carryovers that are actually available for new year expenses, exceeded over 17 percent [III.D-30].

#### **Assessment**

College of San Mateo meets Standard III.D.3.a. Cash flows are updated monthly to ensure that cash is available to cover current needs. Cash reserves have been adequately managed and no problems, such as not having enough cash on hand to meet current obligations, exist with cash flow. A separate cash flow is developed for capital project expenditures prior to the issuance of any bonds.

The District maintains various types of insurance appropriate for managing risk, such as employee, property, casualty, and liability insurance, in accordance with its responsibility to protect College assets from losses that would place the College in economic jeopardy. Currently, there are various levels of self-insured retention, primary, and re-insured coverage based upon regularly conducted actuaries. The District has property and liability coverage up to \$15 million. This program incorporates a self-insurance component of \$150,000, primary insured coverage up to \$5 million, and re-insurance in excess of \$5 million to \$15 million. In addition, the District has a state-approved self-insured workers' compensation program that is re-insured beyond actuarial defined annual limits.

While the District policy is to maintain budgeted reserves of at least five percent of the unrestricted budget, actual reserves have been higher [III.D-30].

#### **Plan for Improvement**

None.

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#### **Standard III.D.3.b**

*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.*

#### **Descriptive Summary**

In order to ensure oversight of finances, including financial aid, grants, externally funded programs, and auxiliary organizations, the San Mateo County Community College District retains an independent auditor who

annually audits all funds under the control of the College. As required by state law, an independent auditor separately audits Proposition 39 bond funds and investments annually. Investments are made in the County of San Mateo investment pool, which is audited annually by the investment pool's independent auditor. The San Mateo County Community College Foundation is a separate 501(c)(3) organization and as such has its own audit each year by an independent auditor.

The District's annual audit is prepared in accordance with generally accepted auditing standards, which are comprehensive and thorough. The annual audit includes all funds, including grants, contracts, and auxiliaries. Auxiliaries, except Associated Students of College of San Mateo, are managed by the District, and they operate under the same financial requirements, procedures, and policies that apply to College of San Mateo.

Management of the Associated Students of College of San Mateo is the responsibility of the College. All externally funded programs, grants, and financial aid require year-end financial and program reports that are submitted to the State Chancellor's Office after final review by the District. All grant and externally funded program journal entries, new hires, and purchase requisitions are approved first by the College Business Office and then reviewed and approved by the District Business Office prior to any action at the college level.

San Mateo County Community College District invests funds on hand that are not needed to meet current obligations. Funds are invested in the County of San Mateo investment pool as well as in the Local Agency Investment Fund (LAIF) and other investment vehicles in order to earn additional revenue (e.g., interest). Investing is done at the district level. The San Mateo County Community College Foundation is a separate 501(c)(3) entity and is not a component unit of the District.

#### **Assessment**

College of San Mateo meets Standard III.D.3.b. The results of the external audits have been satisfactory as the District has never received a qualified opinion from the external auditor. The external auditor presents the audit results to the Board of Trustees each year.

Audits have revealed some non-financial compliance findings, and all of them have been promptly addressed with new procedures, often completed prior to the close of the audit. Copies of the audits and findings are posted on the District Committee on Budget and Finance website [III.D-31].

#### **Plan for Improvement**

None.

#### **Standard III.D.3.c**

*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.*

#### **Descriptive Summary**

The District established a reserve for post-employment medical benefits in 1992, and transferred funds to the reserve annually to address this liability. At the same time, lifetime medical benefits were eliminated for new employees. In 2009, the District created an irrevocable trust fund and has been funding it in excess of the annual required contribution (ARC). Between the irrevocable and revocable trusts the District has set aside \$40

million of the \$126 million liability and is on track to fully fund the liability over time. In addition, the District charges itself a percentage of salaries as part of its benefits rate to cover future costs. The District uses the biannual actuarial study to set rates.

To address compensated absences, the District has a policy to limit the amount of vacation and compensation time carryover so staff do not have extraordinary time off. In general, vacation and sick leave time is taken without the hiring of a substitute as the time off is of short duration.

A reserve is maintained to handle emergency situations. This could include extended sick leave time (where a substitute would become necessary) or emergency equipment replacements. The District maintains insurance for other emergencies.

**Assessment**

College of San Mateo meets Standard III.D.3.c. There are reserves to handle the payment of liabilities and future obligations.

**Plan for Improvement**

None.

**Standard III.D.3.d**

*The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.*

**Descriptive Summary**

The District has an actuarial study prepared every two years as required by GASB 45. The report, prepared in spring 2011, was prepared by Total Compensation Services. The study recommendations are reviewed and implemented at the District [III.D-48].

**Assessment**

College of San Mateo meets Standard III.D.3.d. The actuarial study is prepared every two years and reviewed and implemented by the District.

**Plan for Improvement**

None.

**Standard III.D.3.e**

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

**Descriptive Summary**

Other than the general obligation bonds, which are paid by property taxes assessed by the county, the District has no debt. All certificates of participation (COPs) have been defeased.

**Assessment**

College of San Mateo meets Standard III.D.3.e.

**Plan for Improvement**

None.

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**Standard III.D.3.f**

*Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.*

**Descriptive Summary**

The District and College have a number of processes and procedures to ensure that all funds are monitored and managed according to federal requirements. The types of processes vary among the various funds received and disbursed by the College, and all are in compliance.

The Office of Financial Aid at the College is responsible for monitoring the student loan default rate. Staff use the federal NSLDS and DOE websites to review student borrowers, to identify students entering or in repayment and those in delinquent status, and to contact them to provide information on resources to assist them in maintaining federal Title IV eligibility while successfully managing their loan repayment obligation.

Historically, the College has had very few borrowers enter repayment each year, although this number is increasing. College of San Mateo's official two-year Cohort Default Rate (CDR) for 2010, published in September 2012, is two percent as a result of 50 borrowers entering repayment and of one defaulting within the two-year monitoring period [III.D-49]. CSM's official three-year CDR for 2009, published in September 2012, is 13.3 percent as a result of 30 borrowers entering repayment and of four defaulting within the three-year monitoring period [III.D-50]. These default rates fall below the established federal guideline of 20 percent.

In order to assist in keeping the default rate low, students are required to complete an entrance interview at the time of being deemed eligible for financial aid and an exit interview at the end of their program in order to reinforce the different deferment, forbearance, and repayment options. The Financial Aid Office staff counsel students individually when approaching the median aggregate loan limit for undergraduate borrowing to assess their future financial need, review their College budgeting, and provide advice regarding the loan amount (i.e. limit excess borrowing) so the likelihood of default is decreased.

The Financial Aid Office worked with the two other colleges in the District to create the San Mateo CCC District Default Prevention and Management Plan for Federal Direct Loans, which is included in the Financial Aid Policies and Procedures Manual [III.D-46].

In order to monitor the revenue streams and assets, District and College staff work closely together. First, the requirements for the particular funding source (these could include Pell grants, HSI/TRIO grants, or student loans) are reviewed by the District and College Business Office staff members to determine the process required to be completed. For some programs, there can be advances, although only a defined number of days in advance, while others are cost-reimbursed (actual expenditures) such as the Pell Grant funding which is authorized by the Department of Education after receipts and acceptance of origination and disbursement records by the College.

Once the federal process is clearly understood, the internal process is established. The next step involves the actual drawdown of funds, completed by staff at the District Office. After the drawdown is complete, the

supervisor reviews the reports to make certain the amounts are accurate. Any problems with the drawdown are addressed. The funds are reconciled as required by each state or federal funding source.

**Assessment**

College of San Mateo meets Standard III.D.3.f. There is appropriate monitoring of the student loan defaults as well as the revenue streams and assets.

**Plan for Improvement**

None.

**Standard III.D.3.g**

*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.*

**Descriptive Summary**

SMCCCD purchasing procedures outline the requisition/purchase order process and summarize current dollar limit guidelines and contract requirements. These procedures facilitate the processing of orders in a timely manner for each college and the District as a whole and are in compliance with the Education Code, Public Contract Code, and Civil Code. Purchasing procedures and contract requirements are available from the General Services website [III.D-51]. All contracts contain standard language developed by the District that protects the District and allows it to change or terminate contracts that do not meet its required standards of quality. In addition, contracts involving federal funds are reviewed by the District's Grant Analyst prior to being signed.

**Assessment**

College of San Mateo meets Standard III.D.3.g. The Purchasing Department has established policies and procedures in compliance with the Education Code, Public Contracts Code, and Civil Code. In following the College's Mission Statement and Diversity Statement, policies and procedures require that purchase of services or equipment must be legally advertised and undirected by open bidding. Institutional policies set by the Board of Trustees govern all contractual agreements with external entities.

The above-mentioned established policies and procedures are designed for maintaining effective internal controls. No matters involving the internal control over financial reporting and its operations and compliance with federal programs were considered materially weak in the District annual audited financial statements [III.D-21].

Financial integrity and responsible monitoring are also inherent within the policies and procedures such as use of the Banner requisition process, procurement cards for purchases, and signatures required by the Chancellor or Vice Chancellor on all contracts with the District. There have been few reported problems with the use of procurement cards at CSM. Staff identified as misusing procurement cards may be disciplined and have their procurement card privileges revoked.



**Plan for Improvement**

None.

**Standard III.D.3.h**

*The institution regularly evaluates its financial management practices, and the results of the evaluation are used to improve internal control structures.*

**Descriptive Summary**

The District Committee on Budget and Finance reviews the budgeting process and financial information at the district and college level. At meetings, the committee discusses changes in policies and management procedures and problems. The information flows to the College's Budget Planning Committee for discussion, input, and recommendations at the college level. A committee, the Business and Finance Officers Group—comprised of Business Officers from the three colleges and staff from the District Business Office, including the Chief Financial Officer, District Budget Officer, Chief Accountant, Director of Purchasing, and others from the District and colleges—meets monthly to discuss, evaluate, and make recommendations on financial processes. This committee also addresses recommendations resulting from audits [III.D-52].

Banner financial reports are available online for all divisions and units to review and track all expenditures. Divisions and units can also request financial reports from the Business Services Department. Divisions and units can also request in-person meetings with Business Services Finance Department employees for more in-depth knowledge or guidance about financial analysis of their divisions' budgets or completion of any required year-end reports.

The District performs program reviews of the Accounting, General Services, Payroll, and Facilities functions and uses the results to improve processes. In October 2011, as part of its program review process, the District surveyed all full- and part-time employees about their experiences with District Accounting, General Services, Payroll and Facilities functions [III.D-53]. The survey was designed to assess customer satisfaction with services in the District Office and to determine employee knowledge about the availability of important information online. The survey was sent to 2,005 employees and 215 employees responded. Of the respondents, 36.7 percent were faculty, 18.6 percent were administrators, and 44.6 percent were staff. Employees rated their level of satisfaction on a scale of 1 to 5, with 1 being the lowest level of satisfaction and 5 being the highest level. The survey also included open-ended questions to give respondents the opportunity to discuss areas of concern. Overall, College and District employees had a generally favorable response to District services with the majority of ratings being at or above 4.0. However, survey results also identified areas that need improvement:

- Level of satisfaction with custodial service
- Knowledge of availability of District information online training related to purchasing policies and procedures
- Increased information regarding accounting procedures and timelines [III.D-53].

Action has been taken to resolve the levels of dissatisfaction identified in the surveys. For example, all Facilities employees received training in customer service and unannounced inspections of random building and grounds locations have been increased. Regarding online purchasing and procedures, the General Services

Department is exploring the feasibility of offering district-wide training during 2012-13. The Accounting Department has taken steps to increase information for end users by developing a website that includes key contacts and important dates. In addition, three online calendars have been developed: the accounting and reporting tasks calendar; the grants and external fund calendar; and the budget timeline calendar.

#### **Assessment**

College of San Mateo meets Standard III.D.3.h. Financial management processes are regularly evaluated, and the results are used to improve the financial management system.

The Business and Finance Officers Group meets and makes recommendations to improve financial management systems. Some recent changes that have resulted from these meetings include implementing a bad debt collection procedure, recording allowance for bad debts in the College financials, expanding efforts to collect mandated costs, increasing charges for bad checks, reviewing internal controls, changing to the timelines for monthly/annual closing, reviewing internal and external audit issues, and streamlining procedures and working to make improvements in the Banner system as it is periodically upgraded.

#### **Plan for Improvement**

None.

#### **Standard III.D.4**

*Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.*

#### **Descriptive Summary**

Instructional, student services, the Library, learning support centers, and administrative units at College of San Mateo perform program reviews annually. Program review occurs concurrently with the institutional planning cycle and includes a detailed assessment of student learning outcomes and information on student success. Each department or unit assesses the previous year's accomplishments and develops a plan for improvement, which includes the need, if any, for additional resources. Themes and trends from the department and unit program reviews are identified at the division level and this information is then forwarded to the Institutional Planning Committee (IPC). IPC reviews all program reviews and the reported themes and trends, and then identifies and prioritizes specific funding requests. Within program review, each program must state how the funding requests support the College's Mission and Institutional Priorities [III.D-5]. Funding requests are either approved or denied. The District Office also performs program reviews and incorporates their results into planning and procedures.

#### **Assessment**

College of San Mateo meets Standard III.D.4. Instruction and student services departments and programs as well as administrative units complete and submit program reviews. The program reviews, along with other requests for augmented financial support, are reviewed against the Institutional Priorities. This process ensures an effective use of financial resources and contributes to an integrated institutional planning process

which also, in turn, supports the improvement of academic programs, student services, the Library, learning support centers, and administrative support programs.

**Plan for Improvement**

None.

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**Evidence for Standard III.D**

- III.D.-1. SMCCCD 2012-13 Final Budget Report, pages 49 and 64.  
<https://www.smccd.edu/edservplan/dac/files/2012-13%20Final%20Budget%20Report.pdf>
- III.D.-2. CSM Budget Planning Committee.  
<http://collegeofsanmateo.edu/institutionalcommittees/bpc.asp>
- III.D.-3. Institutional Planning Committee website.  
<http://collegeofsanmateo.edu/institutionalcommittees/ipc.asp>
- III.D.-4. College of San Mateo Annual Planning Calendar.  
<http://www.collegeofsanmateo.edu/2013selfevaluation/docs/evidence/annualplanningcalendar.pdf>
- III.D.-5. *Overview of Institutional Planning for Continuous Improvement of Student Success.*  
[http://collegeofsanmateo.edu/2013selfevaluation/docs/Overview\\_of\\_Integrated\\_Planning.pdf](http://collegeofsanmateo.edu/2013selfevaluation/docs/Overview_of_Integrated_Planning.pdf)
- III.D.-6. College of San Mateo Mission and Diversity Statements.  
<http://collegeofsanmateo.edu/statements/>
- III.D.-7. *Classified Staff Campus Climate & Satisfaction Survey, 2012.*  
<http://collegeofsanmateo.edu/institutionalresearch/docs/qd/employees/2012/StaffCampusClimateSatisfactionSurveyCOMPREHENSIVEFinal07-2-2012.pdf>
- III.D.-8. *Faculty & Administrators Campus Climate & Satisfaction Survey, 2012.*  
<http://collegeofsanmateo.edu/institutionalresearch/docs/qd/employees/2012/FacultyCampusClimateSatisfactionSurveyCOMPREHENSIVEFinal08-24-2012Rev.pdf>
- III.D.-9. SMCCCD Budget and Planning Calendar.  
<http://collegeofsanmateo.edu/prie/SMCCCD%20Budget%20Planning%20Calendar%202012-13.pdf>
- III.D.-10. SMCCCD 2012-13 Final Budget Report, page 106.  
<https://www.smccd.edu/edservplan/dac/files/2012-13%20Final%20Budget%20Report.pdf>
- III.D.-11. District Committee on Budget and Finance Minutes, December 18, 2012.  
<https://sharepoint.smccd.edu/SiteDirectory/dcbf/Minutes/2012-13/DCBF%20Minutes%20Dec%2018,%202012.docx>
- III.D.-12. College of San Mateo Annual Budget Planning Calendar.  
<http://collegeofsanmateo.edu/prie/CSM%20Budget%20Planning%20Calendar%202012-2013.xlsx>
- III.D.-13. Budget Planning Committee Meeting Summary, February 25, 2013.  
[http://collegeofsanmateo.edu/institutionalcommittees/bpc/BPCMeetingSummary\\_2013-02-25.docx](http://collegeofsanmateo.edu/institutionalcommittees/bpc/BPCMeetingSummary_2013-02-25.docx)
- III.D.-14. Mid-year Budget-to-Actual comparison.  
<http://www.collegeofsanmateo.edu/2013selfevaluation/docs/evidence/midyearbudgetcomp.pdf>

- III.D.-15. San Mateo County Community College District: 2013 Needs Assessment Survey.  
<http://www.smccd.edu/accounts/smccd/departments/educationservices/resources/files/SMCCCD%20Needs%20Assessment%20Report%20Overview%2004-26-13.pdf>
- III.D.-16. Budget Reductions.  
<http://collegeofsanmateo.edu/academicssenate/budgetreductions.asp>
- III.D.-17. Measure G Parcel Tax.  
<http://www.smccd.edu/accounts/smccd/measureg.shtml>
- III.D.-18. CSM Measure G Allocated Expenditure Summary.  
<http://collegeofsanmateo.edu/academicssenate/docs/Measure%20G%202011-12%20Board%20Report%20Final.pdf>
- III.D.-19. *College Index 2008/2009 - 2012/2013.*  
[http://collegeofsanmateo.edu/prie/institutional\\_documents/collegeindex/CollegeIndexVersion11-17-2012.pdf](http://collegeofsanmateo.edu/prie/institutional_documents/collegeindex/CollegeIndexVersion11-17-2012.pdf)
- III.D.-20. SMCCCD 2012-13 Final Budget Report, page 53.  
<https://www.smccd.edu/edservplan/dac/files/2012-13%20Final%20Budget%20Report.pdf>
- III.D.-21. Annual Financial Report, June 30, 2011 and 2010.  
[http://www.smccd.edu/accounts/smccd/financialservices/uploaded\\_files/SMCCCD%20Audit%20Report%202010-11.pdf](http://www.smccd.edu/accounts/smccd/financialservices/uploaded_files/SMCCCD%20Audit%20Report%202010-11.pdf)
- III.D.-22. Agreement Between the SMCCCD Board of Trustees and Local 829, Council 57, AFSCME.  
<https://sharepoint.smccd.edu/SiteDirectory/portal/Human%20Resources/Collective%20Bargaining%20Agreements/AFSCME%20Contract%202010-2013.pdf>
- III.D.-23. Agreement Between the SMCCCD Board of Trustees and The California School Employees Association, Chapter 33.  
<https://sharepoint.smccd.edu/SiteDirectory/portal/Human%20Resources/Collective%20Bargaining%20Agreements/CSEA%20Contract%202013-2016%203-19-2013%20.pdf>
- III.D.-24. Agreement Between the SMCCCD Board of Trustees and San Mateo Community College Federation of Teachers, July 1, 2012 through June 30, 2015.  
[http://aft1493.org/other/AFT\\_Contract\\_2012-15-rev-1-31-13.pdf](http://aft1493.org/other/AFT_Contract_2012-15-rev-1-31-13.pdf)
- III.D.-25. Labor Contracts.  
<https://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Forms/AllItems.aspx?RootFolder=%2fSiteDirectory%2fportal%2fDistrict%20Information%2fLabor%20Documents&FolderCTID=&View={EBCEA5E9-3442-42F6-8C18-10EF4342BC6A}>
- III.D.-26. SMCCCD 2012-13 Final Budget Report, page 104.  
<https://www.smccd.edu/edservplan/dac/files/2012-13%20Final%20Budget%20Report.pdf>
- III.D.-27. 2011 Facilities Master Plan .  
[http://www.smccd.edu/accounts/smccd/departments/facilities/SMCCCD\\_FMP\\_FINAL%207-19-11\\_lowres.pdf](http://www.smccd.edu/accounts/smccd/departments/facilities/SMCCCD_FMP_FINAL%207-19-11_lowres.pdf)
- III.D.-28. Bond Oversight Committee website.  
<http://www.smccd.edu/accounts/smccd/committees/bondoversight/community.shtml>
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## Standard IV Leadership and Governance

*The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.*

### Standard IV.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 of San Mateo recognizes that ethical and effective leadership enables the institutional to identify its values, establish and achieve goals, and learn and improve. The institutional planning process provides a framework to support effective leadership of the College's assessment, resource allocation, and improvement efforts.

#### Standard IV.A.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.*

#### Descriptive Summary

Through its institutional planning model, College of San Mateo's leaders support an environment for empowerment, innovation, and institutional excellence. Implementation of CSM'S new institutional planning model began in the 2008-09 academic year [IV.A-1, IV.A-2]. The model, designed to promote broad-based participatory governance and transparent data-driven decision making, continues to evolve and engage the entire campus.

Inherent in the College's integrated planning for continuous improvement of student success is a well-defined integration of key institutional planning documents and planning committees to inform decision making and to facilitate evaluation at all levels in the organization [IV.A-3, IV.A-4, IV.A-5, IV.A-6]. The Mission Statement guides planning at both the institutional level and the program level [IV.A-7].

#### Mission Statement

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the greater San Francisco Bay Area. 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 [IV.A-7]

These Institutional Priorities, in turn, lead to the development of institutional plans (see <http://collegeofsanmateo.edu/institutionalcommittees/planreviews.asp>) and initiatives and to annual assessment in program reviews, including the assessment of student learning outcomes [IV.A-8, IV.A-9]. The *Educational Master Plan, 2008*, a document based on quantitative and qualitative data and information, and its 2012 update inform planning at all levels [IV.A-4, IV.A-5].

At the foundation of the College's planning efforts is a commitment to institutional dialog. Departments and programs engage in dialog in the assessment of student learning outcomes and in program review. Dialog takes place at the division and institutional level during the identification of program review themes and trends and the prioritization of resource requests. Dialog across the institution takes place through the development of plans and initiatives and in the assessment of institutional (General Education) SLOs. College leadership communicates goals and priorities to the campus community through Opening Day presentations, President's all-college meetings, all-college emails, the College website, and division and program meetings. The effectiveness of institutional dialog depends on three factors: the planning system itself; the willingness of individual community members to become informed and engaged in departmental, division, and college-wide decisions; and a commitment from the various committee representatives to inform and seek input on issues from their respective constituencies [IV.A-10].

An awareness of College of San Mateo's past, present, and future goals assists the College community in moving forward with shared priorities. College community members—regardless of official titles—have opportunities to take initiative, bring ideas forward, and improve the institution. In addition to sharing ideas through Deans, Vice Presidents, the President, and participatory governance committee representatives, members of the College community may use physical or online suggestion boxes as well as apply for various pools of "seed" project funding (e.g., professional development, Innovation Grants). For example, in 2009, an Admissions and Records staff member with an interest in serving the returning veteran population sought funding for a Veterans Services Program through the College's Innovation Grant process. The project, which initially focused on outreach and marketing to veterans in the region, has matured into an institutionalized Veterans Services Program, including the establishment of the Veterans Resource & Opportunity Center (VROC) on campus [IV.A-11].

More recently, a group of Math and Science Division and Language Arts Division faculty collaborated on starting a Reading Apprenticeship (RA) Program on campus. The RA Program, a professional development

program sponsored by the California Community College Success Network (3CSN), trains and supports disciplinary faculty in classroom reading interventions that have been shown to enhance student success [IV.A-12]. For example, in biology, textbooks are content heavy, with many facts for students to learn and synthesize. Biology faculty have specific expertise in reading their discipline's textbooks, and with training can effectively share with students successful strategies for engaging the text. To foster institutional dialog regarding this project, information about the project was presented at a spring 2012 Math & Science Division meeting, through a May 2012 all-college email, through a workshop in August 2012, at an Instructional Administrators Council meeting in January 2013, at flex day presentations in January and March 2013, at a March 2013 Business and Technology Division meeting, and at lunch forums in April and May 2013. An additional workshop is planned for the August 16, 2013, flex day. In March 2013, the project was presented to the Institutional Planning Committee, the principal institutional planning body which has broad-based membership, and in April 2013 it was presented to the District Board of Trustees [IV.A-13, IV.A-14].

College of San Mateo's environment is shaped not only by College leadership, but by District leadership as well. While each of the three colleges in the District has autonomous decision-making processes, ultimate decision-making authority is held by the San Mateo County Community College District's elected Board of Trustees. The Board of Trustees, charged with maintaining fiscal stability for the District, places a top priority on providing quality basic skills, transfer, and career and technical education to as many students as possible [IV.A-15]. The Board recognizes that ethical and effective leadership throughout the District and colleges enables and encourages broad participation of all employees and students to take an active, collaborative role in the continuous improvement of student learning and institutional processes.

In order to provide an optimum learning environment, the Board is deeply committed to the participatory governance process as it has been established in this District and believes that this process can produce decisions that are comprehensive, fair, and in the best interests of students, the community, and employees. The Board encourages and expects the participation of all constituents in participatory governance and recognizes participatory governance as the means for having the voices and opinions of various constituencies heard [IV.A-16].

### **Assessment**

College of San Mateo meets Standard IV.A.1. Each year the College leadership communicates the Mission and Institutional Priorities to the campus community. Participation in integrated planning efforts is made available through planning committees and participatory governance. Individuals bring forth ideas for improvement through a variety of mechanisms, both formal and informal.

The annual campus climate and satisfaction surveys indicate increased morale and confidence in leadership, but also some areas of concern regarding planning and decision making [IV.A-17, IV.A-18]. Employee responses indicated positive overall attitudes toward the College in the 2012 survey; in fact, 100 percent of staff and 90.6 percent of faculty indicated they like working at CSM. Furthermore, several important indicators show an increase in morale, specifically with regard to attitudes towards senior leadership, from the 2010 to the 2012 survey. For example, 80.5 percent of responding staff agreed that "[e]mployees truly respect CSM's leadership," up 26.7 percent from 2010. Of responding faculty and administrators, 68.7 percent agreed, up 9.1

percent from 2010. In 2012, 88.6 percent of staff agreed that they “have confidence in CSM’s leadership,” up 13 percent; corresponding results for faculty were 73.0 percent in 2012, up from 61.7 percent in 2010.

In 2012, 70 percent of staff, down from 77.4 percent in 2010, and 58.5 percent of faculty and administrators, essentially unchanged since 2010, agreed that “[o]verall, the shared governance process is working well at CSM” in 2012. The percentage of staff who agree that they “understand CSM’s decision-making processes” did increase, from 47.4 percent in 2010 to 64.6 percent in 2012. However, the percentage of faculty and administrators who agreed with this statement decreased from 62.9 percent in 2010 to 56.0 percent in 2012. Agreement that “the institutional planning process as a whole is effective” is higher, at 88.0 percent for staff and 68.7 percent for faculty in 2012.

### **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 I.B.4 and IV.A.2.a.

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### **Standard IV.A.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.*

Board Policies and Procedures provide for participation in governance by faculty, staff, administrators, and students [IV.A-19]. The manner of such participation at College of San Mateo is specified in by-laws of constituent bodies and in founding documents of College committees. The document, *Implementing Shared Governance, (1993)* defines shared [participatory] governance and describes how College Council, for many

years the most important participatory governance body, was established [IV.A-20]. College Council has recently confirmed for itself a revised mission and purpose and is now revising and updating the document to reflect the College's current planning structure [IV.A-21].

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### **Standard IV.A.2.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.*

#### **Descriptive Summary**

The SMCCCD Mission Statement, approved April 11, 2007, and revised May 2012, states "Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making, and that are respectful of all participants" [IV.A-22]. District Policies and Procedures 2.08.11-13 identifies faculty, student, and staff representative organizations in participatory governance [IV.A-23]:

11. The Board recognizes the Academic Senate as the official body representing faculty in participatory governance (Title 5, §53200) and "the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

12. The Board recognizes the Associated Students organizations as the official bodies representing students and considers students to be full participants in participatory governance on all items pertaining to their interests.

13. The Board recognizes CSEA as the official body representing classified staff and considers classified staff to be full participants in participatory governance on all items pertaining to their interests (Education Code §70901.2).

Further, District Policies and Procedures 2.18 states:

The Board of Trustees values and recognizes the importance of effective student participation in college and district governance processes and, to that end, students will be represented in fair numbers.... Students will be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the Board of Trustees regarding such policies and procedures [IV.A-24].

Under Article IV.4.2 of the Constitution of the Associated Students of College of San Mateo (ASCSM) the ASCSM President appoints, with ASCSM consent, all student representatives to College committees [IV.A-25]. Student representatives on College committees report on those committees at ASCSM meetings. Article III.3.2.1 of the Constitution of the ASCSM gives one representative from each of the faculty Academic Senate, classified staff, and College administration, an advisory vote. Minutes of College committees show that student participation at College of San Mateo has been robust in recent years. ASCSM has an established Advocacy Board charged with local, statewide, and national advocacy on issues that impact community colleges and their students [IV.A-26].

The by-laws of the Academic Senate identify and describe the roles of College committees which report to Governing Council, and procedures for approving faculty representatives on other College committees [IV.A-

27]. At the end of each academic year, the Academic Senate reviews its accomplishments and establishes goals for the following year. The extensive list of accomplishments for 2012-13 and the ambitious and timely goals for 2013-14 are indicative of the involvement of the Academic Senate under recent and current leadership [IV.A-28].

As allowed by SB 235, California School Employees Association (CSEA) Chapter 33 has procedures for appointing classified staff representatives to College and District participatory governance bodies. The CSEA Vice President for CSM makes such appointments, in consultation with a subcommittee of the CSEA executive board and rank and file members. Those representatives are responsible for informing their constituencies and gathering input from them [IV.A-29]. Also, the District has a policy [Administrative & Classified Staff Selection Procedures, September 2007] under which “classified staff, managers and administrators participate effectively in their respective roles” throughout the process of screening and selection of new employees [IV.A-30]. CSEA reviews the hiring manager’s recommendations for classified members of screening committees and approves them or suggests alternatives.

When shared (currently-termed “participatory”) governance was introduced at College of San Mateo soon after the passage of AB 1725, the primary shared governance body was College Council. It had equal representation from the four constituencies, served as a forum for dialog on College issues, heard and made proposals, referred the proposals to constituent bodies for discussion and input, and made recommendations to senior administration [IV.A-20]. The original College Council Charter and Bylaws lists four purposes of College Council. The first two are to “foster the achievement of the goals and purposes of shared governance at CSM” and to “facilitate the continued implementation of shared governance throughout the College in a way that recognizes and respects the functions and responsibilities of the four governance constituencies.”

In 2008, the College received a recommendation from ACCJC to improve its planning processes. As part of the response to that recommendation, the College established an integrated planning structure with the Institutional Planning Committee (IPC) designated as the primary planning entity. Six participatory governance committees reported directly to the Institutional Planning Committee (IPC): Diversity in Action Group (DIAG), Human Resources Committee, Budget Planning Committee (BPC), Enrollment Management Committee EMC, Technology Committee (TAC), and Distance Education Committee (DEC). The Basic Skills Initiative (BSI) Committee guided a project receiving state funding. IPC reported to College Council. In addition, three committees in curriculum-related areas reported to the Academic Senate Governing Council: Committee on Instruction (COI), the College Assessment Committee (CAC), and the Library Advisory Committee (LAC).

Following a review of the College’s planning processes in spring 2012, IPC made the following changes [IV.A-31, IV.A-32, IV.A-33].

- The Human Resources Committee was disbanded; much of its original charge is implemented through employee demographic information in the College’s *Educational Master Plan, 2008*, through a well-established process for identifying faculty and prioritizing full-time faculty positions, and through a revised process for identifying classified staff positions.

- The Technology Committee was merged with the Distance Education Committee to form the Distance Education and Educational Technology Committee; the District's Information Technology Services, through its Strategic Plan for Information Technology, 2012-2016, fulfills many of the planning functions formerly assigned to the Technology Committee.
- The Enrollment Management Committee was recast as a standing task force of IPC to focus on institutional initiatives; enrollment management activities, such as setting efficiency and FTES measures, became a responsibility of the Budget Planning Committee.

The Basic Skills Initiative Committee (BSI) and the Learning Support Centers Coordination Committee (LSCCC) were approved by ASGC as Academic Senate committees in fall 2012 [IV.A-34]. Due to continued discussion of whether BSI would be more appropriate as an institutional committee, only the permanent status for LSCCC was acted on and then approved through the April 2013 Academic Senate elections [IV.A-35].

The roles of the Institutional Planning Committee and the committees which report to it are described in the *Overview of Integrated Planning* [IV.A-3]. The document also describes how the institutional planning cycle and program planning cycle are interconnected and part of the integrated planning cycle.

As described in the *Overview of Integrated Planning*, 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 recommended that the committees be merged. 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 approve the recommendation and form the new Institutional Planning and Budgeting Committee for the 2013-14 academic year [IV.A-36].

The role of College Council was among topics addressed by an April 2012 College Council focus group [IV.A-37]. The focus group met "to provide a qualitative evaluation of College Council, to identify areas of overlap or redundancy with the Institutional Planning Committee, and to suggest areas for improvement." As a result of its efforts, College Council has recently revised its mission to reflect changes in the planning and decision-making structure. College Council will continue to validate that participatory governance procedures have been followed and to act as a forum for sharing information and feedback about matters of college-wide interest. In addition, at the end of each long-term planning cycle, College Council will conduct an Institutional Effectiveness Audit to ensure that all decisions have been made in accordance with the College Mission and Institutional Priorities and that expenditures properly support student learning. With the completion of the 2008-2013 planning cycle, College Council will carry out its first Institutional Effectiveness Audit in the fall 2013.

### **Assessment**

College of San Mateo meets Standard IV.A.2.a. The Board has established policies that clearly define the roles of faculty, classified staff, administrators, and students in the participatory governance process. Membership on committees represents all affected constituencies, and representatives have a responsibility to bring information to and carry feedback from their constituencies. As committee structures change to optimize planning efforts and allocate tasks more efficiently, participatory governance is maintained, with each of the four constituencies (faculty, staff, administrators, and students) exercising clearly defined roles.

In 2012, responses to the annual employees' campus climate and satisfaction surveys indicated that many members of the campus community were aware of their role in participatory governance. Not surprisingly, those who were most involved were also most aware. Among responding staff, all (100 percent) agreed that "I understand the purpose(s) of the planning committees in which I participate" and most (95.3 percent) agreed that "I understand my personal role on the institutional committees in which I participate." A slightly lower share of responding faculty and administrators agreed with the same statements (understand purpose of committee: 85.9 percent; understand my personal role: 85.7 percent). However, general awareness was lower, with 77.8 percent of staff and 66.3 percent of faculty and administrators agreeing that "[t]he role of all constituencies in shared governance is clearly stated and publicized," while 70.0 percent of staff and 58.5 percent of faculty and administrators agreed that "[o]verall, the shared governance process is working well at CSM" [IV.A-17].

### **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 I.B.4 and IV.A.1.

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### **Standard IV.A.2.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.*

### **Descriptive Summary**

In 2003, the Board of Trustees agreed to rely primarily on faculty, through established Academic Senate processes, for recommendations on academic and professional matters listed in Title 5, §53202.b (the 10 + 1) [IV.A-38].



Standing Academic Senate committees related to instruction and academic matters report to the Academic Senate Governing Council and make recommendations to the Vice President of Instruction. Academic Senate by-laws describe how members are selected [IV.A-27].

Committee on Instruction advises the Vice President of Instruction concerning curriculum and instructional procedures, long-range educational priorities, and curriculum planning. The committee reviews and approves proposals to add and remove courses and programs after consideration of the effect on the overall College curriculum, and follows the Program Improvement and Viability (PIV) process to review programs considered at risk [IV.A-27]. Its chair sits on the District Curriculum Committee, a subcommittee of District Academic Senate. That subcommittee makes recommendations to the District Academic Senate on curriculum matters which have district-wide impact. The chair of Committee on Instruction also sits on College of San Mateo's Institutional Planning Committee.

The College Assessment Committee oversees the student learning outcome (SLO) assessment cycle and advises the Accreditation Liaison Officer as well as the Vice President of Instruction on SLOs and assessment. The SLO coordinator, a faculty member, is the chair of the College Assessment Committee. The Library Advisory Committee addresses Library policies and needs.

The Learning Support Centers Coordinating Committee brings together faculty, directors, staff, and students to ensure that the College's 13 learning support centers and its central Learning Center together provide services and resources to support student learning outside the classroom.

Recommendations for student learning programs and services begin with program review, which includes an analysis of student learning outcomes assessment and through which departments describe their plans for improving student success. Program review is the responsibility of the Academic Senate. In response to faculty concerns about the program review process and in order for the process to better support institutional planning, the Senate worked collaboratively with PRIE, IPC, and the College administration to revise the program review process and forms for the spring 2013 review cycle [IV.A-28, IV.A-39]. Through program review, instructional programs, student services units, and learning support centers review student success indicators and the results of student learning outcomes assessment, develop plans for improvement, and identify the resources (e.g., personnel, equipment and technology, instructional materials, facilities) needed to sustain and improve student success.

For academic programs, instructional administrators are integral to the process of recommending to President's Cabinet which programs get full-time positions and which equipment, facilities, instructional materials, and other requests will be met. The process is grounded in program review, a faculty activity. In each division, the faculty members in consultation with the dean prioritize the requests from the program reviews in their division. Instructional administrators, the Academic Senate President (or designee), and the Dean of Counseling, Advising, and Matriculation meet and prioritize recommendations across the College. These recommendations are forwarded to President's Cabinet. Cabinet makes a final recommendation to the college President. College Council must approve that the participatory governance process was followed for requests of full-time faculty positions, instructional equipment, and instructional materials.

Student services position and equipment requests are handled in a similar manner. Counseling positions' requests move through the process with other faculty positions. Requests are made in student services unit

program reviews and are prioritized by the student services administrators (student services deans and directors), for submission to President's Cabinet.

In addition to the plans brought forth through program review, participatory governance committees and members of the College community at large can bring forward ideas for initiatives in support of the College's Mission and Institutional Priorities. Proposals for new initiatives and updates on the progress of ongoing initiatives are presented to IPC. Recent examples include Reading Apprenticeship, Umoja, Supplemental Instruction, the Puente Project; the Center for the Scholarship of Teaching and Learning (SoTL), and the Honors Project [IV.A-13, IV.A-40, IV.A-41]. IPC draws on these presentations as it prioritizes requests and allocates resources.

### **Assessment**

College of San Mateo meets Standard IV.A.2.b. Through the Academic Senate committees that oversee curriculum, student learning outcomes assessment, and learning support centers, faculty and others review and make recommendations for student learning programs and services. The program review process for programs and services related to student learning is conducted by faculty. Position and equipment requests identified in this process are prioritized first at the division level and then by instructional and by student services administrators. New initiatives are suggested by multiple constituencies and reviewed by participatory governance committees. In the annual employee campus climate and satisfaction employees' surveys conducted in 2012, 71.2 percent of responding faculty and administrators and 88.0 percent of responding staff agreed that "[a]ll constituency groups work collaboratively toward the achievement of College Institutional Priorities, 2008-2011" [IV.A-5].

### **Plan for Improvement**

None.

### **Standard IV.A.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.*

#### **Descriptive Summary**

Through established structures of the District and College, the College of San Mateo community works together in support of students and for the good of the institution. Processes and procedures based on participatory governance and following the institutional planning process promote genuine communication in support of the College's Mission and Institutional Priorities.

Each of the College's institutional planning committees is a participatory governance committee, with membership drawn from the four College constituencies. Participatory governance is implemented through committee membership and the role of members in communicating information to and from constituent groups as described in *Implementing Shared Governance* [IV.A-20]. College Council provides an additional forum for sharing information and feedback about matters of college-wide interest and affirms that participatory governance processes have been followed in decision making.

Institutional planning is overseen by the Institutional Planning Committee (IPC), whose mission is “to ensure the implementation and ongoing assessment of the institutional planning process” [IV.A-42]. It does so in part by developing institutional priorities based on the District Strategic Plan and College of San Mateo’s *Educational Master Plan, 2008*, and by coordinating with the Budget Planning Committee so that budget allocations are consistent with institutional planning priorities [IV.A-43, IV.A-4, IV.A-5, IV.A-6]. It uses established measurable indicators and targets for those indicators in making decisions and monitors and assesses whether the College is meeting its set priorities and targets. IPC membership includes the College President; Vice President of Instruction; Vice President of Student Services; chairs and co-chairs of the institutional planning committees; the President and Vice President of the Academic Senate; the chair of the Committee on Instruction; the SLO coordinator; the President and additional representatives of the Associated Students; CSEA-appointed staff; the Dean of Planning, Research, and Institutional Effectiveness; and the Coordinator of Planning.

IPC fosters a strong participatory governance process through its procedures and the institutional planning committees that report to it. For example, its meeting notes of Sept. 3, 2010, state, “Committee chairs were asked to check the composition of their committees to ensure that they have representation from all constituent groups” and contacts were listed for assistance in doing so [IV.A-44]. The IPC meeting summary of October 19, 2012, requests that members find representatives from their constituencies to serve on new task forces [IV.A-45].

College initiatives in support of student success typically arise from discussion of ideas across constituencies. For example, the Basic Skills Initiative Committee, whose membership consists of classified staff, faculty and students, facilitated by administrators, recommends activities and events to prepare students for college-level work, such as the Learning Center’s Pathway to College summer program (formerly Summer Bridge). The committee works with the Director of the Learning Center, where a number of these services are based.

The College’s planning structure and processes allow the communication across multiple groups that is often needed to tackle difficult problems. The Enrollment Management Committee identified the need to “develop specific strategies to address students placing at below transfer-level English and math and allocate resources to address this issue” [IV.A-46]. Math faculty, math tutors, and athletics faculty had previously worked together to provide short, high-intensity math tutorials to student athletes to allow them to refresh math skills prior to placement testing. Building on this experience, faculty from math, athletics, and counseling along with division deans and the Dean of Planning, Research, and Institutional Effectiveness, developed a proposal and requested funding for a two-year pilot program to implement Math Boost, a program to provide focused math review in preparation for placement testing [IV.A-47]. The proposal was brought to IPC with the support of the Enrollment Management Committee and funding was approved by IPC [IV.A-48]. Following the two-year pilot, assessment showed low participation and persistence rates, and the Math Boost initiative was not institutionalized. However, based on what was learned through Math Boost, other initiatives to improve success of students in math were developed and are being implemented, including the Learning Center’s Pathway to College summer program and Supplemental Instruction for math courses. In addition, in spring 2013, IPC convened a task force, which includes faculty from multiple disciplines including counseling, student services staff, students, administrators, and a local high school teacher, to identify additional strategies to improve student success in basic skills mathematics [IV.A-49].

To facilitate communication during a period of reduced budget, the IPC established an ad hoc steering committee in spring 2010 to “coordinate a campus-wide dialog that lead to broadly accepted criteria to prioritize college educational efforts.” The steering committee, with membership from all four constituencies, reached out to the entire campus community for input and reported its results through IPC and College Council [IV.A-50].

The meeting summary notes from the fall 2012 IPC planning session document the oversight that committee brings to the planning process, at a meeting at which all constituencies were well represented [IV.A-51].

Established practices to facilitate communication within and among constituencies include reports from representatives on committees, attendance by representatives of other constituents, either regularly or as appropriate, and emails to all employees.

Student representatives on committees report regularly to ASCSM, as demonstrated through meeting summaries [IV.A-52]. IPC initiatives are regularly discussed at Academic Senate Governing Council [IV.A-53].

Academic Senate Governing Council (ASGC) appoints faculty members to committees or other groups dealing with academic and professional matters [IV.A-27]. ASCSM may choose a representative to have an advisory vote. Under Title 5 it is the responsibility of the Senate to assure that students, staff, and administrators participate effectively in the development of recommendations on matters that affect them. An ASCSM representative usually attends ASGC meetings, and one or more administrators often attend, by invitation or at their own initiative to discuss particular issues, or simply to stay informed.

The chairs of the Committee on Instruction and the College Assessment Committee attend ASGC meetings regularly and are also members of IPC. The Academic Senate President is a co-chair of IPC.

The College President and the Chancellor use all-college and district-wide meetings, respectively, to facilitate communication. Such meetings are held as needed, typically at least once a semester, particularly on budget updates. For example, budget cuts, a key issue in 2009, were addressed at an all-college meeting on November 5, 2009, attended by the President and the Chancellor [IV.A-54]. The Vice President for Student Services also held meetings with students about cuts.

In addition, the College President and other leaders email updates on current issues to all CSM employees with updates and explanations. Among many examples are the availability and use of Measure G funds, criteria for program evaluation and announcements of program discontinuance criteria and program discontinuance recommendations, the Five in Five initiative, the work of IPC and the Ad Hoc Steering Committee, and accreditation updates [IV.A-55, IV.A-56, IV.A-57, IV.A-58, IV.A-59, IV.A-60].

### **Assessment**

College of San Mateo meets Standard IV.A.3. Through established participatory planning processes, all constituencies work together for the good of the College and in support of the students it serves. In the annual employee campus climate and satisfaction surveys of 2012, 88.0 percent of responding staff and 71.3 percent of faculty and administrators held a positive view of how constituency groups work collaboratively toward achievement of College institutional priorities, while 100 percent of staff and 85.9 percent of faculty and

administrators understood the purpose of the institutional committees on which they served [IV.A-17]. In addition, 90.6 percent of staff and 76.8 percent of faculty and administrators agreed that “[s]trategic planning is used to identify needed areas of improvement and set goals for institutional change.” This indicates the College community understands and supports the planning process.

#### **Plan for Improvement**

None.

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#### **Standard IV.A.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 evaluation and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

#### **Descriptive Summary**

College of San Mateo exhibits honesty and integrity in its relationships with all external agencies and the Accrediting Commission. The College complies with all standards, policies, and reporting requirements. Communications with the public, including the College Catalog, Schedule of Classes, and website, are accurate.

The College complies with Accrediting Commission standards, policies, and guidelines as well as Commission requirements for public disclosure. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, evaluates the College every six years. College of San Mateo takes action to respond expeditiously to accreditation team recommendations and submits follow-up and midterm reports on the progress and results of these efforts. For example, College of San Mateo responded to the recommendations made by the Commission in the last evaluation cycle (2007) with the *Follow-Up Report, 2008*; the *Follow-Up Report, 2009*; the *Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2010*; and the *Midterm Report, 2010* [IV.A-1, IV.A-2, IV.A-61, IV.A-10]. More recently, the College has submitted the October 15, 2012, Status Report on Student Learning Outcomes Implementation; the *Substantive Change Proposal Instructional Mode of Delivery: Distance Education, 2013*; and 11 associate degrees for transfer to ACCJC through the established approval process [IV.A-62, IV.A-63].

The College’s standing Accreditation Oversight Committee, chaired by the Accreditation Liaison Officer, reports to College Council. It coordinates activities related to accreditation and provides open communication with the College regarding accreditation. The committee’s website provides links to ACCJC communications and to the College’s submissions to the Commission [IV.A-64].

The College works with the District Office to review regularly distance education regulations to ensure that the College is compliant. Accordingly, the District Office has taken the primary lead to comply with the 2010 Department of Education directive that institutions meet the five state approval steps listed below:

1. Identify states from which out-of-state, online-only, students have enrolled;
2. Identify the approval or licensure requirements of said states;
3. Assemble materials to comply with said requirements;

4. Contact regulators in said states and gain approval to operate; and
5. Upon approval to operate, provide students and prospective students with contact information for filing complaints with the ACCJC and with the appropriate state agency.

The College and the District's process to identify online students who reside out of state is to notify the SMCCCD Executive Vice Chancellor; he, in turn, notifies the state regulators in those identified states to obtain any required authorization for a public out-of-state community college to deliver online courses to residents of those states. The College and the District diligently adhere to this process to pursue authorization in accordance with the regulation and deadline for compliance.

In addition, the College has several programs that are accredited or approved by external professional bodies, including:

- Nursing, accredited by the California State Board of Registered Nursing
- Dental Assisting, accredited by the American Dental Association Commission on Dental Accreditation
- Cosmetology, approved by the California State Board of Barbering and Cosmetology
- Fire Academy, State-Certified as a regional academy
- Emergency Medical Technician (EMT), accredited by San Mateo County to meet the State requirements
- Athletics, approved by the California Community College Athletic Association (CCCAA)
- Alcohol and Other Drug Studies Certificate, fully accredited by the California Association of Alcohol and Drug Educators (CAADE)

### **Industry Advisory Councils**

College of San Mateo has a long history of commitment to career and technical education (CTE) programs. These programs are viewed as an integral part of the College's Mission and its commitment to support industry's needs for employees who are job-ready for positions that are economically vital to San Mateo County. Each CTE program is designed to operate with the insight and guidance of an Industry Advisory Council, a group of local representatives from the industries that hire employees who demonstrate background or knowledge in each specific field of study [IV.A-65]. These councils help the CTE programs maintain a current curriculum that addresses the needs of local business and industry and that provides CSM students with an education relevant to local employer needs and opportunities.

The College has active Industry Advisory Councils for CTE programs, including [IV.A-66]:

- Accounting
- Administration of Justice
- Building Inspection
- Business/Management
- Computer & Information Science
- Cosmetology

- Dental Assisting
- Digital Media
- Drafting
- Electronics
- Fire Technology
- Kinesiology
- Nursing

#### **Assessment**

College of San Mateo meets Standard IV.A.4. College of San Mateo shows integrity in its relationship with the ACCJC, as well as other external agencies. The College has responded to recommendations from previous accreditation visits by making the necessary improvements and submitting the required reports in a timely fashion. The College complies with all external program-specific accrediting bodies and meets the guidelines for public disclosure. College of San Mateo is a good citizen of the county—collaborating and cooperating with many governmental, non-profit, and for-profit organizations throughout the Peninsula area.

#### **Plan for Improvement**

None.

#### **Standard IV.A.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.*

#### **Descriptive Summary**

College of San Mateo's governance and decision-making structures and processes are regularly evaluated by the Institutional Planning Committee, by College Council, and by the College at large through annual campus climate and satisfaction surveys. In addition, all personnel, including the College President, are evaluated through established personnel procedures.

As noted in Standard I.B.6, the Institutional Planning Committee (IPC) is charged with implementing, assessing, and revising the College's institutional planning processes as needed [IV.A-42]. IPC has established an ongoing, self-reflective dialog regarding the College's planning processes [IV.A-31, IV.A-32, IV.A-33, IV.A-67, IV.A-68, IV.A-40, IV.A-36]. Documented through meeting summaries posted on its website, this process has resulted in changes to institutional planning committees to reduce redundancy and improve effectiveness, changes in the membership of IPC to ensure appropriate representation of each constituency, term limits for members of IPC, IPC assessment of program reviews, a revised mission and purpose for College Council, and a review of the College Index.

The Office of Planning, Research, and Institutional Effectiveness (PRIE) carries out annual campus climate and satisfaction surveys of students, of faculty and administrators, and of staff. These surveys serve as a self-assessment by the entire College community. Results are posted on the PRIE website and are used to inform

and validate decision making [IV.A-69]. For example, based on responses from the staff and faculty and administrator surveys regarding the participatory governance process, a planning and decision-making manual is under development. Increased student satisfaction with the availability of places to meet and study provides indirect support for the impact of campus renovations and the Learning Center.

Through a focus group activity with members of College Council in spring 2012, College Council determined that, among other functions, its role should now include not only the oversight of participatory governance but also an audit of institutional effectiveness. The proposed revision to the mission and purpose of College Council will be vetted with the College community in fall 2013 [IV.A-70].

As discussed in Standard III.A.1.b, the College, as mandated by contractual agreements and District Policies and Procedures, evaluates employees on a regular basis using established processes and evaluation instruments. The results of these evaluations, though not widely communicated, are used to improve job performances at all levels and hence to improve the College.

**Assessment**

College of San Mateo meets Standard IV.A.5. Decision-making structures and processes are regularly evaluated by the Institutional Planning Committee, by College Council, and by the College community as a whole. Based on these evaluations, changes have been made to improve decision-making structures and processes.

**Plan for Improvement**

None.



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**Evidence for Standard IV.A**

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- IV.A.-3. *Overview of Institutional Planning for Continuous Improvement of Student Success.*  
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- IV.A.-4. *Educational Master Plan, 2008.*  
[http://collegeofsanmateo.edu/prie/emp\\_documents/EMP\\_21Revised.pdf](http://collegeofsanmateo.edu/prie/emp_documents/EMP_21Revised.pdf)
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- IV.A.-8. Institutional Planning Committee Plans.  
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- IV.A.-16. SMCCCD Board of Trustees Reaffirmation of Core Values and Principles, 2012.  
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- IV.A.-17. *Employee Campus Climate and Satisfaction Surveys, 2012.*  
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<http://collegeofsanmateo.edu/advisorycommittees/docs/IndustryAdvisoryCouncils.pdf>
- IV.A.-66. Advisory Councils website.  
<http://collegeofsanmateo.edu/advisorycommittees/>
- IV.A.-67. Institutional Planning Committee Meeting Agenda, November 16, 2012.  
[http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingAgenda\\_2012-11-16.docx](http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingAgenda_2012-11-16.docx)
- IV.A.-68. Institutional Planning Committee Meeting Summary, May 18, 2012.  
[http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary\\_2012-05-18.docx](http://collegeofsanmateo.edu/institutionalcommittees/ipc/IPCMeetingSummary_2012-05-18.docx)
- IV.A.-69. Qualitative Data and Surveys website. Office of Planning, Research, and Institutional Effectiveness.  
<http://collegeofsanmateo.edu/institutionalresearch/qualitativedata.asp>
- IV.A.-70. College Council Meeting Summary, April 17, 2013.  
<http://collegeofsanmateo.edu/collegecouncil/summary%204.17.13.pdf>

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**Standard IV.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.*

The organizational roles and functions of College of San Mateo and the San Mateo County Community College District are clearly defined through policies and procedures that are established, enforced, and reviewed by the Board of Trustees as part of their duties and responsibilities [IV.B-1]. The Board of Trustees assigns to the Chancellor the role of chief executive officer with responsibility for administering the policies established by the Board and the procedures necessary for the operation of the District and its colleges [IV.B-2].

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**Standard IV.B.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.*

**Descriptive Summary**

The governing body of the San Mateo County Community College District (SMCCCD), comprised of three colleges, is a six-member board with five members elected at large for terms of four years and one student member elected for a one-year term by student representatives of the three colleges. Terms of office for the members that are publicly elected are staggered with biennial elections in accordance with the California Education Code.

The essential responsibilities of the Board of Trustees in the public interest and trust are to provide the best possible learning experience for students of the three colleges; to assure that the District and its colleges are effectively and efficiently managed; to maintain enlightened, fair, and equitable policies for employees and students of the District and its colleges; to represent the general interests of the entire college district; to act only on the basis of what is in the best interests of the college district and the community; to be knowledgeable of and support the mission and philosophy of community colleges; and to support the work of the colleges in the community as outlined in the District Mission Statement and District Policies and Procedures concerning the responsibilities of the Board [IV.B-3, IV.B-1].

With an established philosophy and a clear purpose, the Board has set policies for educational programs and curriculum development, program review, and program viability. In response to the dramatic loss of funding the District experienced beginning in 2009, the District Board publicly adopted a Core Values Statement that, among other things, clearly states that the District's core mission is transfer education, career and technical education, and basic skills education that helps students prepare for college-level work. The Core Values Statement was subsequently reviewed and revised in June 2012. The Core Values Statement is shared with all faculty and staff and is used by faculty and staff in making academic and student services program decisions. [IV.B-4, IV.B-5, IV.B-6].



The Board of Trustees assures that the District is financially sound through careful budget planning and ongoing budget reporting from staff. The Board receives quarterly reports from the Executive Vice Chancellor on the financial health of the District and on quarterly income and expenditures compared to budget as well as mid-year budget reports [IV.B-7, IV.B-8, IV.B-9].

The Board has a written procedure on selection of the Chancellor [IV.B-10]. The current Chancellor has been in office since 2001, so this procedure has not been used recently. Whenever there is a vacancy in the position of Chancellor, the Board will review the selection procedures before the selection of a new chancellor begins. The Board also has a policy on the evaluation of the Chancellor and an instrument that is used for that purpose [IV.B-2]. [IV.B-11].

### **Assessment**

College of San Mateo meets Standard IV.B.1. The responsibilities of its governing board, the San Mateo Community College District Board of Trustees, include providing “the best possible learning experiences for students,” ensuring that “the District and its colleges are effectively and efficiently managed,” and hiring and evaluating the Chancellor. The Board’s duties include ensuring that programs at the College are “responsive to and reflect community needs,” monitoring “institutional performance and educational quality,” assuring the fiscal health and stability of the College and District, and appointing and evaluating the Chancellor [IV.B-1].

To guide it in carrying out its responsibilities, the Board of Trustees establishes, enforces, and reviews policies and associated procedures [IV.B-12]. Chapters 6 (Educational Programs) and 7 (Student Services) of the District Policies and Procedures guide the quality, integrity, and effectiveness of student learning programs and services. Chapter 8 (Business Operations) of the District Policies and Procedures promotes financial stability. Board Policy 2.02 and its associated procedures define the policy and process for selecting and evaluating the District’s Chancellor.

Board goals for 2012-13 included accreditation, student success, international education, and staff development. The goals also addressed the need to reduce operational costs and increase revenue opportunities in a variety of ways in order to better support the educational program and to provide educational opportunities for as many students as possible [IV.B-13]. The Board conducts regular study sessions open to the public to carefully examine key district-wide initiatives and provide overall guidance. In addition, on each regular Board agenda throughout the academic year, there is a standing item titled “Innovations in Teaching, Learning and Support Services” in which faculty present information on program offerings within the District. Recently presentations have been made regarding “Creating Active Learning Environments: Teaching with Classroom Response Systems,” presented by College of San Mateo; “Career Advancement Academies,” presented by Skyline College; and “Beating the Odds Peer Mentorship Program,” presented by Cañada College [IV.B-14, IV.B-15, IV.B-16].

To assure district-wide coordination of educational services and planning, the position of Vice Chancellor of Educational Services and Planning was established in 2006. The Office of Vice Chancellor of Educational Services and Planning provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District, including the areas of research, accreditation, strategic planning, workforce and economic development, and educational technology. District-wide committees have been established to coordinate work across the District on these matters including the District

Strategic Planning Committee, District Research Council, District Information Technology Committee, District Accreditation Coordinating Council, District Joint Vice Presidents Council, the Distance Education Advisory Committee, Enrollment Services Committee, and the International Education Advisory Committee. A full description of the Educational Services and Planning Department can be seen at the District's website [IV.B-17].

To make the District's financial status visible, the Board has instructed the Chancellor to provide quarterly, semi-annual, and annual financial statements in addition to state-mandated budget reporting [IV.B-18].

In accordance with state regulations, the Board has established the Bond Oversight Committee to directly oversee construction planning and management related to two facilities bond measures passed in 2001 and 2005 [IV.B-19]. In addition, although not mandated by law, the Board established an oversight committee to oversee expenditures related to the Measure G parcel tax measure passed by the voters of San Mateo County in June 2010 [IV.B-20].

As mentioned above, the District has a clearly defined procedure for hiring the Chancellor [IV.B-10]. Annually, the Board of Trustees conducts an evaluation of the Chancellor. The evaluation is conducted to assure that the job performance of the Chancellor is assessed, and the results are communicated to the individual being evaluated [IV.B-11].

#### **Plan for Improvement**

None.

#### **Standard IV.B.1.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.*

#### **Descriptive Summary**

Board members have authority only when acting as a board legally in session, and all Board decisions are made by a majority vote of the Board. The Board is not bound by any statement or action of any individual Board member or employee, except when such statement or action is in pursuance of specific instructions by the Board in accordance with District Policies and Procedures. Individual members of the Board observe the policies that govern decision making. The Board consistently acts in a uniform manner after a vote has been taken following a thorough hearing and deliberation that involve the general public. On an annual basis, each Board member declares his/her financial interests to ensure his/her independence in the decision-making process and to assure the public that there are no conflicts of interest. The District is a public entity, so none of the Board members is its owner.

Board members are elected by San Mateo County voters for four-year terms of office, and Board members represent the public's interest. The Student Trustee is elected by students at all three colleges and normally serves a one-year term of office.

#### **Assessment**

College of San Mateo meets Standard IV.B.1.a. Board members understand that they have authority only when acting as a Board legally in session. Once the Board reaches a decision, it acts as a whole. Board members

annually file statements of economic interest. Board conduct in this regard is articulated in District Policies and Procedures [IV.B-21, IV.B-22, IV.B-23]. Also, because the District is a public entity, the Board is ultimately responsible to the citizens of San Mateo County.

The Board of Trustees actively seeks the advice and opinion of the community it serves by holding open-session board meetings twice monthly. In accordance with the Brown Act, members of the public are encouraged to address the Board [IV.B-24, IV.B-25, IV.B-26]. The Board has an adopted policy on community relationships, which recognizes the public's right to obtain information regarding the Board's actions and encourages public input into Board decision making [IV.B-27, IV.B-28]. Board members' active involvement in a variety of community organizations helps them better understand community needs and trends that can shape District policy and program offerings. Information about Board members and their community and business affiliations is published on the District's website [IV.B-29].

#### **Plan for Improvement**

None.

#### **Standard IV.B.1.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.*

#### **Descriptive Summary**

Policies related to academic programs and student services, established and reviewed by the Board, are consistent with the District Mission Statement [IV.B-3, IV.B-4]. The Board clearly understands its responsibilities for academic program and service quality and integrity and has demonstrated this understanding in the development of the District Mission Statement, which was reviewed in March 2009, and its development and review of the Reaffirmation of Core Values and Principles, revised in June 2012 [IV.B-3, IV.B-6]. Through its goal of developing an integrated strategic planning mode that incorporates the District's Strategic Plan, the Facilities Master Plan, a coordinated institutional research component, a comprehensive program review process, and an annual budget that is based upon the previous four elements, the Board demonstrates its commitment to the quality, integrity, and improvement of student learning programs and services. The District Strategic Planning Committee meets monthly. The committee developed the 2008-2013 District Strategic Plan, with input from all constituencies, which was approved by the Board of Trustees in December 2008 [IV.B-30]. The full 2008-2013 Strategic Plan can be seen on the District's website [IV.B-31]. The District Strategic Plan both informs and is informed by College of San Mateo's Mission Statement and institutional planning process [IV.B-32]. The District Strategic Plan is currently being updated.

The Vice Chancellor of Educational Services and Planning provides fall and spring enrollment reports to the Board of Trustees, and the Board regularly conducts study sessions on specific subjects of interest; recent topics included updates on international education, the Course Equivalency Matrix, and the Facilities Master Plan [IV.B-33, IV.B-34, IV.B-35, IV.B-36]. The Board directs the Chancellor to work closely with the college presidents to coordinate resource allocation and to identify near-term and long-term resource needs based on the District Mission Statement, the Reaffirmation of Core Values and Principles, and the District Strategic Plan [IV.B-37].

**Assessment**

College of San Mateo meets Standard IV.B.1.b. The governing board reviews its policies pertaining to educational services and offerings on a regular basis to ensure that these policies are consistent with the District Mission Statement. The Mission Statement emphasizes providing both a breadth of educational opportunities as well as a supportive atmosphere in which students will succeed [IV.B-3]. In 2009, the Board of Trustees codified a reaffirmation and recommitment to core values and operating principles, which is posted at the District Office and on the District website. This statement was updated in June 2012 [IV.B-6]. Throughout the academic year, the governing board receives special presentations from each of the colleges on teaching and learning [IV.B-14, IV.B-38, IV.B-16].

In order to secure resources to support learning programs in light of state budget cuts, the Board of Trustees approved placing a parcel tax measure on the June 2010 ballot [IV.B-39]. The voters of San Mateo County approved the measure (Measure G), which required a two-thirds “yes” vote. The District was the first community college district in the state of California to pass a parcel tax measure.

**Plan for Improvement**

None.

**Standard IV.B.1.c**

*The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

**Descriptive Summary**

The Board regularly monitors learning programs and services through yearly board retreats, study sessions, and specific reports and presentations regarding educational programs [IV.B-1]. Recent presentations to the Board by colleges in the District addressed technology-enhanced classrooms, career pathways, and peer mentoring [IV.B-14, IV.B-15, IV.B-16]. The Board of Trustees is informed through reports at Board meetings regarding the current educational programs at each college [IV.B-14, IV.B-15, IV.B-16, IV.B-34, IV.B-35, IV.B-40]. The Board approves curricular additions and deletions to the educational programs at the colleges [IV.B-41].

The governing board is an independent entity; in its decisions, the Board adheres to federal, state, and local policy guidelines. The Board reviews and updates its policies and procedures on a regular basis and in response to changes in regulations and laws including the California Education Code and Title 5. All actions of the Board are final and not subject to the authority of any other entity except a court of law.

The Board, through the Chancellor, has established the District Committee on Budget and Finance, a subcommittee of the District Participatory Governance Council, to oversee budget and finance; the committee meets monthly [IV.B-42]. Board members receive quarterly updates on the financial health of the District [IV.B-8] and a mid-year budget report [IV.B-9]. The Board reviews the financial statements of the District at regularly-scheduled Board meetings [IV.B-7, IV.B-8, IV.B-9] as well as all potential or pending litigation in closed sessions. It reviews and approves a tentative budget in June of each year, a final budget in September of each year, and a mid-year report in February of each year. Prior to the review and final approval of the District budget, the District Committee on Budget and Finance reviews and revises fiscal reports and the resource allocation model for each college.

In accordance with state law, the Board has established the Bond Oversight Committee to provide assurances that bond dollars are spent and accounted for appropriately [IV.B-19]. In addition, although not mandated by law, the Board established an oversight committee to oversee expenditures related to the Measure G parcel tax measure, passed by the voters of San Mateo County in June 2010 [IV.B-20]. The Board also reviews and approves all contracted services in excess of \$81,000. There is a bid process for contracts in excess of \$81,000 for regular contracts and \$175,000 for contracts under the Public Contract Code. The Board accepts or rejects bids brought to them through these processes.

#### **Assessment**

College of San Mateo meets Standard IV.B.1.c. The Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity. Mechanisms are in place to keep the Board informed about educational initiatives, legal requirements, and the District's finances. Actions of the Board are final and not subject to the authority of any other entity except a court of law.

#### **Plan for Improvement**

None.

#### **Standard IV.B.1.d**

*The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

#### **Descriptive Summary**

The District Policies and Procedures, which are posted on the District website, contain policies specifying the Board's size, duties, responsibilities, structures, and operating procedures. Specifically, District Policies and Procedures, Sections 1.02 Organization of the Board; 1.10 Duties and Responsibilities of the Board; 1.15 Officers of the Board; 1.20 Duties of Officers; 1.40 Meetings of the Board; 1.45 Agendas for Meetings; 1.55 Order of Business and Procedure; and 1.60 Rules of Order for Board Meetings, address these matters [IV.B-21, IV.B-1, IV.B-43, IV.B-44, IV.B-45, IV.B-25, IV.B-46, IV.B-26].

#### **Assessment**

College of San Mateo meets Standard IV.B.1.d. The policies related to these matters are published on the District website. The policies are reviewed on a regular schedule and revised as necessary [IV.B-47]. All of the policies referenced in this Standard have been reviewed and updated within the last five years. The revised documents are posted on the District website and procedures are posted on the website adjacent to the relevant policy [IV.B-12].

#### **Plan for Improvement**

None.

#### **Standard IV.B.1.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.*

**Descriptive Summary**

The Board of Trustees holds to a high standard of conduct each Board member's performance through its policy on Board Member Conduct [IV.B-22]. Additionally, Board operations are evaluated annually as part of the Board self-evaluation process, utilizing a comprehensive Board evaluation instrument [IV.B-48]. Appropriate constituencies regularly review and revise District Policies and Procedures. Revisions are discussed and reviewed by the Academic Senate when they involve areas of curriculum and academic standards, by the Associated Students organizations when the policies will have a significant effect on students, and by the District Shared Governance Council prior to the Board's approval [IV.B-42, IV.B-49]. When a policy is reviewed and/or revised, the date of the review is posted on the policy in order to track the six-year review process.

**Assessment**

College of San Mateo meets Standard IV.B.1.e. With input from appropriate constituencies, the Board of Trustees regularly reviews and revises District Policies and Procedures [IV.B-47]). The Board also reviews the area of Board operations as part of its annual self-evaluation [IV.B-48].

**Plan for Improvement**

None.

**Standard IV.B.1.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.*

**Descriptive Summary**

When a new Board member is elected, he/she meets individually with District administrators and college presidents in order to be oriented to college and District initiatives, strategic priorities, and culture. The Board also encourages new Board members to participate in the annual California Community College League's (CCLC) New Trustee Orientation program, which is held in the winter of each year, and other conferences as part of continuing Board development. District Policies and Procedures articulate policies related to election and terms of office, which are staggered to assure continuity [IV.B-1, IV.B-21].

**Assessment**

College of San Mateo meets Standard IV.B.1.f. All current Board members have attended one of the California Community College League's New Trustee Orientation sessions. Trustees also regularly attend the CCLC Annual Conference and the Annual Trustee Conference as part of Board development. Board members are also active in the San Mateo County Trustees organization. Every few years, Board members receive an updated Trustee Handbook from the Community College League [IV.B-1]. Information on accreditation standards and the accreditation process are presented at all three CCLC conferences (New Trustee, Annual Trustee, and Annual Conference), which all trustees have attended. In addition, the Board receives regular reports on accreditation preparation at the colleges [IV.B-50, IV.B-51, IV.B-52]. In February 2013, all Board members participated in a Trustee Training Session on accreditation presented by the College Presidents and Accreditation Liaison Officers and received an updated accreditation manual [IV.B-53].

The Board of Trustees website lists current members of the Board of Trustees and their terms [IV.B-29].

**Plan for Improvement**

None.

**Standard IV.B.1.g**

*The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

**Descriptive Summary**

The District Policies and Procedures Section 1.35 states that Board members, including the Student Trustee, shall participate in an annual Board evaluation process, which will be conducted each calendar year [IV.B-22]. The purpose of this evaluation of the Board as a whole is to identify those areas of Board functioning that are working well and those that need improvement and to improve communication and understanding among Board members. The Board uses a carefully developed evaluation instrument to assess its performance [IV.B-48]. Each Board member completes the evaluation form individually, the results are tabulated, and the Board as a whole discusses the results at an open and public Board meeting. The last Board self-evaluation was conducted in March 2013 [IV.B-54].

**Assessment**

College of San Mateo meets Standard IV.B.1.g. Ongoing Board evaluation has helped identify areas that need improvement. For example, the Board annually examines ten areas of governance, including institutional mission and educational policy, institutional planning, instructional/student services programs, facilities, financial resources, board operations, board-chancellor relations, faculty/student/classified relationships, community relations, and government relationships [IV.B-48]. During the self-evaluation at the March 21, 2013, meeting of the Board, the Board noted the value of study sessions and the regular presentations it receives on innovations in teaching, learning, and support services and also highlighted its continued commitment to include all constituencies in the participatory governance process [IV.B-54].

In the annual employee campus climate and satisfaction surveys of 2012, 76.3 percent of responding faculty and administrators and 93.1 percent of responding classified staff agreed that "The District Office adheres to clearly defined policies consistent with the mission of the District." [IV.B-55].

**Plan for Improvement**

None.

**Standard IV.B.1.h**

*The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

**Descriptive Summary**

The District Policies and Procedures Section 1.35, Board Member Conduct, clearly outlines the expectations of Board members' behaviors. It covers a range of topics including the confidentiality of information discussed in closed sessions, maintaining decorum at Board meetings, working through appropriate channels of authority, and many others, and the regulation states that refusal to adhere to the code constitutes misconduct of a Board member [IV.B-22]. The Board's Ethics Policy is found in Policies and Procedures Section 2.21 and contains a

clearly defined statement for dealing with behavior that violates its code, including discussion with legal counsel and/or the District Attorney to determine a course of action and/or appropriate sanctions [IV.B-56].

#### **Assessment**

College of San Mateo meets Standard IV.B.1.h. The Board of Trustees has a long-standing Code of Conduct that has been observed since its inception in the mid 1980s. In 2008, the Board added a Board Ethics Policy in Policies and Procedures 2.21, which has been subsequently updated. The Ethics Code clearly states that the Board must act in the best interests of students, the community, and the District's Mission over competing interests. Consequently, over the years, the Board has maintained its reputation for being collegial, collaborative, and professional.

#### **Plan for Improvement**

None.

#### **Standard IV.B.1.i**

*The governing board is informed about and involved in the accreditation process.*

#### **Descriptive Summary**

The Board of Trustees is informed about and involved in the accreditation process. Through its study sessions, the Board is informed about issues related to accreditation such as student learning outcomes, district-wide planning, and overall institutional commitment to the mission of the District. The District Accreditation Coordinating Council, which coordinates the overall efforts in areas of information sharing and briefing to the Board of Trustees, presented its most recent report to the Board in September 2012 [IV.B-50, IV.B-51, IV.B-52]. Board members received and reviewed a copy of the ACCJC PowerPoint presentation "Accreditation and Trustee Roles and Responsibilities," dated May 5, 2012, and the updated *Guide to Accreditation for Board Members* manual, dated November 2012. Additionally, the Board had an extensive discussion of the accreditation process, ACCJC guidelines for accreditation, and the Board's role in accreditation at its February 17, 2013, Board retreat [IV.B-53]. In addition, members of the Board have attended professional conferences for trustees where sessions regarding the accreditation standards and process were offered, including the Community College League of California (CCLC) Trustee Conference and the CCLC Annual Conference.

Board members use their understanding of the accreditation Standards and process to assess their performance as a Board. Specifically, the Board's self-evaluation instrument includes questions and evaluations in the following areas: institutional mission and education policy, institutional planning, instructional/student services programs, facilities, financial resources, Board operations, Board/Chancellor relations, faculty/student/classified staff relations, and community relations [IV.B-48].

The District Accreditation Coordinating Council, chaired by the Vice Chancellor, Educational Services and Planning, is comprised of Accreditation Liaison Officers from each of the three colleges and from the District Office along with each college's institutional self evaluation co-chairs and additional District personnel. Each college formed a steering committee and writing teams/committees for each of the four Standards. Faculty, staff, students, and District employees are represented on these committees and writing teams. Based on their



areas of responsibilities, personnel in the District Office have been assigned as liaisons to the colleges for each of the four standards for the purpose of providing information and input [IV.B-57].

Final drafts of the institutional self evaluation reports were reviewed at the college level and then presented to the Board of Trustees for final review and approval. The three colleges have established timelines that include the Board of Trustees' review and subsequent approval of the institutional self evaluation reports prior to their submission to the Accreditation Commission for Community and Junior Colleges [IV.B-58].

### **Assessment**

College of San Mateo meets Standard IV.B.1.i. The Board of Trustees is knowledgeable about the accreditation process and participates appropriately in the College's Self Evaluation. Board members use their understanding of the accreditation standards and process in their review and approval of the *Self Evaluation Report*.

### **Plan for Improvement**

None.

### **Standard IV.B.1.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. 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.*

*In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

### **Descriptive Summary**

The Board of Trustees has the responsibility for selecting and hiring a chancellor and a clearly defined procedure for doing so [IV.B-10]. The current Chancellor has served since 2001, so these procedures have not been used recently.

The District also has a well-defined policy for the delegation of authority within the District [IV.B-2, IV.B-59]. The Chancellor regularly shares reports regarding institutional effectiveness and progress on completion of Board-adopted goals and budgetary updates to the Board. In a closed session, the Board conducts an annual evaluation of the Chancellor based upon the institutional goals that the Board has adopted. The Chancellor proposes and the Board approves goals and objectives for the District each year, and the Board measures the Chancellor's performance on the successful accomplishment of these goals [IV.B-2, IV.B-11].

The District also has a clearly defined policy for selecting the presidents of the colleges, which was used to select the Skyline College president in 2011 and the Cañada College president in 2012 [IV.B-60]. A screening committee comprised of all constituencies from the college and District Office followed an established review process to identify finalists. Following the identification of finalists for the position, the colleges each hosted forums for each candidate open to college faculty, staff, and students as well as community members and the Board of Trustees. Final interviews were conducted with the Chancellor and, ultimately, the Board of Trustees. The candidate selection process was also informed by compilation of the candidate evaluations submitted after

the completion of the candidate forums. At the conclusion of this process, the Chancellor and the Board selected the new president.

The Chancellor, in conjunction with the Board of Trustees, conducts annual evaluations of each president in a closed session meeting each year. This evaluation is based upon the college goals that are developed by the presidents each year and approved by the Chancellor [IV.B-61].

The Board has delegated full responsibility to the Chancellor to implement Board policies without Board interference [IV.B-59]. Board members understand that their role is policy making, and this commitment is clearly stated in District Policies and Procedures 1.10 [IV.B-1].

The Board evaluates the Chancellor annually using a management performance evaluation form in addition to evaluating how well the Chancellor has accomplished Board goals [IV.B-11, IV.B-62]. The Board annually reviews institutional performance at the yearly Board retreat. Progress reports on the year's goals are presented and goals for the new year are set [IV.B-13, IV.B-53].

#### **Assessment**

College of San Mateo meets Standard IV.B.1.j. Procedures are in place for the selection and evaluation of the Chancellor and the college presidents, and the Board and the Chancellor adhere to these procedures, respectively.

#### **Plan for Improvement**

None.

### **Standard IV.B.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.*

#### **Descriptive Summary**

In the San Mateo County Community College District, each college President is the chief executive officer, responsible for implementation of District policies at his/her respective college [IV.B-63]. College of San Mateo's President has executive responsibility and ultimate authority for the College budget. He is also responsible for recommending to the Chancellor the management, operational, and staffing structures required to administer the College and facilitate student learning.

The current College of San Mateo President began his service in 2006. Guided by the College Mission, he has provided leadership in several significant areas: supporting efforts to improve facilities conducive to learning; creating a structure that embraces accreditation processes; implementing integrated planning processes; strengthening evidence-based institutional decision making and self evaluation; managing resources during a period of fiscal challenges; and encouraging faculty and staff efforts to improve achievement for the College's diverse students. In the spirit of collegiality, he promotes a campus climate that explicitly values participatory governance and welcomes diversity. Ultimately, his charge is to ensure that the College meets its Mission; addresses its Institutional Priorities, accreditation standards, and other regulatory requirements; and conforms to fiscal realities. He does so while providing a vision of an optimistic future for College of San Mateo.

Since taking office, the President has continued to build on the accomplishments of his predecessor in relation to capital improvement projects. He has shepherded the completion of major projects, notably a new College Center (B10), Health and Wellness Building (B5), and Aquatics Center along with a variety of other facility renovations that have supported student learning. The facilities have created opportunities for new programs well-matched to emerging student needs. The Learning Center, for example, launched in 2011 and housed in the new College Center, provides students with access to tutoring, mentoring, workshops, up-to-date technologies, and additional support.

In collaboration with the campus community, the President led the effort to respond to the recommendations from College of San Mateo's 2007 *Institutional Self Study for Reaffirmation of Accreditation* and from the ACCJC in 2008. In a collegial way, he has institutionalized adherence to accreditation policies as an ongoing, dynamic process by establishing the Accreditation Overnight Committee as a standing body.

The President has supported the implementation of a new integrated planning model as recommended by the ACCJC. As a result, since his appointment, the College has developed the *Educational Master Plan, 2008*; the *Educational Master Plan: Information Update, 2012*; a new Mission Statement and Diversity Statement; and *Institutional Priorities: 2008-2013*, the strategic planning document which articulates overarching goals for the institution. He has supported College efforts to evaluate its effectiveness at both the program and institution level, using a variety of approaches including comprehensive program review, SLO assessment, and the implementation of a *College Index*. To foster these fundamental changes in institutional planning and assessment, he established the Office of Planning, Research, and Institutional Effectiveness (PRIE) in 2008. PRIE now makes a variety of qualitative and quantitative data available to inform transparent, institutional decision making and the cyclical evaluation of the planning processes themselves.

Through oversight of the budget, the President ensures that resources are aligned so that the College can meet its Mission and Institutional Priorities and that resource allocation is tied to program assessment. The College has recently faced several fiscal challenges. Guided by the consultative processes of participatory governance, the President made decisions concerning managed hiring and program reduction or elimination. At the same time, the College has continued to hire new employees to augment programs in ways strategically aligned with its Institutional Priorities. The President provides leadership in identifying needed positions and selecting personnel and makes final recommendations to the Board of Trustees. He adheres to well-defined and widely disseminated planning processes to identify new positions, conduct screening, and make the final selection of new personnel. In the hiring of all personnel—faculty, staff, or administrators—the President and President's Cabinet communicate to all involved in hiring processes the value of identifying good "citizens" who will help build a future for the College.

### **Assessment**

College of San Mateo meets Standard IV.B.2. The President has sufficient authority to provide executive oversight of College of San Mateo, implement Board of Trustees policies appropriately, ensure quality in the College's programs and services, and provide effective leadership for its future direction. In the annual employee campus climate and satisfaction surveys conducted in 2012, 73.0 percent of responding faculty and administrators and 88.6 percent of responding classified staff agreed that "I have confidence in CSM's leadership" [IV.B-64, IV.B-65].

**Plan for Improvement**

None.

**Standard IV.B.2.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.*

**Descriptive Summary**

At College of San Mateo the President serves as the chief executive officer and has full authority to plan, oversee, and evaluate the institution's administrative structure and to ensure that the structure is appropriate for the College and effectively supports its Mission.

In the San Mateo County Community College District, authority flows from the Board of Trustees, to the Chancellor, and to each college president. Each president, as the college chief executive officer, is responsible for implementation of District policies at the college [IV.B-63]. The Chancellor, to whom the college presidents report, delegates to the College President executive responsibility for "leading and directing" College operations. Such operations include administrative services, the Office of the Vice President of Instruction, and the Office of the Vice President of Student Services, and the functions that support research, marketing, and public relations [IV.B-61]. The President has the responsibility and ultimate authority for the College budget; he is also responsible for recommending to the Chancellor the management structure required to administer the College and for recommending the staff and faculty positions which support College operations and facilitate student learning.

Two senior administrators report directly to the President: the Vice President of Instruction and the Vice President of Student Services. Each vice president is responsible for operations in his or her respective parts of the organization, interacting with the President to assure a coordinated delivery of instruction and services. Comprising President's Cabinet, the Vice President of Instruction and the Vice President of Student Services meet weekly with the President who delegates responsibility for instructional leadership and student services respectively to each of them. In turn, five instructional deans report directly to the Vice President of Instruction and two deans report to the Vice President of Student Services [IV.B-66].

Also reporting directly to the President are lead personnel from three key areas of operations: budget management; research and planning; and community relations, marketing, and outreach. They are the College's Chief Accountant; both the Dean and the Coordinator of Planning from the Office of Planning, Research, and Institutional Effectiveness (PRIE); and the Director of Business Development, Marketing, Outreach, and Public Relations [IV.B-66]. The President meets regularly with all personnel who report directly to him, providing opportunities for assessment, direction, and oversight of those to whom he delegates responsibility.

President's Cabinet, which meets weekly, is a venue for the senior administration to address emergent issues, monitor the development and implementation of policies, and delegate responsibilities. In addition, to ensure alignment of unit workplans with other College planning efforts, standing meetings with President's Cabinet are maintained for senior staff from PRIE, Public Relations and Marketing, and SMCCCD Facilities.

The President also maintains President's Council. It is comprised of administrators and managers who report directly to the President and advises the President on College institutional support functions, including marketing and outreach, institutional planning and research, administrative services, and other general College operational matters. Additional participants include key representatives from the Academic Senate, classified staff, and Associated Students. Thus, President's Council is an advisory venue for participatory governance at CSM and an opportunity for the President to assess the effectiveness of the College's governance and administrative capacities.

The President also plans, evaluates, and maintains oversight of the administrative structure through Management Council. It is comprised of 21 College and District administrators and managers from Instruction, Student Services, Operations, Facilities, and Security. Advisory to the President, this group is delegated with responsibilities for implementing policies and procedures adopted by the President, the District, and the Board of Trustees. Additional avenues for communication with administrators and managers include the Instructional Administrators Council and the Student Services Administrators Council, each meeting twice a month.

Generally, the scope of responsibilities for administrators and other members of Management Council are outlined by human resources' job descriptions and further tailored by College needs. Administrators, including the President, Vice Presidents, Deans, and Directors are evaluated regularly with a common evaluation instrument for management and academic supervisory employees [IV.B-67, IV.B-68, IV.B-69]. The President regularly reviews or monitors these evaluations. The evaluations are also avenues for the senior administration to assess the effectiveness of the delegation of responsibilities and for the participants themselves to provide self-assessment in this and other areas.

Since the College's 2007 *Self Study*, the President has modified the administrative structure in the face of challenging budget constraints. Since 2007, the administration has been downsized from 22 to 15 current positions. Immediately prior to the previous ACCJC's team visit, for example, there were several retirements of deans. After consultation with the affected faculty, the President combined the Business and Technology Divisions, and the Creative Arts and Social Science Division, and established a Dean of Coastside, Distance Education, and Special Projects. Instructional and student services departments were also reassigned in some cases.

The most notable recent change to the administrative structure was the elimination in 2009, during a period of budget reductions, of two dean positions: Dean of Coastside, Distance Education, and Special Projects and the Dean of Administrative Services. Coastside offerings had been reduced and were eventually eliminated. The Vice President of Instruction assumed oversight of Distance Education. The President assumed more direct oversight of budget management and the Vice President of Student Services assumed responsibilities for other College operations, including College facilities rental, theater management, payroll, cashiers office, and shipping and receiving. The President has been guided in all decisions related to downsizing by the College's Mission and Institutional Priorities and the priorities articulated in Board of Trustees' Affirmation of Core Values and Principles which emphasized the areas of basic skills, transfer, and career and technical education as program priorities [IV.B-6].

**Assessment**

College of San Mateo meets Standard IV.B.2.a. SMCCCD policies ensure that the President has the authority to plan, oversee, and evaluate the administrative structure in a manner consistent with the College's purposes, size, and complexity. In addition to direct supervision of several administrative staff, several venues—President's Cabinet, President's Council, and Management Council, for example—allow the President opportunities to monitor the effectiveness of administrative structure and communicate the results of those assessments effectively. These venues, along with the Instructional Administrators Council and the Student Services Administrators Council, are also avenues for the delegation of responsibilities in ways consistent with the College's Mission Statement, *Institutional Priorities: 2008-2013*, and other overarching institutional plans. The organizational structure is clearly defined and appropriate; changes to that structure have reflected budgetary constraints and have helped preserve programs that address the College's Mission and Institutional Priorities and are consistent with the Board of Trustees' Core Values and Goals.

**Plan for Improvement**

None.

**Standard IV.B.2.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.*

**Descriptive Summary****A Collegial Process that Sets Values, Goals, and Priorities**

The President has established a collegial process that sets values, goals, and priorities for the College. Prompted by recommendations from ACCJC in 2008, the President has led the reshaping of the College's organizational and governance structure to implement an integrated planning model that assures sustainable, continuous quality improvement. As a result, the College adopted an integrated planning structure, with the Institutional Planning Committee (IPC) as the body responsible for developing, implementing, and evaluating the overarching *College of San Mateo Institutional Priorities: 2008-2013* [IV.B-70]. Currently three planning committees report to IPC: the Budget Planning Committee (BPC), the Diversity in Action Committee (DIAG), and the Distance Education and Educational Technology Committee (DEETC) [IV.B-71, IV.B-72, IV.B-73]. Beginning in 2013, the structure also articulates a new role for College Council as the institutional oversight body charged with auditing and evaluating institutional effectiveness [IV.B-74]. College Council also continues with its ongoing role as the oversight body for participatory governance.

One outcome of the integrated planning structure is that CSM has developed and adopted key documents which govern the direction of the institution: the *Educational Master Plan, 2008*; *Educational Master Plan:*

*Information Update, 2012; College of San Mateo Institutional Priorities: 2008-2013; and a new Mission Statement and Diversity Statement [IV.B-75, IV.B-76, IV.B-77, IV.B-78].*

Key to CSM's successful adoption of this planning structure—and its outcomes—has been the President's commitment to participatory governance: it is through participatory governance that the College engages in planning collegially. Each of the key planning committees includes representatives from all constituent groups: faculty are appointed by the Academic Senate, classified staff by CSEA, administrators by President's Cabinet, and students by the Associated Students. The President's leadership emerges through his membership on the IPC and BPC.

To ensure a collegial approach to governance and planning, the President has also supported the articulation of effective institutional dialog as a priority for the College. "Enhancing Institutional Dialog" is one of the five Institutional Priorities developed by the IPC, approved by the Board of Trustees, and articulated in *Institutional Priorities 2008-2013 [IV.B-77]*. The objectives which address this priority include the following strategies:

- Increase and diversify faculty, administrator, and staff participation in shared [participatory] governance activities
- Improve campus-wide communication
- Promote a campus climate in which multi-cultural and diverse perspectives are embraced, civil disagreement is respected, and transparency in decision making is evident

The five Institutional Priorities are now embedded in the Mission Statement adopted in 2012. In this way, the College communicates the relationships between Institutional Priorities and the College Mission, while emphasizing their value for the College.

### **High Quality Research and Analysis**

The College has invested considerable personnel and material resources to ensure that CSM has the ability to support integrated planning and to evaluate the effectiveness of its programs and planning efforts. In 2008 the President established the Office of Planning, Research, and Institutional Effectiveness (PRIE) as part of the implementation of College of San Mateo's new integrated planning model [IV.B-79]. The model was designed to promote genuine, broad-based participatory governance and a campus climate in which institutional decision making is transparent and supported by a wide variety of data and information.

The importance of institutional research and its role in supporting a climate of evidence for the President and the College community is reflected in PRIE's staffing and reporting structure. PRIE is currently staffed by a Dean, a Coordinator of Planning, a Research and Planning Analyst, and an Office Assistant. As limited resources have become available over the past four years, it has been a priority for this President to build capacity in the unit.

In 2011, the College filled the analyst position after three years of intermittent part-time technical assistance from a research analyst. In response to PRIE's administrative program review requesting classified staff augmentation in 2011, the President also approved a full-time appointment for the Office Assistant the following year.

Both the Dean of Planning, Research, and Institutional Effectiveness and the Coordinator of Planning report directly to the President and meet regularly with him. A weekly standing meeting with President's Cabinet is

also scheduled for the Dean and Coordinator, and it is at these meetings that PRIE's planning and research agenda are continuously evaluated, adjusted, and prioritized to serve emergent institutional needs, accreditation mandates, and other efforts to measure program and institutional effectiveness. These meetings also serve as a venue for PRIE staff to disseminate recent research findings and results of institutional assessments. For example, PRIE staff may provide President's Cabinet with new data for the *College Index: 2008/09-2012/13*, an inventory of more than 50 quantitative indicators which measure CSM's progress in addressing Institutional Priorities [IV.B-80]. A parallel process occurs at IPC, which also maintains a standing agenda for PRIE's reports. These efforts help create a continuous environmental scan mode for the institution, allowing participants in planning processes to make informed decisions.

Under direction from the President, PRIE staff provide technical assistance in a variety of areas, including strategic planning, enrollment management, classroom research, efforts to improve students' academic success, program evaluation, and environmental scans. PRIE supports the assessment of program and institution (General Education) SLOs in a variety of ways. Annually it provides the student success and program data used by than 60 programs for program review, including delivery-mode comparison student success data for assessment of distance education [IV.B-81, IV.B-82]. It designs and administers many subject-specific surveys each year. Each spring it also conducts the *Campus Climate and Satisfaction Surveys* of faculty, administrators, classified staff, and students that assess the quality of the campus community's experience in multiple dimensions [IV.B-83]. These surveys are customized for each constituency, and findings and narrative analyses are available online along with most of PRIE's research.

Technical assistance also includes guidance regarding the development of college-wide or subject-matter specific institutional plans and their integration within the integrated planning model. PRIE staff provide expertise and support for the College's Accreditation Liaison Officer, Accreditation Oversight Committee, and the Institutional Planning Committee in the development of key documents related to accreditation. Since 2008 PRIE staff have served as either co-writers or lead writers for accreditation reports, two Substantive Change Proposals to the ACCJC, the *Educational Master Plan, 2008*, and the *Educational Master Plan: Information Update 2012*, among others [IV.B-84].

### **Integration of Educational and Resource Planning**

Simultaneous with the adoption of an integrated planning model in 2008, the College also adopted a new model for program review. Academic Senate leadership led its development and the President supported the process in a variety of ways, including the allocation of resources from the Office of Planning, Research, and Institutional Effectiveness and stipends for faculty developing the model. This program review model was first implemented in spring 2009. For the first time, PRIE published online a variety of student success and program efficacy data to support the program review process. This program review model required participants to assess the development and assessment of SLOs. Historically at CSM, program review has been tied to the resource allocation of new faculty and equipment; however, this new model strengthened that tie and made it more explicit for participants in the process. After evaluating this program review model, the Academic Senate proposed further revision of the program review process [IV.B-85]. Developed by faculty in fall 2012 and implemented in spring 2013, the new model requires program review participants to demonstrate their resource needs through their analysis of student success and program data, distance education student success



data, and SLO assessment [IV.B-86]. They must also demonstrate the relationship of the program and its resource needs to the College's Institutional Priorities, the College Mission, and findings from the *Educational Master Plan, 2008*, and the *Educational Master Plan: Information Update, 2012*. Program review funding requests may address professional enrichment to develop faculty expertise in teaching and learning, full-time faculty staffing, classified staffing, facilities, instructional equipment, and instructional materials.

Through his leadership in IPC, BPC, and President's Cabinet, the President has ensured that requests for specific funding to sustain or improve programs have become part of institutional budgeting and resource allocation and, therefore, intersect with the institutional planning cycle, as shown in Figure IV.B-1. The *Annual Master Planning Calendar* and the *Annual Budget Planning Calendar*, developed by BPC, are synchronized to ensure that resource allocation, as a result of program review, is integrated with institutional and program planning [IV.B-87, IV.B-88].

#### **Evaluation of Institutional Planning and Implementation Efforts**

The President has supported the systematic evaluation of planning efforts and has used results of those efforts to improve processes. He has demonstrated this support through not only his own direct participation in assessment activities (e.g., through his membership in IPC, BPC, and College Council) but his leadership in ensuring that resources adequately support evaluation processes.

Key components of the systematic evaluation of planning have included:

- Annual evaluation of institutional plans
- Evaluation of College Council's mission and purpose
- Evaluation of institutional committee structure
- Monitoring the *College Index: 2008/09 – 2012/13*
- Evaluation of program review
- Campus climate and satisfaction surveys of employees

#### **Annual Evaluation of Institutional Plans**

IPC evaluates progress in meeting goals articulated in the Diversity in Action Plan: 2009-2013, Distance Education Plan: 2009-2013, Enrollment Management Plan: 2009-2013, Human Resources Plan: 2009-2013, and Technology Plan: 2009-2013 [IV.B-89, IV.B-90, IV.B-91, IV.B-92, IV.B-93].

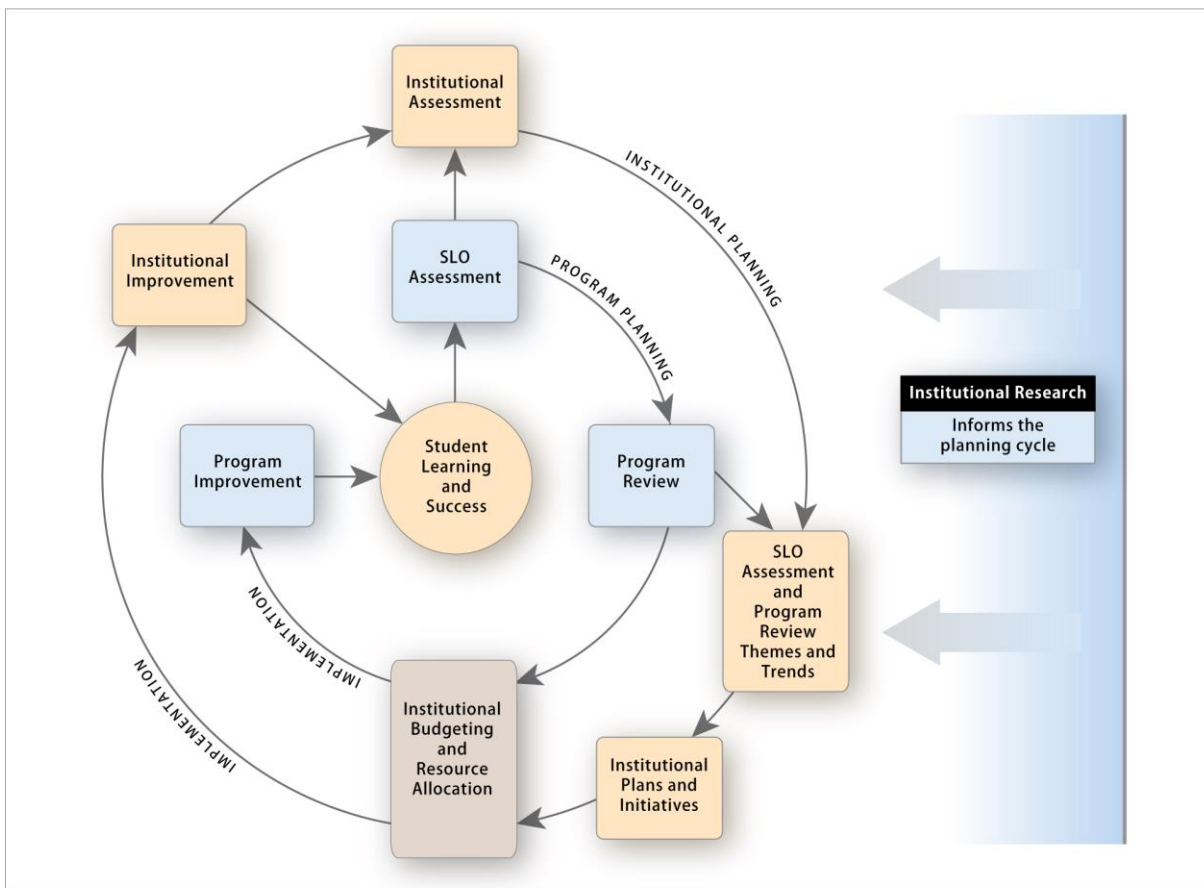


Figure IV.B - 1. The Integrated Planning Cycle

#### Evaluation of College Council's Mission and Purpose

In April 2012, the Coordinator of Planning, assisted by the Director of College Business Development, Marketing, Outreach, and Public Relations and PRIE's Research and Planning Analyst, conducted a two-day focus group evaluation with members of College Council [IV.B-94]. Outcomes have included a review of the role of participatory governance at CSM and the crafting of a revised College Council mission not only to serve as steward of participatory governance at the College but also to conduct an institutional effectiveness audit after each six-year planning cycle. (The latter is in development.)

#### Evaluation of Institutional Committee Structures

IPC annually assesses the efficacy of the planning committees' structure and their purposes. As originally structured in 2008, six planning committees reported to IPC: Budget Planning Committee (BPC), Distance Education Committee (DEC), Diversity In Action Group (DIAG), Enrollment Management Committee (EMC), Human Resources Committee (HRC), and Technology Committee (TAC).

In 2012, two committees were eliminated, two were merged, and a standing task force was created [IV.B-95, IV.B-96]. The Human Resources Committee was dissolved, in part, to eliminate redundancies in planning efforts. In addition, BPC assumes long-range financial planning for personnel, based on forecasting conducted by PRIE;

other human resource oversight tasks are already undertaken by SMCCCD Human Resources. The Technology Committee and the Distance Education Committee were merged to create the Distance Education and Educational Technology Committee because of the intrinsic relationship between distance learning and technology planning. Long-range cost of ownership forecasting, an original charge for TAC, is also more appropriately conducted by SMCCCD's Information Technology Services. Finally, the Enrollment Management Committee has evolved into a new standing task force, which will develop new initiatives at the request of IPC in response to emerging College needs.

#### **Monitoring the College Index: 2008/09-2012/13**

The *College Index* contains more than 50 measures of institutional effectiveness aligned with the five Institutional Priorities. It measures progress in meeting the Institutional Priorities and goals over time and is frequently reviewed by President's Cabinet and IPC, among others [IV.B-97, IV.B-98].

#### **Evaluation of Program Review**

As noted above, in 2012 the Academic Senate conducted a focus-group-based evaluation of the program review process and tools [IV.B-85]. PRIE provided a variety of technical assistance for this assessment as well as previous satisfaction surveys of program review participants. A new program review model was launched in spring 2013. Program review is now an annual comprehensive review of all programs explicitly tied to other integrated planning processes, SLO assessment, and the allocation of resources.

#### **Campus Climate and Satisfaction Surveys of Employees**

Conducted since 2010, these yearly surveys measure employees' self-reported perceptions about their experiences at the College; several questions explicitly address governance and planning. Categories of question-items assessing various aspects of planning include "Governance and Planning," "CSM's Senior Leadership," and the "District Office." Questions probe, for example, at how actively CSM works toward fulfilling its Mission, the effectiveness of the institutional planning process as a whole, and whether employees see opportunities to engage in participatory governance. Findings and narrative analyses are published online by PRIE, and President's Cabinet and IPC review the results and monitor changes over time [IV.B-83].

#### **Assessment**

College of San Mateo meets Standard IV.B.2.b. The President has led the design and implementation of a new system of integrated planning, honoring collegial discourse and engagement by all constituencies in participatory governance. Adoption of integrated planning has led to an effective system that develops, implements, and assesses program-specific plans and Institutional Priorities. This approach has also supported a systematic and collegial process for the review of the College's Mission and other institutional statements. The successful outcome has been the adoption of a new Mission Statement and a new Diversity Statement in 2012.

Creating a climate of evidence to support institutional decision making and the continuous improvement of programs requires resources dedicated to institutional research and planning support. The President has supported the building of capacity in the Office of Research, Planning, and Institutional Effectiveness. One result is that PRIE has the capacity to conduct environmental scans of community conditions, job trends, and demography regularly; such evidence helps support College of San Mateo's efforts to match its programs with

the emerging needs of San Mateo County. Through direct oversight, the President ensures that the College community has genuine access to a variety of quantitative and qualitative data with which to evaluate all its programs and the College as whole. The systematic analysis of data informs the critical decisions regarding programs and courses offered.

The President has also ensured that resource allocation is tied to program review and other assessments of institutional effectiveness. Both program- and institutional-level planning is linked to an established cycle of resource allocation and systematic assessments. Planning processes, at all levels, are regularly evaluated using both quantitative and qualitative measures.

#### **Plan for Improvement**

None.

#### **Standard IV.B.2.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.*

#### **Descriptive summary**

The President, along with the Vice President of Instruction and the Vice President of Student Services, attends all Board of Trustees' meetings. The President also participates in weekly Chancellor's Cabinet or Chancellor's Council meetings. These are the primary venues in which Board of Trustees policy is developed, examined, and finally adopted. They are also venues for analysis of the impact on the District's colleges of new or revised District policies, laws, and regulations.

In President's Cabinet meetings, the President and the Vice Presidents disseminate information and identify implementation issues associated with new policy or regulations. The Vice Presidents also use President's Cabinet meetings to keep the President abreast of statewide regulatory, resource, or policy issues which may affect the College or impact their respective areas of instruction and student services. President's Cabinet develops preliminary action plans, as appropriate, which may involve delegation of tasks or consultation with Management Council, the Instructional Administrators Council, and the Student Services Administrators Council. Other issues may require the development of practices by the Institutional Planning Committee and College Council or the allocation of resources by Budget Planning Committee. As a participant and leader in these institutional operational, governance, and planning groups, the President provides oversight and assures the appropriate implementation of policies and regulations and, when applicable, coordination between the District and the College.

The President also ensures that institutional practices are consistent with the College's Mission Statement and Institutional Priorities through his stewardship of integrated planning processes at CSM. As described in Standard I.A. 4, the College's Mission Statement drives institutional decision making; the development, implementation, and assessment of institutional plans; and the design of a governance structure to support these efforts. Institutional Priorities, now appended to the new *Mission Statement* adopted in 2012, serve as overarching College goals and shape the direction of institutional plans and initiatives [IV.B-78]. College of San Mateo's Mission Statement, in turn, also addresses the Board of Trustees' *Affirmation of Core Values and Principles* (2012), which identifies high-priority programs as serving transfer, CTE, and Basic Skills [IV.B-6]. As a

participant in the key College planning, budget, and governance committees—the Institutional Planning Committee, the Budget Planning Committee, and College Council—the President has ensured that the Mission Statement is consistent with District goals and policies and guides College planning efforts and practices.

#### **Assessment**

College of San Mateo meets Standard IV.B.2.c. District and College organizational structures effectively support the dissemination of information and the implementation of new policies, regulations, and laws. Through regularly-scheduled Board of Trustees and District leadership meetings, the President is an informed participant in the development of new and revised policy and in the application of new laws and regulations which affect the District; through President’s Cabinet and other venues at the College, he is directly involved in shaping the implementation of new policies, laws, and regulations and in monitoring their impact on the College.

Additionally the President assures that institutional practices are consistent with the College’s Mission through his oversight of key integrated planning efforts at the College. As a member of the Institutional Planning Committee, the Budget Planning Committee, and College Council, for example, he ensures that institutional plans and initiatives, and the budget allocations which support them, adhere to the Mission and related District and College policies and goals.

#### **Plan for Improvement**

None.

#### **Standard IV.B.2.d**

*The president effectively controls budget and expenditures.*

#### **Descriptive Summary**

As Chief Executive Officer for the College, the President has the responsibility and ultimate authority for the College budget. SMCCCD Board of Trustees policy (Board Policy, 2.03, College Presidents) and California Education Code §70902(d) allow him to assume executive responsibility and to delegate budget management tasks as appropriate [IV.B-61, IV.B-99]. He is charged with making the final recommendations to the Board of Trustees for all resource allocation. Subsequent to the elimination in 2009 of the position of Dean of Administrative Services, who served as chief financial officer for the College, the President has assumed additional budget oversight duties and responsibilities. The College’s senior accountant now reports directly to him and he meets with her regularly.

The President participates actively in all phases of budget development and resource allocation: in his oversight role, he is guided by the established organizational structure, participatory governance practices that ensure collegial consultation with pertinent constituencies, and overarching integrated planning processes. The President serves on the Institutional Planning Committee which guides the development of Institutional Priorities and thus prioritizes resource requests. He also sits on the Budget Planning Committee (BPC), which has been charged with monitoring the budget and developing long- and short-term financial plans aligned with Institutional Priorities and with the *Educational Master Plan, 2008*, and the *Educational Master Plan: Information Update, 2012* [IV.B-71]. Working with BPC, he guided the adoption of cyclical, predictable processes; for example, in collaboration he developed the Annual Budget Planning Calendar, an important tool

that synchronizes budget development and decision steps with the District's Budget and Planning Calendar and with key College planning processes, such as program review [IV.B-88].

### **Assessment**

College of San Mateo meets Standard IV.B.2.d. The recent statewide economic situation, which resulted in reduced state funding for California community colleges, created a significant challenge for College of San Mateo and for its President, who is responsible for the fiscal stability and integrity of the College. A downsized budget was required in order for the College to remain financially stable. Throughout the most affected years, 2008 through 2011, the College President effectively controlled the budget and the College's expenditures. Managed hiring of classified staff (a district-wide process with oversight from Human Resources), academic program reduction and elimination in consultation with the Academic Senate, reductions and reconfiguration of student services, and elimination of administrative positions were among the measures taken to ensure that the College did not face a severe financial crisis [IV.B-100, IV.B-101]. Throughout these years, the President kept the College focused on its Mission and Institutional Priorities as budgetary decisions were made and implemented. With the passage of Measure G, a parcel tax, in 2010 and the District's new status as a basic aid district in 2012, the budgetary difficulties have eased.

The President's effective oversight over the budget is illustrated by the way in which CSM has successfully addressed the Institutional Priority to "Promote Integrated Planning, Fiscal Stability, and Efficient Use of Resources." Several objectives tied to this priority explicitly concern budget management and include the following:

- Maintain FTES targets as set by Budget Planning Committee
- Increase College LOAD
- Maintain fiscal stability, including an appropriate College contingency of 5%
- Develop both short-term and long-term plans for maintaining currency in equipment and technology that accurately reflect the total cost of ownership
- Determine and maintain appropriate staffing levels

Success in meeting these objectives can be evaluated by several measures. Achieving operational efficiencies over the last several years, the College has closed the fiscal year with ending-balance reserves. Other indicators which measure success in meeting this Institutional Priority are defined in *College Index: 2008/09-2012/13* [IV.B-80]. They include the Budget Stability Indicator, the ratio of actual expenditures to total budget, along with FTES and Load targets. As a result of these efficiencies, the College has been able to act upon recommendations by IPC to underwrite such initiatives as the Puente Project and the Honors Project as well as many of the goals articulated in institutional committee plans [IV.B-102, IV.B-103, IV.B-104, IV.B-105].

### **Plan for Improvement**

None.

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**Standard IV.B.2.e**

*The president works and communicates effectively with the communities served by the institution.*

**Descriptive Summary**

The President communicates effectively with the College community and with the local communities it serves. To promote collegial communication with campus constituencies, he meets regularly and individually with the presidents of the Academic Senate and Associated Students and on an ad hoc basis with CSEA representatives from classified staff; they are all members of President's Council, which advises the President on institutional support functions and also serves as a venue for communication about college-wide issues. The President also actively promotes collegial relations with campus constituencies through his membership on key participatory governance committees—the Institutional Planning Committee, the Budget Planning Committee, and College Council.

To facilitate awareness of important issues at College of San Mateo, the President employs a number of strategies: he routinely holds an opening-day address; conducts all-college meetings on issues of concern related to budget, facilities, teaching, and programs that affect the campus community; and reports via email to the campus community at large on such issues. In so doing, he relates his willingness to meet with any interested party on these issues or others on a one-to-one basis. The President holds “office hours” by walking the campus on a near weekly basis to get a sense of the achievements, concerns, and impressions of all constituents.

The President also uses web-based media as tools for communication. The President's Office maintains a website that hosts communication [IV.B-106]. The President's monthly “Executive Reports” to the SMCCCD Board of Trustees are designed in a newsletter format that is distributed regularly campuswide [IV.B-107, IV.B-108]. The reports serve to keep the community aware of students' and employees' successes, awards, and achievements; issues faced by the College; updates about programs and facilities; and news about upcoming events. Also available on the website is information about opening day events and all-college meetings. The President experimented with a “President's Blog” as a communication tool, but its use has been discontinued [IV.B-109].

The President also communicates effectively with the local external community where he has focused his effort primarily on two areas: building relations with local businesses and with local feeder K-12 schools. He serves on the board of the San Mateo Chamber of Commerce and is an active member of the Rotary Club of San Mateo. He is also a founding member of the Economic Development Growth Enterprise (EDGE), an initiative of the Chamber of Commerce designed to foster collaboration and communication among a variety of economic entities in San Mateo County. In addition, the President meets with all the high school principals on a semi-annual basis and regularly attends PTA meetings to learn about the high schools and to promote CSM as a first choice for higher education in the area. The President hosts a “Principals' Breakfast” for all the principals and the Superintendent from the San Mateo Union High School District in which the College shares a variety of data about high school graduates' success at CSM. For three years, he also served on the board and on the finance committee of nearby Notre Dame High School.

The importance to this President of effective communication with both internal and external constituencies is reflected in the capacity-building which the President has supported for the Office of Community Relations and

Marketing. It is overseen by the Director of College Business Development, Marketing, Outreach, and Public Relations, who reports directly to the President, participates in standing meetings with President's Cabinet, and is a member of President's Council and the Institutional Planning Committee, the College's primary planning committee. Over the past five years, Community Relations and Marketing has been reorganized and expanded to support digital-age communication tools as well as serve multiple institutional and outreach functions [IV.B-110]. As the primary clearinghouse for information about the College, it is responsible for publications, advertising, media relations, community outreach, high school relations, the College website (including web development, maintenance, implementation, and user training) and internal and external communication services. The department plays a significant role in both recruiting students and elevating the image of the College in the community and participates regularly and prominently in community events.

### **Assessment**

College of San Mateo meets Standard IV.B.2.e. The President communicates regularly with internal constituencies, emphasizing not only collegial personal contact but employing a variety of digital-age communication tools. To elevate the profile of the College in the community, the President actively cultivates relationships with the business community and local K-12 schools and participates in several community service organizations.

One outcome of the Principals' Breakfast hosting local principals is that CSM's Office of Planning, Research, and Institutional Effectiveness (PRIE) has exchanged data about high school graduates' performance at CSM with San Mateo Union High School District's Associate Superintendent [IV.B-111]. To help improve articulation and student outcomes, PRIE is also currently tracking Hillsdale High School graduates' performance in mathematics coursework at CSM—a result of collaboration among high school and CSM mathematics faculty which is supported by the President and the Hillsdale High School principal.

The President has also reshaped the Office of Community Relations and Marketing so that it has the capacity to effectively support community outreach and internal and external communications through many venues and media. Recently, the Class Schedule, mailed to 100,000 local households each term, was redesigned in a newsletter format to serve the dual purpose of providing course information while promoting CSM and events sponsored by the College. Over the past three years the Office of Public Relations and Marketing has won awards for promotional video and electronic publications from the National Council for Marketing and Public Relations (NCMPR) as well as several awards for the College webpage and other media from the California Community Colleges Public Relations Organization (CCPRO).

In the annual employee campus climate and satisfaction surveys conducted in 2012, 73.8 percent of responding faculty and administrators agreed that “[o]verall, college administrators listen and respond to staff concerns,” a modest improvement over the 2010 value of 69.2 percent [IV.B-64]. Among classified staff, the change was more dramatic, with 84.6 percent of responding classified staff indicating agreement in 2012 compared with 65.0 percent in 2010 [IV.B-65].

### **Plan for Improvement**

None.



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**Standard IV.B.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.*

**Descriptive Summary**

The District Mission Statement articulates the District's expectation regarding educational excellence and integrity throughout the District. This statement was broadly distributed to faculty and staff and formally reviewed through the District participatory governance process in 2009 and 2012 [IV.B-3]. In addition, given the very difficult budget realities faced by higher education, the Board of Trustees has adopted a Reaffirmation of Core Values and Principles that reaffirms the Board's and the District's commitment to a student-centered mission, support for innovation, enlightened human resources management, participatory governance, and decision making that is in the best interests of the District as a whole. This statement was originally adopted in December 2009 and was reviewed and revised in 2012 [IV.B-6]. Finally, Board goals are adopted annually and they reflect both the near-term and long-term needs, aspirations, and projects that the District undertakes in fulfillment of its mission [IV.B-13].

Following the 2007 accreditation site visits to the three colleges, one of the recommendations from ACCJC was that the District and colleges should develop a process to evaluate the delineation of functions on a regular basis and that the findings should be distributed widely. In 2007, the District developed a function map, which illustrates how the colleges and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation Standards. By accreditation Standard and substandard, each function is delineated as a college function, a District function, or a shared function. The function map was developed and reviewed by the District Shared Governance Council (DSGC) and was approved by the Chancellor's Council. A Delineation of Functions Review Committee was formed to guide the evaluation activities. The colleges reviewed the function map to examine whether any changes were needed. The findings were distributed to all levels at the colleges and at the District. In spring 2013, the function map was reviewed by CSM's College Council as part of the District's scheduled review [IV.B-112].

**Assessment**

College of San Mateo meets Standard IV.B.3. The District Mission, Core Values Statement, and Board Goals clearly set expectations of educational excellence and integrity throughout the District. These documents are widely distributed within the District and are featured prominently on the District's website. They are also reviewed for relevance and comprehensiveness on a two-year cycle.

The District function map clearly defines the roles of authority between the colleges and the District [IV.B-113]. It is reviewed and updated regularly.

**Plan for Improvement**

None.

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**Standard IV.B.3.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.*

**Descriptive Summary**

The written delineation of the operational responsibilities and functions of the District and the colleges is contained in the function map described above as well as in various sections of District Policies and Procedures [IV.B-63, IV.B-2, IV.B-61, IV.B-59]. District Policies and Procedures are currently made available to institutional and system staff as well as to the general public through the District's portal page [IV.B-12]. Procedures implementing the policies are posted next to the appropriate policy. In addition, the District's Office of Human Resources maintains District Office organizational charts, which are available on its website [IV.B-114].

The Chancellor gives responsibility to the college presidents to carry out operations at their respective sites. The college presidents, through the Chancellor's Council and the Chancellor's Cabinet, collaborate with the District on the budget, educational planning, facilities planning, public safety, emergency preparedness, technology planning, and other matters affecting the colleges and the District. The presidents are given wide latitude in managing their institution's budget and in decision making regarding expenditures on instructional programs and student services that support their mission and student success.

**Assessment**

College of San Mateo meets Standard IV.B.3.a. The Chancellor participated in the development of the delineation of functions document and consistently adheres to the findings. The delineation of functions document is reviewed every three years, most recently in spring 2013. District policies and procedures are communicated to the College community and the public through the District's website. Organizational charts for the District and the College are available through the District's Human Resources website.

In the annual employee campus climate and satisfaction surveys conducted in 2012, 76.3 percent of responding faculty and administrators and 93.1 percent of responding classified staff agreed that "[t]he District Office adheres to clearly defined policies consistent with the mission of the District." Among classified staff, 76.7 percent agreed that "[t]here are clear divisions of authority and responsibility between and among the District Office, Governing Board, and CSM"; among faculty and administrators, 75.3 percent agreed. Fewer faculty (68.1 percent) but more staff (86.2 percent) agreed that "[t]he Board of Trustees, the District Office, and the College function as mutually supporting yet independent, self-governing units" [IV.B-55].

**Plan for Improvement**

None.

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**Standard IV.B.3.b**

*The district/system provides effective services that support the colleges in their missions and functions.*

**Descriptive Summary**

Centralized support is provided for the colleges in the areas of business services, facilities planning and operations, public safety, human resources and employee relations, educational services and planning,

information technology services, auxiliary services, and community and government relations. An organization chart illustrates the reporting relationships of these organizations [IV.B-114].

### **Business Services**

The Executive Vice Chancellor, reporting directly to the Chancellor, oversees all District business services, which provide centralized support in the areas of budgeting, accounting, internal audit, payroll, purchasing, grants, and finance. The Executive Vice Chancellor, in conjunction with the President of CSM, also oversees the Community Education Department, which offers non-credit classes for more than 7,000 participants annually. Community Education has a dotted-line relationship to College of San Mateo's Vice President of Instruction to ensure that its offerings and College of San Mateo's credit courses are complementary.

Working under the Executive Vice Chancellor, a Chief Financial Officer (CFO) coordinates the budgeting process throughout the District, working closely with the College budget officers. The CFO also directs the internal audit function, which consists of a College Internal Audit Group that is composed of the College business officers as well as line staff throughout the District. The CFO also directs the grants processes, including applications, periodic reports, cash drawdowns, and financial reporting. The CFO is responsible for the District's finances and accounting functions, including investments, accounts payable and receivable, and payroll. The CFO also works with human resources and ITS to improve payroll functions.

Also working under the Executive Vice Chancellor, the Director of General Services oversees all purchases for the District including managing all informal and formal bids in compliance with all legal requirements. The Director is also responsible for developing, negotiating, and executing all contracts for the three colleges and the District Office. The Director assists in designing and implementing business procedures to streamline operations and improve efficiency through best practices.

In October 2011, as part of its program review process, the District surveyed all full- and part-time employees about their experiences with District accounting, general services, payroll, and facilities functions [IV.B-115]. The survey was sent to 2,005 employees and 215 employees responded. The survey revealed that the District downloads page [IV.B-116], the primary online repository for policy and procedure information about the District's accounting, general services, payroll, and facilities functions, was not completely utilized. Only 35 percent of those responding indicated that they knew about the downloads page and used it, while 26.5 percent said they did not know what the downloads page is or how to find it. As a result, the District reminded all employees, via a district-wide email, about the availability of the information [IV.B-117].

Conversely, employees district-wide are well versed on the availability of online payroll services and information on WebSMART [IV.B-118]. Ninety-four percent of respondents said they use the direct deposit feature for their payroll checks and nearly 86 percent have agreed to have their W2 form delivered electronically. More than 80 percent of respondents use WebSMART to view information including earnings, deductions, sick leave, and vacation and comp time balances and history.

Survey results also indicate that more training is needed in purchasing policies and procedures. District-wide, the average satisfaction level in this area is 3.49 on a scale of 1 to 5 where 1 represents the lowest level of satisfaction and 5 represents the highest. At College of San Mateo, the average satisfaction rating on this item is 3.76. A level of dissatisfaction with training is also mentioned several times in the open-ended responses. The

General Services Department is in the process of developing training videos that will be available on-demand through the downloads page to address some of the identified training needs.

### **Facilities Planning and Operations**

A Vice Chancellor who reports to the Chancellor heads facilities planning, maintenance, and operations and public safety. This division provides centralized support in the areas of engineering, custodial, grounds, facilities planning, construction management, public safety, and emergency preparedness services. Managers responsible for facilities at each college direct the maintenance and operations functions and report to the Vice Chancellor of Facilities Planning, Maintenance, and Operations.

In 2005 the Facilities group was divided into two distinct functions: Facilities Planning and Construction, and Facilities Maintenance and Operations. Upon completion of the second phase of the District's Capital Improvement Program (CIP) in 2012, the Facilities Planning and Construction Group was disbanded and remaining functions of that department were redistributed within the Facilities Planning, Maintenance, and Operations Department [IV.B-114].

The Facilities Planning, Maintenance, and Operations Department has undergone many changes since the last accreditation cycle. The Department maintains a Facilities Maintenance Center at each campus, with the normal operations being performed by the campus engineering, custodial, and grounds staff under the direction of the campus Facilities Manager. The department has worked very hard to improve maintenance, landscaping, and engineering services—all services that were not highly rated in the last accreditation cycle. Each Facilities Manager reports directly to the Vice Chancellor with a dotted line relationship to the college presidents. College of San Mateo's Manager meets regularly with President's Cabinet and maintains a strong interactive relationship with deans, faculty, and staff. She attends division meetings when appropriate and at other times meets with faculty and staff to resolve facilities-related concerns.

A Construction Planning Office was formed in 2005 to have dedicated staff overseeing the bond-related construction projects made possible by the passage of Measure A. Almost all of that work has been completed and the department was eliminated in 2011-12.

In March 2011, the District engaged an independent consulting firm specializing in facilities operations (Management Partners Incorporated) to perform a comprehensive evaluation of Facilities Maintenance and Operations at all three of the District's colleges [IV.B-119]. Key components of the study included an assessment of the current organization of the facilities unit, including current facilities staffing levels, preventative maintenance scheduling and management, staff training and development, benchmarking, and peer comparisons.

A primary objective of this study was to ensure that facilities service levels are sufficient to meet the current needs of the institution; it should be noted that significant additional square footage was added to the District's space inventory from 2010 to 2013. The study was used to help constituents understand the importance of augmenting the facilities budget to provide adequate staffing to maintain facilities at acceptable levels. Presentation of study findings, along with Leadership in Educational Facilities facility maintenance levels and guidelines, resulted in allocation of an additional \$1.5M to the facilities operating budget district-wide. This

budget increase supported an additional 12 full-time facilities staff members, which will ensure that facilities needs continue to be met.

Facilities-related responses to the most recent survey of faculty, staff, and administrators (conducted in 2011) were significantly better than past surveys [IV.B-119]. On a scale of 1 to 5, the average response to the statement “The facilities planning and operations department meets my overall expectations” was 4.11. Average ratings of custodial, grounds, and engineering services range from a low of 3.87 to a high of 4.23 on the 5-point scale. A question about overall satisfaction with the appearance of the exterior grounds on the campuses garnered a 4.34 response. Satisfaction with custodial functions averaged 3.99—significantly better than the 35 percent satisfaction found in 2005. Finally, satisfaction with maintenance services was at 4.05, again significantly higher than the 2005 response of 29 percent satisfaction.

Regarding campus maintenance operations, 4.27 was the average response to the statement “When I call the facilities maintenance office, the staff responds in a professional, courteous and helpful manner.” This question was not addressed in the 2005 survey.

To address any deficiencies noted in the survey, the Vice Chancellor of Facilities Planning, Maintenance, and Operations, and Public Safety met several times with the three facilities managers, three custodial supervisors, and administration staff to discuss survey results and to identify where improvements could be made in District services. Remedial action was accomplished by providing classes on customer service to all employees as well as increased unannounced inspections of random building spaces and campus grounds locations (lawns, parking lots, storm drains, pathways).

### **Public Safety**

To provide better coverage by public safety staff, public safety services were consolidated and assigned to the Facilities Planning, Maintenance, and Operations Department in 2010 [IV.B-120]. A Director of Public Safety reports to the Vice Chancellor of Facilities. By centralizing the department three years ago, the District is able to provide better coverage 24/7 at the three colleges. The Public Safety Department is under the functional management and direction of a District Director of Public Safety. There is a Campus Public Safety Department at each college, with the normal and routine operations being performed by college public safety personnel under the direction of a college chief. Each college chief is under the direction and supervision of, and reports to, the District Director of Public Safety with a dotted line relationship to the college administration.

The Public Safety Department is committed to providing quality service to visitors, students, and staff at the three colleges. In exercising its duties, the department is responsive to all in need regardless of their position in life and respectful of the diversity of the colleges’ communities. The Public Safety Department is directly responsible for parking enforcement, emergency preparedness, community policing, and overall campus safety. Beginning four years ago, the District began installing video surveillance equipment at key locations on each campus; this technology is utilized to ensure the safety of the colleges.

### **Human Resources and Employee Relations**

A Vice Chancellor who reports directly to the Chancellor directs the Human Resources and Employee Relations Department. He oversees a wide variety of centralized activities, including recruitment, employment matters, employee relations, collective bargaining, employee compensation and benefits, workers’ compensation,

unemployment benefits, the employee assistance program, leaves of absence, and retired employee services for the colleges and the District Office. The Vice Chancellor also serves as the principal administrator for resolution of employee grievances as well as employee and student discrimination and sexual harassment complaints. The position develops and implements effective human resources policies, procedures, and systems to support the needs of the colleges and District Office.

Human resources and employee relations staff assist in the formation of the screening committees and offer training on equal employment opportunity and inclusivity of diverse applicant pools. In addition, the staff coordinates all employment advertising, committee meetings, and candidate selections. The staff assists managers in administering employee discipline and employment termination. The Vice Chancellor works directly with collective bargaining units on contract negotiations, disciplinary matters, and employment termination.

The Human Resources and Employee Relations Department regularly sponsors forums for college and District managers and supervisors. The forums provide an opportunity for managers and supervisors throughout the District to discuss current human resources processes, policies, procedures, and a variety of other subjects. Recent meetings have covered items as varied as ergonomics training, sexual harassment training, interview and selection training, collective bargaining agreement guidance, performance evaluation completion, and other employee relations issues. External speakers and experts regularly are invited to present relevant topics for the management forums. The forums have also been used to discuss and introduce websites related to District services, including the CORP (renamed District Supported Goods and Services) page, a resource providing a convenient means for faculty, staff, and administration to purchase a variety of products ranging from office supplies to duplicating services to furniture; and the District downloads page, which contains a variety of documents and forms used district-wide.

### **Educational Services and Planning**

The Vice Chancellor responsible for educational services and planning has responsibility for the coordination of instruction and student services. Reporting directly to the Chancellor, this Vice Chancellor provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District, including the areas of research, accreditation, strategic planning, workforce and economic development, educational technology, distance education, and international education.

Working closely with the Presidents, Vice Presidents of Instruction, Vice Presidents of Student Services, and participatory governance groups, the Vice Chancellor is charged with building community partnerships that support the work of the colleges and the District. The Vice Chancellor also assures compliance with federal and state statutes and regulations and the policies of the Board of Trustees. In addition, the Vice Chancellor carries out the administrative directives of the Chancellor as these affect educational programs, student services, budget, and facilities planning. Additional responsibilities include overseeing District Tech Prep and Perkins-VTEA (Vocational and Technical Education Act) grants; serving as a board member of the San Mateo County Workforce Investment Board (WIB); acting as the District liaison for the accreditation needs of the three colleges; recommending to the Chancellor and others changes in organization and operating policies and procedures; and developing and managing the budget for the office. Working with the colleges, the Vice

Chancellor also makes making regular reports to the Board of Trustees on innovations and changes in educational programs and student services [IV.B-35, IV.B-121, IV.B-36].

### **Information Technology Services**

A Director reporting to the Chancellor leads information technology services (ITS). The Director is responsible for managing information technology for the District and advises the Chancellor on district-wide technology decisions. Additionally, the Director serves as technology liaison for each of the District's three colleges and assists them, as needed, with the planning, deployment, and support of information technology initiatives.

The Information Technology Services Department (ITS) is a centralized service organization dedicated to providing information technology leadership, support staff, training, policies and procedures related to technology, strategies for the effective deployment and utilization of information technology, and assistance to colleges with local technology initiatives, projects, and planning.

Projects completed by ITS are described in the 2012 Strategic Plan for Information Technology [IV.B-122]. Some of the major initiatives completed recently are summarized here.

- The District Office and the colleges have developed a plan and process for sustainability and replacement of IT equipment and have allocated more than \$1,000,000 for each of the next five years.
- Virtualization of instructional labs reduces the costs associated with instructional hardware and also has significantly reduced the level of technical support required.
- ITS has provided extensive support for the deployment of network infrastructure and technology for construction projects at each college.
- eTranscript California is a statewide electronic transcript exchange supporting electronic transcript request and delivery across all of California's postsecondary systems. SMCCCD has sent over 35,000 electronic transcripts to various colleges and universities on behalf of our students.
- DegreeWorks is a new tool for students and counselors to develop educational plans, measure academic progress, perform accurate degree audits, and help students achieve their academic goals.
- An emergency text messaging system has been implemented to notify students, faculty, and staff in the event of an emergency.

A survey of faculty and staff was conducted in April 2012 to evaluate their level of satisfaction with the services and systems provided by ITS [IV.B-123]. Using a scale of 1 to 5, with 5 being highest level of satisfaction, ITS was rated from 4.10 for technology purchases to 4.69 for reliability of the services provided. One area for improvement includes the need for more training related to the use of Banner, the document imaging system, and DegreeWorks (score 3.75). Overall, the average rating across 12 categories was 4.33. The following services were the highest rated in terms of need: WebSMART, telephones, employee email, ITS HelpCenter, the wireless network, cell phone reception, web-based schedule of classes, and emergency text messaging.

### **Auxiliary Services**

A Vice Chancellor reporting directly to the Chancellor heads the District auxiliary services and enterprise operations, which unifies the District's enterprise services into one organization. He oversees the enterprise operations across the District including the three college bookstores, dining halls, campus vending and dining,

and facility rental and event planning at College of San Mateo and Skyline College. Additionally, he supervises the operation of the San Mateo Athletic Club and Aquatic Center, located at College of San Mateo.

All of the District enterprises are self-sustaining. Income generated covers the total salaries and all operational expenses generated by these operations. Financial surpluses are reinvested in the enterprises to continue enhancing the services offered and maintaining the facilities themselves. Additionally, auxiliary services helps to offset other expenses in the District through salary and service support and also supports scholarships, student life, and other campus enhancements with more than \$100,000 in direct financial and in-kind support.

The three college bookstores have all undergone major renovations since 2005. In 2007, the bookstores won the National Association of College Stores 2007 Innovation Achievement Award for the development and innovative funding model of its textbook rental program [IV.B-124]. The program, started in 2001 with just 35 titles, has grown to include more than 1,600 different titles and has saved students more than \$4 million in textbook costs since 2005. Additionally, the bookstores have all added coffee concessions, supplementing bookstore revenue with an estimated \$1.3 million in sales in 2011-12, which helps offset losses in textbook sales.

The dining halls have also seen major changes since 2005. College of San Mateo's Terrace Grill moved into College Center and opened in April 2011 in a space with stunning views of the Bay Area. Auxiliary Services has marketed facilities for community and private use with great success; revenue from events supplements the maintenance and ongoing enhancements to the facilities.

Campus vending includes the snack and vending machines located on each of the colleges and the District Office. All of the commission revenue from these machines is allocated by the District Auxiliary Services Advisory Committee (DASAC) for use by each of the three Associated Students organizations.

In spring 2010, the District opened a state-of-the-art fitness and aquatic center at College of San Mateo in the newly constructed Health and Wellness Building. The San Mateo Athletic Club (SMAC) is a professionally managed enterprise program sharing the state-of-the-art fitness facility [IV.B-125]. The San Mateo Athletic Club members and College of San Mateo students collaboratively use this shared facility, "where education meets fitness" [IV.B-126].

The San Mateo Athletic Club is a community-centered, fee-based operation offering numerous service options to the San Mateo campus community and the community-at-large. The concept of a multi-use space enables the District to maximize the use of facility resources and create a revenue stream that will supplement College of San Mateo's budgetary needs including equipment maintenance and replacement. The San Mateo Athletic Club provides the community broader access to College of San Mateo and demonstrates in a very real way that the District is a community-based organization serving a broad spectrum of educational and training opportunities. As a new enterprise, the San Mateo Athletic Club was actually not projected to begin supporting itself until its third year of operation and not break even until the end of the fourth year. Due to the quality of the facility and the professionally managed operation, SMAC continues to experience membership growth with more than 4,000 members in late 2012 and has been operating in the black since 2011.



### **Community and Government Relations**

A Director reporting directly to the Chancellor heads community and government relations for the District. The Director of Community and Government Relations is the chief spokesperson for the District and coordinates marketing and public relations for the District. The Director serves as liaison for the District and colleges to state and local legislators on legislative and governmental matters for the District. This Director also serves as liaison to local cities on land use and tax-sharing issues and to community members on issues of interest to the community. The Director is the District's primary spokesperson to the media on district-wide issues such as budget, collective bargaining, and board policies.

The Director has built strong relationships in the county with elected officials, city and county staff, and prominent members of the community and actively engages them in the work of the colleges. She is responsible for land use issues involving the colleges and the cities in which they are located, handling such matters as lease and sale of land, re-zoning issues, and neighborhood issues. The Director also was responsible for entitling and building both College Vista and Cañada Vista, the two apartment projects that house faculty and staff at rents that are 50 to 60 percent below market rate in this high cost county, and continues to work with the property management company in managing the complexes [IV.B-127]. The Director is responsible for monitoring the pass-through payments that the District receives from former redevelopment agencies and is actively involved in the oversight board work in dissolving the 13 redevelopment agencies in the county. As a result of this work, the District receives an additional \$5 million annually in operational revenue.

### **Assessment**

College of San Mateo meets Standard IV.B.3.b. District staff actively engage the colleges in dialog regarding District services. The Chancellor, the Executive Vice Chancellor, Vice Chancellor of Human Resources, and Vice Chancellor of Educational Services and Planning meet twice monthly with the college presidents in the Chancellor's Cabinet meetings to discuss a wide range of issues and coordinate actions [IV.B-128]. This same group, plus the Director of Community and Government Relations, the Director of ITS, and the Vice Chancellor of Facilities Planning, Maintenance, and Operations, and Public Safety also meet twice monthly in Chancellor's Council meetings [IV.B-129]. These face-to-face meetings between executives, presidents, and directors provide ample opportunity for dialog regarding District services to the colleges. These meetings coordinate the District and colleges in fulfilling the District's mission and promoting student success.

District staff members are active in a variety of institutional and administrative committees and forums. For example, the Executive Vice Chancellor and Chief Financial Officer are members of the District Committee on Budget and Finance as well as the District Associated Students Advisory Committee. Beginning in fall 2012, the Director of Information Technology Services (or designee) meets at least once a semester with College of San Mateo's Instructional Administrators Council. The Vice Chancellor of Facilities Planning, Maintenance, and Operations and Public Safety chairs the district-wide Safety Committee and meets twice monthly with President's Cabinet at College of San Mateo. Campus Facilities Managers and Chiefs of Public Safety meet monthly with the College leadership. The Executive Vice Chancellor and the Director of General Services are members of the District Strategic Planning Committee. All of these committees work on issues or opportunities that directly impact the colleges.

In the annual campus climate and satisfaction surveys of 2012, 78.0 percent of responding faculty and administrators and 93.9 percent of responding classified staff agreed that “[t]he District Office provides necessary services that support CSM's mission” [IV.B-55].

**Plan for Improvement**

None.

**Standard IV.B.3.c**

*The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

**Descriptive Summary**

In 2006-07, after two years of assessment and discussion, the District implemented a new resource allocation model that distributes the resources of the unrestricted general fund between the colleges and District services.

Components of the new model include a base allocation for each college calculated as a percentage of current funding and FTES; an allocation for increases in central services such as benefits, utilities, insurance, and other items; allocations to facilities based on increased square footage and a percentage of college growth allocations; growth allocations for all colleges based on three-year average FTES; allocations to the District Office as a percentage of college growth allocations; and an allocation for demonstrated need including agreed-upon incentives [IV.B-37].

Each year thereafter, the District Committee on Budget and Finance has reviewed the model and adjusted it as necessary. In 2009, an allocation was added to support the additional maintenance contracts needed in facilities for new HVAC and security systems added through the bond. Allocations were also adjusted to account for the centralization of Public Safety. In 2010-11, redevelopment funds were allocated to support childcare services at the colleges. Over the next two years, the benefit budgets from central services were transferred to the sites. As the District becomes a “self-supported” (basic aid) district, the allocation model will take on some different criteria, as yet to be determined in discussions with the colleges and at the Board level.

**Assessment**

College of San Mateo meets Standard IV.B.3.c. The allocation model is responsive to College of San Mateo’s offering of strong, comprehensive academic programs and services. Although resources are finite and community needs are great, the resources are allocated to address those needs as effectively as possible and in a manner that supports student success and fulfills the mission of the District and the Mission and Institutional Priorities of College of San Mateo

**Plan for Improvement**

None.

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**Standard IV.B.3.d**

*The district/system effectively controls its expenditures.*

**Descriptive Summary**

Audits for the last several years have produced no adverse financial findings, and the District has consistently had a positive ending balance. The District's bond ratings are the highest ratings for community colleges in the state at Aaa (Moody's) and AA+ (Standard and Poor's). Finally, financial control mechanisms include systematic and procedural controls to monitor expenditures and help produce reasonable and balanced budgets.

The Chancellor has overall responsibility for the management of the District's budget. The Chief Financial Officer is responsible for the general management of the total budget, budget controls, and the accounting programs of the District. The President of College of San Mateo is responsible for operating the College within the parameters of the College's budget. College administrative responsibilities include adherence to guidelines established by District administrative services, compliance with deadlines, and adherence to generally accepted accounting principles.

Systematic and procedural controls at the district and college levels help produce reasonable and balanced budgets, prevent overspending, and reinforce accountability from budget managers. As an educational institution, the District uses governmental accounting with emphasis on the uses of resources to attain the institution's objectives. With specific fund numbers for each source of funds, funds are tracked to account for revenue and expenditures.

**Assessment**

College of San Mateo meets Standard IV.B.3.d. Annual audits for the last several years reveal that the District consistently has had a positive ending balance and has had no adverse financial findings [IV.B-130, IV.B-131, IV.B-132]. Additionally, the District refinanced some of its outstanding bonds in June 2012. As part of this refinancing, the District received an upgrade in its credit rating from Standard and Poor's and the highest rating possible from Moody's Investors Ratings Service. With ratings of AA+ from S&P and Aaa from Moody's, the District is now the highest-rated community college district in California. The District's ratings on these bonds are based on the rating companies' evaluation of the underlying financial condition of the District [IV.B-133, IV.B-134]. Sound bond ratings are important to the District as they are reflected in lower municipal bond insurance costs and bond pricing that is more favorable to taxpayers and the District.

The District has systematic controls through Banner as well as procedural controls on spending. Banner uses approval queues for purchase orders and journal vouchers, assuring additional eyes on the transactions. All inventory is tagged as it arrives and is counted annually. In addition, the District has established a College Internal Audit Group (CIAG) consisting of the college business officers and line staff [IV.B-135]. CIAG reviews and revises procedures for all cash handling, purchasing cards, travel reimbursements, material fees, etc. and completes numerous audits, on an ongoing basis, to verify that expenditures are legitimate expenses of the District. This ensures that District and College procedures are constantly being reviewed and revised.

**Plan for Improvement**

None.

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**Standard IV.B.3.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.*

**Descriptive Summary**

The College President's responsibilities and authority for implementation and administration of District policies are prescribed in District Policies and Procedures Policy 2.03 [IV.B-63, IV.B-2, IV.B-61, IV.B-59]. The Chancellor gives the presidents this authority and holds the presidents accountable for the operation of the colleges through an annual performance evaluation process. As part of the evaluation, the College of San Mateo President establishes goals that are tied to the Mission Statement, Institutional Priorities, and Diversity Statement of the College. The Chancellor and President annually assess the progress on these goals. As part of the annual evaluation process, the Chancellor briefs the Board on the President's progress toward these goals [IV.B-136].

Additionally, the Chancellor, the Executive Vice Chancellor, the Vice Chancellor of Educational Services and Planning, and the Vice Chancellor of Human Resources and Employee Relations meet weekly with the presidents to discuss areas of interest or concerns related to the individual colleges, the District Office, or the District as a whole. The presidents also attend meetings of the Board of Trustees and report on college initiatives, programs, and various college expenditures in compliance with District policies and procedures.

**Assessment**

College of San Mateo meets Standard IV.B.3.e. The Chancellor gives the College's President full responsibility and authority to implement and administer delegated District policies without his interference. The Chancellor holds the President accountable for the operation of the College. Once College budget allocations have been made by the District, the President makes the ultimate decisions regarding, for example, the number of faculty positions the College will fill in a given year and other budgetary matters.

In the annual employee campus climate and satisfaction surveys conducted in 2012, 68.1 percent of responding faculty and administrators and 86.2 percent of responding staff agreed that "[t]he Board of Trustees, the District Office, and the College function as mutually supporting yet independent self governing units" [IV.B-55].

**Plan for Improvement**

None.

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**Standard IV.B.3.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.*

**Descriptive Summary**

As Chief Executive Officer of the District, the Chancellor is the liaison between the colleges and the governing board. The Chancellor, on behalf of the colleges, submits to the Board of Trustees all college matters which the Board should consider. The college presidents and District Academic Senate President attend Board meetings

and report on college and senate initiatives and programs. At Board meetings, each college President provides the Board with an executive update regarding his or her college's programs and initiatives [IV.B-108].

The Board of Trustees includes a Student Trustee, who voices the concerns and interests of District students at Board meetings and facilitates a dialog between student government officials and the Board of Trustees [IV.B-137]. The District and the colleges use effective methods of communication in a timely manner to relay information to Board members and others about upcoming Board agenda items. Items to be considered at upcoming Board meetings are widely distributed electronically via the Board packet to the Board members, college managers, Academic Senate officers, union leaders, and other interested community members in advance of a Board meeting [IV.B-138]. The Board packet contains Board reports, which are summaries prepared by the responsible college or District personnel and submitted to the Board on their behalf by the Chancellor. Board meeting agendas and minutes are posted on the District's website [IV.B-139]. Minutes from previous meetings are archived on the site, and the minutes can be searched by keyword. The agenda for the upcoming meeting is also posted on the website.

Many College and District administrative committees communicate with each other and, ultimately, with the Board. The Chancellor's Cabinet consists of the college Presidents, the Chancellor, the Executive Vice Chancellor, the Vice Chancellor of Educational and Planning Services, and the Vice Chancellor of Human Resources. The Chancellor's Council consists of the Chancellor's Cabinet plus the Director of Information Technology Services; the Vice Chancellor of Facilities, Operations, and Planning; and the Director of Community and Government Relations. These groups meet on alternate weeks and provide a means by which the colleges and the District Office can engage in dialog about a variety of college and District issues [IV.B-128, IV.B-129].

At the beginning of each year, the Chancellor invites all faculty and staff to an opening-day meeting for a briefing on important issues currently facing the District [IV.B-140].

### **Assessment**

College of San Mateo meets Standard IV.B.3.f. The role delineation of the District as liaison between the colleges and the governing board is well defined and effective. College initiatives and other business requiring Board discussion or approval are placed in front of the Board by the Chancellor on behalf of the colleges. When such items are brought to the Board, appropriate College personnel are in attendance at the meeting to answer any questions the Board might have. Each college president provides the Board with executive updates regarding his or her college's programs and initiatives. The availability of web-based information about upcoming Board meeting schedules, agendas, and searchable minutes from prior meetings is an efficient way to communicate information. The web-based information is available to all faculty, staff, and the community. Keeping stakeholders fully informed about Board/College communications is an important part of the organization's institutional integrity.

The presidents of the colleges indicate that Chancellor's Council and Chancellor's Cabinet meetings have been effective ways to engage in dialog with the District regarding college or District matters in general, and issues which might require Board action or discussion.

### **Plan for Improvement**

None.

**Standard IV.B.3.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.*

**Descriptive Summary**

As stated earlier, the District and colleges developed a District Function map in 2007, in order to clarify role delineation and outline District, college, and shared District/college responsibilities related to accreditation Standards [IV.B-113]. The map was reviewed and extensively discussed by stakeholder groups including the District Participatory Governance Council (formerly the District Shared Governance Council) and numerous committees at the colleges and was approved by Chancellor's Council. A Delineation of Functions Review Committee was formed to guide the evaluation activities [IV.B-141]. The Committee was composed of the Accreditation Liaison Officers for each college and the District. In spring 2010, the District Functions Map was reviewed by the Committee, which incorporated some very minor changes; these changes were discussed with constituencies at the colleges and eventually approved by the District Shared Governance Council. In spring 2013, the Function Map was reviewed again, including a review by College of San Mateo's College Council.

Governance and decision-making structures that help promote the integrity and effectiveness of educational programs and services are also evaluated and discussed in a variety of forums throughout the year. Several times each year, the Board of Trustees meets in study sessions to review existing programs and to explore new policies or objectives. During 2011 and 2012, the Board study sessions included such topics as the future of KCSM-TV, a discussion of concurrent enrollment and other partnerships with high school districts, the course equivalency matrix; graduation requirements, Degree Works; international education, security procedures and threat assessments, Foundation update, Facilities Master Plan, budget overview and financial projections, childcare centers at the colleges, procedure for collection of student fees, community/external relations and community needs assessment, and strategic planning [IV.B-142].

Additionally, the Board holds an annual retreat to focus on strategic matters, including goal setting and policy making, that often result in the review of role delineation, governance, and decision-making structures and processes of the District. During weekly Chancellor's Cabinet and Council meetings, the college presidents and the Chancellor and his staff engage in dialog addressing these matters. District and college administrative and institutional committees frequently engage in evaluation of and dialog about governance and decision-making structures and processes. Additionally, evaluation also occurs as part of an individual organization's evaluation, planning, and review processes.

**Assessment**

College of San Mateo meets Standard IV.B.3.g. The Board shapes policies regarding governance, role delineation, and process; the Chancellor, his staff, and the college presidents subsequently implement them. A variety of administrative and institutional committees throughout the District communicate information about these policies and issues related to their implementation. Similarly, college presidents communicate and engage in dialog through their college cabinets, councils, and administrative meetings. The College and District Academic Senates discuss academic and professional matters of concern to faculty. Academic Senate

subcommittees, labor groups, and the District Participatory Governance Council and College participatory governance committees also engage in dialog about these issues. The meeting minutes and agendas from many of these groups are readily accessible through the District's portal page for review by interested parties.

The Board annually holds a retreat to consider organizational matters. At the Board's retreat in February 2012, the Board and staff discussed a need to undertake a community needs assessment in order to better understand the educational needs of individuals and businesses within the county. San Mateo County is experiencing growth in both high tech and biotech businesses, and some of these new businesses are having difficulty recruiting qualified workers. The District is partnering with the Workforce Investment Board, the San Mateo County Economic Development Association (SAMCEDA), and local chambers of commerce to undertake research to identify skills gaps and training needs and then develop programs to address them.

As necessary, district-wide committees are formed for the purpose of engaging in dialog about a particular governance or decision-making structure or process. Additionally, decision-making processes or structures are discussed and evaluated as part of District and College initiatives, e.g., educational master plan development and review; the resource allocation model; the evaluation, planning, and review process; and the facilities program review process.

**Plan for Improvement**

None.

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**Evidence for Standard IV.B**

- IV.B.-1. SMCCCD Board Policy 1.10 Duties and Responsibilities of the Board.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_10.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_10.pdf)
- IV.B.-2. SMCCCD Board Policy 2.02 Chancellor of the District.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2\\_02.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2_02.pdf)
- IV.B.-3. SMCCCD Board Policy 1.01 District Mission.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_01.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_01.pdf)
- IV.B.-4. SMCCCD Board Policy 6.01 Philosophy and Purpose.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/6\\_01.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/6_01.pdf)
- IV.B.-5. SMCCCD Board Policy 6.13 Curriculum Development, Program Review, and Program Viability.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/6\\_13.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/6_13.pdf)
- IV.B.-6. SMCCCD Board of Trustees Reaffirmation of Core Values and Principles, 2012.  
<http://www.smccd.edu/accounts/smccd/boardoftrustees/Reaffirmation.shtml>
- IV.B.-7. SMCCCD Board Policy 8.00 Fiscal Management.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/8\\_00.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/8_00.pdf)
- IV.B.-8. Board Report No. 11-12-1C. District financial summary for the quarter ending September 20, 2011.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/Finance/Budget/Financial%20Summary%20for%20Quarter%20ending%209-30-11.pdf>
- IV.B.-9. Board Report No. 12-2-100B. Mid-Year Budget Report .  
<http://sharepoint.smccd.edu/SiteDirectory/portal/Finance/Budget/2011-12%20Mid-Year%20Budget%20Report.pdf>
- IV.B.-10. SMCCCD Administrative Procedure 2.02.1 Chancellor of the District: Selection Procedures.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/2\\_02.1.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/2_02.1.pdf)
- IV.B.-11. Evaluation Instrument, Chancellor (Work Performance Evaluation Management and Academic Supervisory Employees).  
<http://sharepoint.smccd.edu/SiteDirectory/portal/Human%20Resources/Performance%20Evaluations/Mgmt%20Acad%20Spvry%20Perf%20Eval%20Form%20Rev311.pdf>
- IV.B.-12. SMCCCD Board Policies and Procedures.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/Forms/AllItems.aspx>
- IV.B.-13. SMCCCD 2013-14 Board Goals.  
<http://www.smccd.edu/accounts/smccd/boardoftrustees/goals.shtml>
- IV.B.-14. SMCCCD Board of Trustees Meeting Agenda, March 28, 2012.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2012-03-28.pdf>
- IV.B.-15. SMCCCD Board of Trustees Meeting Agenda, April 25, 2012.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2012-04-25.pdf>



- IV.B.-16. SMCCCD Board of Trustees Meeting Agenda, May 16, 2012.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2012-05-16.pdf>
- IV.B.-17. SMCCCD Educational Services and Planning website.  
<http://www.smccd.edu/accounts/smccd/departments/educationservices/>
- IV.B.-18. SMCCCD Budget and Planning Calendar.  
<http://www.smccd.edu/accounts/smccd/departments/educationservices/dac/files/Brd%2012-1-1CA%20Budget%20and%20Planning%20Calendar.pdf>
- IV.B.-19. SMCCCD Board Policy 8.14 Bond Oversight Committee and Accountability Measures.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/8\\_14.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/8_14.pdf)
- IV.B.-20. Measure G Oversight Committee.  
<http://www.smccd.edu/accounts/smccd/committees/measureoversight/default.shtml>
- IV.B.-21. SMCCCD Board Policy 1.02 Organization of the Board.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_02.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_02.pdf)
- IV.B.-22. SMCCCD Board Policy 1.35 Board Member Conduct.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_35.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_35.pdf)
- IV.B.-23. SMCCCD Board Policy 2.45 Conflict of Interest.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2\\_45.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2_45.pdf)
- IV.B.-24. SMCCCD Board of Trustees Meeting Agenda, March 14, 2012 ("Notice About Public Participation at Board meetings").  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2012-03-14.pdf>
- IV.B.-25. SMCCCD Board Policy 1.45 Agendas for Meetings.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_45.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_45.pdf)
- IV.B.-26. SMCCCD Board Policy 1.60 Rules of Order for Board Meetings.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_60.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_60.pdf)
- IV.B.-27. SMCCCD Board Policy 1.65 Community Relationships.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_65.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_65.pdf)
- IV.B.-28. SMCCCD Board Policy 2.40 Public Records.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2\\_40.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2_40.pdf)
- IV.B.-29. SMCCCD Board Member Information website.  
<http://www.smccd.edu/accounts/smccd/boardoftrustees/members.shtml>
- IV.B.-30. Board Report No. 08-12-1B, Strategic Plan.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2008-12-10.pdf>
- IV.B.-31. SMCCCD Strategic Plan 2008-2013.  
[http://www.smccd.edu/edservplan/ssp/files/sp-SMCCCD\\_Strategic\\_full\\_web\\_09.pdf](http://www.smccd.edu/edservplan/ssp/files/sp-SMCCCD_Strategic_full_web_09.pdf)
- IV.B.-32. *Overview of Institutional Planning for Continuous Improvement of Student Success.*  
[http://collegeofsanmateo.edu/2013selfevaluation/docs/Overview\\_of\\_Integrated\\_Planning.pdf](http://collegeofsanmateo.edu/2013selfevaluation/docs/Overview_of_Integrated_Planning.pdf)

- IV.B.-33. Board Report No. 12-4-1C, Census Report.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2012-04-11.pdf>
- IV.B.-34. SMCCCD Board of Trustees Meeting Agenda, January 12, 2011.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2011-01-12.pdf>
- IV.B.-35. SMCCCD Board of Trustees Meeting Agenda, April 13, 2011.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2011-04-13.pdf>
- IV.B.-36. SMCCCD Board of Trustees Meeting Agenda, July 13, 2011.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2011-07-13.pdf>
- IV.B.-37. SMCCCD Resource Allocation Model, pp. 106-107 in SMCCCD 2012-13 Final Budget Report.  
<http://www.smccd.edu/edservplan/dac/files/2012-13%20Final%20Budget%20Report.pdf>
- IV.B.-38. SMCCCD Board of Trustees Meeting Agenda, April 25, 2012.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2012-04-25.pdf>
- IV.B.-39. Board Report No. 10-3-100B, Approval of parcel tax measure for ballot.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2010-03-10.pdf>
- IV.B.-40. SMCCCD Board of Trustees Meeting Agenda, June 6, 2012.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2012-06-06.pdf>
- IV.B.-41. Board Report No.12-6-2B, Curricular Additions and Deletions - Canada College, College of San Mateo and Skyline College.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2011-06-22.pdf>
- IV.B.-42. SMCCCD Board Policy 2.08 District Participatory Governance Process.  
[https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20II%20-%20Administration/2\\_08.pdf](https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20II%20-%20Administration/2_08.pdf)
- IV.B.-43. SMCCCD Board Policy 1.15 Officers of the Board.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_15.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_15.pdf)
- IV.B.-44. SMCCCD Board Policy 1.20 Duties of Officers.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_20.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_20.pdf)
- IV.B.-45. SMCCCD Board Policy 1.40 Meetings of the Board.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_40.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_40.pdf)
- IV.B.-46. SMCCCD Board Policy 1.55 Order of Business and Procedure.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1\\_55.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/1_55.pdf)
- IV.B.-47. SMCCCD Board Policy 2.06 Board Policy and Administrative Procedure.  
[https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20II%20-%20Administration/2\\_06.pdf](https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20II%20-%20Administration/2_06.pdf)

- IV.B.-48. Board of Trustees' Self-Evaluation.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/Human%20Resources/Performance%20Evaluations/Board%20Evaluation%20Instrument.pdf>
- IV.B.-49. SMCCCD Board Policy 2.05 Academic Senate.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2\\_05.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2_05.pdf)
- IV.B.-50. Board Report No. 11-9-4C. Update on 2013 Accreditation.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2011-09-21.pdf>
- IV.B.-51. Board Report No. 12-4-4C. Update on 2013 Accreditation.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2012-04-25.pdf>
- IV.B.-52. Board Report No. 12-9-1C Update on Accreditation.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2012-09-19.pdf>
- IV.B.-53. SMCCCD Board of Trustees Meeting Agenda, February 17, 2013.  
<https://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Meeting%20Agenda/2013-02-17.pdf>
- IV.B.-54. SMCCCD Board of Trustees Meeting Agenda, March 21, 2013.  
[https://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Minutes%20\(Appealed\)/2013-03-21.pdf](https://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Minutes%20(Appealed)/2013-03-21.pdf)
- IV.B.-55. Employee Campus Climate and Satisfaction Surveys, 2012.  
[http://collegeofsanmateo.edu/institutionalresearch/csm\\_community-employeeccss\\_2012.asp](http://collegeofsanmateo.edu/institutionalresearch/csm_community-employeeccss_2012.asp)
- IV.B.-56. SMCCCD Board Policy 2.21 Policy on Professional Ethics.  
[https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20II%20-%20Administration/2\\_21.pdf](https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%20II%20-%20Administration/2_21.pdf)
- IV.B.-57. District Accreditation Coordinating Council (DAC) website.  
<https://www.smccd.edu/edservplan/dac/default-1.shtml>
- IV.B.-58. 2013 Institutional Self Evaluation Timelines, District (in Report No. 11-9-4C).  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2011-09-21.pdf>
- IV.B.-59. SMCCCD Board Policy 8.02 Delegation of Authority.  
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- IV.B.-60. SMCCCD Administrative Procedure 2.03.1 College Presidents: Selection Procedures.  
[https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/2\\_03.1.pdf](https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/2_03.1.pdf)
- IV.B.-61. SMCCCD Board Policy 2.03 College Presidents.  
[http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2\\_03.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/2_03.pdf)
- IV.B.-62. Board Report No.12-2-1C Board Accomplishments - Review of Board Goals for 2011-12.  
<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2012-02-04.pdf>

- IV.B.-63. SMCCCD Board Policy 2.00 Administrative Organization.  
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- IV.B.-64. *Faculty & Administrators Campus Climate & Satisfaction Survey, 2012.*  
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- IV.B.-65. *Classified Staff Campus Climate & Satisfaction Survey, 2012.*  
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- IV.B.-66. College of San Mateo Organizational Chart.  
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- IV.B.-67. SMCCCD Administrative Procedure 2.09.1 Categories of Employment: Evaluation.  
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- IV.B.-68. Procedure for Management and Academic Supervisory Performance Evaluations.  
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- IV.B.-69. SMCCCD Work Performance Evaluation Form: Management and Academic Supervisory Evaluations.  
<https://sharepoint.smccd.edu/SiteDirectory/portal/Human%20Resources/Performance%20Evaluations/Mgmt%20Acad%20Spvry%20Perf%20Eval%20Form%20Rev311.pdf>
- IV.B.-70. Institutional Planning Committee website.  
<http://collegeofsanmateo.edu/institutionalcommittees/ipc.asp>
- IV.B.-71. CSM Budget Planning Committee.  
<http://collegeofsanmateo.edu/institutionalcommittees/bpc.asp>
- IV.B.-72. Diversity in Action Group website.  
<http://collegeofsanmateo.edu/institutionalcommittees/diag.asp>
- IV.B.-73. Distance Education and Educational Technology Committee Mission.  
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- IV.B.-74. College Council website.  
<http://collegeofsanmateo.edu/collegecouncil/>
- IV.B.-75. *Educational Master Plan, 2008.*  
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- IV.B.-78. College of San Mateo Mission and Diversity Statements.  
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- IV.B.-79. Office of Planning, Research, and Institutional Effectiveness (PRIE) website.  
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