

[insert college logo here]

**Institutional Self-Evaluation Report**  
**In Support of an Application for**  
**Reaffirmation of Accreditation**

Submitted by

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

to

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

August 2019

### **Certification**

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

From: Michael Claire  
College of San Mateo  
1700 West Hillsdale Boulevard, San Mateo, CA 94402

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Signatures:

Ron Galatolo, Chancellor	[Date]
Michael Claire, President	[Date]
[Chairperson, Governing Board]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]

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## **A. Introduction**

### **College History**

College of San Mateo (CSM) has served the diverse educational, economic, social, and cultural needs of its community for 97 years, making it one of the oldest community colleges in the state and the oldest in the three-college San Mateo Community College District (SMCCD). The College was founded in 1922, and moved to its current location of College Heights in 1963, where it has evolved into a multicultural institution providing a broad range of quality and innovative programs to serve the academic and vocational needs of its students.

### **College Heights: Today's Campus and Services**

At the time of its last accreditation visit, the College had just completed a major overhaul of the campus (the last new building, College Center, opened in 2011). Today's campus includes:

- College Center (B10), the hub of student life, housing the Bookstore, a Learning Center, dining facilities, student services and administrative and faculty offices;
- The library (B9), including a library classroom as well as the studios and offices for the KCSM radio station;
- Student Life (B17): currently closed for renovation, this building houses the Center for Student Life and Leadership Development as well as faculty offices;
- Mary Meta Lazarus Child Development Center (B33), a pre-school serving children of students and faculty;
- Public Safety and Medical Services Building (B1), including Counselling and Wellness Services, Health Services, Public Safety, Community Education, and SparkPoint (connecting students with financial advice, benefits enrollment, and access to the on-campus pantry);
- Health and Wellness Building with Aquatics Complex (B5) and Gymnasium (B8), serving Career and Technical Education programs with clinical or laboratory requirements (Cosmetology, Dental Assisting, Nursing) as well as degree and certification programs in Adaptive P.E., Kinesiology, Yoga and Pilates training and others;
- Outdoor sports facilities and team house (football stadium, baseball diamond, softball field, track, and tennis courts);
- Science Building and Planetarium (B36), including faculty offices, lecture halls, laboratories, classrooms, and a planetarium;
- The Theater Arts Building (B2, B3, B4), including a theater and choral room, as well as faculty offices, classrooms and studios for music and the fine arts;
- East Hall (B12), housing Middle College, Student Life and Associated Students of CSM (temporarily), as well as Administration of Justice and Fire Technology offices;
- Emerging Technologies Building (B19), housing Architecture, Electronics, Computer Information Science, Electronics and Engineering, as well as the Business/Technology Division offices;

- North (B18), Central (B16) and South (B14) Halls, including SMART classrooms, student learning centers (including centers for Math, writing, Communication Studies and ESL) and some student services (Veterans Services);
- Fire and Technology Building (B34), housing the Fire Academy, as well as the College’s IT services;
- Faculty offices (B15), including department and division offices.

### **College offerings**

Academic degree and certificate programs: The College offers a variety of instructional programs, including 71 AA, AS, AA-T and AS-T programs, including 32 CTE programs. There are also 80 certificate programs [A-1].

Student services: The College has 25 student services, offering support for all student needs – admissions, financial services, academic counseling, wellness counseling, student life, health, and so on. Services also target specific populations, such as the DREAM center for undocumented students, the MCC (Multicultural Center), Veterans Services, or the Disability Resource Council [A-2].

Academic services: The College has a Learning Center and library, as well as eleven discipline-specific labs and centers, housed in the Academic Support and Learning Technologies division (ASLT). These offer student and instructor tutoring, resources, curriculum material, workspaces, and other resources [A-3].

Learning Communities: The College has six learning communities, also members of the ASLT division, including statewide transfer support programs such as Puente, Mana and Umoja, as well as homegrown transfer support programs such as Project Change (targeting incarcerated youth), Writing in the End Zone (targeting African-American and Pacific Islander student-athletes), or the Honors Project [A-4]. The College also offers a Promise Scholars Program, providing integrated counseling, financial and academic support for participating students (currently

### **Educational Master Plan**

The key document describing the College’s student body and community, and our mission in serving them, is the Educational Master Plan (EMP) [A-5].

The EMP contains the College’s Mission and Values statement, which lays out the guiding principles of the institution: to address “the broad educational needs of the local and world community,” and to “foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus.” The Mission further highlights four areas of focus: Equity, Academics, Community and Governance.

The EMP also presents a comprehensive demographic analysis of our student body and service area; a discussion of some of our specific challenges; and a set of strategic priorities for the next five years:

1. Supporting our students' aspirations
2. Creating equitable opportunities for all of our students
3. Committing to progressive and innovative teaching and learning
4. Building on a tradition of service to the community
5. Enhancing a culture of participation and communication.

An analysis of the strengths and challenges of our service area, and also of our student body, makes clear that the College's role in serving our community is to help close income gaps through education. The College prioritizes supporting students through completion of degree and certificate goals, and has a strong commitment to equity, diversity, and innovative teaching.

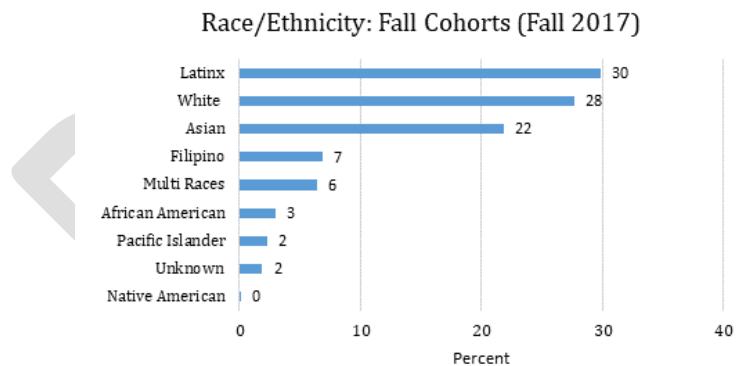
## Student Enrollment Data

### Total Enrollment

Fall 2017	9,758 students
Fall 2018	9,424 students [A-6]

### Ethnicity

As a Hispanic-serving institution (HSI), CSM has a large Latinx population. Overall, 52% of CSM students are from under-represented and more disadvantaged populations (fig. 1).



(figure 1)

## Age

While the College has a significant share of returning students, CSM students are largely young:

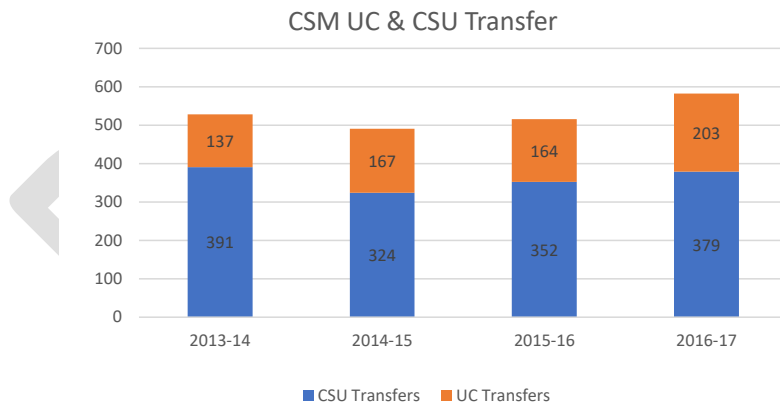
< 24 years:	65%
25-34 years:	19%
> 35 years:	16%

A significant majority of CSM students are therefore recent or fairly recent high school graduates. A quarter of students who graduated from a San Mateo County public high school between 2012/13 and 2016/17 enrolled at CSM. (Note: Of these, most were from under-represented groups: 26% Latinx, 23% multi-racial, 24% White Non-Latinx, 10% Filipino, and 12% Asian.)

## Goals

Most CSM students aim for degrees, continuing education or career education that will lead to better employment opportunities. 60% plan to transfer to a four-year, 11% aim for a certificate, and 10% are seeking job/career skills.

In 2016-17, CSM transferred 582 students to UC and CSU schools throughout California, an increase of 11% on the previous year (fig. 2):



(figure 2)

## Majors

CSM students take most degrees in business and business-related areas like Accounting and Business Administration. University transfer patterns are next most popular, followed by other academic areas and CTE programs (fig. 3):



Discipline	Associate Degree for Transfer	Associate Degrees	Certificates	College Total (Count)	Percent of All CSM Awards
Accounting/Business Administration	24%	17%	12%	874	15%
University Transfer: CSUGE	–	–	18%	610	11%
University Transfer: IGETC/UC	–	–	18%	605	11%
University Transfer: IGETC/CSU	–	–	11%	390	7%
Social Science	–	27%	–	357	6%
Computer & Information Science	–	4%	8%	313	6%
Communication Studies	13%	2%	5%	311	5%
Administration of Justice	12%	4%	2%	229	4%
Kinesiology	4%	–	6%	227	4%
Digital Media	1%	3%	3%	136	2%
Real Estate	–	0%	4%	136	2%
Fire Technology	–	5%	2%	135	2%
Psychology	14%	–	–	133	2%
Nursing	–	10%	–	132	2%
Electrical Technology	–	0%	4%	126	2%
Cosmetology	–	<1%	3%	124	2%
Biology	<1%	6%	–	105	2%
Mathematics	6%	3%	–	94	2%
Economics	8%	–	–	75	1%
Dental Assisting	–	2%	1%	73	1%
'–' indicates "not offered"					

(figure 3)

## Challenges

CSM students face a number of economic, academic and logistical challenges:

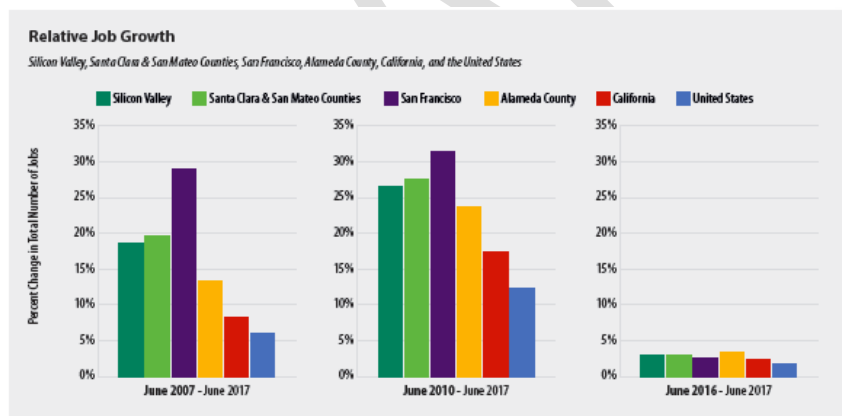
- Financial:** Over the previous twelve months, nearly two-thirds of students reported food or housing insecurity, with 6% being homeless, and almost half (42%) having difficulty paying rent (responses drawn from a Spring 2018 survey of students throughout the San Mateo County Community College District). In 2015-16, 40% of CSM students received grants or scholarship aid.
- Logistical:** CSM students live throughout the peninsula, including outside San Mateo county, with many coming from Santa Clara and San Francisco. Getting to campus poses difficulties for many students, given the expense in time and money of commuting (for a taste, according to CalTrans Performance Measurement System data source, commuters

in the region lost more than 66,000 vehicle hours to traffic congestion every day).

- *Academic support:* CSM students require academic support. In Fall 2017, only 34% of entering students were able to enroll in transfer-level math courses, with 23% enrolled in basic skills math. While AB705 will change the placement of underprepared students, the College will still need to address their academic needs to support their academic success.
- *International students:* International student enrollment has increased over six-fold over the last six years (2012-2018), with most of these students (70%) coming from East Asia. International students face particular challenges, including the need for support services and wellness; enrollment management; instructional support; and inclusion and equity.

## Labor Market Data

San Mateo County covers the Bay Area peninsula, between the city of San Francisco to the north and Silicon Valley to the south. A densely populated area, with the large majority of the population concentrated in the urban/suburban corridor along Route 101, San Mateo County is at the hub of the economic boom unleashed by the technology industry. It has an unemployment rate of 2%; and it has over a million jobs (1,135,900), an increase of 19% over the last ten years, and the jobs number continues to grow [A-7] (fig. 4).



(figure 4)

## Demographic Data

(Taken from the US Census [A-8].)

### Age

Under 18 years 26.5%

18-64 years	57.7%
65 years and over	15.8%

**Racial and Ethnic demographics**

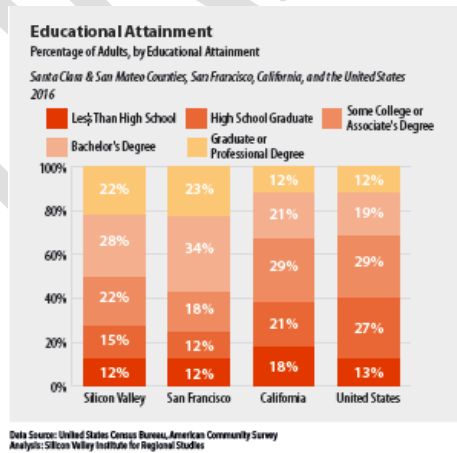
White (alone)	60.6%
African-American (alone)	2.8%
American Indian/ Alaska Native (alone)	.8%
Asian (alone)	29.6%
Native Hawaiian Pacific Islander (alone)	1.5%
Two or more races	4.6%
Hispanic or Latino	24.5%
White alone (Not Hispanic or Latino)	39.3%

**Growth**

- Population in California is set to increase by 41 percent from the year 2010 to 2060. In San Mateo County, the predicted growth rate of 29 percent is nearly three quarters of the state’s forecast growth [A-9].
- The number of 18-24 year olds in San Mateo County is projected to increase by 9 percent, growing from 55,956 in 2016 to 60,836 in 2020 [A-10].
- The number of high school graduates in San Mateo County has increased by 3%, from 5,839 to 6,043 [A-11].

**Educational Attainment**

San Mateo County is well-educated, with 50% holding a bachelor’s degree or higher (fig. 5):



(figure 5)

## Socio-Economic Data

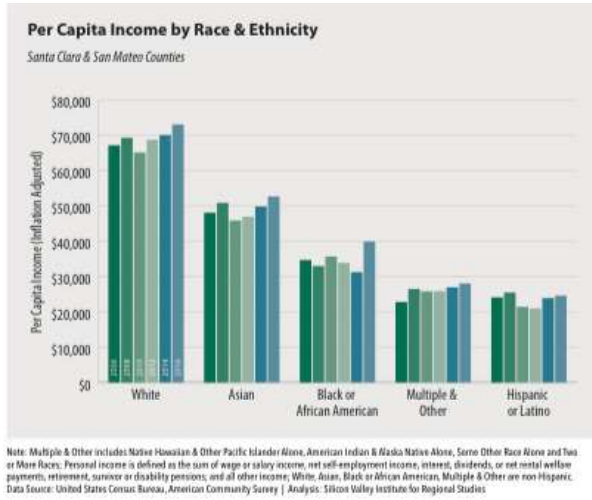
Given its place in the technology industry, San Mateo County is, unsurprisingly, extremely wealthy. The average household income in 2017 was \$131,000, twice that of the United States as a whole; and property values are notoriously high, with a median home value of \$1,364,200 [A-12]. Poverty rates are also low – 8.6% in 2016, almost half that of California as a whole.

However, San Mateo is also a county with high income inequality. The median household income of \$110,400 may be among the highest in the country, but in San Mateo County, it also qualifies a family of four for housing assistance [A-13]. One out of every ten children in Silicon Valley lives in poverty, and 30% of households do not earn enough money to meet their basic needs without some form of assistance [A-14]. And crucially, while the overall poverty rate is low, poverty rates vary greatly by race and ethnicity (fig. 6):

Poverty Status by Race/Ethnicity Santa Clara & San Mateo Counties   2016	
White	5.3%
Native Hawaiian and Pacific Islander	6.1%
Asian	7.9%
Hispanic or Latino	13.6%
Multiple and Other	14.1%
Black or African American	14.6%

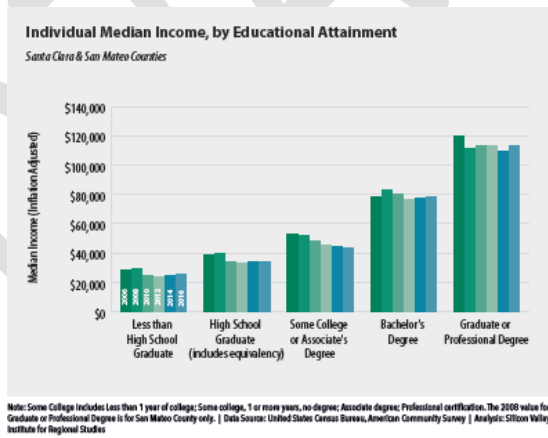
(figure 6)

Per capita income varies also by race and ethnicity (fig. 7):



(figure 7)

And per capita income is also strongly determined by education level, with those 27% of students with a high school diploma or less earning almost \$90,000 less than their degree-holding counterparts (fig. 8):



(figure 8)

## Sites

College of San Mateo operates only at one campus: 1700 West Hillsdale Boulevard, San Mateo, CA 94402

## Specialized or Programmatic Accreditation

Specialized accreditation programs are listed on the College Accreditation page [A-15].

### Firefighter I Academy

Accredited by:

<http://collegeofsanmateo.edu/fire/fireacademy.asp>

State Fire Training (SFT), Office of the State Fire Marshal  
1416 9<sup>th</sup> Street, Sacramento  
CA 94244-2460

<http://osfm.fire.ca.gov>

For FIRE 797 and 787:

Local Emergency Medical Services Authority (LEMSA)

San Mateo County Health

801 Gateway Boulevard, Ste. 200, South San Francisco, CA 94080

CE-ID Number 41-0012

<http://www2.emsa.ca.gov/ShowTraining/TrainingPrograms/GroupByTrainingProgramsTable.aspx>

### Dental Assisting

Accredited by:

<http://collegeofsanmateo.edu/dentalassisting/accreditation.asp>

Commission on Dental Accreditation (CODA)

American Dental Association

211 East Chicago Avenue

Chicago, IL 60611-2678

<https://www.ada.org/en/coda>

### Nursing

Accredited by:

<http://collegeofsanmateo.edu/nursing/>

California Board of Registered Nursing

P.O. Box 944210

Sacramento, CA 94244-2100

<https://www.rn.ca.gov/>

### Cosmetology

Accredited by:

<http://collegeofsanmateo.edu/cosmetology/>

California State Board of Barbering and Cosmetology (CBBC)

2420 Del Paso Road, Ste. 100

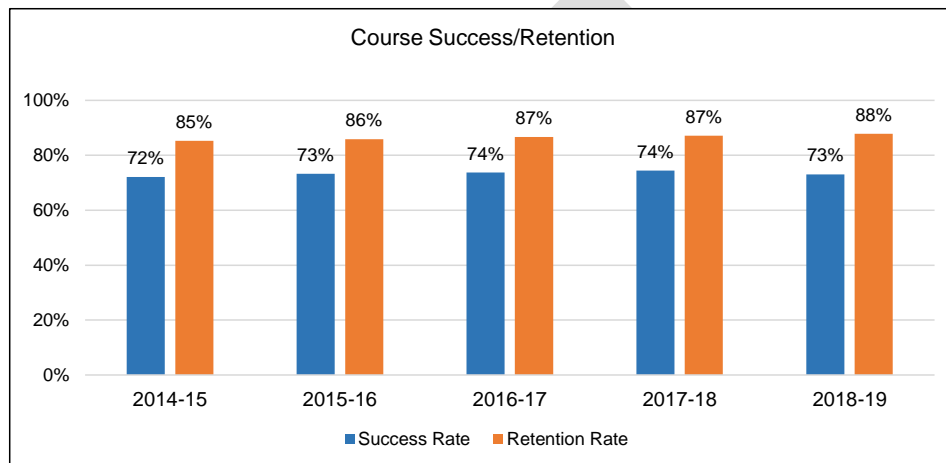
Sacramento, CA 95834

<https://www.barbercosmo.ca.gov/>

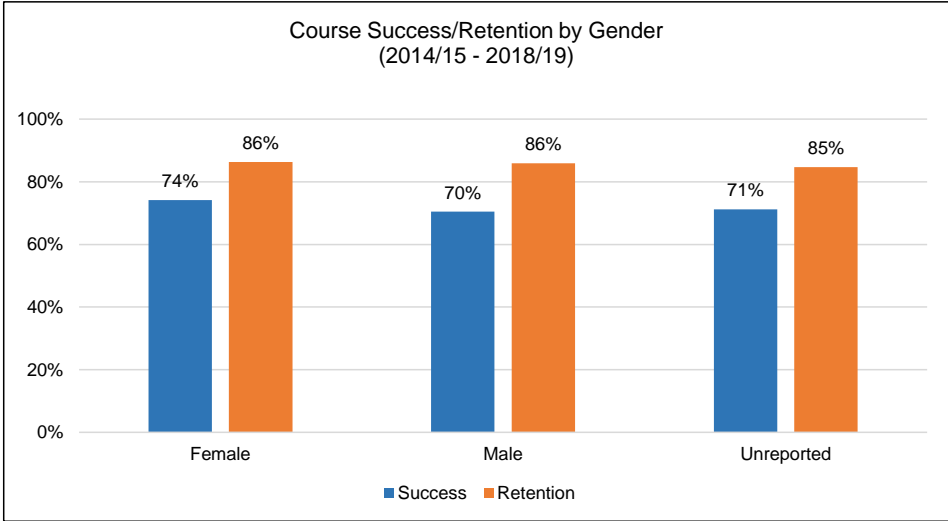
**Administration of Justice** <http://collegeofsanmateo.edu/aj/> (ADMJ 771, 775, 780, 781)  
Accredited by: Commission on Peace Officer Standards and Training  
860 Stillwater Road, Ste. 100  
West Sacramento, CA 95605  
<https://post.ca.gov/>

## B. STUDENT ACHIEVEMENT DATA

### Course success and retention



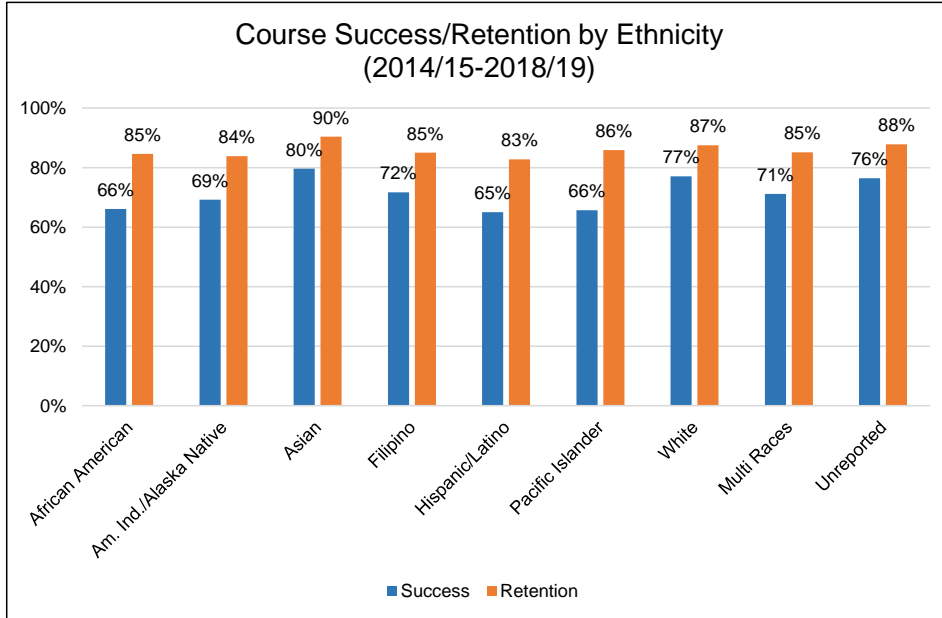
Course success and retention by gender



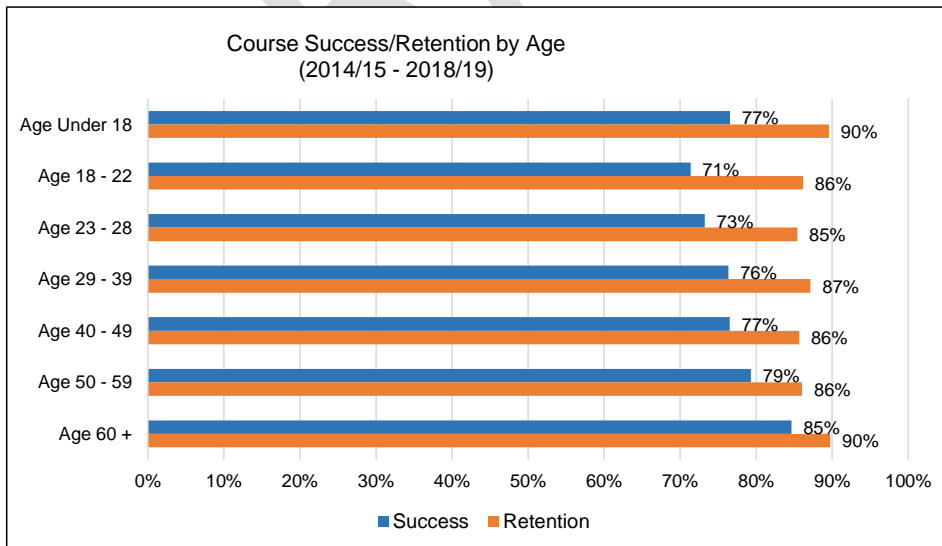
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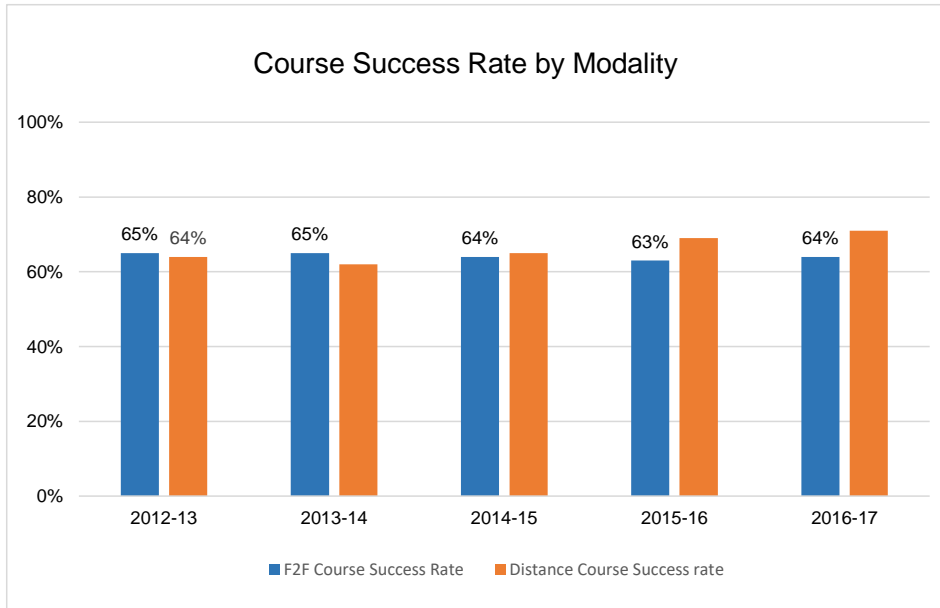
Course success and retention by ethnicity



Course success and retention by age



Course success rate by modality (face-to-face v. distance course)



Persistence from first to second term

	FA2013	FA2014	FA2015	FA2016	FA2017	Average
	Persist to SP2014	Persist to SP2015	Persist to SP2016	Persist to SP2017	Persist to SP2018	
Female	94%	91%	93%	92%	93%	93%
Male	92%	92%	93%	91%	91%	92%
Unknown	92%	85%	87%	94%	*	90%
African American	100%	90%	63%	96%	84%	87%
Am. Ind/Alaska Native	*		*	*	*	N/A
Asian	93%	93%	95%	94%	95%	94%
Filipino	96%	95%	96%	94%	96%	95%
Hispanic/Latino	90%	91%	92%	92%	83%	90%
Pacific Islander	86%	83%	93%	84%	88%	87%
White	94%	91%	93%	89%	91%	92%
Multi Races	91%	92%	91%	89%	96%	92%
Unknown	85%	70%	100%	69%	*	81%
International	93%	84%	94%	92%	95%	92%
Not International	92%	93%	92%	91%	91%	92%

\* Not reported to protect subgroups with fewer than 10 students.  
Full Time = 12+ Units

**Progression English / Math**

Initial English Enrollment in First Year (Fall Full Time First-Time students in SMCCD)

	FA2017				
	N	Enrolled in Basic Skills English	Enrolled in Degree Applicable English	Enrolled in Transfer Level English	Did Not Enroll in English
Female	413	0%	2%	81%	17%
Male	459	1%	2%	78%	20%
Unknown	*	*	*	*	*
<b>Total</b>	<b>872</b>	<b>1%</b>	<b>4%</b>	<b>159%</b>	<b>37%</b>
African American	25	0%	0%	96%	4%
Am. Ind/Alaska Native	*	*	*	*	*
Asian	249	2%	0%	57%	41%
Filipino	50	0%	0%	92%	8%
Hispanic/Latino	175	1%	3%	83%	14%
Pacific Islander	17	0%	0%	94%	6%
White	184	1%	3%	86%	10%
Multi Races	170	0%	2%	92%	6%
Unknown	*	*	*	*	*
<b>Total</b>	<b>870</b>	<b>4%</b>	<b>8%</b>	<b>600%</b>	<b>89%</b>
International	178	1%	0%	43%	56%
Not International	702	1%	2%	88%	9%
<b>Total</b>	<b>880</b>	<b>2%</b>	<b>2%</b>	<b>131%</b>	<b>65%</b>

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Full Time = 12+ Units

Initial Math Enrollment in First Year

	FA2017					
	N	Enrolled in Basic Skills Math	Enrolled in Degree Applicable Math	Enrolled in Transfer Level Math	Enrolled in STEM Math	Did Not Enroll in Math
Female						
Male	459	19%	20%	32%	18%	12%
Unknown	*	*	*	*	*	*
African American	25	48%	12%	16%	4%	20%
Am. Ind/Alaska Native	*	*	*	*	*	*
Asian	249	9%	14%	42%	24%	10%
Filipino	50	18%	14%	44%	10%	14%
Hispanic/Latino	175	42%	23%	19%	3%	13%
Pacific Islander	17	24%	18%	18%	6%	35%
White	184	10%	20%	38%	15%	17%
Multi Races	170	21%	16%	39%	14%	10%
Unknown	*	*	*	*	*	*
International	178	11%	17%	37%	24%	11%
Not International	702	23%	18%	34%	12%	14%

\* Not reported to protect subgroups with fewer than 10 students.  
Full Time = 12+ Units

Progression to transfer-level math

- Enrolled Basic Skills Math First Year (Fall Full Time First-Time Students in SMCCD)

	FA2013	FA2014	FA2015	FA2016	Average
Female	125	105	117	82	107
Male	131	128	105	105	117
Unknown	*	10	*	*	10
African American	70	44	56	33	51
Am. Ind/Alaska Native	10	12	*	14	12
Asian	*		*	*	N/A
Filipino	22	26	13	11	18
Hispanic/Latino	28	30	13	11	21
Pacific Islander	67	76	71	63	69
White	*	*	*	*	N/A
Multi Races	*	*	*	*	N/A
Unknown	49	47	51	43	48
International	14	16	18	10	15
Not International	243	227	210	180	215

\* Not reported to protect subgroups with fewer than 10 students.  
Full Time = 12+ Units

- Enrolled basic skills math first year (fall fulltime first-time students in SMCCD)

	FA2013	FA2014	FA2015	FA2016	Average
Female	125	105	117	82	107
Male	131	128	105	105	117
Unknown	*	10	*	*	10
<b>African American</b>					
African American	70	44	56	33	51
Am. Ind/Alaska Native	10	12	*	14	12
Asian	*		*	*	N/A
Filipino	22	26	13	11	18
Hispanic/Latino	28	30	13	11	21
Pacific Islander	67	76	71	63	69
White	*	*	*	*	N/A
Multi Races	*	*	*	*	N/A
Unknown	49	47	51	43	48
<b>International</b>					
International	14	16	18	10	15
Not International	243	227	210	180	215

\* Not reported to protect subgroups with fewer than 10 students.

Full Time = 12+ Units

- Completed transfer level Math within 2 years (Fall full time first-time students

Initial English Enrollment in First Year (Fall Full Time First-Time students in SMCCD)

	FA2013	FA2014	FA2015	FA2016	Average
Female	7%	12%	25%	22%	17%
Male	17%	13%	17%	20%	17%
Unknown	*	20%	*	*	20%
<b>African American</b>					
African American	0%	17%	*	29%	15%
Am. Ind/Alaska Native	8%		*	*	8%
Asian	27%	15%	31%	45%	30%
Filipino	18%	13%	31%	9%	18%
Hispanic/Latino	7%	9%	15%	19%	13%
Pacific Islander	*	*	*	*	N/A
White	16%	17%	22%	23%	20%
Multi Races	9%	14%	23%	21%	17%
Unknown	*	*	*	*	N/A
<b>International</b>					
International	29%	25%	22%	30%	27%
Not International	11%	12%	21%	20%	16%

\* Not reported to protect subgroups with fewer than 10 students.

Full Time = 12+ Units

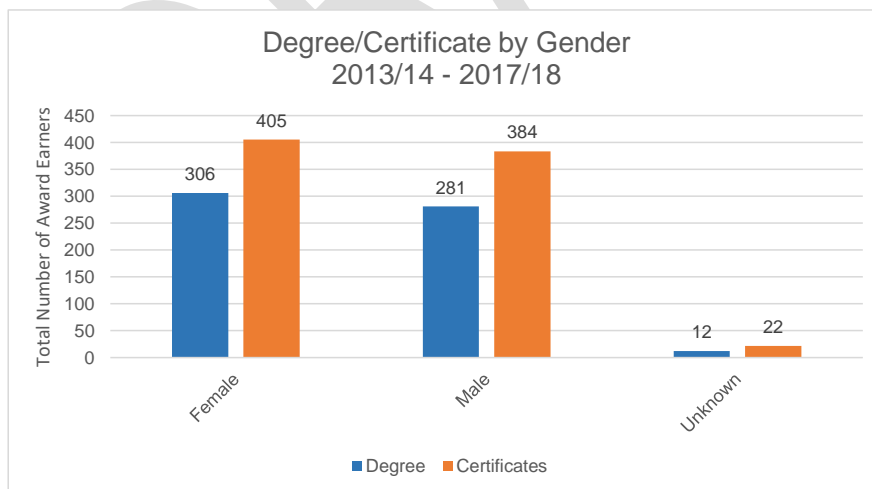
Initial Math Enrollment in First Year

FA2017						
	N	Enrolled in Basic Skills Math	Enrolled in Degree Applicable Math	Enrolled in Transfer Level Math	Enrolled in STEM Math	Did Not Enroll in Math
Female						
Male	459	19%	20%	32%	18%	12%
Unknown	*	*	*	*	*	*
African American	25	48%	12%	16%	4%	20%
Am. Ind/Alaska Native	*	*	*	*	*	*
Asian	249	9%	14%	42%	24%	10%
Filipino	50	18%	14%	44%	10%	14%
Hispanic/Latino	175	42%	23%	19%	3%	13%
Pacific Islander	17	24%	18%	18%	6%	35%
White	184	10%	20%	38%	15%	17%
Multi Races	170	21%	16%	39%	14%	10%
Unknown	*	*	*	*	*	*
International	178	11%	17%	37%	24%	11%
Not International	702	23%	18%	34%	12%	14%

\* Not reported to protect subgroups with fewer than 10 students.  
Full Time = 12+ Units

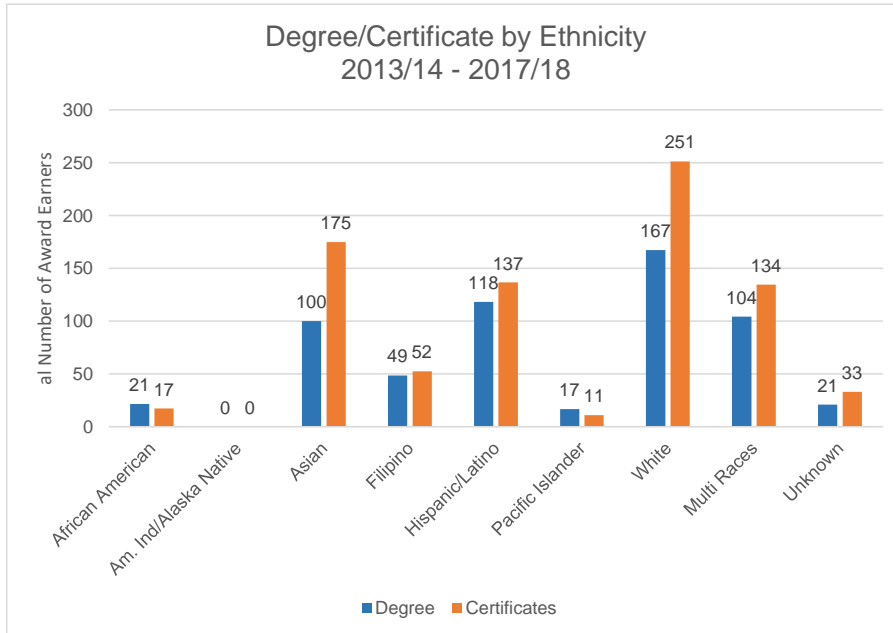
Degrees, Certificates and Transfer

Degrees and Certificate by gender



Degree completion (Fall full time first-time students in SMCCD)

Degrees and Certificates by Ethnicity



▪ Degree Completion Rate

	FA2013	FA2014	FA2015	Average
Female	17%	20%	22%	20%
Male	16%	16%	19%	17%
Unknown	25%	6%	17%	16%
African American	13%	19%	32%	21%
Am. Ind/Alaska Native	*		*	N/A
Asian	18%	18%	24%	20%
Filipino	18%	19%	21%	19%
Hispanic/Latino	13%	13%	14%	13%
Pacific Islander	19%	25%	7%	17%
White	20%	18%	22%	20%
Multi Races	15%	20%	16%	17%
Unknown	8%	10%	25%	14%
International	15%	16%	22%	18%
Not International	17%	18%	19%	18%

▪ Average Time to Completion (In Semesters)

	FA2013	FA2014	FA2015	Average
Female	5.9	5.8	6.0	5.9
Male	6.0	6.0	5.8	5.9
Unknown	6.7	6.3	5.3	6.1
African American	7.0	6.4	6.1	6.5
Am. Ind/Alaska Native	4.5		-	4.5
Asian	6.2	5.9	6.1	6.1
Filipino	6.2	6.2	5.9	6.1
Hispanic/Latino	6.3	6.8	6.3	6.5
Pacific Islander	5.5	6.0	6.5	6.0
White	5.8	5.4	5.3	5.5
Multi Races	5.7	5.6	5.7	5.7
Unknown	4.5	4.5	6.1	5.0
International	6.3	5.4	6.3	6.0
Not International	5.9	5.9	5.8	5.9

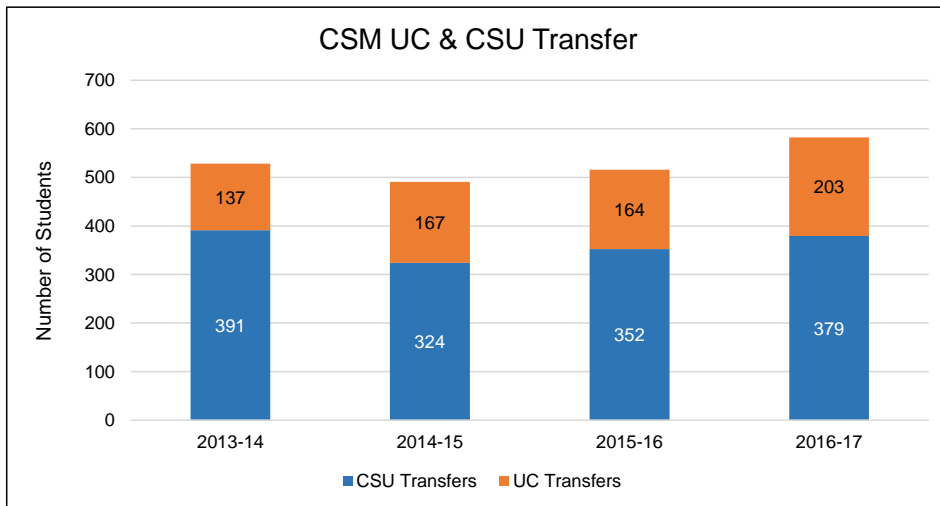
Full Time = 12+ Units

Completion and Awards (2014/15-2016/17)

Discipline	Associate - Transfer	Associate	Certificate	Total
Accounting/Business Administration	0	222	426	648
Computer & Information Science	0	51	263	313
Administration of Justice	114	52	63	229
Kinesiology	0	0	193	193
Digital Media	11	38	88	137
Real Estate	0	3	133	136
Fire Technology	0	70	65	135
Nursing	0	132	0	132
Electrical Power Systems	0	0	126	126
Cosmetology	0	8	116	124
Dental Assisting	0	23	50	73
Biology	0	49	16	65
Addiction Studies	0	5	45	50
Music	0	10	11	21
Electrical Technology	0	1	19	20
Drafting Technology	0	6	10	16
Architecture	0	14	0	14
Basic Police Academy	0	0	10	10
Building Inspection	0	3	5	8
Astroimaging & Observatory Operation	0	0	4	4
Art: Commercial	0	1	0	1
Engineering	0	1	0	1

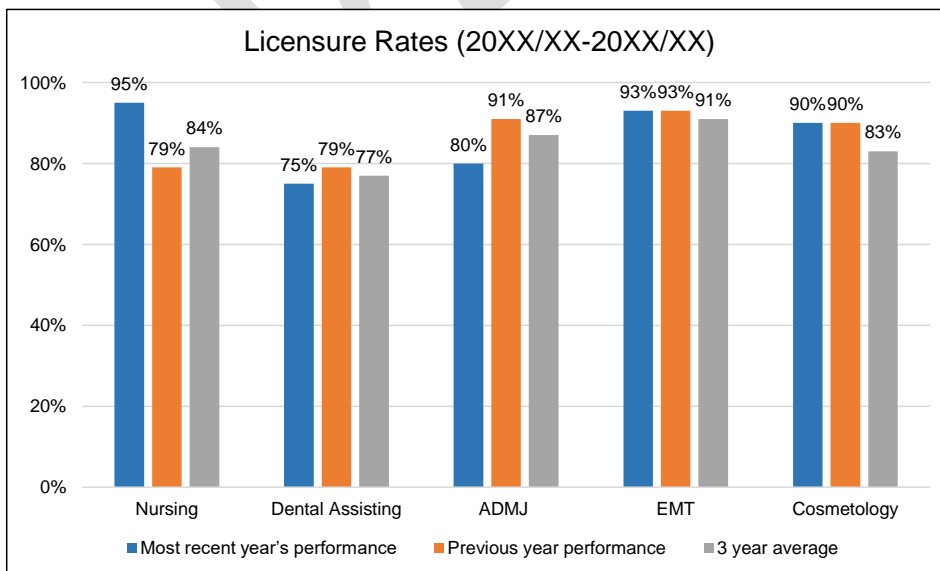


UC and CSU Transfer



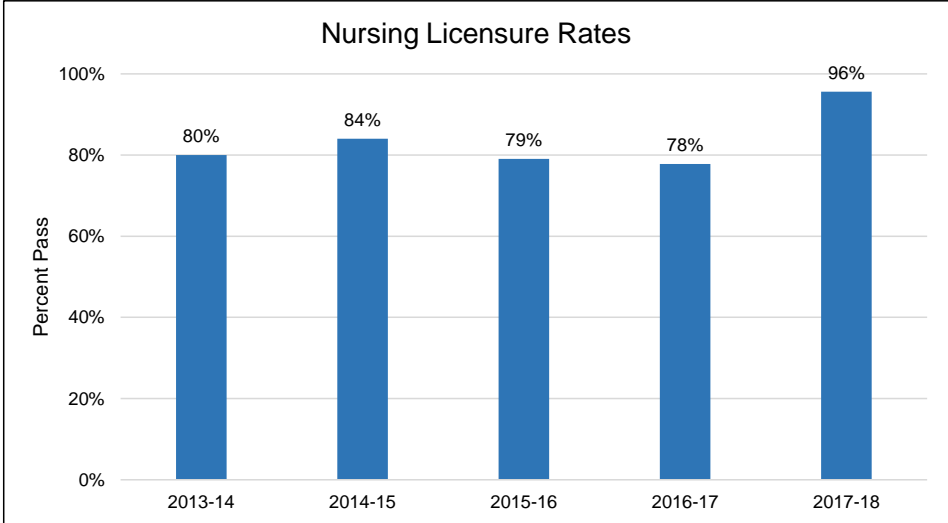
**CTE: Licensure and Employment**

Licensure rates (Nursing, Dental Assisting, Administration of Justice, EMT, Cosmetology)



(Note: The data for 2018 is only available through June 2018 from State Board; however, even if we use the years 2015 – 2017 the numbers are the slightly better as the 2015 overall pass rate was 95%.)

Nursing Licensure rates



## CTE Degrees and Certificates

- A.A Degree

DEPT	Employment Rate
Accounting	71.6
Addiction Studies	100.0
Administration of Justice	75.0
Architecture	N/A
Building Inspection Technology	100.0
Business	77.4
CIS	72.8
Computer Aided Drafting	66.7
Cosmetology	87.5
Dental Assisting	75.0
Digital Media	75.0
Engineering Technology	N/A
Fire Technology	93.1
Industrial Electronics Technology	60.0
Life Sciences	93.1
Management	76.6
Nursing	85.2
Real Estate	62.3

Sources: CTE Perkins Core Indicators by TOP Code Summary Report for 2018-19 Fiscal Year Planning; Program Inventory, COCI 2.0, accessed August 2018

- CTE Certificate of Achievement

DEPT	Employment Rate
Accounting	71.6
Addiction Studies	100.0
Administration of Justice	83.3
Architecture	N/A
Building Inspection Technology	66.7
Business	88.9
CIS	88.0
Computer Aided Drafting	60.0
Cosmetology	86.9
Dental Assisting	93.1
Digital Media	75.0
Engineering Technology	N/A
Fire Technology	85.2
Industrial Electronics Technology	88.8
Kinesiology	100.0
Life Sciences	N/A
Management	93.8
Nursing	N/A
Real Estate	N/A

Sources: CTE Perkins Core Indicators by TOP Code Summary Report for 2018-19 Fiscal Year Planning; Program Inventory, COCI 2.0, accessed August 2018

- CTE Employment

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
ARCHITECTURE AND RELATED TECHNOLOGIES	0.00	100.00	100.00	100.00	50.00	50.00
BIOLOGICAL SCIENCES	0.00	100.00	100.00	33.33	66.67	66.67
BUSINESS AND MANAGEMENT	80.48	98.55	95.40	73.20	42.23	41.58
MEDIA AND COMMUNICATIONS	85.42	97.92	92.63	55.17	59.38	63.64
INFORMATION TECHNOLOGY	87.40	100.00	96.83	71.79	18.11	15.12
EDUCATION	50.00	100.00	100.00	85.71		

	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	87.25	100.00	92.00	86.05	5.88	4.17
	FINE AND APPLIED ARTS	100.00	100.00	100.00		100.00	100.00
	HEALTH	83.54	100.00	98.71	90.20	15.11	14.85
	PUBLIC AND PROTECTIVE SERVICES	86.14	98.16	96.97	87.06	26.77	30.81
	COMMERCIAL SERVICES	87.69	96.67	96.12	62.07	2.31	6.25

Performance Rate Less Than Goal is Shaded

Total Count is 10 or greater

Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 83.04% Performance Goal - (2014- 2015)  
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 86.59% Performance Goal - (2014- 2015)  
 Core 3 - Persistence in Higher Education: 88.35% Performance Goal - (2014- 2015)  
 Core 4 - Employment: 68.00% Performance Goal - (2014- 2015)  
 Core 5 - Training Leading to Non-traditional Employment: Greater than 19.77% Participation & 23.40% Completion  
 - (2014- 2015)

**Institution-Set Standards**

Course Completion Rates

	15/16	16/17	17/18	19/20
Floor	71%	74%	76%	76%
Actual	72%	73%	74%	
Aspirational				77%

Certificates

	15/16	16/17	17/18	19/20
<i>Floor</i>	1,100	1,200	1,300	570
<i>Actual</i>	1,112	1,151	569	
			(Definition change)	
<i>Aspirational</i>				600

A.A./A.S.

	15/16	16/17	17/18	19/20
<i>Floor</i>	650	750	850	910
<i>Actual</i>	735	835	910	
<i>Aspirational</i>				950

Transfer

	15/16	16/17	17/18	19/20
<i>Floor</i>	550	615	675	677
<i>Actual</i>	555	639	677	
<i>Aspirational</i>				710

**C. Organization of the Self-Evaluation Process**

**Narrative**

The Institutional Self-Evaluation Report process began in February 2017, when the Accreditation Oversight Committee oversaw the establishment of a process, timeline and writing teams working with a lead writer.

The writing team for each standard was headed by a member of Cabinet and including members from across College constituencies (faculty, students, staff and administrators). Kick-off meetings for each standard took place the same semester.

After two rounds of submission, drafts were submitted to the lead writer for consolidation and review in the fall 2018 semester. In the spring 2019 semester, the complete draft of the Standards

was shared first with the writing teams, then with the College community, before receiving approval by the Institutional Planning Committee (3/27/2019) and the Board of Trustees.

Drafts of the complete Institutional Self-Evaluation Report, including the Quality Focus Essay, were shared with the College community for final approval in May, 2019.

The complete report was approved by the Board of Trustees on July 24, 2019.

### Accreditation Oversight Committee

Overview: <http://collegeofsanmateo.edu/accredinfo/>

Minutes: <http://collegeofsanmateo.edu/accredinfo/agendas-summaries.asp>

Members:

Lizette Bricker	Dean, Enrollment Services
John Burrigh	Student Representative
Tarana Chapple	Dean, Academic Support and Learning Technologies
Michael Claire	College President
Michael Holzclaw	Vice President, Instruction
Hilary Goodkind	Dean, Planning, Resources, Innovation and Effectiveness
Laura Demsetz	Dean, Creative Arts and Social Science
Fauzi Hamadeh	Classified Staff
Teeka James	Faculty
Kim Lopez	Vice President, Student Services
Madeleine Murphy	Faculty
Anniqa Rana	Faculty
Jan Roecks	Vice President, Administrative Services
Mary Vogt	Classified Staff
Jeremy Wallace	President, Academic Senate

### Writing Teams

#### Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity

Sandra Stefani Comerford (lead)  
Laura Demsetz (lead)  
Fauzi Hamadeh  
David Laderman  
Jeremy Wallace

#### Standard II: Student Learning Programs and Support Services

Kim Lopez (lead)

IIA

IIB

IIC

Kristi Ridgeway  
Madeleine Murphy  
Sandra Comerford  
Ada Delaplaine  
John Stewart  
Kathy Diamond

Anniqua Rana  
Elnora Tayag  
Ron Andrade  
Teresa Morris  
Stephanie Roach  
John Stewart

Kim Lopez  
Krystal Romero  
Lizette Bricker  
Carol Ulrich  
Carol Newkirk-Sakaguchi  
Madeleine Murphy  
John Stewart

Standard III: Resources

Jan Roecks (lead)  
Eugene Whitlock (District)  
Kathy Blackwood (District)  
Bruce Griffin (District)  
Jose Nunez (District)  
Michelle Rudovsky  
Andreas Wolf  
Bret Pollack  
Ludmila Prisecar

Standard IV: Leadership & Governance

Michael Claire (lead)  
Jeremy Wallace  
Fauzi Hamadeh  
Teeka James  
Mitchell Bailey (District)  
Charlene Frontiera

**Institutional Self-Evaluation Report: Timeline**

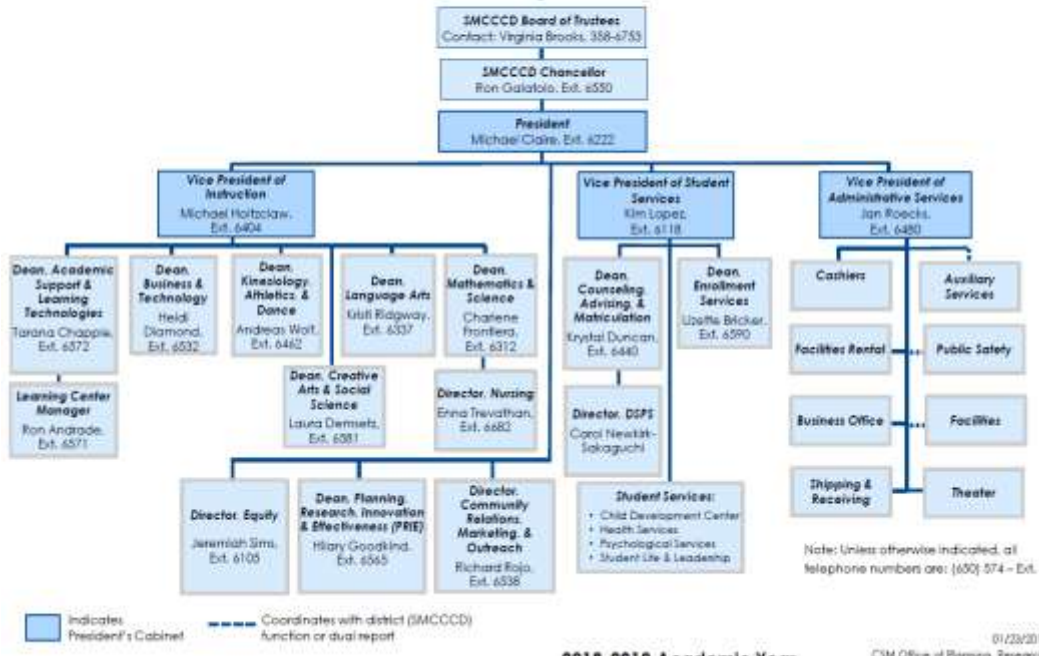
2/21/2017: 2019 Institutional Self-Evaluation process kick-off  
12/1/2018: Drafts submitted to lead writer  
2/2/2019: Full ISER draft review by select groups  
2/20-3/15/2019: All College ISER review and feedback  
3/27/2019: Institutional Planning Committee approval of preliminary draft  
4/24/2019: Approval of ISER draft by Board of Trustees  
4/25-5/31/2019: Final ISER draft to IPC and campus community for review  
7/15/2019: ISER to Board of Trustees for final approval  
7/24/2019: Board of Trustees final approval of ISER  
8/1/2019: Official submission of ISER to ACCJC

**D. Organizational Information**

**Organizational Chart 2018-2019**



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



2018-2019 Academic Year

6/23/2019  
CSM Office of Planning, Research,  
Innovation & Effectiveness

**Instructional Departments and Programs 2018-2019**

**COLLEGE OF SAN MATEO  
2018-2019 INSTRUCTIONAL DEPARTMENTS & PROGRAMS**

**Mike Holtzclaw, Vice President of Instruction**  
Ada Delaplaine, Curriculum & Instructional Systems Specialist  
Robin Lee, Executive Assistant  
Alma Gomez, Instructional Support Assistant

ACADEMIC SUPPORT and LEARNING TECHNOLOGIES	BUSINESS and TECHNOLOGY	CREATIVE ARTS and SOCIAL SCIENCE	KINESIOLOGY, ATHLETICS, and DANCE	LANGUAGE ARTS	MATHEMATICS and SCIENCE	STUDENT SERVICES INSTRUCTION
Org. #4421	Org. #4411	Org. #4418	Org. #4416	Org. #4413	Org. #4414	Org. #4340
<p><b>18-411A</b> Est. 6496 <b>Tarisa Osipple</b> (Interim Therapist)</p> <p>Basic Skills Initiative Distance Education Equity Interdisciplinary Studies Learning Center Learning Community Programs + Honors Program + Honors to College + Project Change + Partner + Omega + Writing in the 21st Century Learning Support Centers Library Middle College Professional Development + Center for Academic Excellence + New Faculty Institute Student Learning Outcomes</p>	<p><b>18-113</b> Est. 6328 <b>Hedi Dhanoo</b> (Alma Usmani)</p> <p>Accounting Administration of Justice + POST California Commission on Peace Officers Standards and Training Building Inspection Technology Business Business Microcomputer Applications Computer &amp; Information Science Cosmetology Dyeing Technology Electrical Apprenticeship Electronics Technology Fire Technology + Languages Medical Technician + Higher Learning Management Real Estate Technical Preparation - CTE Transition</p>	<p><b>18-413</b> Est. 6484 <b>Laura Demeter</b> (Vij Roman)</p> <p>Addiction Studies Anthropology Art Digital Media + Bookmaking &amp; Inkwork Media + Graphic Design + Web Design/Networks Economics Ethnic Studies Geography Global Studies History Music Philosophy Political Science Psychology Social Science Sociology</p>	<p><b>6-303</b> Est. 6463 <b>Andrea Wolf</b> (Acquiline Pignotti)</p> <p>Athletics + Volley Sports + Physical Education Theory Dance Knowledge + Aquatics + Fitness + Individual Sports + Kinesiology + Team Sports</p>	<p><b>15-168</b> Est. 6314 <b>Kristi Mignay</b> (Valerie Young)</p> <p>Communication Studies English &amp; Literature English As A Second Language Film Modern Languages + American Sign Language + Chinese + Spanish Reading</p>	<p><b>38-311</b> Est. 6268 <b>Charlene Frontiers</b> (Lara Armstrong)</p> <p>Architectural Astronomy Biology Chemistry Dental Assisting Engineering Geology Health Science Mathematics Nursing Observing Philosophy Physics</p>	<p><b>18-320</b> Est. 6413 <b>Kyrstal Romero</b> (Johla Tring)</p> <p>Career and Life Planning Counseling Developmental Skills Partner* Year One Promise  For all other Student Services programs, refer to the Student Services organizational chart.</p>

\*Shared program

Instructional Programs List 12/18/18  
1/2/19

Student Services Organizational Chart 2017-2018

COLLEGE OF SAN MATEO  
2018-2019 STUDENT SERVICES DEPARTMENTS AND PROGRAMS

Kim Lopez Vice President			
Various Student Services Programs	Lizette Bricker Dean, x6640		Krystal Duncan Dean, x6440
	Enrollment Services		Counseling Services
<b>Child Development Center</b> Maggie Barrientos, x6280  <b>International Education Program</b> Chris Woo, x6542 (Interim)  <b>Student Life &amp; Leadership Development</b> Aaron Schaefer, x6142  <ul style="list-style-type: none"> <li>Associated Students of CSM Mondana Bathai x6141</li> </ul>	<b>Admissions &amp; Records</b> Niruba Srinivasan, x6573	<b>Financial Aid</b> Claudia Menjivar, x7233  <ul style="list-style-type: none"> <li>Scholarship Karen Chadwick x6514</li> </ul>	<b>Assessment Services</b> Carol Ullrich, x6129  <b>Career Services</b> Christine Su, x6262 (Interim)  <b>General Counseling</b> Hella Ying, x6413
	<b>Support Programs</b>		<b>Student Support Programs</b>
	<b>DREAM Center</b> Jackie Santizo, x6463  <b>Dual Enrollment</b> Tiffany Zammitt, x6217  <b>Veterans Resource Center</b> Luis Padilla, x6625  <b>Year One Promise</b> Allie Fasth, x6384	<b>The Wellness Center</b> Emily Barrick, x6397  <ul style="list-style-type: none"> <li>Health Services Gloria D'Ambra x6396</li> <li>Personal Counseling &amp; Wellness Services Makiko Ueda x6125</li> <li>SparkPoint Nicole Salviejo xTBD</li> </ul>	<b>Assessment Services</b> Alicia Frangos, x7329  <b>Transfer Services</b> Mike Mitchell, x6662  <b>Puente Program</b> Jennifer De La Cruz x6226
			<b>CallWORKs</b> Patricia Reed-Fort, x6168 (Interim)  <b>Disability Resource Center</b> Carol Newkirk-Sakaguchi, x6642  <b>EOPS/CARE</b> Patricia Reed-Fort, x6168 (Interim)  <b>Multicultural Center</b> Jackie Santizo, x6463

Organizational charts are published on the College's Planning, Research, Innovation and Effectiveness (PRIE) website [D-1].

### **Function Map**

The SMCCCD Function Map is intended to illustrate how the three colleges and the District manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC [D-2].

## **E. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.*

College of San Mateo (CSM) is a public, two-year comprehensive community college within the California Community College System and is authorized to operate as a post-secondary educational institution by the Community College Board of Governors and the California State Chancellor's Office [E1-1]. College of San Mateo has been and continues to be an accredited institution and has successfully undergone multiple accreditation reviews. It is part of a three-college district, the San Mateo County Community College District. Degrees, certificates, and other awards issued by CSM are approved by the College's Board of Trustees and the California State Chancellor's Office, as outlined in the California Education Code and the Administrative Code of Regulations [E1-2, 3].

College of San Mateo complies with Eligibility Requirement 1. CSM is authorized to operate as a post-secondary educational institution and to award degrees by the California Community College Chancellor's Office.

### **Eligibility Requirement 2: Operational Status**

*The institution is operational, with students actively pursuing its degree programs.*

Since College of San Mateo was first established in 1922, it has been in continuous operation serving students seeking the first two years of general education for transfer, associate degrees in occupational and career technical fields, workforce training for career/job skills to meet regional and state businesses and employer needs, CTE certificates, basic skills and pre-collegiate course work to improve college readiness, and educational development [E2-1, 2].

Standard II.A provides more information about instructional programs at CSM.

The College has an average annual unduplicated student headcount of XX and full-time equivalent students (FTES) of approximately XX. In 2018, XX degrees were awarded and XX certificates.

College operations are designed to meet the college mission to maximize student success as outlined in the Educational Master Plan [E2-3].

The College complies with Eligibility Requirement 2, Operational Status, with students actively pursuing its degree programs. CSM is an accredited post-secondary institution serving the multiple functions of a two-year higher education institution.

### **Eligibility Requirement 3: Degrees**

*A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.*

College of San Mateo offers 72 programs that lead to associate degrees, which comprise a two-year course of study, in addition to offering 80 certificates of achievement or specialization. In 2018, the College awarded XX associate degrees and XX certificates. The college catalog, the principle document establishing degree and other award requirements for students, details the graduation and certificate unit requirements, competencies, course pathways, and descriptions. A substantial portion of the institution's educational offerings are programs that lead to degrees. The College's Curriculum Committee reviews and monitors all curriculum, initiated by a faculty-lead process. The District Board of Trustees approves all programs of study, which are then submitted to the California State Chancellor's Office for inventory. A detailed discussion of instructional programs is included in Standard II.A [E3-1].

The College complies with Eligibility Requirement 3, Degrees. As its principle award, CSM issues two-year associate degrees and also awards certificates based on successful accumulation of course units. The College examines existing curriculum for relevance and currency and creates, modifies, and approves curriculum through a rigorous academic process [E3-2].

### **Eligibility Requirement 4: Chief Executive Officer**

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

The College has a chief executive officer (CEO) appointed by the San Mateo County Community College District with full-time responsibility to the institution and the requisite authority to administer board policies. The College's CEO does not serve as the chair of the governing board of the San Mateo County Community College District. The current CEO was appointed in 2006 and has full-time responsibility to the College and provides leadership for

planning, establishing and directing priorities, managing resources, and implementing regulations and policies [E4-1, 2, 3]. There are established board policies for the hiring and evaluation of the CEO [E4-4]. Delegation of authority to administer board policies is likewise governed by established board policies. The College has informed the Commission when there has been a change in CEO. A detailed discussion of the chief executive officer can be found in Standard IV.B.

The College complies with Eligibility Requirement 4, Chief Executive Officer. A full-time CEO leads the college whose full-time responsibility encompasses the academic excellence and overall welfare of the institution.

**Eligibility Requirement 5: Financial Accountability**

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

An independent certified accounting firm conducts year-end audits of the San Mateo County Community College District, which includes College of San Mateo. These audits, conducted in accordance with generally accepted audit standards, include a review of the previous year’s recommendations, financial documents, expenditures, and internal control processes, including a review of internal financial systems and compliance with state and federal rules and regulations. The most recent audit was completed for the year ending June 30, 2018 by Crowe LLP [E5-1, 2].

Each year, the District budget and audit reports, which includes CSM, are presented and reviewed by the Board of Trustees and appropriate actions are taken. Since the College is part of the California Community College System, all audits are submitted to the system’s financial office for further oversight and examination. All audit reports dating back to 2007-2008 are available on the District’s audit webpage. Further details of audit reports as well as budget and quarterly financial reports are described in Standard III.D.

College of San Mateo is authorized to award financial aid under federal Title IV. The College is compliant with the required components of the Title IV federal regulations in order to meet higher education responsibilities. Any and all findings from audits and program or other review activities by the USDE are duly conducted and maintained by the College. All financial responsibility requirements, program record-keeping, etc., are appropriately stored and maintained. CSM’s Vice President of Administrative Services reviews fiscal and administrative capacity and addresses current and future financial obligations. Student loan default rates at CSM are well within the acceptable range as defined by the USDE for the institution [E5-3].

The College complies with Eligibility Requirement 5, Financial Accountability, and the Commission’s Policy on Institutional Compliance with Title IV. The District, including CSM, undergoes annual external financial audits by an independent certified public accounting firm. A proper system of internal controls is in place to monitor financial and budgetary compliance and other accountability requirements.

## **F. Certification of Continued Institutional Compliance with Commission Policies**

College of San Mateo certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Visit and Third Party Comment**

Regulation citation: *602.23(b)*.

Associated Commission policy: *Policy on Rights and Responsibilities of the Commission and Member Institutions*

College of San Mateo (CSM) has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit. Face-to-face meetings included flex day sessions, division meetings, numerous college committee meetings including the Institutional Planning Committee, Academic Senate, Associated Students of College of San Mateo [F-1, 2, 3, 4, 5]. CSM has also welcomed third party comments on our publicly accessible website [F-6]. The SMCCCD Board of Trustees reviewed and approved the document during their public meetings on April 24 and July 24 2019. Agendas were published prior to the meetings as required by law [F-7, 8]. Notification of the comprehensive evaluation team visit was publicized. [F-9]. More detailed narrative and additional evidence can be found in I.C.12. The College complies with the *Commission Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

### **Standards and Performance with Respect to Student Achievement**

Regulation citations: *602.16(a)(1)(i)*; *602.17(f)*; *602.19(a-e)*.

Associated Commission policy: *Policy on Monitoring Institutional Performance*

The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element, including expectations for course completion and other performance indicators appropriate to the College's mission. Student performance and achievement are discussed in Standard I.B and II.A. Published performance metrics and assessment of learning integrate evaluations of student achievement within Program Reviews and link the results with institutional planning [F-10]. Institutional Set Standards—the College Index— establish standards for student achievement [F-11]. The District Scorecard measures the standards of student performance identified in the Institution-Set Standards, thus guiding self-evaluation and institutional improvement by determining needed changes, allocating resources, and making improvements to achieve the



College's mission [F-12]. The standards include licensure exam pass rates for program completers in fields in which licensure is required. (See Section B. Presentation of Student Achievement Data and Institution-set Standards for student achievement in pass rates for licensure exams.) Guided Pathways will also provide an avenue for integrating student performance and achievement with collaboratively determined Institutional Set Standards. More detailed information and analysis can be found in the responses to Standards I.B.1, I.B.3, I.B.4, I.B.9 and IV.A.5. In addition, student achievement data presented earlier in the ISER include comparison of actual data to Institution-Set Standards. The College complies with the Commission *Policy on Monitoring Institutional Performance*.

### **Credits, Program Length, and Tuition**

Regulation citations: 602.2 (definition of a credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Associated Commission policy: *Policy on Institutional Degrees and Credits*

Credit hour assignments and degree/certificate program lengths are within the range of good practice in higher education, both in policy and procedure. The assignment of credit hours is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and courses that involve clinical practice. Credit hours and degree program lengths are verified by the institution and comply with standards for institutions of higher education, the Commission's policies, and CCCCO regulation, as detailed in Standard II.A.5. Clock hour conversions to credit hours adhere in policy, procedure and practice with the Department of Education's conversion formula, as detailed in Standard II.A.9. The college website, catalog and curriculum documents comply with units, hours, rigor and adherence to higher education practice, as detailed in Standard II.A.5. Tuition is consistent across degree programs as detailed in Standard I.C.6. The College complies with the Commission *Policy on Institutional Degrees and Credits*.

### **Transfer Policies**

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Associated Commission policy: *Policy on Transfer of Credit*

College of San Mateo clearly communicates transfer policies to students and the public through the College's website, catalog and other program documents. Transfer policies contain information about the criteria the College uses to accept credits for transfer. Transfer-of-credit policies include the acceptance of transfer units, AP, IB, CLEP and external exam results, as detailed in Standard II.A.10. The College complies with the Commission *Policy on Transfer of Credit*.

### **Distance Education and Correspondence Education**

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Associated Commission policy: *Policy on Distance Education and on Correspondence Education*

College of San Mateo has policies, processes and procedures for defining, creating and classifying distance education courses that align with the United States Department of Education



(USDE) definitions, as detailed in Standard II.A.2. The Curriculum Committee oversees an accurate and consistent application of the policies and procedures that require distance education courses have regular and substantive interaction with the instructor, are initiated by the instructor, and include online activities as part of a student's grade, as detailed in Standard II.A.7. The Curriculum Handbook describes the criteria for approval of distance education courses [F-13].

The College has appropriate means for ensuring that student information is protected and for verifying the identity of a student and consistently applies those means to protect student information, including adherence to FERPA rules and regulations, as detailed in Standard I.C.8. The College's technology infrastructure is sufficient to maintain and sustain the distance education offerings, as detailed in Standard III.C.1. The College complies with the Commission *Policy on Distance Education and Correspondence Education*.

#### **Student Complaints**

Regulation citations: 602.16(a)(1)(ix); 668.43.

Associated Commission policies: *Policy on Student and Public Complaints against Institutions* and *Policy on Representation of Accredited Status*

College of San Mateo has clear and current policies and procedures for handling student complaints accessible to students in the college catalog and online, as detailed in Standard I.C.2. The student complaint files for the previous six years are available and demonstrate accurate implementation of the complaint policies and procedures. If the College were to receive student complaints of non-compliance with any accreditation standards, the College would take immediate action to come into compliance. The names of associations and agencies that accredit the institution and its programs, along with contact information for filing complaints, are posted and easily found on the College's accreditation overview website page [F-14]. The College complies with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

#### **Institutional Disclosure and Advertising and Recruitment Materials**

Regulation citations: 602.16(a)(1)(vii); 668.6.

Associated Commission policy: *Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status*

The College provides accurate and current detailed information to students and the public about its programs, locations, and policies through the College Catalog, website, and printed materials. The Catalog, published annually, contains all the current and relevant information required in the accreditation standards, as detailed in Standard I.C.2. Those responsible for the content regularly review and maintain up-to-date changes, thus ensuring the integrity of the Catalog. For other publications, responsible parties ensure the accuracy of the information. The class schedule is updated continually to reflect to current status of course offerings.

The College provides required information concerning its accredited status, in addition to listing accreditation information from other accrediting agencies, on its main overview accreditation

page, as detailed in Standard I.C.1 [F-15]. The College complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.

**Title IV Compliance**

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 *et seq.*

Commission policies: *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and *Policy on Institutional Compliance with Title IV*

In Standard III.D.10, the College provides evidence of compliance that all college funds, including those specific to financial aid, grants, contractual relationships, auxiliary operations and externally funded programs—including Federal Title IV Program—are subject to an annual independent external audit. The Board of Trustees receives regular budget reports and updates on all funds.

The District and College work diligently to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The College has the fiscal and administrative capacity to address any issues that should arise and to retain compliance with Title IV program requirements. The College’s student default loan rates are within the USDE acceptable range, as detailed in Standard II.D.15 and Eligibility Requirement 5.

All contractual relationships regarding educational, library, and student support services meet the accreditation standards, as detailed in Standard III.D.16. The College complies with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

## G. Institutional Analysis

### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### IA MISSION

**I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### Evidence of Meeting the Standard

The Mission and Values statement clearly defines the College's educational purposes, range of services, commitment to student learning and achievement, as well as its values and commitment to service to its community [I.A.1-1].

College of San Mateo's Mission and Values statements were developed through the participatory governance process in the context of the District's "Students First" Strategic Plan with a focus on equity [I.A.1-2, 3, 3a] and adopted by the Board on October 24, 2018 [I.A.1-4]. The Statement is included in the catalog and published on the college website. [I.A.1-5].

**Broad educational purposes and intended student population:** The mission states the College's educational purposes as serving broad educational needs, fostering student success, and ensuring equitable opportunities.

College of San Mateo is committed to addressing the broad educational needs of the local and world community. We foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus.

The intended population starts with the local community and, through a growing international student population, extends to the world community. The Mission and Values statement also expresses the College's commitment to equity and diversity, ensuring a "campus climate wherein everybody is welcome, celebrated, and an integral part of the campus" that "celebrates [students'] intersectional identities, fosters their agency, and develops their capacity for self-advocacy." The Mission and Values Statement is also included in the Educational Master Plan (EMP) [I.A.1-6].

**Range of degrees and credentials offered:** The Mission lays out the College's academic goal to "facilitate engaged, informed leadership and successful, satisfying careers for students," resulting in "a dynamic, innovative workforce and transfer population." The College offers courses and programs in support of its academic goals. Certificates and degrees are awarded upon student completion of programs that provide preparation for employment and continued education.

**Commitment to student learning and student achievement:** The College's commitment to student learning and achievement is evident through the Mission's stated goal of fostering student success and equitable opportunities and through its commitment to academic excellence. The college community "aim[s] to create an environment that fosters collegiality and empowers our students to reach their full potential inside and outside the classroom."

## Analysis and Evaluation

Through its Mission and Values Statement, the College meets the Standard, and ER 6. As appropriate for a degree-granting institution, the Mission and Values Statement lays out the College's broad educational purposes, both in terms of its programs and services (employment and transfer), and in terms of its commitment to academic excellence, student success and student learning, and equity and diversity.

**I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

## Evidence of Meeting the Standard

The College uses a variety of data to direct and assess its work in meeting the needs of students, and in ensuring that its mission provides the framework for institutional priorities.

**Mission directs institutional priorities:** To help realize its mission, vision, and values, the College has established Strategic Priorities as part of its EMP [I.A.2-1]:

- Supporting Our Students' Aspirations
- Creating Equitable Opportunities for All of Our Students
- Committing to Progressive and Innovative Teaching and Learning
- Building on a Tradition of Service to the Community
- Enhancing a Culture of Participation and Communication

(The EMP Strategic Priorities together with the District's Strategic Goals replace the previous CSM Strategic Goals.)

**The institution uses data to determine how effectively it is accomplishing its mission:** The SMCCCD Strategic Plan Scorecard and Metrics provide a data on student achievement and institutional effectiveness [I.A.2-2]. The data can be disaggregated based on a variety of indicators (see discussion of tableau dashboard below in I.A.2-22). The Institutional Planning Committee (IPC) uses the data on a regular basis to track the College's progress in achieving its Strategic Priorities and establish targets for improvement [I.A.2-3, 4]. Prior to the development of the SMCCCD Strategic Plan Metrics, the College Index was used for this purpose [I.A.2-5, 6, 7, 8, 9, 10].

- Updated in 2018 with broad institutional participation, the College's EMP provides an in-depth review and analysis of the surrounding community, student demographics, instructional programs, student services, and student outcomes and helps guide institutional planning over a period of several years [I.A.2-11, 12, 13].
- The College also uses data to assess whether educational needs are being met at the program level. As part of the biennial program review process, student success data are disaggregated by program, across demographic groups, and by mode of instruction. Each program uses this information along with student learning outcome assessment results to evaluate whether student needs are being met and to guide program planning in support of the College's Strategic Priorities [I.A.2-14].
- The Office of Planning, Research, Innovation and Effectiveness (PRIE) supports the College in the identification, collection, analysis, and presentation of data including the EMP, the program-specific data used in program review, and additional research needs [I.A.2-15].
- The development of the Umoja and MANA learning communities provides an example of the College's use of data to direct institutional priorities in the context of its mission and strategic goals. Student success data disaggregated by reported ethnicity showed that the success rates of African American and Pacific Islander students were well below the average for the college and led to the recommendation that programs be established to address the needs of these students [I.A.2-16]. A proposal for Umoja, a learning community that focuses on the African American experience through the study of culture, history, literature, and identity, was presented to IPC and subsequently approve for

funding [I.A.2-17, 18] and implemented starting Fall 2014. The MANA Learning Community, designed to provide support for Pacific Islander students both inside and outside the classroom was initiated in Fall 2015 [I.A.2-19]. Along with the other learning communities, Umoja and Mana presented updates to IPC in Fall 2017, including a data analysis regarding student success, showing greatly improved transfer rates for African-American students in Umoja, and improved course completion and retention rates for Pacific Islander students in Mana [I.A.2-20, 21]

- The College uses student success data to evaluate the impact of changes in curriculum and placement. For example, the impact of increased access to transfer level English [I.A.2-22] and the motivation for the development of the Career & Workforce Hub [I.A.2-23] were presented to the Board of Trustees in the fall of 2018.

### **Analysis and Evaluation**

The College meets the Standard. Data are collected and analyzed regularly and the results are used at the program and institutional levels to assess whether the College is meeting students' educational needs and accomplishing its mission.

Institutional initiatives are development in response to identified needs. In the classroom, perhaps the most visible face of these initiatives has been learning communities. These have enjoyed considerable success. Students in the Writing in the End Zone (WEZ) learning community, for instance, have greatly improved rates of transfer [I.A.2-24], and have "outperformed non-WEZ students in every demographic group" [I.A.2-25].

However, learning communities serve only a small proportion of the student population. The real challenge is to explore ways to scale up their successes to the student population as a whole. To this end, the College is exploring initiatives like Guided Pathways, Dual Enrolment and Promise Scholars.

**I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

### **Evidence of Meeting the Standard**

The College's mission drives programs, services, and institutional planning, including resource allocation and learning and achievement goals.

**Programs and services aligned with mission:** The College directly aligns with its mission by serving the broad educational needs of the local community through a comprehensive curriculum that includes some developmental courses; a wide variety of courses, certificates and degrees that prepare students for immediate employment; and a rich menu of courses and degrees that prepare students for transfer [I.A.3-1]. A variety of courses are offered online to meet the needs of students who cannot easily commute to campus [I.A.3-2]. Curriculum policies are outlined in the Curriculum Handbook, which stipulates that degree-applicable courses must be mission-appropriate [I.A.3-3]. The College partners with local high schools to offer programs that serve the varied needs of local high school students and support their transition from high school to college [I.A.3-4]. The College supports the needs of the local region through specialized programs not available at all community colleges, such as Building Inspection, Dental Assisting, and Fire Technology. Through a growing international education program and study abroad opportunities, the college serves the world community and helps prepare local students to be successful within that community [I.A.3-5, 6].

The College fosters student success through programs and services that support the needs of student body as a whole (e.g., Center for Student Life and Leadership Development, Library, Learning Center, Math/Science Jams, Center for Academic Excellence) [I.A.3-7, 8, 9, 10, 11] and through those that address specialized needs specific student populations (e.g., Project Change, Honors Project, Umoja, Mana, Puente) [I.A.3-12, 13, 14, 15, 16].

Counselors provide support for students as they move along curricular pathways to career and transfer. The return of academic advising (starting in F18 with selected majors in the math/science division) provides students with formalized discipline-specific guidance. The College as a whole is engaged in development of guided pathways that will be accessible and effective for students [I.A.3-17].

**Mission guides institutional decision-making and planning:** The College's Mission and Values statements and strategic priorities drive the development of institutional plans and initiatives in the context of the progress and needs identified through institutional research. Figure 1. Planning Structure, from the Planning Manual, shows this relationship [I.A.3-18].

Institutional plans are guided by and support the College's Mission and Values and its Strategic Priorities. For example, the fall 2017 Integrated Plan promotes academic excellence for all students through outreach, pro-active and wrap-around support, and professional development of faculty and staff. [I.A.3-19].

Data on student achievement and institutional effectiveness are included in institutional research at the college [I.A.3-20] and district levels [I.A.3-21]. Targets are linked to each of the Strategic Priorities (prior to 2018, Strategic Goals) that support the Mission. The Planning Manual identifies the mission as a guide for institutional planning [I.A.3-22].

**Mission guides resource allocation:** The determination of new faculty positions provides an example of how the College's Mission and Values guide the allocation of resources. Programs must assess their performance in light of the College's Mission and Values through the Program Review process [I.A.3-23]. This informs the Resource Request process [I.A.3-24], which

requires programs to explain how the requested position supports program plans to sustain and improve student success and equity, which is key to the College’s Mission to “foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus.” For example, the fall 2018 position request from Communication Studies notes that the position will help the program sustain high success and retention rates while narrowing achievement gaps and increasing equity [I.A.3-25].

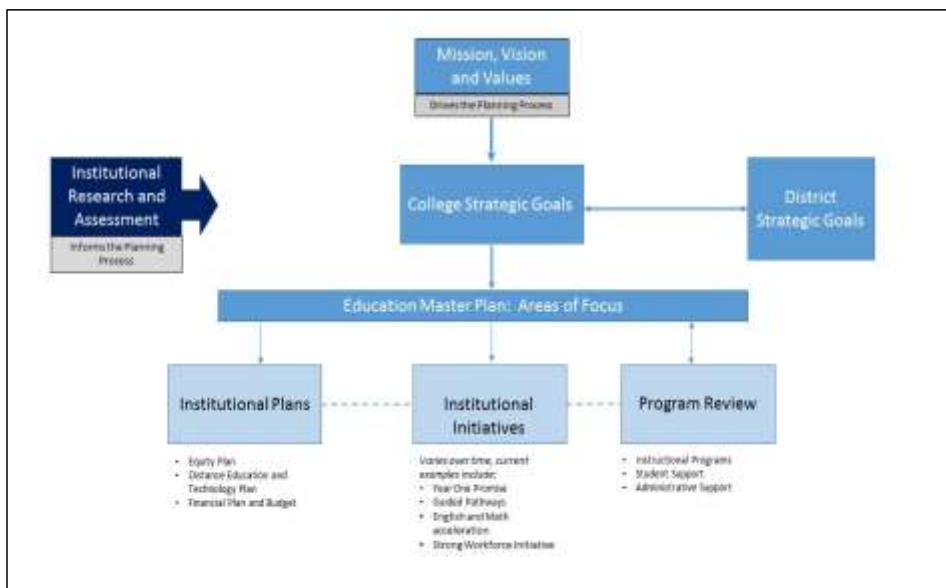


Figure 1. Planning Structure [I.A.3-18]

## Analysis and Evaluation

The College meets the Standard. The Mission guides the College’s programs and services, its resource allocation, and its planning around initiatives to improve student learning and achievement. This is evidenced in the planning structure: the basis for all College work is articulated in the Mission, Vision and Values, from which are derived the EMP’s Strategic Priorities, which in turn serve as the guiding principles for the College’s plans, initiatives and self-reflection through Program Review.



**I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

### **Evidence of Meeting the Standard**

**Mission statement is widely published:** The College's Mission and accompanying Values statements are published in the College's catalog [I.A.4-1], schedule of classes [I.A.4-2], Planning Manual [I.A.4-3] and website [I.A.4-4]. The statements are also displayed in prominent locations on the campus, including (e.g. College Center ambassador desk, office student life, Center for Academic Excellence (CAE), division offices, conference rooms).

**Mission statement is periodically reviewed, updated, and approved by the governing board:** The College's mission is reviewed on a regular basis [I.A.4-5]. Following the Spring 2017 review, the mission statement and accompanying values statements were revised through the participatory governance process. An IPC working group was established to develop draft statements [I.A.4-6]. The drafts were reviewed and discussed by the faculty, student, and staff senates [I.A.4-7, 8, 9]. Feedback was incorporated and the new Mission and Values were ultimately approved by the Institutional Planning Committee [I.A.4-10], and finally by the District's Board of Trustees [I.A.4-11].

### **Analysis and Evaluation**

The College meets the Standard, and ER 6. The Mission and Values statement is reviewed through an inclusive institutional process and approved by the District's Board of Trustees. It is published in the College's Catalog, website, and student handbook, and posted publicly in several places in the College.

## **1.B Assuring Academic Quality and Institutional Effectiveness**

### ***Academic Quality***

**1.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

## Evidence of Meeting the Standards

Dialog about student outcomes, student equity, academic quality, institutional effectiveness, and improvement of student learning and achievement takes place within and across disciplines at all levels of the college and involves all college constituencies [I.B.1-1].

**Collegial dialog about student outcomes and equity:** This takes place in many forums through the College:

- Discipline/service level: Student learning outcome assessment results, along with course completion data disaggregated by ethnicity, gender, and age, are discussed at the program level in department meetings and through program review [I.B.1-2]. Opportunities for improvement are identified and addressed through program plans and college initiatives. For example, concern about the success rates of Hispanic students in biology and other fields led to the submission of a proposal for Hispanic Serving Institution-Science, Technology, Engineering and Math (HSI-STEM) funding and subsequent implementation of the METaS (Math, Engineering, Technology and Science) project to support student success [I.B.1-3, 4]. In another example, the Student Services Council (SSC) engaged in substantive dialog on continuous improvement of student learning and achievement [I.B.1-5, 6].
- College Assessment Committee (CAC): This subcommittee of the Academic Senate, with representation from faculty, administrators, classified employees, and students, guides the development and assessment of institutional learning outcomes and supports an assessment community of practice through interdisciplinary workshops, a biennial report, and other activities [I.B.1-7].
- Academic Senate: The Academic Senate provides a venue for dialog across disciplines. For example, see the ongoing discussion of educational equity throughout the 2017-2018 academic year [I.B.1-8].
- Classified Senate: The return, after many years, of a Classified Senate provides a forum for communication among classified staff. The senate's Guided Pathways discussion provides an example of staff dialog around student outcomes and equity [I.B.1-9].
- ASCSM Senate: The Associated Students of College of San Mateo (ASCSM) Senate provides student input into the decision-making processes of the college. The senate discussion with the Textbook Taskforce on the cost and effectiveness of textbooks and other resources provides an example of dialog focused on student outcomes and equity [I.B.1-10].
- The Educational Equity Committee: The Educational Equity Committee (EEC) brings together faculty, staff, students, and administrators to review all aspects of the College that influence student success in order to reduce inequities [I.B.1-11].

- The Curriculum Committee: Formerly the Committee on Instruction, this Senate committee brings together faculty from across the college to review proposals to add, modify, and remove courses and programs after consideration of the effect on the overall college curriculum [I.B.1-12]
- The Institutional Planning Committee (IPC): Made up of students, faculty, staff, and administrators, IPC regularly reviews measure of student achievement and institutional effectiveness (previously through the College Index and Institutional Effectiveness Partnership Initiative; currently through the District Strategic Plan Goals: Metrics, Trends, and Targets) and other data, program reviews, and college initiatives to support continuous improvement of student learning and achievement and address gaps in educational opportunity and equity. Membership of IPC includes leadership of the student, classified, and faculty senates and administrative committees, promoting communication across constituencies [I.B.1-13].
- Additional workshops and flex day activities are designed to promote dialog across disciplines and constituencies. For example, the EEC regularly schedules CSM Educational Equity Lunch and Learns which focus on strategies that can be used to create equitable educational opportunities for all students [I.B.1-14]. Flex day workshops include activities intended to promote dialog, such as the workshop on “Discussing Best Practices in Equity-Centered Pedagogy” (Enacting Educational Equity Train The Trainer Series [I.B.1-15]. The January 11 and 12 2018 flex days including sessions such as “The Elephants in the Room: Facilitating Conversations around Sensitive Issues,” “Student Bill of Rights,” and “Quick Classroom Checks: How to Know If Your Students are Getting It” [I.B.1-16].

## Analysis and Evaluation

The College meets the Standard. Sustained and substantive collegial dialog takes place in various forums in the College, and includes the whole College community. Through the IPC, flex day activities, the Program Review process, the assessment process, the work of the Academic Senate and its subcommittees (Curriculum Committee, CAC, Professional Development and CAE), as well as student and staff senates, all members of the College regularly meet to discuss student learning, equity, academic quality and institutional effectiveness with a view to continuous improvement.

**IN PROGRESS:** While the College meets the standard, strengthening collegial discussion continues to be an area of interest. The College is seeking to create more opportunities for collegial discussion. For instance, as part its comprehensive review and improvement of assessment processes, the CAC is working on creating assessment activities that will give both faculty and students a chance to reflect on learning outcomes (including flex activities [I.B.1-17, 18], and embedding assessment discussions into learning communities) [I.B.1-19, 20].

## **I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

### **Evidence of Meeting the Standard**

The College has a comprehensive assessment process that includes instructional programs and services. Each program defines and publishes clear standards for student learning, in the form of specific learning outcomes, and submits these to regular and systematic assessment to ensure that students are meeting learning and achievement goals.

**Learning outcomes defined for all programs and services:** Student learning outcomes (SLOs) have been defined for all courses, for instructional programs leading to certificates or degrees, and for learning and student support services (student services also have developed Service Area Outcomes, or SAOs, where appropriate) [I.B.2-1, 2, 3]. Creating learning outcomes is embedded in the curriculum development process for courses and programs [I.B.2-4]. The SSC recently reviewed and revised SLOs and SAOs for student services [I.B.2-5].

In addition, the Academic Senate has developed institutional learning outcomes (ILOs) to describe the knowledge, skills, abilities and attitudes that students should gain through any sustained experience with the college, primarily the general education or transfer patterns [I.B.2-6].

**Alignment:** Outcomes are aligned to promote coherence and collaboration. Disciplines align their course outcomes to their program outcomes, institutional learning outcomes, or (frequently) both [I.B.2-7, 8]. Course alignment was most recently reviewed, across campus, in Spring 2018 [I.B.2-9]; alignment is mentioned in Program Review, and remains a recommended component of learning outcomes assessment to ensure coherence, clarity and currency in the program curriculum [I.B.2-10, 11].

Student services learning outcomes are aligned with institutional outcomes. This alignment is also periodically reviewed to make sure that the language and alignment of outcomes is meaningful, and helps student services assess their effectiveness and impact on student learning. An example is the revision of the institutional learning outcomes that took place in Spring 2017, when the Academic Senate expanded the language and changed the name of the institutional outcomes (they had formerly been called “General Education” outcomes, and had addressed only the core competencies required in a general education or transfer pattern) [I.B.2-12]. This was in response to a report conducted by the CAC, and based on extensive interviews with all student and learning services across campus [I.B.2-13].

**Program learning outcomes are regularly assessed:** Faculty report on their program assessments through Program Review [I.B.2-14].

The program outcomes assessment language in Program Review has recently undergone a revision, in part in response to the need felt by instructional faculty (especially in non-CTE disciplines) for more meaningful program assessments [I.B.2-15]. While faculty have been diligent about collecting course-level student learning outcomes data, our former program process – in which students registering for a degree were invited to complete a survey regarding their competence in the program outcomes – did not, for the most part, yield the kind of data that helped faculty identify areas in need of improvement, or promoted robust dialog about student learning [I.B.2-16]. In its most recent iteration, the assessment process focuses strongly on program outcomes or other larger learning goals, and on assessing course-level results in the context of these larger learning goals [I.B.2-17].

To support stronger program assessments, the CAC has offered workshops and created training materials helping faculty explore a diversity of assessment goals and methods [I.B.2-18, 19].

Program assessment drives changes at the course, instructor, and program levels that are intended to improve student learning and promote educational equity.

For example

- As a result of program assessment, the 2D art faculty have established consistent expectations for attendance and grading across all courses and, with digital media faculty, have made curricular changes that provide students with more flexibility in satisfying degree requirements [I.B.2-20].
- Motivated in part by a desire to better serve students with diagnosed social anxiety, the Communication Studies program has developed a new course, COMM 115 Survey of Human Communication, that does not emphasize oral presentations [I.B.2-21].
- Based on course level assessments and alumni surveys that indicate a need for improved professional written communication among nursing students, the Nursing and Library faculty are developing strategies to support the development of scholarly writing skills as student progress through the program [I.B.2-22].
- Based on student success rates and observed equity gaps for Pacific Islander and African American students, the History program has developed plans that include research into best practices, course content development and revision, and assessment of these efforts [I.B.2-23].
- Based on assessment of the effectiveness of design projects as a learning tool, a hands-on project has been added to the Engineering Statics course. The Engineering program is also collaborating with the Library and Drafting program to increase campus makerspace opportunities for students in order to promote critical thinking and help develop marketable skills. [I.B.2-24].

Discipline and service program assessments are tied to institutional planning through the Program Review process, in which program reviews are read and discussed by the Institutional Planning Committee [I.B.2-25, 26]

## Analysis and Evaluation

The College meets the standard, and ER 11. All programs have defined learning outcomes which are regularly reviewed and assessed. Assessment results are discussed at the program and college level, through the Program Review process, and help identify directions for change.

**IN PROGRESS:** The language of the Eligibility Requirements and Standards focuses on assessing program outcomes, and the College typically defines a “program” as a course of study culminating in a degree or certificate. However, in the spirit of Guided Pathways, the College’s new assessment process encourages faculty to review student learning at the milestones which make most sense to students, and best help faculty to support student learning and achievement. For the non-CTE, transfer-focused disciplines, this may include other milestones than the degree or certificate. For instance, English or Math faculty may, in a given assessment cycle, focus on assessing student learning in the course sequence required for transfer (especially in light of AB 705) rather than the course sequence required to take the AA-T or AS-T. As we continue with Guided Pathways implementation, the College will continue to look for opportunities to embed assessment into the student experience, to ensure that students achieve defined learning goals.

**1.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

## Evidence of Meeting the Standard

The College has established strategic priorities in support of its mission and has identified indicators of student achievement aligned to these goals. Targets are established for student achievement indicators, and progress toward meeting these targets is regularly reviewed by IPC to help guide college initiatives. (Note: The means through which this information is presented has recently changed.)

**Establishment of institution-set standards for student achievement, recently revised:** Until spring 2017, the College Index served as the reporting mechanism for institution-set standards of student achievement. The College Index was updated regularly and published on the PRIE

website [I.B.3-1]. With each update, IPC reviewed the College Index and established targets for next period [I.B.3-2, 3, 4, 5, 6].

Beginning spring 2015, IPC also annually reviewed and set targets for student achievement through the statewide IEPI “Framework of Indicators” [I.B.3-7, 8, 9]. The 2017-18 IEPI goals are available on the College’s website [I.B.3-10], along with a link to the State Chancellor’s Office Institutional Effectiveness portal [I.B.3-11]. The annual IEPI update is currently on hiatus pending the State Chancellor’s Office development of Simplified Metrics [I.B.3-12].

In fall 2016, IPC discussed the development of a local set of student success indicators. At the same time, common data collection and presentation needs were beginning to be shifted from the separate PRIE offices at each college to the District Research Council. In fall 2017, the District Research Council introduced a local set of indicators tied to the District Strategic Plan, the SMCCCD Strategic Plan Metrics [I.B.3-13]. IPC reviewed these indicators and established college targets [I.B.3-14, 15]. Moving forward, the SMCCCD Strategic Plan Metrics will replace the College Index.

**Publication of student achievement data:** College achievement data is included in the SMCCCD Strategic Plan Metrics. The data includes rates of success (disaggregated by modality), persistence, degree completion and transfer, along with other metrics such as completion of transfer-level English and Math, time to degree completion, and other factors [I.B.3-16]. In addition, the College publishes additional indicators of student achievement including gainful employment information [I.B.3-17], and pass rates on discipline-specific exams (e.g. NCLEX Pass Rates) [I.B.3-18]. These indicators are analyzed at the program level as part of the program review process [I.B.3-19].

**Assessment and review of student achievement goals used in pursuit of continuous improvement:** The review of student achievement goals and results is used to help guide College initiatives. For example, as discussed in Standard I.A.2, review of disaggregated student achievement data showing that the success rates of African American and Pacific Islander students were well below the average for the college and led to the development and funding of the Umoja and Mana learning communities [I.B.3-20, 21, 22, 23].

More recently, the spring 2017 IPC review of the College Index and IEPI results and goals led to observation that the overall successful course completion rate has remained roughly 70% for the past 20 years [I.B.3-24]. This in turn led to a college-wide Fall 2017 discussion of “moving the needle” on student success [I.B.3-25] and focused efforts – in keeping with district and state initiatives – on initiatives that have the potential to improve success for large numbers of students including the expansion of the Promise Scholars program (formerly the Year One Promise program) [I.B.3-26], the introduction of curriculum designed to shorten the path to transfer-level math courses [I.B.3-27], and the development guided pathways that serve as “an equity-minded, student-centered experience that empowers students to reach their educational goals” [I.B.3-28].

In September, the College participated in a Board Study Session which discussed the College’s student achievement data and other District Strategic Metrics [I.B.3-29].

## Analysis and Evaluation

The College meets the standard, and ER 11. Student achievement data and institution-set standards are regularly updated and published (formerly through the College Index, soon to be replaced by the Strategic Plan Goals: Metrics, Trends and Targets summary). The Program Review process channels discipline- and service-level analysis of student achievement data into the institutional planning process, overseen by the Institutional Planning Committee, where it is used to guide the planning process and to support continuous improvement.

### **1.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

#### Evidence of Meeting the Standard

The College's Program Review, resource request and other institutional planning processes are used to harness assessment data to support student learning and achievement.

**Institutional processes support student learning and achievement:** As laid out in the Planning Manual [I.B.4-1], program-level planning to support student learning and achievement is facilitated through the biennial program review, which draws on the results of SLO assessment at the course, program, and institutional levels as well as institutional research on student achievement. Based on this data, programs develop and prioritize goals and plans to sustain and improve student success and equity and then outline the professional development activities, institutional support, and collaboration needed to achieve these goals. In association with program review, requests are made for the specific resources needed to sustain and improve programs including personnel, instructional materials and equipment, and facilities [I.B.4-2].

Resource requests are prioritized at the division and college levels, reviewed by President's Cabinet, and fulfilled by the College President based on availability of funds [I.B.4-3]. For example, based on the critical need for full-time faculty to support the pedagogical and curricular changes described in the Mathematics 2018 Program Review and Resource Request, two new full-time tenure-track faculty positions were placed at the highest priority and funded starting in the 2019-20 academic year [I.B.4-4, 5, 6].

Institution-level planning draws on institutional research carried out at the college and district levels, including the Educational Master Plan and the Strategic Plan Goals: Metrics, Trends, and Targets. Institution-level planning is also informed by program review. Instructional Program Reviews are analyzed by the Academic Senate, along with its subcommittees focusing on teaching and learning support (the College Assessment Committee and the Center for Academic Excellence). The goals of the analysis are



- to identify shared challenges in improving student learning, especially around equity, distance education, or assessment;
- to identify success stories in improving student learning;
- to coordinate interdisciplinary collaboration focused on improving student learning;
- to inform flex day planning;
- to inform institutional planning.

In addition, the CAC has begun the practice of digesting the summaries of assessment into a biennial Assessment Report, presenting an overview of assessment themes and trends in discipline Program Review, along with other assessment activities at the Student Services and institutional level [I.B.4-7, 8]. Program Reviews are additionally discussed by the Academic Senate [I.B.4-9] before being discussed by the IPC, which looks for common themes across the college [I.B.4-10]. Program reviews, common themes, and institutional research results are then used to update institutional plans and develop initiatives to which resources are allocated. Initiatives are implemented, the impact on student success is then measured and assessed and used to inform institutional research, and the cycle begins again [I.B.4-11].

Figure 2 shows the integration of program and institutional planning.

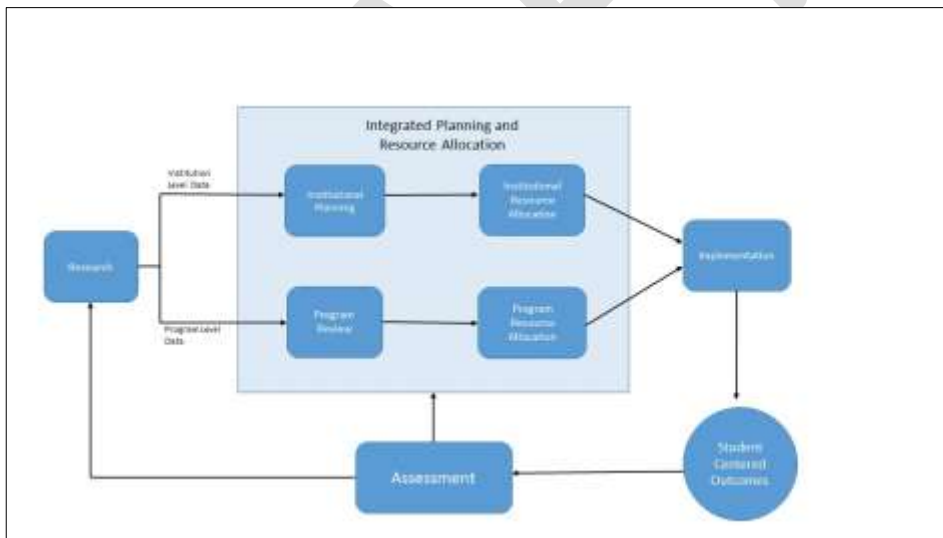


Figure 2. Integrated Planning Structure

## Analysis and Evaluation

The College meets the Standard. The Program Review process brings together discipline- and service-level analysis of student learning assessment data, and through a comprehensive review

by the Academic Senate and the IPC, uses it to guide planning and shape support for student learning and achievement.

**IN PROGRESS:** Program Review has recently been revised – the Fall 2018 reports are the first round of Program Reviews completed following the new format. Not only has the document itself been revised, but also the procedures for analysis. The inclusion of a round of analysis by Academic Senate and its subcommittees (notably the CAC and CAE) is part of a response to the College’s desire to strengthen planning and communication.

### *Institutional Effectiveness*

**1.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

#### **Evidence of Meeting the Standard**

The College assesses accomplishment of its mission through biennial program review and through regular institutional-level review of disaggregated metrics aligned to its strategic priorities.

**Program review assesses learning outcomes and achievement data:** Instructional program review presents the results of SLO assessment at the course, program, and institutional levels. Formerly, this data was not typically disaggregated by student population, since most SLO data (especially from instructional programs) is rarely linked to a student identification number. However, student achievement data *has* always been disaggregated, and this offers a sufficient insight into student learning to address issues of equity (between student populations, modes of delivery, and so forth).

Instead of disaggregating SLO assessment data along set categories (as is the case with student achievement data), the College has revised its assessment process to focus on specific research questions – thus, in effect, using the assessment process to uncover and address achievement gaps, specific areas of strength and weaknesses, or other nuances in student performance and achievement [I.B.5-1].

In addition, each instructional program is provided with student achievement data (success and retention) disaggregated by ethnicity, gender, and age. Student achievement is also disaggregated by mode of delivery (distance education vs. face-to-face). The Fall 2016 mathematics data and program review provide an example [I.B.5-2, 3, 4]. More recently, to

support the College's commitment to equity, the disaggregation includes also disability, first generation and low-income status [I.B.5-5].

Learning support center program review also draws on SLO assessments. In addition, each learning support center is provided with a profile of students who use the center's services. This profile is disaggregated by ethnicity, gender, age, units for the current term, day/evening status, cumulative district grade point average, and concurrent enrollment in various course types (basic skills, English as a Second Language / ESL, Career and Technical Education / CTE, transfer). The Fall 2016 Communications Studies Center data and program review provides an example [I.B.5-6, 7, 8].

Student services program review draws on SLO assessment at the program level, and on other sources of information (e.g. student usage of the program) specific to the program and disaggregated by demographic variables. The Fall 2016 Admissions & Records program review provides an example [I.B.5-9]. Recently, student services programs redefined a number of learning outcomes as service area outcomes, to ensure more meaningful assessment of the effectiveness and impact of services, as part of a College-wide review of assessment processes [I.B.5-10]. In its 2018 program review, Admissions and Records (A&R) assessed both one SAO ("increased customer satisfaction") and one SLO ("students will have the ability and knowledge to complete the College Connection form") [I.B.5-11]. In addition, the newly revised Program Review for Student Services programs includes access/usage of services disaggregated by demographic variables. For example, the Assessment Center compared Priority Enrollment Program (PEP) participation across demographic groups. [I.B.5-12].

**Review and evaluation of goals and objectives:** Program reviews for all units include an evaluation of the results of the goals and plans from the previous review [I.B.5-13]. Examples include the Veterans Center (progress toward six actions aimed at improving student success), the Accounting program (progress on curriculum development and outreach), and the Communications Studies program (faculty retention) [I.B.5-14, 15, 16].

Program reviews are discussed at the division level and are then read by the Academic Senate and its subcommittees (the CAC and CAE) with a view to identifying faculty needs or success stories around teaching and learning, to bringing faculty together over shared challenges, and ensuring that professional development opportunities respond to faculty needs [I.B.5-17]. In addition, the CAC generates an assessment report, summarizing assessment activities in Program Review and beyond [I.B.5-18]. The IPC also analyzes Program Review to ensure that disciplines and services are meeting institutional requirements, to synthesize themes and trends, and ultimately to drive planning and resource allocation. [I.B.5-19, 20, 21, 21a, 22].

**Alignment with mission:** As discussed in section I.B.3, the College has identified student achievement indicators aligned with its strategic priorities (formerly strategic goals) and therefore its mission. Targets have been set for each indicator (previously through the College index and the statewide IPEI framework; currently through the District's Strategic Plan Goals: Metrics, Trends, and Targets) [I.B.5-23]. Student achievement indicators and progress toward targets are reviewed by IPC on a regular basis (roughly annually). Student achievement data are disaggregated by gender, ethnicity, unit load, mode of delivery (distance vs. face-to-face), and

more recently, in response to a developing emphasis on equity, disaggregated also by disability, first-generation or low-income status. In addition, achievement indicators can be disaggregated based on whether students participate in particular learning communities or are part of the International Student Program [I.B.5-24, 25].

## Analysis and Evaluation

The College meets the Standard. Disciplines, services and the College as a whole use disaggregated student achievement data to assess progress toward meeting goals in support of the College's mission, and to support institutional planning. In addition, student learning outcomes assessment data offers nuanced insights into student learning through an assessment process that focuses on specific questions.

**IN PROGRESS:** While compliant with the standard, the College continues to explore ways to improve the quality and utility of student learning outcomes assessment data. Its newly revised Program Review process includes new levels of disaggregation – not only ethnicity, age and other familiar factors, but also socio-economic or first-time-student status. In addition, the newly revised learning outcomes assessment process stresses small-scale, focused, experimental data around student learning [I.B.6-26]. The College will be assessing these innovations and looking for areas to strengthen and improve them.

**1.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

## Evidence of Meeting the Standard

Student achievement data is disaggregated for use in program-level and institution-level review of student outcomes. Analysis of learning outcomes and achievement data leads to the identification of opportunity gaps and the development of strategies for addressing these gaps. Strategies are implemented and assessed as part of the institutional planning and resource allocation process.

**Disaggregation of student achievement data:** For instructional programs, student achievement data are disaggregated by ethnicity, gender, age, and mode of delivery (distance education vs. face-to-face) [I.B.6-1].

Each learning support center is provided with a profile of users disaggregated by ethnicity, gender, age, units for the current term, day/evening status, cumulative district grade point

average, and concurrent enrollment in various course types (basic skills, ESL, CTE, transfer) [I.B.6-2]

Student service units review student usage data specific to the program and disaggregated by demographic variables [I.B.6-3].

**Disaggregation of student learning outcomes:** SLO assessments are not disaggregated on the demographic characteristics of individual students, in the systematic way of student achievement data. However, assessment activities and analysis of results are carried out with a detailed knowledge of the student population at the course, program, and institutional level; and the process is framed around specific research questions, and thus disaggregation criteria, that emerge from the specific assessment goals of the discipline or service. For example, the English department's recent SLO assessment focused on students in the capstone courses in the composition sequence (ENGL 110, 165), and disaggregated the results by looking at two populations of current significant interest: students who had entered through the ESL program, and students who had taken ENGL 105, the expanded version of the prerequisite (a course which, in light of AB705, is likely to become increasingly important to the composition program) [I.B.6-4, 5].

For institution-level review, student achievement data is disaggregated by gender, ethnicity, unit load, mode of delivery (distance vs. face-to-face), and participation in learning communities or the International Student Program [I.B.6-6, 7].

**Student achievement and learning data used to identify and address performance gaps:** Many of the College's learning communities were developed to address achievement gaps identified through the analysis of disaggregated data. For example, Writing in the End Zone (WEZ), a learning community that links English and Physical Education, began in 2004 as a response to concerns about the low success, retention, and persistence rates of African American and Pacific Islander male students in English courses [I.B.6-9]. As noted in Standard I.A.2, similar concerns about overall success rates of African American and Pacific Islander students led to the development of the Umoja and MANA learning communities [I.B.6-10, 11]. All three programs presented updates to IPC in Fall 2017 as part of its regular review of current college initiatives [I.B.6-12-14] and are also discussed at the relevant discipline level (for example, Communication Studies faculty evaluated its MANA-related courses in its Fall 2016 program review) [I.B.6-15]. After a one-year hiatus, the College offers a fully-enrolled Puente Program, whose success rates are also regularly analyzed [I.B.6-16, 17, 18].

## Analysis and Evaluation

The College meets the Standard. The review of disaggregated student achievement data at the program and institutional level leads to the identification of achievement gaps and the development of strategies to address them, while student learning outcomes data addresses specific issues in student learning that help support continuous improvement. Through the institutional planning and resource allocation process, strategies are implemented and their effectiveness is subsequently assessed.

**IN PROGRESS:** The point of disaggregating student learning outcomes data is presumably to permit the sort of thoughtful analytics that can be applied to student achievement data, and thus to support more specific, meaningful research questions around student learning. The College has recently adopted a vision for assessment which *begins* with a research question, and thus involves faculty gathering specific data to answer a specific question – in effect, achieving the same goal as data disaggregation [I.B.6-19]. This assessment process is new, and will be evaluated during the 2019-2020 to assess its effectiveness.

**1.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

### **Evidence of Meeting the Standard**

Policies and practices are regularly reviewed and evaluated through program review and through the college's governance committees.

**Instructional programs** are evaluated through the biennial program review process [I.B.7-1]. Program review includes analysis of student success data disaggregated across demographic groups, learning outcomes assessment, relevancy of curricula and, for CTE, labor market demand. Through program review, faculty assess the impact of curricular changes and other initiatives on student success and equity; develop and prioritize new and ongoing plans to sustain and improve student success and equity; and request the resources needed to implement these plans [I.B.7-2, 3].

**Learning support centers and student support services** are also evaluated through the biennial program review process, with a focus on program usage and any differences in student success across demographic groups. Similar to instructional programs, there is reflection on the impact of previous actions; development and prioritization of ongoing and new actions; and a request for resources needed for implementation [I.B.7-4, 5].

**Resource management and governance processes** are reviewed by governance groups and committees. IPC and institutional committees and governance groups self-assess on annual basis [I.B.7-6]. In addition, IPC regularly reviews the college's planning structure and system and makes changes as needed – for example, the implementation of a Finance Committee [I.B.7-7].

IPC also reviews college initiatives annually, considering the number of students served, the impact on student success, and the resources required [I.B.7-8, 9].

Academic Senate committees also regularly establish annual goals and evaluate their progress toward these goals [I.B.7-10, 11, 12, 13, 14, 15]. The CAC's 2016 review of the effectiveness of SLO assessment practices led to an extended discussion of how to make assessment meaningful and to the ongoing implementation of changes in assessment [I.B.7-16, 17, 18, 19].

Board policies and administrative procedures are reviewed every six years by the administration in conjunction with appropriate constituencies [I.B.7-20]. For example, the Academic Senate reviews policies and procedures relevant to curriculum and academic standards [I.B.7-21, 22, 23, 24, 25].

### **Analysis and Evaluation**

The College meets the standard. Administration routinely reviews Board policies. Through the Program Review process, disciplines and services review their practices. Academic Senate and its subcommittees regularly review and update their procedures, as evidenced by recently revised assessment procedures, regular establishment and analysis of goals, and routine review of policies and procedures.

**1.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

### **Evidence of Meeting the Standard**

Assessment and evaluation activities are communicated to the college community through posted minutes, reports, and communications; through presentations and discussions at committee meetings; and through college-wide presentations and discussions.

**The results of program review** – through which instructional programs, learning support centers, and student support services are evaluated – are communicated in several ways. Program reviews for instructional programs, student services, and learning support centers are publicly available on the college's program review website [I.B.8-1, 2, 3, 4, 5]. Program reviews are reviewed and discussed by cross-constituency IPC review groups as part of the program review assessment process; the resulting assessments are posted [I.B.8-6, 7, 8, 9]. In addition, Academic Senate and its subcommittees discuss program review themes and trends, and its discussions are communicated through its minutes [I.B.8-10].

**Assessment of student learning** is communicated through program reviews, through the CAC's workshops and assessment report, and through the SLO coordinator's reports to Academic Senate [I.B.8-11, 12, 13, 14, 15].

**Institutional and Academic Senate committees** set and assess annual goals, which are communicated through committee minutes disseminated by committee members to their constituencies [I.B.8-16, 17].

**College initiatives:** Status reports by College initiatives are communicated through the meeting summary notes and supporting information posted to its website [I.B.8-18, 19, 20].

**The EMP planning process:** As a part of its EMP planning process, the College carried out an assessment of its strengths, weaknesses, opportunities, and teats (SWOT). Focus groups with students, faculty, staff, and administration were held throughout the spring 2018 semester [I.B.8-21, 22]. Focus group comments were reviewed by a workgroup over the summer and distilled into five strategic priorities that will help identify specific actions for the next five years. The strategic priorities were communicated to the college though presentations at key committee meetings in fall 2018 and through the minutes of those meetings [I.B.8-23, 24, 25, 26].

## Analysis and Evaluation

The College meets the standard. The results of assessment and evaluation activities are communicated through presentations and discussions at committee meetings and other venues and are available through posted minutes, reports, and communications. New additions, like the inclusion of an Assessment Report and a review by Academic Senate of themes and trends in Program Review, demonstrate an ongoing commitment to improved communication.

**1.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

## Evidence of Meeting the Standard

The College has in place a planning and decision-making process to ensure that it fulfills its stated mission, engages in actions that result in improvement of institutional effectiveness, and allocates resources to support its actions. The College's Mission Statement drives planning at both the institutional and program levels, placing student success at the center of the planning efforts.



**Planning structure:** The College’s planning structure is shown in Figure 1 [I.B.9-1]. The College’s Mission motivates the planning process. As part of the 2018 Educational Master Planning process, the College assessed its strengths, weakness, opportunities, and teats in order to identify Strategic Priorities that guide the specific actions to be carried out during the next five years. The actions themselves are implemented through institutional plans [I.B.9-2] and initiatives [I.B.9-3, 4] and through plans at the program level that are developed and assessed through program review [I.B.9-5].

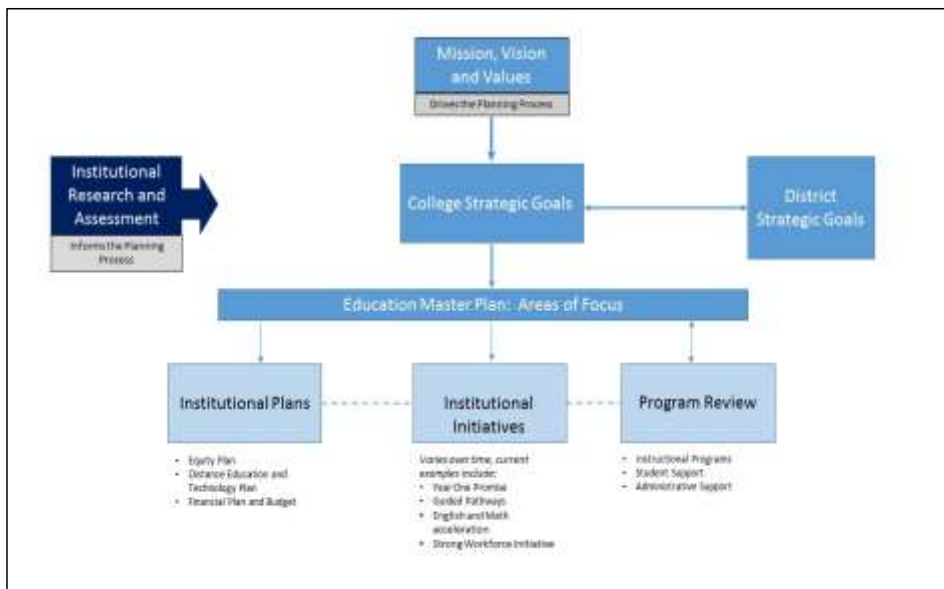


Figure 1: Planning Structure [I.B.9-1]

The IPC assesses progress in addressing the Strategic Priorities through its review of student success metrics [I.B.9-6, 7] and reviews and assesses institutional initiatives [I.B.9-8, 9].

Institutional plans are developed by the institutional committees that report to IPC, as shown in Table 1. These plans allow the College to address its strategic priorities in a systematic manner and typically have a 5-year planning horizon. The actions proposed in these plans may require human, physical, technological, and financial resources. IPC reviews all institutional plans.

Committee	Institutional Plan
Educational Equity Committee (EEC)	Equity Plan [I.B.9-10]
Distance and Educational Technology Committee (DEETC)	Distance Education and Technology Plan [I.B.9-11]
Finance Committee (Fall 2018)	Financial Plan and Budget [I.B.9-12]

Table 1. Institutional Committee Responsibility for Plans [I.B.9-1]

Institutional initiatives are more focused efforts that are proposed to address specific issues identified through institutional research, statewide initiatives, or the assessment of student learning outcomes. Institutional initiatives may also require resources. As noted above, IPC reviews and assesses institutional initiatives.

Program planning and evaluation is conducted through Program Review [I.B.9-13].

**Resource allocation** involves first forecasting of revenue and operating expenses and then the allocation of remaining funds to support the resource needs associated with institutional plans and initiatives and with program plans, as shown in Figure 2. The Budget Office, under the supervision of the Vice President of Administrative Services, provides estimates of revenue and expenses. IPC helps prioritize the actions and resources associated with institutional plans and initiatives. Resource requests associated with program review are prioritized at first at the division level and then by the instructional and student services deans and vice presidents. The College President has final responsibility for the budget [I.B.9-1].

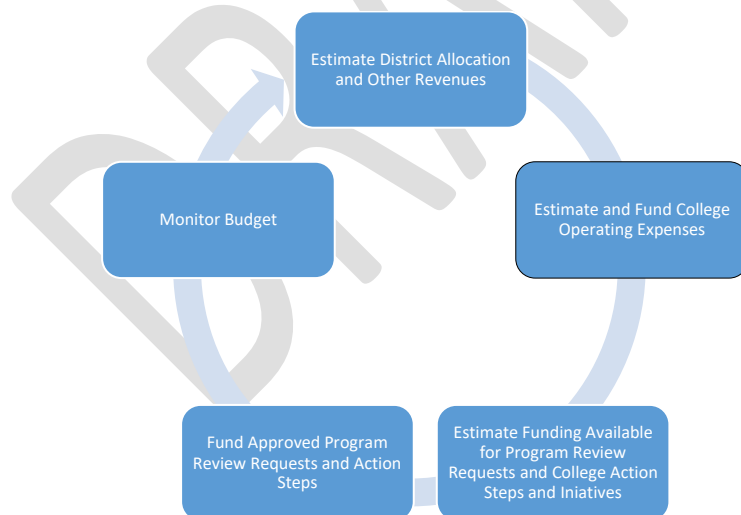


Figure 2. The Resource Allocation Process [I.B.9-1]

**Planning cycle:** The College’s planning process, shown schematically in Figure 3, integrates program-level and institutional planning, resource allocation, implementation, assessment, and institutional research [I.B.9-1].

- Research and assessment serve as inputs to the planning process.
- Institutional planning is carried out by IPC and the institutional committees that report to it. Program planning is carried out through the program review process.
- Resource allocation takes place annually, with prioritization taking place at both the institutional and program levels as described in the previous section.
- Implementation of plans is accomplished through specific programs, committees, or task forces based on the nature of the plan.
- Implementation of plans leads to student-centered outcomes.
- Assessment of the outcomes of institutional plans and initiatives is carried out by IPC and the institutional committees that report to it. Assessment of student learning outcomes result from program plans is the responsibility of the program and is documented through program review. IPC in turn reviews and evaluates the College's program review.

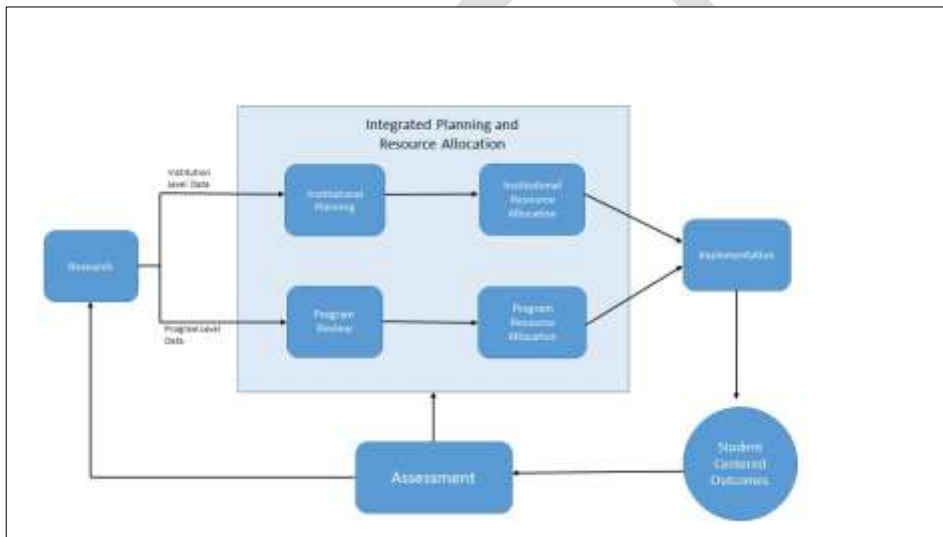


Figure 3. Integrated Planning Structure [I.B.9-1]

The determination of new faculty positions provides an example of the integrated planning process. Through program review, faculty consider program level data (including sections offered, efficiency, transfer and employment needs, and staffing) and the assessment of student learning outcomes to identify program needs including full-time faculty positions. Requests for faculty positions are prioritized first at the division level by division faculty and then at the institutional level by the instructional and student services deans. Based on an estimate of ongoing funding available, the College President approves the total number of full-time faculty hires. President's Cabinet reviews the prioritized requests the President makes the final determination of which positions to move forward. IPC verifies that the participatory governance process was followed. [I.B.9-14, 15]

## Analysis and Evaluation

The College meets the Standard, and ER 19. The College's integrated planning cycle uses research and assessment results to formulate program and institutional plans. Available resources are allocated to support the implementation of the plans. The impact on student outcomes is assessed, and the cycle continues.

**IN PROGRESS:** Program Review, both the process and the document, have been recently revised to improve the College's ability to "close the loop" around institutional planning. This remains an area of interest, as the College's planning committees will continue to explore how to strengthen integrated planning.

## I.C Institutional Integrity

**1.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

### Evidence of Meeting the Standard

College of San Mateo provides information to the college community and the public through a variety of media. The clarity, accuracy, and integrity of this information is ensured through review by the programs, units, groups, and committees that have responsibility for its development. Community Relations & Marketing (CRM) ensures that information is accurately presented – whether in print, on the College website, or through other media.

**Mission statement:** The College's Mission, which is periodically reviewed and updated by the Institutional Planning Committee through the participatory governance process, is approved by the SMCCCD Board of Trustees [I.C.1-1]. The mission and values statements are published in the College's catalog and on its website [I.C.1-2]. The statements are also displayed in prominent locations on the campus; the displays are produced by CRM and reviewed by a co-chair of the IPC [I.C.1-3].

**Learning outcomes:** Course-level and program-level learning outcomes are developed by faculty and as part of the curriculum approval process are reviewed by a technical review committee including the SLO Coordinator [I.C.1-4]. Course-level learning outcomes are publicly available through the course outline of record [I.C.1-5]. The pdf of the course outline of record is generated from the information stored in CurricUNET, the District's curriculum management system [I.C.1-6] and posted on the College's articulation website [I.C.1-7]. Program-level learning outcomes are included with program descriptions in the College Catalog and in the Degrees & Certificates section of each program's website (see, for example, the AS degree in Biology) [I.C.1-8, 9, 10]. ILOs are available in the College Catalog and on the College's website [I.C.1-11, 12].

**Educational Programs:** Educational programs are described in the college catalog [I.C.1-13, 14]. Degree and certificate programs are reviewed and approved by the Curriculum Committee [I.C.1-15]; catalog and website presentation of this information is generated directly from CurricUNET. Additional information available in the College website sections for individual programs (for example Accounting, Nursing, Psychology) is developed and reviewed by program faculty, staff, and administrators [I.C.1-16, 17, 18]. Course offerings are listed in the Schedule of Classes; pdf versions of current and past schedules are available on the College website [I.C.1-19]. Current and upcoming schedules are also listed in the district's searchable online schedule site [I.C.1-20]. Schedule information is reviewed for accuracy by instructional divisions and by the Office of Instruction [I.C.1-21].

**Student Support Services:** Student support services are described in the college catalog [I.C.1-22]. Additional information is available in the College website sections for specific services (for example Assessment Services, Disability Resource Center / DRC, Multicultural Center / MCC, and Dream Center) [I.C.1-23, 24, 25]. Support services information is developed and reviewed by program faculty, staff, and administrators [I.C.1-26].

The accreditation status of the College and its externally accredited programs is available in the College Catalog and on the College's website [I.C.1-27, 28]. Accuracy of the College's accreditation status is ensured by the Office of the President; accuracy of external accreditation is ensured by faculty in the program, program directors, and the relevant instructional dean.

**Accreditation status:** The College's accreditation status is posted at the College website, along with supporting documentation (the Institutional Self-Study, letters from ACCJC, and so on) [I.C.1-29].

## Analysis and Evaluation

The College meets the Standard. Information provided to students and to the College community about its mission, policies, degrees and certificates, learning outcomes, student services and accreditation status is clear, accurate, and subject to regular review.

**1.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)**

**Evidence of Meeting the Standard**

College of San Mateo’s catalog provides precise, accurate, and current information on all facts, requirements, policies, and procedures for students and prospective students.

**Catalog availability and accuracy:** The “catalog rights” edition is available as a free downloadable file; printed versions can be purchased at Campus Copy & Post [I.C.2-1]. A web-based catalog is also available; this format is updated if needed for accuracy and currency [I.C.2-2]. As part of the catalog production process, content is reviewed for accuracy by the Office of Instruction, the Office of the Vice President of Student Services, the Articulation Officer, the Academic Senate President, the Curriculum Committee Chair, and the Office of CRM, and other responsible parties [I.C.2-3].

**Information on facts, requirements, policies and procedures:** The table below shows the location of Catalog Requirements in each format.

Catalog Requirement	Catalog format	
	2018-19 pdf page numbers	Web-based
<b>1. General Information</b>		
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	2	<a href="http://catalog.collegeofsanmateo.edu/current/">http://catalog.collegeofsanmateo.edu/current/</a>
Educational Mission	5	<a href="http://catalog.collegeofsanmateo.edu/current/state-ments-slos/">http://catalog.collegeofsanmateo.edu/current/state-ments-slos/</a>
Representation of accredited status with ACCJC and with programmatic accreditors	2	<a href="http://catalog.collegeofsanmateo.edu/current/generalinformation/accreditation.php">http://catalog.collegeofsanmateo.edu/current/generalinformation/accreditation.php</a>
Course, Program, and Degree Offerings	114-396	<a href="http://catalog.collegeofsanmateo.edu/current/courses/">http://catalog.collegeofsanmateo.edu/current/courses/</a> <a href="http://catalog.collegeofsanmateo.edu/current/programs/">http://catalog.collegeofsanmateo.edu/current/programs/</a>

Catalog Requirement	2018-19 pdf page numbers	Catalog format Web-based
Student Learning Outcomes for Programs and Degrees	120-242	<a href="http://catalog.collegeofsanmateo.edu/current/programs/">http://catalog.collegeofsanmateo.edu/current/programs/</a>
Academic Calendar and Program Length (Note: using program requirements as proxy for length)	Calendar: 3 Program Length: 120-242	Calendar: <a href="http://catalog.collegeofsanmateo.edu/current/programs/">http://catalog.collegeofsanmateo.edu/current/programs/</a> Program Length: <a href="http://catalog.collegeofsanmateo.edu/current/programs/">http://catalog.collegeofsanmateo.edu/current/programs/</a>
Academic Freedom Statement	8	<a href="http://catalog.collegeofsanmateo.edu/current/generalinformation/statement_academic_freedom.php">http://catalog.collegeofsanmateo.edu/current/generalinformation/statement_academic_freedom.php</a>
Available Student Financial Aid	67-69	<a href="http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/financial_aid_scholarships.php">http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/financial_aid_scholarships.php</a> <a href="http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/types_financial_aid.php">http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/types_financial_aid.php</a>
Available Learning Resources	53-72	<a href="http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/">http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/</a>
Names and Degrees of Administrators and Faculty	397-401	<a href="http://catalog.collegeofsanmateo.edu/current/faculty-other-academic-personnel/">http://catalog.collegeofsanmateo.edu/current/faculty-other-academic-personnel/</a>
Names of Governing Board Members	2	<a href="http://catalog.collegeofsanmateo.edu/current/generalinformation/">http://catalog.collegeofsanmateo.edu/current/generalinformation/</a>
<b>2. Requirements</b> Admissions	10	<a href="http://catalog.collegeofsanmateo.edu/current/admission/">http://catalog.collegeofsanmateo.edu/current/admission/</a>
Student Tuition, Fees, and Other Financial Obligations	16-18	<a href="http://catalog.collegeofsanmateo.edu/current/fees/">http://catalog.collegeofsanmateo.edu/current/fees/</a>
Degrees, Certificates, Graduation and Transfer	120-242 102-104	Degrees and Certificates: <a href="http://catalog.collegeofsanmateo.edu/current/programs/">http://catalog.collegeofsanmateo.edu/current/programs/</a> Graduation/Associate Degree Requirements: <a href="http://catalog.collegeofsanmateo.edu/current/aaas-degree-requirements/">http://catalog.collegeofsanmateo.edu/current/aaas-degree-requirements/</a>
	83-101	Transfer: <a href="http://catalog.collegeofsanmateo.edu/current/transfer-planning/">http://catalog.collegeofsanmateo.edu/current/transfer-planning/</a>
<b>3. Major Policies and Procedures Affecting Students</b> Academic Regulations, including Academic Honesty	23-52	Academic Policies: <a href="http://catalog.collegeofsanmateo.edu/current/academic-policies/">http://catalog.collegeofsanmateo.edu/current/academic-policies/</a>

Catalog Requirement	2018-19 pdf page numbers	Catalog format Web-based
		College Policies: <a href="http://catalog.collegeofsanmateo.edu/current/college-policies/">http://catalog.collegeofsanmateo.edu/current/college-policies/</a> , including Academic Honesty at <a href="http://catalog.collegeofsanmateo.edu/current/college-policies/guidelines_addressing_cheating_plagiarism.php">http://catalog.collegeofsanmateo.edu/current/college-policies/guidelines_addressing_cheating_plagiarism.php</a>
Nondiscrimination	32-33	<a href="http://catalog.collegeofsanmateo.edu/current/college-policies/nondiscrimination_policy.php">http://catalog.collegeofsanmateo.edu/current/college-policies/nondiscrimination_policy.php</a>
Acceptance and Transfer of Credits	Acceptance of credit: 10-11 Transfer of credits: 87	Acceptance of Credits: <a href="http://catalog.collegeofsanmateo.edu/current/admission/transfer_credit_transcript_evaluation_service.php">http://catalog.collegeofsanmateo.edu/current/admission/transfer_credit_transcript_evaluation_service.php</a> Transfer of Credits: <a href="http://catalog.collegeofsanmateo.edu/current/transfer-planning/">http://catalog.collegeofsanmateo.edu/current/transfer-planning/</a>
Transcripts	21	<a href="http://catalog.collegeofsanmateo.edu/current/gradesandscholarship/transcripts.php">http://catalog.collegeofsanmateo.edu/current/gradesandscholarship/transcripts.php</a>
Grievance and Complaint Procedures	44-49	<a href="http://catalog.collegeofsanmateo.edu/current/college-policies/student_grievance_appeals.php">http://catalog.collegeofsanmateo.edu/current/college-policies/student_grievance_appeals.php</a>
Sexual Harassment	34-36	<a href="http://catalog.collegeofsanmateo.edu/current/college-policies/sexual_harassment_policy.php">http://catalog.collegeofsanmateo.edu/current/college-policies/sexual_harassment_policy.php</a> (see also <a href="http://catalog.collegeofsanmateo.edu/current/college-policies/sexual_assault_policy.php">http://catalog.collegeofsanmateo.edu/current/college-policies/sexual_assault_policy.php</a> )
Refund of Fees	16-18	<a href="http://catalog.collegeofsanmateo.edu/current/fees/credit_refund_policy.php">http://catalog.collegeofsanmateo.edu/current/fees/credit_refund_policy.php</a>
<b>4. Locations or Publications Where Other Policies may be Found</b>		
College website	--	<a href="http://www.smccd.edu/">http://www.smccd.edu/</a>
Board Policies and Procedures	--	<a href="http://smccd.edu/boardoftrustees/policies.php">http://smccd.edu/boardoftrustees/policies.php</a>

## Analysis and Evaluation

The College meets the Standard. The Catalog includes the “Catalog Requirements” identified in ER 20 and the Accreditation Standards.



**1.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

**Evidence of Meeting the Standard**

College of San Mateo communicates matters of academic quality in a variety of ways, to all appropriate constituencies. What students can expect to learn is communicated through course, certificate, and degree descriptions and through institutional, program, and course-level student learning outcomes. Student achievement is expressed through successful completion of courses, certificates, and degrees; through workforce outcomes including employment and earnings gain; and through successful transfer to baccalaureate institutions. The College systematically evaluates and makes public how well and in what ways it is accomplishing its goals, as part of its institutional planning.

**Academic quality communicated to students through course and program descriptions and learning outcomes:** Course and program descriptions are available in each program's section of the college's website and in the College Catalog [I.C.3-1, 2]. Course-level outcomes are available in Curricunet [I.C.3-3], and typically communicated to students on the syllabus for each course [I.C.3-4, 5]. Program learning outcomes for each degree and certificate are published in the Catalog [I.C.3-6]. Institutional learning outcomes are published on the College website [I.C.3-7].

**Dialog over learning outcomes assessment communicated to the college community:** Assessment of student learning outcomes is carried out at the course, program, and institutional levels to promote "self-examination and reflection, leading to productive dialogue and curricular improvement" and "decisions based on analysis of assessment results for college planning are shared amongst all constituencies" [I.C.3-8]. Discipline- and service-level assessments are communicated to the College community through the Program Review reporting process. Departmental and service-level assessment results and analysis are shared with the Academic Senate, CAC, and IPC; these committees, which bring together representation from all college constituencies, read and discuss program reviews and thus provide a venue for communicating results across to the college community. Productive dialog regarding the results of student learning outcome assessment at all levels and the resulting plans for improvement are critical components of program review for instructional programs, learning support centers, and student services program [I.C.3-9, 10, 11].

Program review reports are available to all on the College's website [I.C.3-12]. In addition to departmental program review, the College Assessment publishes institutional assessment results on its website, bringing together student surveys, faculty assessments, and other activities; also, a biennial Assessment Report summarizes assessment activities on campus [I.C.3-13, 14].

**Dialog over student achievement data communicated to the college community:** Summary-level information on completion of courses, certificates, and degrees and on transfer to CSU, UC, and private colleges is available to all through the College's Fast Facts [I.C.3-15] In addition, details and disaggregated student achievement information is available to all through the College Index (through 2017-18) and the SMCCCD Strategic Plan Metrics [I.C.3-16, 17].

Workforce outcomes including employment and earnings gain for selected career education programs are available to all through the CTE (CTE Perkins IV) and Statewide Strong Workforce Stars websites [I.C.3-18, 19]

### **Analysis and Evaluation**

The College meets the Standard, and ER 19. Assessment of student learning and evaluation of student achievement is used communicate matters of academic quality within the college, to current and prospective students, and to the public.

**IN PROGRESS:** Assessment reporting is a work in progress. Faculty have long collected and analyzed SLO data, with the results reported in Program Review and made available on the College website. However, the College is now working to make those results not only available, but a focus of open, interdisciplinary discussion. One strategy is the introduction of an Assessment Report, while another is creating more SLO activities that explicitly ask students to reflect on their learning. The College will continue to monitor the effectiveness of these procedures.

**QUALITY FOCUS ESSAY – ACTION PLAN 2:** The College's new job placement model, the Career and Workforce Hub, is a concrete illustration of the College's emphasis on communicating with students and community around academic programs.

### **1.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

#### **Evidence of Meeting the Standard**

The catalog listing for each certificate and degree includes its purpose, content, course requirements, and learning outcomes [I.C.4-1]. This information is also available through the offering program's Degrees & Certificates listing on the College's website (for example, Kinesiology) [I.C.4-2].

#### **Analysis and Evaluation**

The College meets the Standard. Catalog listings for degrees and certificates describe the content, course requirements and outcomes for all programs.

**1.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

**Evidence of Meeting the Standard**

College of San Mateo follows the policies and procedures of the SMCCCD Board of Trustees, which are reviewed by the district administration and appropriate constituencies every six years [I.C.5-1, 2]. The Academic Senate reviews policies pertaining to academic and professional matters [I.C.5-3].

The IPC regularly reviews the integrity and effectiveness of the institutional planning process documented in the Planning Calendar [I.C.5-4] and also reviews specific aspects of the process on an as-needed basis. For example, the process for submission and evaluation of initiatives was reviewed and modified in spring 2017 [I.C.5-5, 6, 7].

The PRIE office is responsible for reporting and disseminating consistent, accurate data and analyses of information to the campus community, the SMCCCD, and the public [I.C.5-8]

The policies and procedures described in the College Catalog are reviewed annually by the production/review team in preparation for catalog publication. The production/review team includes representatives of the Office of Instruction and the Office of Students Services, the Articulation Officer, and staff in CRM. To assure integrity, the team provides updates and then creates and reviews first, second, and final drafts. At the final review stage, the team is expanded to include the IPC co-chairs (administrative co-chair and Academic Senate President), the chair of the Curriculum Committee, and additional staff and administrators [I.C.5-9].

Regular update and review of the information on the College website is carried out by the individual programs, units, groups, and committees that have responsibility for the content. CRM ensures that information is accurately presented – whether in print, on the College website, or through other media [I.C.5-10].

**Analysis and Evaluation**

The College meets the Standard. The appropriate body at the College reviews all its policies, procedures and publications on a systematic basis, to ensure that its mission, programs and services are accurately represented.

**1.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

### **Evidence of Meeting the Standard**

**Information published for current and prospective students:** The “Fees” section of the College’s website and College Catalog provides current and prospective students with general information on fees and payment and with a list of all fees, their amounts, and the conditions under which they are required [I.C.6-1, 2]. The “Fees” section notes that students must purchase their own textbooks and that some courses require additional materials or a materials fee. For courses with materials fees, the amount of the fee is shown in both the printed schedule and the online schedule; see, for example DGME 103 [I.C.6-3, 4]. The Bookstore website includes a searchable page that shows textbooks and required materials for courses in the current term [I.C.6-5]. In addition, the online schedule of classes indicates (and is searchable for) sections that have zero cost textbook options [I.C.6-6].

### **Analysis and Evaluation**

The College meets the Standard. The College ensures that current and prospective students are accurately informed of the total costs of their education. Both in the Catalog and at the Bookstore website, students get accurate information about textbook and materials costs.

**1.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

### **Evidence of Meeting the Standard**

The College has established and published policies on academic freedom and responsibility, and makes clear its commitment for an atmosphere of intellectual freedom and independence.

**Policies on academic freedom and responsibility:** College of San Mateo follows the SMCCCD Board of Trustees Policy 6.35 on academic freedom (BP 6.35) [I.C.7-1]. The policy states that the District is “dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints” and that “[a]cademic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth.”

**An atmosphere of intellectual freedom and independence for all constituencies, including students:** Section 3 of the policy specifically supports the intellectual freedom of faculty and students:

The District’s faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others (BP6.35).

As noted in section 5, the policy applies to all constituencies:

Protecting academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate (BP6.35).

**Publication of policies on academic freedom and responsibility:** The Statement of Academic Freedom expressed in Board Policy 6.35 is included in the College Catalog, on the College’s website, and in the Faculty Handbook [I.C.7-2, 3, 4, 5].

## **Analysis and Evaluation**

The College meets the Standard, and ER 13. Board Policy explicitly protects the right of faculty and students to express and question opinions, and supports the free exchange of ideas, to promote an atmosphere of intellectual freedom and independence. The policy is prominently published.

**1.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

## Evidence of Meeting the Standard

The SMCCCD Board of Trustees Policy 2.21 includes ethics standards for all employees (BP 2.21). It outlines the ethical standards and responsibilities for the Board of Trustees, administrators, and classified staff as well as a procedure for dealing with violations. Board Policy 2.21 includes ethics codes adopted by faculty, staff, and students. In addition, College of San Mateo has established policies and procedures regarding student behavior, academic honesty, and the consequences for dishonesty.

**Faculty policies and procedures promoting academic integrity:** Board Policy 2.21 states that “[t]he Board of Trustees, administration, faculty and classified staff shall act in the best interests of students, the community and the District’s mission over other competing interests and shall foster a work/study environment that values respect, fairness, and integrity and is positive, encouraging, and success-oriented” (BP2.21) [I.C.8-1].

The faculty Statement of Professional Ethics was adopted by the American Association of University Professors (AAUP) and subsequently by the SMCCCD Academic Senate and is incorporated into Board Policy 2.21 and included as Appendix R of the Faculty Handbook [I.C.8-2]. It includes the following statements regarding honesty, responsibility, and academic integrity.

- Professors practice intellectual honesty.
- Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit.
- Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues [I.C.8-3].

**Staff policies and procedures promoting professional integrity:** As noted in the Classified Employees Statement of Ethics, classified employees

- maintain high professional and personal standards while fostering an environment of truth, trust, and transparency.
- honor and operate within the framework of laws and policies.
- maintain confidentiality of interactions, student records, and information related to legal and private matters
- strive for transparency and aim to avoid conflicts of interest or the appearance thereof [I.C.8-4]

**Student policies and procedures promoting academic integrity:** The SMCCCD Student Code of Ethics adopted by ASCSM states that

- Every student of the District is expected to represent him or herself honestly and respectfully in all situations, whether orally or in written statements. Honest and respectful representation includes, but is not limited to, providing only truthful material information on all District applications, financial aid forms, waivers, and any other official document.

- Students are expected to maintain the highest standards of academic integrity. Work that is not of the student's own creation will receive no credit. If a student is uncertain of what these standards are, he or she may consult his or her instructor for appropriate counsel, but a student's ignorance is no legitimate defense for academic dishonesty. Academic dishonesty includes lying, cheating, stealing, and using unauthorized materials on any assignment, quiz or exam. [I.C.8-5]
- Distance education students use Canvas, the College's course management system. This requires a student ID log-in which serves to authenticate student identity for distance courses [I.C.8-6]. While distance education students tend to work exclusively online, the Learning Center does offer proctoring services, which again requires a student log-in to use the Center [I.C.8-7]. In addition, Canvas includes a Turnitin plug-in which is widely used by faculty to identify and discourage plagiarism.

**Policies clearly communicated to students:** College of San Mateo's policies and procedures regarding student behavior are stated in Student Conduct section of the College Catalog and on the College's website and include expectations for behavior along with actions that are prohibited and the ensuing disciplinary processes [I.C.8-8, 9]. In addition, faculty frequently include statements on academic honesty in their course syllabi [I.C.8-10]. Information on academic honesty and other policies are also included in the Student Handbook [I.C.8-11].

College of San Mateo's policies and procedures regarding academic honesty and the consequences of dishonesty are stated in the Guidelines Addressing Cheating and Plagiarism and include definitions of academic dishonesty, instructor responsibilities, student responsibilities, and sanctions. The Guidelines are available in the College Catalog and on the College's website [I.C.8-12, 13]. In general, students are very much aware of both the nature and institutional consequences of academic dishonesty and cheating, as evidenced by strongly positive responses in the Student Campus Climate and Satisfaction Survey; 96.6% of students report receiving clear information from instructors as to what is considered cheating or dishonesty in class, and 94.5% are aware of the consequences of plagiarism, cheating and so on [I.C.8-14].

### **Analysis and Evaluation**

The College meets the Standard. Clear policies and procedures that promote honesty, responsibility and academic integrity are in place for all constituencies and include specifics related to including student behavior, academic honesty, and the consequences for dishonesty. Students are aware of these policies, and their application to the classroom.

**1.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

## Evidence of Meeting the Standard

As noted in I.C.8, the College has adopted policies and ethics statements promoting “academic integrity.” One component of academic integrity is the ability to distinguish between personal conviction and professionally accepted views, and the need to present information fairly and objectively.

**Faculty responsibility to present information fairly:** Board Policy 2.21 establishes the importance of establishing an atmosphere of academic integrity [I.C.9-1]. The Faculty Ethics Statement further clarifies that faculty “accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty” [I.C.9-2]. The Ethics statement and policies are outlined in the Faculty Handbook [I.C.9-3].

**Data and information presented objectively and in accordance with professionally accepted views:** While faculty enjoy the right to academic freedom, the Course Outline of Record (COR) determines the content, purview, and learning outcomes of the course [I.C.9-4]. Faculty are required to teach to the course outline, which thus mitigates the possibility of an individual instructor departing from professionally accepted views.

Adherence to the course outline is a key part of the evaluation process. Faculty members are required to show “evidence of meeting course objectives and following the course outline of record” [I.C.9-5]. Faculty must also show “knowledge of the subject matter” and “awareness of recent/current developments, methods, and research in the field,” as well as to present subject matter that “contributes to the course objectives in the course outline of record” [I.C.9-6]. The importance of objectivity is also underlined in the evaluation process, in that faculty need to demonstrate “respect for the right of the student to hold and to express divergent opinions” [I.C.9-7]. The most recent Student Campus Climate and Satisfaction Survey (2017) suggests that students feel that instructors are fair and unbiased; most students reported that faculty “encourage[d] students to examine different points of view” (“Instructional Effectiveness, Q2) [I.C.9-8].

## Analysis and Evaluation

The College meets the standard. While academic freedom and independence of thought are protected by Board policy and other College policies, Board policies and a faculty-adopted Ethics Statement also make clear that faculty should encourage different points of view, show respect for divergent opinions, demonstrate knowledge of recent developments and methods in their disciplines, and adhere to a course outline of record. Students appear largely very satisfied that faculty present their discipline material fairly and objectively.



**I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

### **Evidence of Meeting the Standard**

College of San Mateo does not seek to instill or support specific beliefs or worldviews. College of San Mateo's expectations for the conduct of staff, faculty, administrators, and students include ethical behavior, respect for diversity, and fair treatment. The College adheres to the SMCCCD Board of Trustees policy on professional ethics, which outlines the ethical standards and responsibilities for the Board of Trustees, administrators, and classified staff and incorporates additional policies for faculty, students, and classified staff [I.C.10-1]. All Board of Trustees' policies are available through District website [I.C.10-2].

SMCCCD faculty have adopted the Statement on Professional Ethics of the AAUP, which outlines professors' responsibilities to their students, their discipline, their calling, and their institution [I.C.10-3]. This statement is also included in Appendix O of College of San Mateo Faculty Handbook 2018-2019 [I.C.10-4] and incorporated into the Board policy on professional ethics.

A code of ethics for students created by the ASCSM and the student organizations of the other colleges in the District addresses honesty in representation and academic work and respect for the District rules and for the open exchange of ideas. This code of ethics is published on the District website and is incorporated into the Board policy on professional ethics [I.C.10-5]. The Student Handbook, available online and as part of the College Catalog, includes expectations for student conduct [I.C.10-6, 7, 8].

The College's Classified Senate's Classified Employees Statement of Ethics addresses equity, diversity, and inclusion along with professional and personal standards. The Code of Ethics is available on the Classified Senate website and is incorporated into the Board policy on professional ethics [I.C.10-9].

Some programs have additional codes of conduct based on professional expectations in the discipline. The Nursing Student Handbook includes the ethical, legal, academic integrity responsibilities of nursing students [I.C.10-10]. The athletic program follows the policies, rules, and regulations of the California Community College Athletic Association (CCCAA) and the Coast Conference, including the CCCAA Constitution and bylaws [I.C.10-11, 12].

## Analysis and Evaluation

Through posted policies on professional ethics and the conduct of employees and students, the College meets the Standard. The College does not seek to instill or support specific beliefs or worldviews.

**1.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

College of San Mateo does not operate in foreign locations.

**1.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

## Evidence of Meeting the Standard

The College complies with all policies and requirements and discloses information as required by the Commission. The College's Accreditation Status is disclosed on its website and in the College Catalog [\[I.C.12-1, 2\]](#). Recent communications from the ACCJC and the College's recent reports to the ACCJC are posted on the Accreditation Oversight Committee website [\[I.C.12-3, 4\]](#). Older communications are archived [\[I.C.12-5\]](#).

Following the 2013 Self Evaluation, the College submitted the 2013 Follow-up Report and associated documentation [\[I.C.12-6\]](#). Substantive Change Proposals are submitted in a timely manner for prior approval (see I.C.12-4).

## Analysis and Evaluation

Through its record of response to ACCJC requirements and through the public availability of accreditation status, communications, and reports, the College meets the Standard, and ER 21.

**1.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

### **Evidence of Meeting the Standard**

College of San Mateo demonstrates honesty and integrity in its relationships with external agencies. Employees who are responsible for communicating information to the District, the State Chancellor's Office, and accrediting agencies do so accurately and in a timely manner. As noted in Standard I.C.1, the accreditation status of the College and its externally accredited programs is available in the College Catalog and on the College's website [I.C.13-1, 2]. Accuracy of the College's accreditation status is ensured by the Office of the President; accuracy of external accreditation is ensured by faculty in the program, program directors, and the relevant instructional dean.

**Communication of accreditation status:** Available to all on the College's website are

- communications regarding the College's accreditation status [I.C.13-3]
- the College's reports to the ACCJC [I.C.13-4, 5]
- communications from ACCJC [I.C.13-6]

### **Analysis and Evaluation**

The College meets the Standard, and ER 21. It publishes its accreditation status and communications with accreditation agencies on its website, where they are available to the Commission, students and the public. The College describes itself accurately and consistently.

The site visit for the 2019 accreditation cycle was announced on \_\_\_\_\_, and an open comment period was held from \_\_\_\_\_ to \_\_\_\_\_.

*Add a placeholder for a link to the announcement of our site visit to the community and notification for interested parties to provide comments. Apparently we need to do this more than five weeks before the scheduled visit and then deactivated 35 days before the first day of the visit (see page 52 of Guide to Self Evaluation 2018 edition).*

**1.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

### **Evidence of Meeting the Standard**

The College is guided by a commitment to educational goals, expressed in learning outcomes and student achievement. It has no other commercial or external interests.

**Educational commitment:** The College's commitments to a high quality education, student achievement, and student learning are embodied in its Mission and Values statements and guide institutional planning and the allocation of resources [I.C.14-1, 2]

**Financial returns or external interests not relevant:** As a public community college within the California community college system, College of San Mateo does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. This is documented through the SMCCCD Annual Budget reports, available to all on the District's website [I.C.14-3].

The College adheres to the Board of Trustees Policy 2.45 and the associated administrative procedures (2.45.1 defining incompatible activities and financial interest; 2.45.2 incorporating Government Code Sections). Per Board of Trustees Policy 2.45, designated employees file an annual financial disclosure form [I.C.14-4]. In addition, the Finance Committee is committed to ensuring that funds are allocated in accordance with the College's stated Mission, Vision, and EMP goals, as well as Program Review and other plans; and that there is fiscal transparency with regard to financial decisions [I.C.14-5].

### **Analysis and Evaluation**

The College meets the Standard. The College has no commercial interests or obligations, and is guided by its commitment to student learning and achievement.

## Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### II.A INSTRUCTIONAL PROGRAMS

**II.A.1** All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs (ER 9 and 11).

#### Evidence of Meeting the Standard

As noted in the Educational Master Plan (EMP), the "Our mission, vision and values drive our work at CSM" [II.A.1-1]. The College's instructional programs are aligned with its mission, are appropriate to higher education, and culminate in defined student learning outcomes as well as student achievement goals.

**Alignment with mission:** All instructional programs at CSM, regardless of delivery method or location, are consistent with the College's mission, which focuses on our commitment to serving the educational needs of our community [II.A.1-2]. The Curriculum Committee requires that programs be aligned with the College's mission [II.A.1-3] and the Board is tasked with approving programs to ensure that "program offerings are responsive to and reflect community needs" [II.A.1-4]. In Program Review, in describing their programs, disciplines must explain their alignment with the College mission [II.A.1-5, 6]. To this end, the College fields a variety of offerings [II.A.1-7]:

- Lower division baccalaureate study for transfer (the IGETC and UC/CSU pattern)
- Associates degrees in academic and career technical fields (CTE)
- Certificates of Achievement and Specialization, notably in CTE programs, to prepare students for the workforce
- Basic and foundational skills.

**Quality and appropriateness of courses and services to higher education, focused on clearly identified learning outcomes:** The College maintains the quality of its programs and services, and their relevance to its mission, through a number of systematic review processes, primarily the curriculum approval and review process.

The College uses CurricUNET to shepherd new courses and programs through a systematic and detailed approval process compliant with Title V. Faculty must submit details of catalog description, course objectives, student learning outcomes, transferability, GE applicability, and units, as well as sample methods of instruction, assignments, and suggested texts [II.A.1-8]. The programs and courses are reviewed by a Technical Review Committee including discipline experts, relevant administrators, Distance Education specialists and the Student Learning Outcomes Assessment Coordinator (SLOAC) [II.A.1-9] before being submitted for consideration by the Curriculum Committee (formerly the Committee on Instruction), which is a sub-committee of the Academic Senate composed of faculty from each division and non-voting administrators [II.A.1-10].

Learning outcomes are created as part of the curriculum approval process. In addition, outcomes are aligned to create an educational map: program outcomes are aligned to the outcomes of their constituent courses, and institutional outcomes are aligned to course and service outcomes [II.A.1-11, 11a]. Alignments are discussed in Program Review [II.A.1-12, 13].

**Culmination in student attainment of learning outcomes, and student achievement of degrees or certificates:** Virtually all disciplines offer degree and/or certificate programs. Information about these, including the program learning outcomes, required courses, transfer patterns and recommended high school preparation, is published in the Catalog [II.A.1-14]. In addition, each discipline has its own web pages on the College website, which describes the discipline's course offerings, degrees and/or certificates offered, program learning outcomes, and employment and transfer information [II.A.1-15].

**Location and delivery method:** The College offers a number of courses online as well as at some other locations. Regardless of modality or location, courses and programs are all held to the same standard and follow the same curriculum approval process.

A handful of courses are also offered at local high schools as part of the College's newly developing Dual Enrolment program. Guided by AB 288 legislation (College and Career Access Pathways, or CCAP), Dual Enrolment aims to build more intentional pathways to strengthen the transition from high school to the College, notably for underrepresented students [II.A.1-16, 17]. Some courses are offered for joint high school and college credit, and some for college credit only [II.A.1-18]. The College is in the process of developing procedures and policies for the dual enrolment program. However, all instructors teaching a dual or concurrent enrolment course must meet Minimum Qualifications, and adhere to the course outline of record. The College is

following the guidelines outlined in the Career Ladders Project Dual Enrolment Guide, which stipulates that

as with any other college course, adherence to the course outline of record is required. Dual enrollment courses introduce students to the rigors and demands of college-level work, grant college credit, and ensure that students have the knowledge and skills to continue their postsecondary journey [II.A.1-19].

In addition, CSM offers courses at various outside locations through its Project Change learning community: in San Mateo County Juvenile Hall (Youth Services Center), Camp Kemp, and Camp Glenwood. Project Change offers the following UC/CSU transferable courses each semester: Psychology 100, Sociology 100, LCTR 105 "Keys to Success." These courses are taught by regular CSM faculty, and follow the same curriculum and adhere to the same standards as their on-campus counterparts. [II.A.1-20].

Distance education courses are likewise held to the same standards, and follow the same curricular approval process. Board policy requires that distance education courses “be approved under the same conditions as all other courses” (albeit with a separate, additional review, as mandated by Title V) so that the “same standards of course quality are applied to the distance education courses” as to traditional courses [II.A.1-21]. Hybrid or online courses must also complete a separate Distance Education Supplement [II.A.1-22]. Through the coordinated efforts of faculty, deans, the office of Planning, Research, Innovation and Effectiveness (PRIE), and the Integrated Planning Committee (IPC), the College is working on ensuring that distance education courses are “integrated into CSM’s institutional planning processes and cycles” [II.A.1-23, 24, 25].

## **Analysis and Evaluation**

College of San Mateo meets the standard, and ER 9 and 11. Courses and programs, regardless of mode of delivery or location, go through a curriculum review process that ensures that they reflect the College’s Mission and Values statements, meet generally accepted standards for higher education, culminate (at the course and program level) in identified learning outcomes, and lead to degrees, certificates, and transfer to four-year institutions.

In 2017, the College announced a focus on “moving the needle” – that is, improving degree and certificate attainment [II.A.1-26]. The focus is on improving student performance and learning through a more structured, supported overall experience inside and outside the classroom. To this end, the College is investing in Guided Pathways [II.A.1-27], and has overhauled its assessment process to support and sustain an interdisciplinary community of practice (for more on this, see II.A.3).

The College Index provides a summary of data on student outcomes and institutional effectiveness [II.A.1-28]. Information in the College Index is updated annually to reflect results and establish targets for the following year. The College Index has been used by the IPC to track the College’s progress in achieving its Strategic Goals on a regular basis [II.A.1-29, 30, 31, 32,

33, 34]. More recently, the district has introduced a local set of indicators tied to the District Strategic Plan [II.A.1-35]. IPC reviewed these indicators and established college targets [II.A.1-36, 37]. It is anticipated that the resulting Strategic Plan Goals: Metrics, Trends, and Targets summary will replace the College Index, and that the College will continue to use this data to support its mission (as evidenced in a recent Board study session) [II.A.1-38].

**II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

### Evidence of Meeting the Standard

**Faculty responsibility for ensuring academic and professional standards and expectations in curriculum and teaching methods:** Faculty responsibility is enshrined in Board Policy 6.13.1, which dictates that faculty create, review, revise, approve, and assess all courses and programs compliant with Education Code and Title V requirements [II.A.2-1]. Clear guidelines and procedures for doing so are established in the Curriculum Handbook.

The COR generated by Curricunet includes details that speak to academic and professional standards, including course content, student learning outcomes, objectives, suggested texts, methods of instruction, pre-requisites, and sample assignments, as well as units, contact hours and so on [II.A.2-3, 4]. The Technical Review Committee also offers advice [II.A.2-5] before the course or program is submitted to the Curriculum Committee for discussion and review [II.A.2-6, 7]. Course and program outlines are reviewed every six years, or in the case of Career and Technical Education (CTE) programs, every two years.

To ensure that methods of instruction are appropriate to the medium, Distance Education (DE) courses undergo an additional review which requires

- Explanation of modes of delivery
- DE training for faculty developing the course
- DE delivery mode (i.e., hybrid, online, Web-assisted)
- Content and methods of instruction, focusing on appropriateness of content to delivery method, and on effective instructor-student contact
- Methods of student evaluation
- 508 Compliance [II.A.2-8]



The [College](#) provides resources, support, and training for faculty to ensure that DE courses comply with accessibility requirements and best practices [\[II.A.2-9\]](#). Support and trainings are [organized by the Distance Education and Educational Technology Committee](#) (DEETC) [and the Center for Academic Excellence](#) (CAE) [\[II.A.2-10, 11, 12\]](#).

**Continuous improvement of instructional and other directly related services:** Faculty work to continuously improve courses, programs and related services through systematic curricular evaluation. This takes place primarily through Program Review, as well as through College initiatives and professional development.

*Program Review:* The Program Review process is at the heart of the College's self-assessment and continuous improvement process. Designed and organized by the faculty through the Academic Senate, Program Review allows faculty to report out on the strength of their programs, courses and services in each discipline or service area. Program Review requires faculty and staff in disciplines and services to reflect on student achievement data, learning outcomes data, and (in the case of student services) service area outcomes data, with the goal of continuously improving courses and programs, and promoting student success. (Student Services' program review and continuous improvement is addressed in Standard II.C.)

*Content of Program Review:* Faculty describe their programs, specifically to discuss how their programs support the College's mission. They reflect on disaggregated student achievement data for their programs, supplied by the PRIE office [\[II.A.2-13\]](#). They report on learning assessment data and activities, both within and beyond their discipline (i.e., interdisciplinary assessment activities around shared institutional learning outcomes). CTE programs also analyze the labor market and other factors as required by state law [\[II.A.2-14\]](#). Learning Centers also discuss efficiency, as well as usage and access gaps [\[II.A.2-15\]](#).

Academic Senate has recently revised its Program Review document to [reflect the College-wide emphasis on](#) equity, by asking faculty to discuss achievement gaps both between different student populations and between different modalities (online versus on campus courses). Program Review also emphasizes program and interdisciplinary learning assessment, and discussions of activities undertaken to improve student learning, at the department, service or college level [\[II.A.2-16\]](#).

*Examples of discipline- or center-specific improvements:* Some examples of self-assessment and improvement are fairly discipline- or service-specific. In Dental Assisting, for instance, an assessment of the curriculum revealed that certain key skills were not efficiently integrated into the program curriculum; the curriculum was revised to bring these skills forward [\[II.A.2-17\]](#). In the Learning Center, usage surveys indicated that students needed better access to course materials and resources; working with the Library, Center staff added the Center's reserve of textbooks to the library's database of reserve books to centralize resources for students [\[II.A.2-18\]](#).

However, faculty also address skills that support institutional outcomes or reflect shared concerns. For example, faculty in Film identified a problem with weak outcomes in student writing in their online classes; both writing skills, and online student success, are widely shared concerns [II.A.2-19]. Thus, the College is placing an increasing emphasis on collaborating to create a sustained and cohesive student experience, through assessment practices as well as Guided Pathways and other initiatives. Bringing faculty together for interdisciplinary discussions and activities is part of this; hence the increased attention on the part of Academic Senate as well as the IPC to read and respond to Program Reviews (see below). (Some institutional learning outcomes assessment also takes place outside the purview of Program Review, and is documented in a separate Assessment Report; for more on assessment, see II.A.3.)

*Program Review process tied to College-wide continuous improvement and planning:* Once submitted, Program Reviews are read and discussed by IPC, a committee made up of faculty, administrators, staff and student representatives [II.A.2-20]; and more recently, the Academic Senate and two of its subcommittees (the CAE, which coordinates flex-day activities, and the College Assessment Committee, or CAC, which oversees assessment). Each review has separate but related goals.

- Academic Senate and subcommittee faculty analyze Program Reviews to identify themes and trends around teaching and learning needs (for instance, tackling achievement gaps between student populations or between delivery modes; or developing and assessing pedagogy to address emerging student learning needs). The goal is for Academic Senate to find opportunities to support, coordinate or assist faculty in improving teaching and learning, and to build a community of practice by sharing out effective pedagogy, assessment, equity or other strategies relating to professional and program improvement. This review is intended to drive assessment and flex-day planning [II.A.2-21, 22].
- IPC analyzes all Program Reviews, including also those from Student Services, and establishes themes and trends, as well as examining the Program Review process itself to look for areas of improvement [II.A.2-23].

*College initiatives:* Interdisciplinary and college-wide initiatives also reflect the College's commitment to continuous improvement. The College is pursuing a number of initiatives intended to improve graduation and persistence rates, especially among underserved populations:

- The College is actively embracing the Guided Pathways model [II.A.2-24] linked to the College's work in strengthening partnerships with local high schools through a developing dual enrolment program [II.A.2-25].
- To support accelerated paths to graduation for underprepared students, Math and English have adopted multiple measures of placement [II.A.2-26, 26a, 27, 28] and have moved away from a sometimes extensive menu of remedial courses, replacing them with extensive academic support at the entry transfer level. Along with a redesigned freshman

curriculum, this move is supported through extensive academic support services, notably the College's Learning Commons, which includes the Learning Center, the Library, and a network of labs and centers across campus (see II.B). Services include individual instruction in the Writing Center [II.A.2-29], peer tutoring in the Learning Center [II.A.2-30], a burgeoning Supplemental Instruction program [II.A.2-31, 32] and preparatory activities such as the Math Jam [II.A.2-33] and, for ESL students, Word Jam [II.A.2-34].

- The College hosts several interdisciplinary learning communities (Mana, Puente, Umoja) some of which are home-grown (the Honors Project, Writing in the End Zone, Project Change) [II.A.2-35].
- Of particular note is the College's rapidly growing Promise Scholars program (formerly Year One Promise). This program is modelled on City University of New York's highly successful Accelerated Study in Associate Programs (ASAP), and offers extensive financial, academic and counseling support for first-year, full-time students, primarily those who are the first in their families to attend college. This cohort has grown from 100 students in 2016-2017, to 485 students at the beginning of the 2018-2019 year; and as the College explores what Guided Pathways will look like at this institution, it represents one possible scalable approach to offering students a clear, well-lit and well-supported path to a degree [II.A.2-36, 36a, 36b].
- Using qualitative and quantitative data, College initiatives, including learning communities, tutoring support and others submit an annual report to IPC assessing their strength and direction [II.A.2-37].

*Professional development:* The College supports professional development to promote continuous improvement in teaching and learning. The Center for Academic Excellence organizes professional development activities intended to "enhance pedagogy... through innovation and collaboration, so as to increase student success" [II.A.2-38, 39, 40]. The New Faculty Institute supports newly hired teachers to promote excellence in instruction and curriculum [II.A.2-41].

## Evaluation and Analysis

College of San Mateo meets the standard. Processes for curriculum development, learning outcomes assessment, professional development and institutional planning all serve to ensure that faculty preserve a high standard in the content and methods of instruction as well as the quality and currency of curriculum; and that faculty work continuously to improve teaching and learning, and to support student success both at the discipline or service level, and through collaborative initiatives such as learning communities and Guided Pathways.

**IN PROGRESS:** Improving institutional planning around Program Review remains a College focus. The goal is to strengthen the connection between discipline and service-

level program analyses, and not only resource requests, but also flex day planning, assessment activities, and other trainings (for example, in DE or Equity issues).

This goal is reflected in the recent revisions to Program Review, both the document (revised in Spring 2018) and the process (including the Academic Senate and subcommittee analysis of instructional program reviews) [II.A.2-42]. In addition, the Academic Senate is considering a committee restructuring to streamline membership, and to better knit together the work of assessment, equity, DE, and professional development [II.A.2-43].

IPC is also actively assessing the strengths and weaknesses of the Program Review process, with staff from Student Services suggesting possible improvements to their document [II.A.2-44]. IPC, Academic Senate and Student Services plan to continue assessing the strengths of the current Program Review process going forward.

## Evidence of Meeting the Standard

The College is committed to an assessment process that

1. supports a community of practice in the form of meaningful, faculty driven, useful activities dedicated to improving student learning;
2. creates opportunities for interdisciplinary collaboration and dialog;
3. informs planning at the discipline, program and institutional level; and
4. generates results and initiatives that are regularly communicated to the College.

As a 10+1, faculty-driven process, assessment is coordinated by the Academic Senate through its subcommittee, the CAC [II.A.3-1, 2]. Which is chaired by a faculty SLOAC, and includes the chairs of the Curriculum Committee and the CAE. The CAC offers workshops and resources for faculty engaged in discipline or service-level assessment, organizes interdisciplinary assessment activities, and communicates assessment activities to the campus community [II.A.3-3].

The goal is to create a culture of assessment by giving discipline faculty control over assessment priorities; by creating forums for documented, evidence-based discussions of student learning; by embedding assessment activities at the discipline, service, and institutional levels; and by tying assessment directly into the institutional planning process through the two-year Program Review cycle. Assessment activities and instruments are devised, organized and evaluated by faculty, both through the CAC and through faculty workshops [II.A.3-4].

**Officially approved and current course outlines including identified student learning outcomes:** Courses culminate in faculty-defined learning outcomes, and are included as a required component of the course creation program [II.A.3-5] and are included in course syllabi

[II.A.3-6](#). Program outcomes (also faculty-defined) are published in the Catalog [II.A.3-7](#), while the Institutional Learning Outcomes (ILOs) – which include the General Education Learning Outcomes – are published on the College website, and in the Catalog [II.A.3-8, 9](#). Learning Centers and student services define both SLOs and Service Area Outcomes (SAOs) as appropriate. These are published on the Student Learning Outcomes website [II.A.3-9a](#). (Outcomes assessment for student services and learning centers are discussed in II. C.)

**Students receive syllabi including student learning outcomes:** Course syllabi include student learning outcomes; these are reviewed by division deans, and faculty are required to submit a copy of each course’s syllabus to the division office [II.A.3-10](#).

**Learning outcomes for courses and programs are regularly assessed through institutional procedures:** Discipline-level SLO assessments are conducted by discipline faculty, documented through annual “Assessment Plans,” and reported out through Program Review.

A new assessment model: Starting with the fall 2018 Program Review, the College is following a new assessment model. In its improved form, SLO assessment functions as an institutional vehicle for faculty to have regular, documented inquiries on student learning; to share the results of their research or experimentation, through Program Review; and thus, in the spirit of Guided Pathways and the many other initiatives focusing on giving students a more supportive and cohesive educational experience, to develop a community of practice.

This model has emerged out of a sustained and thorough effort to improve the SLO process so that it offers a vehicle for systematically improving student learning, and promoting faculty collaboration and discussion about student learning. That effort is documented below.

SLO assessment pre-fall 2018: Under the former system, institutional procedures for SLO assessment focused on providing guidelines around data gathering and data entry, leaving the analysis and discussions over student learning to individual disciplines. SLO leads in each department and service were tasked with gathering data on SLOs (a never-defined but widely accepted rule of thumb was to gather data on each SLO at least once every three years), analyzing that data, and recording the results in TracDat. [II.A.3-11](#). Each discipline or service was to record the upshot of the assessment – namely, the analysis, any action steps or “closing the loop” – in Program Review [II.A.3-12](#).

The transition: Beginning in Fall 2015, the CAC embarked on a College-wide series of dialogs to evaluate and improve our SLO assessment process. (This was partly triggered by the perceived requirement of I.B.6, namely that SLO data would need to be disaggregated. Disciplines and services had developed different purposes and routines for collecting SLO data, and not all were compatible with collecting disaggregated data; so it was important to establish who would need to overhaul their SLO procedures to comply with I.B.6, to offer workshops to help them adopt new methods, and to launch an effort (in fall 2017) to see whether these methods would generate meaningful SLO data in a manageable way [II.A.3-13](#)).

Initial improvements included changes to data entry (the College set up and customized its own version of TracDat in spring 2015) [II.A.3-14](#).

The most important activity was a College-wide review of our assessment process. This included extensive, open-ended cross-campus forums, in workshops [II.A.3-15, 16] division meetings [II.A.3-17] and in-depth discussion with a variety of faculty and staff groups [II.A.3-18, 19, 20]. In addition, in 2016-2017, the SLOAC conducted interviews with virtually all SLO leads from instructional disciplines, to hear from faculty and staff about their experiences with assessment [II.A.3-21]. The goal was to evaluate our current assessment process, see what could be improved, and make those improvements, while continuing to comply with accreditation standards. (Student Services and Learning Center faculty and staff were interviewed in Fall 2016; the results are discussed in II.C.)

Faculty response suggested that the learning outcomes assessment process needed to be less onerous, better supported, more collaborative, and more integrated with flex activities directly tied to making improvements in student learning [II.A.3-22].

The new model: In Spring 2018, after over a year of consultation and discussion, and with a revised understanding of the requirement of I.B.6, faculty approved revisions to our institutional procedures [II.A.3-23].

Assessment is structured around an annual Assessment Plan, a simple and easily accessible form that keeps track of assessment activities, submitted in fall [II.A.3-24, 25]. The assessment plan identifies a question that will guide the assessment (regarding degree or certificate outcomes, the learning goals of a key course sequence, learning in a specific group of students etc.). Over the academic year, faculty gather data that will address their question (surveys, SLO aligned assignments, curricular reviews, student achievement data, etc.) and update their plan in spring with any conclusions drawn from the activity. The results of assessments are discussed in the biennial Program Review, along with any activities intended to better understand or improve student learning at the discipline level [II.A.3-26].

The virtue of this process is that it is enquiry-driven, beginning with a specific question about student learning which dictates the data collection. The weakness of a process that *begins* with data collection, as the College's formerly did, is that it usually ends up confirming what faculty already knew (students have trouble reading, certain student populations under-perform, certain skills are more elusive than others, etc.) while leaving little time for closing the loop.

The new SLO model allows faculty to prioritize areas of concern in the context of evaluating the effectiveness of their programs or courses. For example, an assessment of the Yoga Teacher Training Certificate revealed that students felt the need for more experience teaching yoga in a gym setting; the course curriculum will be adjusted accordingly [II.A.3-27]. The process also encourages regular faculty discussions about student learning, at the discipline and interdisciplinary level. And it is relatively simple and routine, easy to integrate into the instructional year, and supported with regular CAC workshops [II.A.3-28].

Finally, the new model places more emphasis on interdisciplinary assessment. Institutional and general education outcomes form a particularly relevant assessment point for many instructional faculty, whose disciplines may only award a handful of degrees each year, but who serve

thousands of students as part of their General Education pattern (English and Math are the obvious examples). The CAC offers regular ILO workshops [II.A.3-29], and faculty are invited to engage in, and document, interdisciplinary collaborations over shared concerns in student learning. For instance, the English and ESL departments worked together to establish shared standards in writing to support students in the transition from ESL 400 to ENGL 100/105 (the first transfer composition course) [II.A.3-30, 31, 32, 33].

The institutional planning process around Program Review has also evolved, with the Academic Senate, Assessment Committee and Center for Academic Excellence faculty analyzing Program Reviews to determine areas where support is needed, and where successful assessment (and other) activities can be communicated (through flex activities, as well as an Assessment Report) [II.A.3-34, 35]. Finally, the language in Program Review has been revised to speak clearly to assessment requirements [II.A.3-36].

~~*Institutional/General Education assessment: Discipline and service faculty are encouraged to participate in interdisciplinary or institutional assessment activities. ILO workshops are organized by the College Assessment Committee (see below), and discipline or service faculty sometimes organize their own interdisciplinary collaborations focused on specific learning issues (for example, the English and ESL department collaborated to review student learning and integrate standards for students moving from the ESL composition sequence into the transfer-level composition sequence [II.A.3-41]; also, English and Philosophy faculty teamed up to make a learning community focused on “Fake News,” and addressing a shared critical thinking goal) [II.A.3-42].*~~

Faculty have explored a number of ways to approach institutional assessments:

- holding interdisciplinary discussions around a shared outcome [II.A.3-39];
- organizing extracurricular, interdisciplinary student activities to gauge student competencies [II.A.3-40, 41], including focus groups in the learning community cohorts [II.A.3-42].
- embedding ILO-related questions into the College-wide student survey. Student responses to the 2016 Campus Climate and Satisfaction Survey indicate that students are strongly confident (with a range of positive responses from 96.6% to 98.9%) about their achievement of learning outcomes [II.A.3-43].

Faculty continue to work to create assessment activities that involve direct observation of student work, that yield meaningful data, and that lead to robust, productive, interdisciplinary dialog about student learning [II.A.3-44].

**Assessment as part of institutional planning:** As noted above, disciplines and services report their assessment activities and results in Program Review to both Academic Senate and its subcommittees, and to the IPC, to guide planning.

In addition, the CAC produces a report summarizing both the assessment activities reported in Program Review, and others that fall outside of specific department or service areas (i.e.,



institutional assessments). The CAC’s report is submitted to both Academic Senate and IPC to inform discussion and planning [II.A.3-45]

## Evaluation and Analysis

College of San Mateo aligns with this standard. Student learning outcomes are identified, defined, and assessed through established institutional procedures, and at different levels. Assessment is woven into institutional planning, with assessment activities widely discussed and published, and with two overview bodies analyzing trends and themes to guide planning. Assessment is also more effectively aligned with two of our five Priorities outlined in the EMP: “Committing to progressive and innovative teaching and learning,” and “Enhancing a culture of participation and communication.”

**IN PROGRESS:** Faculty are still adjusting to the new assessment process. The Fall 2018 Program Review cycle is the first in which faculty are asked to report on assessment projects – projects they may not have formulated in 2017 or 2016, when the SLO process mostly required data gathering and non-specific “analysis.” Hence the Program Reviews, in many cases, are stronger on what faculty are planning to find out through assessment than they are on what faculty have already *done* with assessment.

Institutional outcomes assessment also continues to be a work in progress. It is difficult to meaningfully gauge student learning outside the classroom. The current ILO workshops have evolved from earlier versions in fall 2015, spring 2016 and spring 2017 [II.A.3-51, 52, 53], and faculty will continue to build on these discussions as assessment tools. Meanwhile, the CAC plans to continue exploring ways to engage students in assessment (previous student assessment activities have foundered for lack of participation).

The College will continue to review and evaluate its effectiveness and compliance with ACCJC mandates. One of the key goals for the CAC, in the 2019-2020 academic year, will be to evaluate the new process, and to make improvements as needed. The goal is that by Fall 2020, when the next round of Program Reviews will be submitted, faculty will have become acculturated to the climate of continual and creative assessment, and with strong institutional support in the form of regular workshops and reports, should be participating in assessment activities at all levels.

**II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**



## Evidence of Meeting the Standard

The College offers some pre-collegiate courses which are carefully articulated with transfer-level courses. However, with the implementation of AB705, an equal or better measure of student support lies in the College's development of new curricula and academic support for freshmen (especially in English, Math and ESL); and in articulation with feeder high schools, using a Guided Pathways framework, through a burgeoning Dual Enrolment program.

The College offers some pre-collegiate courses, mostly in English and ESL, that are clearly distinguished from the college level curriculum and identified as pre-collegiate in the Catalog, the Schedule of Classes and on transcripts. Pre-collegiate courses are identified by number (800-range) while transfer courses fall into the 100-400 range [II.A.4-1].

The pre-collegiate curriculum has traditionally directly supported students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. However, the College as a whole is moving away from placing underprepared students in their own pre-transfer curricula, and instead is focused on integrating these students into entry-level college classes. Even before the implementation of AB705, the English department had greatly reduced its developmental course offerings in favor of five-unit transfer classes (comparing Fall 2015 to Fall 2017, English's pre-transfer course sections dropped from 31 to 11, while the number of sections in the expanded and supported entry-level English class rose from 7 to 17 [II.A.4-2]; more recently, the Math department has greatly scaled back its developmental courses in favor of expanded transfer courses [II.A.4-3]. Faculty have been working, and will continue to work, to evaluate and improve curriculum and pedagogy under the new AB705 model [II.A.4-4].

**Student support:** Faculty are expanding student support in a number of ways.

1. ● The ESL Center has broadened its instructional services to include all ESL students, not just those taking courses with a TBA requirement [II.A.4-5]. Faculty have also incorporated metacognitive and reading strategies into all of their writing courses.
2. ● With support from the Adult-Education College and Career Educational Leadership (ACCEL) initiative and the Basic Skills Committee, the ESL Department offered its first Word Jam to students in Summer 2018 [II.A.4-6], along with the summer Math Jam [II.A.4-7]. The Jam welcomed new students to campus, teaches pre-semester intensive English and study skills, and provides a multiple measure of placement to ensure students were starting at the most advanced but appropriate level for them to transition into college-level coursework.
- The College has expanded its academic support services to include embedded tutoring and counseling, peer tutoring in our Learning Center [II.A.4-8] and various discipline-specific centers and labs [II.A.4-9]. A Supplemental Instruction program places peer tutors in Math, Writing and ESL centers to work with students in pre-collegiate or entry-level courses [II.A.4-10, 11].

**Curriculum & collaboration:** Part of the point of articulating pre-collegiate and collegiate curriculum is to provide underprepared students a clear and direct path towards degree or certificate completion. Therefore, a number of initiatives, not uniquely aimed at pre-collegiate or developmental curriculum, are relevant to mention here.

1. • **Guided Pathways:** The College is developing a framework to ensure that students are able to proceed smoothly towards their degree, certificate or transfer goals – which very often involves a close look at what impedes underprepared students [II.A.4-12]
2. • **Dual enrollment / high school outreach:** Finally, as part of preparing students for college-level coursework, the College focuses also on the link between high school and college, ensuring that students find a clear path into college. The College has developed multiple measures of placement to promote student success [II.A.4-13], hold a Summer Bridge session for incoming students, and organize concurrent enrollment through a variety of dual enrolment programs, including Middle College [II.A.4-14] and Early College [II.A.4-15].
3. • **Faculty collaboration:** At the College, faculty share responsibility for pre-collegiate as well as transfer curriculum. In the key departments (Math, English and ESL) there is no separate “Pre-Collegiate” department – discipline instructors teach at all levels, and are aware of the progress of the curriculum. In addition, faculty collaborate across disciplines to support student success and keep a clear curricular path. ESL instructors offer workshops and instruction in the Writing Center, for instance; and the English and ESL departments work together to make a clear bridge between ESL and native-speaking composition classes [II.A.4-16, 17].

## Analysis and Evaluation

The College meets this standard. Pre-collegiate curricula are clearly distinguished from transfer curriculum, and are structured to help underprepared students transition successfully into transfer-level work.

**QUALITY FOCUS ESSAY: ACADEMIC PATHWAYS.** An extensive developmental curriculum is no longer the means by which the College seeks to help underprepared students successfully complete their degree or certificate goals. In this area, the College is ahead of the curve. Well before AB705 forced a state-wide rethink of how best to support underprepared students, the English department had greatly scaled back its developmental offerings, changed its cut scores, and correspondingly expanded enrollment in an extended, four-unit freshman English course (ENGL 105). The Math department has now redesigned its program, and the ESL department are revising their curriculum to comply with AB705 [II.A.4-18]. Almost all of CSM’s learning communities focus on supporting underprepared student populations [II.A.4.19].

Along with this new curricula is a stronger emphasis on creating transitions with high

school (through dual enrollment or summer “jams”); innovative academic activities (through the Learning Center, the labs and services, and the Library); through promoting stronger interdisciplinary collaboration through assessment (see II.A.3); and through integrating student services, academic services and instruction to provide wrap-around support for students. The Promise Scholars / CUNY ASAP program, detailed in the Quality Focus Essay, is an excellent illustration of the sort of support the College envisions providing for students going forward.

**II.A.5 The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level (ER 12).**

### **Evidence of Meeting the Standard**

The Curriculum Committee, governed by Board Policy 6.13.1 [II.A.5-1] ensures that degrees and programs follow practices common to higher education. Degree programs comply with the rules laid down by Title 5 Section 55063 for depth, breadth, rigor and course sequencing, as outlined in the General Education handbook [II.A.5-2] and the Curriculum Committee website, under “Course Submission Instructions” [II.A.5-3]. Degrees require 60 units, including at least 18 pertaining to the major, the rest composed of general education courses that support the core competencies outlined in the Institutional and general education learning outcomes, and that meet the area requirements for IGETC and CSU/UC [II.A.5-4]. The curricular process includes the six-year review of co- and prerequisite courses, as required by Title 5 [II.A.5-6]. Programs and courses are submitted to the State Chancellor’s Office for approval.

## Analysis and Evaluation

CSM meets this standard, and ER 12. The College's curriculum procedures and Board Policies ensure that degrees and certificates meet the usual requirements for length, breadth, rigor, synthesis of learning, and time to completion.

**II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education (ER 9).**

### Evidence of Meeting the Standard

The District has established a Strategic Plan which includes prioritizing “accelerated program completion” and “innovative scheduling,” in order to support students’ ability to complete certificate and degree programs within a reasonable period of time [II.A.6-1, 2, 3]. As part of this effort, the College schedules courses to make sure that students can complete certificate and degree programs in a timely manner.

**Program planning:** Instructional administrators work with faculty to create class schedules, analyzing patterns of enrollment and student achievement data [II.A.6-4, 5], LOAD, regulatory changes (e.g., course repetition requirements) [II.A.6-6], and emerging needs [II.A.6-7, 8, 9]. [II.A.6-10]. The goal is to make sure that there are enough sections to meet student needs, and that full-time students can complete a required sequence of courses to complete their degrees within two years. Scheduling is considered in the AA-T degree narrative and communicated to students to support planning (for example, in the Music major [II.A.6-11] the English major [II.A.6-12], or the Digital Media degree [II.A.6-13].

**Accelerated path to degree completion:** The College has also embraced a number of strategies to help students complete their degrees in a timely manner, including accelerated paths into transfer-level English and Math courses (see II.A.5) [II.A.6-14, 15] and Guided Pathways [II.A.6-16].

**Division scheduling:** Division deans are tasked with ensuring that course offerings match enrollment needs. Enrollment reports are sent out to all deans, who consult with the Vice President of Instruction and discipline faculty to determine the appropriate numbers of sections and courses. Division scheduling also ensures that students can take the necessary classes without gaps or conflicts. For example, representatives of all departments in the Math/Science division meet every three years to map out course offerings to avoid conflicts between needed pre-requisites – as exemplified by the Science schedule for 2018-2022 [II.A.6-17, 18, 19].

At the discipline level, there is planning to ensure that even where enrollment only justifies a small number of courses, these are coordinated to serve majors. The English department, for

instance, organizes its literature courses on a two-year rotation to ensure that English majors can take courses required by most transfer institutions [II.A.6-20].

Deans also ensure that courses necessary for students to complete a program are offered, even though later courses in a required sequence often see dwindling enrolments as students change majors or educational goals. For example, the College runs the third and fourth classes in the Harmony and Musicianship course sequences despite low enrolment, for the sake of those students for whom these courses form part of the Music major requirements (AA and AA-T). In the case of the graphic design track of the Digital Media program, students often find employment before completing a program, so the culminating second year spring internship class is allowed to run when enrollments are in the mid-teens [II.A.6-21, 22].

Another way in which the College ensures that students can complete programs is work with faculty to find room for them in other sections. For example, when a face-to-face sociology class was cancelled prior to the start of the Fall 2017 semester, two students who needed the class to complete fall degrees were given the option of adding into an otherwise full online section of the course [II.A.6-23].

**Flexible scheduling (including DE courses):** The College's diverse course offerings provides students with multiple options of days, times and modes of delivery in which they can enroll in high-demand courses which enable them to complete degrees and certificates on time with enough flexibility to meet their personal schedules [II.A.6-24].

Distance education is an important resource. The College's most recent DE plan posits a goal of allowing students to complete in a timely manner [II.A.6-25]. In addition, the College is expanding an option of late-start classes – classes that begin in mid-term. These serve students who find they need unit recovery, or who wish to complete sequenced courses in one semester [II.A.6-26].

## Analysis and Evaluation

The College meets this standard, and ER 9. Scheduling is coordinated inside departments and across campus to optimize students' chances of successful completion of degrees, certificates or transfer in a timely manner.

**QUALITY FOCUS ESSAY: ACADEMIC PATHWAYS.** With the passage of AB705, timely degree completion has become an even more important priority. Along with creative and diverse scheduling, the College's Promise Scholars/CUNY ASAP program has set targets for degree or certificate completion within six semesters.

**II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

The College works to ensure that its pedagogy (including use of delivery modes and teaching methods), and its learning and support services, serve our students, and support equity and student success.

## Evidence of Meeting the Standard

**College support for equity in success for all students:** Like many institutions, CSM has notable achievement gaps between different student populations. CSM has thus identified equity as a priority, with the Academic Senate approving a resolution on equity, and adopting a statement on equity intended for inclusion in course syllabi [II.A.7-1, 2]. An integrated plan lays out strategies for improving success rates for targeted student populations [II.A.7-3], including outreach (for example, the Dual Enrolment program) [II.A.7-4]; accelerated pathways to transfer (for example, the work of the Math, English and ESL departments) [II.A.7-5, 6, 7]; and integrating the Basic Skills Initiative (BSI) and Diversity in Action Group (DIAG) into a single Educational Equity committee (EEC) [II.A.7-8]. The EMP, developed in Fall 2018, prioritizes “creating equitable opportunities for all of our students” [II.A.7-9]. A Student Equity plan, due for completion in June 2019, will also address students’ changing needs [II.A.7-10].

The College created an Academic Support and Learning Technologies (ASLT) Division to coordinate and supervise various learning support centers, activities and services. This Division includes coordinators for our five main learning communities; the SLOAC; representatives of the Learning Commons, which includes the Library and the College’s learning centers; coordinators of Middle College, ACCEL, and the BSI; the Equity officer; coordinators of learning support centers, Distance Education, and Professional Development. The division’s mission is to focus on the spaces in between classrooms – to create a “community of learners,” and to “nurture and develop this culture by supporting those programs, services and initiatives that work outside the classroom to contribute to student success” [II.A.7-11].

**Effective use of delivery modes:** As part of its commitment to improving student access, CSM offers hybrid and online courses through Canvas, its course management system.

Online courses are taught by CSM instructors and fully integrated into the college’s course approval processes, as outlined in the Curriculum Handbook [II.A.7-12]. Online courses must include a supplemental “Distance Education” form, addressing the course’s suitability to the medium, and detailing how faculty will provide regular and effective contact [II.A.7-13].

Effectiveness of distance education courses is assessed at the discipline and College level. At the discipline level, online courses are singled out for consideration in Program Review, which invites faculty to discuss achievement gaps between online and on-campus courses [II.A.7-14] and to reflect on plans or efforts to close the gap [II.A.7-15]. Faculty are also provided with course success data disaggregated to show modes of delivery [II.A.7-16].

From a larger perspective, online offerings are overseen by DEETC, an institutional committee made up of all College constituencies and co-chaired by an instructional technologist [II.A.7-17]. As part of institutional planning, the DEETC’s instructional technologist participates in analysis

of program reviews by the IPC, establishing themes, trends and needs for online students. In March 2017, the IPC determined that there was a need to examine distance education offerings to explore ways to close achievement gaps [II.A.7-18, 19]. This serves DEETC's goal of integrating distance education into institutional planning [II.A.7-20].

In their most recent Distance Education plan, DEETC identified strategies for supporting student success in online classes by examining achievement gaps in student learning, and expanding and improving academic support services for online students [II.A.7-21].

**Flexible scheduling:** In addition, faculty and administrators are working on creative schedule solutions, such as the Short or Late Start classes, to meet student needs [II.A.7-22].

**Student support and learning services:** The College offers several learning support services:

1. **Student support services:** The College offers a support center for Veterans [II.A.7-23, 24], a center for students in our International Education Program [II.A.7-25], a Dream Center to serve undocumented students [II.A.7-26], a Child Development Center (CDC) [II.A.7-27], and a multicultural center (MCC) [II.A.7-28].
2. **Learning support services:** The College has a Learning Center [II.A.7-29], as well as discipline-specific academic centers [II.A.7-30].
3. **Learning communities:** Many learning communities focus on underrepresented or at-risk student groups, and have made significant gains [II.A.7-31, 32, 33, 34, 35, 36, 37, 38, 39].
4. **Equity activities:** The Director of Equity offers professional development activities to support faculty as they address equity gaps in the classroom [II.A.7-40, 41]. In addition, the College has recently been designated a Hispanic Serving Institution (HSI) and is supporting both a METaS and a MESA program to support Latino students in STEM education [II.A.7-42, 43].

**Teaching methodologies:** The College supports a culture of continuous improvement in teaching methodologies through its CAE. Where the Curriculum Committee focuses on excellence in curriculum, the CAE coordinates all efforts and activities focused on improving teaching and learning across campus [II.A.7-44, 45].

## Analysis and Evaluation

College of San Mateo meets this standard. The College is working to close achievement gaps [between online and on campus students, different demographics, etc.] by supporting equity practices in curriculum, teaching methods and support services.

**IN PROGRESS:** Supporting students in distance education remains an active area of development. The success rates in online classes is solid [II.A.7-46] and in some disciplines very strong [II.A.7-47, 48]. However, some issues remain: ensuring that success rates are spread evenly across different student populations (some faculty are proposing remedies, such as developing and publicizing online support options, or coordinating with the Equity office [II.A.7-49, 50]; and improving retention [II.A.7-51].

In addition, the College's Distance Education committee is in the process of revising its most recent Distance Education plan, to bring its goals more into line with current campus needs. The revised plan is due to be published in [REDACTED].

While the work of supporting faculty who teach online continues strongly at the campus level, in the form of Canvas trainings and other activities [II.A.7-52], much of the work of framing distance education policies and procedures takes place at the District Level through the Distance Education Advisory Committee (DEAC). The DEAC plan has just been published in March 2019 [II.A.7-53], and will inform the College's revised Distance Education plan.

**II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

CSM does not administer exit exams, or offer credit by examination.

**II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions (ER 10).**

### **Evidence of Meeting the Standard**

The College awards course credit based on student attainment of learning outcomes, consistent with institutional policies, relevant Federal standards and accepted norms of higher education.

**Attainment of learning outcomes the basis of degrees:** CSM awards course credit, degrees and certificates based on student attainment of learning outcomes. For all courses, degrees and certificates, as well as for the General Education pattern, faculty have defined learning outcomes that articulate the knowledge, skills and abilities that successful students should take with them from a given course of study [II.A.9-1, 2]. The outcomes of all courses in a given degree or certificate program are mapped to those program outcomes, connecting classroom work to degree-level learning outcomes [II.A.9-3].



**Institutional policies consistent with norms of higher education:** Board policy lays out graduation requirements (BP 6.11.1) [II.A.9-4], which include generally accepted norms in higher education (a GPA of 2.0 or above in 60 semester units of course work, including at least 18 units of General Education courses as well as 18 units of major-related courses. Board policy also articulates the philosophy and criteria for the general education portion of degrees; students are required to take a breadth of courses to develop core competencies, including Effective Communication, Quantitative Reasoning, Critical Thinking, Social Awareness and Diversity, and Ethical Responsibility and Effective Citizenship (BP 6.10.1) [II.A.9-5].

**Calculation of credit hours:** The College calculates credit hours in compliance with Title 5, and with the California Community Colleges Chancellor's Office *Hours and Units Calculations* document [II.A.9-6]. The credit hour is based on a clock hour with a 10-minute passing period (e.g. 50 minutes). (Note: the Curriculum Handbook contains a typo – the hours-per-unit divisor is 48-54, not 16-18).

### Analysis and Evaluation

The College meets this standard, and ER 10. Degrees and certificates are awarded based on attainment of learning outcomes; and policies regarding credit and calculation of hours reflect generally accepted norms in higher education.

**II.A.10 The institution makes available to students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfil degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements appropriate to its mission (ER 10).**

### Evidence of Meeting the Standard

The College has well-publicized, clear transfer policies and articulation procedures and agreements that support the ability of students to transfer without penalty.

**Transfer-of-credit and articulation policies support student mobility:** The College supports student mobility through its policies on transfer-of-credit and articulation. Board Policy stipulates the College's obligation to articulate with local high schools, and with CSU and UC campuses (BP 6.24) [II.A.10-1].

There is a clear process for incoming students seeking credit for external examinations (for instance, the AP exam) [II.A.10-2]; also for students transferring credit from other colleges

[II.A.10-3], or from international schools [II.A.10-4]. For students transferring to CSU and UC institutions, the College publishes extensive information and worksheets to support student mobility, consistent with Board Policy and the College's mission [II.A.10-5]. The College has several articulation agreements with other institutions identified on <http://www.assist.org> and also posted on our website [II.A.10-6]. The College supports Guaranteed Transfer Contracts with a number of other institutions [II.A.10-7]. The College catalog includes information on transfer planning, Associate Degrees for Transfer, and the Course Identification numbering system (C-ID) [II.A.10-8].

Currently the College offers 43 courses with C-ID descriptors, and 21 degrees that are part of the Associate Degree for Transfer program [II.A.10-9].

In addition, the College has some special articulation agreements. The College's Honors Project is part of the UCLA Transfer Alliance Program (TAP). Students are certified after completing the College's Honors program, and given priority consideration for admission to UCLA's College of Letters and Science in the major of their choice (they also have the option to pick an alternate major, in effect giving them two chances at transferring to UCLA) [II.A.10-10].

### **Analysis and Evaluation**

The College meets this standard, and ER 10. Multiple articulation agreements exist between the College and its transfer institutions, and between the College and incoming students. The College has worked to support student mobility by offering a variety of courses with C-ID descriptors, and degrees that are part of the Associate Degree for Transfer program, as well as offering some special articulation agreements (for Honors students).

**II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

### **Evidence of Meeting the Standard**

In each of its programs, the College has included learning outcomes which support the defined essential competencies, as well as program-specific outcomes.

**Student learning outcomes in defined competencies:** The College adopted six ILOs in May 2017 (ILOs) [II.A.11-1]. The broad competencies are:

- Independent Learning and Development

- Effective Communication
- Quantitative Reasoning
- Critical Thinking
- Social Awareness and Diversity
- Ethical Responsibility and Effective Citizenship.

These represent the knowledge, skills and abilities students should take with them from a sustained experience or pattern of study at the College. These ILOs include the General Education learning outcomes previously defined by the Academic Senate in 2013 (ILOs 2 through 6), which in turn reflect the Core Competencies required by Board Policy and identified in the General Education “areas” as General Education learning outcomes (BP 6.10.1) [II.A.11-2]. Course outcomes are aligned with institutional outcomes [II.A.11-3].

In addition, interdisciplinary collaboration to promote student learning in shared institutional outcomes is a systematic component of the assessment process. Faculty and staff from different disciplines and services are regularly brought together in flex day workshops to discuss and assess institutional outcomes as these pertain to their respective areas [II.A.11-4, 5]. Institutional learning outcomes assessment activities are embedded in learning communities [II.A.11-6]. And discipline or service-level collaborations around shared learning outcomes are documented in Program Review. For instance, the English Program Review in Fall 2018 documents a collaboration with ESL over norming assessments for second-language students entering transfer composition classes; also, a collaboration with Philosophy instructors over a “Fake News”-themed learning community which involved aligning curriculum and assessments. [II.A.11-7]. The Film department has been partnering with the Mana learning community, and with International Education, offering courses and content focused on those communities [II.A.11-8].

The College’s commitment to interdisciplinary learning is also demonstrated by its interdisciplinary studies courses (IDST). Four of these (IDST 101, 102, 103 and 104) represent the core courses for the Honors Project. These research seminars support students as they complete independent research work for a variety of disciplines, earning honors credit in a variety of courses [II.A.11-8]. Honors students produce an award-winning magazine showcasing work from a variety of disciplines [II.A.11-9]. Promise Scholars also take IDST 110, the required course for participants in the Promise Scholars program (formerly Year One Promise) [II.A.11-10].

## Analysis and Evaluation

The College meets the standard. All degree programs include courses whose outcomes collectively support the various general competencies outlined in the standard, along with outcomes specifically supporting the goals of the program.

**II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (ER 12).**

### **Evidence of Meeting the Standard**

The College publishes its philosophy of general education in its catalog, and this philosophy governs its curriculum process. As part of the curriculum process, faculty determine whether courses are appropriate for the general education curriculum, and in which area.

**Institutional philosophy of general education published in catalog:** CSM's philosophy of general education, stated in its catalog, emphasizes the "basic principles, concepts and methodologies" of the disciplines, and their importance to "evaluating and appreciating" both our world and ourselves [II.A.12-1].

The Associate degree and the Associates Degree for Transfer require that students complete 60 units supporting students' abilities in core competencies (quantitative reasoning, information competency, and English) as well as developing students' general knowledge in four key areas: History, Language and Rationality, Physical Education, and an additional area (Natural Science, Humanities, Career Exploration and Self Development, and Social Science) [II.A.12-2, 3].

**Learning outcomes as a basis for inclusion in the curriculum:** The Curriculum Committee handbook defines umbrella outcomes for courses that can be included in each of the College's General Education areas [II.A.12-4]. Outcomes for General Education are periodically reviewed and revised for currency, most recently in Spring 2018 [II.A.12-5].

**Faculty expertise:** Through the curriculum approval process, faculty determine the inclusion of a course in a particular area of general education, based on relevant general education learning outcomes [II.A.12-6].

## Analysis and Evaluation

The College meets the standard, and ER 12. General education requirements are shaped by a developed, clearly articulated philosophy of general education. Through the curriculum approval process, faculty determine the appropriateness of each course for inclusion in the general education curriculum. General education learning goals support a student's capacity for lifelong learning, civic involvement, and a grounding in the arts, sciences and humanities.

**II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

## Evidence of Meeting the Standard

Degree programs at the College require in-depth study, appropriate to the degree level, of a specific discipline or interdisciplinary area. The curriculum leads to relevant learning outcomes and competencies, and contains key theories and practices relevant to the discipline.

**Focused study in each degree program:** Degree programs are governed by Board policy, which ensures compliance with Title V [II.A.13-1] and which lay out the requirements for a disciplinary core, as well as a coherent and purposeful general education program [II.A.13-2]. As part of program assessment, faculty regularly review the alignment between learning outcomes for a degree or certificate, and the learning outcomes of the core and selective courses, to ensure that the program remains current, clear and comprehensive. For example, the Cosmetology Program Review in Fall 2018 reviewed its curriculum outcomes map, as did the English department [II.A.13-3, 4].

## Analysis and Evaluation

The College meets this standard. Guided by Board Policy, degree programs focus their study on an established interdisciplinary core, whose learning outcomes are reviewed for clarity and consistency.

**II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

**Evidence of Meeting the Standard**

Graduates of the College’s Career and Technical programs demonstrate skills and professional competencies that meet employment standards, licensure requirements and transfer programs. The College works to ensure that its CTE programs offer skills that are relevant to employers, and regularly assess the performance of their graduates to ensure that learning outcomes and curriculum content serve the needs of our students.

**Career-technical certificates lead to professional competencies:** The College ensures that students completing career-technical certificates and degrees have the professional competencies that meet standards set by employers, licensure or other certification, and other relevant professional bodies. CTE programs are reviewed every two years, as required by the State Chancellor’s office; faculty ensure the program curriculum is current, look at the market data and employment trends, examine curricular impact, and so on. (This analysis is also discussed in CSM’s biennial Program Review.) Programs are revised to ensure currency and relevance to student and employer needs [II.A.14-1]. For example, the Business department is reviewing its courses to reflect current student needs [II.A.14-2].

**CTE programs meet employment standards:** CTE faculty regularly analyze the relevant business market as required by California law [II.A.14-3]. In addition, advisory boards composed of field professionals, faculty from California State University programs and other relevant parties meet with CSM faculty twice a year, in Spring and Fall, to give input on the direction of the curriculum and employer needs [II.A.14-4, 5]. Student preparation for employment is also gauged through professional internships; for instance, students in the Addiction Studies complete a Field Studies/Semester internship, during which CSM faculty make on-site visits with clinical supervisors as part of a continual evaluation of CSM interns; 90% of students go on to find employment in clinics in the Bay Area) [II.A.14-6].

**CTE programs meet employment needs:** CTE programs conduct regular analysis of the employment market as required by California law, and report the analysis in Program Review [II.A.14-7]. Some programs, such as the Fire Academy or Dental Assisting, complete a separate accreditation process [II.A.14-8].

Faculty continue to work to strengthen ties between CTE programs and the employer needs, through initiatives like CSM’s Career and Workforce Hub, connecting students to employers [II.A.14-9] and through an industry engagement event [II.A.14-10, 11]. CSM also participates in the State Chancellor’s Strong Workforce Program initiative, a program providing funding for colleges to develop CTE programs that respond to the emerging need for more students who have “completed associate’s degrees, certificates, and/or industry valued credentials to meet

workforce demands through at least 2025” [II.A.14-12]. Most recently, five career programs at CSM (in fields of technology, manufacturing, renewable energy, management and entrepreneurship) in earned “Star” status from the statewide Strong Workforce Initiative, indicating that the programs show students can make “significant gains in factors important for advancing social mobility” [II.A.14-13]. The College participates also in the California Community Colleges CTE Launchboard, which aggregates data collected from CTE program completers and skills builders at CSM. Data provides insight into earnings gains as a result of taking courses at the college, whether a student is employed in their field of study, enrollment trends, and completion and transfer rates within specific programs at the college. Data collected can be used to make programmatic decisions to grow effective programs [II.A.14-14].

**CTE programs meet other applicable standards, such as licensure or other requirements:**

Where students go on to take licensure exams (i.e., in Cosmetology or Nursing) or employment exams (i.e., for Electronics Technology students to get jobs with BART or PG&E), faculty review student success in the exams to gauge the success of their programs [II.A.14-15, 16]. Where students transfer to four-year programs, faculty work to ensure a smooth transition. For example, graduates of CSM’s Nursing program have priority transfer status into San Francisco State University’s Bachelors in Nursing program; a recent survey indicates that one-third of CSM’s graduates go on to complete their Bachelors in Nursing [II.A.14-17].

**Programs meet student needs for degree/certificate completion:** Courses are scheduled to ensure program completion, and planned over a two-year period. Faculty in some programs are implementing compressed courses to permit students to complete a required sequence of courses in one semester – Accounting has had considerable success with accelerated online courses [II.A.14-18]. Where programs do see some attrition at higher levels (as in Drafting or Electronics), courses are scheduled to permit enrolled students to complete their degree or certification. For instance, in Spring 2019, the College offered Electronics 111 and Electronics 231, despite low enrollment, to maintain the viability of the Electronics program for students focusing on this career pathway.

## Analysis and Evaluation

The College meets the standard. Graduates from the College’s career and technical programs are well prepared for licensure exams, and for employment.

**QUALITY FOCUS ESSAY – WORKFORCE PATHWAYS:** CTE offers another illustration of the College’s focus on Guided Pathways. Funded by the Strong Workforce initiatives, the Career and Workforce Hub creates a clear, well-supported path from college to the workforce that students can enter at any point. It also blurs the traditional distinction between “transfer” and “CTE” – a distinction which is often inapplicable, since many CTE programs lead to transfer (e.g, Nursing or Architecture) while students in most traditional transfer majors (e.g., Political Science, Art) also expect to join the workforce and may need career support.

**II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

### **Evidence of Meeting the Standard**

Program elimination is planned to permit enrolled students to complete their studies without disruption.

#### **Program elimination makes appropriate arrangements for enrolled students:**

Discontinuation of programs is preceded by an extensive PIV (Program Improvement and Viability) process [II.A.15-1], which is itself governed by Board policies [II.A.15-2, 3]. The Program Viability Form includes a discussion of the implication of discontinuance for students, to ensure that the needs of enrolled students are met [II.A.15-4]. Affected programs work with the Planning, Research, Innovation and Effectiveness Office and appropriate deans to identify students affected, and to ensure their completion of courses before any program is terminated or put on hiatus.

No programs have been put through the Program Improvement and Viability process since the last accreditation in 2013. However, the five years preceding the 2013 accreditation included several documented iterations of programs being removed or restructured, as well as an overhaul of the PIV process itself [II.A.15-5]. Curriculum Committee discussions covered the committee structure and procedures [II.A.15-6, 7] as well as individual cases [II.A.15-8].

[The PIV process is described in the College's Planning Manual \[II.A.15-9\].](#)

The College meets the standard. A clear process governs program termination, hiatus or reduction. The process includes wide deliberation, with input from students as well as faculty, and prioritizes making accommodations for students already in the program.



**II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

### **Evidence of Meeting the Standard**

The College works to continuously review and improve all of its instructional programs, and to improve learning outcomes and achievements for students. This is achieved through the Program Review process, through interdisciplinary initiatives and activities, and through the Institutional Planning Process.

**Regular evaluation of programs:** Instructional disciplines, whether collegiate, pre-collegiate, or CTE, conduct a biennial self-reflection (Program Review) in order to

- evaluate the strength and health of programs, courses and services
- identify areas needing improvement
- report on measures taken to effect improvements.

Program Review is based on an analysis of course and program learning outcomes data gathered at the discipline level, as well as student achievement data supplied by the PRIE office [II.A.16-1]. Assessment activities include reviewing course-to-program alignment, to ensure clarity, coherence and currency in a program [II.A.16-2, 3]; snapshots of student learning, either through embedded assignments, surveys, or other appropriate instrument [II.A.16-4, 5]; and discussions of specific initiatives intended to improve student learning at the course or program level (“closing the loop”) [II.A.16-6].

**Focus on continuous improvement:** The assessment process is intended to establish a culture of assessment, and a community of practice, in which faculty work systematically to find areas in need of improvement, try solutions, and report out the results in Program Review [II.A.16-7]. Examples include plans for outreach across disciplines, strengthening core concepts, and other efforts [II.A.16-8, 9, 10].

While a program generally refers to degrees and certificates, in the interests of continuous improvement, faculty have expanded the definition of “program” to refer to any continuous sequence of courses. For instance, while the ESL department does not offer a degree or certificate, its courses are sequenced and intended to lead students to specific outcomes; likewise, the English composition sequence, while not a degree in itself, represents an important course sequence intended to develop key academic skills. In the spirit of Guided Pathways, therefore, Program Review encourages faculty to regularly evaluate any sequence or body of related courses to ensure that students are achieving learning outcomes [II.A.16-11, 12].

**Institutional efforts to enhance student achievement and outcomes:** The College supports a number of interdisciplinary programs intended to improve student learning and success, notably Guided Pathways, extensive academic support services, learning communities, and structured support for teaching and learning through the New Faculty Institute (NFI), the CAE, Equity workshops, and other professional development activities (see II.A.2).

The Institutional Planning Committee reviews and synthesizes discipline and service area Program Reviews (see II.A.2). Learning communities and other college initiatives (for instance, the Distance Education or the International Education Program) report annually to the IPC. The goal is to establish themes and trends across the campus to support improvement in programs and services, and in student learning (see II.A.2).

### **Analysis and Evaluation**

The College meets the standard. Through the assessment process, faculty regularly evaluate not only how well their students are learning but how well they are achieving degree, certificate or other learning goals. Faculty are required to constantly identify, address, and share out areas of concern, interest or observed improvement in student learning, both at the discipline and interdisciplinary level.

**IN PROGRESS:** While compliant with the standards, the College continues to focus efforts to integrate discipline- and service-level reporting (on assessment, student achievement data and other activities) with overall institutional planning. The College has initiated several new approaches in Program Review, assessment, and reporting, to support institutional planning.

**QUALITY FOCUS ESSAY:** As the College develops its model of Guided Pathways, the spirit of that mandate can be seen in two initiatives that speak to the College's twin goals for education: academic achievement, and career development.

## II.B LIBRARY AND LEARNING SUPPORT SERVICES

**II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services (ER 17)**

### **Evidence of Meeting the Standard**

College of San Mateo supports the quality of its instructional programs through the Learning Commons, which includes the Library, and a variety of mostly discipline-specific labs and learning centers. These collectively provide human, material and technological services that are sufficient in quantity, currency, depth, and variety to support students' academic needs, regardless of location or means of delivery, in line with the College's mission.

The Director of the Learning Commons has primary responsibility to support the College mission by integrating academic support services through collaboration, innovation and engagement. Along with faculty and staff from the library and CSM Learning Center, the Director belongs to the recently formed Academic Support and Learning Technologies division, as part of its mission to create the conditions for a thriving "community of learners," by systematically and intentionally supporting "programs, services and initiatives that work outside the classroom to contribute to student success" [II.B.1].

Management of Library and learning support services is supported by two committees:

- Learning Support Centers Coordination Committee (LSC3), a committee bringing together faculty coordinators, directors, staff, and students to coordinate student services and staffing to create a well-integrated network of learning support services [II.B.1-2];
- The Library Advisory Committee, an Academic Senate Committee facilitating communication between the Library and faculty [II.B.1-3].

This section will first discuss the library, then the learning support services, focusing in each case on their quantity, currency, depth and variety, then on their accessibility.

## Library

**Library services are sufficient in quantity, currency, depth and variety to support educational programs, and are accessible to regardless of location or means of delivery:**

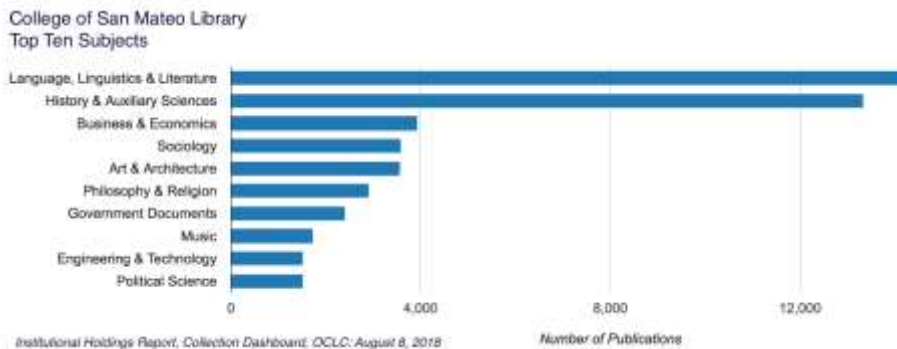
The Library provides student-centered programming, services and access to research materials and technology to support students' academic goals.

**Quantity, currency, depth and variety of library services:** The library supports the College mission through its collections, services, and instruction.

*Collections:* The physical collection includes circulating items, reference resources, print periodical titles, archival material, and college reserves. [II.B.1-4](#) The size of the collection indicates that library resources are sufficient in quantity, depth, and variety to meet students' educational needs [II.B.1-5](#):

<b><u>COLLECTIONS: RESOURCE TYPE</u></b>	<b><u>2016-2017</u></b>
<a href="#">books in print</a>	<a href="#">58,155</a>
<a href="#">eBooks</a>	<a href="#">1,064,706</a>
<a href="#">journals, magazines, newspapers in print</a>	<a href="#">2,329</a>
<a href="#">online journals, magazines, newspapers</a>	<a href="#">1,139</a>
<a href="#">media (video, audio, etc.)</a>	<a href="#">657</a>
<a href="#">digital media</a>	<a href="#">369,588</a>

The number of publications allotted to the ten largest subject collection areas gives an insight into the depth of the library's collection [II.B.1-6](#):



Institutional memberships enhance the library's resources. The library belongs to the National Network of Libraries of Medicine [II.B.1-7](#), is designated as a Federal Depository Library [II.B.1-8](#), and is a member of the Peninsula Library System consortium of 35 libraries sharing resources and providing additional access to materials and databases across the academic and public libraries in the region [II.B.1-9, 10](#).

The physical and digital collections are continually reviewed and developed so as to remain current [II.B.1-11, 12]. One third (33%) of the library physical collection was published after 2000, and 17% of the physical collection was published since 2010 [II.B.1-13]. Likewise, new materials are continuously added to and removed from the digital collections [II.B.1-14].

Services: The library offers a variety of services:

- Reference desk: individual appointments, reference and research assistance, curriculum support [II.B.1-15]
- Makerspace: student-centered spaces and tools supporting prototyping and design [II.B.1-16]
- Access services: circulation, reserves, and interlibrary loan services, as well as textbooks, instructional materials, equipment (calculators, laptops), and hours of operation [II.B.1-17]
- Technical services: Acquisitions, Cataloging, Electronic Resources and Web services; support for library search systems used by online and on-campus students [II.B.1-18]
- Public programs: Student and community engagement through partnerships with other disciplines (Fine Art, to display student work); Digital Media, for poster exhibits; the Puente Club, for Dia de las Muertos activities; the Math/Science division, for the annual Family Science and Astronomy Festival and Makerspace event); and student clubs (Architecture, Engineering, Fashion, Origami, Polynesian, and Robotics club) [II.B.1-19, 20, 21, 22]

Instruction: The library has a strong instructional program that supports student learning and achievement, focusing on students' acquisition of information literacy skills based on the Association of College and Research Libraries *Framework for Information Literacy for Higher Education* (2015) [II.B.1-23]. Methods of instruction include

- online topics guides, research tutorials and other videos [II.B.1-24];
- information literacy instruction, through instructional sessions [II.B.1-25] or, to meet the College's Information Competency Proficiency graduation requirement, instruction embedded in coursework [II.B.1-26, 27], presented as a one-unit course [II.B.1-28], or delivered as guidance to students (including an information Competency Proficiency exam [II.B.1-29];
- workshops on particular topics (e.g., correct citation or avoiding plagiarism) [II.B.1-30].
- makerspace instruction sessions integrated into engineering and drafting curricula [II.B.1-31, 32];
- individual instruction sessions at the reference desk [II.B.1-33];
- training in online tools for teaching and learning [II.B.1-34].

**Accessibility regardless of location or means of delivery:** The library ensures that its resources, services and instruction are available to students on and off campus. The library holds extensive opening hours, over 56 hours a week during Fall and Spring semesters, and 40 during summer sessions [II.B.1-35]. Reference services are offered during all library open hours. Librarians also offer support in other venues, notably the CSM Learning Center [II.B.1-36], or as

an embedded librarian in specific courses (for instance, Nursing or the IDST Honors Seminar) [II.B.1-37, 38]. Student use of library services and resources suggests that the library gets considerable use, with nearly 100,000 in-person visits [II.B.1-39], and more than 1,500 instructional transactions at the reference desk [II.B.1-40].

Off-campus access, for all students but particularly important for distance education students, is equally well supported. The Library's online collection of databases provide 24/7 remote access to ebooks, journals, magazines, and newspapers, audiobooks, art images, and streaming video [II.B.1-41].

RESOURCE TYPE	2017-2018
physical item circulation	9,902
digital/online item circulation	61,576
interlibrary loan (outgoing)	7,440
interlibrary loan (incoming)	2,022

*Integrated Postsecondary Education Data IPEDS 2017-2018*

The usage or "circulation" of collections demonstrates access to a variety of resource types and means of delivery [II.B.1-42]. Databases, instructional content and services are accessible via the CSM Library website [II.B.1-43]. Librarians are available through chat, text and email [II.B.1-44]. At least one section of LIBR 100 is offered online each semester [II.B.1-45].

### Learning Support Services

The College supports student learning through a comprehensive Learning Center and ten discipline-specific learning support labs and centers.

### Learning support services are sufficient in quantity, currency, depth and variety to support educational programs, and are accessible to regardless of location or means of delivery:

The College's Learning Center, and the discipline-specific labs and centers, offer faculty instruction, staff support, peer tutoring, curriculum materials, and access to computers and other technical equipment.

**Quantity, currency, depth and variety:** Labs and center offerings are described below:

- Anatomy & Physiology Lab (instructional faculty support, curriculum, hardware) [II.B.1-46]
- Business and Computer Lab (staff support, curriculum, hardware) [II.B.1-47]
- Computer Information Science Lab (staff support, hardware) [II.B.1-48]
- Communication Studies Center (staff support, hardware) [II.B.1-49]
- CSM Learning Center (instructional faculty and staff support, peer tutors, hardware, curriculum, study space) [II.B.1-50]
- Digital Media Computer Lab (Staff support, hardware) [II.B.1-51]
- Integrated Science Center (instructional faculty and staff support, peer tutors, hardware, curriculum) [II.B.1-52]
- Math Resource Center (staff support, peer tutors, curriculum, hardware) [II.B.1-53]
- ESL Center (instructional faculty and staff support, peer tutors, curriculum, hardware)

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[II.B.1-54](#)

- [Nursing Skills Lab \(instructional faculty support, curriculum, hardware\) \[II.B.1-55\]](#)
- [Writing Center \(instructional faculty and staff support, curriculum, hardware\) \[II.B.1-56\]](#)

Usage information is available at the LSC3 website [\[II.B.1-57\]](#).

As noted in the description, many labs and centers offer instructional services:

- [Faculty and/or staff offer individual instruction and discipline-specific workshops \[II.B.1-58\]; for-credit courses to train peer tutors \(LCTR 100\), and to help students develop academic and personal skills to support success in college \(LCTR 105, LCTR 240\) \[II.B.1-59\]; and Jams – multi-day, intensive instructional programs, taught by faculty, introducing students to important tools or concepts in Math & Science \(Math/Science Jam\) \[II.B.1-60\] or in English, for ESL learners \(Word Jam\) \[II.B.1-61\]](#)
- [Student support comes from a peer tutoring program \(certified by the College Reading and Learning Association\) \[II.B.1-62\]](#)
- [Student support also comes from Supplemental Instruction \(a peer support program helping CSM students succeed in historically challenging courses\) \[II.B.1-63\]](#)
- [Online tutoring is also available through NetTutor, an online service integrated into the College's course management system \[II.B.1-64\]](#)

Other learning support services include textbook reserve programs, proctoring of exams for DE or other students, and in partnership with student services, financial aid and academic counseling workshops [II.B.1-65, 66]

**Accessibility regardless of location or mode of delivery:** Learning support services are made accessible to students regardless of location or mode of delivery.

For on campus students, tours and orientations, and opening hours calculated to capture most students' availability (Monday-Friday until 8:30 p.m., with earlier closing on Friday), make the Learning Center an accessible resource [II.B.1-67]. Other labs and centers follow a similar pattern, though hours vary based on staffing and scheduling of affiliated courses [II.B.1-68, 69, 70]. Usage numbers suggest that the Centers are well-used, with the Learning Center serving more than 6,000 students each year, and other discipline-specific centers collectively serving over 10,000 students annually [II.B.1-71].

Online accessibility is available as learning support to all students, especially distance education students. Many learning support centers offer additional online resources [II.B.1-72]. There is additional tutoring support embedded into the Canvas course management system [II.B.1-73, 74], and the Writing Center offers one-on-one individual instructor remote conferences, usually over Skype [II.B.1-75].

## **Analysis and Evaluation**

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and

support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

College of San Mateo meets Standard II.B.1, and ER 17. College of San Mateo's students have access to numerous learning support materials and services, across the curriculum, both on and off campus. These services include a library with current digital and physical collections, a learning center, and numerous labs and centers. These services offer resources, materials, and a variety of instruction, including peer tutoring, individual instruction, workshops, and one-unit courses.

**QUALITY FOCUS ESSAY – ACADEMIC PATHWAYS:** Academic support services are a major focus for implementing Guided Pathways. As we continue to build on a culture of wrap-around, collaborative academic support, we are evaluating all services to identify opportunities to scale up and integrate learning support services. The Promise Scholars / CUNY ASAP model illustrates the direction in which the College is moving [\[II.B.1-76, 77, 78\]](#).

**Standard II.B.2 Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

### **Evidence of Meeting the Standard**

The expertise of Learning Commons faculty, staff, and administrators informs curriculum design, program review, and institutional planning to select and maintain educational equipment and materials that support student learning. Additionally, the Learning Commons faculty, staff and administrators collaborate closely with discipline experts to ensure the materials and equipment are accessible and align with the college mission.

**Reliance on faculty and librarian expertise for the selection and maintenance of educational equipment and materials:** Librarians, collaborating with faculty and staff across campus, work to select and maintain educational equipment and materials.

Committees: Librarians participate in a range of committees across campus (including the Curriculum Committee, college Technology Advisory Committee, and Academic Senate Governing Council) to ensure that educational equipment and learning needs are being met



[II.B.2-1](#), as well as within the Peninsula Library System [II.B.2-2](#). Additionally, the Director of Learning Commons meets regularly with the Library Advisory Committee to discuss suggestions for better meeting campus needs for educational equipment and student learning [II.B.2-3](#).

The LSC3, Library, and Learning Center work closely with the Information Technology Service (ITS) department to maintain, upgrade, and refresh hardware, software, and equipment that support students and faculty needs [II.B.2-4](#).

Curriculum approval: Faculty and librarian expertise is also embedded in the curriculum approval process; a librarian is part of the Technical Review Committee that reviews new courses, evaluates the impact on library resources, and offers support [II.B.2-5](#) by identifying databases and resources appropriate for use in new courses [II.B.2-6](#).

Collections management: The Library's collections management is an assessment-based process that relies on the expertise of librarians and instruction faculty feedback for the selection and deselection of materials. Evaluation of collections are assessed through usage statistics for circulation and database searches, age of print materials, coverage for new and revised curricula and courses, relevancy and currency of database subscriptions. Librarians work with discipline faculty on collection requests, trials for databases, and improvement of collections, equipment, and services [II.B.2-7](#).

Program Review: Requests for additional equipment and material take place through the program review and resource request process with staff and faculty input [II.B.2-8](#). The collaborative interactions facilitated by LSC3 also allows for critical equipment and services to be placed at multiple locations. For example, digital media software that is accessible both in the Digital Media lab and the Learning Center allows students to use the Learning Center, which has longer evening hours, to work on course assignments. District Instructional Technology Services (ITS) maintains the equipment and software for the centers and consults on the purchase of new technology to help ensure compatibility and integration with existing technologies [II.B.2-9](#).

Faculty / Staff Collaborations: Faculty and staff collaborate to improve and coordinate appropriate resources for students. An example is the Learning Center's textbook reserve program. The Learning Center currently houses 212 textbooks in over 25 disciplines, and Learning Center staff work with faculty to curate the available textbook collection. Faculty members from various departments and publishers donate textbooks in the Learning Center or other centers and labs on campus to provide students access to classroom resources [II.B.2-10](#). The Learning Center's reserves are now included in the library's online system of reserve books so that student can identify and locate needed textbooks [II.B.2-11](#).

## **Analysis and Evaluation**

College of San Mateo meets Standard II.B.2. The faculty and staff of the Learning Commons, including librarians, collaborating with discipline faculty, advise on the selection and maintenance of materials that support student learning and enhance achievement of the mission.

The LSC3, Library, and Learning Center work closely with the Information Technology Service (ITS) department to maintain, upgrade, and refresh hardware, software, and equipment that support students and faculty needs, notably online access to library resources. Librarians work with discipline faculty through the course approval process and other venues to ensure that the Library's collections and services meet students' needs. Faculty from relevant disciplines work together to ensure that the Learning Center and discipline-specific learning support centers meet student needs. The Learning Support Centers Coordination Committee coordinates hours of operation, computer and technology resources, staffing, and scheduling of services to create a comprehensive learning support network for all students.

**Standard II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Evidence of meeting the standard**

The College systematically evaluates all learning support services to assure their adequacy, and uses the results of these evaluations as the basis for improvement.

**Evaluation of library services:** The Library evaluates adequacy of library services using a variety of quantitative and qualitative data including in-house surveys and assessments. Through program review, the Library uses this information to develop plans to sustain and improve student success [\[II.B.3-1\]](#).

The Library Advisory Committee contributes to the development of the Library's mission, goals, and student learning outcomes. The committee is made up of faculty representatives from most of the College's instructional divisions who help determine appropriate priorities and strategies to meet current and future needs [\[II.B.3-2\]](#).

The Office of Planning, Research, and Institutional Effectiveness (PRIE) conducts regular assessments of library services in student and faculty satisfaction surveys [\[II.B.3-3\]](#). The Library coordinates with faculty and the Curriculum Committee. A Library review and approval is required on new and revised course proposals to ensure that library collections are developed to support identified student learning needs [\[II.B.3-4\]](#).

Librarians regularly review the College Catalog to become familiar with the current courses, programs and services offered by the institution. Library usage data informs the selection and retention of print and online resources [\[II.B.3-5\]](#).

Library staff participate on academic and institutional planning committees, contributing to awareness of current and emerging trends related to instruction and services. Additionally, librarians participate in Academic Senate Governing Council, the Distance Education and Educational Technology Committee, Accessibility Committee, Sustainability Committee, Institutional Planning Committee, and attend division or department meetings upon request to inform acquisition decisions [II.B.3-6]. Librarians also work with individual faculty to schedule and teach library orientation sessions for classes in any discipline [II.B.3-7].

The Library shares access to trial databases with faculty and solicits their input as to whether particular resources could contribute to student learning [II.B.3-8]. Faculty can recommend the acquisition of resources at any time including via an online purchase suggestion form [II.B.3-9].

**Learning support services are evaluated to assure that they are meeting identified student needs:** The learning support services of the college assess the impact of their services in meeting institutional learning outcomes [II.B.3-10], using a variety of quantitative and qualitative data including in-house surveys and a regimen of best practices adopted by all the labs and centers on campus [II.B.3-11]. While evidence may suggest an indirect impact on learning outcomes, the multiple measures used in the evaluation process helps to ensure that they meet student needs. Through a regular process of program review, the learning support labs and centers evaluate their services and use this information to develop plans to sustain and improve student success and contribute to institutional learning outcomes. In program review, centers specify student learning outcomes, report on assessments of these SLOs, identify needed improvements and resources, then use these evaluations as the basis for plans for improvement [II.B.3-12]. For example, Math Resource Center had identified a need for improved instructional/lab space. A proposed plan for expanding and improving facilities for STEM students was included in a Title V HSI STEM grant application which was awarded. Facilities improvements are nearly completed and are scheduled to open for use in Spring 2019 [II.B.3-13, 14].

Discipline-specific learning centers are evaluated through a College-wide student satisfaction survey. The survey asks specific questions regarding the overall quality and helpfulness of services received, and the importance of centers to their academic success. Results show high satisfaction with learning support services [II.B.15, 16].

In addition, some labs conduct their own surveys and discuss these in the Program Review for the center (for instance, the Business Lab user survey) [II.B.3-17]; others discuss other evaluations of services in the Program Review in their associated discipline [II.B.3-18]. Learning support services are also evaluated through an analysis of course success rates, comparing results for students who use academic support services in comparison to those who do not. Peer-tutored students outperformed their non-tutorial supported counterparts (80.5% as opposed to 72.7%) [II.B.3-19].

Finally, initiatives in learning support are evaluated through the Annual Review of College Initiatives, presenting a data analysis to IPC. The Supplemental Instruction program, for instance, was able to show that 72% of SI participants succeeded in their relevant courses, compared to 54% of non-SI participants [II.B.3-20].

**Results used as the basis for improvement:** The labs and centers use individual surveys to inform general practices and create improvements [II.B.3-21]. One important emphasis here is equity. Recognizing the disparities in achievement between student populations, Learning Support Services seek to support the College's equity goals through intentional support directed at student populations who have been historically underserved. Institutional research provides disaggregated data of students who use the facilities [II.B.3-22]. The disaggregated data provide insights into gaps between student populations which can then be reflected upon and addressed in the program review process [II.B.3-23].

One example comes from initiatives serving student-athletes. Conversations with faculty in English suggested that the standard SI model was not meeting students' needs in the Writing in the Endzone learning community, so in Fall 2018, embedded tutoring was introduced to support that learning community; this approach will be evaluated through course success rates and student feedback [II.B.3-24]. Another innovation is the Power Hour, a dedicated period of directed learning activities (including instruction, tutoring and other support services) for football players, who include some of our most underserved students, and whose impacted schedules make it difficult for them to seek out needed academic support. Future assessments of the outcomes of the Power Hour will guide future efforts [II.B.3-25].

In addition, the College's Learning Support Center Coordination Committee assists in the strategic planning and development of services across campus. This group is composed of the Director of the Learning Commons, Learning Center Manager, as well as faculty and staff representatives from all of the support labs and centers on campus [II.B.3-26]. The committee meets several times throughout the year to coordinate hours of operation, computer and technology resources, staffing, and scheduling of services to create a comprehensive learning support network for all students. Regular meetings allow the associated faculty and staff to participate in aligning resources and services to ensure that the Learning Center and other centers are efficiently delivering programs and services. In addition, the committee reviews and discusses their completed program reviews to identify common themes and trends [II.B.3-27].

The LSC3 uses multiple means of evaluating services across the labs and centers:

- Best Practices - an agreed upon list of ten best practices evaluated on a regular cycle [II.B.3-28]
- Surveys – both the Campus Climate and Satisfaction survey [II.B.3-29] and targeted Center and lab student surveys [II.B.3-30]
- Focus groups - Integrated Science Center held several group discussions with students to obtain feedback on services [II.B.3-31]
- Accudemia - Campus-wide system used to track usage data [II.B.3-32]
- Surveys targeted to degree and certificate holders - Communication Studies conducts surveys of students recently awarded certificates and degrees inquiring about the Communications Studies Center and its contribution to their success [II.B.3-33].

## **Analysis and Evaluation**

College of San Mateo meets Standard II.B.3. The college makes extensive use of a variety of data, including surveys, student achievement, usage reports and focus groups, to evaluate library and support services. The library and learning support services all participate in a regular cycle of program review, which involves reflecting on diverse data and using results of evaluations as the basis for improvement.

**Standard II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. (New) The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

## **Evidence of Meeting the Standard**

**Formal, documented agreements exist between the Library and learning services, and outside collaborators or services:** Both the library and learning services use a number of outside sources, including services and/or consortia, to delivery services to students the Online Computer Library Center (OCLC) [II.B.4-1, 2], the Community College Library Consortium [II.B.4-3, 4, 5, 6], the Peninsula Library System [II.B.3-7, 8], Califa [II.B.4-9], and the Pacific Library Partnership [II.B.4-10].

Learning support services also have contractual agreements with external organizations and vendors, including Engineerica [II.B.4-11], Link-Systems [II.B.4-12], the California Community College Proctoring Network [II.B.4-13], and Pinnacle Vend Systems.

**Process for contracting with vendors:** Academic research tools and databases are acquired via cooperative purchasing through the Community College Library Consortium, which is a project of the Community College League of California (CCLC) and the California Council of Chief Librarians (CCL). The CCL's Electronic Access Resource Committee (EARC) provides assessments and reviews of products that are offered through the consortium [II.B.4-14, 15, 16, 17, 18, 19]. Once further reviewed and selected by our team of librarians, most contracts are entered with a start date beginning with either the calendar year or the fiscal year.

Additional supplemental academic and community research tools and databases are acquired from the Peninsula Library System consortium on behalf of the San Mateo Community College District as well [II.B.4-20, 21]. Either the Director of Learning Commons at College of San Mateo or Skyline College, or the Chief Technology Officer of the San Mateo Community College District is a member of the Peninsula Library System Administrative Council [II.B.4-

22]. Librarians and classified staff representing the Libraries of the San Mateo Community College District participate on several Peninsula Library System committees and teams and participate in decision making and evaluation of products and services. For example, CSM librarians, staff, and administrators participated on the following committees during the 2017-18 academic year: Administrative Council, Cataloging Standards, Marketing, and Circulation Managers [II.B.4-23, 24, 25, 26].

**Resources and services are adequate for College needs:** Resources provided by consortia are regularly reviewed and evaluated by faculty, staff, and administrators as appropriate to make certain they are adequate for their intended purposes through online and in person communications [II.B.4-27, 28, 29].

**Resources and services are easily accessible and are utilized:** Both the library and the learning centers have procedures to gauge usage of contracted services.

#### Library

- Database resources provided by consortia are easily accessible via the Library website [II.B.4-30]. Usage is tracked monthly and evaluated annually for all databases acquired via consortia [II.B.4-31].
- All public desktop stations are equipped with ADA accessibility software [II.B.4-32]
- A ticketing system is in place with the Peninsula Library System to handle and resolve any access problems [II.B.4-33].

#### Learning Services

- The learning support services use Accudemia, a student self-serve check-in and check-out system for measuring students' use of the lab and center services, such as, tutoring, workshops, and other services offered. Computer stations housed in and around the entrances of the labs and centers prompt students to record their arrivals, reasons for their visits, and departures [II.B.4-34].

**The College takes responsibility for security, maintenance and reliability of contracted services:** The College abides by Board Policies that govern procedures around purchasing [II.B.4-35] and accessibility [II.B.4-36].

**Resources and services are regularly evaluated:** The District has set standards for contracts and serves as an additional line of review, especially where technology is used to provide resources or services. In evaluating software, purchasers are asked to consider several questions about the decision-making process, data storage and data security [II.B.4-37, 38].

Third party solutions and partnerships are evaluated in the same manner and frequency as other learning support services – surveys, program review and LSC3 collaborative discussions (for example, purchases of printers and printing services [II.B.4-39] or of NetTutor [II.B.4-40, 41].

## **Analysis and Evaluation**

College of San Mateo meets Standard II.B. 4, and ER 17. Collaborations or purchases from outside vendors or organizations governed by documented agreements. Services are easily

accessible, and the College regularly assesses their utility and adequacy. Services and resources are regularly evaluated.

**II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution (ER15)**

Through the Program Review and institutional planning process, the College regularly evaluates the quality of student support services delivered at all locations and through all means, to ensure that the services support both student learning and the College mission.

**Evidence of Meeting the Standard**

**Regular evaluations of student support services:** The College of San Mateo's Student Services programs, including those offered online, regularly engage in evidence-based program evaluation to assess how effectively they support student learning and enhance the College's ability to meet its mission. This evaluation leads to ongoing improvement that ensures the delivery of quality support services. Each department within Student Services has developed student learning and service area outcomes that are aligned with the College's Institutional Learning Outcomes. These evaluation processes include comprehensive program reviews, annual student surveys, advisory committee feedback, personnel evaluations, and student focus group data.

Comprehensive Program Review: Program evaluation is accomplished through the comprehensive Program Review process, conducted every other year, with a resource request process conducted annually [II.C.1-1]. At the core of Program Review is the assessment and analysis of student/program outcomes (student learning and service area outcomes) [II.C.1-2]. The questions/prompts in the Program Review document invite faculty and staff to reflect on internal and external factors that may impact program effectiveness. The program reviews and resource requests are used for program improvement, budget allocation and identification of program needs [II.C.1-3, 4].

In addition to collecting and assessing data as part of the program review process, programs may seek additional evaluation assistance from the Office of Planning, Research, Innovation and Effectiveness (PRIE) to conduct both formative and summative evaluation, including evaluation of the direct impact of services on outcomes, student satisfaction with services, and feedback to improve services [II.C.1-5].

Annual Student Surveys: The Student Campus Climate & Satisfaction Survey is one of the primary data collection instruments the college uses to assess student satisfaction with academic and student support services, as well as with the perceived responsiveness of the institution. The 2017 survey data indicates that students are very satisfied with their experiences with the College's student support services (personnel, assessment processes, academic advising, admissions and records, and financial aid). [II.C.1-6].

Both Program Review and survey data are integrated into institutional planning through the Institutional Planning Committee (IPC), an institutional committee composed of faculty, administrators, staff and student representatives charged with implementing, assessing and communicating the institutional planning process. The IPC systematically reviews and discusses survey data and program review reports to determine if follow-up is needed [II.C.1-7, 8].

- Advisory Committees: Advisory committees involve students, staff, faculty, community and business members and serve as an effective means to obtain feedback about student outcomes and program effectiveness. These committees meet at least annually to discuss program services, accomplishments, new initiatives, and program evaluations [II.C.1-9, 10].
- Personnel Evaluations: All faculty, staff and administrators are evaluated on a regular basis. These evaluations are reviewed by supervisors and can provide program-related feedback that can be used for program improvements or new initiatives. (see Standard III.A.5).
- Student Focus Groups: Student focus groups are used to gather feedback regarding specific inquiries. For example, in the spring, 2017 the College hired the Careers Ladders Project (CLP) to facilitate student focus groups in order to understand how students choose their majors, what challenges they face when choosing a major, and what support systems they use during their time in college [II.C.1-11]. In addition, in the spring 2018 semester, the District hired consultants to evaluate and make recommendations for improvements in our student supporting software and systems. Both students and staff were interviewed from all three campuses and recommendations were provided that will optimize the student online experience [II.C.1-12].
- Categorical Programs and Initiatives: There are various initiatives and categorical programs on campus (Extended Opportunity Programs and Services (EOPS) [II.C.1-13], Cooperative Agencies Resources for Education (CARE) [II.C.1-14], CalWORKs [II.C.1-15], Basic Skills Initiative (BSI), Student Equity (SE), and the Student Success and Support Programs (SSSP) [II.C.1-16], Guided Pathways [II.C.1-17]. These require annual evaluation and reporting to the California Community College Chancellors Office



(CCCCO) to ensure program effectiveness.

**Supporting students and enhancing services regardless of means of delivery:** The majority of student support services are offered in an online format, to support distance and online students, as well as on-campus students who prefer the convenience of online services. The programs include Admissions and Registration, Orientation, Counseling, Student Education Plans and Degree Audits, Financial Aid, limited Personal Counseling Services (phone appointments) and Tutoring. All student forms, which have been standardized across the district, are available in online formats that can be filled in and submitted online [I.C.1-18].

**Supporting student learning and enhancing accomplishment of the College's mission:** In an effort to ensure that student support services support learning and enhance the mission of the College, all comprehensive program reviews require that every program provides a brief description of the program and articulate how it supports the College's Mission, Diversity Statements and Strategic Goals [I.C.1-19]. All program reviews are reviewed by the Instructional Planning Council, who provides specific feedback as to whether the response adequately addressed each element in the program review document. Individual programs use the feedback process to plan and develop program goals and improvement initiatives [I.C.1-20].

## **Analysis and Evaluation**

The College meets the Standard, and ER 15. The College regularly and consistently evaluates the services it provides to students to support student learning and to further meet the mission of the college. For example, the Counseling Department identified that students will complete an educational plan and identify a primary educational goal as a result of a counseling session. According to the 2018 survey, 86.7% of student respondents were able to identify a primary educational goal and 91% have an SEP on file (I.C.1-21).

### **QUALITY FOCUS ESSAY – ACADEMIC PATHWAYS / CAREER**

**DEVELOPMENT:** Student services are working to integrate more effectively into students' instructional life, to provide wraparound support connected to students' immediate needs. Student Services are working with instructional faculty and classified staff to support Promise Scholars in the CUNY/ASAP program. Counseling and other faculty and staff are also integrating career placement and follow-up services into the overall student experience, as part of the Career and Workforce Hub.

**I.I.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

## Evidence of Meeting the Standard

**Identifying and Assessing Learning Support Outcomes:** The assessment of student learning and service area outcomes (SLOs and SAOs) is an important component of the student services evaluation process and is integrated into the program review process. The College of San Mateo has identified SLOs and SAOs for all student support programs and services, which include the following areas: Admissions and Records, Assessment Center, CalWORKS, Career Center, Child Development Center, Counseling Services, EOPS and CARE, Financial Aid and Scholarships, Health Services Center, International Students Center, Multicultural Center, Psychological Services, Transfer Services, Veterans Services, Student Life and Leadership and Disabled Students Programs and Services (DSPS) [II.C.2-1].

**Using data to continuously improve services:** During the program review process, all of the College's student support programs reflect on their SLO/SAO assessment results, identify trends, discuss areas in need of improvement and specify how SLO/SAO assessment informs program development and changes to the program.

An example of change that has resulted after review of SLO/SAO outcomes is with the Child Development Center (CDC). An analysis of their 2015-16 SLO pre-test data indicated that CDC families needed more support and information in order to read aloud to their child more often at home. To address these areas, the CDC staff developed and implemented specific strategies, from developing a Raising a Reader Book Bag program, to staff attending trainings on early literacy and how to engage families in their children's learning, to reorganizing and clearly labeling the Family Lending Library. Post-test data demonstrated success was met in increasing the number of families who self-reported that they read aloud to their children at home and use the Family Lending Library [II.C.2-2].

Another example is demonstrated through the regular assessment and evaluation of the International Education Program (IEP). Student exit surveys were administered for both Fall 2017 and Spring 2018 and the results confirm the positive experiences of the vast majority of international students [II.C.2-3]. However, results pertaining to student's knowledge of health services indicate improvements are needed in this specific area. The International Students Center staff identified a new SLO in their 2018-19 Program Review which specifically addresses increasing student knowledge of insurance and mental health resources and to facilitate student access to these resources. [II.C.2-4].

In the fall of 2017, 14 staff in various student services programs were interviewed by the College's SLO coordinator in order to understand the current practices, procedures and experiences with the SLO assessment process across the learning and student support areas throughout the College. The report identified strengths and weaknesses in the existing process [II.C.2-5]. In summary, it was found that student services programs collect data routinely and utilize assessment data to continuously improve programs and services. In addition, student services staff expressed an appreciation of SLO/SAO data because it provides useful feedback on whether service goals are being achieved. However, a number of interviewees pointed out that the data didn't really address the kinds of improvements they would like to make (data points

weren't specific or useful). In order to address this need for assessment assistance, training for student services staff on how to assess student or service area outcomes was provided in spring, 2018 during the monthly Student Services Council meetings [II.C.2-6]. Another issue focused on alignment; the language of the then General Education learning outcomes did not clarify the role of student support services in supporting student learning. To clarify this, the Academic Senate approved a revised version of the College's learning outcomes, renaming them Institutional Learning Outcomes, and adding an outcome on "Independent Learning and Development" to clarify an institution-wide context for student service outcomes, and to provide a vantage point for institutional assessment of student services outcomes [II.C.2-7, 8].

## Analysis and Evaluation

The College meets the Standard. Learning and service area outcomes are identified and systematically assessed for all support services, to promote continuous improvement.

**II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

## Evidence of Meeting the Standard

The institutional commitment to provide access and support for students regardless of service location or delivery method is illustrated by the broad range of services available to students on campus during day and evening hours, and online through the College's website. Through program review, each student support program undertakes a systematic evaluation of the appropriateness and effectiveness of services based on the assessment of student learning outcomes and other indicators. Programs must address any differences in service usage across modes of delivery [II.C.3-1].

**The institution provides appropriate, reliable and comprehensive services regardless of delivery method:** The College has a robust set of online services, tools and comprehensive web and print information available to students. The College Catalog, Schedule of Classes, and other materials which describe College policies, programs, and curriculum are available on the College website. In addition, College forms are available online (including student grievances) and can be submitted online or via email [II.C.3-2]. As an additional means of support for students enrolled in distance education courses, a link on the College's main webpage takes students to the Distance Education website [II.C.3-3]. This website provides contact information for online and phone assistance, a self-administered assessment of readiness for distance learning, and responses to frequently asked questions.

The following student services are available online to all students:

- CCCApply is the online admission process that has become the state-wide standard for submitting an admission application. The submission of the online admission application is nearly 100 percent [II.C.3-4].
- IntelliResponse: Ask the Bulldog is a knowledge-based system that was incorporated as part of the College's efforts to respond to potential applicants and current students' questions. In 2016, Ask the Bulldog received more than 52,000 questions with over 80% of responses providing satisfactory information [II.C.3-5]. In 2017, the college recognized that the ongoing maintenance of a large knowledgebase was a challenge and that it was more efficient to ensure existing web content was easily searchable so that a separate knowledgebase of questions did not need to be maintained. The college migrated the existing knowledgebase to: <https://ask.collegeofsanmateo.edu> and used the money saved towards a comprehensive search solution, Funnelback, which will be launched Spring 2018.
- WebSMART, an administration software system available 24/7, allows students to retrieve records and additional information and to register for classes. The system also facilitates easy access to student accounts, academic records, placement test results, registration activities, enrollment and degree verification, transcript requests, and the means to apply for financial aid, pay enrollment fees, order books, and update personal contact information and information related to educational goals and a college major [II.C.3-6].
- DegreeWorks, a component of WebSMART, enables students to run audits of progress toward a certificate, associate degree, and/or California State University General Education and IGETC certification. Through DegreeWorks students explore associate degree majors, certificates, and CSUGE and IGETC through a "what if" option. Degree Works also includes a Student Educational Plan. Counselors work with students to identify informed educational goals and develop a student educational plan (SEP), that includes courses needed to meet these goals, as well as notes to explain the plan and plan options. This creates a comprehensive advising tool for students. The resulting SEP provides a resource for students for educational planning and course selection [II.C.3-7].
- The SMCCCD Transcript Evaluation Service (TES) provides for the evaluation of coursework taken by students outside SMCCCD. Students are encouraged to submit for evaluation transcripts of any coursework completed at other accredited colleges and universities. TES evaluates each course and enters results into the student database (BANNER articulation screens) so that this information is available in DegreeWorks. Students who plan to earn an associate degree, certificate, and/or CSU GE or IGETC certification have a degree audit tool that lists their full academic history (within SMCCCD and outside of SMCCCD) in WebSMART under DegreeWorks [II.C.3-8].
- Assessment Services are available to students, both in person and online. The College has adopted multiple measures assessment, which enables students to be placed in college courses based on their high school grades in English and mathematics courses, and their

overall high school grade point average. Students are able to complete the English and Math Alternate Assessment Form online and submit (via email, fax or mail) results for the Advanced Placement Exam (AP), International Baccalaureate Exam (IB), CSU English Placement Test, SAT or ACT, as well as college and high school transcripts [II.C.3-9]. The Assessment staff are then able to clear students for enrollment in appropriate English and mathematics coursework.

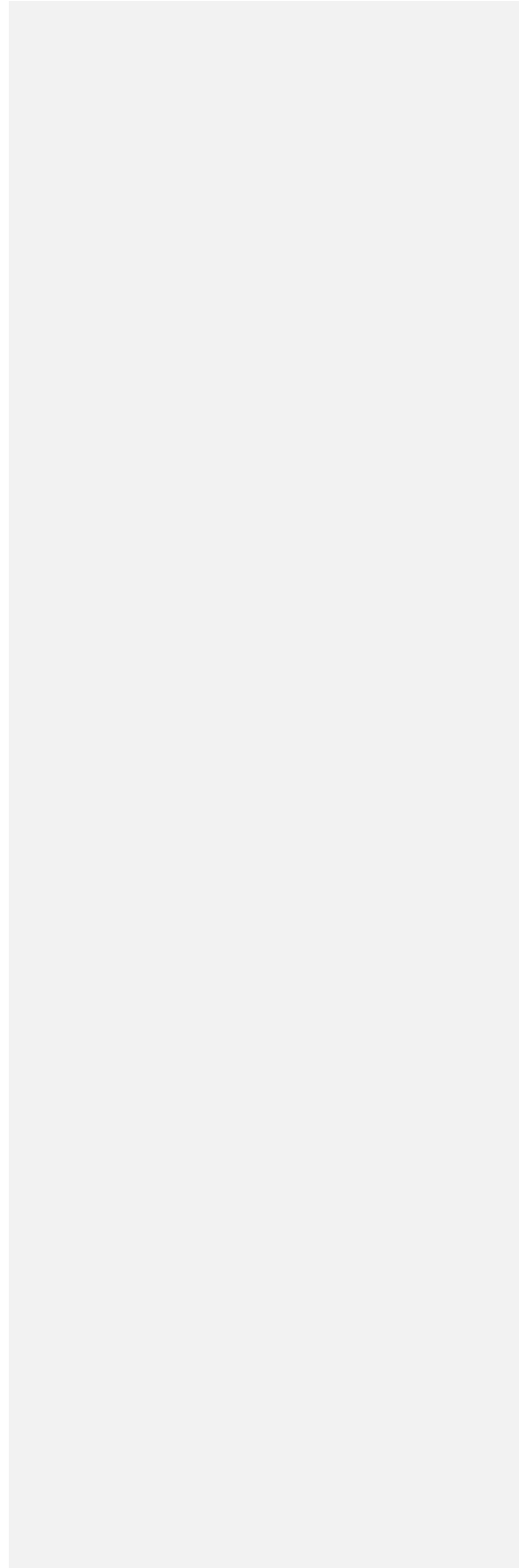
- College orientation is available to students online and in person. Students can access and complete a self-paced online orientation through their WebSMART account. Students also have access to ask staff general questions through eAdvising [II.C.3-10]. Distance Education students are able to complete all matriculation services through Assessment Services, where they are guided through the online orientation, assessment and meeting with a counselor remotely. Upon completing the matriculation process, the student is eligible to register for classes.
- The Career Services website has a variety of resources online to support students with career exploration and job preparation. Online career assessments and major exploration is available to students via Eureka. Distance education students can also meet with a counselor online to receive career counseling and guidance. The College Central Network (CCN) is a web-based job posting system that allows students to upload and build résumés, search and apply for jobs and internships, and receive automatic emails about jobs and internships that meet their career profile. CNN also allows employers to post job/internship openings, search résumés, and stay informed about career events [II.C.3-11].

Student services support also extends to our high school partners throughout the College's service area. A new Director of Dual Enrollment and High School Relations was hired to enhance dual enrollment programming and to serve as the primary contact in coordinating services (which includes outreach, assessment, financial aid/scholarship application support, advising/counseling and Year One) for our local high schools [II.C.3-12].

**Assessment of student needs regardless of location or mode of delivery:** In the *Student Campus Climate and Satisfaction Surveys, 2017*, 92 percent of students agreed that "I can easily obtain useful information from CSM's website" and 89 percent of students agreed that "I find the college website easy to navigate". In addition, survey respondents agreed that, "My academic advisor is approachable" (90 percent) and 91 percent of students responding indicated they know which courses they need to graduate or to transfer. Students see personnel in student support services as informed and helpful (92 percent), which is consistent with findings from previous years. In addition, 92 percent of students agreed that personnel in student support services are "informed and helpful" [II.C.3-13].

Students enrolled in distance education also indicate satisfaction with support services. CSM conducts an annual electronic survey of all students enrolled in online coursework. In fall 2017, of the 66 percent of respondents who indicated that they had used or needed support services, 53 percent responded affirmatively when asked "Overall, were the necessary student support services available to you to help you succeed as a distance education student?" [II.C.3-14].

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## Analysis and Evaluation

College of San Mateo meets Standard II.C.3., and ER 15. The College provides services to students regardless of location. During the 2017-18 academic year, there were 5,274 English and math placement assessments and/or alternative measures provided, 3,883 students participated in a new student orientation and nearly 10,300 abbreviated and/or comprehensive educational plans were developed [II.C.3.15]. Additionally, each program area in Student Services has a specific website with program-related information, links, email addresses, and other information that students can access from off-campus [II.C.3.16].

The College continues to implement and utilize technology to provide appropriate delivery of services to students without regard to location. In the fall, 2017 the District convened a Technology Taskforce to improve the student experience, outcomes and success through the procurement and implementation of a Constituent Relationship Management (CRM) system. This system allows the District and its colleges to more effectively communicate with students, understand their needs and make it easier for students to apply, excel and graduate. A website has been developed to provide a project timeline, progress reports and FAQs [II.C.3.17].

**II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

## Evidence of Meeting the Standard

**Co-Curricular and athletics programs support mission and contribute to educational experience:** Through student-led organizations and intercollegiate athletic teams, the College provides the structure and support, but allows students to take the lead and drive the co-curricular learning process.

The College hosts forty-three different student organizations and clubs spanning a variety of interests, both educational and social [II.C.4-1]. The Center for Student Life and Leadership Development and the Associated Students of College of San Mateo provide rich co-curricular and extra-curricular programs that support civic responsibility, leadership development, and personal growth. The Center for Student Life and Leadership Development "endeavors to provide students with holistic learning and development" and assists "in their growth and development academically, as leaders, and as individuals by providing innovative educational, recreational, and cross-cultural programming" [II.C.4-2]. The Center facilitates leadership activities and citizen advocacy, and provides student activities and event planning, housing

assistance, student government and club information, referral services, transportation information, campus posting and time, place and manner information and on-campus vending/tabling assistance [II.C.4-3].

The student governing body at College of San Mateo is the Associated Students of College of San Mateo (ASCSM) and includes the Student Senate and Inter-Club Council [II.C.4-4]. Through the Student Senate and club activities, students learn how to develop, coordinate, implement, and evaluate programs, activities, and services that support personal growth, cultural and diversity awareness, college life, and student success at the College. Students involved in the senate develop leadership skills, learn to work cooperatively, learn how to function in a governance and college system, and assume responsibility [II.C.4-5]. Through the Student Senate, students also participate in an annual leadership conference. Student clubs, through the Inter-Club Council, provide a broad range of activities, services, and events at the College to entertain, educate, and serve students, and to promote a strong student life experience. When queried about their CSM experience, 93.5 percent of students who responded to the *Student Campus Climate and Satisfaction Survey, 2017*, agreed that “CSM provides an environment that encourages personal growth” [II.C.4-6].

College of San Mateo athletics and intercollegiate sports facilitate personal development and responsibility through participation in sports. The College adheres to Title IX standards [II.C.4-7] and ensures that programming can enhance the College experience for all students. As part of the college’s efforts to comply with Title IX and to serve the needs and interests of students, the college assesses the athletic program offerings each year. As students apply for admission to the college through CCCApply, they have the opportunity to opt into an athletics interest survey. This data is compiled and used to determine whether the college adequately complies with Prong 3 of the 3 Prong Title IX Compliance Test. This information is also used to complete the mandated CCCAA R-4 Gender Equity Report. Should there be sufficient student interest in a program not currently offered, the college utilizes its Participatory Governance Process to determine if inclusion of the program is warranted [II.C.4-8].

Men’s team programs consist of football, basketball, baseball, track and field, swimming and cross country. Women’s team programs include basketball, beach volleyball, cross country, softball, swimming, track and field, volleyball and water polo [II.C.4-9]. The College takes pride in the transfer and success rates of our student-athletes. The mission of CSM athletics is to develop both the student and the athlete in preparation for transfer. With transfer rates of over 80% and over 1 million dollars received annually in athletic scholarship, the athletic programs continually demonstrate the model of student success which make student-athletes highly sought after by four-year universities [II.C.4-10].

**Conducted with sound educational policy and standards of integrity:** Although programming and events are open to all students, any student seeking election as an officer in a club requires a minimum GPA of at least a 2.0, satisfactory academic progress, and enrollment in at least six units. Other standards of policy and behavior in addition to the general Student Code of Conduct [II.C.4-11] are outlined in the Club Handbook [II.C.4-12], ASCSM Bylaws [II.C.4-13] and ASCSM Constitution [II.C.4-14]. Club expectations include that club members conduct themselves in a “collegial and ethical manner” [II.C.4-15].



The College is a member in good standing with the California Community College Athletic Association (CCCAA), agrees to abide by all the rules of the CCCAA [\[II.C.4-16\]](#), and the Coast Conference [\[II.C.4-17\]](#). In addition to general guidelines provided by the Student Code of Conduct, athletes must follow a student-athlete participation agreement [\[II.C.4-18\]](#). Student-athletes sign a contract acknowledging they are aware of the additional standards and expectations required for participation. Student-athletes must also maintain progress toward an educational goal, carry a full-unit load, and maintain a 2.0 cumulative grade point average to compete on a College athletic team.

**The institution has control and fiscal responsibility of co-curricular and athletic programs:**  
All extracurricular activities are conducted with sound educational policy and standards of integrity, and the institution retains control over these programs, including their finances. Finances for all student extracurricular activities are managed through the College fiscal operations policies and procedures, and oversight is provided by the Center for Student Life and Leadership Development, the Associated Students, and the College Business Office [\[II.C.4-19, 20, 21\]](#). Each club maintains an account through the College Business Office under the auspices of the Associated Students; however, all expenses or revenue transactions are fully accounted through the Business Office procedures per Board Administrative Procedure 7.61.1. [\[II.C.4-22\]](#).

## **Analysis and Evaluation**

The College meets the standard. Co-curricular and Athletics programs are used to attract, engage, and motivate students to achieve educational goals of degree, certificate, or transfer. The College recognizes that learning takes place beyond the classroom and that enriching the student experience increases the likelihood of persistence and connection with the College. The College regularly evaluates the quality and effectiveness of these programs as well as ensures that policies and procedures are in place for effective operations.

**II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

## Evidence of Meeting the Standard

Counseling services support the college's College Mission and Diversity Statements, Institutional Priorities, and the 5 in 5 College Strategies and are designed to assist students to understand educational options, engage in decision making, review and identify educational and career goals, and work to achieve those goals through personal and academic skill development. Counseling services help students understand program requirements, assists students with academic planning, and refers students to student success programs and services.

**Counseling and advising support:** Student Success and Support Program (SSSP) requirements and the new Student Equity and Achievement Program (SEAP) mandate that all matriculating students must meet with a counselor before they register for courses, and complete a comprehensive education plan within one year [II.C.5-1]. These guidelines help to ensure that students are clear about their current educational goals and highlight a plan to achieve those goals. The District Strategic Plan assessment indicates that 91% of all new students to CSM complete a student educational plan [II.C.5-2].

Students first engage in Counseling Services through college orientation and assessment. Students can choose to complete the orientation online [II.C.5-3] or in person [II.C.5-4]. The college orientation includes essential information about WebSMART, student email, enrollment and records management, understanding assessment processes, educational options and goals, use of the College Catalog to determine degree and certificate requirements, transfer information through the orientation, students are encouraged to complete assessment. Multiple measures are used to assess students' course level preparedness for Math and English, which include external exams, high school transcripts and tests [II.C.5-5]. Once students have completed orientation and assessment, students make an appointment to meet with a counselor online [II.C.5-6] or in person.

The Counseling Division is comprised of various programs and services that support students' academic, emotional and social development. Assessment Services, Career Services, Transfer Services, Extended Opportunity Programs and Services (EOPS)/Cooperating Agencies Resources for Education (CARE), Disability Resources Center (DRC) and the Multicultural Center are all components of Counseling Services. Each program and/or service supports the Counseling Divisions' focus on access, student success, retention and persistence and Counseling faculty and staff collaborate to provide support to students. Counseling Services assesses program effectiveness each year through the program review process, using Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) [II.C.5-7].

**Faculty, staff, advisor preparation and evaluation:** All counselors hired by the College meet or exceed the minimum qualifications defined in the California Community Colleges Board of Governors and the California Education Code. All new counselors and advisors (adjunct or full-time) are required to participate in new Counselor Training sessions [II.C.5-8] and are provided with a mentor colleague. Counselors are also expected to complete 30 hours of additional professional development training as part of their contract [II.C.5-9].

Counseling Division staff and faculty are required to attend monthly division meetings that provide an opportunity for professional and personal development, information sharing, and cross campus/cross discipline collaboration [II.C.5-10]. In addition to Counseling Division meetings, Counseling faculty meet monthly to discuss articulation updates, educational planning questions, and counseling processes of concern [II.C.5-11].

Counseling faculty and staff are also encouraged to participate in college-wide professional development opportunities to gain knowledge about educational equity practices, pedagogy and beneficial programs available to students [II.C.5-12].

Critical to maintaining high quality counseling services is regular evaluation of counseling faculty and staff. Tenure-track faculty are evaluated every year for four years. Adjunct faculty are evaluated their first semester and every fourth semester. The tenure committee consists of three colleagues and the Dean. Tenured faculty are evaluated every three years, alternating between standard and comprehensive peer reviews. Counseling faculty participate in District and campus committees and represent student services issues and concerns [II.C.5-13].

Counseling Division staff are an essential component to helping students navigate matriculation as well as achieving academic success. Staff are evaluated every year and meet with the Dean to discuss personal and professional goals for the year. Staff participate in campus-wide institutional committees and are often able to contribute to discussions about reducing student barriers from their front line perspective.

**Students understand requirements of program study:** Along with an implementation of Guided Pathways [II.C.5-14], the College has launched the Promise Scholars Program (an amalgamation of two programs, Year One and Promise, renamed Year One Promise and now Promise Scholars) [II.C.5-15]. The Promise Scholars Program is a replication of CUNY's Accelerated Study in Associate Programs (ASAP). Established in 2007 and now nationally recognized, ASAP is committed to graduating students within 3 years through a comprehensive redesign of the student experience. The College of San Mateo adopted the ASAP model beginning in Fall 2018, and has integrated program components into the Promise Scholars Program. The Program focuses on supporting students through to completion and transfer, with a special focus on a first-year transition experience, that includes financial, academic and counseling support. All Promise Scholars Program students are required to meet with a counselor, identify a major, develop a comprehensive education plan and meet other career and academic related milestones in their first year of college [II.C.5-16].

In addition, counseling faculty, advisors and staff assist all students to identify and understand their interests, goals, motivations, and strengths and to move confidently towards informed decisions that include educational and career planning. Counseling faculty work with students who experience academic difficulty and assist them to become aware of academic skills and success strategies [II.C.5-17]. Counselors teach career and life planning courses that provide students with learning experiences related to college success and education and career goal setting. Faculty advisors are discipline experts who are knowledgeable about career paths and academic planning related to the faculty member's discipline. Counseling staff provide case

management support for students who fall out of academic standing or who need wrap-around support in order to be successful [II.C.5-18].

Counseling faculty maintain comprehensive records of student appointments and contacts in an electronic format. Our electronic appointment system (SARS) includes a "notepad" feature [II.C.5-19]. For each appointment, counselors record standard information that includes

- the student's identified major (or undecided),
- the educational goals (certificate, associate degree, transfer, etc.),
- status of an SEP (student educational plan – created, updated, new version),
- issues or questions addressed in the appointment, and
- referrals made, follow-up advice provided.

In addition, counselors use DegreeWorks software, which provides counselors and students with a degree audit function that has the flexibility to review the full range of educational goals available within SMCCCD. Counselors create Student Educational Plans (SEPs) [II.C.5-20] and help students analyze progress toward educational goals. Students have 24/7 access to DegreeWorks information that includes the SEP document. In addition to this access, students receive an email each semester, which states that they are at 25%, 50%, 75% or 100% completion towards their educational goal [II.C.5-21].

## **Analysis and Evaluation**

College of San Mateo meets the Standard. As reported in the *Student Campus Climate and Satisfaction Survey 2017*, 90.7% of respondents agree that "I know which courses I need to graduate or transfer;" 90.8% of respondents agree that their academic advisor is "knowledgeable about program requirements," and 90.7% of respondents agree that their academic advisor is "knowledgeable about transfer requirements or requirements at other institutions" [II.C.5-22].

**QUALITY FOCUS ESSAY – ACADEMIC PATHWAYS:** The Year One Promise program, soon to develop into the Promise Scholars / CUNY ASAP program, includes integrated counseling and other support services, and focuses on ensuring student support for transfer.

**II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals (ER 16).**

## **Evidence of Meeting the Standard**

**Admissions policies & requirements consistent with mission:** As part of the California Community College system, College of San Mateo has an “open admission” policy, which allows for anyone over the age of 18 and/or a high school graduate to attend and benefit from the College’s programs. The college also provides services for high school students through dual enrolment programs.

The policy of this district is that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college(s) and who meets such prerequisites as may be established pursuant to regulations contained in Article 2.5 (commencing with Section 55200) of Subchapter 1 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations [II.C.6-1, 2, 3].

At the time of admission via the CCCApply application, students are asked to identify their educational goal (e.g. obtain a degree, earn a certificate of completion, transfer to a four-year university, upgrade job skills, educational enrichment.) They are also asked to indicate their major field of study. Each semester, prior to registration for the subsequent term, students have the opportunity to update their educational goal information [II.C.6-4]. After applying for admission, non-exempt students (those pursuing degrees, certificates, transfer) are directed to SSSP services (see description below) [II.C.6-5].

**Special admission:** Students attending high school may register concurrently for CSM classes with the approval of the Dean of Enrollment Services. Interested students must submit a College Connection / High School Concurrent Enrollment Application, available on the College Connection Concurrent Enrollment Program webpage, with the required recommendation [II.C.6-6].

Concurrently enrolled high school students are exempted from payment of the Enrollment Fee and Health Fee if registered for less than 11 units. Because of enrollment limitations, high school students may not be permitted to enroll in classes in certain impacted programs.

College Connection Concurrent Enrollment Program students receive college credit for all course-work successfully completed. In addition, students may request that a transcript be sent to their high school registrar to be considered toward high school graduation.

**Student success and support program enrollment/registration process (SSSP)**

There are two different admission/enrollment paths. One path is for students who intend to complete a certificate, associate degree, or transfer to a university, or may be undecided but considering one of the aforementioned goals. Students on this path are NON-EXEMPT and are required to follow the SSSP enrollment steps as listed below prior to registration:

- Attend Orientation
- Complete assessment and placement
- Meet with a Counselor for educational planning (see standard 11.C.5)

The second path is for students who are enrolling at College of San Mateo for personal enrichment only and do not plan to achieve a certificate, associate degree, or transfer; or students who are matriculated at another college or university and enrolling at College of San Mateo only to meet the requirements of their home institution. The students are referred to as **EXEMPT**. EXEMPT students are eligible to register on their assigned registration date once they have applied for admission. Registration dates may be viewed in WebSMART.

NON-EXEMPT students who have completed the SSSP enrollment requirements have higher registration priority for enrollment in future semesters [II.C.6-7, 8].

**WebSMART registration and services educational planning:** College of San Mateo students, faculty and staff utilize WebSMART, an online account to manage enrollment, view academic records, and maintain up to date student information. In WebSMART, students can:

- *Complete registration requirements:* Complete an online orientation, apply for degrees & certificates, view catalog and Schedule of Classes, register for classes, check registration status, request transcripts, request transcript evaluation (for external transcripts), add or drop classes.
- *Monitor academic progress:* Access records, view DegreeWorks degree/certificate progress completion, Student Educational Plan, update major, view placement scores for Math/English, schedule a Math/English assessment appointment, view grades.
- *Manage resources:* Make appointments, order permits, check registration status, pay fees, review Financial Aid application status, access student email (mysmccd.edu), update personal information.

In addition to WebSmart, counseling faculty use DegreeWorks, an educational planning tool to help students monitor progress toward degree and certificate completion and CSU GE and IGETC certification, to further identify and clarify students' educational goals. [II.C.6-9, 10]. DegreeWorks looks at the program requirements found in the College of San Mateo, Cañada, and Skyline catalogs and the coursework completed to produce an easy to read audit. In addition, it includes a "what if" tool that allows students to view their progress toward the full range of our San Mateo County Community College District educational goals. DegreeWorks includes information about progress toward educational goals, academic history, a GPA calculator, and a Student Educational Plan (SEP). Students can work with a counselor who will complete an SEP that is stored in DegreeWorks for an important academic planning resource for students. Students are encouraged to review DegreeWorks information and work with a counselor to engage in academic and career planning.

**Transfer Credit and Transcript Evaluation Service (TES):** Non-exempt students who have completed coursework at colleges and universities outside of San Mateo County Community District (SMCCCD) are advised to use the Transcript Evaluation Service (TES) within the first semester of enrollment at College of San Mateo. Through TES, previous college level lower division coursework is reviewed, analyzed, and applied as appropriate to

educational goals at College of San Mateo: certificates, associate degrees, CSU GE Certification (California State University system GE), and IGETC Certification (CSU/UC Intersegmental General Education Transfer Curriculum). The TES evaluation is visible on the students DegreeWorks audit and serves as the official response from the District in regards to how prior completed coursework is applied in SMCCCD. More information about the Transcript Evaluation Service (TES) is available on San Mateo County Community College District website. The Request a Transcript Evaluation form is on WebSMART [II.C.6-11].

### **Analysis and Evaluation**

The College meets the standard, and ER 16. College of San Mateo has Board-approved admissions and matriculation policies consistence with its mission. These policies provide clear pathways for students in their educational journey. With the student technology support systems of WebSmart, DegreeWorks, TES, as well as the outlined SSSP requirements for new students, we have ensured all students advising systems provide for clear pathways for students to complete their educational goals.

#### **QUALITY FOCUS ESSAY – ACADEMIC PATHWAYS / CAREER**

**DEVELOPMENT:** The College has begun the development and design of Guided Pathways. A Design Team has been established that consists of college faculty, staff and administration [II.C.6-12]. Some of the actionable findings for colleges, from the student perspective, include the need for:

- guidance in choosing a major and understanding its connection to various careers
- clearer course sequencing and more course availability
- better awareness of support services and counselors with academic specialties
- a sense of community on campus and peer-to-peer support.

Two programs that illustrates some of the possibilities of Guided Pathways include the Career and Workforce Hub, and the Promise Scholars/CUNY ASAP program.

**11.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

### **Evidence of Meeting the Standard**

**Admissions Assessment for Course Placement:** Admission to College of San Mateo is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from instruction. The College maintains an open enrollment policy and does not require test scores for admission.



The College Nondiscrimination Policy published in the College Catalog and Schedule of Classes applies to admission and all aspects of matriculation, including assessment instruments and placement practices [II.C.7-1, 2, 3]. Exceptions to the usual admission policy exist for apprenticeship; concurrently enrolled high school students; and Cosmetology, Dental Assisting, and Nursing programs, which have special admission requirements consistent with established criteria at other California community colleges.

Through spring 2019, new students (except those who are exempted from matriculation requirements) were required to be assessed as part of the matriculation process. CSM Assessment Services conducted the college assessment program which included English, Reading, ESL, and Mathematics assessment components. Incoming College students could use high school transcripts showing coursework completed in English and math with their cumulative GPA for English and math course placement. Students qualified for transfer-level courses based on an appropriate Advanced Placement (AP) test with a score of 3, 4 or 5 or SAT, ACT, IB or EAP results with an appropriate as stated in the 2017-2018 College Catalog and on the Assessment Services website [II.C.7-4]. Students had the opportunity to take placement tests for English, ESL and math course placement. The English and Math Faculty developed the placement criteria which included multiple measurements [II.C.7-5].

However, with the implementation of AB 705 the College has developed new curricula and academic support for students to enroll directly into college level English and math courses [II.C.7-6]. The math and English faculty have adopted the default placement rules which prescribe a statistical approach to comply with AB 705. The Colleges utilizes high school performance, using the default placement rules, as the primary vehicle for placement recommendations and has discontinued the use of standardized placement tests, except for placement into ESL courses. Students who utilize the computerized testing service for ESL, receive their results immediately upon completion of the test and can retrieve test results in WebSMART. Information about assessment appears in the Schedule of Classes and on the College website [II.C.7-7]. CSM's Assessment Services is located close to both Admissions and the Counseling Support Center, offering a welcoming environment. Furthermore, to facilitate ease-of-use and convenience, students can schedule their own assessment appointments via WebSmart.

**Evaluating assessment instruments and practices:** Although not required by the State Chancellors Office, the College plans to periodically evaluate the effectiveness of the new placement recommendations to students. The first review will occur after the 2019-2020 academic year.

## **Analysis and Evaluation**

The College meets the standard. College of San Mateo has established processes in place to evaluate and validate admissions and placement tools. Continued data collection around multiple measures using high school transcripts and guided self-placement will be reviewed to evaluate the effectiveness of course placement and success. The College follows closely the standards for admission required by the California Education Code. Admissions staff and



counselors are aware of specialized programs and services for students. Orientation and assistance are offered to all students including those with special needs, and students can receive assistance early in the admissions process as well as during counseling and advisement sessions.

**11.C. 8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **Evidence of Meeting the Standard**

**Secure, permanent and confidential maintenance of student records:** The District has established and regularly reviews policy and procedures for storing and archiving student records and directory [11.C.8-1, 2](#). Historical permanent paper records (transcripts) are stored in a secure location within the Public Safety and Medical Services Building (B1), which formerly housed Admissions and Records. These permanent records date from 1959 through 1981. Efforts are underway to scan such documents into digital images which are then archived electronically. More recent records are stored in a secure room on the third floor of College Center (B10).

Access to records is limited to authorized personnel including the Dean of Enrollment Services and the Registrar. To maintain security, Admissions and Records staff have limited access to student records, with limits established and related to the staff position and associated responsibilities. Student assistants do not have access to records. The President, Vice President of Instruction, Vice President of Student Services, and their official designees have access to student records. Division deans and their staff assistants also have access to view student records. Counseling faculty and staff, advisors, and financial aid staff have access to student records as related to their college function. While counselors and other staff with appropriate responsibilities can view student grades, only the Dean of Enrollment Services and the Registrar have the ability to change grades after end-of-term entry by faculty. Limiting access to grade changes in the student information system, Banner, provides for enhanced security. In addition, Banner maintains an audit trail by tracking and storing the name of any staff member who changes a grade.

Students are limited to password-protected access to their own personal records via WebSMART.

When a new employee is hired, the hiring manager notifies the District's Information Technology Services and the employee's access to Banner screens appropriate to the position is activated. When an employee moves to a new position or separates from the College, the employee's manager notifies ITS and access to BANNER is modified accordingly.

CSM no longer uses microfilm as a means of archiving documents; however, there are a significant number of archived documents captured on microfilm. Efforts are underway to convert the microfilmed documents to the digital format so they can be accessed through Banner. The District ITS Department conducts backups for all administrative data, including student records, stored on its servers on a daily basis. In addition, ITS has in place a comprehensive backup strategy to ensure that all server-based data is recoverable. The data on disk is store on a Storage Area Network (SAN) utilizing RAID technology and redundant hot spare disks for fault tolerance. Weekly copies of the data are written to high capacity tape and are stored offsite for disaster recovery.

In addition, for all major systems including Banner, email services and web services, ITS has built a disaster recovery computer center that is located at Cañada College. Using specialized features in Oracle, this backup/recovery site stays synchronized with the primary Banner system located at the District Office [I.L.C.8-3].

**Release of Records:** The College and District adhere to FERPA rules and regulations, which are posted in the College Catalog and on the website [I.L.C.8-4, 5]. A full FERPA document is kept on file in Admissions and Records. For new hires, in-house training is performed for each person based on his or her role and responsibilities.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or

support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The Act provides that the College may release certain types of “Directory Information” unless the student submits a request in writing to the Dean of Enrollment Services that certain or all such information not be released without his/her consent. Currently enrolled students may request that “Directory Information” be withheld by notifying the Dean of Enrollment Services in writing each term or semester.

External entities have access to only the following directory information

- student’s name and city of residence;
- email address
- participation in recognized activities and sports
- dates of enrollment
- degrees and awards received
- the most recent previous educational agency or institution attended; and
- height and weight of members of athletic teams.

Appropriate college personnel as noted above have access to full address information. The Federal Solomon Act requires colleges to release full directory information (including address) to U.S. Armed Forces.

## **Analysis and Evaluation**

The college meets the standard. Processes are in place to maintain secure and confidential student records. Personnel involved in accessing student records are trained in FERPA requirements and the importance of keeping students records safe and secure. Storage of student records is compliant and secure.

### **~~II.C STUDENT SUPPORT SERVICES~~** **Standard III: Resources**

**The institution effectively uses its human, physical, technology and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and**

planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### III.A: HUMAN RESOURCES

**III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

#### Evidence of Meeting the Standard

**The institution follows District-wide policies and procedures for hiring qualified faculty that assures the integrity and quality of programs and services:** The College of San Mateo adheres to the San Mateo County Community College District (SMCCCD) policies regarding faculty, classified, and administrative recruitment. A Human Resources office, organized and staffed at the District level, supports the needs of all three colleges in the District [III.A.1-1, 2]. Board policies charge Human Resources with assuring the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff to support College programs and services [III.A.1-2, 3, 4, 5, 6, 7, 8]. The SMCCCD Office of Human Resources provides employment and benefit services across the District including coordination of recruitment and hiring processes [III.A.1-9, 10]. The District uses an online applicant tracking system [III.A.1-11] which requires applicants to answer specific questions demonstrating they meet the requirements of the position. Vacant positions are promoted using focused outreach and are publicized through Job Elephant, a full-service advertising agency that specializes in advertising. Standard publications include: the California Community College Registry (CCC Registry), Phase2Careers, DiverseAcademia.com, communitycollegejobs.com, Inside Higher Ed, HigherEdJobs.com, Association of California Community College Administrators (ACCCA), and the SMCCCD Employment website [III.A.1-12].

**Criteria for hiring are consistent and clearly stated:** The District provides guidelines related to hiring criteria to ensure consistency in hiring practices and procedures [III.A.1-12a, 13]. The SMCCCD process was developed in accordance with Board policy, California Education Code, and Title V. The District affirms its commitment to diversity, equity, and inclusion in policy and in the District Equal Employment Opportunity (EEO) Plan [III.A.1-14]. The District EEO

Committee meets quarterly and is charged with promoting an understanding of and support for diversity, equal opportunity and nondiscrimination policies and procedures [III.A.1-15]. The EEO committee includes representation of faculty, classified professionals, managers, and students from all three campuses.

The College follows a thorough, systematic and inclusive hiring process in accordance with Board policy. Screening committee membership guidelines align with hiring processes outlined in District collective bargaining agreements and procedures [III.A.1-16, 17, 18]. Faculty have a delineated role in the new faculty selection process, and screening committees include at least three members. Faculty serving on screening committees are appointed through Academic Senate [III.A.1-19], and classified professionals are appointed/confirmed to serve through CSEA [III.A.1-20]. Faculty, academic supervisor and educational administrator screening committees recommend candidates for final interviews to the President. All other screening committees recommend candidates for final interviews to the hiring manager which can be a Director, Dean, Vice President, and/or President. The District provides screening procedures for full-time faculty, part-time faculty, classified professionals, and administrators [III.A.1-21].

The criteria, qualifications, and procedures for personnel selection are clearly and publicly stated [III.A.1-22]. Qualifications for faculty and educational administrator positions are based on the California Community College Chancellor's Office (CCCCO) publication *Minimum Qualifications for Faculty and Administrators in California Community Colleges* [III.A.1-23]. Screening committee members review and verify applicant qualifications through a process lead by the screening committee chair [III.A.1-24, 25, 26, 27]. Screening committees review and evaluate applications based upon qualifications, knowledge, skills, and abilities as presented in the application materials to determine which candidates to interview [III.A.1-28]. The screening committee works to develop a set of interview questions and corresponding key response elements to gauge interviewee responses [III.A.1-29]. As part of the interview process, candidates may be asked to demonstrate job-related knowledge and skills. Reference checks for final candidates are conducted by the hiring manager [III.A.1-30]. All new hires are required to complete a background check, fingerprinting, and TB tuberculosis screening in accordance with California Education Code [III.A.1-31, 32].

**Job descriptions relate to the institutional mission and goals, and accurately reflect the need of the position:** The College recruits and hires diverse and highly-qualified faculty, staff, and administrators that can support quality programs and services that are aligned with the college mission. Generic position descriptions are provided by Human Resources, and are reviewed and edited by the hiring manager prior to posting. If there are any revisions made to an existing position description, Human Resources approves the changes before posting the job. All positions indicate minimum qualifications required and applicants must affirmatively indicate that they meet all the minimum qualifications [III.A.1-33, 34]. The screening committee also verifies applicants meet minimum qualifications during the initial review process [III.A.1-35]. Degrees received from a college or university outside the United States need to be evaluated by a professional organization that is a member of the National Association of Credential Evaluation Services to ensure that applicants with foreign degrees meet minimum qualifications [III.A.1-36].

The screening committee chair is responsible for ensuring all hiring processes are followed and consistently applied as indicated in the District selection procedures [III.A.1-37]. All staff are required to participate in unconscious bias training prior to serving on a screening committee [III.A.1-38]. A confidentiality agreement is signed at the commencement of each committee process [III.A.1-39]. Human Resources validates each step of the recruitment and selection process through offer of employment and recommendation to the Board of Trustees [III.A.1-40]. All new hires are recommended to the Board of Trustees for approval [III.A.1-41]. Human Resources conducts employment eligibility verification of all new hires and oversees the background check process prior to the first day of employment [III.A.1-42, 43].

All job descriptions directly relate to the District and College missions and include clearly delineated duties, responsibilities, and reporting [III.A.1-44]. Job descriptions and salary schedules are posted and publicly available on the District portal [III.A.1-45].

### **Analysis and Evaluation**

The College meets the standard. Human Resources oversees the entire recruitment cycle and provides criteria to guide hiring practices. Open positions are advertised using appropriate venues to attract quality candidates. There is also a process to verify the qualifications of applicants and new hires. Job descriptions are closely aligned to program and service needs and provide clear delineation of duties, responsibility, and reporting. Current Human Resources practices ensure that each recruitment process is structured in accordance with District selection procedures. Human Resources works closely with the colleges to ensure that qualified personnel at all levels support student learning programs and services to improve institutional effectiveness and student success while emphasizing the District's "Students First" Strategic Plan. The processes and procedures for recruiting and hiring employees are documented and understood by employees at the College and by job candidates. All position descriptions support the mission of the College and include position duties, responsibilities, authority, and minimum qualifications.

**II.A.2: Faculty qualifications include knowledge of the subject matter and requisite skills for the skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

### **Evidence of Meeting the Standard**

**Faculty qualifications require relevant skills and knowledge:** The faculty at College of San Mateo are highly qualified subject-matter experts and the college seeks to hire the most qualified faculty for all open positions. Applicants for faculty positions must meet the minimum qualifications or equivalent as delineated in the job description in accordance with state law and Board Policy [III.A.2-1]. Minimum qualifications for faculty are established using the California Community Colleges Minimum Qualifications [III.A.2-2]. Faculty applications are screened to ensure that applicants meet minimum qualifications [III.A.2-2a]. Applicants who do not meet the minimum qualifications for a faculty position may apply for equivalency in accordance with Board policy [III.A.2-3].

**Job descriptions include curriculum development and learning assessment:** The SMCCCD Faculty Selection Process details the process to hire a full-time or part-time faculty member [III.A.2-4]. Job announcements for faculty positions clearly indicate job specifications setting forth the knowledge, skills, and abilities necessary for successful job performance. All positions include a requirement of demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff [III.A.2-5]. Additionally, all faculty job descriptions include responsibility for curriculum oversight and student learning outcome assessment [III.A.2-6].

**Faculty selection process assures candidates have relevant skills and knowledge:** First-level faculty interviews include a series of questions, typically addressing pedagogical strategies and philosophy, experience with a diverse student body, and specific issues within the discipline. For each question, interviewing faculty have established desirable elements for each response (e.g., knowledge of the subject, enthusiasm for students, etc.) The interview process also includes a carefully selected teaching demonstration that allows candidates to demonstrate their ability to engage students, develop effective curricula, and incorporate new technologies (whether online or on campus) [III.A.2-7].

The College has a comprehensive and effective selection process to ensure content area expertise when hiring faculty. All faculty screening committees must have at least two faculty approved by the Academic Senate [III.A.2-8, 9]. The materials submitted by each applicant are reviewed by screening committee members and evaluated to determine which applicants are selected for interview [III.A.2-10].

## Analysis and Evaluation

The College meets the standard, and ER 14. There is a consistent process to verify faculty hired possess adequate and appropriate knowledge of their discipline. uses a formal process to verify credentials and ensure only qualified faculty are selected for hire. All faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment.

**III.A.3: Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

## Evidence of Meeting the Standard

**Administrators and others are qualified to support institutional effectiveness and academic quality:** The College of San Mateo postings for Academic supervisor and educational administrator job descriptions include the minimum qualifications or equivalent as required by Title V and Board Policy [III.A.3-1]. Position-specific experience and desired qualifications above minimum qualifications are included in the job description [III.A.3-2, 3]. All job announcements clearly state job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements include demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff. All administrator positions also require a commitment to participate in District designated professional development on bias and educational equity [III.A.3-4]. Screening committees evaluate each applicant's qualifications to perform duties stated in the job description and announcement during the paper screening process and further assess during the initial interview process [III.A.3-5].

Job descriptions for each classified staff position reflect the position requirements and responsibilities. Human Resources establishes qualifications by matching the position requirements and responsibilities to industry standards. Job descriptions and announcements include education and experience requirements as well as knowledge, skills, and abilities requirement by the position [III.A.3-6]. Required documents for the application package are clearly defined in the job announcement [III.A.3-7].

The College uses a competitive selection process in order to select the best possible candidate for the position. For each position, a selection committee reviews applications and evaluates them according to specific criteria [III.A.3-8].



Applicants with the highest ranking are invited for interviews. Selection committees develop a set of interview questions to assess each applicant's experience, knowledge, and skills. Top candidates from the interview process are forwarded to a second interview with executive leaders. Finalists for some executive leadership positions such as President or Vice President may be required to participate in a public forum where they interact with the campus community and participate in a Q&A session [III.A.3-9].

## Analysis and Evaluation

The College meets the standard and is in compliance with ER 14. The College has processes to determine if prospective administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Academic administrators and supervisors, classified management, and classified professionals have a uniform job design to ensure the qualifications necessary to perform the duties required to support institutional effectiveness and academic quality have been identified.

**III.A.4: Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

## Evidence of Meeting the Standard

**The College requires faculty, administrators and other relevant employees provide evidence of degrees from U.S.-accredited institutions, or submit their qualifications to an approved equivalency process:** All college administrators, faculty, and other employees possess the minimum qualifications related to the identified duties required to maintain institutional effectiveness and academic quality. Each position has detailed minimum qualifications describing both the required and preferred education credentials [III.A.4-1].

Applicants for positions requiring degrees are required to provide official transcripts indicating degree conferral. Deans and VPs work in collaboration with the District's Academic Senate Equivalency Committee to ensure equivalency in accordance with Board Policy [III.A.4-2, 2a, 3]. The Academic Senate President of the college to which the applicant has applied will lead the equivalence process. Under the President's direction, an equivalency committee is formed and meets to determine equivalency on an ad-hoc basis, including consultation with discipline experts. The decision is then communicated to the dean of that discipline and the Vice President of Instruction. Unofficial transcripts are submitted during the application process and reviewed by the screening committee [III.A.4-4]. Individuals from institutions outside of the United States

must obtain a foreign transcript evaluation through an approved U.S. foreign transcript evaluation agency to validate equivalency. Final candidates are required to submit official transcripts for verification by the dean, or Human Resources.

### **Analysis and Evaluation**

The College meets the standard. All job descriptions clearly indicate required degrees and documentation. There are processes in place to verify the qualifications of faculty, administrators, and other employees who apply and are hired at the College. Candidates with degrees from non-U.S. institutions are validated for equivalency using a U.S. foreign transcript evaluation agency.

**III.A.5: 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.**

### **Evidence of Meeting the Standard**

**All personnel are systematically and regularly evaluated using written criteria:** The College systematically evaluates employees in all employment classification groups, including faculty, classified professionals, and administrators at regular intervals [III.A.5-1]. The employee evaluation process is a formal method of documenting job performance and is maintained by Human Resources. The performance evaluation process includes conversation between a supervisor and employee regarding strengths, expectations, and opportunities for improvement and growth. Human Resources provides standardized evaluation forms for all employee groups which are available on the SharePoint site [III.A.5-2].

The faculty evaluation process includes observations by peers and Deans. The processes and procedures for faculty – including tenured faculty, tenure-track faculty, adjunct and grant-funded faculty, nurses, and coordinators, as well as faculty teaching online – are detailed in Appendix G of the AFT/SMCCCD contract [III.A.5-3]. Classified professionals are evaluated by their direct supervisor following processes detailed in Article 14 of the CSEA Chapter 33/SMCCCD contract [III.A.5-4]. The processes for evaluation of non-represented and exempt employees are outlined in board policy [III.A.5-5].

**The evaluation process is formal, timely and documented:** The District monitors the status of employee evaluations, and provides email alerts to managers in advance of performance evaluation due dates. The District provides written evaluation procedures for all employment classifications. Managers are responsible for completing evaluations in a timely manner and providing a signed copy to Human Resources [III.A.5-6, 7, 8]. The process is governed by Board policies and procedures and in accordance with agreements negotiated with the collective bargaining units.

### Analysis and Evaluation

The College meets the standard. The District has processes in place to ensure that performance evaluations lead to improvement of job performance in support of institutional effectiveness and academic quality. The College demonstrates that performance evaluations are completed on a regular basis. Performance evaluation criteria accurately measure the effectiveness of personnel in performing their duties.

**III.A.6: The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

This standard has been removed by the Commission. Effective January 2018, Standard III.A.6 is no longer applicable.

**III.A.7: The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes (ER 14).**

### Evidence of Meeting the Standard

The District uses the required Faculty Obligation Number (FON) as one indicator that it fulfills the requirements of this standard. The SMCCCD meets and exceeds the FON, reporting 366.7

actual full-time faculty on the 2017 Full-Time Faculty Obligation Report to the State Chancellor's Office – 73 FTEF over the obligation [III.A.7-1].

**The institution maintains sufficient number of qualified faculty to achieve its mission:** The College maintains a sufficient number of qualified faculty members to support the educational and student support programs of the institution. At the beginning of Fall 2017, the College employed 1,033 total faculty, including 332 full-time faculty and 701 part-time faculty (equivalent to 210.8 FTEF faculty – 136.5 Tenured/Tenure Track, and 74.3 Academic Temporary). In the 2017/2018 academic year, the college served 14,000 students, providing a 1:66.4 faculty to student ratio. The District requires all faculty members to meet the discipline standards as outlined in the California Community Colleges Chancellor's Office Minimum Qualifications for Faculty and Administrators Handbook [III.A.7-2]. The faculty constituency is comprised of both full and part-time employees who meet the minimum qualifications of education outlined in the various job descriptions [III.A.7-3].

The College has an established process to annually review faculty hiring needs. This process is outlined in the Planning Manual [III.A.7-4]. Individual disciplines communicate hiring needs through an annual Resource Request form (and, in even years, through Program Review) [III.A.7-5]. These requests are prioritized first at the division level, then by the Administrators Council, before being passed on to Cabinet [III.A.7-6, 7].

## Analysis and Evaluation

The College meets the standard, and ER 14. The College maintains a sufficient number of qualified full- and part-time faculty members. Instructional programs and services have the appropriate staffing levels to maintain high-quality programs and services to achieve institutional mission and purposes.

**III.A.8: An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.**

## Evidence of Meeting the Standard

**The College integrates adjunct faculty into the institution:** SMCCCD and the College value the contributions of part-time faculty and integrate adjunct instructors into institution. Each semester, the District holds a new employee orientation [III.A.8-1]. The orientation includes an overview of the College and District, resources for new faculty, and presentations by various

constituencies including AFT. The event is coordinated through the District's Professional Development office.

At the College level, part-time faculty are encouraged to participate in the participatory governance process, college initiatives. Adjunct faculty are compensated for attending FLEX day activities that fall on a day when they would be teaching [III.A.8-2]. In addition, the CSM Academic Senate provides compensation for adjunct faculty who serve on Academic Senate and its sub-committees [III.A.8-3]. Adjunct faculty working with a full-time faculty co-applicant are eligible to apply for CSM Innovation Grants [III.A.8-4].

**The College includes adjunct faculty in professional development activities:** Professional development is valued and supported at the College. The District provides dedicated funding for part-time and full-time faculty professional development in accordance with the AFT collective bargaining agreement [III.A.8-5, 6]. Adjunct faculty are eligible for support for conferences, workshops, and other short-term professional development activities [III.A.8-7]. The Faculty Professional Development Committee, consisting of faculty and administrators, reviews proposals and makes recommendations to the College President [III.A.8-8]. Part-time faculty are encouraged to participate in monthly division meetings and other campus professional learning opportunities throughout the year.

**The College includes adjunct faculty in evaluation processes:** The District has established evaluation processes for part-time faculty through the collective bargaining process. The evaluation process provides a formal method to evaluate and document job performance and creates a venue for discussion of strengths and areas for growth leading to improved teaching. Part-time faculty work with their respective Dean to select a full-time faculty member to conduct the evaluation. The Dean also evaluates the part-time faculty's non-teaching responsibilities. All part-time faculty are evaluated in the first term of service and at least once every four semesters for the following eight semesters of employment. After the eighth semester, the faculty member is evaluated every six semesters provided the evaluation meets or exceeds expectations. The evaluation process also includes observations, student evaluations, a faculty portfolio, and self-assessment [III.A.8-9].

### **Analysis and Evaluation**

The College meets the standard. The College has policies and practices which demonstrate that part-time faculty have opportunities for professional development, are appropriately oriented to the institution and its student populations, and are engaged in key academic processes. Part-time faculty attend flex days, and engage in professional development activities.

**III.A.9: The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution (ER 8).**

## Evidence of Meeting the Standard

**The institution has sufficient number of staff:** As of the Fall 2018 semester, the District had 51 classified supervisors, 514 full-time classified employees and part-time classified employees. These employees provide the educational, technological, physical, and administrative support to achieve the College's mission and vision. College information technology and facilities, maintenance, and operations services are supported by the District. The District Information Technology Services (ITS) department has 40 classified staff [III.A.9-1]; the facilities, maintenance, and operations department has 105 staff [III.A.9-2]; and the department of public safety has 33 staff [III.A.9-3].

The District has established processes to fill temporary and permanent full-time and part-time positions to ensure the College employs a sufficient number of classified staff with appropriate qualifications in support of effective College operations [III.A.9-4, 5, 6]. Transfer opportunities are advertised to classified employees for a period of 5-working days prior to public advertisement and in accordance with the SMCCCD/CSEA classified bargaining agreement [III.A.9-7]. Permanent job openings are announced to all District employees and advertised externally in accordance with SMCCCD recruitment practices [III.A.9-8]. All new classified employees are invited to participate in a District new employee orientation [III.A.9-9] to prepare them for the operations and processes of the District.

The College uses a well-defined process for recommending new positions outlined in the Participatory Governance Manual [III.A.9-10]. The need for additional classified employee positions is established through the program review process and through an annual institutional planning process for new positions [III.A.9-11]. Program review includes a section where staffing needs are presented in narrative format, and the annual new position request process is the formal process to request new positions [III.A.9-12]. New position requests are vetted and prioritized through the participatory governance process and recommendations are provided to the College President for decision. The College President's decision is explained and communicated to the campus community [III.A.9-13].

The qualifications and duties of each position are clearly stated in the job description [III.A.9-14]. The Human Resources office establishes hiring criteria by matching position duties and responsibilities to industry standards. SMCCCD has established practices which ensure the minimum qualifications as well as required knowledge, skills, and abilities are closely matched to specific job requirements and meet the need of the program area to support student success. Screening committees review all applications and evaluate the position qualifications related to education and experience to ensure new personnel possess the necessary skills and knowledge required to support the educational, technological, and administrative operations of the institution [III.A.9-15].

## Analysis and Evaluation

The College meets the standard and is in compliance with ER 8. There are a sufficient number of employees with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the College. The College has practices in place to evaluate and determine the appropriate number and qualifications for support personnel.

**III.A.10: The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8).**

### Evidence of Meeting the Standard

As of the fall 2018 semester, the College has thirteen administrators (the President, three Vice Presidents, six instructional deans, two student services deans, and the dean of Planning, Research, Innovation and Effectiveness) as well as ten directors (Financial Aid, Equity, Workforce, Career Education, Wellness Center, High School Transition and Dual Enrollment, Disability Resources Council, Learning Commons, Community Relations/Marketing/Outreach, and Nursing). The reporting relationships of the College's departments, programs, and services are documented in the College organizational chart [III.A.10-1]. The College engages in a variety of assessment and planning processes to ensure all human resources needs of the institution are met including unit planning, program review, and budget development [III.A.10-2].

Administrative positions are regularly reviewed in relation to the needs of the College. When vacancies occur, the President and Vice Presidents confer to assess the needs of the department effected prior to moving forward with the replacement position process [III.A.10-3]. Job descriptions and desired qualifications are reviewed and updated as needed by benchmarking with the other colleges in the District and similar positions at other community college districts.

The qualifications and duties of each administrator position are clearly stated in the job description [III.A.10-4]. The Human Resources office establishes hiring criteria by matching position duties and responsibilities to industry standards. SMCCCD has established practices which ensure the minimum qualifications as well as required knowledge, skills, and abilities are closely matched to specific job requirements and meet the need of the program area to support student success. Screening committees review all applications and score the position qualifications related to education and experience to ensure new personnel possess the necessary skills and knowledge required to support the educational, technological, and administrative operations of the institution [III.A.10-5].

## Analysis and Evaluation

The College meets the standard and is in compliance with ER 8. The College has sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the College's mission and purpose.

The College has practices in place to evaluate and determine the appropriate number and qualifications for administrators.

**III.A.11: The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

## Evidence of Meeting the Standard

**Policies are established, published, adhered to and reviewed:** Human Resources serves as the subject-matter expert for all personnel related policies. The District has adopted Board Policies and Procedures that ensure equity and compliance in employment practices and Human Resources matters. All written personnel policies and procedures are published on the Board web page [III.A.11-1]. Personnel policies are reviewed on the six-year comprehensive review cycle and changes are vetted through the participatory governance process prior to Board approval [III.A.11-2]. Personnel policies are included in the employee handbook [III.A.11-3] and include the following policies:

- Nondiscrimination Policy [III.A.11-4]
- Equal Employment Opportunity [III.A.11-5]
- Professional Ethics [III.A.11-6]
- Employment of Relatives [III.A.11-7]
- Prohibition of Harassment [III.A.11-8]
- Drug-Free Environment and Drug Prevention Program [III.A.11-9]
- Safety, Injury, and Illness Prevention Program [III.A.11-10]
- Workplace Violence Plan [III.A.11-11]
- Sexual Assault & Education, Prevention, & Reporting [III.A.11-12]

The District also provides policies and procedures related to other personnel matters including

- Short-term and Substitute Employment Policy [III.A.11-13]
- Faculty minimum qualifications process [III.A.11-14]
- Evaluation procedures [III.A.11-15, 16, 17]
- Workers Compensation Procedures [III.A.11-18]



The SMCCCD Equal Employment Opportunity Plan was adopted in May 2018 to describe the District's commitment to equal employment opportunities [III.A.11-19]. Principles of the EEO plan, including training requirements for all screening committee participants, are built into the hiring procedures [III.A.11-20, 21, 22, 23]. The hiring process website includes written guidelines and forms to ensure fairness, consistency, and equity in the new employee selection process [III.A.11-24].

Fairness, equity, and consistency of policies and practices are further supported within the collective bargaining agreements [III.A.11-25, 26], employee handbook (evidence), and the SMCCCD Board Resolution on Equity [III.A.11-27]. Each of these documents is made available to the general public on the website [III.A.11-28].

### **Analysis and Evaluation**

The College meets the standard. The District ensures that it administers personnel policies and procedures consistently and equitably. The District regularly reviews and revises personnel policies when necessary. All SMCCCD personnel policies are publicized on the website.

**III.A.12: Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

### **Evidence of Meeting the Standard**

**The institution supports its diverse personnel:** The SMCCCD 2018-2021 Equal Employment Opportunity (EEO) Plan was adopted by the Board of Trustees on May 16, 2018 [III.A.12-1]. The EEO plan reflects the District's commitment to equal employment opportunity and creating a work and academic environment that is welcoming and fosters equity, diversity, and excellence. The District follows the EEO Plan in all its hiring procedures and strives to hire and retain equity-minded faculty and staff who are sensitive to and knowledgeable of the needs of the continually changing student body it serves, as is reflected in the language of its hiring documents [III.A.12-2, 3, 4]. **#3 to be removed & renumbered**

The District demonstrates an understanding and concern for equity and diversity through its policies and practices [III.A.12-5, 6]. Every member of a screening committee is required to participate in training on unconscious bias prior to serving on a committee [III.A.12-7]. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees, is subject to the EEO requirements of Title 5

and the District's EEO plan. The EEO training for all committee members fosters an understanding of equity and diversity across the institution.

The District values equity and diversity, and regularly evaluates the diversity and equity of its personnel. The SMCCCD Office of Human Resources tracks applicant ethnicity, gender, and disability for all positions using a confidential tracking system [III.A.12-8]. Periodically, the Board reviews the demographic composition of the employee workforce and the applicant pool. HUMAN RESOURCES works with the PRIE office to provide data which evaluates the District's employment equity and diversity to ensure that the College draws from a population whose diversity represents that of the students [III.A.12-9]. The College leadership team reviews this data to assess this information at the institutional level.

Positions at the College are advertised broadly through a variety of avenues such as the California Community College Registry (CCC Registry), Inside Higher Ed, Association of California Community College Administrators (ACCCA), and the SMCCCD Employment website [III.A.12-10]. The College analyzes its employment equity record. In 2018, the District noted that the diversity of its faculty did not match the student population. To increase diversity in faculty hiring, the District EEO committee worked with faculty to develop and implement the Faculty Diversity Internship Program [III.A.12-11].

### **Analysis and Evaluation**

The College meets the standard. The District has policies and practices in place to promote an understanding of equity and diversity, and the policies are regularly evaluated to assure effectiveness. The District tracks and analyzes its employment equity record and continually improves effectiveness in recruiting and screening methods. The College consistently works to maintain appropriate programs, practices, and services that support its diverse personnel and study body.

**III.A.13: The institution upholds a written code of professional ethics for all of its personnel, including consequences of violation.**

### **Evidence of Meeting the Standard**

**The institution upholds a code of ethics for all:** Adherence to a professional code of ethics is a value embedded in the College and serves as a guiding principle throughout the organization. The SMCCCD Board Policy and Procedures provides a written code of ethics to guide all employees [III.A.13-1, 2]. The District follows discipline processes as defined in the collective bargaining agreements as appropriate. The bargaining units provide ethics statements to further uphold professionalism and civility [III.A.13-3, 4]. In addition, the District Academic Senate has

adopted the AAUP Statement of Professional Ethics [III.A.13-5]. Classified professionals are further guided by the statewide California School Employees Association Code of Ethics, which applies to each CSEA Chapter and all members [III.A.13-6]. The College's mission, vision, and values statements all reflect a strong commitment to professional and ethical behavior with emphasis on character, cultural awareness, engagement, integrity, equity, and social justice [III.A.13-7].

### Analysis and Evaluation

The College meets the standard. The District provides a Board-approved ethics policy for all personnel, which delineates consequences for violation. Policies and procedures are regularly reviewed and revised as needed. Any new policies and revised policies are vetted through the District participatory governance process prior to Board review and approval.

**III.A.14: The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### Evidence of Meeting the Standard

The College provides professional development for faculty, staff, and administrators through a variety of opportunities coordinated by the College and through the District.

**The College provides professional development opportunities:** Professional development for faculty and staff are supported by the College.

**Faculty:** Full-time faculty members must fulfill at least 30 hours of flex activities per academic year in accordance with Article 7.11.1 of the collective bargaining agreement [III.A.14-1]. Faculty members account for these professional development hours by submitting documentation to their respective Deans [III.A.14-2]. Deans hold faculty members accountable to complete their flex obligation each year.

At the College, the flex day agenda and offerings are set by the College's Center for Academic Excellence (CAE), a sub-committee of the Academic Senate [III.A.14-3]. Flex offerings are aimed at promoting improvements in teaching and learning at the College, and are led by faculty sharing relevant pedagogy, as well as activities [III.A.14-4].

Flex activities are regularly evaluated through direct faculty feedback [III.A.14-5]. Beginning in Spring 2019, planning of flex activities has been integrated into assessment and equity planning, through the Program Review process. The Center for Academic Excellence committee, the College Assessment Committee and the Academic Senate General Council read all instructional and learning center program reviews, and analyze them to assess flex and other professional development needs [III.A.14-6].

For off-campus professional development, the College has a Faculty Professional Development (PD) committee to administer funding provided by the District, in accordance with Article 13 of the SMCCCD/AFT collective bargaining agreement [III.A.14-7, 8]. The Faculty PD program provides short-term funding for all faculty, and long-term funding for full-time faculty. The funds provide faculty members an opportunity to participate in workshops and/or conferences, as well as long-term projects such as retraining or conducting research aligned with college priorities [III.A.14-9, 10]. Faculty can request PD funds by submitting a funding application to the Faculty PD committee [III.A.14-11]. The committee reviews and evaluates proposals in accordance with established procedures [III.A.14-12].

Staff: The Classified Senate also has a Professional Development Committee which supports activities for classified staff [III.A.14-13]. Staff are able to receive funding to further their education and attend workshops, seminars, and/or conferences. In addition, the College services close during the College flex day in March, enabling staff to participate in relevant activities on campus [III.A.14-14].

Administrators: Administrator professional development funding is allocated through College Cabinet, with each administrator allowed up to \$750 annually. Like faculty, administrators submit a completed form and documentation showing proof of conference or workshop [III.A.14-14a]. Management training often occurs in the area of expertise of the individual in relationship to the institution. The District also holds monthly meetings with all managers. These meetings cover a variety of management professional development topics including sexual harassment training, understanding collective bargaining agreements, and equity [III.A.14-15].

**The District provides professional development opportunities:** The District also provides a range of professional development services.

Flex day: The District coordinates Opening Day sessions prior to the start of each Fall semester [III.A.14-16].

Professional Development Academy: The District also holds regular workshops through its Professional Development Academy, for faculty, staff and administrators, providing training in use of technology, leadership, or other mandatory trainings (e.g., Title IX) [III.A.14-17, 18]. In 2017, the District launched a pilot program to support classified employees' and managers' educational attainment. The pilot program provides tuition reimbursement for completion of an Associate, Bachelors, or Master's degree at an accredited institution [III.A.14-19].

## Analysis and Evaluation

The College meets the standard. Professional development programs offered at the College are consistent with the mission, vision and values of the institution. The College regularly assesses professional development needs across the campus and uses information obtained to provide timely and relevant professional learning opportunities. Professional development workshops and trainings include an evaluative process, and the feedback results are used in future programming.

**III.A.15: 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.**

## Evidence of Meeting the Standard

The SMCCCD Office of Human Resources maintains the security and confidentiality of personnel files and employee information [III.A.15-1]. Employee personnel files containing paper copies of employment records are kept in secured cabinets inside an access-controlled building. More recent personnel files are stored electronically. HUMAN RESOURCES personnel are responsible for the security and maintenance of these files. Processes are in place to allow employees access to their personnel files in a secure and confidential environment as required by California Labor Code and California Education Code [III.A.15-2].

SMCCCD has adopted policy that governs the treatment and release of confidential information providing additional protection of personnel records [III.A.15-3]. The treatment of personnel records is also addressed in the collective bargaining agreements with AFT and CSEA [III.A.15-4, 5]. The District uses the People Admin applicant tracking system for the storage and maintenance of electronic applicant records and information. Access to these electronic records are only granted to key personnel based on their scope of work. All systems are protected by digital firewalls and appropriate safeguards which are regularly audited for currency and effectiveness.

## Analysis and Evaluation

The College meets the standard. The District has provisions for keeping personnel records secure and confidential, and provides employees access to their records.

## III.B: PHYSICAL RESOURCES

**III.B.1: The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### Evidence of Meeting the Standard

College of San Mateo (CSM) and the District Office is located on 150 acres in San Mateo, California. The building core of the campus and campus infrastructure includes 36 buildings and 19 parking lots [III.B.1-1]. The gross area for the campus infrastructure is 706,666 square feet and the assignable area is 474,257 square feet. The college's current physical resources are sufficient to support effective use and high-quality programs and services.

The San Mateo County Community College District (SMCCCD) has a centralized structure supporting the planning, construction, and maintenance of physical resources [III.B.1-2]. Facilities, maintenance, and operations staff support the College by ensuring access, safety, security, and an optimal environment for learning and working.

In 2014, San Mateo County voters approved a \$386 million general obligation bond – Measure H – for the repair, upgrade, and new construction of facilities at all three colleges in the District [III.B.1-3]. Measure H projects were selected using a comprehensive campus-wide evaluation of existing facilities and projected program needs based on the SMCCCD Facilities Master Plan [III.B.1-4] and are governed by the Measure H Bond Oversight Committee [III.B.1-5].

#### **The institution assures safety, security, and a healthful learning and working environment:**

The College Safety Committee meets as needed to ensure all facilities, grounds, and equipment is in safe and working order [III.B.1-6, 6a]. The committee focuses on campus safety functions including reviewing campus construction activities and employee safety recommendations. The committee aims to take a comprehensive and proactive approach to safety that is communicated to the campus. The District Safety Committee meets every quarter to discuss all District safety-related matters including facilities and security [III.B.1-7]. Additionally, a District Emergency Preparedness Task Force meets bi-monthly to ensure a coordinated effort to emergency preparedness across all three colleges [III.B.1-8]. The campus Facility Manager, Vice President of Administrative Services and Public Safety Captain meet regularly to discuss safety and security of campus facilities.

**The institution assures sufficiency and safety at all locations:** Any off-campus locations where regular instruction or business is conducted are also assessed and maintained to ensure facilities and equipment is in good working order [III.B.1-9]. District Board Policy provides the

directive and structure that ensures all College activities both on and off-campus are safety and secure [III.B.1-10, 11, 12].

Human Resources provides workshops and information to all employees on topics such as injury and illness prevention and employee self-care. Additionally, HUMAN RESOURCES staff is trained to conduct employee ergonomic assessments [III.B.1-13]. Employee health and safety is addressed in the District employee handbook [III.B.1-14] and collective bargaining agreements [III.B.1-15, 16, 17].

**The institution assures resources are sufficient and well-maintained:** The Facilities Department is responsible for the maintenance and operations of campus facilities and grounds. Employees can report facility issues and request facility repairs through the Onuma electronic work order system. Work orders are prioritized and addressed in a timely manner by the Facilities Team [III.B.1-18]. Campus Project Requests can be submitted by emailing a Project Request form to Division Deans [III.B.1-19]. Once the Dean approves, the college VPAS will discuss with the campus Facility Manager during their weekly meetings [III.B.1-20]. Emergency needs such as broken glass can be reported via telephone or UHF radio for an immediate response. Facilities are systematically checked throughout the day for cleanliness and safety.

The District's Facility Master Plan and Five-Year Construction Plan [III.B.1-21, 22] drive the development of physical resources at CSM. With the support of our local community through the Measure H bond, the College is currently modernizing a Student Support Services Building [III.B.1-23]. The District also participates in state scheduled maintenance, energy, and capital outlay programs [III.B.1-24]. The College executive team attends bi-weekly meetings with District construction staff to discuss all capital projects, identify potential safety and/or logistical concerns, and mitigate concerns [III.B.1-25].

In 2016/2017, the campus completed an upgrade of all exterior lighting to improve safety around building exteriors and parking lots using Prop 39 funding [III.B.1-26]. Public safety provides safety escorts to students and employees upon request. Emergency phones are located throughout the campus in all major buildings. Over the past 2 years, the District has provided resources to upgrade door locks throughout the campus to ensure all classrooms and offices have push button or thumb turn locking capability on the interior door in the event of an armed intruder situation [III.B.1-27]. Public safety also provides emergency alerts through the AlertU system [III.B.1-28] and every classroom and common area on campus has an Emergency Zone poster with pertinent information in the event of an emergency or evacuation [III.B.1-29]. In response to a 2017 survey, College of San Mateo collected responses from 919 students, showing that 96.8% of students feel safe on the campus [III.B.1-30, 31].

**The institution provides ongoing training regarding safety:** The facilities department conducts weekly safety training to ensure all employees receive necessary training to mitigate industrial injuries and illness [III.B.1-32]. A District-level Facilities Safety Task Force meets quarterly to review routine safety inspection reports, departmental accident reports, and discuss best practices for safety [III.B.1-33]. All maintenance certifications such as fire extinguishers, backflow prevention devices, elevators, and exhaust hoods are up-to-date and in working order

[III.B.1-34]. The College has an approved Hazardous Materials Business Plan in accordance with local and state requirements [III.B.1-35].

The District provides a Department of Public Safety at each campus [III.B.1-36], led by a Captain. Each semester, there is a minimum of one emergency preparedness drill for all students and employees [III.B.1-37] and regular emergency operations center trainings and simulations for College leadership [III.B.1-38]. In August 2018, the District hired our first Emergency Preparedness Manager to coordinate emergency preparedness and safety across the district. In September 2017, the District conducted a comprehensive review of the safety and security of the college campuses. This included on-site review of physical safety, interviews with employees and review of existing policies, procedures, and documentation. All employees and students were engaged in the process [III.B.1-39]. The review culminated with a thorough report with recommendations to further strengthen the safety and security of physical resources at all District locations [III.B.1-40]. Additional funding was allocated to the Department of Public safety to increase the number of personnel, update existing equipment, and secure new vehicles [III.B.1-41].

### Analysis and Evaluation

The college meets this standard. The District provides regular assessment of facilities and equipment to ensure safety. Employees can report unsafe conditions or general safety concerns through multiple channels including the College Safety Committee, work order system, and District Safety Committee. A process by which all personnel and students can report unsafe physical facilities is in place and communicated to the campus community. Campus personnel can request additional physical resources through the annual resource request process. The District provides leadership on facility and safety planning and allocates resources for continual improvement of the safety and maintenance of College facilities and equipment. The facilities of CSM are designed, built and properly maintained to ensure that safe and sufficient physical resources exist that facilitate teaching and learning in support of student success. The SMCCCD Board has policies and procedures in place that provide a foundation for the provision of safe and sufficient physical resources at the College [III.B.1-42, 43]. College administration and the SMCCCD Vice Chancellor of Facilities, Planning, Maintenance and Operations give safety issues the highest priority.

**III.B.2: The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

### Evidence of Meeting the Standard



**The institutions plans its physical resources around program and service needs, to achieve its mission:** Instructional and student support program needs are the primary consideration when planning facility use. The college regularly assesses facility use through enrollment and capacity/load ratios and space inventory reports [III.B.2-1]. Programs identify facility and equipment needs through the Program Review process, and are able to make annual Resource Requests [III.B.2-2]. Long-term needs are incorporated into the College Educational Master Plan [III.B.2-3] which in turn is used to inform the comprehensive District Facilities Master Plan [III.B.2-4]. These plans provide the framework for facility and equipment resource allocation decisions at the college [III.B.2-5, 6].

Through the collaborative planning process, the College identified facility needs not fully addressed through the Measure H bond. Two capital construction projects –Water Supply Tank Replacement and Building 9 Library Modernization – were submitted to the State capital outlay program [III.B.2-7]. As the college awaits approval for state funding on these projects, some of the facility needs have been addressed using scheduled maintenance and other funds [III.B.2-8, 9].

During the 2016/2017 academic year, the District coordinated efforts between the three colleges to identify gaps within existing facility use and scheduling. During this process a need emerged for a comprehensive overhaul of the college scheduling process. The three colleges worked together to develop a Request for Proposal [III.B.2-10] and following District guidelines [III.B.2-11] selected a scheduling software vendor, Ad Astra.

The College uses multiple processes to ensure program and service needs drive equipment purchases and replacements, facility modifications, and maintenance needs. The SMCCCD Facilities Planning Department submits a Facilities Space Inventory Report as required to the State every three years as part of the overall assessment and evaluation of all District facility use [III.B.2-12]. The District also submits an annual Scheduled Maintenance Report to the State, identifying the College's needs for scheduled maintenance and requesting state funds for prioritized projects [III.B.2-13].

The Facilities, Maintenance, and Operations team maintains and monitors all College facilities. For ongoing facility maintenance, the College uses Dabblefox Software to produce custodial schedules [III.B.2-14], Onuma for work order systems [III.B.2-15] and project requests [III.B.2-16]. All college facilities are maintained using APPA levels as a benchmark [III.B.2-17]. Monthly quality assurance inspections for cleanliness are conducted and any issues identified are addressed [III.B.2-18].

## **Analysis and Evaluation**

The College meets this standard. Processes and structures are in place to ensure the needs of programs and services are considered when planning projects, new facilities, and allocating physical resources. Facility planning is aligned with the College mission and ultimately driven by the District Strategic Plan and the College Educational Master Plan [III.B.2-19, 20]. The

College ensures that program and service needs determine equipment replacement and maintenance through a comprehensive program review and annual resource request process.

**III.B.3: To ensure 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.**

### **Evidence of Meeting the Standard**

**The institution regularly assesses use of facilities and equipment:** The College regularly assesses facility use using a multi-pronged approach. The College Facility Manager meets regularly with the Vice President of Administrative Services to discuss the status and needs of campus facilities [III.B.3-1]. College administrative staff review room usage reports using Ad Astra to plan for class scheduling [III.B.3-2]. The staff coordinating facility use for events monitors room use and reports trends and needs to the Vice President of Administrative Services and the Facility Operations Manager [III.B.3-3].

The College uses Ad Astra to manage facility use requests for all activities, both internal and external [III.B.3-4, 5]. The class schedule from Banner is downloaded into Ad Astra in real-time and is an integral part of the overall room scheduling process. Non-instructional facility reservations are managed in Ad Astra to ensure non-instructional or external facility requests do not displace or disrupt student instruction or support services. College instructional programs have priority access to facilities. Facility use by external entities requires a facility use permit and insurance in accordance with board policy [III.B.3-8].

**The institution plans facilities and equipment to support programs and services:** Capital construction projects are planned in accordance with all local and state regulatory requirements. The District conducted an Environmental Impact Report [III.B.3-9] and went through the California Environmental Quality Act (CEQA) process [III.B.3-10] for all Measure H projects. As projects are planned and implemented, logistics and campus impacts are discussed with the college during bi-weekly Capital Improvement Program (CIP) cabinet meetings [III.B.3-11]. The College continually improves facilities and equipment through ongoing assessment of classroom needs. Faculty and staff identify needs through program review and the annual planning process [III.B.3-12]. Resource requests are discussed and prioritized through the College participatory governance process and decisions are communicated to the campus [III.B.3-13]. The College also uses evaluation of needs to leverage external grant and categorical funding to address identified areas of improvement.

## Analysis and Evaluation

The college meets the standard. Facilities are regularly assessed to understand utilization rates, efficiency, and to determine unmet needs. Facility use information gathered through the methods described above contributes to the annual planning process by which facilities and equipment use is examined and needs identified. Data and input through the participatory governance process allows the college to evaluate and improve facilities and equipment.

### **III.B.4: Long-range capital plans support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment.**

#### Evidence of Meeting the Standard

**Long-range plans support institutional improvement goals through an inclusive participatory governance process:** The college uses participatory governance processes to provide input and feedback on institutional planning and long-range capital planning [III.B.4-1]. Physical resource needs are identified and addressed through the annual resource request process [III.B.4-2]. As new facilities are planned and designed, the College uses a collaborative process to gather input and information from college stakeholders [III.B.4-3].

**Capital plans reflect total cost of ownership of new facilities and equipment:** Long-range capital plans guide decision-making through planning documents such as the SMCCCD Facilities Master Plan [III.B.4-4], the Five-Year Construction Plan [III.B.4-5], the Educational Master Plan [III.B.4-6] and District Strategic Plan [III.B.4-7]. The District conducts a total cost of ownership (TCO) assessment of personnel needs to maintain new technology or facilities, ongoing maintenance costs, depreciation, and replacement plans for equipment. Resources related to TCO assessments are included in long-term planning to ensure facilities are sustainable and equipment is functional and modern [III.B.4-8, 9].

In anticipation of increased building related to Measure H projects, District facilities prepared a staffing plan using APPA standards for allocating staff based on assignable square footage and level of service [III.B.4-10]. The plan is used to guide planning and assessment of staffing needs and is taken into consideration in resource allocation multi-year budget projections [III.B.4-11]. SMCCCD is committed to sustainable facilities, equipment, and technology. As such, consideration of life-cycle costs is carefully reviewed in capital planning. All proposals for new construction projects are required to include a TCO component [III.B.4-12]. To minimize future custodial and maintenance costs, the College Facilities department has been involved in the planning, design, and selection of material for new facilities, notably B17 [III.B.4-13]. To maximize future energy savings, the college's new facilities have been designed to the Green Building Council's Leadership in Energy and Environmental Design (LEED) certification standards [III.B.4-14].

## Analysis and Evaluation

The college meets the standard. Long-range capital plans are linked to institutional planning and the planning processes ensure that capital projects support College goals. The District has identified the elements which comprise the total cost of ownership to use when making decisions about facilities and equipment. The District systematically assesses the effectiveness of long-range capital planning in advancing institutional goals through metrics and outcomes [III.B.4-15].

### III.C: TECHNOLOGY RESOURCES

**III.C.1: Technology Services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

#### Evidence of Meeting the Standard

**ITS offers appropriate and adequate support and facilities:** The District's Information Technology Services (ITS) department provides technology leadership, support staff, training, deployment of technology, and support of College technology initiatives. The ITS department includes web services, IT support, and IT administration [III.C.1-1]. Using a centralized approach facilitates cross-training, streamlines communication regarding technology services, and provides efficiency in management of technology resources. The main areas of service provided by the ITS department includes administrative systems; network services, infrastructure, and security; the Peninsula Library System; construction support; instructional technology and web services; and computer support and media services [III.C.1-2].

The ITS department works to stay current with changes in technology and shifting priorities in support of students, faculty, and staff through collaboration with the College. The primary goals of the ITS department are:

1. Continue to enhance and improve the capabilities and functionality of the administrative information systems environment to better serve faculty, staff and students
2. Enhance the capabilities and support for the use of instructional technology for teaching and learning
3. Continue to improve the information technology infrastructure to provide reliable and high-performance access to network and online services

4. Maintain an effective and responsive organizational structure to support administrative information systems and instructional technology
5. Provide technology leadership for the many college construction projects currently in progress or planned for the future
6. Research and present to the District new technologies that have the potential to improve teaching and learning or enhance administrative functions.
7. Collaborate with the Administration of the District and the Colleges to develop and implement a technology replacement strategy for servers, computers, printers, copiers, digital signage, network infrastructure, and so on.

The Chief Technology Officer (CTO) has responsibility for managing technology districtwide and serves as a key advisor to the Chancellor on technology decisions. District ITS, through the participatory governance process, adopted a mission and vision, and a recently revised Strategic Plan, to help inform and provide direction related to technology and its best use in support of the student experience [III.C.1-3]. The CTO and the ITS team work with the College to support the planning, deployment, and support of information technology initiatives.

ITS supports the College's communications and operational systems using industry standards, best practices, and emerging technology. ITS supports instructional computers in labs and classrooms as well as employee technology for faculty, staff, and administrators. Devices supported by ITS on the SMCCCD network include administrative systems, printers, servers, wireless access points, multi-media equipment, telephones, video surveillance systems, computers, tablets, and other devices [III.C.1-4]. The College has 141 technology enabled classrooms. 100 percent of all campus classrooms and labs are Smart classrooms, including projectors, screens, sound systems, wireless internet, video players, and in most rooms document cameras. Additionally, the ITS team supports student study spaces, conference rooms, the library, CSM Learning Center, academic support centers (the Writing Center, Math Resource Center, etc.), and the theater.

**ITS supports academic programs / teaching and learning:** The College has adopted the Canvas Learning Management System (LMS) provided by the California Community College Technology Center's Online Education Initiative (OEI). The College's Canvas site offers a variety of resources for students, faculty and staff [III.C.1-5, 6].

A Technology Advisory Committee, composed of staff, faculty, students and College and District administrators, provides direction on campus technology needs [III.C.1-7]. The committee is currently working with District ITS to develop a Technology Plan that outlines technology needs, resources, and goals, and aligns with the District's new Technology plan [III.C.1-8].

## Analysis and Evaluation

The College ensures that various technology needs are identified through regular assessment and review of campus technology needs. The ITS department regularly evaluates the effectiveness of

its technology in meeting the needs of students and employees. The District ensures provisions for reliability, disaster recovery, privacy, and security, whether technology is provided directly by the institution or through a contractual arrangement. Decisions about the use and distribution of technology resources is informed by program review and prioritized through the approved participatory prioritization process. District and College technology infrastructure is sufficient to maintain and sustain traditional teaching and learning offerings in support of student success.

**III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

### **Evidence of Meeting the Standard**

With the support and leadership of the District, as well as its own planning instruments, the College ensures that its technology resources and infrastructure support the development, maintenance and enhancement of its programs and services, in line with the College mission.

**District planning for updating and replacement of technology and infrastructure:** Much of the College's technology infrastructure and planning is organized by the District Information Technology Services (ITS). District ITS provides significant guidance for equipment distribution, and is responsible for technical support and maintenance of equipment [III.C.2-1]. District ITS also maintains an inventory of campus technology that includes equipment details and dates of purchase, service call records and technology use reports [III.C.2-2]. The District, in consultation with the College of San Mateo identifies specific supported goods and services [III.B.2-3] and sets purchasing and maintenance standards for campus technology [III.C.2-4, 5]. Board Policy 8.15.1 also provides guidance for technology purchasing [III.C.2-6] Standards for administrative and instructional network technology include specifications for anti-virus software and updating policies to prevent viruses and other malware from appearing on District networks [III.C.2-7]. Working with College of San Mateo, District ITS is responsible for the development, implementation and maintenance of technology to support student and employee services and operations.

**Networks:** District ITS has the responsibility to provide the College's students, faculty and staff with high- performance and reliable network services. Network service is divided into three virtual networks:

- An administrative network (FacStaff) for College employees only that allows access to administrative services and records;
- An instructional network, providing access to specific labs and the internet (SMCCCD\_Public).

District ITS, in cooperation with the College, provides packet-shaping technology to block or limit unwanted Web traffic such as peer-to-peer file sharing and the distribution of protected material.

Media services: The College has a variety of media services.

- Periodic upgrading and routine maintenance of SMART classrooms, as well as college signage, is organized by the District;
- Emergent repairs of classroom AV equipment, laptops or other technology is the responsibility of the District, in response to requests from faculty and staff at the College [III.C.2-8]. District IT staff use established standards to determine whether the technology should be replaced or repaired [III.C.2-9] and communicate the decision to the relevant division dean.
- AV requirements for special events are provided by ITS, processed through the College of San Mateo Faculty/Staff Request Form [III.C.2-10].

District ITS technicians are physically located on each campus. There are seven District ITS technicians based at the College [III.C.2-11]. Along with assisting the colleges with technology purchases that are compliant with district standard, as outlined above, they also work cooperatively with the colleges to develop minimum supportable standards for computers, provide regular software updates, maintain an inventory database of technology that has been installed, and install new equipment.

Systems evaluation: District ITS regularly evaluates system age, resource requirements and performance, and may recommend upgrades to College administrators [III.C.2-12].

**College planning for updating and replacement of technology and infrastructure:** Guided by the District's policies and leadership, the College has procedures for ensuring that technology and infrastructure are continuously updated and kept to a quality consistent with the College's mission.

The College has well-established replacement planning process, organized by administrators working with the District's technology staff [III.C.2-13]. In 2019, the newly created Technology Advisory Committee is scheduled to produce a plan to support infrastructure and resources planning [III.C.2-14].

Integrating into College financial planning: Much technology funding does not impact College financial planning, since the District is responsible for replacement, maintenance, and periodic upgrading of College technology resources. However, disciplines and services can communicate ad hoc technology purchase needs (for instance, document cameras) through the annual Resource Request process [III.C.2-15, 16]. Resource requests are discussed and prioritized first by the relevant divisions, then by the Administrators Council; Cabinet then funds as many of these priorities as the budget permits [III.C.2-17], with IPC overseeing the process and getting updated on the results.

## Analysis and Evaluation

The College meets this standard. The District provides oversight of much of the College's technological resources and infrastructure, ensuring that networks and media services are regularly updated to support programs and services. Schedules exist to replace and upgrade technology as necessary. New and enhanced technology can be requested at the College level or recommended at the District level, and these requests and recommendations are integrated into the College's planning process.

**III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

### Evidence of Meeting the Standard

District ITS hosts a Facilities Department which is responsible for installation and maintenance of technology on all three campuses. Technology is maintained to ensure safety, reliable access, and security at all locations (College of San Mateo has only one campus) [III.C.3-1](#).

**Technology resources at all locations assure reliable access:** To ensure uninterrupted access, Facilities has installed and maintains an emergency generator to provide backup electrical power to the buildings for as long as necessary during a power outage. For fire protection, a VESDA (Very Early Smoke Detection Apparatus) system has been installed in the District Office server room. These are maintained on a regular schedule [III.C.3-2](#).

To ensure that faculty, students, and staff have access to high-performance and reliable network services such as Internet, voice communications, and email resources, ITS has implemented a comprehensive and redundant network infrastructure across the District.

Though a formal plan is still in the works, the ITS Strategic Plan addresses backup, disaster recovery, and business continuity accordingly, through current and upcoming projects. It is also important to note that whenever large scale systems such as Banner, email, CRM, web services, fire-shares for students or staff, etc. are sanctioned; these services are planned, designed, and implemented with proper disaster recovery and business continuity in mind.

The goal of disaster recovery and business continuity is to limit risk and get all technology -- administrative and instructional -- services running as close to normal as possible after an unexpected interruption. ITS's approach to addressing these components range from implementing a solid backup infrastructure to applying various layers of network and end-point securities throughout the District. As cyber threats increase, business continuity and disaster recovery gain importance; therefore, there are projects in place to evaluate east-west network



traffic as well as augmenting disaster recovery site, so critical services such as Banner are experiencing a minimal outage. These practices will enable our institution to get back on its feet after problems occur, reduce the risk of data loss, and improve operations while decreasing the chance of emergencies.

The District's WAN (Wide Area Network) interconnects three primary sites: Cañada College, Skyline College, and the College of San Mateo/District Office. In August 2018, ITS upgraded the district backbone from AT&T 1 Gigabit Opt-E-Man circuits to AT&T 5 Gigabit EtherSwitch Service, between District Office Main Point of Entry (MPOE) and each campus MPOE. This upgrade provides optimum bandwidth for file shares, Banner® access, backup services, as well as offering higher-availability toward technology services. In case of primarily service outages, the district wide interconnection is also designed to route traffic via alternate campus, to regain Internet and Intranet network and phone services instantly.

During the Summer of 2018 the CENIC connections were upgraded from 1 Gig to 10 Gigabits, with two 10 Gig connections for redundancy. The upgrade allows each campus to individually connect to CENIC's high-speed research and education network, which is 10 times faster than the previous connection

In addition to the wired network, ITS has deployed 631 wireless access points (WAP) district-wide. As part of SMCCCD's Capital Improvement Bond Project (CIP3), started in January 2016, a replacement and upgrade project was implemented in two phases. Phase I replaced existing and possibly added access points without extensive infrastructure upgrade and is complete. Phase II Expansion: Adding wireless access points in all classrooms as well as enhancing coverages in open areas such as student centers, learning spaces and centers, and libraries, is still in progress (80% complete – district wide). Utilization of the wireless network continues to grow significantly.

There are three primary VLANs in use within the District: Administrative, Instructional, and Public. The Administrative VLAN provides District employees who have appropriate authentication credentials access to Banner and other electronic resources and services within the District. The Instructional VLAN is for labs and classrooms where students use college owned equipment to access instructional resources that are local or on the Internet. The Public VLAN allows campus guests and students with personal network devices Internet access but they are prevented from gaining access to the other District VLANs and secure network resources.

In addition to these three primary VLANs, there are several other unique VLANs in use. Examples of these are the VoIP telephone system, ACAMS security system, Building Management Systems and environmental controls, Bookstores, and KCSM TV and FM radio station. Wireless access to all but the Public VLAN is protected with encryption and secure authentication through the use of certificates.

The District telecommunications system is a Voice over Internet Protocol (VoIP) telephone system. In June 2016, SMCCCD upgraded its phone and voicemail system to include service redundancy and failover between each campus site should there be any service outage as result of power or service provider interruptions.

The District maintains a high-performance data network that connects the workstations and devices of the three college campuses and the District Office. The District Office contracts with AT&T to provide fast, redundant, and reliable connectivity for each of the college campuses and to the Internet. Internet services are provided by CENIC and have been upgraded many times over the years; currently each campus has a 1 gigabyte connection to the internet. All buildings on campus have access to the wireless network for both public and administrative access.

To ensure continuous service and connectivity, College-based network technology is backed up with a series of Uninterruptable Power Supplies. This system is rated to maintain network and phone services for four hours after a power outage. In the event of a prolonged power outage, the campus Minimum Point of Entry is equipped with a transfer switch that will allow the main data room to be powered by an external generator [III.C.3-3]. District ITS conducts backups for all administrative data stored on its servers on a daily basis [III.C.3-4]. In addition, District ITS has in place a comprehensive backup strategy to ensure that all server-based data is recoverable. This data is written to high-density tapes that are stored in an off-site location on a weekly basis. ITS facilities around the District host the District's security system, ACAMS.

**Resources are implemented and maintained to assure safety:** Network security is provided using a variety of tools and techniques. During Spring 2017 college firewalls were upgraded to Palo Alto Networks Next-Generation Security Platform. These devices are a key part of the network traffic defense of the District and individual campus data networks. The current firewall, in addition to blocking illegal peer-to-peer traffic, addresses URL Filtering which prevents users from accessing malicious or unknown URLs and to help prevent the illegal sharing of copyright material.

Securing college is data is a high priority and a number of hardware and software tools are in place to protect and detect unauthorized access, including the following:

- Sophos End-Point Protection: In Spring 2015, SMCCD upgraded to *Sophos End-Point Protection* which is a cloud-hosted service and includes *Sophos InterceptX* as additional security to defend against ransomware and command-and-control types of tHuman Resource seats. In addition to preventing virus infections, this new platform security suite uses a comprehensive end-point protection, taking advantage of multiple embedded technologies from deep learning signature-based detection to preventing ransomware file-encrypting processes from executing. When medium or critical vulnerabilities are detected on end user devices, the technical staff receives alerts to immediately respond and remediate the issue.
- Cisco Netflow: to monitor and report on network connections
- Microsoft Group Policies: applied to District owned and managed PCs to protect them from malware, plug-ins that are malicious, file attacks, and to prevent students from installing software on PCs in the instructional computer labs.

- Public Wireless Network: open to use by students and allows access to internet services; access to the public wireless network is automatically shut down from 11:00pm to 6:00am daily
- Private Wireless Network: a secure wireless network that requires authentication and provides access to services like Banner [III.C.3-5]

Board Policy 7.28 establishes protection for student records and other directory information [III.C.3-6]. In addition, the District abides by the Cenis Acceptable Use Policy [III.C.3-7]; the College has established a Privacy Policy, published on its website [III.C.3-8].

**Technical support:** Service and support is provided through a centralized Help Center that uses a web-based tool to enable users to place repair orders and track their status through completion [III.C.3-9]. Requests are processed by District ITS and assigned to the locally based ITS technicians for remedy. Response time is usually less than 24 hours. District ITS surveys end-user satisfaction with the service [III.C.3-10].

## Analysis and Evaluation

The College meets this standard. District ITS is responsible for assuring that all technology resources are maintained to assure maximum reliability access, safety and security. A redundant model is in place to ensure system availability in case of component failure or unforeseen circumstance. District ITS provides the support to purchase, maintain, safeguard and upgrade the technology infrastructure to meet the College's needs. A robust Help Center function is available so that all requests can be prioritized and addressed quickly and efficiently.

**III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

## Evidence of Meeting the Standard

**Training and support in use of instructional technology:** Training in the use of instructional technology is the province of the College's Distance Education Office [III.C.4-1], supported by the Distance Education and Educational Technology Committee [III.C.4-2]. (A new Technology Advisory Committee was formed in Fall 2018 [III.C.4-3]). The Distance Education office supports faculty use of instructional technology through flex day or scheduled workshops, paid summer trainings, and ongoing drop-in support. For instance, in 2017 the College changed

course management systems, migrating from WebAccess to Canvas. This required extensive preparation, including an email campaign, a summer pilot program in 2016, several flex day workshops, paid cohort trainings, and ongoing one-on-one drop-in hours [III.C.4-4, 5]. Canvas trainings continue to be ongoing, and the DE website includes extensive references and support for students and faculty [III.C.4-6]. In addition, faculty, staff and students have access to 24/7 support through the SMCCCD Online Course Support Center and the internal help links within our Canvas environment [III.C.4-7].

**Training in online teaching:** Until Spring 2015, training for online teachers – the Structured Training for Online Teaching - was organized by the District’s Distance Education Advisory Committee (DEAC) [III.C.4-8]. The training has since been discontinued. While the DEAC continues to explore ways to support training for online teaching [III.C.4-9], the College’s DE Office has been exploring ways to support training in online teaching.

The current Distance Education Strategic Plan lays out the College’s goals for its increased offering of online and hybrid courses. Along with a description of the role of Distance Education at the College and an analysis of relevant student data, the plan lays out a number of goals relevant to teacher training: “Faculty, staff, administrators, and instructional and student services support staff receive effective institutional support for distance education training and learning” [III.C.4-10]. In addition, the College has a DE Faculty Training Webpage listing appropriate training courses for online teaching, including @One trainings [III.C.4-11, 12]. In addition, flex trainings on using Canvas, as well as the faculty resources, address online and hybrid course design [III.C.4-13, 14]. The College’s DE office continues to evaluate the goals and objectives identified in the Strategic Plan, to ensure that the office responds to emerging priorities in distance education at the College.

**Accessibility:** An important component in training teachers in use of technology (including use of online publisher materials) is ensuring accessibility. In line with the District’s Accessibility Statement [III.C.4-15] and the CCC’s Accessibility Center’s Accessibility White Paper 2017 [III.C.4-16], the DE Office is currently developing accessibility trainings, including a pilot of the Accessibility and Universal Design Advocate cohort to see if a train-the-trainer type model would work in Summer 2018-Spring 2019 [III.C.4-17]. The DE office also requested an Accessibility Specialist in our Fall 2018 resource request [III.C.4-18]. This past Fall, in partnership with the DRC, the DE office hosted representatives from Pearson to showcase their accessibility tools. Finally, the DE office drafted a recommended Accessibility and Inclusions Statement with the DRC Director, that was shared with the college Academic Senate President [III.C.4-19].

**Training for learning center and student services staff:** Support staff in the learning centers and the library use Canvas. The DE office supports their use of Canvas with regular trainings [III.C.4-20].

**Student support:** Students receive extensive online support from tutorials at the Canvas resources page [III.C.4-21], and have access to 24/7 support through the SMCCCD Online Course Support Center, as well as the internal Help links within the Canvas environment [III.C.4-22]. In addition, the student orientation includes a slide presentation advising students what to do if they find themselves unable to enter Canvas [III.C.4-23] and Canvas help cards are distributed about the campus [III.C.4-24]. A “New Canvas Hotline and Support Links” offers 24/7 support for faculty, staff and students [III.C.4-25].

**Support for technology in institutional operations:** Faculty, staff and administrators are trained as needed in the various software programs relevant to their work. Administrators using AdAstra have received training from vendors [III.C.4-26], as have staff and faculty using Banner [III.C.4-27]. The Curriculum Committee provides guidance for using the Curricunet system [III.C.4-28]. Finally, the District's ITS provide support in computer systems (Office 365, Banner, etc.) and offers a HelpCenter to respond to employee requests [III.C.4-29].

### Analysis and Evaluation

The College meets the standard. Faculty and students have comprehensive training and ongoing support in using the course management system, with attention paid to accessibility and online instruction. Other software programs, such as AdAstra or Banner, are supported by vendor trainings. The District's Information Technology Service provides a HelpCenter and regular trainings in College technology.

Going forward, the Distance Education office continues to work with the District's DEAC to help frame policies around online teaching, notably language defining Effective Contact, standards for teacher preparation and the integration of the OEI rubric to evaluate course design [III.C.4-30]. It also hopes to formalize and enhance its online teacher training, especially given the discontinuation of the District's Structured Training for Online Teaching. Another goal for this academic year involves revising the Distance Education Handbook [III.C.4-31].

### III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

#### Evidence of Meeting the Standard

**Policies on use of technology:** The College is governed by the Board's policy framework to ensure the appropriate use of technology in the teaching and learning process, including policies on the following:

- the Computer and Network Use Policy (2.34) [III.C.5-1],
- Use of District Communications Systems Policy [III.C.5-2],
- Access to District E-Mail Procedure [III.C.5-3],
- Use of Student E-Mail Addresses [III.C.5-4]
- Public Records [III.C.5-5, 6]
- Intellectual Property [III.C.5-7]
- Educational Materials: Distribution of Academic Presentations [III.C.5-8]
- Use of Copyrighted Materials (SMCCCD Board Policy 6.33 – 201303) [III.C.5-9]

Much of the development of policies and procedures around the use of instructional technology is coming from the District's DEAC [III.C.5-10]. This committee includes representatives from all colleges as well as the District and the District Academic Senate (including, from the College, staff and faculty from the DE office, as well as the dean of Academic Support and Learning Technologies). DEAC is currently in the process of developing and updating policies and procedures for educational technology, including defining regular and effective contact [III.C.5-11].

While much of the work of policy-making takes place at the District level, the College's own Distance Education plan identifies the creation of these policies in our own goals and objectives. In addition, the College has established policies on specific issues such as the communicating institutional policies (e.g., on Academic Honesty, Title IX, grading, etc.) [III.C.5-12]. The Distance Education and Educational Technology Committee (DEETC) also provides guidance for best practices in DE [III.C.5-13], provides links to ample resources for guidelines and policies [III.C.5-14] and participates in the New Faculty Institute (NFI), training new faculty in the use of educational technology [III.C.5-15].

In addition, the College's newly formed Technology Advisory Committee will address policies and procedures relating to use of instructional technology [III.C.5-16].

District policies are in line with the Community College League of California's (CCLC) guidelines [III.C.5-17].

### **Analysis and Evaluation**

The College meets the standard. The College has developed guidelines to support appropriate and effective use of educational technology, while the District is developing policies governing the use of technology in teaching and learning.

## **III.D: FINANCIAL RESOURCES**

### ***Planning***

**III.D.1: Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution**

**plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

**Evidence of Meeting the Standard**

**The institution plans its financial affairs to assure integrity and financial stability:** College of San Mateo is part of the SMCCCD, a three-college district. Fiscal policies and procedures are codified as Board Policies and Administrative procedures to guide the effective management of fiscal affairs in a manner which ensures fiscal stability and integrity in resource allocations [III.D.1-01, 2]. The District’s annual audits have had no fiscal findings or audit adjustments over the last 3 years [III.D.1-03]. The College’s site allocation of unrestricted general funds is a proportional share of the SMCCCD local revenue and annual expenditure budget based on the District’s resource allocation model [III.D.1-04]. The College has an Educational Master Plan (EMP) that is integrated with the District Strategic plan, and the District provides funding to the College specifically for the implementation of this plan over the last 3 years [III.D.1-5, 6, 7].

**Financial resources are sufficient to support student programs and improve institutional effectiveness:** For the 2018-19 fiscal year, the College’s total unrestricted general fund budget was \$56.6 million [III.D.1-08]. This budget funds the general operating expenses of the institution. Personnel costs comprise 93% of the college’s unrestricted general fund budget. The remaining 8% of the College’s budget is allocated for supplies, materials, operating costs, and capital outlay [III.D.1-09]. The District funds some of the direct College operating costs such as utilities.

The SMCCCD is a community supported district, meaning that the District does not receive state apportionment and is directly funded by local property tax revenue [III.D.1-10]. The increase in unrestricted funds from prior year levels is the result of increases in local property tax revenue. The College receives restricted funds for state-funded categorical programs, local revenue such as parking and health fees, and externally funded grants [III.D.1-11, 12]. The unrestricted and restricted budgets combine to provide the college the resources necessary to support and sustain student learning programs and services and to improve institutional effectiveness.

Voters approved Measure H in November 2014, a general obligation bond to improve and construct educational facilities at all three campuses in the District. The College’s share of Measure H is approximately \$32 million [III.D.1-13]. With this revenue, the College has been able to fund important projects from the SMCCCD Facilities Master Plan including some updates to the theater, modification of a building to expand student support services, improvements to the classroom technology infrastructure, classroom security upgrades, a water supply system upgrade, roof repairs, roadway repairs, and a new parking lot

The District prepares and provides the College with 3-year revenue projections annually to ensure sufficient resources are available for short and long-term planning. The projections indicate the District can balance its budget for each of the 3 years included in the projections.

The District also has reserves in the unrestricted general fund that routinely exceed the State's recommended reserve of 5% and the college maintains a healthy contingency fund [III.D.1-14]. In addition to the unrestricted general fund budget, the College also relies on restricted funds such as grants to support its mission. All grants are developed to directly support the mission and priorities of the College. Grant planning includes faculty and staff who ultimately implement the projects [III.D.1-15]. Examples of recently funded grants that support the college mission include:

- Hispanic Service Institution (HSI) projects: MESA (Math, Engineering, Science, Achievement) / METaS Project [III.D.1-16, 16a]
- Strong Workforce grants [III.D.1-17]
- District Innovation grant [III.D.1-18]

The District follows established policy and procedure, regulations, and accepted accounting practices in managing resources (see Board Policies 8.00 and 8.11, cited in III.D.1-1 and 2) [III.D.1-19, 20]. The District annual audit reports reflect the integrity of the institution's financial management and stability (see III.D.1-3).

## Analysis and Evaluation

The College has sufficient revenues to support educational improvement and innovation. As a community-supported district, SMCCCD is fortunate to have property taxes in excess of the state determined revenue limit. This means that the College has resources available that would not be possible as a state-funded institution. Finances are managed with integrity in a manner that ensures short and long-term financial stability. Resources are allocated using a process that provides a means to fund institutional improvements and maintain student success. The College meets the standard, and ER 18.

**III.D.2: The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

## Evidence of Meeting the Standard

**The institution's mission and goals drive financial planning:** The College EMP has established five strategic priorities, aligned with the District Strategic plan and the College mission, which inform financial planning and decision-making for the College [III.D.2-1].



**Financial planning is integrated with institutional planning:** Program reviews to evaluate effectiveness leading to improvement are conducted for all instructional departments, learning centers and student services. These reviews demonstrate alignment with the College mission and strategic goals, highlight areas of strength and describe assessment results [III.D.2-2]. Personnel requests, funding allocations, facilities improvement, and technology purchases are initiated through an accompanying (annual) resource request process [III.D.2-3]. Resource requests go through two rounds of prioritization, first by divisions, then by the Administrators Council, before being presented for funding by Cabinet [III.D.2-4].

**The institution has policies and procedures to ensure sound financial practices and stability:** The District budget process is described in Board Policies 8.11 and 8.11.1 (see III.D.1-1, 2). In addition, the District has policies governing fiscal management (BP 8.00), District audits (BP 8.05), investment of funds (BP 8.06), debt issuance (BP 8.07), Bond Oversight (BP 8.14), and Revolving Cash (BP 8.18) [III.D.2-4a].

The College general fund budget is developed using the District Resource Allocation Model and includes FTES goals. The college maintains a sufficient ending balance each year to maintain a reserve needed for emergencies [III.D.2-5]. The District has reserves in the Unrestricted General Fund that routinely exceed the State's recommended reserve of 5% [III.D.2-6]. The District plans its cash flows carefully as the bulk of its funds come twice a year, in December and in April. While the District used to issue Tax Revenue Anticipation Notes (TRAN), the cash balances are sufficient such that TRANs are no longer needed.

**Financial information is disseminated throughout the College in a timely manner:** Budgeting begins with the District. The SMCCCD Executive Vice Chancellor provides regular budget information to the Board of Trustees. Information provided includes tentative budget, adopted budget, District innovation fund projects, and quarterly budget reports [III.D.2-7]. The Board approves the annual budget and external audit reports in an open public session; representatives from each college are in attendance at board meetings, and all information presented to the Board is publicly available [III.D.2-8]. The Board receives updates about progress on the District's strategic plan as part of the tentative budget approval in June and adopted budget approval in September. These updates include budget and actual spending as well as progress on the goals set in the plan [III.D.2-9].

At the College level, information about the budget is communicated through the Institutional Planning Committee [III.D.2-10]. A summary of the College budget is presented for discussion [III.D.2-11] along with updates on resource requests [III.D.2-12].

To ensure fiscal stability, allocation of resources in alignment with the College Mission and strategic priorities, and to enhance fiscal transparency through effective communication, the College has recently established a Finance Committee [III.D.2-13, 14].

## Analysis and Evaluation

Financial planning and associated resource allocation is integrated into the college planning processes and aligned with the institution's mission and goals. The District follows a transparent resource allocation process, and the College's own resource allocation process is integrated with institutional planning through the Program Review and Resource Request process. The College's newly established Finance Committee will ensure fiscal stability and strong communication around budget issues.

**III.D.3: The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

### Evidence of Meeting the Standard

**The institution clearly defines its guidelines and processes:** The budgeting process is defined in Board Policy 8.11 and Administrative Policy 8.11.1 (see [III.D.1-1](#) and [III.D.1-2](#)).

**The institution clearly follows its financial planning processes:** The District Budget Office follows clearly defined policies and procedures for financial planning in budget development [\[III.D.3-01\]](#), including information on budgeting in the District [\[III.D.3-1a\]](#) as well as Budget Calendar and Budget Reports (see [III.D.1-4](#)). The District provides a Resource Allocation Model approved by the District Committee on Budget and Finance to guide the budget and allocation processes [\[III.D.3-2\]](#). The Integrated District Budget Planning Calendar is approved annually by the Board of Trustees and is publicly available [\[III.D.3-3\]](#).

At the college level, allocation of financial resources is managed in manner to effectively fulfill the College mission and work toward achieving the strategic directions outlined in the College Educational Master Plan [\[III.D.3-4\]](#). The College uses the initial allocation to develop the budget [see Planning Manual for details] [\[III.D.3-5\]](#).

**All constituencies have an opportunity to participate in developing institutional plans and budgets:** Budgetary and institutional planning processes are inclusive, at the District and College level.

- The District Committee on Budget and Finance, which reviews the Resource Allocation Model, is a district-wide participatory governance group [\[III.D.3-6\]](#);
- The College's resource request process includes two rounds of prioritization, first by the divisions and then by the Administrative Council [\[III.D.3-7\]](#); the process is overseen by the Institutional Planning Committee [\[III.D.3-8\]](#).

### Analysis and Evaluation

The College's financial planning and resource allocation are integrated in the planning process, and College processes are clearly defined. Established processes for financial planning and budget development are communicated to the college and made publicly available. The College's processes are used to ensure consistent participation in financial planning and budget development using the participatory governance structure and through open, transparent communication with the College.

### *Fiscal Responsibility and Stability*

**III.D.4: Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

### **Evidence of Meeting the Standard**

**Institutional planning includes assessment of financial resource availability:** The District budget includes a realistic assessment of resources, partnerships and expenses. The Executive Vice Chancellor provides regular reports to the SMCCCD Board of Trustees and college leadership about the status of state funding and annual budget assumptions (as reflected in the Final Budget Report) (see [III.D.2-8](#)). The College budget is shared through the Institutional Planning Committee, and breaks down funding sources and expenditures ([III.D.4-1](#)). Oversight of the College's fiscal planning process has until recently been the purview of the Institutional Planning Committee. However, the College has recently created a Finance Committee to ensure the College's fiscal stability and support financial planning (see [III.D.3-14](#)).

### **Analysis and Evaluation**

The College meets the standard. Institutional financial planning includes realistic, detailed and widely shared details of expenses and resources.

**III.D.5: 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. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

## Evidence of Meeting the Standard

**Institution has control mechanisms for financial decision making:** The annual budget development process begins with a review of the prior year's budget, including revenue, expenses, and assumptions. This provides the opportunity for the College to prepare multi-year projections and conduct an analysis of expenditures in order to determine what adjustments are needed to reflect projected institutional spending. Each year, multi-year projections are presented to the college for thorough review and discussion during the preliminary stages of the budget development process [III.D.5-01].

Responsible and appropriate use of financial resources is ensured through a variety of internal control mechanisms. The District uses Banner as the enterprise resource system to record financial data and to process financial transactions. The system has multiple control mechanisms built in to assure the responsible and appropriate use of the college's fiscal resources. Purchase requisitions generated electronically in Banner require a valid account number, available budget, and multiple layers of approvals [III.D.5-2]. General Purchasing Procedures are clearly spelled out and comply with relevant legal codes [III.D.5-3].

## Analysis and Evaluation

The College meets the standard.

**III.D.6: Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

## Evidence of Meeting the Standard

**Financial documents are credible and accurate:** The District's financial statements are audited annually in accordance with the California State Chancellor's Office California Community College Contracted District Audit Manual [III.D.6-01]. The District received an unmodified audit for the past four years [III.D.6-2, 3, 4, 5]. The unmodified audit reports are reflective of the high degree of credibility and accuracy of the District's financial documents. All District financial information is presented to the Board of Trustees in the Tentative Budget book (see III.D.2-9), Final Budget book (see III.D.1-4), and the Annual Audit (see III.D.6-5).

**Financial allocation is appropriate to support student learning programs and services:** The College budget allocates funds consistent with the District's mission, and its own Mission and Strategic Priorities as laid out in the College's Educational Master Plan. The Resource Request

process requires a rationale connecting the need for the resource with department or service goals as detailed in Program Review, which in turn includes an articulation of the program's alignment with the College mission [III.D.6-6, 7]. Resource requests go through two levels of prioritization (at the division and the administrative council levels) before being funded. The process is overseen by the Institutional Planning Council [III.D.6-8].

### **Analysis and Evaluation**

The College's financial documents reflect an inclusive budget development process that includes programs, departments, divisions, governance groups and the Board of Trustees. The inclusive process ensures a final budget that appropriately allocates financial resources to support student learning programs and services. Annual audit reports reflect a high degree of credibility and accuracy, and the College is informed of the District audit report results.

**III.D.7: Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **Evidence of Meeting the Standard**

The District regularly evaluates its financial and internal control systems for validity and effectiveness, and the results of this assessment are used for improvement. There have been no findings in the last four years of audits (see III.D.6-2, 3, 4 and 5). Audit reports are made publicly available and presented to the Board of Trustees annually [III.D.7-1].

### **Analysis and Evaluation**

The District conducts an annual external financial audit. Information regarding the annual audit, including information about budget, fiscal conditions, financial planning, and audit results are communicated at the college level. The continued unmodified annual audit report reflects that budget information, including the fiscal condition, financial planning, and audit results is sufficient in content and timing to support institutional and financial planning and financial management.

**III.D.8: The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

## Evidence of Meeting the Standard

**Financial control systems are regularly evaluated and assessed:** The annual audit reports assess and evaluate the District's financial management processes (see Audit Report 2017-2018, [III.D.6-5](#)). Financial management processes are reviewed after each audit to identify any areas where improvement can be made. [III.D.8-4](#).

The District's Bond Oversight Committee provides oversight of bond expenditures [III.D.8-2, 3](#).

**Results of assessment are used for improvement:** No internal control deficiencies were noted in annual audit reports for the past four years, and no recommendations have been cited regarding the financial management of grants or special funds.

One improvement, however, at the College level, has been the reintroduction of a committee charged with overseeing the College's fiscal health (the Finance Committee). The College had a Budget Planning Committee until 2013 [III.D.8-4](#), at which point its functions were folded into the Institutional Planning and Budgeting Committee as part of a larger streamlining of the College administration [III.D.8-5](#). However, a new Finance Committee was created in Fall 2018 to expand participation in budget and policy discussions, and is developing its mission and role [III.D.8-6, 7](#).

## Analysis and Evaluation

District and College financial and internal control systems are regularly evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

**III.D.9: The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

## Evidence of Meeting the Standard

**Institution has sufficient cash flow for stability and for emergencies:** Every year, College and District ending balances are tracked and analyzed. As a community supported district, SMCCCD has a strong financial position with a healthy ending balance. The District's financial position and integrated planning activities to maintain fiscal stability are indicated in the annual budget

adopted by the Board. To further ensure financial stability, the Board directed staff to increase reserves to 13%, well above the state recommendation of 5%. The District's reserve includes reserves for budget contingency, emergency response, and cash flow. The contingency reserve is not a budgeted line item as there is no intention to expend these funds except in an emergency [III.D.9-01].

**The institution plans for financial emergencies:** The District monitors risk regularly to assure appropriate levels of insurance coverage. The District maintains insurance coverage that includes employee, property, casualty, and liability insurance in accordance with the responsibility to protect college assets from losses that would place the College at fiscal risk [III.D.9-02].

### **Analysis and Evaluation**

The College and District's conservative approach to fiscal management ensures sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. As a result of strong cash flows, the District does not need to issue Tax and Revenue Anticipation Notes (TRANS). With the current strong cash position of the District, it is not likely the District will require debt financing in the foreseeable future. The District's level of unrestricted fiscal reserves (13%) is above the state recommended level of 5% and is more than adequate to meet financial emergencies and unforeseen occurrences.

**III.D.10: 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.**

### **Evidence of Meeting the Standard**

**The institution practices effective oversight of finances:** The College provides appropriate and effective oversight of finances through monitoring and provision of regular financial reports to managers who manage their respective programs and funding sources.

The Board receives regular budget reports and updates on all funds [III.D.10-1]. All college funds, including those specific to financial aid, grants, externally funded programs, contractual relationships, and auxiliary operations are subject to an annual independent external audit as per Board Policy 8.05 and Administrative Policy 8.05.1 [III.D.10-2, 3, 4].

The College has recently re-established a Finance Committee to ensure that the College remains fiscally stable, and that its resources are allocated in alignment with its Mission, Vision, Strategic Priorities and other goals [III.D.10-4a].

**Oversight of financial aid:** The District maintains compliance with federal Title IV rules and regulations through systematic review and updating of related policies, procedures and business practices. Recent external audit findings related to Title IV indicate no findings (see III.D.6-2, 3, 4 and 5).

The District holds a contract with BankMobile to service financial aid disbursement that is in compliance with federal regulations and accreditation requirements [III.D.10-5]. Reconciliation of all financial aid funds is completed after each transmittal to students and finalized at the end of the fiscal year [III.D.10-6].

**Oversight of foundations:** The San Mateo Community College Foundation (SMCCF) is a separate 501 (c)(3) with the purpose of supporting the College and our students through the provision of scholarships and other program funding [III.D.10-7]. The District maintains a contractual agreement with the Foundation and provides financial oversight of the Foundation. Accounting services are provided to the Foundation to ensure appropriate separation of duties regarding processing of cash. The Foundation's annual audit and 990 tax returns are posted on the Foundation website and reported to the Board of Trustees [III.D.10-8].

**Oversight of grants and external contracts:** The SMCCCD Bond Oversight Committee is responsible for ensuring appropriate expenditure of Measure H bond funds and for providing information to the public regarding bond expenditures [III.D.10-9]. Bond Oversight Committee members are appointed by the SMCCCD Board of Trustees and its meetings are governed by the Brown Act [III.D.10-10]. The Committee issues an annual report detailing activities related to bond expenditures and all meetings are open to the public [III.D.10-11].

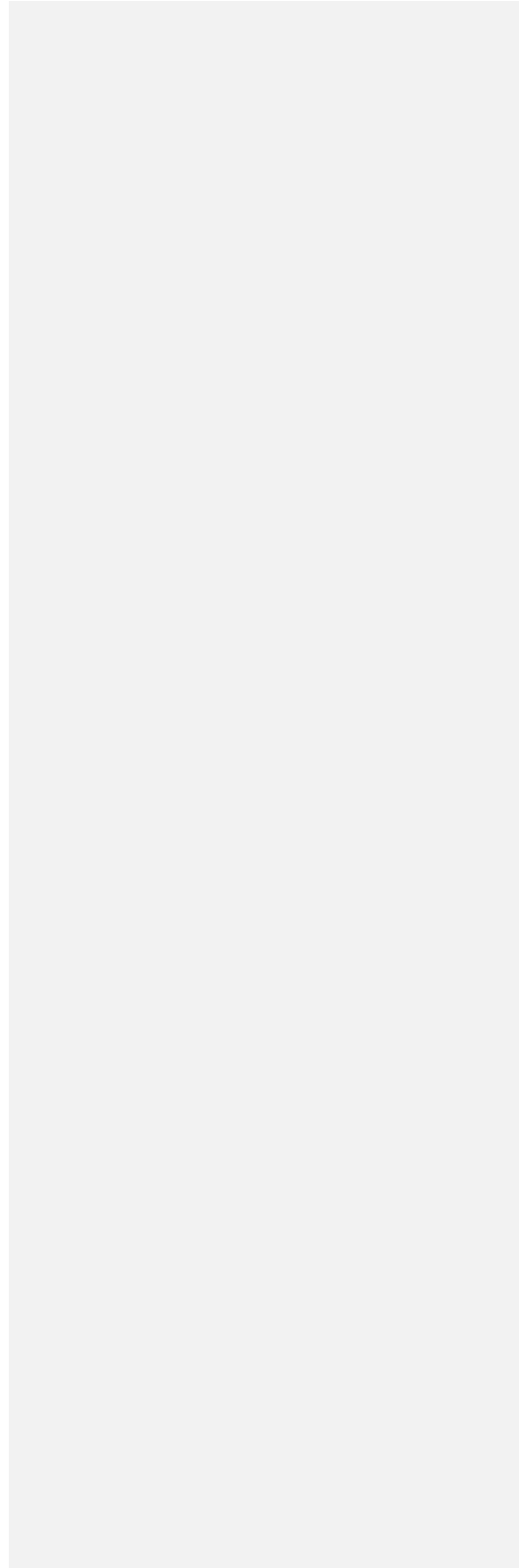
## Analysis and Evaluation

The College and District practices effective oversight of all finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Funds are separated in accordance with state and federal guidelines, and reliable budget information is available to all program managers and administrators. The College has established processes to regularly assess the use of financial resources, including the creation of a new Finance Advisory Committee, and ensures all financial resources are used appropriately and effectively. The College maintains compliant with Federal Title IV and other external funding agencies and has no recent audit findings. Internal controls and processes are regularly evaluated and the results of the evaluation are used to improve practices.

## Liabilities



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**III.D.11: The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. 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.**

### **Evidence of Meeting the Standard**

**Institution considers long- and short-term financial priorities to assure stability:** The College reviews multi-year projections provided by the budget office each year as part of the annual planning process to provide the information necessary for financial planning [III.D.11-1]. The College's integrated planning process provides the opportunity to incorporate planning, budgeting, personnel, resource allocation, and evaluation throughout the year with consideration of short- and long-term financial planning [III.D.11-2]. All planning is grounded by the College mission and is focused on student success.

Resource planning is by District plans (the District Strategic Plan [III.D.11-3], the Strategic Plan for Information Technology – posted in March 2019 [III.D.11-4]; and the Facilities Master Plan [III.D.11-5, 6]) and by College plans, such as the Educational Master Plan [III.D.11-7], the forthcoming Technology Plan [III.D.11-8], and the Distance Education plan [III.D.11-9]. These provide direction for allocation of resources and both short- and long-term financial solvency. The program review / resource request process allows the College to identify one-time and on-going needs to address in the budgeting process. The recently formed Finance Committee also provides oversight to ensure short-term and long-term solvency, as well as appropriate distribution of resources [III.D.11-10].

**Institution allocates resources for liabilities and future obligations:** The District provides leadership in planning to meet major long-term needs and priorities such as retiree health benefit liability, capital improvements, and pension rate increases. The District considers these needs annually during budget development and is reflected in the planning assumptions and allocation in the resource allocation model [III.D.11-10]. The College considers other short- and long-term liabilities such as faculty unity banking, compensated absences, and instructional equipment replacement during its budgeting process.

### **Analysis and Evaluation**

The College considers short- and long-term plans and priorities when making financial decisions to assure fiscal stability. The District plans for payments of long-term liabilities and obligations including health benefits, insurance costs, and building maintenance costs. The College has set procedures for planning its financial allocations, and ensures oversight and participation through its Institutional Planning Committee and Finance Committee.

**III.D.12: 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. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriated accounting standards.**

### **Evidence of Meeting the Standard**

The District maintains implementation and oversight responsibility in meeting major long-term liabilities and obligations such as Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. Details are laid out in the District's Final Budget Report for 2018-2019 [III.D.12-1].

The reserve fund for Post-retirement benefits budget for 2018-2019 totals over \$5.9 million. The fund consists of interest income and transfers from other funds. In compliance with GASB 45 requirements, the District uses an actuarial study to determine overall liability of post-retirement medical benefits and future medical costs. In 2009, the District established an irrevocable trust – the Futuris Other Post-Employment Benefits (OPEB) Trust. The Trust allows the District cash management flexibility and long-term investments that will receive a better return, ultimately reducing the long-term liability. In 2017-18, the District deposited \$12.2 million into this irrevocable trust and the current budget allows for an additional \$2.6 million by the end of June 2019 (Final Budget, pp. 39-40).

The District's Investment Trust portfolio had an ending asset allocation in mutual funds of 50% in fixed income funds, 45% in equity funds (equity funds comprised 36% in domestic equity and 9% in international equity) and 5% in real estate. The value of the portfolio as of June 30, 2018 was \$114.9 million and includes contributions during the year of \$12.2 million. The District contracted with Geoff Kischuk of Total Compensation Systems, Inc. to prepare an Actuarial Study of Retiree Health Liabilities in compliance with Governmental Accounting Standards Board (GASB) Statements 74 and 75. The last actuarial report (September 2017) indicates that the District's liability is almost fully funded at 98%. The District anticipates this liability will be fully funded after additional contributions of \$2.6 million in fiscal year 2018-19. The District's Retirement Board of Authority (RBOA) maintains oversight of retirement fund investments (pp. 40).

## Analysis and Evaluation

SMCCCD uses prudent fiscal management practices to identify and plan for long-term liabilities and obligations in order to maintain the fiscal stability of the College and District. The District fully funds its annual OPEB obligation based on current actuarial studies. Recent audit reports note that the District is in compliance with GASB 45.

**III.D.13: 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.**

## Evidence of Meeting the Standard

**Institution assesses and allocates resources for debt repayment:** The District has established a Debt Services Fund (Fund 25), which is used to account for resources accumulated to pay general long-term debt (see Final Budget Report, p. 60) [III.D.13-1]. Revenue to this fund comes from the assessed property taxes to pay off a General Obligation Bond (Measure H), issued in 2015 for capital improvements. The District budget for debt service in 2018-2019 was \$52,082,176 (p. 22). The District evaluates the debt service fund annually to ensure appropriate resources are allocated for the repayment of any locally incurred debt instruments. Its annual Budget Report includes a debt service payment schedule (p. 105).

District investments are guided by Board policy using a conservative yet flexible approach to deploy cash funds in various types of investment portfolios [III.D.13-2, 3, 4].

## Analysis and Evaluation

The College meets the standard. The District issued a general obligation bond for capital improvement projects and the use of these funds are tracked and monitored by fund number. The planning, allocation, and tracking of funds demonstrate the proper use and management of the funds.

**III.D.14: 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.**

## Evidence of Meeting the Standard

**Financial resources are used with integrity:** All District funds undergo an annual external compliance audit, with no findings in the past 5 years. This includes general funds, financial aid, auxiliary funds, grant funds, and Measure H bond funds [III.D.14-1]. The SMCCC Foundation also undergoes an annual external audit [III.D.14-2]. The District conducts an annual assessment of debt repayment obligations and allocates resources in a manner which ensures stable finances. During the annual budgeting process, debt service payments are budgeted and reviewed by the Board of Trustees [III.D.14-3]. Because of its strong cash flow, the District has not issued certificates of participation (COP) or tax revenue anticipation notes (TRANs) in recent years.

Financial resources are managed and tracked in the Banner ERP system by their respective budget codes (fund, organization, account, program) to ensure funds are used in a manner consistent with the intended purpose of the funding source. For restricted funding sources such as state categorical or federal grant funds, revenue and expenses are carefully tracked and reviewed to ensure funds are appropriately monitored and used with the intended purpose of the funding source.

## Analysis and Evaluation

Ongoing management review, monitoring, and external audits provide the assurance that all expenditures are used with integrity in a manner consistent with the intended purpose of the funding source. The District performs an annual assessment of debt repayment obligations, and resources are allocated in a manner that ensures on-going fiscal stability. The District and the College ensure that financial operations of all activities are appropriately monitored.

**III.D.15: The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance with the federal government identifies deficiencies.**

## Evidence of Meeting the Standard

**Institution manages student loan default rates to comply with federal requirements:** Federal student financial aid revenue and disbursements, as well as student loan default rates, are constantly monitored to ensure compliance with federal requirements. The College financial aid department and SMCCCD budget department ensure appropriate segregation of duties during the

financial aid disbursement cycle to maintain Title IV compliance. Student eligibility is determined by the College financial aid department and fund management is maintained by the District. The District disburses financial aid funds through BankMobile, a third party administrator [III.D.15-01].

Student loan default rates were X% in fiscal year 16/17, X% in 15/16, and X% in 14/15 [III.D.15-02]. These are the most current default rates available. SMCCCD is in compliance with the federal regulation of less than a 30% default rate over three years. Should the District fall out of compliance, a default management plan would be created and implemented.

### **Analysis and Evaluation**

The District and College work diligently to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The District's three-year default rate is within federal guidelines, and in the event the default rate exceeds federal guidelines a plan to reduce the rates would be created and implemented. Student loan default rates, revenue, and related matters are monitored and assessed to ensure compliance with federal regulations.

### ***Contractual Agreements***

**III.D.16: 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 and the quality of its programs, services, and operations.**

### **Evidence of Meeting the Standard**

**Contractual agreements are governed by institutional policies:** Contractual agreements are governed by Board policy. Board Policy 8.03 delegates authority to the Chancellor and his designees to sign all district documents in accordance with Board policy and California Education Code, and 8.03.1 delegates authority to the Executive Vice Chancellor, Chief Financial Officer, and Director of General Services to sign agreements and warrants on behalf of the District. Board Policy 8.15 lays down guidelines for purchasing [III.D.16-1, 2, 3].

The District's General Services Office has published guidelines for contracts, which ensure compliance with the Education Code, Public Contract Code, and Civil Code [III.D.16-4, 5].

**Contractual agreements are consistent with mission and goals:** Contractual agreements with external entities are usually initiated at the department or division level to achieve program or college-wide goals. Proposed agreements are reviewed and require approval by the appropriate

dean, vice president, and president before being forwarded to the District Executive Vice Chancellor's Office for processing and execution [III.D.16-6].

The College uses iContracts to ensure proper workflow tracking and management of all agreements with external entities [III.D.16-7].

**Contractual agreements are reviewed to ensure the integrity and quality of the institution:**

Dollar limit guidelines have been established to ensure the fiscal integrity of the institution. Purchases over \$90,200 require a formal bid process, and Board approval is required for contracts in excess of the legal bid limit of \$90,200, any lease agreement, annual membership dues over \$25,000, and public works projects over \$175,000 [III.D.16-8]. Contracts are reviewed at the District to assess risk exposure and ensure proper insurance requirements are met [III.D.16-9]. Legal counsel reviews contracts on an as-needed basis.

**Analysis and Evaluation**

The College and District have systematic processes in place that ensure contractual agreements with external entities are consistent with the mission and goals of the College, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. The College and District maintain control over all contracts and each contract contains provisions whereby the District can terminate contracts that do not meet required standards of quality.

## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### A. Decision-Making Roles and Processes

**IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participatory processes are used to assure effective planning and implementation.**

#### Evidence of Meeting the Standard

**Creating and encouraging innovation:** Support for innovation starts with the San Mateo Community County College District Board of Trustees (Board). The Board adopted the District Strategic Plan in 2015. Several of the District Strategic Plan goals require the College to identify and implement innovative practices concerning student success, student equity, as well as teaching and learning [IV.A.1-1].

An allocation for innovation is part of the District's general fund allocation to the College. The College is able to institutionalize innovative programs because the innovation funds are ongoing [IV.A.1-2]. Over the last 4 years the college has received a cumulative total of



\$1,850,000 in ongoing innovation funds. These funds have funded the following initiatives: Project Change, the Year One Promise Program, Supplemental Instruction, the Spark Point Program, the Small Business Development Center, Workforce Development (Career Hub), expansion of Open Educational Resources, the Dream Center, and the adoption of a new curriculum model in mathematics. The College reports its use of District Innovation funds to the Board of Trustees for each new round of innovation funding [IV.A.1-3, 4, 5, 6].

In addition, the College has developed an infrastructure to encourage and support innovation.

The College supports innovation in several ways:

- *The Office of Planning, Research, Innovation and Effectiveness:* In 2017/18 the mission of the Office of Planning, Research, Innovation and Effectiveness (PRIE) was expanded to include direct support for innovation. The dean of PRIE position was also redefined to include support for innovation [IV.A.1-7, 8]
- *Planning Processes:* The College's planning processes yield innovative practices. The College's Integrated Planning Committee (IPC), the Educational Equity Committee (EEC) - formerly the Diversity in Action Group (DIAG) - and other institutional and academic senate committees regularly assess student success and achievement data, identify areas of need, and develop innovative practices and programs to meet needs.

For instance, the Umoja Learning Community was developed as a result of assessing the opportunity gap for African American students. The College's then-named DIAG reviewed student data and recommended that the College develop a program to address the opportunity gap experienced by African American male students. IPC approved the program based upon a needs assessment. The program received funding and has been assessed at regular intervals [IV.A.1-9, 10, 11].

Several other innovative College programs have been developed in the same manner; these programs are summarized in the evidence section [IV.A.1-12].

- *Professional Development:* Professional Development is also part of the College's innovation infrastructure. Faculty, classified staff, and administrators participate in numerous professional development activities that address innovative programs and pedagogy [IV.A.1-13].

Furthermore, individual faculty, classified staff, and administrators attend conferences, which often lead to innovative practices and programs. For example, members of the Math department attended the California Acceleration Project conference. As a result, the faculty have adopted the Cuyamaca Math Acceleration model. The model was implemented in Fall 2018 [IV.A.1-14].

- *President's Innovation Fund:* The College has established a President's Innovation Fund, which is funded by the SMCCCD Foundation. Faculty and classified staff may apply for up to \$5,000 for seed funding for innovative projects. A college committee reviews innovation

requests and makes funding recommendations to the college president [IV.A.1-15].

- *Grant Development:* The College and the SMCCCD have secured several grants over the last six years which help to fund innovative practices and programs [IV.A.1-16].

**Supporting administrators, faculty, staff, and students regardless of title:** The College has participated in the Leading from the Middle Initiative (LFM), which is sponsored by the Research and Planning Group (RP Group) -- a non-profit organization that provides professional and leadership development, technical assistance, research, and evaluation services for California Community Colleges. Eleven faculty, classified staff, and administrators have participated in LFM activities in the last two academic years. Innovative practices such as the Reading Apprenticeship Program were developed as a result of participation in LFM initiatives [IV.A.1-17]; in addition, participation in LFM has supported the Guided Pathways steering committee and transformational team to transition from the inquiry to the planning/implementation phase of Guided Pathways, and strengthened cohesion by including initiatives such as Year One Promise and ACCEL (AEB) [IV.A.1-18].

Finally, several college programs have been developed by individuals or groups as a response to student needs. Examples include Project Change, which was developed by a faculty member; the Mana program, which was developed by two classified staff members who found that the College was not addressing the specific needs of the Pacific Islander students; and Writing in the End Zone, which was developed by members of the English Department and the Football program to support student athletes [IV.A.1-19].

**Using systematic participatory processes:** The College's planning and participatory governance structure provides the formal means to identify, develop, fund, institutionalize, and assess innovative programs. The Planning Manual documents the participatory governance processes, as well as the roles of the College constituency groups in developing innovative programs [IV.A.1-20].

Innovative programs and practices are identified several ways: through Program Review, through institutional committees and academic senate committees, through the institutional assessment process, or by groups or individuals. A summary of all of the College's innovative programs as well as their origination is summarized in the evidence section (see IV.A.1-12). IPC reviews new program requests and makes recommendations for initial program funding. Also, some programs are funded with restricted funds. In this case IPC reviews documentation such as institutional plans, grants, responses to State Chancellors Office requirements, and other relevant documents. Most new programs are first implemented as a pilot. IPC then assesses program results and makes recommendations including a decision to permanently fund the program [IV.A.1-21].

## **Analysis and Evaluation**

The College meets the standard. The College has developed an infrastructure and multiple funding streams that encourage and support innovation. Innovation is encouraged

throughout the organization regardless of title. The College’s planning and participatory governance processes assure that innovative ideas are systemically identified, funded, developed and assessed.

**IN PROGRESS:** The College continues to work to strengthen communication and institutional planning, especially with a view to supporting innovation. This is reflected in participation in Leading From The Middle trainings especially, along with cultivation of leadership across campus.

**IV.A.2 The institution establishes and implements policy and procedures authorizing administrators, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

### **Evidence of Meeting the Standard**

**Establishing and implementing policy:** Board Policy 2.08 establishes the policy regarding administrator, faculty, and staff participation in the decision-making process. The College’s *Planning Manual* defines participatory governance, documents the major college decisions, identifies where each decision originates, defines the role of each constituency group in the decision, and identifies the position or group that has the final college-level authority for college recommendations to the Chancellor and the Board [IV.A.2-1, 2].

**Provisions for student participation:** The student role in college participatory governance is documented in *Board Policy 2.08* which states: “*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*” [IV.A.2-1].

Board Policy 1.05 establishes policy for the Student Trustee. The Student Trustee is the official voice of the students to the Board and provides an advisory vote on Board matters [IV.A.2-3].

The College’s *Planning Manual* further details the role of students in the participatory governance process. The Associated Students of College of San Mateo appoint student members to all College participatory governance committees, including IPC [IV.A.2-4].

**Bringing Forward Ideas and Working Together:** Board Policy 2.08 establishes the Board’s desire to ensure that all constituencies have a voice on district and college decisions. At the College level, IPC is responsible for

- Ensuring that participatory governance is properly followed across all participatory governance committees;
- Ensuring the integration of the planning process, including, but not limited to a coordinated, institutional approach in addressing college priorities and the interrelationship among institutional plans;
- Establishing regular communication with the campus community regarding the institutional planning process. [IV.A.2-5].

Finally, the *Planning Manual* provides details concerning how ideas are brought forward and how the constituencies work together [IV.A.2-6].

### Analysis and Evaluation

The College meets the standard. *Board Policy 2.08* explicitly defines the roles of faculty, classified staff, students and administrators in the decision-making process. The College's *Planning Manual* operationalizes Board Policy 2.08 for college-level decisions. The College's integrated planning process and committee membership structure assure that the constituencies work together to bring ideas forward.

**IV.A.3 Administrators and faculty, through policy and procedures, 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.**

### Evidence of Meeting the Standard

**Administrators and faculty have a substantive and clearly defined role:** *Board Policy 2.08* defines roles of the administration and the faculty in institutional governance (see IV.A.2-1). The Board relies primarily on the Academic Senate on academic and professional matters, which include policy regarding curriculum and programs, academic standards, faculty professional development, processes for program review, and faculty participation in planning, policy development, and budget development. *Board Policy 2.00* establishes the general administrative structure of the District and the role of the college presidents within the administrative structure [IV.A.3-1, 2].

**Substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise:** *Board Procedure 2.08.1* establishes detailed the procedures for the development of district-level policies, district level planning, and budget. The District Shared Governance Council (DSGC) is the primary participatory governance body that provides input

on districtwide policies, planning, and budget matters prior to formal adoption by the Board. The DSGC has representatives from each college and from all four constituencies [IV.A.3-3].

The College's *Planning Manual* defines the role of the administration and faculty regarding college-level policies, planning and budget matters. Through the Academic Senate, the faculty have primacy with respect to academic and professional matters as defined in *Board Policy 2.08*. The administration maintains primacy on all other administrative and operational matters [IV.A.3-4].

IPC has established a Finance Committee in 2018, which is a subcommittee of IPC. The overall role of the Finance Committee is to provide general guidance regarding the College's annual budget, as well as long-term financial planning. The Finance Committee has representation from all four constituencies [IV.A.3-5].

## Analysis and Evaluation

The College meets the standard. *Board Policy 2.08* identifies the roles of faculty and administrators regarding institutional governance, policies, planning and budget. The *CSM Planning Manual* provides further detail regarding the roles of faculty and administration regarding these matters. Both faculty and administration have a substantive voice in matters of institutional governance.

**IVA.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

## Evidence of Meeting the Standard

**Faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services:** *Board Policy 2.08* states that the Board will rely primarily on the faculty concerning "Academic and professional matters", which includes curriculum and educational program development [IV.A.4-1]. According to the Mission Statement of the College of San Mateo Academic Senate, the Academic Senate "consults collegially with the Board of Trustees and the district/college administration when adopting policies and procedures" [IV.A.4-2].

The College has an established process for curriculum development and student learning programs and services, which is documented in the *Planning Manual*. Furthermore, detailed documentation regarding the development of curriculum is provided in the *CSM Curriculum Handbook* [IV.A.4-3, 4].

As documented in the *CSM Curriculum Handbook*, faculty initiate changes to curriculum and programs. The Division Dean reviews prospective curriculum modifications with faculty before they are submitted to the Instruction Committee. The College's Instruction Committee, which is an Academic Senate Committee, approves all curriculum and programs at the College. The vice president of instruction serves as a non-voting member on both the Instruction Committee and on the Technical Review Sub-Committee. The vice president of instruction meets on a regularly with the Instruction Committee Chairperson.

## Analysis and Evaluation

The College meets the standard. *Board Policy 2.08* recognizes the faculty as the primary recommending body to the Board for academic and professional matters, which includes curriculum and student learning programs and services. Both the *CSM Planning Manual* and the *CSM Instruction Committee Handbook* document the detailed procedures and processes in curriculum and program development. Faculty work collaboratively with the administration regarding curricular and program modifications.

**IVA.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

## Evidence of Meeting the Standard

**Ensuring appropriate consideration of relevant perspectives; decision making aligned with expertise and responsibility:** *Board Policy 2.08* defines the roles of each constituency regarding decision making, including the role of the students [IV.A.5-1]. The *CSM Planning Manual* documents the specific *decision-making* roles of each constituency, the major decisions that the College makes, and each constituency's role in that decision [IV.A.5-2].

The Academic Senate is primarily responsible for academic and professional matters, while the administration is primarily responsible for all other administrative and operational matters. Both the Academic Senate and the administration are committed to ensure that all perspectives are taken into account for major College decisions [IV.A.5-3].

Finally, the College participatory governance structure, which includes membership from each constituency, ensures that multiple perspectives are considered regarding college decisions [IV.A.5-4].

**Timely action on institutional plans, policies, curricular change and other key considerations:** The College's planning cycle of research, planning, resource allocation, implementation, and assessment assures that the College takes timely action on institutional plans, policies, curricular change and other key considerations. The College's planning cycle is operationalized in the College's *Annual Master Planning Calendar* [IV.A.5-5, 6].

In addition, each institutional committee provides an update to the IPC annually and IPC conducts an annual assessment at the end of the academic year [IV.A.5-7, 8].

Finally, the Academic Senate and Associated Students of the College of San Mateo both establish goals relevant to their constituents, to implement and review on an annual basis; the newly-formed Classified Senate has also begun formulating goals, which it will revisit in Fall 2019 [IV.A.5-9, 10, 11]. In addition, the Associated Students makes a twice-yearly presentation to the Board of Trustees [IV.A.5-12].

## Analysis and Evaluation

The College meets the standard. The College's participatory governance structure and its broad membership base assure consideration from multiple perspectives. All institutional planning committees consist of membership from all four college constituencies. The College's planning cycle assures that the college takes timely action on institutional plans, policies, and curriculum changes.

### IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

#### Evidence of Meeting the Standard

**Decisions are documented and widely communicated across the institution:** The Office of Planning, Research, Innovation, and Effectiveness (PRIE) maintains primary responsibility for communicating College decisions [IV.A.6-1]. PRIE accomplishes this by maintaining a comprehensive website for IPC and all of the related institutional planning committees [IV.A.6-2]. In addition, agendas and meeting notes for IPC meetings are sent to all members of the College community prior to every IPC meeting [IV.A.6-3].

The Academic Senate also sends its agenda and meeting notes to all faculty [IV.A.6-4]. Furthermore, the academic senate president regularly updates all faculty on academic and professional matters (some recent topics include external fellowship or training opportunities for faculty, recommended statements for syllabi, information about college events such as photography exhibits or learning community showcases, updates on professional development

money and activities, election information, or grant opportunities) [IV.A.6-5]. Also, Academic Senate Governing Council maintains a standing agenda item regarding committee reports for every Academic Senate meeting [IV.A.6-6]. Finally, the Academic Senate maintains a website that is accessible to all [IV.A.6-7].

The Classified Senate President communicates with the Classified Staff on major college decisions and issues [IV.A.6-9].

Finally, the college president sends periodic emails to all members of the college community on items of special interest, including resource allocation, new College hires, global events potentially affecting morale in the CSM community, reviews of emergency procedures and campus closures, and staff and faculty recognitions [IV.A.7-10, 11].

### **Analysis and Evaluation**

The College meets the standard. Agendas and minutes for all college committees are made available to the college community. Also, the Academic Senate and the Classified Senate maintain proper communications with their constituencies.

**IN PROGRESS:** The College plans to broaden participation in the participatory governance process and improve campus communication, based upon focus group feedback from the 2018-2023 CSM Educational Master Plan (EMP), in which “Building on a Culture of Participation and Communication” is identified as a key institutional priority [IV.A.6-12].

**IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, 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.**

### **Evidence of Meeting the Standard**

**Leadership roles, decision-making policies, procedures, and processes are regularly evaluated:** Decision making policies, procedures and processes are evaluated both formally and informally. The College constantly evaluates decision making policies, procedures and processes on an informal basis. This allows the College to respond expeditiously to concerns about the decision-making process. For instance, members of IPC recommended that a formal Finance Committee be re-established as a sub-committee to IPC after hearing concerns about financial transparency [IV.A.7-1].

IPC also prepares a formal evaluation of decision-making policies, procedures, and processes and committee structure on an annual basis. The evaluation includes a review of a periodic



climate survey administered to all college personnel regarding the efficacy of the College's participatory governance process [IV.A.7-2]. IPC's evaluations have resulted in several changes to the College's committee structure and functions over the last several years [IV.A.7-3].

**Results are widely communicated and used as the basis for improvement:** The discussion of results of the IPC evaluations are documented in the IPC meeting notes [IV.A.7-4, 5]. The *CSM Planning Manual* is updated annually to reflect changes to decision-making policies, procedures, and processes [IV.A.7-6].

### Analysis and Evaluation

The College meets the standard. The College has processes in place to evaluate the institution's governance and decision-making processes. The College continuously evaluates its processes and makes changes as needed. The College also formally evaluates its processes on an annual basis. Results are communicated and used for improvement.

## B. Chief Executive Officer

**IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### Evidence of Meeting the Standard

**CEO has primary responsibility:** As outlined in the SMCCCD College President Generic Position Description, the College President is the CEO of the College and is responsible for leading the college in delivering educational and other services, for supervising those programs and services, and for assessing them [IV.B.1-1].

**CEO provides effective leadership:** The CEO provides effective leadership in all aspects of the College work: planning, budgeting, hiring, and assessing institutional effectiveness. The CEO presides over

- a committee structure that ensures faculty control of curricular and program quality [IV.B.1-2, 3];
- an inclusive committee process dealing with planning and resources, that begins with departmental Program Review and Resource Requests which are processed through two

rounds of participatory prioritization (at the Division and the Administrative Council levels) [IV.B.1-4, 5, 6];

- selection of key personnel, through a two-stage committee process [IV.B.1-7];
- assessment of institutional effectiveness, through the Institutional Planning Committee review process (for instance, discussion of Program Reviews [IV.B.1-8], College Initiatives [IV.B.1-9, 10, 11], and other key plans [IV.B.1-12, 13]).

## Analysis and Evaluation

The College meets the standard. The position of CEO clearly assigns responsibility for overall institutional quality to the CEO, who provides effective leadership in all aspects of College life: budgeting, selecting key personnel, and assessing institutional processes.

**IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

## Evidence of Meeting the Standard

**The administrative structure is organized and staffed to suit institutional purposes and needs:** In alignment with Board Policy, the Board of Trustees and the Chancellor grants the College President primary responsibility for the overall structure of the College [IV.B.2-1]. The College President has executive responsibility for Administrative Services; the Office of the President; the Office of the Vice Presidents of Instruction and Student Services; PRIE; and Community Relations and Marketing. The Director of Equity also reports directly to the College President [IV.B.2-2].

While the administrative structure has stayed largely constant, the process permits the president to create or consolidate administrative positions in response to emerging needs and priorities. For instance, the College hired a Director of Equity in 2016, as part of the implementation of a Student Equity Plan [IV.B.2-3] created by the DIAG. This was an institutional committee charged with ensuring that “the college’s operational decisions – from the executive to the unit level – support its commitment to diversity and student success” [IV.B.2-4]. (DIAG is now a work group; as an institutional committee, it has been united with the Basic Skills Initiative leadership to form a new Educational Equity Committee (EEC) [IV.B.2-5].

**CEO delegates authority to administrators and others as appropriate:** The Planning Manual’s planning calendar clarifies the process by which different decisions are made, and identifies in each case which College bodies originate decisions, which bodies are involved in

consultation, and who has final authority. For instance, budget matters originate in the collective planning process, involve widespread consultation, but ultimately are decided by the President. Issues of academic planning, on the other hand, such as learning outcomes assessment or curricular revision, originate primarily with faculty inside and outside the Academic Senate Governing Council, involve widespread consultation, but are ultimately decided by the Academic Senate Governing Committee. [IV.B.2-6].

The need for more effective delegation also can trigger creating or consolidating administrative positions, as noted above. A recent example would be the creation, in 2014, of a new Academic Support and Learning Technologies (ASLT) division and dean reporting to the Vice Principal of Instruction. This emerged from a recognition that, with increasing emphasis on initiatives such as learning communities, Guided Pathways, dual enrollment, and other innovative collaborations across disciplines and services, the Vice President of Instruction’s responsibilities exceeded what was feasible for one position. The President, in consultation with Cabinet and others, established a new division to support a “thriving academic culture outside the classroom” [IV.B.2-7].

### **Analysis and Evaluation**

The College meets the standard. The CEO plans and oversees the College’s administrative structure, and ensures that the staffing and organization reflects the institution’s evolving purposes and needs. Authority is clearly and appropriately delegated, with clear guidelines about the role of consultation and decision-making bodies at all steps of each College process.

#### **IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

#### **Evidence of Meeting the Standard**

**A collegial process that sets values, goals, and priorities including research on external and internal conditions:** The CEO presides over institutional processes that ensure that the College defines goals and values, and sets priorities.

- *Institutional Planning Committee:* The principal planning body is the Institutional Planning Committee (IPC). Through this group, the College President guides the College through improvement of the teaching and learning environment. IPC is comprised of representatives from all the campus constituencies and meets on a regular basis to review college initiatives, make recommendations regarding college governance, and promote student achievement [IV.B.3-1]. IPC works with relevant groups, such as Academic Senate, to create values and priorities.

One example is the recent revision of the College's Mission Statement. Between Spring 2017 and Spring 2018, a subcommittee of IPC worked to review and revise the College's Mission Statement. This process involved extensive discussion, and included representatives from the Faculty Academic Senate, the Classified Senate, the Associated Students, and Cabinet Plus (a working group comprised of Cabinet, the six instructional deans, two student service deans, the dean of PRIE, the Director of Equity, and Director of Community Relations & Marketing). The subcommittee recommended a rewording of the Mission Statement as well as the addition of a set of Values Statements to provide additional context to the College's mission [IV.B.3-2, 3, 4, 5, 6, 7]. After review by each College constituency and adoption by IPC, the revised Mission and Values Statements were forwarded to the Board of Trustees [IV.B.3-8]. The College's strategic priorities are derived from the Mission Statement as well as the District's mission [IV.B.3-9]. The strategic priorities are routinely reviewed by IPC to ensure they are still relevant and align with the District's overall Strategic Plan [IV.B.3-10].

- *Planning, Research, Innovation and Effectiveness:* Through this office, at the direction of the CEO, the College regularly researches demographic, student achievement and other data to support the College's mission. The College has recently revised its Educational Master Plan through a collaborative process [IV.B.3-11]. This plan is grounded in detailed demographic research about our current student population, likely areas of growth, potential challenges, trends in employment, and other internal and external factors that drive planning. In addition, through a process of active outreach, faculty and staff from across the campus gave their input on what they perceive as key challenges, opportunities, needs, and strengths facing the College. The EMP identifies five Strategic Priorities for the coming five years (see IV.B.3-9), and has been discussed by the IPC to determine the next steps for College planning [IV.B.3-12].

**Educational planning is integrated with resource planning and allocation to support teaching and learning:** The College's resource planning is driven primarily by the program review process and the resource request process. As part of program review, departments, divisions, and programs may request faculty positions, classified staff positions, equipment, capital improvement projects, and other resources. These requests are prioritized first at the division and service level by faculty and staff [IV.B.3-13]. These requests are then reviewed by

the Administrative Council, which in turn prioritizes across divisions and services [IV.B.3-14]. Ultimately, the College President, with input from the President's Cabinet and the Finance Committee, has final determination over these requests [IV.B.3-15]

**Procedures evaluate overall institutional planning and implementation efforts:** The President oversees the College's Planning Cycle [IV.B.3-16], which relies on comprehensive research to drive planning, resource allocation and institutional assessment.

**The College establishes institutional standards for student performance:** The College establishes indicators with benchmarks for each institutional priority [IV.B.3-17]. The data source for these benchmarks was, until Summer 2018, the College Index [IV.B.3-18]; starting Fall 2018, the College has moved to using the District's Scorecard and Metrics, sorted by college [IV.B.3-19]. The assessment of these metrics is used to provide feedback on the effectiveness of College actions [IV.B.3-20].

**Commented [MM1]:** 1. Need to update with most recent IPC discussion of the College Index  
2. Do we have an example of the use of this process to make improvements?

## Analysis and Evaluation

The College meets the standard. The CEO guides institutional improvement across the board.

**IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

## Evidence of Meeting the Standard

**Compliance with Eligibility Requirements, Accreditation Standards and Commission policies shared among faculty, staff, and administrative leaders:** The CEO presides over the process that ensures that the institution complies with relevant Commission Standards, Eligibility Requirements, and policies.

In January 2018, the Dean of PRIE was designated as the College's Accreditation Liaison Officer [IV.B.4-1]. The Dean of PRIE reports directly to the College President and also chairs the College's Accreditation Oversight Committee (AOC). Besides the College President, the AOC is comprised of the Chair of the College Assessment Committee (CAC), who also serves as co-chair; the Faculty Academic Senate President; the Classified Senate President; the Vice Presidents of Instruction, Student Services, and Administrative Services; and a student representative [IV.B.4-2]. Since [need to check date], the Accreditation Oversight Committee has been a permanent, standing committee of the College.

## Analysis and Evaluation

The College meets the standard. All College communities partake in responsibility for accreditation compliance, under the leadership of the CEO.

**IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

### Evidence of Meeting the Standard

**The CEO assures implementation of statutes and policies consistent with mission:** The College President serves on the Chancellor's Cabinet and attends all Board of Trustees meetings. The President consults with the Cabinet, Cabinet +, Management Council and the Administrators Council, which includes instructional deans and student services and staff [IV.B.5-1, 2].

**Effective control of budget and expenditures:** The Vice President of Administrative Services and the College Budget Officer have primary responsibility for budget monitoring and maintenance [IV.B.5-3]. The budget is routinely reviewed by the President's Cabinet. In Fall 2018, the College President recommended the re-establishment of the Finance Committee. This subcommittee of IPC will be comprised of representatives from all constituencies and provide oversight of the College's budgeting process [IV.B.5-4, 5].

**IV.B.6 The CEO works and communicates effectively with the communities served by the institution.**

### Evidence of Meeting the Standard

The CEO communicates with all communities inside the College, and served by the College, through a variety of channels, including convening all-College meetings; attendance at meetings for divisions, departments, Academic Senate, Associated Students, and other committees; service on relevant Boards; collaborations with community education leaders; and written communication, including email and the Bulldog Bulletin.

**Regular communication with College communities through email and print:** The College President routinely sends out all-campus email messages for matters of campus importance [IV.B.6-1, 2, 3]. This is in addition to the Bulldog Bulletin, a round-up of important events [IV.B.6-4, 5].

**Reports to the Board:** The CEO submits and publishes a monthly report to the Board of Trustees [IV.B.6-6, 7].

**Attendance at meetings:** The College President also utilizes all-college meetings during Flex Days and at various points throughout the academic year to update the College community on important matters [IV.B.6-8]. The President also meets frequently with other College committees, such as the Classified Senate (for instance, in March to discuss results of the campus' Climate Satisfaction Surveys) [IV.B.6-9], the Academic Senate [IV.B.6-10, 11, 12], or department or division meetings (for instance, at the English department meeting of 11/29/2017 to discuss dual enrollment) [IV.B.6-13]. The CEO frequently appears at retreats or other special gatherings to touch base and underline commitment (for example, at a Leadership Retreat in March 2018) [IV.B.6-14]. The CEO attends all Board of Trustee meetings, and routinely meets with the Academic Senate and its President [IV.B.6-15].

**Community involvement:** In the community, the College President serves on the boards of or is a member of several organizations. He currently serves on the San Mateo Community Colleges Foundation (SMCCCF) Board and is a member of that group's Audit Committee [IV.B.6-16]. He is also a member of the San Mateo Chamber of Commerce Advisory Committee the Board of the San Mateo Credit Union, and the San Mateo Rotary Club. As the face of the College, the President also works closely with the principals and superintendents of local high schools and high school districts [IV.B.6-17]. These connections have become extremely important as the College has started and expanded its Year One/Promise Scholarship program.

## Analysis and Evaluation

The College meets the standard. The CEO is engaged with the community, and participates actively in community organizations such as the San Mateo Credit Union, the Rotary Club and the Chamber of Commerce. In addition, there are clear and well-established channels of internal communication through various means.

**IN PROGRESS:** The College continues to focus on ways to improve communication, especially around the results of institutional planning and Program Review, one example being the CEO's new practice of emailing a detailed explanation of resource allocation in response to faculty inquiries [IV.B.6-18].

## IV.C Governing Board

**Standard IV.C.1: The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution (ER 7).**

### Evidence of Meeting the Standard

**Board of Trustees has authority and responsibility for policies assuring institutional quality, effectiveness and integrity:** The San Mateo County Community College District (SMCCCD) Board of Trustees is an independent, policy-making body charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. As required by California Education Code, the SMCCCD Board of Trustees has adopted a set of policies that detail accreditation expectations as well as delineate expectations for these matters. The Board's policies are publicly posted on the District's website and reviewed regularly for accuracy, currency and relevance [IV.C.1-1]. The Board of Trustees' authority and responsibilities are outlined within Board Policy (BP) 1.10 – Duties and Responsibilities of the Board, and include oversight of establishing policies, assuring the fiscal health and stability of the District and its colleges, monitoring institutional performance and quality, and representing the public interest [IV.C.1-2]. Additional governing policies include the delegation of duties to the district chancellor and college presidents, conduct of board elections, decorum at meetings, code of ethics for evaluating actions and the identification and handling of conflicts of interest [IV.C.1-3]. In this way, the Board aligns its duties and responsibilities with the institutional mission, accreditation standards, and federal and state regulations to set prudent, ethical and legal standards for the performance and operations of the District and its colleges.

The San Mateo County Community College District is co-terminus with the boundaries of San Mateo County. The Board of Trustees consists of five members, each elected by the voters within the county. In 2017, the Board adopted a new election model, moving from an at-large election system – whereby trustees ran countywide – to trustee areas in which each trustee represents a discrete area within the District/county. Trustees are elected to staggered four year terms [IV.C.1-4]. The Board also has one non-voting student trustee who is elected by representatives of students of the District's three colleges. The student trustee is elected annually [IV.C.1-5].

The Board generally meets twice per month, with the first meeting being a study session format that allows the Board to thoroughly review and discuss topics, generally those relating to student success, and become more familiar with issues facing students, faculty and staff. The second meeting is typically a business meeting where matters relating to personnel, finances, facilities,



information technology, curriculum, policies and other operational issues are discussed and approved [IV.C.1-6, 7].

**Academic quality and effectiveness of student learning and support programs and services:**

In 2015, the Board adopted a districtwide Strategic Plan that focuses on ‘Students First’ and emphasizes success, equity and social justice. A comprehensive set of metrics and a corresponding data scorecard have been established and published on the District’s website to allow for regular monitoring and review of the key targets outlined in the plan [IV.C.1-8]. Additionally, to ensure the academic quality of the District and its three colleges, the Board receives updates and reviews progress in a number of key areas throughout the year [IV.C.1-9]. These include the California Community College Chancellor’s Office Student Success Scorecard and the Institutional Effectiveness Partnership Initiative Framework of Indicators. The Board also receives updates on accreditation reports, substantive change proposals, institutional plans [IV.C.1-10] the District Strategic Plan [IV.C.1-11], and the college Educational Master Plan [IV.C.1-12].

**Supporting institutional integrity:** In the area of institutional integrity, the Board examines its internal practices and processes through guidelines established by a code of ethics and policy on conflict of interest [IV.C.1-13, 14]. The Board receives performance reports from the District’s three colleges and from District divisions, and delegates to the Chancellor the authority to administer policies, set procedures, and report back to the Board on the status of the District and the colleges.

**Supporting financial stability of the institution:** To steward the financial integrity and stability of the institution, the Board receives and reviews quarterly financial statements and reports from the District’s Finance Office [IV.C.1-15]. District and college leaders provide updates on important matters of internal stability and long-term fiscal viability [IV.C.1-16]. The District’s Annual Budget is published on their website [IV.C.1-17, 18].

Independent, external audits are performed to ensure that the District’s internal controls, processes, guidelines, and policies are adequate, effective and in compliance with accepted standards for higher education. These audits include District operating and voter-approved bond monies. Results of these audits are presented to the Board in a public session each year [IV.C.1-19].

## **Analysis and Evaluation**

The College meets this standard, and ER 7. The Board of Trustees is an independently elected body, responsible to the citizens of the County. The Board has the authority to represent the public interest and establish policies for the direction of the District and the District’s three colleges. The Board accepts ultimate responsibility for ensuring that the quality and fiscal integrity of the District is sound, and that appropriate processes are in place to monitor and report on these matters. The size and selection of membership of the board is appropriate and consistent with law and District policy and, as such, the Board maintains its role as an independent policy-making body.

**Standard IV.C.2: The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **Evidence of Meeting the Standard**

**Board members discuss and support collective decisions:** Each business matter for review or action by the Board of Trustees is considered in full and openly discussed at board meetings. Matters that are confidential in nature are discussed in closed session, with reports out to the public regarding any actions taken during those sessions [IV.C.2-1]. All votes of the Board take place and decisions are made in public, and most voting matters are resolved unanimously. In those instances when a board member holds unique and individual perspectives, viewpoints are shared and votes are taken in the normal course of action. After a decision is made, the Board moves forward as a collective entity on all related actions.

**Acting collectively, divergent voices:** The Board assures that topics discussed are addressed using existing policies and practices, such as proper decorum [IV.C.2-2]. As a result, members engage in debate professionally, with respect and civility. The Board of Trustees also complies with state laws regarding discussion of topics outside of open forums, and meetings are publicly announced and open to all in accordance with the Brown Act (see IV.C.2-1). The Board of Trustees conducts a self-evaluation each year that reflects the Board's opinion that trustees are adhering to the philosophy statement and to each of the code of ethics statements regarding collective action (see IV.C.2-2). Trustees are careful to assess whether Board actions align with the district policies and mission. While the Board does not always vote unanimously to support administration's recommendations, trustees accept and support the decision of the majority.

The Board of Trustees participates in effective trustee training workshops and holds periodic retreats, typically at least once each year. In 2018, the Board held a special retreat to focus exclusively on Board organization, partnerships and actions as a collective unit [IV.C.2-3].

### **Analysis and Evaluation**

The College meets the standard. Adopted board policies provide a system and framework for collective decision-making that effectively guides board processes of open discussions, voting, and actions. Board members freely engage in debate and present multiple, and sometimes divergent perspectives on issues facing the College. Nevertheless, the Board comes to collective decisions on all matters and supports those decisions once reached.

**Standard IV.C.3: The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

### **Evidence of Meeting the Standard**

**Clearly defined policies for selecting the CEO:** The Board has clearly defined policies and procedures for the selection and evaluation of the District chancellor [IV.C.3-1]. The college president is employed and evaluated by the Board of Trustees and the chancellor [IV.C.3-2]; an accompanying procedure outlines the selection process for the college president [IV.C.3-3].

**Selection and evaluation of Chancellor:** The SMCCCD has enjoyed an extended period of stability in its senior leadership ranks, with the current chancellor serving for the past 19 years. However, the Board of Trustees does have a documented process [IV.C.3-4] for conducting the search and selection of the chancellor, who is the chief executive officer of the District. Board policy 2.02 states that “In the case of a vacancy for the position of Chancellor, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations” [IV.C.3-1]. As such, Administrative Procedure 2.02.1 outlines the principles that shall guide all activities related to the screening and selection of a new chancellor, including the development of a position description, composition of a selection committee, interview process and evaluation and selection of candidates [IV.C.3-4].

Board Policy 2.02 requires that the chancellor “be evaluated by the Board annually based upon goals which are mutually agreed upon by the Board of Trustees and the Chancellor and in accordance with any other provisions of the Contract of Employment for Chancellor. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board and the Chancellor.” Further, accompanying Administrative Procedure 2.02.2 outlines the performance evaluation categories [IV.C.3-5], including:

- Institutional Performance
- Relationship with the Governing Board
- State, Public and Community Relations
- Faculty, Staff, Student, and Administrative Relations
- Educational Planning
- Institutional Leadership
- Budgetary and Fiscal Management
- Personal Qualities

Additionally, AP 2.02.2 includes an instrument for the chancellor’s evaluation [IV.C.3-6].

### **Analysis and Evaluation**

The College meets this standard. The Board has clearly defined policies for the selection and evaluation of the chancellor. In keeping with the chancellor selection policy, a comprehensive,

fair, and open process is outlined for selecting a new chancellor, though through the long tenure of the current chancellor, this has not been necessary for the last 19 years. A process for evaluating the chancellor is defined in policy and procedure, and the chancellor's evaluation is conducted in accordance with policy each year. The evaluation includes an annual review and refinement of goals.

**Standard IV.C.4: The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure (ER 7).**

### **Evidence of Meeting the Standard**

The District's Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board's policies and practices uphold its commitment to reflecting the public interest, ensuring broad representation from local constituencies, and maintaining independence in decision-making, in support of the institution's educational mission [IV.C.4-1].

**Board reflection of public interest:** To better serve the interests of public interest in San Mateo County, in 2017, the Board transitioned away from an at-large election system to a by-trustee-area system, with each member of the Board representing a distinct and separate area of the county [IV.C.4-2]. The Board also includes a Student Trustee, who serves a one-year term on the Board and votes on related business items (except for closed-session issues) in an advisory capacity [IV.C.4-3].

The Board's commitment to reflecting public interest is also assured by regular and formal communications with the public regarding Board activities and decisions through its public meetings. There is a standing item on every regular Board meeting agenda for public comment, and Board minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board. Each Board agenda contains two opportunities for public comment, on items from the closed session and on items not covered as agenda items in the open session [IV.C.4-4]. Additionally, the District is transparent in its actions and posts all board meeting agendas, minutes of meetings and policies and procedures on the District's website [IV.C.4-5, 6].

Broad representation, independence, and reflection of public interest are ensured by various Board policies on public interest. Board Policy 1.35 regarding board member conduct reinforces that, "No member of the Board shall make, participate in making or, in any way, attempt to use his or her official position to influence a governmental decision in which he or she knows or has

reason to know that he or she has a financial interest” [IV.C.4-7]. A formal conflict of interest policy is outlined in Board Policy 2.45, which stipulates that, “A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his/her duties as an officer of the District” [IV.C.4-8]. The policy further states that, “Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members.” If such an interest or conflict arises, the board member has a duty to disclose the interest or conflict. Further, members are prohibited from concurrently serving on a high school district board of trustees (see IV.C.4-2).

### Analysis and Evaluation

The College meets the standard, and ER 7. The Board remains a stable advocate for the District, College and the community. While it occasionally faces challenges from the community regarding actions and policies, the Board strives to listen and respond to individual public interests expressed as much as possible, while maintaining the well-being of the institution its priority. Public input is encouraged and welcomed by the Board and members of the community are given an opportunity to voice their opinions about District operations and actions. Further, the Board adheres to clear policies and practices about conflicts of interest and holds themselves and the employees of the District to a high standard of transparency, accountability and integrity.

**Standard IV.C.5: The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

### Evidence of Meeting the Standard

**Board policies ensure quality and integrity and support student learning:** All policies of the Board are designed to help the organization better meet its mission as a community college in the California system. Educational quality, legal matters, and financial stability are ultimately the responsibility of the Board. Board policies make sure that the institution’s programs and services are provided resources and support to maintain a high degree of quality and integrity. Board Policy 1.10 outlines the duties and responsibilities of the Board. Among the 21 different areas covered in the policy, which represent the public interest, the Board states commitment to:

- Establish, enforce, and periodically review Board policies consistent with the goals and operation of the District and its Colleges.

- Appoint and annually evaluate the Chancellor of the District.
- Provide guidelines on funding levels, allocations, and District reserves; review and consider staff-prepared District and College budgets; adopt annual budget; assure fiscal health and stability.
- Approve all District and College programs, insuring that program offerings are responsive to and reflect community needs.
- Delegate appropriate authority for implementation of State law, regulations, and Board policies.
- Monitor institutional performance and educational quality.
- Provide the best possible learning experiences for students of the Colleges.
- Represent the general interests of the entire College District and to act only on the basis of what is in the best interests of the College District and the community.
- Hire and evaluate the Chancellor [IV.C.5-1].

The District mission is set forth in Board Policy 1.01 [IV.C.5-2], and is embodied in the Equity and Social Justice statement prefacing the District Strategic Plan [IV.C.5-3] which ensures that the mission is at the heart of the planning process. The Board has approved policies, institutional goals, and other formal statements that describe Board of Trustees expectations for quality, integrity, and improvement of student learning programs and services for students, the college, and the community. The Board regularly reviews the District's Strategic Plan, to ensure proper alignment with these policies [IV.C.5-4].

To help in its work, the District subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California [IV.C.5-5].

### **Analysis and Evaluation**

The College meets the standard. Board policies are developed consistent with the mission. The chancellor and staff advise the Board on all legal, financial, and educational issues. The Board ultimately exercises authority to provide oversight for all district and college operations, especially educational quality, legal matters, and financial integrity and stability.

**Standard IV.C.6: The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

## Evidence of Meeting the Standard

The Board of Trustees has adopted and published policies online relating to the Board's size, duties, responsibilities, and operating procedures, including:

- Board Policy 1.02 – Organization of the Board, which outlines the authority, membership, election, term of office and filling of vacancies for the Board. [IV.C.6-1]
- Board Policy 1.05 – Student Trustee, which outlines the selection, duties, term of office and compensation for the student trustee [IV.C.6-2].
- Board Policy 1.10 – Duties and Responsibilities of the Board, which establishes the areas for which the Board has authority and responsibility [IV.C.6-3].
- Board Policy 1.15 – Officers of the Board, which outlines the officers to be elected on an annual basis, and Board Policy 1.20 enumerates the duties of each of the officers of the Board, including the secretary, which is outlined in Board Policy 1.25 [IV.C.6-4, 5, 6].
- Board Policy 1.30 – Compensation of Board Members, which outlines salary, benefits, reimbursable expenses and retirement of Board members [IV.C.6-7].
- Board Policy 1.35 – Board Member Conduct, which provides the framework by which members are to conduct themselves as members of the Board [IV.C.6-8].
- Board Policy 1.40 – Meetings of the Board [IV.C.6-9]
- Board Policy 1.45 – Agendas for Meetings [IV.C.6-10]
- Board Policy 1.50 – Minutes of Meetings [IV.C.6-11]
- Board Policy 1.55 – Order of Business and Procedure [IV.C.6-12]
- Board Policy 1.60 – Rules of Order for Board Meetings, which all relate to how meetings are structured, conducted and materials and information produced and covered [IV.C.6-13].

## Analysis and Evaluation

The college meets this standard. The Board makes its policies available to the public by publishing them online. These policies are reviewed on a regular six-year cycle and updated under the supervision of the chancellor and the Board.

**Standard IV.C.7: The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

## Evidence of Meeting the Standard

**The board acts in a manner consistent with its policies:** The SMCCCD Board of Trustees consistently acts in accordance with all board policies and administrative procedures and regularly reviews how effective they are in fulfilling the mission.

Board policies provide a clear framework for all of the Board’s activity. Specifically, Board Policy 2.06 [IV.C.7-1], Administrative Procedure 2.06.1 [IV.C.7-2], and Board Policy 2.07 [IV.C.7-3] describe the processes by which the Board accomplishes its work. In addition to the creation and implementation of board, the Board also has established a timeline for review of the policies for currency, relevance, and purpose at least every six years [IV.C.7-2].

As part of the policy formulation and review process, the Board has also outlined in Policy 2.08 the role of the District Participatory Governance Council (DPGC) in policy matters. Particularly, the policy outlines that, through the Chancellor, the Council should advise the Board of Trustees on, among other things, Board policies that directly affect faculty, staff and students of the District [IV.C.7-5]. All other Board policies will be brought to the DPGC as information items.

## Analysis and Evaluation

The College meets the standard. The Board consistently acts in accordance with all policies and procedures. Board policy review is conducted on a regular cycle every six years or more often as needed.

**Standard IV.C.8: To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

## Evidence of Meeting the Standard

The District’s governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

In 2015, the Board adopted a comprehensive Strategic Plan, which focuses on student success, equity and social justice [IV.C.8-1]. With this Plan, the District recognizes that there is nothing more important to the District’s future and to the future of San Mateo County than increasing student success rates. In addition to student access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District’s data and evidenced-based practices will be required to identify and close these gaps.

The four overarching goals of the ‘Students First’ Strategic Plan include:



- Develop and strengthen educational offerings, Interventions, and support programs that increase student access and success.
- Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.
- Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.
- Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations.

There are a number of specific strategies and metrics for each goal that provide key indicators of student learning and achievement. The Board reviews the Strategic Plan annually and receives regular updates on the metrics and supporting activities, including extensive briefings in study sessions and in reports at business meetings [IV.C.8-2]. The College also brings to the Board various other reports and data, including the Student Equity and Achievement Integrated Plan (prior to Fall 2017, this was the Success and Support Program Plan), its state-mandated Student Equity plan [IV.C.8-3, 4] and Educational Master Plan [IV.C.8-5].

## Analysis and Evaluation

The College meets this standard. The governing board regularly reviews and discusses student performance data and sets aside time for in-depth examination of the College’s plans for improving academic quality and student success.

**Standard IV.C.9: The governing board has an ongoing program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

## Evidence of Meeting the Standard

Ongoing and systematic professional development is at the core of improved learning for individual board members and the Board as a collective body. Board membership continuity and overlapping member terms are provided for in board policy and in the implementation of that policy.

**Orientation and training:** Orientation and training for new and existing board members is outlined in Board Policy 1.10 – Duties and Responsibilities of the Board. In particular, the policy calls upon members, “To engage in ongoing development of the Board. The Board will conduct study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education” [IV.C.9-1]. Further, an onboarding and training process is outlined in this policy for newly elected or appointed board members. The 2018

election cycle resulted in one new trustee being elected to the Board. As that member ran unopposed, prior to the election, staff briefed the candidate on issues facing the District, key student success initiatives, the financial and operational details of the District and an overview of how the community colleges work in the county and throughout the state. Staff continues to provide such briefings to onboard the new trustee.

Ongoing training includes study sessions where staff and external experts offer in-depth presentations and activities on important topics to keep the Board current on important areas of college programs, services, system funding and revenue, and accreditation [IV.C.9-2]. Furthermore, each year the Board conducts an annual retreat where goals are set and reviewed and areas of professional development are often identified [IV.C.9-3]. In addition to the activities noted, board members attend state and national conferences geared towards trustees, to learn effective and promising practices for board operations.

**Membership continuity:** In order to maintain continuity of board membership, the Board has staggered terms of office. The Board consists of five elected members. Two seats were up for election in 2018 and the three remaining seats will be up for election in 2020 and every four years thereafter respectively. The term of office of each trustee is four years, commencing in December following the general election in November on a date determined by law [IV.C.9-5].

The membership of the SMCCCD Board of Trustees has been very stable. One trustee was first elected in 1995, a second in 1997, a third in 2003, a fourth in 2016 and the fifth in 2018. Collectively, they have nearly 65 years of combined service on the Board of Trustees [IV.C.9-6].

## Analysis and Evaluation

The college meets the standard. The SMCCCD Board of Trustees has an orientation program for new members as well as ongoing training for existing members' professional development. Members pursue professional development opportunities such as state and national conferences that inform board members on best practices for board operations. Finally, board policy provides for continuity of board membership with staggered terms.

**Standard IV.C.10: Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

## Evidence of Meeting the Standard

Prioritizing continuous improvement, academic quality, and institutional effectiveness are part of a mindset held by the SMCCCD Board of Trustees. Self-evaluation of practices and performance is a key component to maintaining and enhancing these values.

The process for Board evaluation is described in Board Policy 1.35 – Board Member Conduct. The goal of the self-evaluation process is to identify strengths and areas of opportunity for improvement [IV.C.10-1].

To this end, the Board of Trustees annually evaluates and assesses its performance against and alignment with established institutional goals and priorities, including those identified by the Strategic Plan [IV.C.10-2, 3]. The results of the survey conducted among members are discussed and minuted at open Board sessions, and the results used to improve board performance and institutional effectiveness [IV.C.10-4].

## Analysis and Evaluation

The College meets the standard. The process for evaluation of the Board is described in Board Policy 1.35. The methods and instruments used evaluate board effectiveness determined by recognized trustee organizations. Results of the evaluations are publicized and used to improve board performance, academic quality, and institutional effectiveness.

**Standard IV.C.11: The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

## Evidence of Meeting the Standard

The Board of Trustees has established board policies for conflict of interest, Board Policy 2.45 – Conflict of Interest, a code of ethics for performance, Board Policy 2.21 – Policy on Professional Ethics, and a policy for Board member conduct, Board Policy 1.35. Further, it has developed administrative procedures for conflict of interest, Administrative Procedure 2.45.1 – Conflict of Interest, and Administrative Procedure 2.45.2 – Conflict of Interest Code. [IV.C.11-1, 2, 3, 4, 5]

**Code of ethics and conflict of interest:** The relevant policies and procedures are posted and made available to the public through the District’s website. When potential conflicts of interest or ethics matters arise, the Board consults with the chancellor and/or district legal counsel for advice. Violations of the Policy of Professional Ethics are addressed by the Board President, or Vice President in the event the President has committed the violation (see IV.C.11-2).

**Disclosing Interests:** Each year, board members file a Statement of Economic Interests (Form 700), from the California Fair Political Practices Commission, with San Mateo County as a public statement for review (see IV.C.11-1).

When a conflict or the appearance of a conflict arises, the board members recuse themselves, or are asked to recuse themselves (see IV.C.11-1). A review of the Board’s actions over the past accreditation cycle reveals no violations of these board policies regarding improper behavior.

### **Analysis and Evaluation**

The College meets the standard, and ER 7. The SMCCCD Board of Trustees adheres to an established code of ethics, a conflict of interest policy, and all relevant statutory law as to the conduct, notice, and reporting of meeting actions and information. During this evaluation period, there have been no violations of these board policies and administrative procedures.

**Standard IV.C.12: The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

### **Evidence of Meeting the Standard**

Pursuant to Board Policy 2.02, the chancellor serves as “chief executive officer of the District and whose principal responsibility is leadership of the educational program” [IV.C.12-1]. Further, through Board Policy 8.02, “The Board delegates to the Chancellor the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons” [IV.C.12-2]. The chancellor is also responsible for administering all board policies through a system of administrative procedures and internal practices [IV.C.12-1].

The Board of Trustees, in partnership with the chancellor, sets annual performance goals as a basis for evaluation [IV.C.12-1, 3]. The duties identified in board policies, and as incorporated in the job responsibilities, guide the development of the goals and evaluation of progress. The

chancellor works with the Board to make clear the difference between the Board's role as an oversight and policy-making body and the role of the chancellor.

## Analysis and Evaluation

The College meets the standard. Through board policies and administrative procedures, the Board authorizes the Chancellor to implement and administer its policies without interference. They have further provided a structure for the Board to hold the chancellor accountable for managing the operations of the institution.

**Standard IV.C.13: The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

## Evidence of Meeting the Standard

The Board of Trustees is informed and regularly updated about all issues surrounding the accreditation process. The Board also participates in evaluating its own responsibilities in the process through various activities, including retreats and study sessions.

**Staying informed on accreditation issues:** The Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the college [IV.C.13-1]. In fact, the SMCCCD led efforts to reform the accreditation process, and as a result, the Board became very familiar with the standards, process, and practices of the Accreditation Commission.

**Helping the College improve and excel:** Board Policy 2.70 and its corresponding Administrative Procedure 2.70.1 outline the responsibilities of the Board and the chancellor regarding the accreditation process [IV.C.13-2, 3].

**Evaluating roles and functions:** For the current accreditation self-evaluation cycle, the Board of Trustees is scheduled to be fully briefed on the institutional self-study in April 2019 and May 2019, with final adoption of the report by July 2019 [IV.C.13-4, 5]. The Board is routinely provided with updates about the planning process and progress made on the college's self-evaluation [IV.C.13-6].

## Analysis and Evaluation

The college meets the standard. The Board of Trustees stays informed and updated about all issues surrounding the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates from staff regarding the process. The Board will thoroughly review and be briefed on the college's self-evaluation in April and May 2019.

### D. Multi-College Districts or Systems

**Standard IV.D.1: In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

#### Evidence of Meeting the Standard

**Leadership and communication:** The district chancellor provides leadership and guidance in the communication of expectations of educational excellence and integrity throughout the District. The chancellor also works with the administrative leaders at both the district- and college-level to assure support for the effective operation of the college and the district overall. Three leadership teams carry out this work, each with its own function:

- Chancellor's Cabinet – which consists of the chancellor, three college presidents, chief of staff, chief financial officer, vice chancellor for human resources, and vice chancellor for educational services and planning – provides guidance and ongoing oversight of district academic programs, operations, and resources (human and financial). The Cabinet meets bi-weekly.
- Chancellor's Council – which consists of the members of Chancellor's Cabinet plus the vice chancellor for facilities, vice chancellor for auxiliary services, provost for international education, and chief technology officer – guides additional operational functionality to the Cabinet in the areas above. The Council meets bi-weekly.
- Chancellor's Staff – which includes the chancellor, chief of staff, all vice chancellors, chief financial officer, chief technology officer, director of general services – provides districtwide central service support to the district's colleges. The staff meets weekly.

Through the mission, vision, and values statements, and through the District's Strategic Plan, the chancellor works with these administrative leadership teams to set priorities for the work that is to be done throughout the district and the college [IV.D.1-1]. It is expected that the cabinet, council and staff members, including the college president, communicate with their team members any actionable and/or relevant information that is discussed at the meetings.

Per Board Policy 2.02, the chancellor serves as the chief executive officer of the district and has the principal responsibility of providing leadership of the educational program. The chancellor may, according to BP 2.02, and does delegate authority for the administration of the college to the college president. The role of the chancellor is outlined in the aforementioned policy, and the role and duties of the college president are outlined in Board Policy 2.03 [IV.D.1-2, 3].

Delineation of functions, roles, and responsibilities are understood among the executive leadership teams. Any questions about roles and responsibilities are discussed at the council level and any clarifications or necessary changes are addressed [IV.D.1-4]. The chancellor takes responsibility for ensuring district-level support for campus operations that are centralized, delegating the functional responsibility to the vice chancellor responsible for that centralized area. Different functions are clearly indicated in the different District departments and services (e.g., Human Resources, Information Technology Services, Auxiliary Services, etc.) [IV.D.1-5].

### **Analysis and Evaluation**

The College meets the standard. The chancellor has established clear roles for the executive leaders of the organization, including the college president, and has delegated necessary authority for those leaders to perform their duties. The executive leadership team works as a cohesive unit and meets, in different configurations, regularly to discuss, plan and evaluate district and college issues.

**Standard IV.D.2: The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

### **Evidence of Meeting the Standard**

**Chancellor delineates, documents, and communicates operational responsibilities:** The chancellor, as CEO of the district, clearly delineates, documents, and communicates operational responsibilities and functions of the district from those of the colleges and adheres to this delineation in practice [IV.D.2-1]. Board Policy 8.02 outlines those areas which have been delegated to the chancellor and which the chancellor may – and in practice does – delegate to others. In particular, “Subject to established administrative procedures, the Presidents of the Colleges are responsible to the Chancellor for the development of all aspects of the educational and student services program at their Colleges and for the administration and operations of the Colleges.” Further areas of delegation to central administrators of the district are included in the policy [IV.D.2-2].

The chancellor meets weekly with the college presidents, vice chancellors and district senior staff to discuss strategic and operational issues. Additionally, districtwide participatory governance groups, such as the District Joint Vice Presidents Council (comprised of all vice presidents from all of the District’s three colleges), and District Committee on Budget and Finance (which includes representatives from each of the District’s three colleges), facilitate communication between the District and college, providing a forum for expressing concerns about district services that support the college in achieving its mission and acting as a feedback mechanism to provide assessment of the effectiveness of District services [IV.D.2-3, 4].

The districtwide strategic, technology, and facilities master plans further differentiate the responsibilities of the colleges and district and provide data-driven metrics for measuring success [IV.D.2-5, 6, 7]. The District’s Strategic Plan in particular demonstrates how District services are focused on meeting the needs and priorities of the institution as an overwhelming majority of the District strategies incorporated into the plan are directly related to supporting specific college goals. This approach is also evident in the prioritization of spending illustrated in the resource allocation cycle, which also provides ample opportunity for communication and feedback [IV.D.2-8].

The role of the colleges and the District is further clarified in the function map [IV.D.2-9].

**The Chancellor ensures that the colleges receive effective and adequate services:** To support the college mission, the District provides high-quality, central services to all of the District’s colleges and serve to minimize costs, ensure consistency, and avoid duplication of effort [IV.D.2-10]. These areas include:

- Chancellor’s Office – provides districtwide leadership and guidance on all areas of policy and operation to the District and colleges [IV.D.2-11]
- Educational Services and Planning – coordinating academic and student support services throughout the District, as well as monitoring and implementing the District Strategic Plan [IV.D.2-12]
- Financial Services – provides general financial oversight and support, including accounting, budget, payroll, purchasing and contracts, bond financing and grants [IV.D.2-13]

**Commented [MM2]:** The evidence cited here is the Resource Allocation Model that Mitch sent us. But is this the right evidence? Double-check that this question does not refer to the prioritization / planning process.



- Facilities Planning, Maintenance and Operations – coordinates facilities planning and construction, facilities operations and maintenance, and public safety [IV.D.2-14]
- Human Resources – coordinates recruitment, hiring, classification, compensation, benefits, training, diversity and equal opportunity [IV.D.2-15]
- Information Technology – provides educational technology support, including systems and infrastructure, website, email, accessibility, and equipment [IV.D.2-16]
- International Affairs – coordinates recruitment and matriculation of international students [IV.D.2-17]

The services of these operations are reviewed regularly at the various executive team meetings (Cabinet, Council, Staff), and as issues arise, they are addressed promptly by those leaders responsible for the functional areas.

Beyond the metrics included in institutional plans and feedback received through the governance process, District services are assessed through a variety of surveys and reports. The District's external auditors conduct an annual financial audit of all funds, books, and accounts; and the District contracts for an annual performance audit of the bond program, as required by Board Policy 8.14 [IV.D.2-18, 19]. Additionally, the Auxiliary Services operations publish an annual report detailing their operations and achievements [IV.D.2-20].

### Analysis and Evaluation

The College meets the standard. The chancellor has created an organizational structure that sets forth the authority of each operational unit that delineates operational responsibilities and functions of the colleges and the District. The District employs multiple measures to evaluate the effectiveness of District services and to ensure that the colleges receive adequate support in achieving their missions.

**Standard IV.D.3: The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the college and district/system. The district/system CEO ensures effective control of expenditures.**

### Evidence of Meeting the Standard

**District policy for allocation and reallocation of resources is adequate:** The District has established resource allocation processes that support effective operations and sustainability of

the Colleges and District. Under the leadership of the Chancellor, the District and Colleges work collaboratively to ensure effective control of expenditures and financial stability of the District. The allocation of District resources to the colleges occurs in accordance with fiscal policies and procedures are codified as Board Policies and Administrative procedures to guide the effective management of fiscal affairs in a manner which ensures fiscal stability and integrity in resource allocations [IV.D.3-1, 2, 3, 4].

**The District ensures effective control of expenditures:** The District and College have established clearly defined policies and procedures for financial planning in budget development. The District provides a Resource Allocation Model to guide the budget and allocation processes [IV.D.3-5]. Resource allocation to the colleges follows a budget timeline that is approved by the Board of Trustees and is publicly available [IV.D.3-6].

The District Committee on Budget and Finance is a district-wide participatory governance group that reviews the annual Resource Allocation Model [IV.D.3-7]. The Resource Allocation Model determines the distribution of unrestricted general fund resources and serves to ensure allocation of resources through alignment with State guidelines.

The District prepares and provides the College with 3-year revenue projections annually within the resource allocation model to ensure sufficient resources are available for short and long-term planning. The projections indicate the District can balance its budget for each of the 3 years included in the projections. The District also has reserves in the unrestricted general fund that routinely exceed the State's recommended reserve of 5% and the college maintains a healthy contingency fund.

The District has a District Strategic Plan developed through the participatory governance process. One of its four goals specifically identifies the need to ensure adequate resources to support effective operations of the Colleges and District:

- Goal #4: Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations. Protect community-supported status and undertake the development of innovative sources of revenue that support educational programs beyond that which is available from community and state allocations [IV.D.3-8].

## Analysis and Evaluation

The College is aligned with this standard. The District and College ensure maintenance of adequate reserves, balanced annual budgets, and timely and accurate reporting of fiscal information. Through the effective control of expenditures, The District and College consistently have positive ending balances and a healthy reserve each year. Resources are distributed in accordance with Board Policy and Procedures, and all relevant regulatory guidelines.

**Standard IV.D.4: The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

### **Evidence of Meeting the Standard**

The chancellor delegates full responsibility to the college president for the operation and function of the College [IV.D.4-1]. Board Policy 8.02 – Delegation of Authority stipulates that the Board of Trustees delegates the administration of the District to the Chancellor, who in turn delegates the administration of the college to the college president [IV.D.4-2]. The chancellor evaluates the president based upon performance and goals related to this delegation of authority [IV.D.4-3].

### **Analysis and Evaluation**

The College meets the standard. The college president is a member of the Chancellor's cabinet. Each cabinet member is evaluated annually based upon their performance relative to the District's strategic goals as well as professional and personal goals and objectives. Working with the chancellor, the college president establishes annual goals and is evaluated against these goals. The chancellor provides the review of the college president to the Board of Trustees [IV.D.4-4].

**Standard IV.D.5: District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

### **Evidence of Meeting the Standard**

**District planning integrated with college planning:** District planning is integrated with college planning through the District and College strategic plans. With an emphasis on student success, the District Strategic Plan was completed in 2015, and is reviewed annually. The strategic plan process included participation by members of all constituencies (faculty, staff, students, administrators, board of trustees) from the District office and each college (District Strategic Plan, p. 7) [IV.D.5-1].

The strategic plan objectives are linked to those of the colleges [IV.D.5-2] and are evaluated based upon set targets and the completions of activities that are delegated to members of the leadership at the District and the college. The Strategic Plan is documented on the District's website and is monitored for effectiveness using the Scorecard [IV.D.5-3]. This scorecard tracks metrics annually that are linked to the goals and objectives of each strategic initiative. In addition, the activities associated with the strategic initiatives are assigned to leaders at the district and the college to ensure that they are completed.

### **Analysis and Evaluation**

The College meets the standard. The District has used its strategic planning process to guide decision-making, deploy resources, and refine policies. The college's planning processes are linked to the District process.

**Standard IV.D.6: Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

### **Evidence of Meeting the Standard**

**Comprehensive communication between colleges and the District ensures effective operation:** The District has a number of mechanisms to promote communication between the college and the District and to ensure effective and timely operations. Ongoing committees exist for the purpose of working jointly with the college and throughout the District. The Districtwide Participatory Governance Council (DPGC) consists of members of all constituency groups (CSEA, AFT, AFSCME, Faculty Senate, Associated Students, management representatives and chancellor representative) whose role it is to communicate any business to their constituents [IV.D.6-1]. Feedback gathered from constituent groups is brought back to the District Participatory Governing Council and shared with the other groups. Minutes of the DPGC meetings can be found on the District website [IV.D.6-2].

The Chancellor's Cabinet meetings are the place where the senior leadership discusses the business of the colleges, and its membership includes all college presidents in the district and the chief of staff, chief financial officer, vice chancellor for human resources and vice chancellor for educational service and planning. The purpose of the Chancellor's Cabinet is to discuss and collaborate on the academic, fiscal and personnel matters of the college and the District. Cabinet members are tasked with taking back relevant information to their departments and/or colleges. A second and extended group that further discusses District and college issues is the Chancellor's Council, which includes members of the Cabinet, plus the vice chancellor for auxiliary services, vice chancellor for facilities and chief technology officer. This group

discusses and plans for issues relating to general operation and administration of the district and the colleges [IV.D.6-3].

An additional group central in assuring effective communication is the Vice Presidents' Council. This group, consisting of the vice presidents (administration, instruction, and student services) from each college, meets once each month to review and discuss issues of common concern to the District and impact all three of the district's colleges. This Council aids in formulating policy and procedures and gathers and disseminates information to their respective colleges and departments. The Council also works as a unit and provides support and counsel to each other and is a network of administrators across the District that helps identify and communicate matters of interest [IV.D.6-4].

In compliance with the Brown Act, agenda and minutes items for each Board meeting are posted to the District's website for the public to view. Seventy-two hours before each Board of Trustees meeting, the Chancellor's office post a board meeting agenda and associated documents on the website [IV.D.6-5].

### **Analysis and Evaluation**

The College meets the standard. Communication is essential to the operations of the District and the college. Through formal and informal channels, the District and the college gather, process and share information and effectively communicate matters in a timely and appropriate manner. The District engages multiple constituency groups in the communication process and utilizes these groups as an additional conduit to garner and disseminate information.

**Standard IV.D.7: The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Evidence of Meeting the Standard**

**The District regularly evaluates its processes:** The District participates in a number of assessments of its effectiveness. The District participates in a District Office Program Review to obtain feedback on District services. The Office of General Services coordinates this effort, with each functional leader being responsible for their respective departments [IV.D.7-1, 2, 3, 4, 5]. The Chancellor's Staff serve as a coordinating body and results are reviewed and shared with this team, who communicates feedback to the respective area of responsibility [IV.D.7-6].

Additionally, in accordance with Board Policy 2.08, the District ensures the participation of appropriate members of district and college constituencies (Academic Senate; Classified Staff; students) in decision-making through the Districtwide Participatory Governance Council [IV.D.7-2]. Each year, the DPGC reviews the policy and the effectiveness of the groups work and recommends changes to the policy as needed [IV.D.7-3]. Information discussed in the DPGC is widely shared with the various stakeholder groups across the District [IV.D.7-4].

### **Analysis and Evaluation**

The College meets the standard. Review mechanisms are in place to ensure that governance and decision-making process have integrity and are effective. Through participatory governance groups, processes are evaluated and information is shared widely with multiple constituency groups.

DRAFT

## H. Quality Focus Essay

### Timeline

Feb 20 – March 15:	Institutional Self Evaluation Report (ISER draft posted / presentations / College comment and feedback
March 27:	ISER draft approved by Institutional Planning Committee
March 28:	First Quality Focus Essay (QFE) discussion to propose themes
*April 9:	QFE themes/draft discussed at Academic Senate
*April 17:	QFE themes/draft discussed at IPC
*May 1:	Final QFE presented at IPC

### Narrative

On March 27, the first full draft the ISER standards – having been twice circulated for comment and feedback, first to the original writing teams, and then to the College community as a whole – was approved by the Institutional Planning Committee (IPC).

The next day, a group familiar with the ISER met to discuss themes and projects for the Quality Focus Essay (QFE). This group included faculty and classified staff, the College President and Vice-Presidents, the Student Learning Outcomes Assessment Coordinator, and the President and Vice-President of the Academic Senate; also present were the dean of Enrollment Services, the director of Guided Pathways, the coordinators for two student initiatives (Promise Scholars and Dual Enrollment), and others connected to ISER writing teams.

The group discussed a number of themes arising from the ISER: the potential offered by deeper data analysis, the new assessment process with its focus on grassroots experimentation, the need to keep exploring ways to strengthen communication and institutional planning. However, these themes either did not resolve themselves into immediate concrete plans, or are already part of our regular practice.

The question before this group was: Based on what the ISER described, which College programs or initiatives should be singled out as best expressing the direction of the College over the next five years?

### Guided Pathways

Community colleges are living through something of a sea-change. Triggered by legislation as well as a national emphasis on the importance of purposeful, accessible post-secondary education, colleges are working to develop new models of student guidance and equity. The emphasis has decisively shifted towards outcomes, and colleges must now frame their activities and offerings around this principle: How best to ensure that students take away what they want, and need, from their education.

The umbrella initiative, then, that summarizes the College's direction is surely Guided Pathways, which is dedicated to making sure that *all* students' educational journeys (including those from

underserved populations) are smooth, well-lit, straightforward, supported in a way that is tailored to the student’s needs, and culminate in meaningful outcomes – with implications for counseling, curriculum, academic and learning support programs, and interdisciplinary collaborations. The College is enthusiastic about the possibilities of this evolving direction for community college, while remaining committed to providing students with a rigorous, relevant, and high-quality education.

The College have a Guided Pathways Steering Committee, which is following a five-year plan. However, the QFE group chose to highlight two specific projects that are integral to the College’s future direction, and that speak to two of the College’s Strategic Priorities: first, connecting students to the academic community (“Supporting Our Students’ Aspirations”), and connecting students to satisfying and meaningful careers (“Building On A Tradition Of Service To The Community”).

**QFE Action Project One [in progress]:  
Promise Scholars / CUNY ASAP Replication Program**

**Description:** Evolved from (or added to) our Year One and Promise Scholars programs. Focuses on degree completion, wrap-around student services, financial and academic support, etc. Works with a large student cohort / possibly scalable?

- Abstract
- Context
- Problem
- Project goals
- Alignment with College goals / Strategic priorities

CSM’s Promise Scholars program is intentionally aligned with CSM’s Educational Master Plan priorities:

EMP Priorities	Promise Scholars
Support students’ aspirations	
Create equitable opportunities for all students	
Commit to progressive and innovative teaching and learning	
Build on a tradition of service to the community	
Enhance a culture of participation and communication	

**Action plan**

- Plan goals
- Timeline
- Going forward? (ie, not specifically in the plan but aspirational?)



### Anticipated Impact on Student Learning and Achievement

- Increased retention rates
- Increased graduation rates

### Outcome measures

- Student surveys
- Increased graduation rates
- Persistence rates

\*\*\*\*\*

## QFE Action Project Two: Improve Job Placement Success with the Workforce Hub

### Description

**Abstract:** College of San Mateo is committed to supporting a clear and intentional job search process for students. CSM's Workforce team has designed a Workforce Hub that refocuses students' education-to-job connection through an inclusive and dynamic process that responds to the shifting local, national and global economic landscape. CSM's Workforce team will collaborate with the college's Guided Pathways and Promise Scholars teams (formerly Year One Promise) to provide an open access, equity focused approach that supports students' job search efforts. Moreover, the Year One Promise program's "career milestones" are closely aligned with the Workforce team's goal of preparing students for jobs and careers. By using contemporary social media and job search sites combined with hands-on career guidance and training, CSM's Workforce Hub matches students' educational skills with employers' articulated workforce needs. The Workforce Hub meets students where they are by offering them both a physical venue as well as roving pop-up services.

**Context:** According to a 2017 study about global human capital trends conducted by Deloitte, "paradigm-shifting forces such as cognitive technologies and the open talent economy are reshaping the future workforce" [QFE-AX]. Moreover, California's small businesses comprise 98 percent of all businesses in the state and over half of our state's private sector jobs [QFE-X]. The result of these economic trends is that many of CSM students work as freelance employees in small businesses throughout San Mateo County. With the only Small Business Development Center in the county on its campus, CSM is well positioned to serve small businesses and aspiring entrepreneurs.

**Problem:** Students need well-paying jobs to live in the region. When students enroll at CSM, their expectation is that they can move from low-wage to middle and high-wage jobs. Until now, students' job search process has been challenging because the path has been unclear and the job search process decentralized, with multiple disparate entry points. For example, students may enter the job search process by responding to a job posting sent by an instructor; or perhaps they completed a CSM career class, responded to College Central job listings, or attended a CSM job fair or networking event.



**Project Goals:** CSM’s goal is to help close the wage gap for students so they can earn a livable wage that is commensurate with the local cost of living. By providing students with the education and skills they need in middle-wage jobs, CSM helps lay the groundwork for students to make significant wage gains over the course of their careers. Silicon Valley’s workforce changes constantly, so it is necessary to monitor industry and occupational growth in order to meet employers’ changing job needs. The fastest growing occupations in the five County region (San Francisco, Santa Clara, Contra Costa, Alameda, and San Mateo) are shown in the following chart. These occupations are middle-wage jobs that require no more than a Baccalaureate degree. These jobs have been prioritized by CSM’s PRIE office as occupations on a high growth trajectory. Average earnings per worker cut off at a minimum of \$60,000. This minimum salary places students on track for middle-wage jobs.

Fastest Growing Occupations

Occupation	2016 Jobs	2023 Jobs	Change in Jobs (2016-2023)	% Change	2017 Median Hourly Earnings	2017 Median Yearly Earnings
Operations Specialties Managers	78,284	92,905	14,621	19%	\$70.46	\$146,556
Health Diagnosing and Treating Practitioners	114,925	133,855	18,930	16%	\$60.98	\$126,838
Top Executives	73,850	84,282	10,432	14%	\$59.46	\$123,676
Computer Occupations	268,285	334,343	66,058	25%	\$53.92	\$112,320
Financial Specialists	143,407	160,349	16,942	12%	\$39.35	\$81,848
Business Operations Specialists	207,177	242,318	35,141	17%	\$38.62	\$80,308
Preschool, Primary, Secondary, and Special Education School Teachers	76,457	86,686	10,229	13%	\$32.23	\$67,038
Sales Representatives, Services	99,659	117,291	17,632	18%	\$30.14	\$62,691

Source: Economic Modeling Specialists Inc. Data for San Mateo, Alameda, San Francisco, Santa Clara, and Contra Costa Counties, Analysis by CSM PRIE

**Alignment with College goals:** CSM's Workforce Hub is intentionally aligned with CSM's Educational and Master Plan. This table indicates how Workforce Hub Action Items map to EMP Priorities.

<b>EMP Priorities</b>	<b>Workforce Hub Action Items</b>
Support students' aspirations	Provide learning opportunities and resources to foster students' self-advocacy and self-reliance
Create equitable opportunities for all students	Offer all students ongoing access to Workforce Hub opportunities and services (Meet students where they are)
Commit to progressive and innovative teaching and learning	Work with faculty and student service staff to foster successful job placement strategies for students
Build on a tradition of service to the community	Strengthen industry partnerships, build professional opportunities for students, and increase community engagement
Enhance a culture of participation and communication	Expand faculty, staff, student and industry partner participation in job placement activities

### **Action Plan**

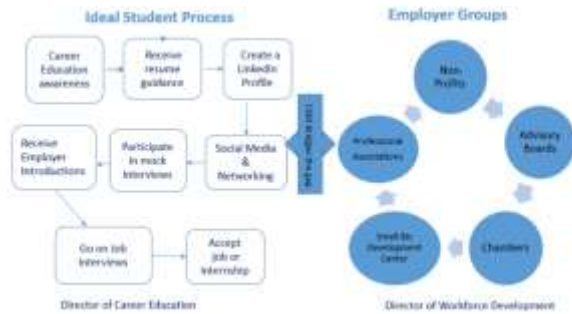
**Plan goals:** Through the Workforce Hub, the College seeks to do the following:

1. Establish a clear pathway to gainful employment. Methods include –

- Matching student and employer objectives
- Minimizing the time/cost to enter the workforce
- Enhancing partnerships with business and industry
- Increasing responsiveness to labor market demands
- Increasing internships opportunities
- Collaborating with CSM Career Counseling staff
- Improving career placement at a livable wage

2. Match student and employer objectives. In contrast to the decentralized job search process students may have experienced in the past, students will now be able to receive guidance and assistance from CSM's Workforce team. The Workforce team has the knowledge, tools and resources to match students' skills and education with employer job needs in multiple sectors. By working with faculty and alumni who are current industry experts, and by cultivating strong employer partnerships, CSM's Workforce team has developed a streamlined process that leverages contemporary job search tools to help students build branded, competitive online profiles. The Workforce Hub will serve students' career development along the following path:

***Learn about careers – Prepare for work – Build sustainable connections – Go to work***



### ***Timeline for Career and Workforce Hub Launch and Implementation***

- Spring 2018 – Conceptualized and developed CSM’s Workforce Hub
- Spring/Summer 2018 – Shared Hub concept with campus & community stakeholders
- Fall 2018 – Hired a talented and knowledgeable Workforce team
- Spring 2019 – Lay the groundwork for Hub launch
- Ongoing – Collaborate with Guided Pathways, Promise teams and college partners
- Fall 2019 – Launch CSM’s Workforce Hub
- Every spring – Establish a regular assessment cycle for continuous quality improvement

***Going forward:*** The Workforce Hub has been designed with adaptability. As CSM develops and implements its Guided Pathways, Makerspace, and Promise initiatives, the Workforce Hub’s systems can be modified to meet the needs of specific populations. For example, the roving workforce pop-up might visit the science building to meet science students to provide a STEM customized job and internship focus. These efforts would be coordinated with STEM faculty. Career and job opportunities for the STEM program would be promoted with discipline specific faculty collaborating with our team. Similar programs could be adapted for all programs at CSM. Regular feedback and assessment for all constituents (students, faculty, employers, and alumni) will enable the Workforce team to fine tune and adapt college support systems.

### **Anticipated impact on student learning and achievement**

***Bridging the gap between students and employers:*** As evidenced from the table below, there is a gap between our students’ current skills and employers’ workplace needs. CSM’s Workforce team has gathered data from advisory board feedback, employer focus groups and industry practitioners who are also employed as CSM faculty. The Workforce Hub will bridge the gap between students and employers by offering students multiple, convenient access points for job and career guidance and support. CSM’s model will provide both a physical space on campus (Workforce Hub) as well as roving, mobile pop-ups to ensure access for all students. Roving, mobile pop-ups will serve students in the Library Maker Space, the STEM Center, the PE division, the Language Arts division, and more. The CSM Workforce team will give students customized assistance to meet the needs of their meta-majors and areas of interest.

<b>Student Needs</b>	<b>Employer Needs</b>
Marketable skills	21 <sup>st</sup> Century job skills
LinkedIn profiles	Interpersonal skills
Resumes	Software knowledge
Interview skills	Workplace etiquette
Internship connections	Global market knowledge
Access to jobs and internships	Ability to work on teams

Source: Workforce Hub, spring 2018

### Outcome measures

**Assessment of Job Placement Success:** The college can track CSM student job outcomes via LinkedIn metrics. In addition, the Workforce team has developed an online intake form and system for tracking the following numbers:

1. Students who visit the Workforce Hub
2. Career and job search events
3. Job placements
4. Job internships
5. Job shadows
6. Employer contacts and advisory board meetings
7. Alumni follow up and engagement

The Workforce team will work with CSM and District PRIE offices to explore the possibility of using internal Banner databases to export data to the SAP reporting platform. Another option may be to use the new District CRM – Salesforce to manage student and alumni data to gather and summarize job placement details.