

## Standard III

**DRAFT FOR PUBLIC COMMENT PERIOD (Feb 20-March 15)**

### 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 a District-wide process and policies 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 (District) 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]. 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.1-13]. 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 HR 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 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 with HR 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 in coordination with HR [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 HR, and are reviewed and edited by the hiring manager prior to posting. If there are any revisions made to an existing position description, HR approves the changes before posting the job [III.A.1-33]. All positions indicate minimum qualifications required and applicants must affirmatively indicate that they meet all the minimum qualifications [III.A.1-34]. 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]. HR 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]. HR 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]. Board policy/CBA requires classified positions be reviewed at least once every 5 years [III.A.1-46]. The review process includes a job analysis to ensure the duties and position classification are relevant and that professional qualifications are appropriate [example].

#### **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.

**Evidence List for Standard III.A.1**

- III.A.1-1: Human resources organizational chart
- III.A.1-2: [AP: 3.15.3](#) – Faculty Hiring
- III.A.1-3: [BP 4.15](#) – Employment Requirements (Classified Service members)
- III.A.1-4: [BP 4.25](#) – Employees Not Members of the Classified Service
- III.A.1-5: [BP 5.10](#) – Managers: Employment and Reassignment
- III.A.1-6: [BP 5.20](#) – Academic Supervisors: Employment and Reassignment
- III.A.1-7: [BP 5.50](#) – Classified Professional/Supervisory Employees: Employment and Transfer
- III.A.1-8: [BP 5.60](#) – Confidential Employees: Employment and Transfer
- III.A.1-9: SMCCCD Employment [website](#)
- III.A.1-10: SMCCCD Application Process [website](#)
- III.A.1-11: SMCCCD Selection Committee and Hiring Manager [User's Guide](#)
- III.A.1-12: Job posting websites [sample](#)
- III.A.1-13: [SMCCCD Employment Policies](#)
- III.A.1-14: SMCCCD [EEO Plan](#), 2018-2021 (NOTE: Need to put new plan on website)
- III.A.1-15: SMCCCD EEO Committee [Website](#)
- III.A.1-16: SMCCCD [College President](#) Selection Procedures
- III.A.1-17: SMCCCD [Faculty](#) Selection Procedures
- III.A.1-18: SMCCCD [Classified and Administrative](#) Selection Procedures
- III.A.1-19: Academic Senate appointment of faculty members to screening committees**
- III.A.1-20: CSEA appointment of faculty members to screening committees**
- III.A.1-21: SMCCCD [Selection Committee Manual](#)
- III.A.1-22: [Sample job description](#)

- III.A.1-23: [CCCCO Minimum Qualifications Handbook](#)
- III.A.1-24: [Classified and Administrative Staff Selection Procedures](#)
- III.A.1-25: [Faculty Screening Procedures](#)
- III.A.1-26: [College President Selection Procedures](#)
- III.A.1-27: [Chancellor Selection Procedures](#)
- III.A.1-28: [Sample application ranking form](#)
- III.A.1-29: [Sample interview questions with key response elements](#)
- III.A.1-30: [Reference checking guide](#)
- III.A.1-31: [BP 4.15](#) – Employment Requirements
- III.A.1-32: [BP 5.15](#) – Non-represented Employees: Employment Requirements
- III.A.1-33: [Sample position description](#)
- III.A.1-34: Job application example
- III.A.1-35: Sample application ranking form
- III.A.1-36: Foreign degree statement from job description
- III.A.1-37: [Faculty Screening Procedures](#)
- III.A.1-38: [Unconscious bias training](#)
- III.A.1-39: Screening Committee Confidentiality Agreement
- III.A.1-40: [BP 2.10](#) – Selection Procedures
- III.A.1-41: Sample board report – [approval of personnel items](#)
- III.A.1-42: [BP 4.15](#) – Employment Requirements (Classified Service members)
- III.A.1-43: [BP 4.25](#) – Employees Not Members of the Classified Service
- III.A.1-44: [Sample job description](#)
- III.A.1-45: [Salary Schedules](#)
- III.A.1-46: Position review process/schedule

**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]. 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 teaching demonstration that allows candidates to demonstrate pedagogical strategies on how they incorporate new technologies into the classroom, whether on campus or online [III.A.2-7]. In addition, they include questions related to instructional technology, student engagement strategies, and opportunities to share specific instructional strategies [III.A.2-8].

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.2-9, 10]. The materials submitted by each applicant are reviewed by screening committee members and evaluated to determine which applicants are selected for interview [III.A.2-11].

## ANALYSIS AND EVALUATION

The College meets the standard. There is a consistent process to verify faculty hired possess adequate and appropriate knowledge of their discipline. HR 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.

### Evidence List for Standard III.A.2:

III.A.2-1: [Sample faculty job description](#) - History

III.A.2-2: [CCCCO Minimum Qualifications Handbook](#)

III.A.2-3: [BP 3.05](#) – Minimum Qualifications, Faculty Service Areas and Equivalency to Minimum Qualifications

III.A.2-4: [Faculty Screening Procedures](#)

III.A.2-5: [Sample faculty job description](#) - Chemistry

III.A.2-6: [Sample faculty job description](#) – CIS/Engineering

III.A.2-7: Sample faculty interview questions (first round)

III.A.2-8: Sample faculty interview questions (final round)

III.A.2-9: [Faculty Screening Procedures](#)

III.A.2-10: Academic Senate Meeting Minutes – approval of faculty to screening committee

III.A.2-11: Sample faculty application ranking form

**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 knowledge of the history and culture of underrepresented groups and 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. HR 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.

#### **Evidence List for Standard III.A.3:**

- III.A.3-1: BP [3.15.2](#) - Minimum Qualifications and Equivalencies to Minimum Qualifications
- III.A.3-2: [Sample job description](#) – Vice President of Instruction
- III.A.3-3: [Sample job description](#) – Director of DSPS
- III.A.3-4: [Sample job description](#) - Dean of Academic Support & Learning Technologies



III.A.3-5: Sample administrator application ranking form

III.A.3-6: [Sample job description](#) – Program Services Coordinator

III.A.3-7: [Sample job description](#) – Instructional Support Assistant

III.A.3-8: Sample classified application ranking form

III.A.3-9: Open forum process/announcement

**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 with HR and in collaboration with the Academic Senate Equivalency Committee to ensure equivalency in accordance with Board Policy [III.A.4-2, 3, 4]. 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 HR. Unofficial transcripts are submitted during the application process and reviewed by the screening committee [III.A.4-5]. 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 [III.A.4-6]. Final candidates are required to submit official transcripts for verification by HR.

#### 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.

**Evidence List for Standard III.A.4:**

III.A.4-1: [Sample job description](#) – Curriculum & Instructional Systems Specialist

III.A.4-2: BP [3.05](#) - Minimum Qualifications, Faculty Service Areas, and Equivalency to Minimum Qualifications

III.A.4-3: [BP 3.15.2](#) – Minimum Qualifications and Equivalencies to Minimum Qualifications

III.A.4-4: [Establishing Faculty Minimum Qualifications](#)

III.A.4-5: [Faculty Screening Procedures](#)

III.A.4-6: [Sample faculty job description](#) – ESL Instructor

**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 HR. The performance evaluation process includes conversation between a supervisor and employee regarding strengths, expectations, and opportunities for improvement and growth. HR provides standardized evaluation forms for all employee groups which are available on the HR 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 HR [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.

#### **Evidence List for Standard III.A.5:**

- III.A.5-1: [Classification Review Form](#)
- III.A.5-2: SMCCCD Performance Evaluation [Webpage](#)
- III.A.5-3: [SMCCCD/AFT Agreement](#) – Faculty Evaluation Process
- III.A.5-4: [SMCCCD/CSEA Agreement](#) – Classified Evaluation Process
- III.A.5-5: [BP 2.09.1](#) – Categories of Employment: Evaluation
- III.A.5-6: Evaluation procedures – [Classified professionals](#)
- III.A.5-7: Evaluation procedures – [Administrators and supervisors](#)
- III.A.5-8: Evaluation procedures - [Faculty](#)

**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.**

#### **EVIDENCE OF MEETING THE STANDARD**

**Assessment of learning outcomes is a component of evaluation:** The College follows the faculty evaluation guidelines established in the collective bargaining agreement between the District and the AFT [III.A.6-1]. Faculty evaluation criteria includes performance in classroom teaching or other primary responsibilities, respect for students' rights and needs, respect for colleagues and the teaching profession, and continued professional growth [III.A.6-2]. Participation in the assessment of student learning outcomes is a professional responsibility of faculty members at institutions accredited by ACCJC. Active participation in the assessment process and using the results for the improvement of teaching and learning demonstrates respect for students, colleagues, and the teaching profession and is a component of continual improvement. Faculty members may include results of student learning outcome assessment in their self-evaluations if they choose [III.A.6-3].

For faculty, the Dean's Assessment of Responsibilities includes a question about each faculty member's involvement in developing and/or assessing student learning outcomes, as well participation in the assessment process overall [III.A.6-4]. College administrators are evaluated on learning outcome assessment as it relates to their role in using data analysis to assess learning outcomes in support of continuous improvements in teaching and learning [III.A.6-5].

#### **ANALYSIS AND EVALUATION**

The College meets the standard. The existing evaluation process leads faculty to improve teaching and learning. Evaluative instruments, where appropriate, include evidence of engagement with student learning outcomes assessment.

#### **Evidence List for Standard III.A.6:**

- III.A.6-1: [SMCCCD/AFT Agreement](#) – Faculty Evaluation Process
- III.A.6-2: [Faculty evaluation form](#)
- III.A.6-3: [Faculty self-evaluation form](#)
- III.A.6-4: Dean's Assessment of Teaching Responsibilities (Faculty)
- III.A.6-5: [Administrators evaluation form](#)

**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.**

#### **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 [redacted] FTEF faculty). In the 207/2018 academic year, the college served XX,XXX students, providing a X:XX 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. 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.

#### **Evidence List for Standard III.A.7:**

III.A.7-1: California Community College Fall 2017 Full-time Faculty Obligation Compliance by District,  
[http://extranet.cccco.edu/Portals/1/CFFP/Fiscal\\_Services/Standards/FON/Fall\\_2017\\_FTF\\_Final\\_Report.pdf](http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Standards/FON/Fall_2017_FTF_Final_Report.pdf)

III.A.7-2: [CCCCO Minimum Qualifications Handbook](#)

III.A.7-3: Sample faculty job description

III.A.7-4: [Planning Manual, p20 \(resource allocation, faculty positions\), p27 \(admin role in ft fac pos\), p32 \(hiring committees for faculty\)](#)

III.A.7-5: [Program Review, http://collegeofsanmateo.edu/programreview/](#) ; see also [Resource Request worksheet, http://collegeofsanmateo.edu/programreview/docs/resourcerequests/ResourceRequests\\_2017.docx](#)

III.A.7-6: New position request process

III.A.7-7: Admin Council agenda, prioritization

**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, a new employee orientation is held for part-time faculty [\[III.A.8-1, 2\]](#). 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 Professional Learning Program in coordination with the Faculty Professional Development Coordinator and AFT. 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 \[III.A.8-3\]. In addition, the CSM Academic Senate provides compensation for adjunct faculty who serve on Academic Senate and its sub-committees \[III.A.8-4\]. Adjunct faculty working with a full-time faculty co-applicant are eligible to apply for CSM Innovation Grants \[III.A.8-5\].](#)

**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 [\[III.A.8-6\]. 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 [III.A.8-9]. 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.8-10].

#### 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.8-11].

#### Evidence List for Standard III.A.8:

III.A.8-1: New employee orientation invitation.

III.A.8-2: New employee orientation agenda

III.A.8-3: Flex Obligation Memo 2018-2019

[https://smccd.edu/academicsenate/files/Flex\\_Memo%2018\\_19.pdf](https://smccd.edu/academicsenate/files/Flex_Memo%2018_19.pdf)

III.A.8-4: Adjunct Service in Shared Governance, email from Academic Senate President 11/3/2018.

III.A.8-5: CSM Innovation Grant Announcement,

<http://collegeofsanmateo.edu/forms/docs/faculty/InnovationGrantAnnouncement.pdf>

III.A.8-7: Faculty Professional Development Program,

<http://collegeofsanmateo.edu/professionaldevelopment/faculty.asp>

III.A.8-8: AFT Faculty Development Project Application – Short Term

<http://collegeofsanmateo.edu/forms/docs/faculty/ShortTermApplication.pdf>

Field Code Changed

Field Code Changed

III.A.8-9: [Faculty Professional Development Committee, p 86 of Planning Manual.](#)

III.A.8-10: [SMCCCD/AFT Agreement](#) – Faculty Evaluation Process

III.A.8-11: [Examples of part-time faculty participating in flex, conference, other 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 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 HR 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.

#### Evidence List for Standard III.A.9:

III.A.9-1: SMCCCD ITS org chart

III.A.9-2: SMCCCD FMO org chart

III.A.9-3: SMCCCD DPS org chart

III.A.9-4: Personnel Requisition Form – [Permanent positions](#)

III.A.9-5: Personnel Requisition Form – [Short-term and Temporary positions](#)

III.A.9-6: [Short-term employment training](#)

III.A.9-7: SMCCCD/CSEA [Collective Bargaining Agreement](#)

III.A.9-8: SMCCCD EEO plan – Recruitment processes

III.A.9-9: SMCCCD New Employee Orientation invitation

III.A.9-10: [Planning Manual, Part V Key College Decisions, Resource Allocation Hiring Decisions:](#)

III.A.9-11: [Program Review, http://collegeofsanmateo.edu/programreview/](#)

III.A.9-12: [Link to current resource request a http://collegeofsanmateo.edu/programreview/; sample request form http://collegeofsanmateo.edu/programreview/docs/resourcerequests/ResourceRequests\\_2017.docx](#)

III.A.9-13: [President's communication re: Program Review Resource Request Decisions, 12/14/2018](#)

III.A.9-14: [Sample job description](#) – Division Assistant

III.A.9-15: [Selection procedures](#)

**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 13 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 nine directors (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 HR 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.

**Evidence List for Standard III.A.10:**

III.A.10-1: College organizational chart

III.A.10-2: College planning process

III.A.10-3: Replacement position process

III.A.10-4: [Administrator job description](#) – Dean of Planning, Research, & Institutional Effectiveness

III.A.10-5: [Selection procedures](#)

**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:** HR 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 HR 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.

#### **Evidence List for Standard III.A.11:**

- III.A.11-1: SMCCCD Board Policies and Procedures [webpage](#)
- III.A.11-2: District Participatory Governance Council Minutes – [March 2018](#)
- III.A.11-3: [SMCCCD Employee Handbook](#)
- III.A.11-4: [BP 2.19](#) – Nondiscrimination Policy
- III.A.11-5: [BP 2.20](#) – Equal Employment Opportunity
- III.A.11-6: [BP 2.21](#) – Professional Ethics
- III.A.11-7: [BP 2.22](#) – Employment of Relatives
- III.A.11-8: [BP 2.25](#) - Prohibition of Harassment
- III.A.11-9: [BP 2.26.1](#) – Drug-free Environment and Drug Prevention Program
- III.A.11-10: [BP 2.28.1](#) – Safety, Injury, and Illness Prevention Program
- III.A.11-11: [BP 2.28.2](#) – Workplace Violence Plan
- III.A.11-12: [BP 2.29](#) – Sexual Assault and Education, Prevention, and Reporting
- III.A.11-13: [Short-term and Substitute Employment Policy](#)

III.A.11-14: [Faculty Minimum Qualifications Process](#)

III.A.11-15: Evaluation Procedures – [Management](#)

III.A.11-16: Evaluation Procedures – [Classified](#)

III.A.11-17: Evaluation Procedures – [Faculty](#)

III.A.11-18: [Workers Compensation Procedures](#)

**III.A.11-19:** SMCCCD EEO Plan

III.A.11-20: Selection Procedures – [Faculty](#)

III.A.11-21: Selection Procedures – [Classified and Administrators](#)

III.A.11-22: Selection Procedures – [College President](#)

III.A.11-23: Selection Procedures – [Chancellor](#)

III.A.11-24: SMCCCD Selection Procedures [webpage](#)

III.A.11-25: Collective Bargaining Agreement – [SMCCCD/AFT](#)

III.A.11-26: Collective Bargaining Agreement – [SMCCCD/CSEA](#)

III.A.11-27: SMCCCD [Employee Handbook](#)

III.A.11-28: SMCCCD Human Resources [portal](#)

**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 [\[III.A.12-2, 3, 4\]](#).

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. HR works with the PRIE office to provide data which evaluator's the District's employment equity and diversity to ensure representation from a diverse population that is representative of the students served [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.

#### **Evidence List for Standard III.A.12:**

III.A.12-1: SMCCCD Board [Agenda](#) and [Minutes](#) May 16, 2018

III.A.12-2: Sample diversity-related interview questions

III.A.12-3: President's message to selection committees

III.A.12-4: sample interview questions

III.A.12-5: [BP 2.19](#) – Nondiscrimination Policy

III.A.12-6: [BP 2.20](#) – Equal Employment Opportunity

III.A.12-7: Diversity and Understanding Unconscious Bias Training [information](#)

III.A.12-8: People Admin Screenshot

III.A.12-9: SMCCCD employee demographic data (by college)

III.A.12-10: [Sample job postings on various posting websites](#)

III.A.12-11: [Faculty Diversity Internship Program information](#)

**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.

**Evidence List for Standard III.A.13:**

- III.A.13-1: [BP 2.21](#) – Policy on Professional Ethics
- III.A.13-2: [BP 2.21.1](#) – Institutional Code of Ethics
- III.A.13-3: Collective Bargaining Agreement – [SMCCCD/AFT](#)
- III.A.13-4: Collective Bargaining Agreement – [SMCCCD/CSEA](#)
- III.A.13-5: [Statement of Professional Ethics](#)
- III.A.13-6: CSEA [Code of Ethics](#)
- III.A.13-7: College Mission Statement

**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 two of the College flex days (October and 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. 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.

### Evidence List for Standard III.A.14:

III.A.14-01: Collective Bargaining Agreement – [SMCCCD/AFT](#)

III.A.14-02: Sample FLEX reporting form, <http://smccd.edu/academicsenate/faculty-flex-form.php>

III.A.14-3: Center for Academic Excellence <http://collegeofsanmateo.edu/cae/>

III.A.14-4: Flex day agenda Fall 2018 / March 2019

III.A.14-5: Flex day feedback form

III.A.14-6: Minutes 2/26/19 ASGC

III.A.14-7: College Professional Development Funding Allocation

III.A.14-8: [Faculty Professional Development website](#)

III.A.14-9: Prof Dev application form (long-term)

III.A.14-10: Prof Dev application form (short-term)

III.A.14-11: [Faculty PD application](#), <http://collegeofsanmateo.edu/forms/docs/faculty/ProfessionalDevelopmentDueDates.pdf>

III.A.14-12: [Planning Manual Appendix B: College Committees, Faculty Professional Development Committee](#)

III.A.14-13: [Classified Senate Professional Development Committee](#), <http://collegeofsanmateo.edu/classifiedsenate/professionaldevelopmentcommittee.asp>

III.A.14-14: Memo re classified staff closing offices for flex day

III.A.14-15: Administrator professional development through College Cabinet?

III.A.14-16: District Opening Day agenda

III.A.14-17: District Professional Development Academy <https://workshops.college.technology/public/smcpda/workshops>

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III.A.14-18: [https://smccd.edu/humanresources/pro\\_development\\_training.php](https://smccd.edu/humanresources/pro_development_training.php)

Field Code Changed

III.A.14-19: Tuition reimbursement Pilot Program Application  
[https://downloads.smccd.edu/file/Tuition\\_Reimbursement\\_Pilot\\_Program\\_Application\\_and\\_Agreement.pdf?s=/sites/downloads/HR&du=/sites/downloads/HR/Shared%20Documents/Professional%20Development%20Program/Tuition\\_Reimbursement\\_Pilot\\_Program\\_Application\\_and\\_Agreement.pdf](https://downloads.smccd.edu/file/Tuition_Reimbursement_Pilot_Program_Application_and_Agreement.pdf?s=/sites/downloads/HR&du=/sites/downloads/HR/Shared%20Documents/Professional%20Development%20Program/Tuition_Reimbursement_Pilot_Program_Application_and_Agreement.pdf)

**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. HR 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.

#### Evidence List for Standard III.A.15:

- III.A.15-01: [BP 2.13](#) – Dissemination of Employee Information
- III.A.15-02: Do we have a policy about personnel record access?
- III.A.15-03: [BP 2.13](#) – Dissemination of Employee Information
- III.A.15-04: Collective Bargaining Agreement – [SMCCCD/AFT](#)

### 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.**

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].

#### EVIDENCE OF MEETING THE STANDARD

**The institution assures safety, security, and a healthful learning and working environment:**

The College Safety Committee meets every other month to ensure all facilities, grounds, and equipment is in safe and working order [III.B.1-6]. 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 [III.B.1-13]. Additionally, HR staff is trained to conduct employee ergonomic assessments. 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 Capital Outlay 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 [III.B.1-27]. 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.1-28]. Public safety also provides emergency alerts through the AlertU system [III.B.1-29] 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.1-30]. In response to a 2017 survey, College of San Mateo collected responses from 360 students, showing that 288 students feel safe on the campus [III.B.1-31].

**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].

#### **EVALUATION AND ANALYSIS**

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 and III.B.1-43). College administration and the SMCCCD Vice Chancellor of Facilities, Planning, Maintenance and Operations give safety issues the highest priority.

#### **Evidence List for Standard III.B.1:**

III.B.1-1: CSM Campus Map

III.B.1-2: SMCCCD Facilities Organizational Chart

III.B.1-3: Measure H Bond Summary

III.B.1-4: SMCCCD Facilities Master Plan

III.B.1-5: SMCCCD Bond Oversight Committee

III.B.1-6: CSM Safety Committee Invitation and Agenda (sample)

III.B.1-7\_District Safety Meeting Agenda (sample)

III.B.1-8: SMCCCD Emergency Preparedness Task Force Meeting Agenda (sample)

III.B.1-9: SF PUC Site Usage Permit for X Country Track

III.B.1-10: BP 6.80 – Policy Governing the Use of Off-Campus Facilities

III.B.1-11: BP 8.13 – Public Safety on District Property

III.B.1-12: AP 8.13.1 – Public Safety on District property

III.B.1-13: SMCCCD Human Resources Training/Workshop Professional Development Academy (sample)

III.B.1-14: SMCCCD Employee Handbook

III.B.1-15: AFT Collective Bargaining Agreement

III.B.1-16: CSEA Collective Bargaining Agreement

III.B.1-17: AFSCME Collective Bargaining Agreement

III.B.1-18\_CSM Sample Work Order Process (sample)

III.B.1-19: Project Request Form

III.B.1-20\_PS VPA FM Meeting Invite

III.B.1-21: SMCCCD 5YCP Submittal

III.B.1-22: SMCCCD 5YCP Board Approval

III.B.1-23: LLB Request for Proposals Cover Sheet CSM B17

III.B.1-24: 2016-2017 Scheduled Maintenance Program Notice of Certification

III.B.1-25: Bi-Weekly CIP President’s Cabinet Meeting Agenda

III.B.1-26: CSM LED Lighting Upgrade

III.B.1-27: CSM Emergency Courtesy Phone Locations

- III.B.1-28: CSM Door Lock Upgrade Project
- III.B.1-29: Alert U Webpage
- III.B.1-30: 911 Emergency Zone Poster
- III.B.1-31: Public Safety CSM Student Survey Spring 2017
- III.B.1-32: Weekly Safety Training Examples
- III.B.1-33: Facilities Safety Task Force Meeting Agenda
- III.B.1-34: CSM 17-18 Equipment Service Certifications
- III.B.1-35: CSM Hazardous Materials Business Plan Submittal
- III.B.1-36: 2018 Facilities Planning, M&O and DPS Org Chart
- III.B.1-37: Emergency Preparedness Drill Schedule
- III.B.1-38: Tabletop Exercise Agenda
- III.B.1-39: Public Safety Study Communications
- III.B.1-40: Public Safety Study Report
- III.B.1-41: SMCCCD Board Minutes (March 14, 2018)
- III.B.1-42: BP 8.48 – Traffic Regulations
- III.B.1-43: AP 8.48.1 – Parking

**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]. Comprehensive program reviews are conducted every two years provide an opportunity for programs to identify facility and equipment needs [III.B.2-2]. The College annual planning process provides all programs the



opportunity to request facility and equipment needs as well [III.B.2-3]. Long-term needs are incorporated into the College Educational Master Plan [III.B.2-4] which in turn is used to inform comprehensive District Facilities Master Plan [III.B.2-5] and both District and College technology replacement processes [III.B.2-6, 7]. These plans provide the framework for facility and equipment resource allocation decisions at the college.

Through the collaborative planning process, the College identified facility needs not fully addressed through the Measure H bond. Three capital construction projects –Water Supply Tank Replacement, Kinesiology B8, and Building 9 Library Modernization – were submitted to the State capital outlay program [III.B.2-8, 9, 10]. 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.2-11, 12].

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.2-13] and following District guidelines [III.B.2-14] 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.2-15]. 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.2-16].

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.2-17], Onuma for work order systems [III.B.2-18] and project requests [III.B.2-19]. All college facilities are maintained using APPA levels as a benchmark [III.B.2-20]. Monthly quality assurance inspections for cleanliness are conducted and any issues identified are addressed [III.B.2-21].

Technology is constantly evaluated and replaced or upgraded by ITS staff. The ITS technicians work closely with faculty, staff, and administrators to maintain awareness of technology replacements. Replacements of classroom technology are done using a schedule to ensure regular, systematic replacement to keep all classroom technology updated and in good working order [III.B.2-22]. The College further evaluates technology needs through its technology committee [III.B.2-23] and annual program planning process [III.B.2-24].

## **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 and College strategic plans [III.B.2-25, 26]. The College ensures that program and service needs determine equipment replacement and maintenance through a comprehensive program review and annual resource request process.

**Evidence List for Standard III.B.2:**

- III.B.2-01: 2017-2018 Space Inventory Report 17 Certification
- III.B.2-02: Program Review (sample)
- III.B.2-03: Annual Planning Resource Request (sample)
- III.B.2-04: Educational Master Plan
- III.B.2-05: Facilities Master Plan
- III.B.2-06: SMCCCD Technology Plan
- III.B.2-07: College Technology Plan
- III.B.2-08: FPP Application, Water Tank Replacement
- III.B.2-09: IPP Application, Building 8 Kinesiology
- III.B.2-10: IPP Application, Building 9 Library Modernization
- III.B.2-11: 2016-2017 Scheduled Maintenance Program Notice of Certification
- III.B.2-12: EBRF Request 24K DO Liebert AC Unit Condenser Replacement
- III.B.2-13: Ad Astra RFP
- III.B.2-14: Board policy/District Policy for Purchasing/Bids
- III.B.2-15: 2017-2018 Space Inventory Report 17 Certification
- III.B.2-16: 2016-2017 Scheduled Maintenance Program Notice of Certification
- III.B.2-19: Dabblefox Custodial Work Schedule
- III.B.2-20: Sample Work Order Process
- III.B.2-18: Sample Work Order Process
- III.B.2-19: SMCCCD Project Request Form
- III.B.2-20: APPA Service Levels Facilities
- III.B.2-21: Custodial QA Inspection

- III.B.2-22: Technology replacement schedule
- III.B.2-23: Technology committee description
- III.B.2-24: Sample technology resource request
- III.B.2-25: SMCCCD Strategic Plan
- III.B.2-26: College Educational Master Plan

**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 VPAS and Campus Facility Manager [III.B.3-3]. Each semester, division deans work with staff to plan and optimize course scheduling [III.B.3-4]. The College uses Ad Astra to provide enrollment analytics in order to continually maximize facility use and increase institutional capacity that meets students' instructional and support needs [III.B.3-5].

The College uses Ad Astra to manage facility use requests for all activities, both internal and external [III.B.3-6]. 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 [III.B.3-7]. 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, 9].

**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.3-10] and went through the California Environmental Quality Act (CEQA) process [III.B.3-11] 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.3-12].

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.3-13]. Resource requests are discussed and prioritized through the College participatory governance process [III.B.3-14] and decisions are communicated to the campus [III.B.3-15]. The College also uses evaluation of needs to leverage external grant and categorical funding to address identified areas of improvement.

### EVALUATION AND ANALYSIS

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.

#### Evidence List for Standard III.B.3:

- III.B.3-1: Standing meeting – PS, VPAS and Facilities Manager
- III.B.3-2: Sample Ad Astra report – instructional usage
- III.B.3-3: Events Schedule Facilities Report
- III.B.3-4: Course scheduling system - snapshot
- III.B.3-5: Sample report
- III.B.3-6: Webpage snapshot – Facility Use
- III.B.3-7: Screenshot – Course Scheduling
- III.B.3-8: Facility Use Permit
- III.B.3-9: Board Policy – Community Use of District Facilities
- III.B.3-10: SMCCCD Final Environmental Impact Report (EIR)
- III.B.3-11: CSM Findings CEQA
- III.B.3-12: Capital Improvement Program (CIP) Cabinet Meeting Agenda
- III.B.3-13: Facilities Resource Request (sample)
- III.B.3-14: Resource Request Prioritization Process
- III.B.3-15: Resource Request Prioritization Decisions

### **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 allocation 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 SMCCC 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 [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].

#### **EVALUATION AND ANALYSIS**

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].

**Evidence List for Standard III.B.4:**

III.B.4-1: Participatory Governance Handbook

III.B.4-2: Annual Resource Request Process

III.B.4-3 2015 0708 CSM B17 Programming Meeting Minutes

III.B.4-4: Facilities Master Plan

III.B.4-5: 05 2018 Board Report Five-Year Construction Plan

III.B.4-6: Educational Master Plan

III.B.4-7: SMCCCD Strategic Plan

III.B.4-8: 5-year instructional equipment plan

III.B.4-9: SMCCCD 5-year capital outlay plan

III.B.4-10: APPA Levels Facilities

III.B.4-11: Resource Allocation Model – Facilities Assumptions

III.B.4-12: CSM B7 LLB RFP Requirements

III.B.4-13: CSM B17 Construction Planning Meeting Minutes

III.B.4-14: LEED Scorecard SMCCCD Design Standard

III.B.4-15: SMCCCD Strategic Plan Metrics Matrix

### 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 meets the College's technology needs. The 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 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 X classrooms equipped with instructional technology to support instruction and enhance student learning and

instructional lab workstations available for student use. 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). There are student supports for Canvas through the Learning Center, on the College's web page, and in Canvas [III.C.1-5]. Additionally, there is support for faculty and staff provided by the Instructional Technologist and online resources [III.C.1-6]. The District and College provide 24/7 support for the LMS through eLearning Innovations and Instructure Helpdesk.

The Technology Advisory Committee provides direction on campus technology items such as technology standards, technology replacement, emerging or evolving technology needs, assessing campus technology needs, and review of technology funds [III.C.1-7]. The committee is composed of staff, faculty, students, and administrators appointed by the respective constituencies. Additionally, District ITS staff are members of the committee [III.C.1-8]. The committee is responsible for the College Technology Plan, developed in coordination with District ITS. The College Technology Plan outlines technology needs, resources, and goals in alignment with the Educational Master Plan [III.C.1-9, 10].

#### **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.

#### **Evidence List for Standard III.C.1:**

- III.C.1-1: [ITS Org Chart](#) (THIS IS OUTDATED)
- III.C.1-2: [ITS Services](#)
- III.C.1-3: [ITS Strategic Plan](#) (THIS IS OUTDATED)
- III.C.1-4: [ITS Services](#) (pg 4-5 of Technology Plan)
- III.C.1-5: [Canvas Support for Students](#)
- III.C.1-6: [Canvas Support for Faculty and Staff](#)
- III.C.1-7: [College Technology Committee Webpage](#)



III.C.1-8: [College Technology Committee Membership](#) (NOT UPDATED FOR FY 18/19)

III.C.1-9: [College Technology Plan](#) (THIS IS OUTDATED)

III.C.1-10: [Educational Master Plan](#)

**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.**

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 sets purchasing and maintenance standards for campus technology. 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.2-3, 4, 5]. 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.2-6]. District IT staff use established standards to determine whether the technology should be replaced or repaired [III.C.2-7] 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.2-8].

District ITS technicians are physically located on each campus. There are seven District ITS technicians based at the College [III.C.2-9]. 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.2-10].

**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.2-11]. In 2019, the newly created Technology Advisory Committee is scheduled to produce a plan to support infrastructure and resources planning, including:

- Locally developed “refresh” cycles for replacing technology
- Policies around purchasing
- Multi-year allocation lists to help the College with budget planning
- Contingency funding [III.C.2-12]

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.2-13, 14]. 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.2-15], 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.

### Evidence List for Standard III.C.2

III.C.2-1	"About ITS" <a href="https://its.smccd.edu/about-its/">https://its.smccd.edu/about-its/</a>
III.C.2-2	Inventory
III.C.2-3	<a href="https://smccd.edu/dsgs/">https://smccd.edu/dsgs/</a>
III.C.2-4	<a href="https://its.smccd.edu/services/">https://its.smccd.edu/services/</a>
III.C.2-5	<a href="https://its.smccd.edu/virus-protections/">https://its.smccd.edu/virus-protections/</a>
III.C.2-6	IT request ticket
III.C.2-7	Repair/replace schedule and/or policies (spreadsheet)
III.C.2-8	<a href="https://www.aaiscloud.com/CSanMateo/events/EventReqForm.aspx?id=17721430-b37c-11e8-be85-056de1fb0b00&amp;returnURL#viewmode=edit">https://www.aaiscloud.com/CSanMateo/events/EventReqForm.aspx?id=17721430-b37c-11e8-be85-056de1fb0b00&amp;returnURL#viewmode=edit</a>
III.C.2-9	Organization chart <a href="https://its.smccd.edu/wp-content/uploads/2015/08/2017-May-ITS-Org-Chart-v2.pdf">https://its.smccd.edu/wp-content/uploads/2015/08/2017-May-ITS-Org-Chart-v2.pdf</a>
III.C.2-10	Example of recommendation / evaluation of upgrade
III.C.2-11	Spreadsheets showing replacement planning
III.C.2-12	Technology Advisory Committee
III.C.2-13	Resource Request form
III.C.2-14	PR website <a href="http://collegeofsanmateo.edu/programreview/">http://collegeofsanmateo.edu/programreview/</a>
III.C.2-15	Planning Manual

**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.

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 threats. 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].

#### EVALUATION AND ANALYSIS:

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.

### Evidence List for Standard III.C.3

- III.C.3-1 Facilities web page
- III.C.3-2 District Office maintenance log (in folder)
- III.C.3-3 SMCCCD- Email Documentation-ITS- Accreditation Standard IIIC-Technology-20181009
- III.C.3-4 Record of backups
- III.C.3-5 SMCCCD-Email Documentation-ITS- Accreditation Standard IIIC-Technology-20181009
- III.C.3-6 BP 7.28
- III.C.3-7 <https://cenic.org/cbi-acceptable-use-policy>
- III.C.3-8 <http://collegeofsanmateo.edu/generalinformation/privacypolicy.asp>
- III.C.3-9 SMCCCD ITS help request form – screenshot
- III.C.3-10 SMCCCD – Example – Work Order and Survey – 20180712

**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 a [m 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, 6]. Canvas trainings continue to be ongoing, and the DE website

includes extensive references and support for students and faculty [III.C.4-7]. [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 \[III.C.4-8\].](#)

**Training in online teaching:** Until Spring 2015, training for online teachers was organized by the District's Distance Education Advisory Committee [III.C.4-9]. Since this training was discontinued, the College's DE Office has been exploring ways to support training in online teaching.

The Distance Education Strategic Plan 2017-2020 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 DE Office is working on ensuring a stable budget to implement [local](#) teacher trainings [III.C.4-15].

**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 \[III.C.4-16\] and the CCC's Accessibility Center's Accessibility White Paper 2017 \[III.C.4-17\], the Interim ASLT Dean provided three options for acquiring an Accessibility Specialist and funds for accessibility training \[III.C.4-18\].](#) The position was not approved but [funds for training were approved. The DE Office is currently piloting the Accessibility and Universal Design Advocate cohort to see if a train-the-trainer type model would work in Summer 2018-Spring 2019 \[III.C.4-19\].](#) The DE office also requested an [Accessibility Specialist in our Fall 2018 resource request \[III.C.4-20\].](#) This past Fall, in partnership with the DRC, the DE office hosted representatives from Pearson to showcase their accessibility tools [III.C.4-21]. Finally, we drafted a recommended Accessibility and Inclusions Statement with the DRC Director, that was shared with our college Academic Senate President [III.C.4-22].

**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.4-23].

**Student support:** Students receive extensive online support from tutorials at the Canvas resources page [III.C.4-24], [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 \[III.C.4-25\].](#) In addition, the student orientation includes a slide presentation advising students what to do if they find themselves unable to enter Canvas [III.C.4-26] and Canvas help cards are distributed about the campus [III.C.4-27]. [A "New Canvas Hotline and Support Links" offers 24/7 support for faculty, staff and students \[III.C.4-28\].](#)



**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.4-29], as have staff and faculty using Banner [III.C.4-30]. The Curriculum Committee provides guidance for using the Curricunet system [III.C.4-31]. Finally, the District’s Information Technology Services provide support in computer systems (Office 365, Banner, etc.) and offers a HelpCenter to respond to employee requests [III.C.4-32].

**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 hopes to frame College policies around online teaching, notably standards for teacher preparation and the [integration of the OEI rubric to evaluate](#) course design [III.C.4-33]. 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.4-34].

**Evidence List for III.C.4**

- III.C.4-1 Distance Education Office <http://collegeofsanmateo.edu/distanceeducation/>
- III.C.4-2 Distance Education and Educational Technology Committee <http://collegeofsanmateo.edu/institutionalcommittees/deetc.asp>
- III.C.4-3 [Technology Advisory Committee](#)
- III.C.4-4 DEETC minutes re summer pilot Canvas trainings, 5/10/16 [http://collegeofsanmateo.edu/institutionalcommittees/deetc/2016-05-10\\_DEETCMeetingUpdate.pdf](http://collegeofsanmateo.edu/institutionalcommittees/deetc/2016-05-10_DEETCMeetingUpdate.pdf)
- III.C.4-5 Email campaign: [“Are You Ready For Canvas?” email campaign 5/12/17](#); [“CSM Community: June 6, 2016 – Register for a Canvas Training Today” \(email 5/30/17\)](#); [“Message for CSM Community: Canvas has Replaced WebAccess” \(email 6/22/17\)](#)
- III.C.4-6 flex day agenda for canvas trainings / drop in (F18?)
- III.C.4-7

III.C.4-8 SMCCCD Online Course Support Center <https://smccdhelp.zendesk.com/hc/en-us>

[III.C.4-10 Distance Education Plan](#)

III.C.4-11 Faculty Training, <http://collegeofsanmateo.edu/distanceeducation/facultytraining.asp>

[CSM's DE Strategic Plan](#)

III.C.4-13 Flex day agenda about using Canvas for online teaching?

III.C.4-14 DE support page [http://collegeofsanmateo.edu/canvas/resources\\_facstaff.asp](http://collegeofsanmateo.edu/canvas/resources_facstaff.asp)

III.C.4-15 Evidence that we're getting \$\$ for online trainings (ASLT budget?)

III.C.4-16 District Accessibility Statement <https://smccd.edu/accessibility/>

III.C.4-17 CCC's Accessibility Center's Accessibility White Paper 2017 <https://cccaccessibility.org/resources/accessibility-white-paper?download=1:accessibility-white-paper-2017>

III.C.4-18 Email from ASLT dean (Anniqa Rana) to VPI 2/21/2018

III.C.4-19 [Email to faculty from Distance Education office regarding summer accessibility trainings, 5/2/2018 \(in desktop evidence folder\)](#)

III.C.4-20 Distance Education Fall 2018 Resource request

III.C.4-21 Evidence of Pearson accessibility meeting

III.C.4-22 Accessibility and Inclusions Statement: Discussed at ASGC (minutes)

III.C.4-23 [Initial Library Canvas training sign-in sheet](#)  
<https://smccd.sharepoint.com/:b/s/csm/CSMASLT/EdFggxsZ1DBCT-4fwl2Z918Bpa9jPxx0b-kKx4EcqaQU6w0>

III.C.4-24 Canvas student resources page [http://collegeofsanmateo.edu/canvas/resources\\_students.asp](http://collegeofsanmateo.edu/canvas/resources_students.asp)

[III.C.4-25 SMCCCD course support center](#) <https://smccdhelp.zendesk.com/hc/en-us>

III.C.4-26 Fauzi's slide about what to do if you're locked out of canvas

III.C.4-27 Canvas cards around campus (a card, or a picture)

Field Code Changed

III.C.4-28	<a href="#">"New Canvas Hotline and Support Links" for 24/7 support for faculty, staff and students Sent 8/10/17 by Marketing</a>
III.C.4-29	Ad Astra training (Ada will know)
III.C.4-30	Banner training (Might Ada know?)
III.C.4-31	Curricunet quick info sheet <a href="http://collegeofsanmateo.edu/committeeoninstruction/docs/CurricUNET%20instructions%20for%20creating%20or%20modifying%20courses%20CSM.pdf">http://collegeofsanmateo.edu/committeeoninstruction/docs/CurricUNET%20instructions%20for%20creating%20or%20modifying%20courses%20CSM.pdf</a>
III.C.4-32	ITS webpage <a href="https://its.smccd.edu/">https://its.smccd.edu/</a>
III.C.4-33	DE plan, goal about policies, course design rubric
III.C.4-34	DE Handbook

#### 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 comes from the District's Distance Education Advisory Council (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 Distance Education office, as well as the dean of Academic Support and Learning Technologies). DEAC is currently in the process of developing policies and procedures for educational technology, including purchasing procedures, resources for online students (for instance, piloting proctoring services), and support for academic rigor and quality [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 also provides guidance for best practices in Distance Education [III.C.5-13], provides links to ample resources for guidelines and policies [III.C.5-14] and participates in the New Faculty Institute, training new faculty in the use of educational technology [III.C.5-15].

In addition, the College’s Technology Advisory Committee will develop 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’s) guidelines [III.C.5-17].

#### EVALUATION AND ANALYSIS

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.

#### Evidence List for Standard III.C.5

III.C.5-1	BP 2.34
III.C.5-2	BP 2.35
III.C.5-3	AP 2.35.1
III.C.5-4	BP 2.36
III.C.5-5	BP 2.40
III.C.5-6	AP 2.40.1
III.C.5-7	BP 6.32
III.C.5-8	AP 6.32.1
III.C.5-9	BP 6.33
III.C.5-10	<a href="https://smccd.edu/deac/index.php">https://smccd.edu/deac/index.php</a>
III.C.5-11	DEAC minutes
III.C.5-12	CSM Distance Education Strategic Plan 2017/2020

III.C.5-13	Distance Education Handbook <a href="http://collegeofsanmateo.edu/institutionalcommittees/deetc/DEManualFinal.pdf">http://collegeofsanmateo.edu/institutionalcommittees/deetc/DEManualFinal.pdf</a>
III.C.5-14	<a href="http://collegeofsanmateo.edu/distanceeducation/facultyresources.asp">http://collegeofsanmateo.edu/distanceeducation/facultyresources.asp</a>
III.C.5-15	New Faculty Institute <a href="http://collegeofsanmateo.edu/cae/newfacultyinstitute.asp">http://collegeofsanmateo.edu/cae/newfacultyinstitute.asp</a>
III.C.5-16	Technology Advisory Committee – Institutional plan
III.C.5-17	CCLC’s website, with info on tech policies

### III.D: FINANCIAL RESOURCES

*In progress*

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