

Standard II

PUBLIC COMMENT DRAFT (Feb 20-March 15)

Standard II: Student Learning Programs and Support Services

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

II.A INSTRUCTIONAL PROGRAMS

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

As noted in our Educational Master Plan, “Our mission, vision and values drive our work at CSM” [II.A.1-1] This includes instructional programs, which are aligned with the College’s mission, appropriate to higher education, and lead to defined student learning outcomes as well as student achievement goals.

EVIDENCE OF MEETING THE STANDARD

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

To this end, the College fields a variety of offerings [II.A.1-7]

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

Quality and appropriateness of courses and services to higher education, focused on clearly identified learning outcomes: Courses and programs are appropriate to higher education, and culminate in clearly identified learning outcomes.

The College maintains the quality of its programs and services, and their relevance to its mission, through a number of systematic review processes, primarily the curriculum approval and review process.

The College uses Curricunet to shepherd new courses and programs through a systematic and detailed approval process compliant with Title V. Faculty must submit details of catalog description, course objectives, student learning outcomes, transferability, GE applicability, and units, as well as sample methods of instruction, assignments, and suggested texts [II.A.1-8]. The programs and courses are reviewed by a Technical Review Committee including discipline experts, relevant administrators, Distance Education specialists and the SLO assessment coordinator [II.A.1-9] before being submitted for consideration by the Curriculum Committee¹, which is a sub-committee of the Academic Senate, and composed of faculty from each division, as well as non-voting administrators [II.A.1-10].

¹ Prior to Fall 2018, this was known as the Committee on Instruction. Its name was officially changed by Academic Senate in May 2018.

Learning outcomes are created as part of the curriculum approval process. In addition, outcomes are aligned to create an educational map: program outcomes are aligned to the outcomes of their constituent courses, and institutional outcomes are aligned to course and service outcomes [II.A.1-11]. Faculty regularly review alignments for clarity, currency and coherence, as part of Program Review [II.A.1-12, 13].

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

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

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

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

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

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

ANALYSIS AND EVALUATION

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

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

The College Index provides a summary of data on student outcomes and institutional effectiveness [II.A.1-28]. Information in the College Index is updated annually to reflect results and establish targets for the following year. The College Index has been used by the Institutional Planning Committee to track the College’s progress in achieving its Strategic Goals on a regular basis [II.A.1-29, 30, 31, 32, 33]. More recently, the district has introduced a local set of indicators tied to the District Strategic Plan [II.A.1-35]. IPC reviewed these indicators and established college targets [II.A.1-36, 37]. It is anticipated that the resulting Strategic Plan Goals: Metrics, Trends, and Targets summary will replace the College Index, and that the College will continue to use this data to support its mission (as evidenced in a recent Board study session) [II.A.1-38].

EVIDENCE LIST FOR II.A.1

II.A.1-1 *Educational Master Plan, “Mission, Vision and Values,” p. 2*

- II.A.1-2 Mission Statement <http://catalog.collegeofsanmateo.edu/current/statements-slos/>
- II.A.1-3 Curriculum Handbook p. 14
<http://collegeofsanmateo.edu/committeeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf>
- II.A.1-4 Board Policy 1e, SMCCD, BP 1.10 "Duties and Responsibilities of the Board"
https://smccd-public.sharepoint.com/BoardPoliciesandProcedures/1_10.pdf
- II.A.1-5 Program Review form (question 1)
http://collegeofsanmateo.edu/programreview/docs/forms/2018-19_ProgramReview-Instruction.pdf
- II.A.1-6 For example, the History program review Fall 2018
<https://surveys.smccd.edu/ShowResponse.aspx?doid=d4f6466c46644a80974c1e53c95431a3&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.1-7 Catalog <http://catalog.collegeofsanmateo.edu/current/programs/>
- II.A.1-8 Details of course creation requirements: Curriculum Handbook, p. 9
<http://collegeofsanmateo.edu/committeeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf>
- II.A.1-10 Details of the Curriculum Committee: Faculty Handbook 2017-2018, p. 11
http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2018-19.pdf
- II.A.1-11 **Map showing alignment of outcomes, Outcomes alignment chart**
- II.A.1-12 Program Review form (question 2)
http://collegeofsanmateo.edu/programreview/docs/forms/2018-19_ProgramReview-Instruction.pdf
- II.A.1-13 For instance, the English department reviewed their course-to-program alignment:
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45ba972416264f1798060216bec1a8c7&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.1-14 For example, see the Accounting degree page:
<http://collegeofsanmateo.edu/accounting/degrees.asp>
- II.A.1-15 For example, see the Addiction Studies degree page:
http://collegeofsanmateo.edu/aods/degrees_alcohol_aa.asp

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- II.A.1-16 “Strengthening High School Pathways Through Intentional Career Pathways,”
[https://smccd-my.sharepoint.com/:w:/r/personal/brickerl_smccd_edu/layouts/15/Doc.aspx?sourcedoc=%7B3A676B25-CB0C-4436-8C46-F6C81F0938EB%7D&file=BOT_GuidedPathways_CSM%20\(002\).docx&action=default&mobileredirect=true](https://smccd-my.sharepoint.com/:w:/r/personal/brickerl_smccd_edu/layouts/15/Doc.aspx?sourcedoc=%7B3A676B25-CB0C-4436-8C46-F6C81F0938EB%7D&file=BOT_GuidedPathways_CSM%20(002).docx&action=default&mobileredirect=true)
- II.A.1-17 “Dual-E at CSM” https://smccd-my.sharepoint.com/:p:/r/personal/brickerl_smccd_edu/layouts/15/Doc.aspx?sourcedoc=%7B2351a521-04b9-437a-ae13-3172467f1e19%7D&action=edit&uid=%7B2351A521-04B9-437A-AE13-3172467F1E19%7D&ListItemId=726&ListId=%7BCAAF2BA6-16FD-4FDD-88AA-A3CFFBDED6F1%7D&odsp=1&env=prod
- II.A.1-18 Dual enrolment course schedule AY 2018-2019
https://webschedule.smccd.edu/schedule/csm_glance_201808.pdf (note courses offered at Hillsdale High School)
- II.A.1-19 Career Ladders Project, Dual Enrolment Toolkit – FAQs, p. 4
<http://www.careerladdersproject.org/wp-content/uploads/2015/12/FAQ-DETOOLS-1.23.2017.pdf>
- II.A.1-20 Project Change <http://collegeofsanmateo.edu/projectchange/>
- II.A.1-21 Board Policy Board Policy 6.12.1, Distance Ed, 3 and 4a, https://smccd-public.sharepoint.com/BoardProcedures/6_12.1.pdf
- II.A.1-22 [Distance Education supplement form / curriculum approval process](#)
- II.A.1-23 [Distance Education plan 2017-2020](#), Goals & Objectives
- II.A.1-24 Evidence of distance education integrated into institutional planning discussions: Institutional Planning Committee minutes 3/17/17
http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_IPCMeetingSummary.pdf
- II.A.1-25 Institutional Planning Committee’s “Themes and Trends” summary of program reviews, identifying DE as a consistent theme
http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_ProgramReviewThemes.pdf
- II.A.1-26 College of San Mateo Flex Day agenda, 8/15/2017
- II.A.1-27 Guided Pathways <http://collegeofsanmateo.edu/guidedpathways/>

II.A.1-28	College Index http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp
II.A.1-29	IPC meeting summary notes 12/6/2013 http://collegeofsanmateo.edu/ipc/docs/2013-2014/2013-12-06_IPCMeetingSummary.pdf
II.A.1-30	IPC meeting summary notes 12/6/2013 http://collegeofsanmateo.edu/ipc/docs/2013-2014/2013-12-06_IPCMeetingSummary.pdf
II.A.1-31	IPC meeting summary notes 2/27/2015 http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-02-27_IPCMeetingSummary.pdf
II.A.1-32	IPC meeting summary notes 5/1/2015 http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-05-01_IPCMeetingSummary.pdf
II.A.1-33	IPC meeting summary notes 9/6/2016 http://collegeofsanmateo.edu/ipc/docs/2016-2017/2016-09-16_IPCMeetingSummary.pdf
II.A.1-34	IPC meeting summary notes 4/14/2017 http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-04-14_IPCMeetingSummary.pdf
II.A.1-35	District Strategic Plan https://smccd.edu/strategicplan/ Strategic Plan Goals: Metrics, Trends and Targets (in evidence folder)
II.A.1-36	PC meeting summary notes 10/6/2017 http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_IPCMeetingSummary.pdf
II.A.1-37	IPC meeting summary notes 12/2/2017 http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_IPCMeetingSummary.pdf
II.A.1-38	Board study session 10/10/2018 (?) — can't get notes!

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

The curriculum process, the assessment process and professional development all serve to ensure that faculty preserve a high standard in the content and methods of instruction as well as the quality and currency of curriculum; and that faculty work continuously to improve teaching and learning, and to support student success both at the discipline or service level, and through [collaborative](#) initiatives such as learning communities and Guided Pathways.

EVIDENCE OF MEETING THE STANDARD

Faculty responsibility for ensuring academic and professional standards and expectations in curriculum and teaching methods: When creating courses and programs, faculty are responsible for ensuring that content and methods of instruction meet generally accepted academic and professional standards. Board policy dictates that faculty create, review, revise, approve, and assess all courses and programs compliant with Education Code and Title V requirements [[II.A.2-1](#)]. Clear guidelines and procedures for doing so are established by the Curriculum Committee [[II.A.2-2](#)].

Faculty use CurricuNET to create a Course Outline of Record (COR). This must include details of course content, student learning outcomes, objectives, suggested texts, methods of instruction, pre-requisites, and sample assignments, as well as units, contact hours and so on [[II.A.2-3, 4](#)]. Draft CORs are reviewed by a technical review committee (the SLO coordinator, the Distance Education coordinator where applicable, deans, the Articulation officer, etc.) [[II.A.2-5](#)]. The course or program is then submitted to the Committee on Instruction where it is amply discussed and reviewed, before recommendation for approval by the Board [[II.A.2-6, 7](#)]. Course and program outlines are reviewed every six years, or in the case of Career and Technical Education programs, every two years.

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

1. [●](#) Explanation of modes of delivery
2. [●](#) DE training for faculty developing the course
3. [●](#) DE delivery mode (i.e., hybrid, online, Web-assisted)
4. [●](#) Content and methods of instruction, focusing on appropriateness of content to delivery method, and on effective instructor-student contact
5. [●](#) Methods of student evaluation
6. [●](#) 508 Compliance [[II.A.2-8](#)].

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

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

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

Content of Program Review: Faculty describe their programs, specifically to discuss how their programs support the College's mission. They reflect on disaggregated student achievement data for their programs, supplied by the Planning, Research, Innovation and Effectiveness office (PRIE) [\[II.A.2-1314\]](#). They report on learning assessment data and activities, both within and beyond their discipline (i.e., interdisciplinary assessment activities around shared institutional learning outcomes). CTE programs also analyze the labor market and other factors as required by state law [\[II.A.2-1214\]](#). Learning Centers also discuss efficiency, as well as usage and access gaps [\[II.A.2-153\]](#).

Academic Senate has recently revised its Program Review document to [emphasize-reflect the College-wide emphasis on equity](#), by asking faculty to discuss achievement gaps both between different student populations and between different modalities (online versus on campus courses); in learning outcomes assessment, it also emphasizes program assessment, and discussions of activities undertaken to improve student learning, at the department, service or college level [\[II.A.2-1614\]](#).

Examples of discipline- or center-specific improvements: Some examples of self-assessment and improvement are fairly discipline- or service-specific. In Dental Assisting, for instance, an assessment of the curriculum revealed that certain key skills were not efficiently integrated into the program curriculum; the curriculum was revised to bring these skills forward [\[II.A.2-1715\]](#). In the Learning Center, faculty noticed that some students had difficulty accessing course textbooks, and have worked with the Learning Commons to make textbooks and other

resources more accessible [II.A.2-186].

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

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

1. Academic Senate and subcommittee faculty analyze Program Reviews to identify themes and trends around teaching and learning needs (for instance, tackling achievement gaps between student populations or between delivery modes; or developing and assessing pedagogy to address emerging student learning needs). The goal is for Academic Senate to find opportunities to support, coordinate or assist faculty in improving teaching and learning, and to build a community of practice by sharing out effective pedagogy, assessment, equity or other strategies relating to professional and program improvement. This review drives assessment and flex-day planning [II.A.2-19, 21, 220].

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2. IPC analyzes all Program Reviews, including also those from Student Services, and establishes themes and trends for the upcoming year. For instance, from the Fall 2016 Program Reviews, IPC extracted a focus on “student access, retention and success with emphasis on addressing achievement gaps,” as well as the need to “examine distance education offerings” [II.A.2-23].

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

- The College is actively embracing the Guided Pathways model [II.A.2-242] linked to the College’s work in strengthening partnerships with local high schools through a developing dual enrolment program [II.A.2-253].
- To support accelerated paths to graduation for underprepared students, Math and English have adopted multiple measures of placement [II.A.2-26] and have moved away from a sometimes extensive menu of remedial courses, replacing them with extensive academic support at the entry transfer level. Along with redesigned freshman curriculum, this move is supported through extensive academic support services, notably our Learning Commons, which includes a Learning Center, the Library, and a network of labs and centers across campus (see II.B) [II.A.2-27, 28]. Services include individual instruction in the Writing Center [II.A.2-29], peer tutoring in the Learning Center [II.A.2-30], a burgeoning Supplemental Instruction program [II.A.2-31, 32] and preparatory activities such as the Math Jam [II.A.2-33] and, for ESL students, Word Jam [II.A.2-34].
- The College hosts several interdisciplinary learning communities (Mana, Puente, Umoja) some of which are home-grown (the Honors Project, Writing in the End Zone, Project Change) [II.A.2-35] as well as a rapidly growing Promise Scholars program [II.A.2-36] offering extensive financial, academic and counseling support for first-year, full-time students, primarily those who are the first in their families to attend college.

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Using qualitative and quantitative data, College initiatives, including learning communities, tutoring support and others submit an annual report to IPC assessing their strength and direction [II.A.2-37].

Professional development: The College supports professional development to promote continuous improvement in teaching and learning. The Center for Academic Excellence organizes professional development activities intended to “enhance pedagogy... through innovation and collaboration, so as to increase student success” [II.A.2-38]. Recent initiatives include the CSM Inquiry Project, in which participating faculty undertake some research or pedagogical experiment, which is then shared out to the campus [II.A.2-39, 40]. The New Faculty Institute supports newly hired teachers to promote excellence in instruction and curriculum [II.A.2-41].

EVALUATION AND ANALYSIS

College of San Mateo meets the standard. A culture of continuous improvement is evidenced in the discipline- and service-level improvements documented in Program Review; the many learning communities; and professional development activities. Faculty ensure that curriculum meets academic and professional standards.

EVIDENCE LIST FOR II.A.2

II.A.2-1 (Board Policy 6/13/1, "Program Review & Program Viability,"
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/6_13.1.pdf

II.A.2-2 Curriculum Handbook
<http://collegeofsanmateo.edu/committeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf>

II.A.2-3 Quick Reference Guide for curriculum:
<http://collegeofsanmateo.edu/committeoninstruction/docs/Quick%20Reference%20Guide%20for%20Course%20Checklist.pdf>

II.A.2-4 Example: Course Outline, PSYC 100 Examples of Course Outline of Record

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II.A.2-5 For example, see comments on ART 350 or COSM 712

II.A.2-6 For example: Committee on Instruction minutes 11/16/17
<http://collegeofsanmateo.edu/committeoninstruction/docs/2017-2018/COIMinutes11-16-17.pdf>

II.A.2-7 Committee on Instruction minutes 2/22/18
<http://collegeofsanmateo.edu/committeoninstruction/docs/2017-2018/COIMinutes2-22-18.pdf>.

II.A.2-8 Distance Education addendum from Curricunet

II.A.2-9 Details of Canvas trainings: <http://collegeofsanmateo.edu/canvas/>

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II.A.2-10 DEETC page <http://collegeofsanmateo.edu/institutionalcommittees/deetc.asp>

II.A.2-11 Center for Academic Excellence <http://collegeofsanmateo.edu/cae/>

I.A.2-102 Flyer for Accessibility and Universal Design Advocate Training, Summer/Fall 2018

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- II.A.2-13 Planning, Research, Innovation and Effectiveness: Instructional Data (Fall 2016 link: <http://collegeofsanmateo.edu/programreview/instructional-department.asp>)
- II.A.2-14 For example, the Electrical Power Pathways Program in the Electronics Department (ELEC):
<https://surveys.smccd.edu/ShowResponse.aspx?doid=7c950338c2914f8e9612866e1668891c&s=a899154a4b69461f8affb6142451df84>
- II.A.2-15 For example, the Writing Center usage discussion (pp. 6-7)
<https://surveys.smccd.edu/ShowResponse.aspx?doid=ace5a4dfbefe4ac3a1b0eeab79016c63&s=944aa897499a40d89c0ff14bae6aa59b>
- II.A.2-16 Instructional Program Review text
<http://collegeofsanmateo.edu/programreview/programreviews2018.asp>
- II.A.2-17 Dental Assisting Program Review Fall 2018
<https://surveys.smccd.edu/ShowResponse.aspx?doid=2f51552799f54c61bc98bf816ae0febe&s=a899154a4b69461f8affb6142451df84>
- II.A.2-18 Learning Center Program Review Fall 2018
<https://surveys.smccd.edu/ShowResponse.aspx?doid=2526a19394c7452581fd23ec24d35161&s=944aa897499a40d89c0ff14bae6aa59b>
- II.A.2-19 Film Program Review Fall 2018
<https://surveys.smccd.edu/ShowResponse.aspx?doid=b915062bf66a44cabddec048349242da&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.2-20 Faculty Handbook description of the Institutional Planning Committee, p. 5
http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2018-19.pdf
- II.A.2-21 Minutes of meeting where ASGC discusses Prog Revs / spreadsheet
- II.A.2-22 Some flex activity that emerges from the discussion
- II.A.2-23 IPC meeting 3/17/2017
http://collegeofsanmateo.edu/institutionalcommittees/ipc/2017-03-17_IPCMeetingSummary.pdf
- II.A.2-24 Guided Pathways Work Plan 2018-2019
http://collegeofsanmateo.edu/guidedpathways/docs/CSM_GPWorkPlan_2018-

[2019.pdf](#)]

- II.A.2-25 Guided Pathways At CSM: Strengthening High School Partnerships
http://collegeofsanmateo.edu/guidedpathways/docs/2018-04-12_GPatCSM_BoardStudySession.pdf
- II.A.2-24 Placement information is at our Assessment site at
<http://collegeofsanmateo.edu/assessment/>, form
<http://collegeofsanmateo.edu/forms/docs/counseling/AlternateAssessmentForm2017-2018.pdf>]
- II.A.2-26 English Program Review Fall 2018,
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45ba972416264f1798060216bec1a8c7&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.2-28 Math Program Review Fall 2018,
<https://surveys.smccd.edu/ShowResponse.aspx?doid=c4c8f444edc64c62aa158d7d2f0250db&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.2-29 Writing Center, <http://collegeofsanmateo.edu/writing/>
- II.A.2-30 Learning Center <http://collegeofsanmateo.edu/learningcenter/>
- II.A.2-31 Supplemental Instruction Program <http://collegeofsanmateo.edu/si/>
- II.A.2-32 IPC report 10/20/17 http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_AnnualReview_SupplInstruction.pdf
- II.A.2-33 Math Jam <https://collegeofsanmateo.edu/mathjam/>
- II.A.2-34 Word Jam <http://collegeofsanmateo.edu/wordjam/>
- II.A.2-35 Learning Communities site <http://collegeofsanmateo.edu/learningcommunities/>
- II.A.2-36 Promise Scholars Program <http://collegeofsanmateo.edu/promise/>
- II.A.2-37 IPC reviews for 2017-2018 <http://collegeofsanmateo.edu/ipc/2017-2018.asp>
4/20/18 Promise Scholars Program
International Students Taskforce
12/12/17 Puente
11/17/17 Writing in the End Zone

10/20/17 Honors Project
Supplemental Instruction (SI)
10/6/17 Umoja
Mana

II.A.2-38 Center for Academic Excellence <http://collegeofsanmateo.edu/cae/>

II.A.2-39 Flex day agenda January 2018
<http://collegeofsanmateo.edu/professionaldevelopment/docs/flexday/jan2018/FinancialGridAgenda.pdf>

II.A.2-40 Flex day agenda March 2018
<http://www.collegeofsanmateo.edu/calendar/events/index.php?com=detail&eID=20780>

II.A.2-41 New Faculty Institute page
<http://collegeofsanmateo.edu/cae/newfacultyinstitute.asp>

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

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The College is committed to an assessment process that

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

As a 10+1, faculty-driven process, assessment is coordinated by the Academic Senate through its subcommittee, the College Assessment Committee [II.A.3-1, 2], which is chaired by a faculty Student Learning Outcomes Assessment Coordinator (SLOAC). Sometimes partnering with other

committees and constituents focusing on supporting student success through sound curriculum and innovative pedagogy (Committee on Academic Excellence, the Equity and Distance Education coordinators, the learning communities, the Curriculum Committee), the College Assessment Committee offers workshops and resources for faculty engaged in assessment, and it communicates assessment results, both as part of the planning process, and to the campus community [II.A.3-3].

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

EVIDENCE OF MEETING THE STANDARD

Officially approved and current course outlines including identified student learning outcomes:

1. All courses, programs and services culminate in learning outcomes defined by faculty (or, in the case of service learning outcomes, by faculty and staff). Defined outcomes are a required component of course or program creation, and are published in Curricunet as a part of the program description (for degrees or certificates) or as part of the official Course Outline of Record [II.A.3-5]. Learning outcomes are also included in course syllabi, which are subject to internal audits to ensure that required elements are included [II.A.3-6]; program outcomes are published in the Catalog [II.A.3-7].
2. The College has published Institutional Learning Outcomes (which include the General Education Learning Outcomes) that define the core competencies students should develop as the result of a sustained pattern of study (whether GE degree requirement, or transfer pattern). These are published on the College website, and in the College Catalog [II.A.3-8, 9].
3. Learning centers and student services define learning outcomes for activities where there is instructional content (e.g., workshops). Services also define Service Area Outcomes (SAOs) where these better suit the goal of assessing the effectiveness of the service. (Student services outcomes are discussed in II. C.)

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

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

Our assessment process has recently evolved, as described below.

DRAFT

Recent revision of institutional procedures

The College's institutional assessment procedures have recently been evaluated and revised. In its improved form, SLO assessment does not function as audit but rather as an institutional vehicle for continuous improvement in student learning, and – in the spirit of Guided Pathways – an opportunity for faculty to assess student learning from milestones that matter more to students, beyond individual courses or services (e.g. completion of transfer pattern, degrees, or certificates).

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

Beginning in Fall 2015, the College Assessment Committee embarked on a College-wide series of dialogs to evaluate and improve our SLO assessment process. (This was partly in response to the need to come up with a disaggregated method of course-level SLO data collection that would support a constructive assessment process [II.A.3-13]²). This led to a number of improvements:

Changes to data entry: A group of faculty and administrators looked at ways to improve our data management system, ultimately setting up and customizing our own version of TracDat in Spring 2015 [II.A.3-14].

Changes to the assessment process: More consequential was our review of our assessment process. This included extensive, open-ended cross-campus forums, in workshops [II.A.3-15, 16] division meetings [II.A.3-17] and in-depth discussion with a variety of faculty and staff groups [II.A.3-18, 19, 20]. In addition, in 2016-2017, the Student Learning Outcomes Assessment Coordinator (SLOAC) conducted 57 interviews with virtually all SLO leads from instructional disciplines, to hear from faculty and staff about their experiences with assessment [II.A.3-21]. The goal was to evaluate our current assessment process, see what could be improved, and make those improvements, while continuing to comply with

² One important factor here was the need to revise our institutional procedures to comply with the disaggregation requirement of I.B.6, which would have required many services and departments to change how and why they collected SLO data. The College Assessment Committee needed to find out which departments or services would need to change their procedures, and how best to help them. This effort began with interviews with all SLO leads, described above, and culminated in an experiment with blanket, disaggregatable data collection in Fall 2017.

accreditation standards. (Student services and learning center faculty and staff were interviewed in Fall 2016; the results are discussed in II.C.)

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

In Spring 2018, after over a year of consultation and discussion, faculty approved revisions to our institutional procedures [II.A.3-23]. Specifically:

- The language in Program Review has been revised, directly reflecting the assessment requirements [II.A.3-24];
- Rather than giving faculty rules about data gathering and leaving it to them to see trends and patterns in that data, the new process asks faculty to identify specific assessment goal or goals for the year, to gather data that will achieve that goal, and to communicate the results. The emphasis is on program-level assessments that help faculty drill down to areas of concern in the program [II.A.3-25]. For example, an assessment of the Yoga Teacher Training Certificate revealed that students felt the need for more experience teaching yoga in a gym setting; the course curriculum will be adjusted accordingly [II.A.3-26].

Faculty complete an annual “Assessment Plan” as an informal way to keep track of research questions [II.A.3-27, 28]; a detailed discussion of results is communicated in Program Review. This permits faculty to conduct more purposeful and focused assessments.

- There is more emphasis on interdisciplinary assessment. Institutional outcomes, including general education outcomes, form a particularly relevant assessment point for many instructional faculty, whose disciplines may only award a handful of degrees each year, but who serve thousands of students as part of their General Education pattern (English and Math are the obvious examples). Faculty are encouraged to participate in ILO assessment workshops [II.A.3-29] and to engage in, and document, interdisciplinary collaborations over shared concerns in student learning. For instance, the English and ESL departments worked together to establish shared standards in writing to smoothe the path from ESL 400 to ENGL 100/105 (the first transfer composition course) [II.A.3-30, 31, 32, 33].
- Faculty receive more structured institutional support, in the form of workshops, and activities targeting course, service, program and institutional assessment [II.A.3-34], as well as a stronger routine around assessment planning.
- The institutional planning process around Program Review has also evolved, with the Academic Senate, Assessment Committee and Center for Academic Excellence faculty

analyzing Program Reviews to determine areas where support is needed, and where successful assessment (and other) activities can be communicated (through flex activities, as well as an Assessment Report) [II.A.3-35, 36].

- There is more emphasis on “closing the loop” – i.e., on activities that improve student learning [II.A.3-37].

Current assessment procedure

The assessment calendar: To clarify and systematize assessment, the College is instituting an assessment calendar [II.A.3-37a]. Disciplines, services and learning centers formulate assessment plans in Fall [II.A.3-38], which are reviewed in Spring [II.A.3-39]. The initial assessment plan identifies a research question that will guide the assessment; discipline faculty identify an area of student learning (degree or certificate outcomes, the learning goals of a key course sequence, learning in a specific group of students etc.) which they need to assess. Over the Fall and Spring semesters, the relevant data is gathered by discipline faculty, in the form of student surveys, embedded assignments, curricular revision (of the language and/or alignment of learning outcomes), or other data as appropriate. Faculty may also draw on data supplied by the College, in the form of Key Success Indicators (disaggregated rates of success, completion, transfer etc.). This data is collected and analyzed, giving a snapshot of overall student learning in the area prioritized by faculty, and (if necessary) directing faculty attention towards specific course or program outcomes which might need revision or scrutiny. Faculty may conclude the assessment in Spring, or continue it into the next academic year. The results of assessments are discussed in the biennial Program Review, along with any activities intended to better understand or improve student learning at the discipline level [II.A.3-40].

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

Learning outcomes assessment for General Education / Institutional outcomes: *Institutional / General Education assessment:* Institutional Learning Outcomes are routinely assessed in flex day faculty workshops organized by the College Assessment Committee (see below). In addition, discipline and service faculty are encouraged to participate in interdisciplinary or institutional

assessment activities focused on shared concerns over student learning (for example, the English and ESL department collaborated to review student learning and integrate standards for students moving from the ESL composition sequence into the transfer-level composition sequence [II.A.3-41]; also, English and Philosophy faculty teamed up to make a learning community focused on “Fake News,” and addressing a shared critical thinking goal) [II.A.3-42].

Faculty have explored a number of ways to approach institutional assessments: holding interdisciplinary discussions around a shared outcome and drawing data from course-level assessments [II.A.3-43]; and organizing extracurricular, interdisciplinary student activities to gauge student competencies [II.A.3-44, 45]. New strategies are still in development, notably embedding assessment activities into cohort learning community populations [II.A.3-46].

Currently, interdisciplinary assessments focus on the following:

- Building on a model piloted in Fall 2015 [II.A.3-47, 48], an interdisciplinary team of faculty, working on a specific institutional outcome, create a common rubric relevant to their disciplines, and use it to gather data. Data is to be gathered in Fall, and the results published and discussed in Spring [II.A.3-49].
- Institutional student learning outcomes have also been assessed through a College-wide student survey. Student responses to the 2016 Campus Climate and Satisfaction Survey indicate that students are strongly confident (with a range of positive responses from 96.6% to 98.9%) about their achievement of learning outcomes [II.A.3-50].

Faculty continue to work to create assessment activities that involve direct observation of student work, that yield meaningful data, and that lead to robust, productive, interdisciplinary dialog about student learning [II.A.3-51].

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

In addition, the College Assessment Committee produces a report summarizing both the assessment activities reported in Program Review, and others that fall outside of specific department or service areas (i.e., institutional assessments). The Assessment Committee’s report is submitted to both ASGC and IPC to guide discussion and planning [II.A.3-52]

Communication of assessment procedures and results: A key part of assessment is communicating results to the wider campus, to help faculty understand how their specific discipline or service-level work contributes to student learning outcomes. Along with institutional discussions at the Academic Senate, College Assessment Committee, Center for Academic Excellence Committee and the Institutional Planning Committee, the Assessment Report communicates assessment activities to the wider College community. In addition, the SLOAC

makes regular division presentations and individual visits with faculty to support assessment procedures [II.A.3-53, 54, 55, 56, 57].

Another key part is communicating information about SLOs to students. As an institutional requirement, learning outcomes are included in each syllabus [II.A.3-58]. In addition, the College Assessment Committee, Curriculum Committee and Academic Senate Governing Council all have student representation [II.A.3-59].

EVALUATION AND ANALYSIS

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

It should be added that, although CSM has been in compliance with the standard’s assessment requirements for some years, this approach to assessment is new. The Fall 2018 Program Review cycle is the first in which faculty are asked to report on assessment projects – projects they may not have formulated in 2017 or 2016, when the SLO process mostly required data gathering and non-specific “analysis.” Hence the Program Reviews, in many cases, are stronger on what faculty are planning to find out through assessment than they are on what faculty have already *done* with assessment. We plan to evaluate the new assessment process during the current Program Review cycle, to gauge whether it successfully drives local and institutional improvements in student learning, and to look for ways in which the process can be made stronger and more effective [II.A.3-60]. The goal is that by Fall 2020, when the next round of Program Reviews will be submitted, faculty will have become acculturated to the climate of continual and creative assessment, and with strong institutional support in the form of regular workshops and reports, should be participating in assessment activities at all levels.

EVIDENCE LIST FOR II.A.3

- | | |
|----------|--|
| II.A.3-1 | Faculty Handbook, p. 12
http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2018-19.pdf |
| II.A.3-2 | College Assessment Committee
http://collegeofsanmateo.edu/sloac/assessment_committee.asp |

- II.A.3-3 Assessment Handbook, p. _____
- II.A.3-4 For example, a workshop on assessment strategies for program and institutional outcomes – [website link](#)
- II.A.3-5 For example, Course Outline for MATH 110
- II.A.3-6 ~~Evidence of internal audit of Deans' audit of syllabi~~ For example, Language Arts Division Fall 2018 syllabus checklist
- II.A.3-7 Program outcomes are easily retrieved at the Catalog <http://catalog.collegeofsanmateo.edu/current/>
- II.A.3-8 Institutional Learning Outcomes http://collegeofsanmateo.edu/sloac/slos_ge.asp
- II.A.3-9 Institutional Learning Outcomes, catalog <http://catalog.collegeofsanmateo.edu/current/statements-slos/slo.php>
- II.A.3-10 For example, here is the email sent to Language Arts Division Faculty in Fall 2018
- II.A.3-11 For example: Email from Jennifer Taylor-Mendoza to all faculty, Friday 5/26/2017
- II.A.3-12 for example: Ethnic Studies program review 2016 https://www2.collegeofsanmateo.edu/programreviewapp/public/view_pr/409
- II.A.3-13 For example: Here is the Division presentation made in October 2017 to support a new assessment process – “SLOs Without Tears” <http://collegeofsanmateo.edu/sloac/resources.asp>, aimed at gathering disaggregatable SLO data.
- II.A.3-14 For an example of the process: email ~~from Madeleine Murphy to~~ with Dave Choban at Nuventive, 2/21/2016
- II.A.3-15 Workshop flyer: “Beyond Compliance,” Flex Day, 1/21/2015
- II.A.3-16 Workshop PowerPoint: “The Future of Assessment at CSM,” Flex Day, 8/14/2015

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- II.A.3-17 For example, [agenda for the](#) Math/Science Division meeting on 9/7/2017 – [also, the accompanying](#) “SLO data packet”)
- II.A.3-18 Discuss at Academic Senate 5/10/16 – minutes https://collegeofsanmateo.edu/academicsenate/docs/2015-2016/2016.05.10_ASGC_minutes.pdf
- II.A.3-19 College Assessment Committee minutes 11/27/17 http://collegeofsanmateo.edu/sloac/docs/2017-11-27_CACMeetingSummary.pdf
- II.A.3-20 College Assessment Committee minutes 4/2/18 http://collegeofsanmateo.edu/sloac/docs/2018-04-02_CACMeetingSummary.pdf
- II.A.3-21 Summary of responses from interviews with SLO leads, Spring 2016
- II.A.3-22 [College Assessment Committee report](#): “Creating an Assessment Cycle – April 2016”
- II.A.3-23 Academic Senate minutes, 5/8/2018 – discussion of the new SLO approach https://collegeofsanmateo.edu/academicsenate/ASGCApprovedMinutes5_8_18.pdf
- II.A.3-24 Program Review forms <http://collegeofsanmateo.edu/programreview/>
- II.A.3-25 **Assessment Handbook**
- II.A.3-26 Kinesiology/Athletics/Dance Program Review Fall 2108 <https://surveys.smccd.edu/ShowResponse.aspx?doid=6558d8495f394ed2abebf0b36c670160&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.3-27 Assessment Plan: Accounting, 2018-2019
- II.A.3-28 **Assessment Plan: English, 2018-2019**
- II.A.3-29 “Effective Communication, Critical Thinking, and Quantitative Reasoning” – Flex day, August 2018 <http://collegeofsanmateo.edu/sloac/>
- II.A.3-30 English Program Review, <https://surveys.smccd.edu/ShowResponse.aspx?doid=45ba972416264f1798060216bec1a8c7&s=7dfd5d861cab40c698ca342141e96fec>

- II.A.3-31 ESL Program Review,
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45c0e67e3a6147feaae4b6bea671d488&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.3-32 English Summary of English-ESL norming session, October 2017
- II.A.3-33 ESL Summary of English-ESL norming session, October 2017
- II.A.3-34 [Flex day workshops /trainings](http://collegeofsanmateo.edu/sloac/assessment_calendar.asp)
http://collegeofsanmateo.edu/sloac/assessment_calendar.asp
- II.A.3-35 Minutes, Academic Senate review of Program Review
- II.A.3-36 Assessment Report – Spring 2019
- II.A.3-37 Assessment Toolkit: Assessing Your Program
- II.A.3-37a [Assessment calendar \(like from planning manual\)](#)
-
- II.A.3-38 Assessment Plan [form](#)
- II.A.3-39 Program Review Progress Report
<http://collegeofsanmateo.edu/programreview/programreviews2018.asp>
- II.A.3-40 Assessment at CSM: FAQs
- II.A.3-41 ESL Program Review,
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45c0e67e3a6147feaae4b6bea671d488&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.3-42 Philosophy Program Review, Question 3b:
<https://surveys.smccd.edu/ShowResponse.aspx?doid=8c0ea9ec0fcd437db6037600c81ac83f&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.3-43 “Effective Communication, Critical Thinking and Quantitative Reasoning” -
<http://collegeofsanmateo.edu/sloac/>
- II.A.3-44 [Flyer, “Climate Change: A Silver Lining?”](#) - Spring 2017 [ILO](#) activity
- II.A.3-45 Flyer, “Smartphone: Friend or ~~f~~oe?” – [Spring 2018 ILO activity](#)

- II.A.3-46 ~~Email, SLOAC to Year One Promise Coordinator, April 20 2018~~ Promise Scholars Program bonding / ILO activity – Spring 2019
- II.A.3-47 General Education assessment Fall 2015: cover letter
- II.A.3-48 General Education assessment Fall 2015: results
- II.A.3-49 Assessment Report, Spring 2019
- II.A.3-50 Student Campus Climate and Satisfaction Survey, http://collegeofsanmateo.edu/institutionalresearch/docs/studentcampusclimatesurveys/2016fa/Student_CCSS-GESLOs_2016.pdf
- II.A.3-51 Workshop, “What Are They Learning? Taking Assessment Beyond the Classroom,” August 2018 <http://collegeofsanmateo.edu/sloac/>
- II.A.3-52 Assessment Report, Spring 2019
- II.A.3-53 [LSC3 Minutes 10/2/2018](#)
- II.A.3-54 Minutes, Language Arts division meeting 9/17/2018
- II.A.3-55 Minutes, Student Services Council meeting, 10/9/2018
- II.A.3-56 [Agenda](#), Math/Science division meeting, 9/8/2017
- II.A.3-57 Creative Arts/Social Sciences division meeting, 9/13/2017: [agenda, meeting notes and slides](#)
- II.A.3-58 For example, the Language Arts Division summer memo, 6/7/2018 [For example,](#)
- II.A.3-59 Faculty Handbook, description of Academic Senate committees, p. 12 http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2018-19.pdf
- II.A.3-60 Evidence of evaluation of process (define)

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

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

EVIDENCE OF MEETING THE STANDARD

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

The pre-collegiate curriculum has traditionally directly supported students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. However, the College as a whole is moving away from placing underprepared students in their own pre-transfer curricula, and instead is focused on integrating these students into entry-level college classes. The English and Math departments, very much the gatekeepers for transfer-level work, have both all but eliminated developmental courses (comparing Fall 2015 to Fall 2017, English's pre-transfer course sections dropped from 31 to 11, while the number of sections in the expanded and supported entry-level English class rose from 7 to 17 [II.A.4-2]; meanwhile, the Math department has eliminated its pre-transfer curriculum altogether. Faculty have been working, and will continue to work, to evaluate the success of this model [II.A.4-3, 4]

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

- The ESL Center has broadened its instructional services to include all ESL students, not just those taking courses with a TBA requirement [II.A.4-5]. Faculty have also incorporated metacognitive and reading strategies into all of their writing courses.
- With support from the ACCEL initiative and the Basic Skills Committee, the ESL Department offered its first Word Jam to students in Summer 2018 [II.A.4-6], along with the summer Math Jam [II.A.4-7]. The Jam welcomed new students to campus, teaches pre-semester intensive English and study skills, and provides a multiple measure of placement to ensure students were starting at the most advanced but appropriate level for them to

transition into college-level coursework.

- The College has expanded its academic support services to include embedded tutoring and counseling, peer tutoring in our Learning Center [II.A.4-8] and various discipline-specific centers and labs [II.A.4-9]. A Supplemental Instruction program [II.A.4-10] places peer tutors in Math, Writing and ESL centers to work with students in pre-collegiate or entry-level courses [II.A.4-11].

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

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

ANALYSIS AND EVALUATION

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

However, an extensive developmental curriculum is no longer the means by which the College seeks to help underprepared students successfully complete their degree or certificate goals. In this area, the College is ahead of the curve. Well before AB705 forced a state-wide rethink of how best to support underprepared students, the English department had greatly scaled back its

developmental offerings, changed its cut scores, and correspondingly expanded enrollment in an extended, four-unit freshman English course (ENGL 105). The Math department has now redesigned its program, and the ESL department are revising their curriculum to comply with AB705 [II.A.4-18]. Almost all of CSM’s learning communities focus on supporting underprepared student populations [II.A.4.19]. Going forward, the College will continue to focus on creating transitions (through dual enrolment or summer “jams”); redesigning freshman-level curricula to include increased academic support (through the Learning Center, the labs and services, and the Library); through redesigned freshman prepared students, their work with transitional programs like Early College or summer “jams;” through promoting interdisciplinary and inter-college collaborations through the assessment process (see II.A.3); and through and the developing emphasis on Guided Pathways.

Evidence List for II.A.4

- II.A.4-1 Catalog <http://catalog.collegeofsanmateo.edu/current/>

- II.A.4-2 Schedule, Fall 2017
http://collegeofsanmateo.edu/schedule/docs/schedules/CSM_Fall_2017_Schedule_of_Classes.pdf
 Schedule, Fall 2018
https://webschedule.smccd.edu/schedule/csm_glance_201808.pdf

- II.A.4-3 Program Review, Mathematics – Q4: Planning
<https://surveys.smccd.edu/ShowResponse.aspx?doid=c4c8f444edc64c62aa158d7d2f0250db&s=7dfd5d861cab40c698ca342141e96fec>

- II.A.4-4 Program Review, English – Q4: Planning
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45ba972416264f1798060216bec1a8c7&s=7dfd5d861cab40c698ca342141e96fec>

- II.A.4-5 ESL Program Review
http://collegeofsanmateo.edu/programreview/docs/esl/2016fa/2016-2017_English_As_A_Second_Language_Program_Review.pdf

- II.A.4-6 Word Jam <http://collegeofsanmateo.edu/wordjam/>

- II.A.4-7 Math Jam <https://collegeofsanmateo.edu/mathjam/>
- II.A.4-8 <http://collegeofsanmateo.edu/learningcenter/>

- II.A.4-9 <http://collegeofsanmateo.edu/labs/>

- II.A.4-10 Supplemental Instruction, <http://collegeofsanmateo.edu/si/>
- II.A.4-11 Annual Review of College Initiatives: Supplemental Instruction – IPC minutes, 10/20/2017
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_AnnualReview_SupplInstruction.pdf
- II.A.4-12 Guided Pathways information <http://collegeofsanmateo.edu/guidedpathways/>
- II.A.4-13 English and Math Alternate Assessment Form,
<http://collegeofsanmateo.edu/forms/docs/counseling/AlternateAssessmentForm2017-2018.pdf>
- II.A.4-14 Middle College <http://collegeofsanmateo.edu/middlecollege/>
- II.A.4-15 Academic Senate, minutes, discussion of Early College
https://collegeofsanmateo.edu/academicsenate/AS_minutes_10242017.pdf
- II.A.4-16 English summary of English-ESL norming session, October 2017
- II.A.4-17 ESL summary of English-ESL norming session, October 2017
- II.A.4-18 ESL Program Review, Fall 2018
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45c0e67e3a6147feaae4b6bea671d488&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.4-19 Learning Communities <http://collegeofsanmateo.edu/learningcommunities/>

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

EVIDENCE OF MEETING THE STANDARD

The Curriculum Committee, governed by Board Policy [II.A.5-1] ensures that degrees and programs follow practices common to higher education. Degree programs comply with the rules laid down by Title 5 Section 55063 for depth, breadth, rigor and course sequencing, as outlined in the General Education handbook [II.A.5-2] and the Curriculum Committee website, under “Course

Submission Instructions” [II.A.5-3]. Degrees require 60 units, including at least 18 pertaining to the major, the rest composed of general education courses that support the core competencies outlined in the General Education Learning Outcomes, and that meet the area requirements for IGETC and CSU/UC [II.A.5-4]. The curricular process includes the six-year review of co- and prerequisite courses, as required by Title 5 [II.A.5-6]. Programs and courses are submitted to the State Chancellor’s Office for approval.

ANALYSIS AND EVALUATION

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

EVIDENCE LIST FOR II.A.5

- | | |
|----------|---|
| II.A.5-1 | Board Policy 6.13.1
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/6_13.1.pdf |
| II.A.5-2 | General Education Handbook, p. 6
http://collegeofsanmateo.edu/committeoninstruction/docs/GENERAL%20EDUCATION%20HANDBOOK-FINAL%20-%209-2013.pdf |
| II.A.5-3 | Committee on Instruction, Course Submission Instructions
http://collegeofsanmateo.edu/committeoninstruction/coursesubmission.asp |
| II.A.5-4 | Catalog, p. 96 http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2017-18_Catalog.pdf |
| II.A.5-5 | Curriculum Handbook, p. 4
http://collegeofsanmateo.edu/committeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf |

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

EVIDENCE OF MEETING THE STANDARD

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

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

Accelerated path to degree completion: The College has also embraced a number of strategies to help students complete their degrees in a timely manner, including accelerated paths into transfer-level English and Math courses [II.A.6-14, 15] and Guided Pathways [II.A.6-16, 17].

Division scheduling: Division deans are tasked with ensuring that course offerings match enrollment needs. Enrollment reports are sent out to all deans, who consult with the Vice President of Instruction and discipline faculty to determine the appropriate numbers of sections and courses. Division scheduling also ensures that students can take the necessary classes without gaps or conflicts. For example, representatives of all departments in the Math/Science division meet every three years to map out course offerings to avoid conflicts between needed pre-requisites – as exemplified by the Math/Sci schedule for 2018-2022 [II.A.6-18, 19, 20].

At the discipline level, there is planning to ensure that even where enrollment only justifies a small number of courses, these are coordinated to serve majors. The English department, for instance, organizes its literature courses on a two-year rotation to ensure that English majors can take courses required by most transfer institutions [II.A.6-21].

Deans also ensure that courses necessary for students to complete a program are offered, even though later courses in a required sequence often see dwindling enrollments as students change majors or educational goals. For example, the College runs the third and fourth classes in the Harmony and Musicianship course sequences despite low enrollment, for the sake of those students for whom these courses form part of the Music major requirements (AA and AA-T) [II.A.6-22]. In the case of the graphic design track of the Digital Media program, students often

find employment before completing a program, so the culminating second year spring internship class is allowed to run when enrollments are in the mid-teens [II.A.6-22, 23].

Another way in which the College ensures that students can complete programs is work with faculty to find room for them in other sections. For example, when a face-to-face sociology class was cancelled prior to the start of the Fall 2017 semester, two students who needed the class to complete fall degrees were given the option of adding into an otherwise full online section of the course [II.A.6-24].

Flexible scheduling (including DE courses): The College's diverse course offerings provides students with multiple options of days, times and modes of delivery in which they can enroll in high-demand courses which enable them to complete degrees and certificates on time with enough flexibility to meet their personal schedules [II.A.6-25].

Distance education is an important resource. The College's most recent DE plan posits a goal of allowing students to complete in a timely manner [II.A.6-26].

In addition, the College is expanding an option of late-start classes – classes that begin in mid-term. These serve students who find they need unit recovery, or who wish to complete sequenced courses in one semester [II.A.6-27].

ANALYSIS AND EVALUATION

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

With the passage of AB705, timely degree completion has become an even more important priority. The College expects to continue to explore creative and diverse scheduling, as well as clearer pathways, to support students in completing their academic goals. The development of Meta Majors and the Guided Pathways format is also key to supporting degree completion.

EVIDENCE LIST FOR II.A.6

- II.A.6-1 District Strategic Plan, <https://smccd.edu/strategicplan/>
- II.A.6-2 Strategic Goal #2, <https://smccd.edu/strategicplan/strategic-goal-2.php>
- II.A.6-3 Board of Trustees meeting, discussion of metrics - 9/12/2018
<https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Minutes/2018-09-12Minutes.pdf>
- II.A.6-4 Instructional Deans – meeting agenda 8/18/2017
- II.A.6-5 Instructional Deans – meeting agenda 1/23/2018
- II.A.6-6 Instructional Deans – meeting agenda 3/6/2018
- II.A.6-7 Instructional Deans – meeting agenda 3/7/2017
- II.A.6-8 Instructional Deans – meeting agenda 12/5/2017
- II.A.6-9 Instructional Deans – meeting agenda 2/6/2018
- II.A.6-10 Instructional Deans – meeting agenda 1/23/2018
- II.A.6-11 Music major, <http://collegeofsanmateo.edu/music/musicmajor.asp>
- II.A.6-12 English major literature rotation Fall 2018-Spring 2020
- II.A.6-13 Digital Media,
http://collegeofsanmateo.edu/digitalmedia/docs/DegreeRequirementSheet_Graphic.pdf
- II.A.6-14 English Program Review
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45c0e67e3a6147feaae4b6bea671d488&s=7dfd5d861cab40c698ca342141e96fec>

II.A.6-15	Math Program Review https://surveys.smccd.edu/ShowResponse.aspx?doid=c4c8f444edc64c62aa158d7d2f0250db&s=7dfd5d861cab40c698ca342141e96fec
II.A.6-16	Instructional Deans – meeting agenda 6/13/2017
II.A.6-17	Guided Pathways – Planning report (draft) https://docs.google.com/document/d/1JBWFTrc29wobxCF9J49fUQfRh8TkXTxYUC6c-WveuCo/edit
II.A.6-18	Math/Science core schedule https://docs.google.com/presentation/d/1cvFWFxZmQ-gDbmFf766iVZ7s6wXRYAyULOC7DDnAIUw/edit#slide=id.p
II.A.6-19	Core Fall schedule https://docs.google.com/spreadsheets/d/1S505yPBo8GKKiHNTMXSliiNIVAZGdk8jilOtN48mEFo/edit#gid=1549398651
II.A.6-20	Core Spring schedule https://docs.google.com/spreadsheets/d/1gimh1Z1rxFFWmm68Ab-IW0ehfRH00Dfbl8bG8WOybxY/edit#gid=1256073938
II.A.6-21	English major literature rotation Fall 2018-Spring 2020
II.A.6-22	harmony & music class enrollment numbers Marked Fall 2018 Enrollment Report 9-4-2018
II.A.6-23	get enrolment for digital media classes from F18 Marked Spring Enrollment Report 2018 2-5-2018
II.A.6-24	Dean/faculty e Where's the evidence for this? – need email from sociology profmail exchange (redacted) re SOCI 105
II.A.6-25	Catalog http://catalog.collegeofsanmateo.edu/current/
II.A.6-26	Distance Education Plan, Goal #6
II.A.6-27	Late start courses: http://collegeofsanmateo.edu/schedule/docs/shortcourses_spring2016.pdf

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

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

EVIDENCE OF MEETING THE STANDARD

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

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

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

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

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

From a larger perspective, online offerings are overseen by the Distance Education and Educational Technology Committee (DEETC), an institutional committee made up of all College constituencies and co-chaired by an instructional technologist [II.A.7-17]. As part of institutional planning, the DEETC's instructional technologist participates in analysis of program reviews by the Institutional Planning Committee, establishing themes, trends and needs for online students. In March 2017, the IPC determined that there was a need to examine distance education offerings to explore ways to close achievement gaps [II.A.7-18, 19]. This serves DEETC's goal of integrating distance education into institutional planning [II.A.7-20].

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

Flexible scheduling:

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

Student support and learning services:

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

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

Commented [LK1]: Additional evidence: minutes from meetings where DE approval procedure is followed.

Examples of COR and syllabi from courses that are taught both in traditional and online modes.

Examples of DE course materials, assignments, activities and assessments

Program review or institutional review of DE and related support services

Program reviews that disaggregate slos data and student achievement by mode of delivery. When achievement gaps are noted in PR's by delivery modes, plans for improvement are addressed.

[Madeleine here – I'm not sure they are, really. I mean, people make a vague gesture, but there's little we can do about gaps around DE on a dept-by-dept basis...]

See pages 59 and 60 of Guide – this standard should focus on modes of deliver and how we monitor and address equity gaps when we see them in online vs. face to face classes and tutoring.

Commented [MM2R1]: OK – see closing paragraph here. It's a work in progress.

ANALYSIS AND EVALUATION

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

Supporting students in distance education remains a work in progress. The success rates in online classes is solid [II.A.7-46] and in some disciplines very strong [II.A.7-47, 48]. However a couple of stubborn issues remain.

One is that online success rates are not evenly spread across population groups, with African-American students in particular not performing as well as other student populations. At the discipline level, faculty who registered the discrepancy have proposed a number of possible ways to address it, such as developing and publicizing more online support options, and ongoing coordination with the Equity Office [II.A.7-49, 50].

The other issue is retention, which the data suggest is a more pressing concern for online courses than student learning. While comparative success rates vary considerably by discipline, online courses at CSM have, overall, slightly higher success rates than on campus . Withdrawal rates, however, tend to be higher for online courses than for face-to-face courses (though they are coming down) [II.A.7-51].

Both trends are likely to emerge as part of the “themes and trends” analysis of Program Review at Academic Senate and the Institutional Planning Committee, held in Spring 2019.

EVIDENCE LIST FOR II.A.7

- | | |
|----------|--|
| II.A.7-1 | Academic Senate, minutes 2/13/2018
https://collegeofsanmateo.edu/academicsenate/Minutes_AS_20180213.pdf |
| II.A.7-2 | Academic Senate Resolution 3/1/2017
https://collegeofsanmateo.edu/academicsenate/Resolution03.01F17_Equity.pdf |
| II.A.7-3 | Integrated Equity Plan
http://collegeofsanmateo.edu/equity/docs/CSM_Integrated_Plan.pdf |
| II.A.7-4 | “Guided Pathways at CSM: Strengthening High School Partnerships Through Intentional Career Pathways” |

- http://collegeofsanmateo.edu/guidedpathways/docs/2018-04-12_GPatCSM_BoardStudySession.pdf
- II.A.7-5 English Program Review
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45c0e67e3a6147feaae4b6bea671d488&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.7-6 Math Program Review
<https://surveys.smccd.edu/ShowResponse.aspx?doid=c4c8f444edc64c62aa158d7d2f0250db&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.7-7 ESL Program Review
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45c0e67e3a6147feaae4b6bea671d488&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.7-8 Basic Skills Initiative <http://collegeofsanmateo.edu/bsi/>
- II.A.7-9 Educational Master Plan, Priorities, p. 5
- II.A.7-10 Evidence that we're preparing a student equity plan? Integrated Student Equity Plan, 2019
- II.A.7-11 Academic Support and Learning Technologies,
<http://collegeofsanmateo.edu/divisionoffices/aslt.asp>
- II.A.7-12 Curriculum Handbook, p. 10-13
<http://collegeofsanmateo.edu/committeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf>
- II.A.7-13 For example, here is the DE supplemental form for ENGL 100:
http://www.curricUNET.com/SMCCCD/reports/distance_ed.cfm?courses_id=8917
- II.A.7-14 Instructional Program Review:
http://collegeofsanmateo.edu/programreview/docs/forms/2018-19_ProgramReview-Instruction.pdf
- II.A.7-15 For example, Film
<https://surveys.smccd.edu/ShowResponse.aspx?doid=b915062bf66a44cabddec048349242da&s=7dfd5d861cab40c698ca342141e96fec>

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- II.A.7-16 Disaggregated quantitative data is shared with faculty at the Program Review website: <http://collegeofsanmateo.edu/programreview/instructional-department.asp>
- II.A.7-17 Distance Education and Educational Technology Committee <http://collegeofsanmateo.edu/institutionalcommittees/deetc.asp>
- II.A.7-18 Summary: Themes and Trends in Fall 2016 Program Review http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_ProgramReviewThemes.pdf
- II.A.7-19 Institutional Planning Committee, minutes 3/17/17 http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_IPCMeetingSummary.pdf
- II.A.7-20 Distance Education plan 2017-2020, Goals #1
- II.A.7-21 Distance Education plan 2017-2020
- II.A.7-22 Late Start / Short classes, Spring 2019 http://webschedule.smccd.edu/schedule/csm_short_201903.pdf
- II.A.7-23 Veterans Services [Veterans Services \(including VROC\)](#)
- II.A.7-24 [Veterans and Veterans' Dependents](#)
- II.A.7-25 International Education Program <http://collegeofsanmateo.edu/international/>
- II.A.7-26 Dream Center <http://collegeofsanmateo.edu/dreamcenter/>
- II.A.7-27 Child Development Center <http://collegeofsanmateo.edu/childcenter/>
- II.A.7-28 Multicultural Center <http://collegeofsanmateo.edu/multicultural/>
- II.A.7-29 Learning Center <http://collegeofsanmateo.edu/learningcenter/>
- II.A.7-30 Learning Support Centers <http://collegeofsanmateo.edu/labs/>

- II.A.7-31 Institutional Planning Committee - Annual Report on College Initiatives: Umoja
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_UmojaProgramHandout.pdf
- II.A.7-32 Institutional Planning Committee - Annual Report on College Initiatives: Mana
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_ManaprogramHandout.pdf
- II.A.7-33 Institutional Planning Committee - Annual Report on College Initiatives: Project Change
- II.A.7-34 Institutional Planning Committee - International Students Task Force Report
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-20_InternationalTaskForceReport.pdf
- II.A.7-35 Institutional Planning Committee - Annual Report on College Initiatives: Writing in the End Zone
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_WEZReviewOfCurrentCollegeInitiatives.pdf
- II.A.7-36 Institutional Planning Committee - Annual Report on College Initiatives: Promise Scholars Program
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_AnnualReview_YearOne.pdf
- II.A.7-37 Institutional Planning Committee - Annual Report on College Initiatives: Puente
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_IPC_PUENTE_data_10-5-17.pdf
- II.A.7-38 Institutional Planning Committee - Annual Report on College Initiatives: Puente (PowerPoint)
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_Puente_IPC_Powerpoint.pdf
- II.A.7-39 Institutional Planning Committee – Minutes 10/20/2017 (learning communities discussion):
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_IPCMeetingSummary.pdf
- II.A.7-40 Equity – note upcoming events <http://collegeofsanmateo.edu/equity/>
- II.A.7-41 For example, the “Enacting Equity: Train the Trainer” workshop series - Flex Day agenda, 10/10/2018

<http://collegeofsanmateo.edu/professionaldevelopment/docs/flexday/oct2018/FinalGridAgenda.pdf>

II.A.7-42 METaS program <http://collegeofsanmateo.edu/metas/staff.asp>

II.A.7-43 MESA program <http://collegeofsanmateo.edu/esa/>

II.A.7-44 Center for Academic Excellence <http://collegeofsanmateo.edu/cae/>

II.A.7-45 For example, the Flex Day agenda, January 11-12 2018
http://collegeofsanmateo.edu/professionaldevelopment/2018-01-12_flexdayarchive.asp

~~II.A.7-46 District Scorecard and Metrics, "Outcome Comparison By Modality," CSM
<https://smccd.edu/strategicplan/scorecard-and-metrics.php>~~

~~II.A.7-47 For example, Astronomy classes online have high success rates
<https://surveys.smccd.edu/ShowResponse.aspx?doid=b80d2293fe134f2d844cf93cee091fde&s=7dfd5d861cab40c698ca342141e96fec>~~

~~II.A.7-48 For example, Political Science classes online have high success rates
<https://surveys.smccd.edu/ShowResponse.aspx?doid=2a09c7984df146cfb1e716c33858317b&s=7dfd5d861cab40c698ca342141e96fec>~~

~~II.A.7-49 For example, Kinesiology/Athletics/Dance
<https://surveys.smccd.edu/ShowResponse.aspx?doid=6558d8495f394ed2abebf0b36c670160&s=7dfd5d861cab40c698ca342141e96fec>~~

~~II.A.7-50 For example, Biology and Health Science
<https://surveys.smccd.edu/ShowResponse.aspx?doid=6e1e7527f7ef409e81a720c215d15983&s=a899154a4b69461f8affb6142451df84>~~

~~II.A.7-51 District Scorecard and Metrics, "Outcome Comparison By Modality"~~

~~II.A.7-46 Scorecard and Metrics: "Outcome Comparison By Modality"
<https://smccd.edu/strategicplan/scorecard-and-metrics.php>~~

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

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

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

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

EVIDENCE OF MEETING THE STANDARD

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

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

Calculation of credit hours: The College calculates credit hours in compliance with Title 5, and with the California Community Colleges Chancellor's Office *Hours and Units Calculations* document [II.A.9-6, 7]. The credit hour is based on a clock hour with a 10-minute passing period

(e.g. 50 minutes). (Note: the Curriculum Handbook contains a typo – the hours-per-unit divisor is 48-54, not 16-18).

Commented [MM3]: Sandra will check with Teresa about this.

Commented [MM4R3]: Sandra, did you? (following up)

ANALYSIS AND EVALUATION

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

EVIDENCE LIST FOR II.A.9

- II.A.9-1 The Catalog publishes the program outcomes for each degree or certificate program: <http://catalog.collegeofsanmateo.edu/current/>
- II.A.9-2 Institutional Learning Outcomes http://collegeofsanmateo.edu/sloac/slos_ge.asp
- II.A.9-3 **Map of course to program outcomes from Tracdat Course-to-Program outcomes map**
- II.A.9-4 Board Policy 6.11.1
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/6_11.1.pdf
- II.A.9-5 Board Policy 6.10.1
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/6_10.1.pdf
- II.A.9-6 Curriculum Handbook, p. 16
<http://collegeofsanmateo.edu/committeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf>
- ~~II.A.9-7 Hours/Units Language for Curriculum Handbook~~

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

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

EVIDENCE OF MEETING THE STANDARD

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

There is a clear process for incoming students seeking credit for external examinations (for instance, the AP exam) [II.A.10-2]; also for students transferring credit from other colleges [II.A.10-3], or from international schools [II.A.10-4]. For students transferring to CSU and UC institutions, the College publishes extensive information and worksheets to support student mobility, consistent with Board Policy and the College's mission [II.A.10-5]. The College has several articulation agreements with other institutions identified on <http://www.assist.org> and also posted on our website [II.A.10-6]. The College supports Guaranteed Transfer Contracts with a number of other institutions [II.A.10-7]. The College catalog includes information on transfer planning, Associate Degrees for Transfer, and the Course Identification numbering system (C-ID) [II.A.10-8].

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

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

ANALYSIS AND EVALUATION

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

EVIDENCE LIST FOR II.A.10

- II.A.10-1 Board Policy 6.24
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/6_24.pdf
- II.A.10-2 Application of external exams
http://collegeofsanmateo.edu/articulation/docs/ExternalExamInformation16-17_SMCCCD_CATALOG.pdf
- II.A.10-3 Transcript Evaluation <https://smccd.edu/transcript/>
- II.A.10-4 Transcript Evaluation – International Schools
<http://collegeofsanmateo.edu/forms/docs/international/InternationalTranscripts.pdf>
- II.A.10-5 Transfer Services <http://collegeofsanmateo.edu/transfer/>
- II.A.10-6 Articulation agreements
<http://collegeofsanmateo.edu/articulation/agreements.asp>
- II.A.10-7 Transfer Services <http://collegeofsanmateo.edu/transfer/>
- II.A.10-8 Catalog, Transfer Planning <http://catalog.collegeofsanmateo.edu/current/transfer-planning/>
- II.A.10-9 Catalog, AS-T degrees <http://catalog.collegeofsanmateo.edu/current/programs/>
- II.A.10-10 [Letter from UC accepting CSM's Honors Project into TAP, 10/12/2015](#)
[Letter from David Laderman, Honors Project director, responding to Tap 3/21/2016 TAP report 19F](#)

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

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

EVIDENCE OF MEETING THE STANDARD

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

1. ● Independent Learning and Development
2. ● Effective Communication
3. ● Quantitative Reasoning
4. ● Critical Thinking
5. ● Social Awareness and Diversity
6. ● Ethical Responsibility and Effective Citizenship.

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

In addition, interdisciplinary collaboration to promote student learning in shared institutional outcomes is a systematic component of the assessment process. Faculty and staff from different disciplines and services are regularly brought together in flex day workshops to discuss and assess institutional outcomes as these pertain to their respective areas [II.A.11-4, 54]. Discipline or service-level collaborations around shared learning outcomes are documented in Program Review. For instance, the English Program Review in Fall 2018 documents a collaboration with ESL over norming assessments for second-language students entering transfer composition classes; also, a collaboration with Philosophy instructors over a “Fake News”-themed learning community which involved aligning curriculum and assessments. [II.A.11-56]. The Film department has been

Commented [LK5]: Additional evidence:

CORs that include institutional or GE outcomes among course level learning outcomes.

MM: CORs don't show the map right now, but they really should – hopefully this can be generated out of Cnet.

Program reviews or other assessments that document student achievement of ILO's

MM: GOT THAT!

Institutional eval or planning documents that report or broadly analyze student achievement of ILO's

MM: COMING SOON: ASSESSMENT REPORT (nothing right now though...)

Documents that identify how to satisfy courses identified in ILOs.

MM: Not sure what this means?

partnering with the Mana learning community, and with International Education, offering courses and content focused on those communities [II.A.11-7].

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

ANALYSIS AND EVALUATION

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

EVIDENCE LIST FOR II.A.11

- II.A.11-1 Institutional Learning Outcomes: http://collegeofsanmateo.edu/sloac/slos_ge.asp
- II.A.11-2 Board Policy 6.10.1
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/6_10.1.pdf
- II.A.11-3 **Map of course to ILO outcomes from Tracdat** [Course-to-ILO outcomes map](#)
- II.A.11-4 "Effective Communication, Critical Thinking & Quantitative Reasoning" – Flex day workshop, Fall 2018 <http://collegeofsanmateo.edu/sloac/>
- II.A.11-5 "Effective Communication, Critical Thinking & Quantitative Reasoning" – Follow-up flex day workshop, March 2019**
- II.A.11-6 English Program Review
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45ba972416264f1798060216bec1a8c7&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.11-7 Flyer, "Pacific Asian Cinema – Youth Cultures and Beyond," FILM 122 (Spring 2018)
- II.A.11-8 Honors Project <https://collegeofsanmateo.edu/honorsproject/>
- II.A.11-9 Labyrinth <https://collegeofsanmateo.edu/honorsproject/thelabyrinth.asp>

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

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

EVIDENCE OF MEETING THE STANDARD

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

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

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

Faculty expertise: Through the curriculum approval process, faculty determine the inclusion of a course in a particular area of general education [II.A.12-7].

Commented [LK6]: Additional evidence:
Course outlines for GE approved course that include relevant GE learning outcomes.

MM: See above

Educational planning documents that outline required GE courses

MM: Not sure what – let's talk?

Program reviews that analyze and evaluate student achievement of GE learning outcomes

MM: Will include from F18.

Institutional reports that broadly analyze student achievement in GE learning outcomes

MM: First one should be due in Spring.

Madeleine: I guess I feel like this question is about curriculum? Or about the philosophy behind ILOs?

ANALYSIS AND EVALUATION

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

EVIDENCE LIST FOR II.A.12

- II.A.12-1 Catalog, “Philosophy of General Education,” Associate Degree Requirements
<http://catalog.collegeofsanmateo.edu/current/aaas-degree-requirements/>
- II.A.12-2 AA Degree Worksheet,
http://collegeofsanmateo.edu/forms/docs/counseling/AAAS_DegreeWorksheet_18-19.pdf
- II.A.12-3 Institutional Learning Outcomes, http://collegeofsanmateo.edu/sloac/slos_ge.asp
- II.A.12-4 Curriculum Committee Handbook, p. 7-14
<http://collegeofsanmateo.edu/committeoninstruction/docs/GENERAL%20EDUCATION%20HANDBOOK-FINAL%20-%209-2013.pdf>
- II.A.12-5 Committee on Instruction (Curriculum Committee), agenda, 3/22/2018
<http://collegeofsanmateo.edu/committeoninstruction/docs/2017-2018/COIagenda3-22-18.pdf>
- II.A.12-6 Curriculum Committee Handbook, p. 15-17
<http://collegeofsanmateo.edu/committeoninstruction/docs/GENERAL%20EDUCATION%20HANDBOOK-FINAL%20-%209-2013.pdf>

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

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

EVIDENCE OF MEETING THE STANDARD

Focused study in each degree program: Degree programs are governed by Board policy, which ensures compliance with Title V [II.A.13-1] and which lay out the requirements for a disciplinary core, as well as a coherent and purposeful general education program [II.A.13-2].

As part of Program assessment, faculty regularly review the alignment between learning outcomes for a degree or certificate, and the learning outcomes of the core and selective courses, to ensure that the program remains current, clear and comprehensive. For example, the Cosmetology Program Review in Fall 2018 reviewed its curriculum outcomes map, as did the English department [II.A.13-3, 4].

ANALYSIS AND EVALUATION

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

EVIDENCE LIST FOR II.A.13

II.A.13-1	Board Policy 6.11 http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/6_11.pdf
II.A.13-2	Board Policy 6.10 http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/6_10.pdf
II.A.13-3	Assessment Handbook – Mapping

- | | |
|-----------|---|
| II.A.13-4 | Cosmetology Program Review Fall 2018
https://surveys.smccd.edu/ShowResponse.aspx?doid=5769ead889dd4f35be7269cb133ee40c&s=a899154a4b69461f8affb6142451df84 |
| II.A.13-5 | English Program Review Fall 2018
https://surveys.smccd.edu/ShowResponse.aspx?doid=45ba972416264f1798060216bec1a8c7&s=7dfd5d861cab40c698ca342141e96fec |

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

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

EVIDENCE OF MEETING THE STANDARD

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

CTE programs meet employment standards: CTE faculty regularly analyze the relevant business market as required by California law [II.A.14-3]. In addition, advisory boards composed of field professionals, faculty from California State University programs and other relevant parties meet with CSM faculty twice a year, in Spring and Fall, to give input on the direction of the curriculum and employer needs [II.A.14-4, 5]. Student preparation for employment is also gauged through

professional internships; for instance, students in the Addiction Studies complete a Field Studies/Semester internship, during which CSM faculty make on-site visits with clinical supervisors as part of a continual evaluation of CSM interns; 90% of students go on to find employment in clinics in the Bay Area) [II.A.14-6].

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

Faculty continue to work to strengthen ties between CTE programs and the employer needs, through initiatives like CSM’s Career and Workforce Hub, connecting students to employers [II.A.14-9] and through a ~~regular~~ industry engagement event [II.A.14-10, 11]. CSM also participates in the State Chancellor’s Strong Workforce Program initiative, a program providing funding for colleges to develop CTE programs that respond to the emerging need for more students who have “completed associate’s degrees, certificates, and/or industry valued credentials to meet workforce demands through at least 2025” [II.A.14-12]. Most recently, five career programs at CSM (in fields of technology, manufacturing, renewable energy, management and entrepreneurship) in earned “Star” status from the statewide Strong Workforce Initiative, indicating that the programs show students can make “significant gains in factors important for advancing social mobility” [II.A.14-123]. The College participates also in the California Community Colleges CTE Launchboard, which aggregates data collected from CTE program completers and skills builders at CSM. Data provides insight into earnings gains as a result of taking courses at the college, whether a student is employed in their field of study, enrollment trends, and completion and transfer rates within specific programs at the college. Data collected can be used to make programmatic decisions to grow effective programs [II.A.14-14].

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CTE programs meet other applicable standards, such as licensure or other requirements: Where students go on to take licensure exams (i.e., in Cosmetology or Nursing) or employment exams (i.e., for Electronics Technology students to get jobs with BART or PG&E), faculty review student success in the exams to gauge the success of their programs [II.A.14-13, 145, 16].

Where students transfer to four-year programs, faculty work to ensure a smooth transition. For example, graduates of CSM’s Nursing program have priority transfer status into San Francisco State University’s Bachelors in Nursing program; a recent survey indicates that one-third of CSM’s graduates go on to complete their Bachelors in Nursing [II.A.14-17].

Programs meet student needs for degree/certificate completion: Courses are scheduled to ensure program completion, and planned over a two-year period. Faculty in some programs are implementing compressed courses to permit students to complete a required sequence of

courses in one semester – Accounting has had considerable success with accelerated online courses [II.A.14-168]. Where programs do see some attrition at higher levels (as in Drafting or Electronics), courses are scheduled to permit enrolled students to complete their degree or certification [II.A.14-179].

ANALYSIS AND EVALUATION

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

EVIDENCE LIST FOR II.A.14

- | | |
|-----------|--|
| II.A.14-1 | For example, Nursing Program Review
http://collegeofsanmateo.edu/programreview/docs/nursing/2016fa/2016-2017_Nursing_Program_Review.pdf |
| II.A.14-2 | Business /Management Program Review
https://surveys.smccd.edu/ShowResponse.aspx?doid=1f05ee2bdb634c278d5d86624ddfda08&s=a899154a4b69461f8affb6142451df84 |
| II.A.14-3 | For example, Accounting Program Review
http://collegeofsanmateo.edu/programreview/docs/accounting/2016fa/2016-2017_Accounting_Program_Review.pdf |
| II.A.14-4 | Advisory Board agenda, Cosmetology |
| II.A.14-5 | Advisory Board minutes, Cosmetology |
| II.A.14-6 | Email, Angela Stocker to SLOAC, 7/31/2018 |
| II.A.14-7 | For example, Cosmetology
https://surveys.smccd.edu/ShowResponse.aspx?doid=5769ead889dd4f35be7269cb133ee40c&s=a899154a4b69461f8affb6142451df84 |
| II.A.14-8 | For example, Fire Technology
https://surveys.smccd.edu/ShowResponse.aspx?doid=bccda1197a9541bfac4cb3e76cefa01c&s=a899154a4b69461f8affb6142451df84 |
| II.A.14-9 | Schedule of Classes, Spring 2019 - Career and Workforce Hub (p. 22)
http://collegeofsanmateo.edu/schedule/docs/schedules/CSM_Spring_2019_Schedule_of_Classes.pdf |

- II.A.14-10 [Business Round Table Invite](#)
- ~~II.A.14-11~~ [CSM Industry Event Plan - May 9 2018](#)
- II.A.14-12 Strong Workforce Initiative <http://collegeofsanmateo.edu/strongworkforce/>
- II.A.14-13 “CSM Career Programs Earn Five ‘Star’ Awards,” *President’s Report to the Board of Trustees*, 9/13/2017, p. 2 http://collegeofsanmateo.edu/president/docs/2017-09-13_CSMPresReport.pdf
- ~~II.A.14-14~~ [California Community Colleges CTE Launchboard](#)
<https://www.calpassplus.org/LaunchBoard/Home.aspx>
- II.A.14-1~~5~~ Nursing Program Review, Fall 2018
<https://surveys.smccd.edu/ShowResponse.aspx?doid=983948f6996045eaa41f6165067ddd6a&s=a899154a4b69461f8affb6142451df84>
- II.A.14-1~~6~~ Electronics Technology Program Review, Fall 2018
<https://surveys.smccd.edu/ShowResponse.aspx?doid=7c950338c2914f8e9612866e1668891c&s=a899154a4b69461f8affb6142451df84>
- II.A.14-1~~7~~ From Nursing’s Program Review in Fall 2016
http://collegeofsanmateo.edu/programreview/docs/nursing/2016fa/2016-2017_Nursing_Program_Review.pdf
- II.A.14-1~~8~~ Accounting Program Review Fall 2018
<https://surveys.smccd.edu/ShowResponse.aspx?doid=9edc96f36f264a5399481b9fab73dd22&s=a899154a4b69461f8affb6142451df84>
- II.A.14-1~~9~~ Evidence for this? [Sent request to heidi](#)

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

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

EVIDENCE OF MEETING THE STANDARD

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

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

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

ANALYSIS AND EVALUATION

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

EVIDENCE LIST FOR II.A.15

- | | |
|-----------|---|
| II.A.15-1 | Program Improvement and Viability Process, description
http://collegeofsanmateo.edu/programreview/piv.asp |
| II.A.15-2 | Board Policy 6.13 http://collegeofsanmateo.edu/programreview/docs/6_13.pdf |
| II.A.15-3 | Board Policy 6.13.1 http://collegeofsanmateo.edu/programreview/docs/6_13.pdf |

- II.A.15-4 “Recommended Tasks,” “Appendix” – Program Improvement Viability Form
http://collegeofsanmateo.edu/programreview/docs/6_13.pdf
- II.A.15-5 Academic Senate 9/22/2009 – discussions over PIV process
- II.A.15-6 Committee on Instruction minutes, 4/10/2008, discussing process:
http://collegeofsanmateo.edu/committeeoninstruction/docs/pre2012/2007-2008_COIMeetingMinutes.pdf
- II.A.15-7 Committee on Instruction minutes, 9/9/2010, discussing process:
http://collegeofsanmateo.edu/committeeoninstruction/docs/pre2012/2010-2011_COIMeetingMinutes.pdf
- ~~II.A.15-8 Committee on Instruction minutes, 9/10/2009, discussing German / Library Studies: http://collegeofsanmateo.edu/committeeoninstruction/docs/pre2012/2009-2010_COIMeetingMinutes.pdf~~
- II.A.15-9 **Planning Manual, PIV process**
- ~~II.A.15-8 Committee on Instruction minutes, 9/10/2009, discussing German / Library Studies: http://collegeofsanmateo.edu/committeeoninstruction/docs/pre2012/2009-2010_COIMeetingMinutes.pdf~~

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

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

EVIDENCE OF MEETING THE STANDARD

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

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

Faculty use Program Review to analyze data on course and program learning outcomes gathered at the discipline level;

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

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

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

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

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

DRAFT

ANALYSIS AND EVALUATION

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

EVIDENCE LIST FOR II.A.16

- | | |
|-----------|---|
| II.A.16-1 | Instructional Program Review text Instructional Program Review text
http://collegeofsanmateo.edu/programreview/programreviews2018.asp |
| II.A.16-2 | For example, Dental Assisting strengthened its curriculum by identifying a learning outcome that needed its own course:
https://surveys.smccd.edu/ShowResponse.aspx?doid=2f51552799f54c61bc98bf816ae0feb&s=a899154a4b69461f8affb6142451df84 |
| II.A.16-3 | For example, Business is planning an overhaul in Fall 2019 of all course and program outcomes to promote coherence:
https://surveys.smccd.edu/ShowResponse.aspx?doid=1f05ee2bdb634c278d5d86624ddfda08&s=a899154a4b69461f8affb6142451df84 |
| II.A.16-4 | For example, Chemistry survey:
https://surveys.smccd.edu/ShowResponse.aspx?doid=862a6cf4a074477785a66db052799c9e&s=7dfd5d861cab40c698ca342141e96fec |
| II.A.16-5 | For example, Communication Studies:
https://surveys.smccd.edu/ShowResponse.aspx?doid=855076767e6b4486befad823f81284a7&s=7dfd5d861cab40c698ca342141e96fec |
| II.A.16-6 | For example, Kinesiology/Athletics/Dance reviewed their Yoga Teacher Training 200-Hour Certificate program and adjusted their curriculum in response to feedback from students
https://surveys.smccd.edu/ShowResponse.aspx?doid=6558d8495f394ed2abebf0b36c670160&s=7dfd5d861cab40c698ca342141e96fec |
| II.A.16-7 | Assessment Handbook / website |
| II.A.16-8 | For example, Political Science:
https://surveys.smccd.edu/ShowResponse.aspx?doid=2a09c7984df146cfb1e716c33858317b&s=7dfd5d861cab40c698ca342141e96fec |

- II.A.16-9 For example, Art 2D:
<https://surveys.smccd.edu/ShowResponse.aspx?doid=427fd0af151b4b55b037477459a538a1&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.16-10 For example, Engineering:
<https://surveys.smccd.edu/ShowResponse.aspx?doid=b3dd85592ea3418d83503d91268f08cc&s=a899154a4b69461f8affb6142451df84>
- II.A.16-11 For example, ESL:
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45c0e67e3a6147feaae4b6bea671d488&s=7dfd5d861cab40c698ca342141e96fec>
- II.A.16-12 For example, Communication Studies:
<https://surveys.smccd.edu/ShowResponse.aspx?doid=855076767e6b4486befad823f81284a7&s=7dfd5d861cab40c698ca342141e96fec>

II.B LIBRARY AND LEARNING SUPPORT SERVICES

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

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

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

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

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

EVIDENCE OF MEETING THE STANDARD

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

Library

Library services are sufficient in quantity, currency, depth and variety to support educational programs, and are accessible to regardless of location or means of delivery: The Library provides student-centered programming, services and access to research materials and technology to support students' academic goals [II.B.1-4].

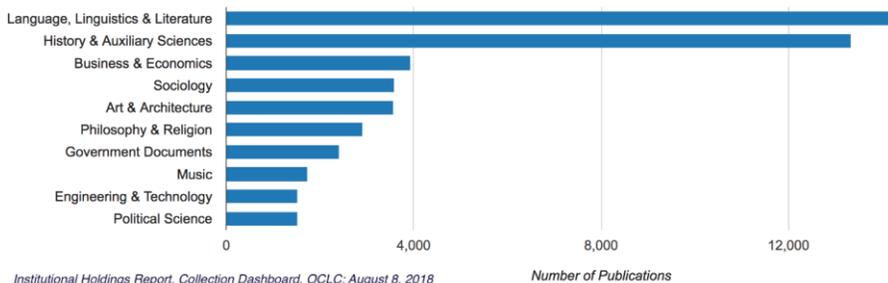
Quantity, currency, depth and variety of library services: The library supports the College mission through its collections, services, and instruction.

Collections: The physical collection includes circulating items, reference resources, print periodical titles, archival material, and college reserves. [II.B.1-5] The size of the collection indicates that library resources are sufficient in quantity, depth, and variety to meet students' educational needs [II.B.1-6]:

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

The number of publications allotted to the ten largest subject collection areas gives an insight into the depth of the library's collection [II.B.1-7]:

College of San Mateo Library
Top Ten Subjects



Institutional memberships enhance the library's resources. The library belongs to the National Network of Libraries of Medicine [II.B.1-8], is designated as a Federal Depository Library [II.B.1-9], and is a member of the Peninsula Library System consortium of 35 libraries sharing resources and

providing additional access to materials and databases across the academic and public libraries in the region [II.B.1-10, 11].

The physical and digital collections are continually reviewed and developed so as to remain current [II.B.1-12, 13]. One third (33%) of the library physical collection was published after 2000, and 17% of the physical collection was published since 2010 [II.B.14]. Likewise, new materials are continuously added to and removed from the digital collections [II.B.1-15].

Services: The library offers a variety of services:

- Reference desk: individual appointments, reference and research assistance, curriculum support [II.B.1-16]
- Makerspace: student-centered spaces and tools supporting prototyping and design [II.B.1-17]
- Access services: circulation, reserves, and interlibrary loan services, as well as textbooks, instructional materials, equipment (calculators, laptops), and hours of operation [II.B.1-18]
- Technical services: Acquisitions, Cataloging, Electronic Resources and Web services; support for library search systems used by online and on-campus students [II.B.1-19]
- Public programs: Student and community engagement through partnerships with other disciplines (Fine Art, to display student work); Digital Media, for poster exhibits; the Puente Club, for Dia de las Muertos activities; the Math/Science division, for the annual Family Science and Astronomy Festival and Makerspace event [II.B.1-20] and student clubs (Architecture, Engineering, Fashion, Origami, Polynesian, and Robotics club) [II.B.1-21, 22, 23]

Instruction: The library has a strong instructional program that supports student learning and achievement, focusing on students' acquisition of information literacy skills based on the Association of College and Research Libraries Framework for Information Literacy for Higher Education (2015) [II.B.1-24] Methods of instruction include

- online topics guides, research tutorials and other videos [II.B.1-25];
- information literacy instruction, through instructional sessions [II.B.1-26] or, to meet the College's Information Competency Proficiency graduation requirement, instruction embedded in coursework [II.B.1-27, 28], presented as a one-unit course [II.B.1-29], or delivered as guidance to students (including an information Competency Proficiency exam [II.B.1-30];
- workshops on particular topics (e.g., correct citation or avoiding plagiarism) [II.B.1-31].
- makerspace instruction sessions integrated into engineering and drafting curricula [II.B.1-32, 33];
- individual instruction sessions at the reference desk [II.B.1-34];
- Training in online tools for teaching and learning [II.B.1-35].

Accessibility regardless of location or means of delivery: The library ensures that its resources, services and instruction are available to students on and off campus. The library holds extensive opening hours, over 56 hours a week during Fall and Spring semesters, and 40 during summer sessions [II.B.1-36]. Reference services are offered during all library open hours. Librarians also offer support in other venues, notably the CSM Learning Center [II.B.1-37], or as an embedded librarian in specific courses (for instance, Nursing or the IDST Honors Seminar) [II.B.1-38, 39]. Student use of library services and resources suggests that the library gets considerable use, with nearly 100,000 in-person visits [II.B.1-40], and more than 1,500 instructional transactions at the reference desk [II.B.1-41].

Off-campus access, for all students but particularly important for distance education students, is equally well supported. The Library’s online collection of databases provide 24/7 remote access to ebooks, journals, magazines, and newspapers, audiobooks, art images, and streaming video [II.B.1-42]:

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

Integrated Postsecondary Education Data IPEDS 2017-2018

The usage or “circulation” of collections demonstrates access to a variety of resource types and means of delivery [II.B.1-43]. Databases, instructional content and services are accessible via the CSM Library website [II.B.1-44]. Librarians are available through chat, text and email [II.B.1-45]. At least one section of LIBR 100 is offered online each semester [II.B.1-46].

Learning Support Services

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

Learning support services are sufficient in quantity, currency, depth and variety to support educational programs, and are accessible to regardless of location or means of delivery: The College’s Learning Center, and the discipline-specific labs and centers, offer faculty instruction, staff support, peer tutoring, curriculum materials, and access to computers and other technical equipment.

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

- Anatomy & Physiology Lab (instructional faculty support, curriculum, hardware) [II.B.1-47]
- Business and Computer Lab (staff support, curriculum, hardware) [II.B.1-48]

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- Computer Information Science Lab (staff support, hardware) [II.B.1-49]
- Communication Studies Center (staff support, hardware) [II.B.1-50]
- CSM Learning Center (instructional faculty and staff support, peer tutors, hardware, curriculum, study space) [II.B.1-51]
- Digital Media Computer Lab (Staff support, hardware) [II.B.1-52]
- Integrated Science Center (instructional faculty and staff support, peer tutors, hardware, curriculum) [II.B.1-53]
- Math Resource Center (staff support, peer tutors, curriculum, hardware) [II.B.1-54]
- ESL Center (instructional faculty and staff support, peer tutors, curriculum, hardware) [II.B.1-55]
- Nursing Skills Lab (instructional faculty support, curriculum, hardware) [II.B.1-56]
- Writing Center (instructional faculty and staff support, curriculum, hardware) [II.B.1-57]

Usage information is available at the LSC3 website [II.B.1-58].

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

- Faculty and/or staff offer individual instruction and discipline-specific workshops [II.B.1-59]; for-credit courses to train peer tutors (LCTR 100), and to help students develop academic and personal skills to support success in college (LCTR 105, LCTR 240) [II.B.1-60]; and Jams – multi-day, intensive instructional programs, taught by faculty, introducing students to important tools or concepts in Math & Science (Math/Science Jam) [II.B.1-61] or in English, for ESL learners (Word Jam) [II.B.1-62]
- Student support comes from a peer tutoring program (certified by the College Reading and Learning Association) [II.B.1-63]
- Student support also comes from Supplemental Instruction (a peer support program helping CSM students succeed in historically challenging courses) [II.B.1-64]
- Online tutoring is also available through NetTutor, an online service integrated into the College’s course management system [II.B.1-65]

Other learning support services include textbook reserve programs, proctoring of exams for DE or other students, and in partnership with student services, financial aid and academic counseling workshops [II.B.1-66, 67]

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

For on campus students, tours and orientations, and opening hours calculated to capture most students’ availability (Monday-Friday until 8:30 p.m., with earlier closing on Friday), make the Learning Center an accessible resource [II.B.1-69]. Other labs and centers follow a similar pattern, though hours vary based on staffing and scheduling of affiliated courses [II.B.1-70, 71, 72]. Usage numbers suggest that the Centers are well-used, with the Learning Center serving more than

6,000 students each year, and other discipline-specific centers collectively serving over 10,000 students annually [II.B.1-72].

Online accessibility is available as learning support to all students, especially distance education students. Many learning support centers offer additional online resources [II.B.1-73]. There is additional tutoring support embedded into the Canvas course management system [II.B.1-74, 75], and the Writing Center offers one-on-one individual instructor remote conferences, usually over Skype [II.B.1-76].

ANALYSIS AND EVALUATION

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

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

Academic support services are a major focus for implementing Guided Pathways. As we continue to build on a culture of wrap-around, collaborative academic support, we are evaluating all services to identify opportunities to scale up and integrate learning support services [II.B.1-77, 78, 79].

Evidence List for II.B.1

- II.B.1-1 ASLT Division
- II.B.1-2 Learning Support Center Coordination Committee (LSC3)
<http://collegeofsanmateo.edu/labs/lsccommittee.asp>
- II.B.1-3 Faculty Handbook, Appendix B: By-Laws of Academic Senate, p. 73
- II.B.1-4 Catalog description of Learning Services
<http://catalog.collegeofsanmateo.edu/current/learning-support/>

Commented [AR7]: I would also think that including Tarana as part of the steering group and myself as a GP committee member demonstrates that we are thinking about strategically, at the start of the process.

Commented [CS8]: I don't know if it has been documented in GP committee meetings, but there has been beginning discussions about how learning support services will be integrated. Of course, it is too soon now to know how this will happen. Mentioning this would integrate with our Quality Focus Essay.

Commented [RS9R8]: We've had discussions in a variety of spaces and presented at Academic Senate about how the new Library Services Platform will support GP, so have documentation on that.

Commented [AR10R8]: I would also think that including Tarana as part of the steering group and myself as a GP committee member demonstrates that we are thinking about strategically, at the start of the process.

- [II.B.1-5 Catalog description of Library
<http://catalog.collegeofsanmateo.edu/current/learning-support/>](#)
- [II.B.1-6 Collections: Resource Table, IPEDs, Section 1](#)
- [II.B.1-7 OCLC Institutional Holdings Report, Collection Dashboard, August 8, 2018](#)
- [II.B.1-8 National Network of Libraries of Medicine: CSM Library Profile Page
<https://nnlm.gov/members/directory/15425>](#)
- [II.B.1-9 Federal Depository Library: CSM Library Directory Profile
<https://catalog.gpo.gov/fdlpdir/FDLPdir.jsp?mode=1&pid=51>](#)
- [II.B.1-10 Peninsula Library System: Member Libraries <http://www.plsinfo.org/library-hours>](#)
- [II.B.1-11 Peninsula Library System Joint Powers Agreement](#)
- [II.B.1-12 Collection Development, Reference manual](#)
- [II.B.1-13 Reference Weeding Assignments](#)
- [II.B.1-14 "One third \(33%\) of the library physical collection was published after 2000, and 17% of the physical collection was published since 2010" evidence?](#)
- [II.B.1-15 Peninsula Library System Gale Database Selections](#)
- [II.B.1-16 Ask A Librarian <https://collegeofsanmateo.edu/library/reference.php>](#)
- [II.B.1-17 Makerspace Studios <https://collegeofsanmateo.libcal.com/>](#)
- [II.B.1-18 Access Services \[http://collegeofsanmateo.edu/library/lib_services.php\]\(http://collegeofsanmateo.edu/library/lib_services.php\)](#)
- [II.B.1-19 Acquisitions: Suggest A Purchase
\[https://collegeofsanmateo.edu/library/purchaserequest_form.php\]\(https://collegeofsanmateo.edu/library/purchaserequest_form.php\)](#)
- [II.B.1-20 Family Science and Astronomy Festival and Makerspace Program](#)
- [II.B.1-21 Robotics Club, Cosmetology, & Makerspace](#)
- [II.B.1-22 Puente Club, Makerspace & Associated Students](#)
- [II.B.1-23 Dia de los Muertos Flyer, Puente Club, Makerspace, & Associated Students](#)
- [II.B.1-24 Library Studies Program Review 2016-2017
\[https://www2.collegeofsanmateo.edu/programreviewapp/public/view_pr/402\]\(https://www2.collegeofsanmateo.edu/programreviewapp/public/view_pr/402\)](#)
- [II.B.1-25 LibGuides <http://libguides.collegeofsanmateo.edu>](#)
- [II.B.1-26 English & Librarian Partner List, Spring 2019](#)

- [II.B.1-27 IDST 110: College 1 course outline](http://www.curricunet.com/SMCCCD/reports/course_outline_html.cfm?courses_id=9872)
http://www.curricunet.com/SMCCCD/reports/course_outline_html.cfm?courses_id=9872
- [II.B.1-28 ENGL 100: Composition and Reading course outline](http://www.curricunet.com/SMCCCD/reports/course_outline_pdf.cfm?courses_id=5610)
http://www.curricunet.com/SMCCCD/reports/course_outline_pdf.cfm?courses_id=5610
- [II.B.1-29 LIBR 100: Introduction to Library Research course outline](http://www.curricunet.com/SMCCCD/reports/course_outline_pdf.cfm?courses_id=6623)
http://www.curricunet.com/SMCCCD/reports/course_outline_pdf.cfm?courses_id=6623
- [II.B.1-30 Information Competency Requirement: Introduction to Information Competency](https://libguides.collegeofsanmateo.edu/ic)
<https://libguides.collegeofsanmateo.edu/ic>
- [II.B.1-31 Drop-In Citation Assistance](https://collegeofsanmateo.libcal.com/event/3319383) <https://collegeofsanmateo.libcal.com/event/3319383>
- [II.B.1-32 ENGR 210 Library Makerspace Instruction](https://collegeofsanmateo.libcal.com/event/4170942)
<https://collegeofsanmateo.libcal.com/event/4170942>
- [II.B.1-33 DRAFT 110 Library Makerspace Instruction](https://collegeofsanmateo.libcal.com/event/4042802)
<https://collegeofsanmateo.libcal.com/event/4042802>
- [II.B.1-34 Annual Library Data Survey](#)
- [II.B.1-35 Academic Support & Learning Technologies Division meeting 4-9-2018](#)
- [II.B.1-36 CSM Library hours](http://collegeofsanmateo.edu/library/) <http://collegeofsanmateo.edu/library/>
- [II.B.1-37 Research Assistance in the Learning Center](https://calendar.collegeofsanmateo.edu/events/index.php?com=detail&eID=21058)
<https://calendar.collegeofsanmateo.edu/events/index.php?com=detail&eID=21058>
- [II.B.1-38 Librarian Role embedded in CANVAS](#)
- [II.B.1-39 Year One: College 1 Curriculum](#)
- [II.B.1-40 2016-2017 Annual Library Data Survey - Chancellor's Office Report](#)
- [II.B.1-41 "more than 1,500 instructional transactions at the reference desk"](#)
- [II.B.1-42 CSM Library Databases](http://www.collegeofsanmateo.edu/library/databases.php) <http://www.collegeofsanmateo.edu/library/databases.php>
- [II.B.1-43 Integrated Postsecondary Education Data System \(IPEDS\) Report 2017-2018](#)
- [II.B.1-44 CSM Library](http://collegeofsanmateo.edu/library/) <http://collegeofsanmateo.edu/library/>
- [II.B.1-45 Ask A Librarian](http://www.collegeofsanmateo.edu/library/reference.php) <http://www.collegeofsanmateo.edu/library/reference.php>

- [II.B.1-46 CSM Fall 2018 Schedule of Classes, LIBR 100: Introduction to Library Research, p17](http://collegeofsanmateo.edu/schedule/docs/schedules/CSM_Fall_2018_Schedule_of_Classes.pdf)
http://collegeofsanmateo.edu/schedule/docs/schedules/CSM_Fall_2018_Schedule_of_Classes.pdf
- [II.B.1-47 Anatomy & Physiology Lab](http://collegeofsanmateo.edu/anatomy/index.asp) <http://collegeofsanmateo.edu/anatomy/index.asp>
- [II.B.1-48 Business Computer Lab](http://collegeofsanmateo.edu/labs/businesscomputercenter.asp)
<http://collegeofsanmateo.edu/labs/businesscomputercenter.asp>
- [II.B.1-49 CIS Computer Lab](http://collegeofsanmateo.edu/labs/cis.asp) <http://collegeofsanmateo.edu/labs/cis.asp>
- [II.B.1-50 Communication Studies Center](http://collegeofsanmateo.edu/communicationstudies/resourcecenter.asp)
<http://collegeofsanmateo.edu/communicationstudies/resourcecenter.asp>
- [II.B.1-51 CSM Learning Center](http://collegeofsanmateo.edu/learningcenter/) <http://collegeofsanmateo.edu/learningcenter/>
- [II.B.1-52 Digital Media Computer Lab](http://collegeofsanmateo.edu/labs/digitalmedia.asp) <http://collegeofsanmateo.edu/labs/digitalmedia.asp>
- [II.B.1-53 Integrated Science Center](http://collegeofsanmateo.edu/labs/isc.asp) <http://collegeofsanmateo.edu/labs/isc.asp>
- [II.B.1-54 Math Resource Center](http://collegeofsanmateo.edu/mrc/) <http://collegeofsanmateo.edu/mrc/>
- [II.B.1-55 ESL Center](http://collegeofsanmateo.edu/eslcenter/) <http://collegeofsanmateo.edu/eslcenter/>
- [II.B.1-56 Nursing Skills Lab](http://collegeofsanmateo.edu/labs/nursing.asp) <http://collegeofsanmateo.edu/labs/nursing.asp>
- [II.B.1-57 Writing Center](http://collegeofsanmateo.edu/writing/) <http://collegeofsanmateo.edu/writing/>
- [II.B.1-58 Learning Support Centers / Labs Usage Reports](http://collegeofsanmateo.edu/labs/lsccommittee.asp)
<http://collegeofsanmateo.edu/labs/lsccommittee.asp>
- [II.B.1-59 Learning Center Workshops for Special Topics](#)
- [II.B.1-60 Learning Center Courses: LCTR 100, 105, 240](https://webschedule.smccd.edu/list_classes_default_search.php?term_code=201808&keywords=LCTR&college_code%5B%5D=4)
https://webschedule.smccd.edu/list_classes_default_search.php?term_code=201808&keywords=LCTR&college_code%5B%5D=4
- [II.B.1-61 Math & Science Jam](https://collegeofsanmateo.edu/mathjam/) <https://collegeofsanmateo.edu/mathjam/>
- [II.B.1-62 Word Jam](http://collegeofsanmateo.edu/wordjam/) <http://collegeofsanmateo.edu/wordjam/>
- [II.B.1-63 Peer tutoring](http://collegeofsanmateo.edu/learningcenter/tutoring.asp) <http://collegeofsanmateo.edu/learningcenter/tutoring.asp>
- [II.B.1-64 Supplemental Instruction](http://collegeofsanmateo.edu/si/index.asp) <http://collegeofsanmateo.edu/si/index.asp>
- [II.B.1-65 NetTutor](http://collegeofsanmateo.edu/learningcenter/tutoring.asp) <http://collegeofsanmateo.edu/learningcenter/tutoring.asp>
- [II.B.1-66 Proctoring Services](http://collegeofsanmateo.edu/learningcenter/proctoring.asp) <http://collegeofsanmateo.edu/learningcenter/proctoring.asp>
- [II.B.1-67 Learning Center Programs & Services](http://collegeofsanmateo.edu/learningcenter/students.asp)
<http://collegeofsanmateo.edu/learningcenter/students.asp>

- II.B.1-68 Learning Center opening hours <http://collegeofsanmateo.edu/learningcenter/>
- II.B.1-69 Business Computer Lab opening hours <http://collegeofsanmateo.edu/labs/businesscomputercenter.asp>
- II.B.1-70 Integrated Science Center <http://collegeofsanmateo.edu/labs/isc.asp>
- II.B.1-71 Math Resource Center <http://collegeofsanmateo.edu/mrc/>
- II.B.1-72 Learning Support Centers / Labs Usage Reports <http://collegeofsanmateo.edu/labs/lsccommittee.asp>
- II.B.1-73 For example, the Writing Center http://collegeofsanmateo.edu/writing/wc_tutorials.asp; the ESL center <http://collegeofsanmateo.edu/eslcenter/resources.asp>; the Math Resource Center <http://collegeofsanmateo.edu/mrc/resources.asp>; and the Learning Center <http://collegeofsanmateo.edu/learningcenter/learningresources.asp>.
- II.B.1-74 NetTutor Agreement (Link Systems International Inc.)
- II.B.1-75 NetTutor Subject Area Offerings <http://collegeofsanmateo.edu/learningcenter/tutoring.asp>
- II.B.1-76 Writing Center: Remote Conferencing http://collegeofsanmateo.edu/writing/wc_appointments.asp
- II.B.1-77 CCC Library Services Platform, Academic Senate Agenda 10/23/2018 https://collegeofsanmateo.edu/academicsenate/docs/2018-2019/2018.10.23_AS_Agenda.pdf
- II.B.1-78 CCC Library Services Platform, Academic Senate Minutes 10/23/2018 https://collegeofsanmateo.edu/academicsenate/ASGCminutes10_23_18.pdf
- II.B.1-79 CCC Library Services Platform, Academic Senate Agenda 11/27/2018 https://collegeofsanmateo.edu/academicsenate/2018.11.27_AS_Agenda.pdf

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

The expertise of Learning Commons faculty, staff, and administrators informs curriculum design, program review, and institutional planning to select and maintain educational equipment and

materials that support student learning. Additionally, the Learning Commons faculty, staff and administrators collaborate closely with discipline experts to ensure the materials and equipment are accessible and align with the college mission.

EVIDENCE OF MEETING THE STANDARD

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

Committees: Librarians participate in a range of committees across campus (including the Curriculum Committee, college Technology Committee, and Academic Senate Governing Council) to ensure that educational equipment and learning needs are being met [II.B.2-1], as well as within the Peninsula Library System [II.B.2-2]. Additionally, the Director of Learning Commons meets regularly with the Library Advisory Committee to discuss suggestions for better meeting campus needs for educational equipment and student learning [II.B.2-3].

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

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

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

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

Commented [MT11]: Moved from Storage area of Sept version

the equipment and software for the centers and consult on the purchase of new technology to help ensure compatibility and integration with existing technologies [II.B.2-9].

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

Commented [GU12]: http://collegeofsanmateo.edu/learningcenter/docs/studentprograms/2013%201004%20updated%20textbook_inventory_lc_csm1.pdf

Madeleine: This is from 2013 – do you have anything more recent?

Commented [GU13R12]: We definitely need something more recent.

ANALYSIS AND EVALUATION

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

The LSC3, Library, and Learning Center work closely with the Information Technology Service (ITS) department to maintain, upgrade, and refresh hardware, software, and equipment that support students and faculty needs, notably online access to library resources.

Librarians work with discipline faculty through the course approval process and other venues to ensure that the Library's collections and services meet students' needs. Faculty from relevant disciplines work together to ensure that the Learning Center and discipline-specific learning support centers meet student needs. The Learning Support Centers Coordination Committee coordinates hours of operation, computer and technology resources, staffing, and scheduling of services to create a comprehensive learning support network for all students.

Evidence List for II.B.2

<u>II.B.2-1</u>	<u>CSM Compendium of Committees, CSM Institutional Committees http://collegeofsanmateo.edu/institutionalcommittees/index.asp</u>
<u>II.B.2-2</u>	<u>Peninsula Library System Administrative Council Minutes 10/19/2018</u>
<u>II.B.2-3</u>	<u>Library Advisory Committee Minutes 5/15/2018</u>
<u>II.B.2-4</u>	<u>Learning Support Centers Coordination Committee Agenda 12/4/2018 http://collegeofsanmateo.edu/labs/lsccommittee.asp</u>
<u>II.B.2-5</u>	<u>Curriculum Handbook http://collegeofsanmateo.edu/committeeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf</u>

- II.B.2-6 For example, FILM 123 (All Fields Report, Curricunet)
- II.B.2-7 Collection Development, Reference Desk Manual
- II.B.2-8 Library Studies, Program Review 2016-2017
http://collegeofsanmateo.edu/programreview/docs/librariystudies/2016fa/2016-2017_Library_Studies_Program_Review.pdf
- II.B.2-9 ITS Technology Advisory Committee Agenda (Tarana will supply)
- II.B.2-10 Publishers/faculty donations to Learning Center
- II.B.2-11 Learning Center Reserves Catalog screenshot

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

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

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

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

The Office of Planning, Research, and Institutional Effectiveness (PRIE) conducts regular assessments of library services in student and faculty satisfaction surveys [II.B.3-3].

Commented [CSS14]: Do we have a reference to a survey and an assessment? Are they captured in II.B.3-1, 2?

Commented [LK15]: Insert evidence of evaluation instruments here

The Library coordinates with faculty and the Curriculum Committee. A Library review and approval is required on new and revised course proposals to ensure that library collections are developed to support identified student learning needs [II.B.3-4].

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

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

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

Learning support services are evaluated to assure that they are meeting identified student needs: The learning support services of the college assess the impact of their services in meeting institutional learning outcomes [II.B.3-10], using a variety of quantitative and qualitative data including in-house surveys and a regimen of best practices adopted by all the labs and centers on campus [II.B.3-11]. While evidence may suggest an indirect impact on learning outcomes, the multiple measures used in the evaluation process helps to ensure that they meet student needs.

Through a regular process of program review, the learning support labs and centers evaluate their services and use this information to develop plans to sustain and improve student success and contribute to institutional learning outcomes. In program review, centers specify student learning outcomes, report on assessments of these SLOs, identify needed improvements and resources, then use these evaluations as the basis for plans for improvement [II.B.3-12]. For example, Math Resource Center had identified a need for improved instructional/lab space. A proposed plan for expanding and improving facilities for STEM students was included in a Title V HSI STEM grant application which was awarded. Facilities improvements are nearly completed and are scheduled to open for use in Spring 2019 [II.B.3-13, 14].

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

Commented [TK16]: For evidence in this whole paragraph I'm pointing to the "CSM Compendium of Committees", which lists all the memberships for all CSM committees.

Commented [MM17]: The evidence cited here is from 2014 – nothing more recent?

Commented [MM18R17]: More recent evidence would be good.

Commented [CSS19]:

In addition, some labs conduct their own surveys and discuss these in the Program Review for the center (for instance, the Business Lab user survey) [II.B.3-17]; others discuss other evaluations of services in the Program Review in their associated discipline (for example, Nursing) [II.B.3-18].

Learning support services are also evaluated through an analysis of course success rates, comparing results for students who use academic support services in comparison to those who do not. Peer-tutored students outperformed their non-tutorial supported counterparts (80.5% as opposed to 72.7%) [II.B.3-19].

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

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

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

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

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

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

ANALYSIS AND EVALUATION

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

Evidence List for II.B.3

- II.B.3-1 Library Program Review
http://collegeofsanmateo.edu/programreview/id_librarystudies.asp
- II.B.3-2 Library Advisory Committee
<http://collegeofsanmateo.edu/institutionalcommittees/lac.asp>
- II.B.3-3 Campus Climate & Satisfaction Survey
http://collegeofsanmateo.edu/institutionalresearch/docs/studentcampusclimatesurveys/2016fa/Student_CCSS_COMPREHENSIVE_2016.pdf
- II.B.3-4 Curriculum Committee Quick Reference
<http://collegeofsanmateo.edu/committeeoninstruction/docs/Quick%20Reference%20Guide%20for%20Course%20Checklist.pdf>
- II.B.3-5 Database Usage & Renewals 2018-19
- II.B.3-6 CSM Compendium of Committees, CSM Institutional Committees
<http://collegeofsanmateo.edu/institutionalcommittees/index.asp>
- II.B.3-7 Request a Library Instruction Session:
<https://collegeofsanmateo.libcal.com/spaces?lid=365&gid=1916>

- [II.B.3-8 Trial databases: Alexander Street Press Criterion Collection](#)
- [II.B.3-9 Online Purchase Suggestion Form](#)
https://collegeofsanmateo.edu/library/purchaserequest_form.php
- [II.B.3-10 Institutional Learning Outcomes](#) http://collegeofsanmateo.edu/sloac/sloac_ge.asp
- [II.B.3-11 Learning Support Centers Coordination Committee Minutes 11/4/2014](#)
http://collegeofsanmateo.edu/labs/docs/lsc/2014-11-04_LSC3MeetingSummary.pdf
- [II.B.3-12 Learning Centers Program Review](#)
<http://collegeofsanmateo.edu/programreview/learningsupport.asp>
- [II.B.3-13 Math Resource Center Review](#)
http://collegeofsanmateo.edu/programreview/docs/lsc_math/2015/ProgReviewMathResourceCenter4-10-15.PDF
- [II.B.3-14 METAS Program Review](#)
http://collegeofsanmateo.edu/metasp/docs/METAS_Plan_Web.pdf
- [II.B.3-15 Campus Climate & Satisfaction Surveys](#)
<http://collegeofsanmateo.edu/institutionalresearch/qualitivedata.asp>
- [II.B.3-16 Campus Climate & Satisfaction Survey 2016](#)
http://collegeofsanmateo.edu/institutionalresearch/docs/studentcampusclimatesurveys/2016fa/Student_CCSS_COMPREHENSIVE_2016.pdf
- [II.B.3-17 For instance, the Business Computer Lab Survey](#)
<http://collegeofsanmateo.edu/programreview/docs/businessmanagement/2016fa/BUSLABF2016UserSurvey6-14-2016.pdf>
- [II.B.3-18 Example of evaluation of a lab in PR \(CIS, Nursing?\)](#)
- [II.B.3-19 Email from PRIE to Ron with stats comparing success rates](#)
- [II.B.3-20 Supplemental Instruction: Annual Review to IPC, 10/20/2017](#)
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_AnnualReview_SupplInstruction.pdf
- [II.B.3-21 For example, the Writing Center](#)
http://collegeofsanmateo.edu/programreview/docs/lsc_writing/2018/WritingEngl800Ctr1718UserSurveyEssay08-11-2018.pdf
- [II.B.3-22 For example, the Integrated Science Center Student Profile](#)
http://collegeofsanmateo.edu/programreview/docs/lsc_isc/2018/IntegratedScienceCtrSp2018StudentProfile8-16-2018.pdf.pdf

- II.B.3-23 Program Review form
http://collegeofsanmateo.edu/programreview/docs/forms/2018-19_ProgramReview-
- II.B.3-24 Evidence for this? It's not in the reports to IPC.
- II.B.3-25 Program Review, Learning Center Fall 2018
<https://surveys.smccd.edu/ShowResponse.aspx?doid=2526a19394c7452581fd23ec24d35161&s=944aa897499a40d89c0ff14bae6aa59b>
- II.B.3-26 Learning Support Centers Coordination Committee
<http://collegeofsanmateo.edu/labs/lsccommittee.asp>
- II.B.3-27 Placeholder – evidence of PR review session at LSC?
- II.B.3-28 Best Practices, Learning Support Centers Coordination Committee Minutes 11/4/2014 http://collegeofsanmateo.edu/labs/docs/lsc/2014-11-04_LSC3MeetingSummary.pdf
- II.B.3-29 Campus Climate & Satisfaction Surveys
<http://collegeofsanmateo.edu/institutionalresearch/qualitativedata.asp>
- II.B.3-30 For example, the CSM Learning Center survey, "Let Us Know If We're Meeting Your Needs,"
<http://www.collegeofsanmateo.edu/prie/UltimateSurvey/takeSurvey.asp?surveyID=316>
- II.B.3-31 Integrated Science Center focus groups
- II.B.3-32 Accudemia Usage Data <http://collegeofsanmateo.edu/labs/lsccommittee.asp>
- II.B.3-33 For example, Communication Studies surveys of degree holders asking about the lab's contribution to their success

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

EVIDENCE OF MEETING THE STANDARD

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

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

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

Additional supplemental academic and community research tools and databases are acquired from the Peninsula Library System consortium on behalf of the San Mateo Community College District as well [II.B.4-20, 21]. Either the Director of Learning Commons at College of San Mateo or Skyline College, or the Chief Technology Officer of the San Mateo Community College District is a member of the Peninsula Library System Administrative Council [II.B.4-22]. Librarians and classified staff representing the Libraries of the San Mateo Community College District participate on several Peninsula Library System committees and teams and participate in decision making and evaluation of products and services. For example, CSM librarians, staff, and administrators participated on the following committees during the 2017-18 academic year: Administrative Council, Cataloging Standards, Marketing, and Circulation Managers [II.B.4-23, 24, 25, 26].

Commented [MM20]: A note on this section generally: I’m not sure the evidence provided answers the central questions, which are
(a) do we have documented agreements with outside services?
(b) do we have a documented process that shows we take responsibility for making sure services are reliable and used?
(c) do we have a documented process that shows we regularly evaluate services, and use these evals to improve them?

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

Commented [CSS21]: Again we will need to talk to Ellis to get this information

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

Commented [CSS22]: The 2 following examples show usage. Is there a question on a survey for the library or a learning center that proves accessibility?

Library

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

Learning Services

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

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

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

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

ANALYSIS AND EVALUATION

College of San Mateo meets Standard II.B. 4. Collaborations or purchases from outside vendors or organizations governed by documented agreements. Services are easily accessible, and the College regularly assesses their utility and adequacy. Services and resources are regularly evaluated.

Commented [MM23]: The original had a section at the end beginning "STORAGE" (red font) but I think it was just a bit of leftover cut & paste – most of what it says is said elsewhere here.
But if I'm wrong, well, the original still exists. 😊

Evidence List for II.B.4

- [II.B.4-1 Online Computer Library Center \(OCLC\) Membership & Participating Libraries https://www.oclc.org/en/membership/benefits.html](https://www.oclc.org/en/membership/benefits.html)
- [II.B.4-2 Online Computer Library Center \(OCLC\): multiple contracts for Cataloging & Metadata, FirstSearch/WorldCat Discovery, WorldCat Local and WorldShare](#)
- [II.B.4-3 Community College Library Consortium \(CCLC\) Membership](#)
- [II.B.4-4 Community College League of California – Library Consortium https://www.ccleague.org/district-services/library-consortium](https://www.ccleague.org/district-services/library-consortium)
- [II.B.4-5 Council of Chief Librarians Organization https://cclibrarians.org/about-us/organization](https://cclibrarians.org/about-us/organization)
- [II.B.4-6 Council of Chief Librarians FAQs https://cclibrarians.org/consortium/faqs](https://cclibrarians.org/consortium/faqs)
- [II.B.4-7 Peninsula Library System + SMCCCD Joint Powers Agreement 5/4/1988](#)
- [II.B.4-8 Peninsula Library System http://www.plsinfo.org/library-hours](http://www.plsinfo.org/library-hours)
- [II.B.4-9 Califa https://califa.org/members/member-list](https://califa.org/members/member-list)
- [II.B.4-10 Pacific Library Partnership: Membership Libraries http://plpinfo.org/wp-content/uploads/2018/04/PLP-Member-libraries-list-2018.pdf](http://plpinfo.org/wp-content/uploads/2018/04/PLP-Member-libraries-list-2018.pdf)
- [II.B.4-11 Engineerica agreement](#)
- [II.B.4-12 Link-Systems International Inc. Agreement \(NetTutor\)](#)
- [II.B.4-13 California Community College Proctoring Network https://cvc.edu/cvc-oei-student-experience/tutoring/](https://cvc.edu/cvc-oei-student-experience/tutoring/)
- [II.B.4-14 Electronic Access and Reviews Committee \(EAR\) – About https://cclibrarians.org/committees/electronic-access-and-resources-committee](https://cclibrarians.org/committees/electronic-access-and-resources-committee)
- [II.B.4-15 Electronic Access and Reviews Committee \(EAR\) - Reviews Master Index https://docs.google.com/spreadsheets/d/1Z_2TzhttQvIWtBqbZN22TiavrkqugAaL_IuuKJDq5rY/edit#gid=575264159](https://docs.google.com/spreadsheets/d/1Z_2TzhttQvIWtBqbZN22TiavrkqugAaL_IuuKJDq5rY/edit#gid=575264159)
- [II.B.4-16 Council of Chief Librarians - Reviews Page http://cclibrarians.org/consortium/reviews](http://cclibrarians.org/consortium/reviews)
- [II.B.4-17 Electronic Access and Reviews Committee \(EAR\) - Report 1 https://cclibrarians.org/outlook/electronic-access-resources-ear-committee-report-2](https://cclibrarians.org/outlook/electronic-access-resources-ear-committee-report-2)

- [II.B.4-18 Electronic Access and Reviews Committee \(EAR\) - Report 2](https://cclibrarians.org/outlook/december-2018/cause-concern-changes-california-community-college-statewide-database-package)
<https://cclibrarians.org/outlook/december-2018/cause-concern-changes-california-community-college-statewide-database-package>
- [II.B.4-19 Community College Library Consortium – Vendor Content Providers](http://cclibrarians.org/consortium/vendors)
<http://cclibrarians.org/consortium/vendors>
- [II.B.4-20 CSM Library Consortia EResources Statistics](#)
- [II.B.4-21 Peninsula Library System + SMCCD Gale Invoice](#)
- [II.B.4-22 Peninsula Library System Administrative Council Meeting Minutes 10/9/2018](#)
- [II.B.4-23 Peninsula Library System Circulation Managers Meeting Minutes 5/17/2018](#)
- [II.B.4-24 Peninsula Library System Marketing Team Meeting Minutes 11/21/2018](#)
- [II.B.4-25 Peninsula Library System Marketing Team Members](#)
- [II.B.4-26 Library Services Platform District Librarians Meeting 1/17/2019](#)
- [II.B.4-27 Reference Desk Manual Blog Post: EBSCO Databases](#)
- [II.B.4-28 Annual Renewal Feedback 2016 Email Thread](#)
- [II.B.4-29 Friday Librarians Meetings: Spring 2018](#)
- [II.B.4-30 Database A-Z List, CSM Library website](http://collegeofsanmateo.edu/library/databases.php)
<http://collegeofsanmateo.edu/library/databases.php>
- [II.B.4-31 CSM Library Consortia EResources Statistics - PLS & CCLC usage](#)
- [II.B.4-32 CSM Library Public Desktop Computers Updates & ADA](#)
- [II.B.4-33 Peninsula Library System Help Desk Case Log](#)
- [II.B.4-34 The learning support services use Accudemia, a student self-serve check-in and check-out system for measuring students' use of the lab and center services, such as, tutoring, workshops, and other services offered. Computer stations housed in and around the entrances of the labs and centers prompt students to record their arrivals, reasons for their visits, and departures](#)
- [II.B.4-35 Board Policy 8.15: Purchasing](https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/8_15.pdf)
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/8_15.pdf
- [II.B.4-36 Board Policy 8.15.1: Purchasing Accessibility of Information Technology](https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/8_15.1.pdf)
https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/8_15.1.pdf

- II.B.4-37 SMCCD User Guidelines for Contracts and Insurance
- II.B.4-38 SMCCD Contracts and Insurance Guidelines
- II.B.4-39 Learning Support Centers Coordination Committee Minutes 11/1/2016
http://collegeofsanmateo.edu/labs/docs/lsc/2016-11-01_lsc3meetingsummary.pdf
- II.B.4-40 NetTutor <https://cvc.edu/cvc-oei-student-experience/tutoring/>
- II.B.4-41 Learning Support Center Coordination Committee Minutes 4/5/2016
http://collegeofsanmateo.edu/labs/docs/lsc/2016-04-05_LSC3MeetingSummary.pdf

II.B LIBRARY AND LEARNING SUPPORT SERVICES

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

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

Integration and coordination: The Director of the Learning Commons, along with faculty and staff from the library, the CSM Learning Center, and all centers and labs, belong to the recently developed Academic Support and Learning Technologies division. The mission of this division is to create the conditions for a thriving "community of learners," by systematically and intentionally supporting "programs, services and initiatives that work outside the classroom to contribute to student success" [<http://collegeofsanmateo.edu/divisionoffices/aslt.asp>].

Within the Division, Library and learning support services are managed by a number of committees:

- *The Learning Commons* coordinates academic support services, including the CSM Learning Center, the library, and discipline-specific labs and centers. The Director of the Learning Commons has primary responsibility to fulfill the College mission by serving our diverse communities through engagement, collaboration, partnerships, innovation and leadership to integrate all academic support services [evidence];
- *The Director of the Learning Commons* co-chairs the Learning Support Centers Coordination Committee (LSC3), a committee bringing together faculty coordinators, directors, staff, and students to coordinate student services and staffing to create a well-integrated network of learning support services [link to website];
- *The Library Advisory Committee*, an Academic Senate Committee, plays an important role in facilitating communication between the Library and faculty [evidence].

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EVIDENCE OF MEETING THE STANDARD

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

1. Library

Library services are sufficient in quantity, currency, depth and variety to support educational programs, and are accessible to regardless of location or means of delivery: The Library provides student-centered programming, services and access to research materials and technology to support students' academic goals [catalog description of learning services <http://catalog.collegeofsanmateo.edu/current/learning-support/>].

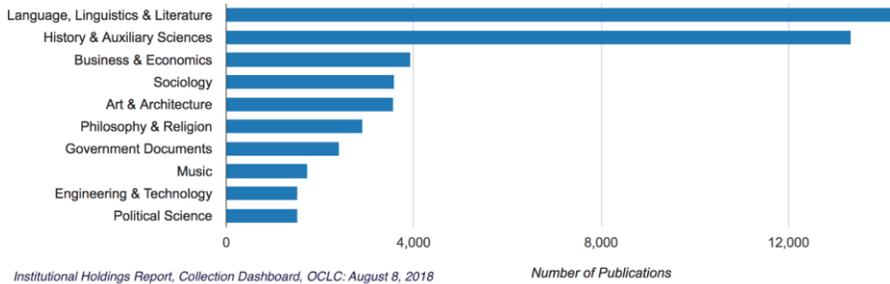
Quantity, currency, depth and variety

The library supports the College mission through its collections, services, and instruction.

Collections: The physical collection includes circulating items, reference resources, print-periodical titles, archival material, and college reserves. [catalog description of library <http://catalog.collegeofsanmateo.edu/current/learning-support/>]

The size of the collection indicates that library resources are sufficient in quantity, depth, and variety to meet students' educational needs [evidence of size]. The number of publications allotted to the ten most popular subjects gives an insight into the depth of the library's collection:

College of San Mateo Library
Top Ten Subjects



The table below gives an insight into the breadth of the library's collection [evidence link — source of table?]:

RESOURCE TYPE	2016-2017
books in print	58,155
eBooks	1,064,706
journals, magazines, newspapers in print	2,329
online journals, magazines, newspapers	1,139
media (video, audio, etc.)	657
digital media	369,588

Institutional memberships enhance the library's resources. The library belongs to the National Network of Libraries of Medicine, is designated as a Federal Depository Library, and is a member of the Peninsula Library System consortium of 35 libraries sharing resources and providing additional access to materials and databases across the academic and public libraries in the region [evidence of memberships].

The physical and digital collections are continually reviewed and developed so as to remain current [evidence of how it's developed — documented discussions about refreshing collection, etc.]. One third (33%) of the library physical collection was published after 2000, and 17% of the physical collection was published since 2010 [evidence of this]. Likewise, new materials are continuously added to and removed from the digital collections [evidence of this].

Services: The library offers a variety of services:

- Reference desk: individual appointments, reference and research assistance, curriculum support [evidence]
- Makerspace: student-centered spaces and tools supporting prototyping and design [evidence]

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- *Access services:* circulation, reserves, and interlibrary loan services, as well as textbooks, instructional materials, and equipment (calculators, laptops) [evidence];
- *Technical services:* Acquisitions, Cataloging, Electronic Resources and Web services; support for library search systems used by online and on-campus students [evidence];
- *Public programs:* Student and community engagement through partnerships with other disciplines (Fine Art, to display student work); Digital Media, for poster exhibits; the Puente Club, for Dia de las Muertos activities; the Math/Science division, for the annual Family Science and Astronomy Festival and Makerspace event) [evidence] and student clubs (Architecture, Engineering, Fashion, Origami, Polynesian, and Robotics club) [evidence of club activities].

Instruction: The library has a strong instructional program that supports student learning and achievement, focusing on students' acquisition of information literacy skills based on the Association of College and Research Libraries *Framework for Information Literacy for Higher Education* (2015) [evidence — maybe something from the catalog? SLOs for LIBR 100?]. Methods of instruction include:

- online topic or course specific subject research guides, research tutorials, and instructional videos that can be accessed by the Library website and social media channels, as well as other instructional materials [evidence];
- information literacy sessions (in partnership with faculty across campus) [evidence];
- embedded information literacy instruction, meeting the College's Information Competency Proficiency Graduation requirement, in specific programs and disciplines at CSM (notably the Year One Promise program and the English department) [example from IDST 110 course outline] [ENGL 100/105 course outline];
- a one-unit course meeting the College's Information Competency requirement [LIBR 100 catalog description];
- workshops on specific topics such as citation or avoiding plagiarism [evidence];
- makerspace instruction sessions integrated into engineering and drafting curricula [evidence from ENGR 210, DRAFT 110, DRAF 121];
- individual instruction sessions at the reference desk [evidence];
- Guidance for students as to how they can meet the Information Competency Proficiency requirement, including an Information Competency Proficiency exam [evidence from online information guide];
- Training in online tools for teaching and learning [evidence].

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The partnership with the English Department and Year One Promise marks a change in the information literacy instruction approach at CSM. Through the embedded librarian model, more students are being introduced to important concepts of information literacy as they begin their education at CSM. As a result, sections offered of LIBR 100: Introduction to Library Research have decreased, while total information literacy instruction sessions (including those as part of the embedded librarian program) have increased dramatically (see table below [source]). As a result, faculty in the Library have increased their teaching load [evidence].

LIBRARY INSTRUCTION SESSIONS	2013-2014	2016-2017	change %
Number of sessions	84	238	
Number of students	2447	3077	

Accessibility regardless of location or means of delivery

The library ensures that its resources, services and instruction are available to students on and off campus.

On campus accessibility: The library holds extensive opening hours, frequent workshops and other outreach efforts, and increasingly integrates its Information Competency instruction into other disciplines, thus supporting student access to its collections and services.

- *Opening hours:* The library offers extensive opening hours, as well as access to printing and laptop services (<http://collegeofsanmateo.edu/library/>)

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Library hours per week	
Fall and Spring semesters	56.25
Extended hours at the end of semester	68.25
summer session	40.00
Public computer stations or laptops	80
Seating available	296
Print services	
copier / printers	2
print release station	1
print card purchase	1
scanners	2

- *Ease of services:* Reference services are offered during all library open hours. Librarians are available in person, but also through phone, email, chat, and text [where is this made explicit?] Librarians also offer support in other venues, notably the Learning Center [evidence of this] or as an embedded librarian in specific courses (for instance, Nursing or the IDST Honors Seminar) [evidence of nursing, evidence of embedded IDST 101/103 librarian].

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- *Integration of information competency instruction:* The Library's partnership with Year One Promise and the English department marks a change in information literacy instruction. Through the embedded librarian model, more students are being introduced to information literacy, and thus meeting the Proficiency requirement, as part of their regular coursework—a much more accessible and convenient approach. As a result, total information literacy instruction has increased (see table below), with over 3,000 students served by library instruction sessions, contrasting with 156 students in seven sections of

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LIBR 100 [2016-2017 Annual Library Data Survey]

LIBRARY INSTRUCTION SESSIONS	2013-14	2016-17
Number of sessions	84	238
Number of students	2447	3077

- *Student use of library services and resources:* The library gets considerable use, with nearly 100,000 in-person visits [source of evidence], more than 1,500 instructional transactions at the reference desk [source of number],

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Online accessibility: To meet the needs of students, including those who are not on campus, the Library's online collection includes ebooks and databases which provide 24/7 remote access to journals, magazines, and newspapers, audiobooks, art images, and streaming video [source of info below]:

RESOURCE TYPE	2016-2017
physical item circulation	9,902
digital/online item circulation	61,576
interlibrary loan (outgoing)	7,440
interlibrary loan (incoming)	2,022

Students can access the library's digital collection through its website [http://collegeofsanmateo.edu/library/]. The usage of collections demonstrates access to a variety of resource types and means of delivery [evidence of student usage of library resources online?]. In addition, students can access instructional content and services via the CSM Library website [website evidence]. Librarians are available via email, online chat, text messaging, and social media as well as in person [evidence]. At least one section of LIBR 100 is offered online each semester [evidence].

2. Learning Support Services

In addition to the Library, the College also supports student learning through a comprehensive Learning Center and ten discipline-specific learning support labs and centers.

Learning support services are sufficient in quantity, currency, depth and variety to support educational programs, and are accessible to regardless of location or means of delivery: The College's Learning Center, and the discipline-specific labs and centers, offer faculty instruction, peer tutoring, curriculum materials, and access to computers and other technical equipment.

Quantity, currency, depth and variety

Labs and center offerings are described below.

Lab / Center	Students Served 2017-18	Resources
Anatomy & Physiology Lab	126	Faculty, computers, curriculum materials
Business-Computer Lab	296	Staff, 93 computers, 3 printers, curriculum materials
CIS-Computer Lab	639	Staff, 43 computers, 2 printers
Communication Studies Center	1268	Faculty, staff, 4 recording booths, 20 computers, 1 printer, curriculum materials
CSM Learning Center	3497	Faculty, staff, peer tutors, 49 computers, 2 printers, group study rooms, curriculum materials, textbooks
Digital Media-Computer Lab	126	Staff, computers, printer
Integrated Science Center	577	Faculty, staff, peer tutors, computers, printer, curriculum materials
Math Resource Center	712	Staff, peer tutors, 17 computers, 1 printer, curriculum materials
Nursing Skills Lab	102	Faculty, curriculum materials, instructional equipment
ESL Center	196	Faculty, staff, peer tutors, 32 computers, 1 printer, curriculum materials
Writing Center	2070	Faculty, staff, 47 computers, 2 printers, curriculum materials

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Instructional support services: Labs and centers offer instructional and tutoring support as follows:

- Individual instruction, with faculty assisting students one-on-one, in some centers (notably Math, Writing, Integrated Science and ESL, as well as the Learning Center);
- Peer tutoring, certified by the College Reading and Learning Association (CRLA) [evidence];
- Online tutoring through the College's partnership with NetTutor, an online tutoring service integrated into the College's course management system [evidence];

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- Supplemental Instruction (SI), a peer support program that helps CSM students succeed in courses with historically challenging courses [evidence];
- Instructional workshops: Discipline-specific workshops in various centers reinforce important concepts [calendars of workshops from different centers].

Courses: Through the Learning Center, the College offers for credit courses to train peer tutors (LCTR 100), and to help students develop academic and personal skills to support their success in college (LCTR 105, LCTR 240) [evidence].

Jams: The Math & Science Jam and Word Jam are multi-day, intensive, instructional programs, staffed by faculty, and offered several times each year to introduce students to important tools or concepts in Math, Science or English (for second language learners) [flyers].

Other services: Other learning support services include textbook reserve programs, proctoring of exams for DE or other students, and in partnership with student services, financial aid and academic counseling workshops [flyers and other evidence].

Accessibility regardless of location or mode of delivery

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

On-campus accessibility: Student access is supported in a number of ways.

- *Introductory tours and orientations:* Students are given tours and orientations for use of labs, discipline centers and the Learning Center [evidence] to ensure that they are informed about the services on offer.

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- ~~Opening hours: The Learning Center is open all day, including evenings, from Monday to Thursday [web page]. Discipline specific labs and cen~~
- ~~Usage: Numbers suggest the Centers are well-used, with the Learning Center serving almost 3,500 students in 2017-2018, and other discipline-specific centers collectively serving over 9,500 students [source of table info].~~

~~Online accessibility: The College provides access to learning support for distance education students.~~

- ~~Online resources: Many learning support centers offer additional resources available online (e.g., the Writing Center [link], the Reading and ESL Center [link], the Math Resource Center [link], the Learning Center [link].)~~
- ~~Embedded tutoring: In Fall 2016 the campus contracted with LinkSystems Inc. to incorporate NetTutor, an online tutor support service, into the Canvas course management system in a variety of subjects [evidence showing agreement, disciplines covered].~~
- ~~Online instructional support: The Writing Center reserves some hours for remote instructor conferences, usually over Skype [http://collegeofsanmateo.edu/writing/wc_appointments.asp]~~

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~~ANALYSIS AND EVALUATION~~

~~College of San Mateo meets Standard II.B.1. College of San Mateo's students have access to numerous learning support materials and services, across the curriculum, both on and off campus.~~

~~Going forward, as part of our implementation of Guided Pathways, we are looking at all services to look for ways to scale up and integrate learning support services.~~

Evidence List for II.B.1
[to be added]

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

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

EVIDENCE OF MEETING THE STANDARD

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

Committees

Librarians participate in a range of committees across campus (including the Curriculum Committee, Academic Support and Learning Technologies, and Academic Senate Governing Council) to ensure that educational equipment and learning needs are being met [II.B.2-1], as well as within the Peninsula Library System [II.B.2-2]. Additionally, the Director of Learning Commons meets regularly with the Library Advisory

~~Committee to discuss suggestions for better meeting campus needs for educational equipment and student learning [II.B.2-5].~~

~~Curriculum review process~~

~~As part of the curriculum approval process, a librarian is part of the Technical Review Committee that reviews new courses, evaluates the impact on library resources, and offers support [II.B.2-3]. For example, a librarian serves as a member of the Curriculum Committee and consults with faculty in identifying databases and resources appropriate for use in new courses [II.B.2-4].~~

DRAFT

Collection management process

Need paragraph about collection management processes — briefly explain how collection is updated & give evidence — focus on librarians working in collaboration with discipline faculty

Storage

Add additional text regarding web services etc... see storage area of document?

Educational equipment

The LSC3, Library, and Learning Center work closely with the Information Technology Service (ITS) department to maintain, upgrade, and refresh hardware, software, and equipment that support students and faculty needs.

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Program Review

Requests for additional equipment and material take place through the program review and resource request process with staff and faculty input [II.B.2-14]. The collaborative interactions facilitated by LSC3 also allows for critical equipment and services to be placed at multiple locations. For example, digital media software that is accessible both in the Digital Media lab and the Learning Center allows students to use the Learning Center, which has longer evening hours, to work on course assignments. District Instructional Technology Services (ITS) maintains the equipment and software for the centers and consult on the purchase of new technology to help ensure compatibility and integration with existing technologies [II.B.2-15, 16].

Collaboration

Faculty and staff collaborate to improve and coordinate appropriate resources for students. An example is the Learning Center's textbook reserve program. The Learning Center currently houses 212 textbooks in over 25 disciplines, and Learning Center staff work with faculty to curate the available textbook collection. Faculty members from various departments and publishers donate textbooks in the Learning Center or other centers and labs on campus to provide students access to classroom resources [II.B.2-7]. The Learning Center's reserves are now included in the library's online system of reserve books so that student can identify and locate needed textbooks [II.B.2-8].

ANAALYSIS AND EVALUATION

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

The LSC3, Library, and Learning Center work closely with the Information Technology Service (ITS) department to maintain, upgrade, and refresh hardware, software, and equipment that support students and faculty needs, notably online access to library resources.

Librarians work with discipline faculty through the course approval process and other venues to ensure that the Library's collections and services meet students' needs. Faculty from relevant disciplines work together to ensure that the Learning Center and discipline-specific learning support centers meet student needs. The Learning Support Centers Coordination Committee coordinates hours of operation,

~~computer and technology resources, staffing, and scheduling of services to create a comprehensive learning support network for all students.~~

Evidence List for II.B.2

[to be added]

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

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

Evaluation of library services: The Library evaluates adequacy of library services using a variety of quantitative and qualitative data including in-house surveys and assessments. Through program review, the Library uses this information to develop plans to sustain and improve student success [II.B.3-1, 2].

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

The Office of Planning, Research, and Institutional Effectiveness (PRIE) conducts regular assessments of library services in student and faculty satisfaction surveys [II.B.3-4].

~~The Library coordinates with faculty and the Curriculum Committee. A Library review and approval is required on new and revised course proposals to ensure that library collections are developed to support identified student learning needs [II.B.3-5].~~

~~Librarians regularly review the College Catalog to become familiar with the current courses, programs and services offered by the institution. Library usage data informs the selection and retention of print and online resources [II.B.3-6].~~

~~Library staff participate on academic and institutional planning committees, contributing to awareness of current and emerging trends related to instruction and services. Additionally, librarians participate in Academic Senate Governing Council, the Distance Education and Educational Technology Committee, Accessibility Committee, Sustainability Committee, Institutional Planning Committee, and attend division or department meetings upon request to inform acquisition decisions. Librarians also work with individual faculty to schedule and teach library orientation sessions for classes in any discipline [II.B.3-7-12].~~

~~The Library shares access to trial databases with faculty and solicits their input as to whether particular resources could contribute to student learning [II.B.3-13]. Faculty can recommend the acquisition of resources at any time including via an online purchase suggestion form.~~

Learning support services are evaluated to assure that they are meeting identified student needs: ~~The learning support services of the college assess the impact of their services in meeting institutional learning outcomes [II.B.3-14], using a variety of quantitative and qualitative data including in-house surveys and a regimen of best practices adopted by all the labs and centers on campus [II.B.3-15]. While evidence may suggest an indirect impact on learning outcomes, the multiple measures used in the evaluation process helps to ensure that they meet student needs.~~

Through a regular process of program review [II.B.3-16], the learning support labs and centers evaluate their services and use this information to develop plans to sustain and improve student success and contribute to institutional learning outcomes. In program review, centers specify student learning outcomes, report on assessments of these SLOs, identify needed improvements and resources, then use these evaluations as the basis for plans for improvement [II.B.3-17, 18]. The Math Resource Center had identified a need for improved instructional/lab space. A proposed plan for expanding and improving facilities for STEM students was included in a Title III HSI STEM grant application which was awarded. Facilities improvements are nearly completed and are scheduled to open for use in Spring 2019.

Discipline-specific learning centers are evaluated through a College-wide student satisfaction survey [II.B.3-19] and through surveys for individual labs reported in Learning Center Program Review (for instance, the Business Lab user survey) [II.B.3-20]. Evaluation of learning centers is also found in instructional program reviews of departments in associated disciplines [II.B.3-21]. The Student Campus Climate and Satisfaction Survey asks specific questions regarding the services students receive, the helpfulness of centers' staff, and the clarity of procedures. The survey also asks students to rate how important the centers are to their success in their courses. The annual student campus climate and satisfaction surveys show high satisfaction with learning support services. In 2016, 94.2 percent of responding students agreed with the statement "there are ample places on campus for me to meet and study with other students. In the same survey, 88.1 percent of students agreed with the statement "If I have a problem with my classes, I know where I can get help on campus". The campus climate surveys consistently show high rates of overall student satisfaction with support services [II.B.3-22].

Another approach to evaluating learning support services is looking at course success rates for students who receive academic support services in comparison to those who do not utilize support services. The overall success rate for students receiving peer tutor support was 72.8 percent as compared to their non-tutorial supported counterparts, which was 61.8 percent [II.B.3-23]. Similarly, results from the evaluation of Supplemental Instruction from 2016-17, showed that the rates of D, F, and W for the 476 SI participants was nearly twenty percentage points lower than that of students who did not participate in SI, 28% vs. 46% respectively [II.B.3-24]. The labs and centers also conduct individual surveys that can inform practices and improvements as a result of assessment [II.B.3-25].

Results used as the basis for improvement: Recognizing the disparities in achievement between student populations, Learning Support Services seeks to support the College's equity goals through intentional support directed at student populations who have been historically underserved. Institutional research provides disaggregated data of students who use the facilities [II.B.3-26]. The disaggregated data provides insights into gaps between student populations which can then be reflected upon and addressed in the program review process [II.B.3-28]. Conversations with faculty in English suggested that the standard SI model was not meeting students' needs in the Writing in the Endzone learning community, so in Fall 2018, embedded tutoring was introduced to support that learning community [II.B.3-29]. Since this support approach is new, evaluation of its success will be done based upon course success rates and feedback from faculty and students.

Since our student athletes include some of our most underserved students, and since their impacted schedules make it difficult for them to seek out needed academic support, the Learning Center has also started

~~offering Power Hour, a dedicated period of directed learning activities for football players, in collaboration with coaching faculty. During that time each day the football players and coaches come to the learning center, where faculty, tutors, and other support services are delivered. Since these are new initiatives, only begun in the last year, assessment of outcomes has not yet been completed but once done, the results will guide future efforts [II.B.3-30].~~

~~In addition, the College's Learning Support Center Coordination Committee assists in the strategic planning and development of services across campus [II.B.3-31]. This group, made up of the Director of the Learning Commons, Learning Center Manager, as well as faculty and staff representatives from all of the support labs and centers on campus [II.B.3-32]. The committee meets several times throughout the year to coordinate hours of operation, computer and technology resources, staffing, and scheduling of services to create a comprehensive learning support network for all students. Regular meetings allow the associated faculty and staff to participate in aligning resources and services to ensure that the Learning Center and other centers are efficiently delivering programs and services. In addition, the committee reviews and discusses completed program reviews from the Learning Center and learning support centers to identify common themes and trends [II.B.3-33].~~

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

- ~~● Best Practices – an agreed upon list of ten best practices evaluated on a regular cycle [II.B.3-34]~~
- ~~● Campus Climate Survey – issued on a regular basis through PRIE and results distributed [II.B.3-19]~~

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- ~~Center and lab student surveys—Distributed annually online and data collected and distributed by PRIE [II.B.3-36]~~
- ~~Focus groups—Integrated Science Center held several group discussions with students to obtain feedback on services [II.B.3-37]~~
- ~~Accademia—Campus wide system used to track usage data [II.B.3-38]~~
- ~~Surveys targeted to degree and certificate holders—Communication Studies conducts surveys of students recently awarded certificates and degrees inquiring about the Communications Studies Center and its contribution to their success [II.B.3-39].~~

~~ANALYSIS AND EVALUATION~~

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

~~Evidence List for II.B.3 [To be added]~~

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

~~EVIDENCE OF MEETING THE STANDARD~~

~~Formal, documented agreements exist between the Library and learning services, and outside collaborators or services: Both the library and learning services use a number of outside sources, including services and/or consortia, to delivery services to students. The Library participates in multiple consortia based purchasing relationships to deliver resources and services, including the Online Computer Library Center, the Community College Library Consortium, the Peninsula Library System, Califa, and the Pacific Library Partnership.~~

~~Learning support services also have contractual agreements with external organizations and vendors, including Engineerica, Link Systems, the California Community College Proctoring Network, and Pinnacle Vend Systems.~~

~~[Where are the formal documented agreements? Need to include copies, contracts, MOUs, etc.]~~

~~**Process for contracting with vendors:** Academic college level databases are acquired via cooperative purchasing through the Community College Consortium, which is made up of the Community College League of~~

~~California (CCLC) and the California Council of Chief Librarians (CCL). The CCL's Electronic Access Resource Committee provides assessments and reviews of products that are offered through the consortia [evidence?].~~

~~Additional supplemental academic databases are acquired from the Peninsula Library System consortia as well [II.B.4-13]. The Chief Technology Officer of the San Mateo Community College District is a member of the Peninsula Library System Administrative Council [II.B.4-14]. Librarians and classified staff participate on several Peninsula Library System committees and participate in decision making and evaluation of products and services [II.B.4-15].~~

~~**Resources and services are adequate for College needs:** [got any information on this?]~~

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

- ~~• *Library:* The Library uses Envisionware software to determine usage counts of open access computers and usage statistics for online databases and equipment [give evidence of some of the numbers here]. Analysis of usage data ensures continuous improvement and relevance of resources and equipment [II.B.4-20].~~
- ~~• *Learning services:* The learning support services use Accudemia, a student self-serve check in and check out system for measuring students' use of the lab and center services, such as, tutoring, workshops, and other services offered. Computer stations housed in and around the entrances of the labs and centers prompt students to record their arrivals, reasons for their visits, and departures [II.B.4-21].~~

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~~The College takes responsibility for security, maintenance and reliability of contracted services: [I'm sure we do but... !]~~

~~Resources and services are regularly evaluated: The District has set standards for contracts and serves as an additional line of review, especially where technology is used to provide resources or services [II.B.4-16]. In evaluating software, purchasers are asked to consider several questions about the decision-making process, data storage and data security [II.B.4-17].~~

~~Third party solutions and partnerships are evaluated in the same manner and frequency as other learning support services — surveys, program review and LSC3 collaborative discussions (for example, purchases of printers and printing services [II.B.4-18] or of NetTutor [II.B.4-19]).~~

~~Assessment~~

~~College of San Mateo meets Standard II.B. 4.~~

~~EVIDENCE LIST FOR II.B.4 [To be added]~~

II.C STUDENT SUPPORT SERVICES

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

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

EVIDENCE OF MEETING THE STANDARD

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

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

In addition to collecting and assessing data as part of the program review process, programs may seek additional evaluation assistance from the Office of Planning, Research, Innovation and Effectiveness (PRIE) to conduct both formative and summative evaluation, including evaluation of the direct impact of services on outcomes, student satisfaction with services, and feedback to improve services [II.C.1-4].

- Annual Student Surveys: The Student Campus Climate & Satisfaction Survey is one of the primary data collection instruments the college uses to assess student satisfaction with academic and student support services, as well as with the perceived responsiveness

of the institution. The 2017 survey data indicates that students are very satisfied with their experiences with the College's student support services (personnel, assessment processes, academic advising, admissions and records, and financial aid). [11.C.1-5].

Both Program Review and survey data are integrated into institutional planning through the Institutional Planning Committee (IPC), an institutional committee composed of faculty, administrators, staff and student representatives charged with implementing, assessing and communicating the institutional planning process. The IPC systematically reviews and discusses survey data and program review reports to determine if follow-up is needed [11.C.1-6, 7].

- Advisory Committees: Advisory committees involve students, staff, faculty, community and business members and serve as an effective means to obtain feedback about student outcomes and program effectiveness. These committees meet at least annually to discuss program services, accomplishments, new initiatives, and program evaluations [11.C.1-8, 9, 10].
- Personnel Evaluations: All faculty, staff and administrators are evaluated on a regular basis. These evaluations are reviewed by supervisors and can provide program-related feedback that can be used for program improvements or new initiatives. (see Standard III.A.5).
- Student Focus Groups: Student focus groups are used to gather feedback regarding specific inquiries. For example, in the spring, 2017 the College hired the Careers Ladders Project (CLP) to facilitate student focus groups in order to understand how students choose their majors, what challenges they face when choosing a major, and what support systems they use during their time in college [11.C.1-11]. In addition, in the spring 2018 semester, the District hired consultants to evaluate and make recommendations for improvements in our student supporting software and systems. Both students and staff were interviewed from all three campuses and recommendations were provided that will optimize the student online experience [11.C.1-12].
- Categorical Programs and Initiatives: There are various initiatives and categorical programs on campus (Extended Opportunity Programs and Services (EOPS) [11.C.1-13], Cooperative Agencies Resources for Education (CARE) [11.C.1-14], CalWORKs [11.C.1-15], Basic Skills Initiative (BSI), Student Equity (SE), and the Student Success and Support Programs (SSSP) [11.C.1-16], Guided Pathways [11.C.1-17]. These require annual evaluation and reporting to the California Community College Chancellors Office (CCCCO) to ensure program effectiveness.

Supporting students and enhancing services regardless of means of delivery: The majority of student support services are offered in an online format, to support distance and online students, as well as on-campus students who prefer the convenience of online services. The programs

include Admissions and Registration, Orientation, Counseling, Student Education Plans and Degree Audits, Financial Aid, limited Personal Counseling Services (phone appointments) and Tutoring. All student forms, which have been standardized across the district, are available in online formats that can be filled in and submitted online [II.C.1-18].

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

ANALYSIS AND EVALUATION

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

The College meets the Standard.

Evidence List for II.C.1

<u>II.C.1-1</u>	<u>Comprehensive Student Services Program Reviews http://collegeofsanmateo.edu/programreview/programreviews2018.asp</u>
<u>II.C.1-2</u>	<u>Comprehensive Student Services Program Reviews (2018) SLO's/SAO's http://collegeofsanmateo.edu/programreview/programreviews2018.asp</u>
<u>II.C.1.3</u>	<u>Student Services Resource Requests (2017 & 2018) http://collegeofsanmateo.edu/programreview/programreviews2018.asp Resource requests 2017: Financial Aid, Counseling, High School Transition/Promise director, Admissions & Records, International Students</u>
<u>II.C.1.4</u>	<u>Annual Review of Current College Initiatives – Puente (Fall 2017) Data summary: http://collegeofsanmateo.edu/ipc/docs/2017-12-01_IPC_PUENTE_data_10-5-17.pdf Powerpoint presentation: http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_Puente_IPC_Powerpoint.pdf</u>

- II.C.1.5 [Student Campus Climate & Satisfaction Survey \(2017\)](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_StudentCampusClimateSatisfactionSurvey.pdf)
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_StudentCampusClimateSatisfactionSurvey.pdf
- II.C.1.6 [Institutional Planning Council Minutes – January, 2018](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-01-19_IPCMeetingSummary.pdf)
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-01-19_IPCMeetingSummary.pdf
- II.C.1.7 [IPC minutes for Feb 2019 where PR trends and analysis are reviewed](#)
- II.C.1.8 [International Education Program Advisory Committee Agenda \(Fall, 2018\)](http://collegeofsanmateo.edu/institutionalcommittees/iec/2018-09-11_IECMeetingAgenda.pdf)
http://collegeofsanmateo.edu/institutionalcommittees/iec/2018-09-11_IECMeetingAgenda.pdf
- II.C.1.9 [Minutes EOPS Spring 2019](#)
- II.C.1.10 [EOPS/SSSP/CARE Advisory Committee Minutes \(Fall 2018\)](#)
- II.C.1.11 [College of San Mateo Students Share Their Perspectives, August 2017 \(Career Ladders Project\)](http://collegeofsanmateo.edu/guidedpathways/docs/2017-08_CSM_Students_Focus_Group_Report.pdf)
http://collegeofsanmateo.edu/guidedpathways/docs/2017-08_CSM_Students_Focus_Group_Report.pdf
- II.C.1.12 [Evaluation & Recommendation of Student Supporting Software Systems -2018](#)
- II.C.1.13 [Extended Opportunity Programs and Services \(EOPS\) Program Plan - 2018](#)
- II.C.1.14 [Cooperative Agencies Resources for Education \(CARE\) Program Plan - 2018](#)
- II.C.1.15 [CalWORKs Program Plan -2018](#)
- II.C.1.16 [Basic Skills Initiative \(BSI\), Student Equity \(SE\), and the Student Success and Support Programs \(SSSP\) Integrated Plan – 2017-2019](#)
- II.C.1.17 [Guided Pathways Five Year Plan](http://collegeofsanmateo.edu/guidedpathways/docs/11-2018_GP_Five_Year_Plan.pdf)
http://collegeofsanmateo.edu/guidedpathways/docs/11-2018_GP_Five_Year_Plan.pdf
- II.C.1.18 <http://collegeofsanmateo.edu/forms/>
- II. C.1-19 [Comprehensive Student Services Program Reviews \(2018\) Description of Programs](#)
- II.C.1-20 [Program Review Assessment Rubric – Student Services \(Fall 2018\)](#)
- II.C.1-21 [2018 Counseling Services Program Review](https://surveys.smccd.edu/ShowResponse.aspx?doid=bd5b6a86b7d742c0aaf5ca4f133b902e&s=f4edd903d90c48b49b25d1c52cf671f5)
<https://surveys.smccd.edu/ShowResponse.aspx?doid=bd5b6a86b7d742c0aaf5ca4f133b902e&s=f4edd903d90c48b49b25d1c52cf671f5>

Commented [LK24]: Lets also include the minutes of IPC for Feb.2019 where we review PR trends and analysis

Commented [LK25]: We can also include minutes from spring 2019 minutes, for EOPS too

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

Learning and service area outcomes are identified and systematically assessed for all support services, to promote continuous improvement.

EVIDENCE OF MEETING THE STANDARD

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

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

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

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

In the fall of 2017, 14 staff in various student services programs were interviewed by the College's SLO coordinator in order to understand the current practices, procedures and experiences with the SLO assessment process across the learning and student support areas throughout the College. The report identified strengths and weaknesses in the existing process [II.C.2-5]. In summary, it was found that student services programs collect data routinely and utilize assessment data to continuously improve programs and services. In addition, student services staff expressed an appreciation of SLO/SAO data because it provides useful feedback on whether service goals are being achieved. However, a number of interviewees pointed out that the data didn't really address the kinds of improvements they would like to make (data points weren't specific or useful). In order to address this need for assessment assistance, training for student services staff on how to assess student or service area outcomes was provided in spring, 2018 during the monthly Student Services Council meetings [II.C.2-6]. Another issue focused on alignment; the language of the then General Education learning outcomes did not clarify the role of student support services in supporting student learning. To clarify this, the Academic Senate approved a revised version of the College's learning outcomes, renaming them Institutional Learning Outcomes, and adding an outcome on "Independent Learning and Development" to clarify an institution-wide context for student service outcomes, and to provide a vantage point for institutional assessment of student services outcomes [II.C.2-7, 8].

ANALYSIS AND EVALUATION

The College meets the Standard.

Evidence List for II.C.2

- II.C.2-1 Student Services: SLOs/SAOs – AY 2018-2019
- II.C.2-2 Student Services Program Review – Child Development Center (2016-17)
https://www2.collegeofsanmateo.edu/programreviewapp/public/view_pr/358
- II.C.2-3 Departed Student Survey Spring 2018; Departed Student Survey Fall 2017
- II.C.2-4 Student Services Program Review – International Education Program (2018-19)
<https://surveys.smccd.edu/ShowResponse.aspx?doid=acbf3e11f8a94305b4cbde402ee1624f&s=f4edd903d90c48b49b25d1c52cf671f5>
- II.C.2-5 Student Learning Outcomes: An Overview - Academic and Student Support Services – November, 2017
- II.C.2-6 Student Services Council meeting minutes:
 - February 2018
http://collegeofsanmateo.edu/vpps/docs/Student_Services_Council_Minutes_for_February_2018.pdf
 - March 2018

http://collegeofsanmateo.edu/vpss/Student_Services_Council_Minutes_March_13_2018.pdf

II.C.2-7 Institutional Learning Outcomes http://collegeofsanmateo.edu/sloac/slos_ge.asp

II.C.2-8 ASGC minutes 3/28/2017
https://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2017.03.28_AS_minutes.pdf

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

EVIDENCE OF MEETING THE STANDARD

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

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

The following student services are available online to all students:

- CCCApply is the online admission process that has become the state-wide standard for submitting an admission application. The submission of the online admission application is nearly 100 percent [II.C.3-4].

- IntelliResponse: Ask the Bulldog is a knowledge-based system that was incorporated as part of the College's efforts to respond to potential applicants and current students' questions. In 2016, Ask the Bulldog received more than 52,000 questions with over 80% of responses providing satisfactory information [II.C.3-5]. In 2017, the college recognized that the ongoing maintenance of a large knowledgebase was a challenge and that it was more efficient to ensure existing web content was easily searchable so that a separate knowledgebase of questions did not need to be maintained. The college migrated the existing knowledgebase to: <https://ask.collegeofsanmateo.edu> and used the money saved towards a comprehensive search solution, Funnelback, which will launched Spring 2018.
- WebSMART, an administration software system available 24/7, allows students to retrieve records and additional information and to register for classes. The system also facilitates easy access to student accounts, academic records, placement test results, registration activities, enrollment and degree verification, transcript requests, and the means to apply for financial aid, pay enrollment fees, order books, and update personal contact information and information related to educational goals and a college major [II.C.3-6].
- DegreeWorks, a component of WebSMART, enables students to run audits of progress toward a certificate, associate degree, and/or California State University General Education and IGETC certification. Through DegreeWorks students explore associate degree majors, certificates, and CSUGE and IGETC through a "what if" option. Degree Works also includes a Student Educational Plan. Counselors work with students to identify informed educational goals and develop a student educational plan (SEP), that includes courses needed to meet these goals, as well as notes to explain the plan and plan options. This creates a comprehensive advising tool for students. The resulting SEP provides a resource for students for educational planning and course selection [II.C.3-7].
- The SMCCCD Transcript Evaluation Service (TES) provides for the evaluation of coursework taken by students outside SMCCCD. Students are encouraged to submit for evaluation transcripts of any coursework completed at other accredited colleges and universities. TES evaluates each course and enters results into the student database (BANNER articulation screens) so that this information is available in DegreeWorks. Students who plan to earn an associate degree, certificate, and/or CSU GE or IGETC certification have a degree audit tool that lists their full academic history (within SMCCCD and outside of SMCCCD) in WebSMART under DegreeWorks [II.C.3-8].
- Assessment Services are available to students, both in person and online. The College has adopted multiple measures assessment, which enables students to be placed in college courses based on their high school grades in English and mathematics courses, and their overall high school grade point average. Students are able to complete the English and Math Alternate Assessment Form online and submit (via email, fax or mail) results for the Advanced Placement Exam (AP), International Baccalaureate Exam (IB), CSU English Placement Test, SAT or ACT, as well as college and high school transcripts [II.C.3-9]. The Assessment staff are then able to clear students for enrollment in appropriate English and

mathematics coursework.

- College orientation is available to students online and in person. Students can access and complete a self-paced online orientation through their WebSMART account. Students also have access to ask staff general questions through eAdvising [I.C.3-10]. Distance Education students are able to complete all matriculation services through Assessment Services, where they are guided through the online orientation, assessment and meeting with a counselor remotely. Upon completing the matriculation process, the student is eligible to register for classes.
- The Career Services website has a variety of resources online to support students with career exploration and job preparation. Online career assessments and major exploration is available to students via Eureka. Distance education students can also meet with a counselor online to receive career counseling and guidance. The College Central Network (CCN) is a web-based job posting system that allows students to upload and build résumés, search and apply for jobs and internships, and receive automatic emails about jobs and internships that meet their career profile [I.B-74]. CNN also allows employers to post job/internship openings, search résumés, and stay informed about career events [I.C.3-11].

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

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

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

Commented [LK26]: Do we know how many of these students identify themselves as DE students?

Commented [LK27]: That is a good point. I don't think that they *are* DE students.... but I suppose the idea is that if virtually everyone finds the site easy to navigate, the DE students will as well.

Commented [MM28]: Can I just say though – we need to discuss this number a lot more. 53% said they had access to necessary services? All of our other responses are comfortably in the 90s. 53 percent sounds terrible, and surely needs discussion.

ANALYSIS AND EVALUATION

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

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

Evidence List for II.C.3

- II.C.3.1 [Comprehensive Student Services Program Reviews – Student Learning & Program Data -C \(link to 2018 PR's\)](#)
<http://collegeofsanmateo.edu/programreview/programreviews2018.asp>
- II.C.3.2 www.collegeofsanmateo.edu/forms/
- II.C.3.3 <http://collegeofsanmateo.edu/distanceeducation/students.asp>
- II.C.3.4 <http://collegeofsanmateo.edu/admissions/apply.asp>
- II.C.3.5 <http://smccd.intelliresponse.com/collegeofsanmateo/>
- II.C.3.6 <https://websmart.smccd.edu/>
- II.C.3.7 [Explanation of DegreeWorks on the “WebSmart” page](#)
<http://collegeofsanmateo.edu/registration/websmart.asp>
- II.C.3.8 <http://smccd.edu/transcript/>
- II.C.3.9 <http://collegeofsanmateo.edu/forms/docs/counseling/AlternateAssessmentForm2017-2018.pdt>
- II.C.3.10 <http://collegeofsanmateo.edu/counseling/eadvising.asp>
[Online orientation \(PowerPoint\)](#)

Field Code Changed

- [II.C.3.11 http://collegeofsanmateo.edu/career/](http://collegeofsanmateo.edu/career/)
- [II.C.3.12 Job posting of Dual Enrollment and High School Relations position](#)
- [II.C.3.13 Student Campus Climate and Satisfaction Survey, 2017
http://collegeofsanmateo.edu/institutionalresearch/docs/studentcampusclimatesurveys/2016fa/Student_CCSS-GESLOs_2016.pdf](http://collegeofsanmateo.edu/institutionalresearch/docs/studentcampusclimatesurveys/2016fa/Student_CCSS-GESLOs_2016.pdf)
- [II.C.3.14 CSM On-Line Student Survey – Fall 2017](#)
- [II.C.3.15 CSM SSSP Service Volume Fall 2017-Spring 2018](#)
- [II.C.3.16 Admissions & Records http://collegeofsanmateo.edu/admissions/](http://collegeofsanmateo.edu/admissions/)
- [Assessment Center http://collegeofsanmateo.edu/assessment/](http://collegeofsanmateo.edu/assessment/)
- [Career Center http://collegeofsanmateo.edu/career/](http://collegeofsanmateo.edu/career/)
- [Child Development Center http://collegeofsanmateo.edu/childcenter/](http://collegeofsanmateo.edu/childcenter/)
- [Counseling Services http://collegeofsanmateo.edu/counseling/](http://collegeofsanmateo.edu/counseling/)
- [Disability Resource Center http://collegeofsanmateo.edu/dsps/](http://collegeofsanmateo.edu/dsps/)
- [EOPS / CARE http://collegeofsanmateo.edu/eops/](http://collegeofsanmateo.edu/eops/)
- [Financial Aid & Scholarships http://collegeofsanmateo.edu/finaid/](http://collegeofsanmateo.edu/finaid/)
- [Health Services Center http://collegeofsanmateo.edu/healthcenter/](http://collegeofsanmateo.edu/healthcenter/)
- [International Students Center http://collegeofsanmateo.edu/international/](http://collegeofsanmateo.edu/international/)
- [Multicultural Center http://collegeofsanmateo.edu/multicultural/](http://collegeofsanmateo.edu/multicultural/)
- [Personal Counseling and Wellness
http://collegeofsanmateo.edu/personalcounseling/](http://collegeofsanmateo.edu/personalcounseling/)
- [Student Life & Leadership Development http://collegeofsanmateo.edu/studentlife/](http://collegeofsanmateo.edu/studentlife/)
- [Transfer Services http://collegeofsanmateo.edu/transfer/](http://collegeofsanmateo.edu/transfer/)
- [Veterans Services http://collegeofsanmateo.edu/veterans/](http://collegeofsanmateo.edu/veterans/)
- [II.C.3.17 SMCCD Technology Task Force https://smccd.edu/techtaskforce/](https://smccd.edu/techtaskforce/)

II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational

policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

EVIDENCE OF MEETING THE STANDARD

Co-Curricular and athletics programs support mission and contribute to educational experience:

Through student-led organizations and intercollegiate athletic teams, the College provides the structure and support, but allows students to take the lead and drive the co-curricular learning process.

The College hosts forty-three different student organizations and clubs spanning a variety of interests, both educational and social [II.C.4-1]. The Center for Student Life and Leadership Development and the Associated Students of College of San Mateo provide rich co-curricular and extra-curricular programs that support civic responsibility, leadership development, and personal growth. The Center for Student Life and Leadership Development “endeavors to provide students with holistic learning and development” and assists “in their growth and development academically, as leaders, and as individuals by providing innovative educational, recreational, and cross-cultural programming” [II.C.4-2]. The Center facilitates leadership activities and citizen advocacy, and provides student activities and event planning, housing assistance, student government and club information, referral services, transportation information, campus posting and time, place and manner information and on-campus vending/tabling assistance [II.C.4-3].

The student governing body at College of San Mateo is the Associated Students of College of San Mateo (ASCSM) and includes the Student Senate and Inter-Club Council [II.C.4-4]. Through the Student Senate and club activities, students learn how to develop, coordinate, implement, and evaluate programs, activities, and services that support personal growth, cultural and diversity awareness, college life, and student success at the College. Students involved in the senate develop leadership skills, learn to work cooperatively, learn how to function in a governance and college system, and assume responsibility [II.C.4-5]. Through the Student Senate, students also participate in an annual leadership conference. Student clubs, through the Inter-Club Council, provide a broad range of activities, services, and events at the College to entertain, educate, and serve students, and to promote a strong student life experience.

When queried about their CSM experience, 93.5 percent of students who responded to the *Student Campus Climate and Satisfaction Survey, 2017*, agreed that “CSM provides an environment that encourages personal growth” [II.C.4-6].

College of San Mateo athletics and intercollegiate sports facilitate personal development and responsibility through participation in sports. The College adheres to Title IX standards [II.C.4-7] and ensures that programming can enhance the College experience for all students. As part of the college’s efforts to comply with Title IX and to serve the needs and interests of students, the college assesses the athletic program offerings each year. As students apply for admission to the college through CCCApply, they have the opportunity to opt into an athletics interest survey. This

data is compiled and used to determine whether the college adequately complies with Prong 3 of the 3 Prong Title IX Compliance Test. This information is also used to complete the mandated CCCAA R-4 Gender Equity Report. Should there be sufficient student interest in a program not currently offered, the college utilizes its Participatory Governance Process to determine if inclusion of the program is warranted [II.C.4-8].

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

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

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

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

ANALYSIS AND EVALUATION

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

Evidence List for II.C.4

- II.C.4.1 <http://collegeofsanmateo.edu/clubs/activegroups.asp>
- II.C.4.2 <http://collegeofsanmateo.edu/studentlife/mission.asp>
- II.C.4.3 <http://collegeofsanmateo.edu/studentlife/officesrvcs>.
- II.C.4.4 <http://collegeofsanmateo.edu/ascsml/>
- II.C.4.5 [Student Life & Leadership Program Review – 2016 \(pg.4\)](#)
https://www2.collegeofsanmateo.edu/programreviewapp/public/view_pr/415
- II.C.4.6 [Student Campus Climate and Satisfaction Survey, 2017](#)
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_StudentCampusClimateSatisfactionSurvey.pdf
- II.C.4.7 <https://www2.ed.gov/about/offices/list/ocr/docs/title9-qa-20100420.html>
- II.C.4.8 [Title IX compliance R-4 report](#)
- II.C.4.9 <http://collegeofsanmateo.edu/athletics/sports.php>
- II.C.4.10 <http://collegeofsanmateo.edu/athletics/studentsuccess.php>
- II.C.4.11 [Student Code of Conduct](#)
<http://collegeofsanmateo.edu/collegepolicies/studentconduct.asp>
- II.C.4.12 [Club Handbook](#)
http://collegeofsanmateo.edu/clubs/docs/handbook/CSMClubHandbook_rev2018-09.pdf
- II.C.4.13 [ASCSM Bylaws](#)
<http://collegeofsanmateo.edu/ascsml/docs/govdocs/ASCSM%20Bylaws%20rev%20Spring%202014%20FINAL.pdf>

Field Code Changed

- II.C.4.14 ASCSM Constitution
http://collegeofsanmateo.edu/ascsm/docs/govdocs/ASCSM_Constitution_Spring_2012.pdf
- II.C.4.15 CSM Club Handbook – Roles and Responsibilities of Club Leaders, pg.9
http://collegeofsanmateo.edu/clubs/docs/handbook/CSMClubHandbook_rev2018-09.pdf
- II.C.4.16 <http://www.ccaasports.org/services/gender>
- II.C.4.17 <http://www.coastconferenceathletics.com/landing/index>
- II.C.4.18 Student-Athlete Participation Agreement
- II.C.4.19 SMCCCD BP 7.61;
- II.C.4.20 ASCSM Bylaws Article IX, Student Clubs and Organizations, pp 20-21 and p 23;
- II.C.4.21 CSM Club Handbook, pp. 11–13
- II.C.4.22 SMCCCD AP 7.61.1

DRAFT

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

EVIDENCE OF MEETING THE STANDARD

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

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

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

The Counseling Division is comprised of various programs and services that support students' academic, emotional and social development. Assessment Services, Career Services, Transfer Services, Extended Opportunity Programs and Services (EOPS)/Cooperating Agencies Resources for Education (CARE), Disability Resources Center (DRC) and the Multicultural Center are all

components of Counseling Services. Each program and/or service supports the Counseling Divisions' focus on access, student success, retention and persistence and Counseling faculty and staff collaborate to provide support to students. Counseling Services assesses program effectiveness each year through the program review process, using Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

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

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

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

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

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

Students understand requirements of program study: Along with an implementation of Guided Pathways [\[II.C.5-14\]](#), the College has launched the Promise Scholars Program (an amalgamation of two programs, Year One and Promise, renamed Year One Promise and now Promise Scholars) [\[II.C.5-15\]](#). The Promise Scholars Program is a replication of CUNY's Accelerated Study in Associate Programs (ASAP). Established in 2007 and now nationally recognized, ASAP is committed to graduating students within 3 years through a comprehensive redesign of the student experience. The College of San Mateo adopted the ASAP model beginning in Fall 2018, and has integrated

program components into the Promise Scholars Program. The Program focuses on supporting students through to completion and transfer, with a special focus on a first-year transition experience, that includes financial, academic and counseling support. All Promise Scholars Program students are required to meet with a counselor, identify a major, develop a comprehensive education plan and meet other career and academic related milestones in their first year of college [II.C.5-16].

In addition, counseling faculty, advisors and staff assist all students to identify and understand their interests, goals, motivations, and strengths and to move confidently towards informed decisions that include educational and career planning. Counseling faculty work with students who experience academic difficulty and assist them to become aware of academic skills and success strategies [II.C.5-17]. Counselors teach career and life planning courses that provide students with learning experiences related to college success and education and career goal setting. Faculty advisors are discipline experts who are knowledgeable about career paths and academic planning related to the faculty member's discipline. Counseling staff provide case management support for students who fall out of academic standing or who need wrap-around support in order to be successful [II.C.5-18].

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

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

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

ANALYSIS AND EVALUATION

College of San Mateo meets the Standard. As reported in the *Student Campus Climate and Satisfaction Survey 2017*, 90.7% of respondents agree that "I know which courses I need to graduate or transfer;" 90.8% of respondents agree that their academic advisor is "knowledgeable

about program requirements," and 90.7% of respondents agree that their academic advisor is "knowledgeable about transfer requirements or requirements at other institutions" [\[II.C.5-22\]](#).

Evidence List for II.C.5

- [II.C.5-1 Student Success and Support Program Integrated Plan](#)
- [II.C.5.2 Board Study Session 9/12/18, minutes
<http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Packets/2018-09-12Packet.pdf>](#)
- [II.C.5-3 Orientation online link <http://collegeofsanmateo.edu/orientation/>](#)
- [II.C.5-4 Orientation In-Person PowerPoint presentation](#)
- [II.C.5-5 English & Math Alternate Assessment Form
<http://collegeofsanmateo.edu/forms/docs/counseling/AlternateAssessmentForm2017-2018.pdf>](#)
- [II.C.5-6 eAdvising link <http://collegeofsanmateo.edu/counseling/eadvising.asp>](#)
- [II.C.5-7 Counseling Services Program SLO/SAO data – 2018
<https://surveys.smccd.edu/ShowResponse.aspx?doid=bd5b6a86b7d742c0aaf5ca4f133b902e&s=f4edd903d90c48b49b25d1c52cf671f5>](#)
- [II.C.5-8 Counselor Training: General Transfer \(COUN 120\)
\[Counselor Training – Day 1\]\(#\)
\[Counselor Training – Day 2\]\(#\)
\[Counselor Training Fall 2018\]\(#\)
\[Jan 2019 Flex Day Counselor Workshop\]\(#\)
\[SEP Scenario\]\(#\)
\[SEP Steps\]\(#\)](#)
- [II.C.5-9 AFT contract \(including flex requirements\) <http://aft1493.org/wp-content/uploads/2018/01/AFT-SMCCCD-Contract-2016-19-Final.pdf>](#)
- [II.C.5-10 Counseling agendas / minutes](#)
- [II.C.5-11 Counseling faculty meeting minutes](#)
- [II.C.5-12 FLEX day schedule, October 2018
<http://collegeofsanmateo.edu/professionaldevelopment/docs/flexday/oct2018/FinalGridAgenda.pdf>](#)
- [II.C.5-13 Tenure-track, Tenured, Adjunct faculty evaluation materials – Appendix G
<http://aft1493.org/wp-content/uploads/2018/01/AFT-SMCCCD-Contract-2016-19-Final.pdf>](#)

- II.C.5.14 <http://collegeofsanmateo.edu/guidedpathways/>
- II.C.5.15 Promise Scholars Program <http://collegeofsanmateo.edu/promise/>
- II.C.5.16 Promise Scholars Program [milestones \(Fall 18, Spring 19\)](#)
- II.C.5.17 Counseling services website link <http://collegeofsanmateo.edu/counseling/>
- II.C.5.18 OnTRAC <http://collegeofsanmateo.edu/counseling/ontrac.asp>
- II.C.5.19 **SARS notes**
- II.C.5.20 **Student Education Plan**
- II.C.5.21 **Degree completion email**
- II.C.5.22 Student Campus Climate & Satisfaction Survey (June 2017)
http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_StudentCampusClimateSatisfactionSurvey.pdf

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

EVIDENCE OF MEETING THE STANDARD

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

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

At the time of admission via the CCCApply application, students are asked to identify their educational goal (e.g. obtain a degree, earn a certificate of completion, transfer to a four-year university, upgrade job skills, educational enrichment.) They are also asked to indicate their major field of study. Each semester, prior to registration for the subsequent term, students have the opportunity to update their educational goal information [11.C.6-4].

After applying for admission, non-exempt students (those pursuing degrees, certificates, transfer) are directed to SSSP services (see description below) [11.C.6-5].

Special admission: Students attending high school may register concurrently for CSM classes with the approval of the Dean of Enrollment Services. Interested students must submit a College Connection / High School Concurrent Enrollment Application, available on the College Connection Concurrent Enrollment Program webpage, with the required recommendation [11.C.6-6].

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

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

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

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

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

The second path is for students who are enrolling at College of San Mateo for personal enrichment only and do not plan to achieve a certificate, associate degree, or transfer; or students who are matriculated at another college or university and enrolling at College of San Mateo only to meet the requirements of their home institution. The students are referred to

as **EXEMPT**. EXEMPT students are eligible to register on their assigned registration date once they have applied for admission. Registration dates may be viewed in WebSMART.

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

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

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

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

Transfer Credit and Transcript Evaluation Service (TES): Non-exempt students who have completed coursework at colleges and universities outside of San Mateo County Community District (SMCCCD) are advised to use the Transcript Evaluation Service (TES) within the first semester of enrollment at College of San Mateo. Through TES, previous college level lower division coursework is reviewed, analyzed, and applied as appropriate to educational goals at College of San Mateo: certificates, associate degrees, CSU GE Certification (California State University system GE), and IGETC Certification (CSU/UC Intersegmental General Education Transfer Curriculum). The TES evaluation is visible on the

students DegreeWorks audit and serves as the official response from the District in regards to how prior completed coursework is applied in SMCCCD. More information about the Transcript Evaluation Service (TES) is available on San Mateo County Community College District website. The Request a Transcript Evaluation form is on WebSMART [II.C.6 – 11].

ANALYSIS AND EVALUATION

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

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

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

As our Guided Pathways develop, these will further assist in defining clearer educational pathways to complete degrees, certificate and transfer goals.

Evidence List for II.C.6

II.C.6 – 1 Board Policy 7.01 Admissions and Concurrent Enrollment

II.C.6 – 2 Administrative Procedure 7.01.01 Admission of Students

II.C.6 – 3 Title V, Section 54300

II.C.6 – 4 Catalog links to Admissions Information and Procedure

II.C.6 – 5 Admissions and Records Website

II.C.6 – 6 College Connection Form

II.C.6 – 7 Board Policy 7.39 Student Success and Support Program

II.C.6 – 8 Administrative Procedure 7.39.1 Student Success and Support Program

II.C.6 – 9 Example of Comprehensive Ed Plan

[II.C.6 – 10 Example of Abbreviate Ed Plan](#)

[II.C.6 – 11 Example of TES evaluation](#)

[II.C.6 – 12 Guided Pathways Self-Assessment & Work Plan](#)

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

EVIDENCE OF MEETING THE STANDARD

Admissions Assessment for Course Placement: Admission to College of San Mateo is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from instruction. The College maintains an open enrollment policy and does not require test scores for admission.

The College Nondiscrimination Policy published in the College Catalog and Schedule of Classes applies to admission and all aspects of matriculation, including assessment instruments and placement practices [\[II.C.7 – 1-3\]](#). Exceptions to the usual admission policy exist for apprenticeship; concurrently enrolled high school students; and Cosmetology, Dental Assisting, and Nursing programs, which have special admission requirements consistent with established criteria at other California community colleges.

Through spring 2019, new students (except those who are exempted from matriculation requirements) were required to be assessed as part of the matriculation process. CSM Assessment Services conducted the college assessment program which included English, Reading, ESL, and Mathematics assessment components. Incoming College students could use high school transcripts showing coursework completed in English and math with their cumulative GPA for English and math course placement. Students qualified for transfer-level courses based on an appropriate Advanced Placement (AP) test with a score of 3, 4 or 5 or SAT, ACT, IB or EAP results with an appropriate as stated in the 2017-2018 College Catalog and on the Assessment Services website [\[II.C.7 – 4\]](#). Students had the opportunity to take placement tests for English, ESL and math course placement. The English and Math Faculty developed the placement criteria which included multiple measurements [\[II.C.7 – 5\]](#).

However, with the implementation of AB 705 the College has developed new curricula and academic support for students to enroll directly into college level English and math courses [\[II.C.7-6\]](#). The math and English faculty have adopted the default placement rules which prescribe a statistical approach to comply with AB 705. The Colleges utilizes high school performance, using the default placement rules, as the primary vehicle for placement recommendations and has

discontinued the use of standardized placement tests, except for placement into ESL courses. Students who utilize the computerized testing service for ESL, receive their results immediately upon completion of the test and can retrieve test results in WebSMART. Information about assessment appears in the Schedule of Classes and on the College website [II.C.7-7](#). CSM's Assessment Services is located close to both Admissions and the Counseling Support Center, offering a welcoming environment. Furthermore, to facilitate ease-of-use and convenience, students can schedule their own assessment appointments via WebSmart.

Evaluating assessment instruments and practices: Although not required by the State Chancellors Office, the College plans to periodically evaluate the effectiveness of the new placement recommendations to students. The first review will occur after the 2019-2020 academic year.

ANALYSIS AND EVALUATION

The College meets the standard. College of San Mateo has established processes in place to evaluate and validate admissions and placement tools. Continued data collection around multiple measures using high school transcripts and guided self-placement will be reviewed to evaluate the effectiveness of course placement and success. The College follows closely the standards for admission required by the California Education Code. Admissions staff and counselors are aware of specialized programs and services for students. Orientation and assistance are offered to all students including those with special needs, and students can receive assistance early in the admissions process as well as during counseling and advisement sessions.

Evidence List for II.C.7

II.C.7 – 1 [Board Policy 2.19 Nondiscrimination](#)

II.C.7 – 2 [Catalog Non Discrimination Policy](#)

II.C.7 – 3 [Class Schedule Non Discrimination Policy](#)

II.C.7 – 4 [Assessment Webpage](#)

II.C.7 – 5 [Guide to using Multiple Measures](#)

II.C.7-6 [New math and English curriculum developed for AB 705 implementation, described in Program Review Fall 2018:](#)
[English Program Review](#)
<https://surveys.smccd.edu/ShowResponse.aspx?doid=45ba972416264f1798060216bec1a8c7&s=7dfd5d861cab40c698ca342141e96fec>
[Math Program Review](#)

Field Code Changed

<https://surveys.smccd.edu/ShowResponse.aspx?doid=c4c8f444edc64c62aa158d7d2f0250db&s=7dfd5d861cab40c698ca342141e96fec>

II.C.7-7 Catalog, "Alternate Assessment"

<http://catalog.collegeofsanmateo.edu/current/alternate-assessment/>; Assessment Services <http://collegeofsanmateo.edu/assessment/>

11.C. 8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

EVIDENCE OF MEETING THE STANDARD

Secure, permanent and confidential maintenance of student records: The District has established and regularly reviews policy and procedures for storing and archiving student records and directory [II.C.8 – 1, 2]. Historical permanent paper records (transcripts) are stored in a secure location within the Public Safety and Medical Services Building (B1), which formerly housed Admissions and Records. These permanent records date from 1959 through 1981. Efforts are underway to scan such documents into digital images which are then archived electronically. More recent records are stored in a secure room on the third floor of College Center (B10).

Access to records is limited to authorized personnel including the Dean of Enrollment Services and the Registrar. To maintain security, Admissions and Records staff have limited access to student records, with limits established and related to the staff position and associated responsibilities. Student assistants do not have access to records. The President, Vice President of Instruction, Vice President of Student Services, and their official designees have access to student records. Division deans and their staff assistants also have access to view student records.

Counseling faculty and staff, advisors, and financial aid staff have access to student records as related to their college function. While counselors and other staff with appropriate responsibilities can view student grades, only the Dean of Enrollment Services and the Registrar have the ability to change grades after end-of-term entry by faculty. Limiting access to grade changes in the student information system, Banner, provides for enhanced security. In addition, Banner maintains an audit trail by tracking and storing the name of any staff member who changes a grade.

Students are limited to password-protected access to their own personal records via WebSMART.

When a new employee is hired, the hiring manager notifies the District's Information Technology Services and the employee's access to Banner screens appropriate to the position is activated. When an employee moves to a new position or separates from the College, the employee's manager notifies ITS and access to BANNER is modified accordingly.

CSM no longer uses microfilm as a means of archiving documents; however, there are a significant number of archived documents captured on microfilm. Efforts are underway to convert the microfilmed documents to the digital format so they can be accessed through Banner.

The District ITS Department conducts backups for all administrative data, including student records, stored on its servers on a daily basis. In addition, ITS has in place a comprehensive backup strategy to ensure that all server-based data is recoverable. The data on disk is store on a Storage Area Network (SAN) utilizing RAID technology and redundant hot spare disks for fault tolerance. Weekly copies of the data are written to high capacity tape and are stored offsite for disaster recovery

In addition, for all major systems including Banner, email services and web services, ITS has built a disaster recovery computer center that is located at Cañada College. Using specialized features in Oracle, this backup/recovery site stays synchronized with the primary Banner system located at the District Office [II.C.8 – 3](#).

Release of Records: The College and District adhere to FERPA rules and regulations, which are posted in the College Catalog and on the website [II.C.8 – 4, 5](#). A full FERPA document is kept on file in Admissions and Records. For new hires, in-house training is performed for each person based on his or her role and responsibilities.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise

the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The Act provides that the College may release certain types of "Directory Information" unless the student submits a request in writing to the Dean of Enrollment Services that certain or all such information not be released without his/her consent. Currently enrolled students may request that "Directory Information" be withheld by notifying the Dean of Enrollment Services in writing each term or semester.

External entities have access to only the following directory information

- student's name and city of residence;
- email address
- participation in recognized activities and sports
- dates of enrollment
- degrees and awards received
- the most recent previous educational agency or institution attended; and
- height and weight of members of athletic teams.

Appropriate college personnel as noted above have access to full address information.

The Federal Solomon Act requires colleges to release full directory information (including address) to U.S. Armed Forces.

ANALYSIS AND EVALUATION

The college meets the standard. Processes are in place to maintain secure and confidential student records. Personnel involved in accessing student records are trained in FERPA

requirements and the importance of keeping students records safe and secure. Storage of student records is compliant and secure.

Evidence List for II.C.8

- II.C.8 – 1 Board Policy 7.28 Student Records, Directory Information, and Privacy
- II.C.8 – 2 Administrative Policy 7.28 Student Records, Directory Information, and Privacy
- II.C.8 – 3 Information Technology Services Website
- II.C.8 – 4 Catalog Privacy Rights Students Policy
- II.C.8 – 5 Class Schedule

II.C STUDENT SUPPORT SERVICES

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

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

EVIDENCE OF MEETING THE STANDARD

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

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

In addition to collecting and assessing data as part of the program review process, programs may seek additional evaluation assistance from the Office of Planning, Research, Innovation and Effectiveness (PRIE) to conduct both formative and summative evaluation, including evaluation of the direct impact of services on outcomes, student satisfaction with services, and feedback to improve services [II.C.1-4].

Annual Student Surveys: The Student Campus Climate & Satisfaction Survey is one of the primary data collection instruments the college uses to assess student satisfaction with academic and student support services, as well as with the perceived responsiveness of the institution. The 2017 survey data indicates that students are very satisfied with their experiences with the College's student support services (personnel, assessment processes, academic advising, admissions and records, and financial aid). [II.C.1-5].

Both Program Review and survey data are integrated into institutional planning through the Institutional Planning Committee (IPC), an institutional committee composed of faculty, administrators, staff and student representatives charged with implementing, assessing and communicating the institutional planning process. The IPC systematically reviews and discusses survey data and program review reports to determine if follow-up is needed [II.C.1-6, 6a].

Advisory Committees: Advisory committees involve students, staff, faculty, community and business members and serve as an effective means to obtain feedback about student outcomes and program effectiveness. These committees meet at least annually to discuss program services, accomplishments, new initiatives, and program evaluations [II.C.1-7, 7a, 8].

Personnel Evaluations: All faculty, staff and administrators are evaluated on a regular basis. These evaluations are reviewed by supervisors and can provide program-related feedback that can be used for program improvements or new initiatives. (see Standard III.A.5).

Student Focus Groups: Student focus groups are used to gather feedback regarding specific inquiries. For example, in the spring, 2017 the College hired the Careers Ladders Project (CLP) to facilitate student focus groups in order to understand how students choose their majors, what challenges they face when choosing a major, and what support systems they use during their time in college [II.C.1-9]. In addition, in the spring 2018 semester, the District hired consultants to evaluate and make recommendations for improvements in our student supporting software and systems. Both students and staff were interviewed from all three campuses and

recommendations were provided that will optimize the student online experience [II.C.1-10].

Categorical Programs and Initiatives: There are various initiatives and categorical programs on campus (Extended Opportunity Programs and Services (EOPS) [II.C.1-11], Cooperative Agencies Resources for Education (CARE) [II.C.1-12], CalWORKs [II.C.1-13], Basic Skills Initiative (BSI), Student Equity (SE), and the Student Success and Support Programs (SSSP) [II.C.1-14], Guided Pathways [II.C.1-15]. These require annual evaluation and reporting to the California Community College Chancellors Office (CCCCO) to ensure program effectiveness.

Supporting students and enhancing services regardless of means of delivery: The majority of student support services are offered in an online format, to support distance and online students, as well as on-campus students who prefer the convenience of online services. The programs include Admissions and Registration, Orientation, Counseling, Student Education Plans and Degree Audits, Financial Aid, limited Personal Counseling Services (phone appointments) and Tutoring. All student forms, which have been standardized across the district, are available in online formats that can be filled in and submitted online [II.C.1-16].

Supporting student learning and enhancing accomplishment of the College's mission: In an effort to ensure that student support services support learning and enhance the mission of the College, all comprehensive program reviews require that every program provides a brief description of the program and articulate how it supports the College's Mission, Diversity Statements and Strategic Goals [II.C.1-17]. All program reviews are reviewed by the Instructional Planning Council, who provides specific feedback as to whether the response adequately addressed each element in the program review document. Individual programs use the feedback process to plan and develop program goals and improvement initiatives [II.C.1-18].

ANALYSIS AND EVALUATION

The College regularly and consistently evaluates the services it provides to students to support student learning and to further meet the mission of the college. For example, the _____ assessed the needs of students through individual and focus group discussion (evidence). It found that _____. As a result, _____. Additionally, as a result of the regular evaluation of the program and services offered in student services, _____.

The College meets the Standard.

Evidence List for II.C.1

- II.C.1-1 _____ Comprehensive Student Services Program Reviews (link to 2018 PR's)
- II.C.1-2 _____ Comprehensive Student Services Program Reviews (2018) SLO's/SAO's)
- II.C.1.3 _____ Student Services Resource Requests (2017 & 2018)

II.C.1.4 — Annual Review of Current College Initiatives — Puente (Fall 2017)

II.C.1.5 — Student Campus Climate & Satisfaction Survey (2017)

II.C.1.6 — Instructional Planning Council Minutes — January, 2018

II.C.1.6a — IPC minutes for Feb 2019 where PR trends and analysis are reviewed

II.C.1.7 — International Education Program Advisory Committee Minutes (Fall, 2018)

II.C.1.7a — Minutes EOPS Spring 2019

II.C.1.8 — EOPS/SSSP/CARE Advisory Committee Minutes (Fall 2018)

II.C.1.9 — College of San Mateo Students Share Their Perspectives, June, 2017

II.C.1.10 — Evaluation & Recommendation of Student Supporting Software Systems — 2018

II.C.1.11 — Extended Opportunity Programs and Services (EOPS) Program Plan — 2018

II.C.1.12 — Cooperative Agencies Resources for Education (CARE) Program Plan — 2018

II.C.1.13 — CalWORKs Program Plan — 2018

II.C.1.14 — Basic Skills Initiative (BSI), Student Equity (SE), and the Student Success and Support Programs (SSSP) Integrated Plan — 2017-2019

II.C.1.15 — Guided Pathways Multi-Year Plan — 2018-2019

II.C.1.16 — <http://collegeofsanmateo.edu/forms/>

II.C.1.17 — Comprehensive Student Services Program Reviews (2018) Description of Programs

II.C.1.18 — IPC Program Review Feedback Rubric — Fall 2018 Student Services

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

Learning and service area outcomes are identified and systematically assessed for all support services, to promote continuous improvement.

EVIDENCE OF MEETING THE STANDARD

Identifying and Assessing Learning Support Outcomes: The assessment of student learning and service area outcomes (SLOs and SAOs) is an important component of the student services evaluation process and is integrated into the program review process. The College of San Mateo

has identified SLOs and SAOs for all student support programs and services, which include the following areas: Admissions and Records, Assessment Center, CalWORKS, Career Center, Child Development Center, Counseling Services, EOPS and CARE, Financial Aid and Scholarships, Health Services Center, International Students Center, Multicultural Center, Psychological Services, Transfer Services, Veterans Services, Student Life and Leadership and Disabled Students Programs and Services (DSPS) [(II.C.2-1)].

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

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

Another example is demonstrated through the regular assessment and evaluation of Counseling Services. In Spring 2016, student survey results indicated that counseling services needed improvement in the following areas: _____ [(II.C.2-X)]. The Counseling department dedicated several retreats to reviewing the feedback and identifying specific strategies to address the identified needs [(II.C.2-Y)]. In Spring 2018, a similar student survey was administered and the results indicated an improvement in these areas: _____ [(II.C.2-Z)].

In the fall of 2017, 14 staff in various student services programs were interviewed by the College's SLO coordinator in order to understand the current practices, procedures and experiences with the SLO assessment process across the learning and student support areas throughout the College. The report identified strengths and weaknesses in the existing process [(II.C.2-3)]. In summary, it was found that student services programs collect data routinely and utilize assessment data to continuously improve programs and services. In addition, student services staff expressed an appreciation of SLO/SAO data because it provides useful feedback on whether service goals are being achieved. However, a number of interviewees pointed out that the data didn't really address the kinds of improvements they would like to make (data points weren't specific or useful). In order to address this need for assessment assistance, training for student services staff on how to assess student or service area outcomes was provided in spring, 2018 during the monthly Student Services Council meetings [(II.C.2-4)]. Another issue focused on alignment; the language of the then General Education learning outcomes did not clarify the role

of student support services in supporting student learning. To clarify this, the Academic Senate approved a revised version of the College's learning outcomes, renaming them Institutional Learning Outcomes, and adding an outcome on "Independent Learning and Development" to clarify an institution-wide context for student service outcomes, and to provide a vantage point for institutional assessment of student services outcomes [II.C.2-5, 6].

ANALYSIS AND EVALUATION

The College meets the Standard.

Evidence List for II.C.1

II.C.2-1 — Comprehensive Student Services Program Reviews (2018) SLO's

II.C.2-2 — Student Services Program Review — Child Development Center (2016-17)

II.C.2-X-Z — supporting documentation from Counseling assessment

II.C.2-3 Student Learning Outcomes: An Overview Academic and Student Support Services — November, 2017

II.C.2-4 Student Services Council meeting minutes — spring 2018

II.C.2-5 Institutional Learning Outcomes http://collegeofsanmateo.edu/sloac/slos_ge.asp

II.C.2-6 ASGC minutes 3/28/2017 https://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2017.03.28_AS_minutes.pdf

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

EVIDENCE OF MEETING THE STANDARD

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

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

The following student services are available online to all students:

CCCApply is the online admission process that has become the state-wide standard for submitting an admission application. The submission of the online admission application is nearly 100 percent [II.C.3-4].

IntelliResponse: Ask the Bulldog is a knowledge-based system that was incorporated as part of the College's efforts to respond to potential applicants and current students' questions. In 2016, Ask the Bulldog received more than 52,000 questions with over 80% of responses providing satisfactory information [II.C.3-5]. The system is scheduled to be phased out by December 2018 and replaced by _____.

WebSMART, an administration software system available 24/7, allows students to retrieve records and additional information and to register for classes. The system also facilitates easy access to student accounts, academic records, placement test results, registration activities, enrollment and degree verification, transcript requests, and the means to apply for financial aid, pay enrollment fees, order books, and update personal contact information and information related to educational goals and a college major [II.C.3-6].

DegreeWorks, a component of WebSMART, enables students to run audits of progress toward a certificate, associate degree, and/or California State University General Education and IGETC certification. Through DegreeWorks students explore associate degree majors, certificates, and CSUGE and IGETC through a "what if" option. Degree Works also includes a Student Educational Plan. Counselors work with students to identify informed educational goals and develop a student educational plan (SEP), that includes courses needed to meet these goals, as well as notes to explain the plan and plan options. This creates a comprehensive advising tool for students. The resulting SEP provides a resource for students for educational planning and course selection [II.C.3-7].

The SMCCCD Transcript Evaluation Service (TES) provides for the evaluation of coursework taken by students outside SMCCCD. Students are encouraged to submit for evaluation transcripts of any coursework completed at other accredited colleges and universities. TES evaluates each course and enters results into the student database (BANNER articulation screens) so that this information is available in DegreeWorks. Students who plan to earn an associate degree, certificate, and/or CSU-GE or IGETC certification have a degree audit tool that lists their full academic history (within SMCCCD and outside of SMCCCD) in WebSMART under DegreeWorks [II.C.3-8].

Assessment Services are available to students, both in person and online. The College has adopted multiple measures assessment, which enables students to be placed in college courses based on their high school grades in English and mathematics courses, and their overall high school grade point average. Students are able to complete the English and Math Alternate Assessment Form online and submit (via email, fax or mail) results for the Advanced Placement Exam (AP), International Baccalaureate Exam (IB), CSU English Placement Test, SAT or ACT, as well as college and high school transcripts [II.C.3-9]. The Assessment staff are then able to clear students for enrollment in appropriate English and mathematics coursework.

Online Orientation and eAdvising and eCounseling are also available to students. Students complete a self-paced online orientation and submit a Getting Started Worksheet to complete the orientation and course selection process. The completed worksheet is reviewed by a counselor or faculty advisor through the eCounselor service to determine whether additional assistance through phone, email, or web conference is needed prior to registration [II.C.3-10]. Upon completing the online orientation, students have developed a preliminary schedule for their first semester and may register or schedule an additional one-on-one counseling session.

The Career Services website has a variety of resources online to support students with career exploration and job preparation. Online career assessments and major exploration is available to students via Eureka. Distance education students can also meet with a counselor online to receive career counseling and guidance. The College Central Network (CCN) is a web-based job posting system that allows students to upload and build résumés, search and apply for jobs and internships, and receive automatic emails about jobs and internships that meet their career profile [II.B-74]. CCN also allows employers to post job/internship openings, search résumés, and stay informed about career events [II.C.3-11].

Student services support also extends to our high school partners throughout the College's service area. A new Director of Dual Enrollment and High School Relations was hired to enhance dual enrollment programming and to serve as the primary contact in coordinating services (which

includes outreach, assessment, financial aid/scholarship application support, advising/counseling and Year One) for our local high schools [(II.C.3-12)].

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

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

ANALYSIS AND EVALUATION

College of San Mateo meets Standard II.C.3. The College provides services to students regardless of location. During the 2017-18 academic year, there were 3,920 English and math placement assessments and/or alternative measures provided, 2,810 students participated in a new student orientation and nearly 8,000 abbreviated and/or comprehensive educational plans were developed [(II.C.3-15)]. Additionally, each program area in Student Services has a specific website with program-related information, links, email addresses, and other information that students can access from off campus [(II.C.3-16)].

The College continues to implement and utilize technology to provide appropriate delivery of services to students without regard to location. In the fall, 2017 the District convened a Technology Taskforce to improve the student experience, outcomes and success through the procurement and implementation of a Constituent Relationship Management (CRM) system. This system allows the District and its colleges to more effectively communicate with students, understand their needs and make it easier for students to apply, excel and graduate. A website has been developed to provide a project timeline, progress reports and FAQs [(II.C.3-17)].

Evidence List for II.C.3

II.C.3.1 Comprehensive Student Services Program Reviews – Student Learning & Program Data –C
(link to 2018 PR's)

II.C.3.2 www.collegeofsanmateo.edu/forms/

II.C.3.3 www.smccd.edu/degateway/index.php

II.C.3.4 www.collegeofsanmateo.edu/admissions/apply.asp

II.C.3.5 <http://smccd.intelliresponse.com/collegeofsanmateo/>

II.C.3.6 <https://websmart.smccd.edu/>

II.C.3.7 DegreeWorks link

II.C.3.8 <http://smccd.edu/transcript/>

II.C.3.9

<http://collegeofsanmateo.edu/forms/docs/counseling/AlternateAssessmentForm2017-2018.pdt>

II.C.3.10 <http://collegeofsanmateo.edu/counseling/eadvising.asp>

II.C.3.11 <http://collegeofsanmateo.edu/career/>

II.C.3.12 Job posting of Dual Enrollment and High School Relations position

II.C.3.13 Student Campus Climate and Satisfaction Survey, 2017

II.C.3.14 CSM On-Line Student Survey – Fall 2017

II.C.3.15 CSM SSSP Service Volumn Fall 2013 Spring 2018

II.C.3.16 Link to all of Student Services online web pages

II.C.3.17 <https://smccd.edu/techtaskforce/>

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

EVIDENCE OF MEETING THE STANDARD

Co-Curricular and athletics programs support mission and contribute to educational experience:

Through student led organizations and intercollegiate athletic teams, the College provides the structure and support, but allows students to take the lead and drive the co-curricular learning process.

The College hosts forty three different student organizations and clubs spanning a variety of interests, both educational and social [II.C.4.1]. The Center for Student Life and Leadership Development and the Associated Students of College of San Mateo provide rich co-curricular and extra-curricular programs that support civic responsibility, leadership development, and personal growth. The Center for Student Life and Leadership Development “endeavors to provide students with holistic learning and development” and assists “in their growth and development academically, as leaders, and as individuals by providing innovative educational, recreational, and cross-cultural programming” [II.C.4.2]. The Center facilitates leadership activities and citizen advocacy, and provides student activities and event planning, housing assistance, student government and club information, referral services, transportation information, campus posting and time, place and manner information and on-campus vending/tabling assistance [II.C.4.3].

The student governing body at College of San Mateo is the Associated Students of College of San Mateo (ASCSM) and includes the Student Senate and Inter-Club Council [II.C.4.4]. Through the Student Senate and club activities, students learn how to develop, coordinate, implement, and evaluate programs, activities, and services that support personal growth, cultural and diversity awareness, college life, and student success at the College. Students involved in the senate develop leadership skills, learn to work cooperatively, learn how to function in a governance and college system, and assume responsibility [II.C.4.5]. Through the Student Senate, students also participate in an annual leadership conference. Student clubs, through the Inter-Club Council, provide a broad range of activities, services, and events at the College to entertain, educate, and serve students, and to promote a strong student life experience.

When queried about their CSM experience, 93.5 percent of students who responded to the *Student Campus Climate and Satisfaction Survey, 2017*, agreed that “CSM provides an environment that encourages personal growth” [II.C.4.6].

College of San Mateo athletics and intercollegiate sports facilitate personal development and responsibility through participation in sports. The College adheres to Title IX standards [II.C.4.7] and ensures that programming can enhance the College experience for all students. As part of the college’s efforts to comply with Title IX and to serve the needs and interests of students, the college assesses the athletic program offerings each year. As students apply for admission to the college through CCCApply, they have the opportunity to opt into an athletics interest survey. This data is compiled and used to determine whether the college adequately complies with Prong 3 of the 3-Prong Title IX Compliance Test. This information is also used to complete the mandated CCCAA R-4 Gender Equity Report. Should there be sufficient student interest in a program not

currently offered, the college utilizes its Participatory Governance Process to determine if inclusion of the program is warranted [II.C.4-8].

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

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

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

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

ANALYSIS AND EVALUATION

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

Evidence List for II.C.4

- II.C.4.1 — <http://collegeofsanmateo.edu/clubs/activegroups.asp>
- II.C.4.2 — <http://collegeofsanmateo.edu/studentlife/mission.asp>
- II.C.4.3 — <http://collegeofsanmateo.edu/studentlife/officesrvcs>
- II.C.4.4 — <http://collegeofsanmateo.edu/ascsml>
- II.C.4.5 — Student Life & Leadership Program Review — 2016 (pg.4)
- II.C.4.6 Student Campus Climate and Satisfaction Survey, 2017
- II.C.4.7 — <https://www2.ed.gov/about/offices/list/ocr/docs/title9-qa-20100420.html>
- II.C.4.8 Title IX compliance R-4 report
- II.C.4.9 <http://collegeofsanmateo.edu/athletics/sports.php>
- II.C.4.10 — <http://collegeofsanmateo.edu/athletics/studentssuccess.php>
- II.C.4.11 — Student Code of Conduct
- II.C.4.12 — Club Handbook
- II.C.4.13 — ASCSM Bylaws
- II.C.4.14 — ASCSM Constitution
- II.C.4.15 — CSM Club Handbook — Roles and Responsibilities of Club Leaders, pg.9
- II.C.4.16 — <http://www.cccaasports.org/services/gender>
- II.C.4.17 — <http://www.coastconferenceathletics.com/landing/index>
- II.C.4.18 — Student-Athlete Participation Agreement
- II.C.4.19 — [SMCCCD BP 7.61](#);
- II.C.4.20 — [ASCMSM Bylaws Article IX, Student Clubs and Organizations, pp 20-21 and p 23](#);
- II.C.4.21 — [CSM Club Handbook, pp. 11-13](#)

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

EVIDENCE OF MEETING THE STANDARD

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

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

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

The Counseling Division is comprised of various programs and services that support students' academic, emotional and social development. Assessment Services, Career Services, Transfer Services, Extended Opportunity Programs and Services (EOPS)/Cooperating Agencies Resources for Education (CARE), Disability Resources Center (DRC) and the Multicultural Center are all

components of Counseling Services. Each program and/or service supports the Counseling Divisions' focus on access, student success, retention and persistence and Counseling faculty and staff collaborate to provide support to students. Counseling Services assesses program effectiveness each year through the program review process, using Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).—

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

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

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

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

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

Students understand requirements of program study: As a component of the Guided Pathways [II.C.5-14] implementation at the College of San Mateo, the College has implemented the Year One Promise Program [II.C.5-15]. The Year One Promise Program is a replication of CUNY's Accelerated Study in Associate Programs (ASAP). Established in 2007 and now nationally recognized, ASAP is committed to graduating students within 3 years through a comprehensive redesign of the student experience. The College of San Mateo adopted the ASAP model beginning in Fall 2018, and has integrated program components into the Year One Promise program. The

Program provides financial, academic and counseling support to all first-year, full-time students. All Year One Promise students are required to meet with a counselor, identify a major, develop a comprehensive education plan and meet other career and academic related milestones in their first year of college [II.C.5-16].

In addition, counseling faculty, advisors and staff assist all students to identify and understand their interests, goals, motivations, and strengths and to move confidently towards informed decisions that include educational and career planning. Counseling faculty work with students who experience academic difficulty and assist them to become aware of academic skills and success strategies [II.C.5-17]. Counselors teach career and life planning courses that provide students with learning experiences related to college success and education and career goal setting. Faculty advisors are discipline experts who are knowledgeable about career paths and academic planning related to the faculty member's discipline. Counseling staff provide case management support for students who fall out of academic standing or who need wrap-around support in order to be successful [II.C.5-18].

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

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

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

ANALYSIS AND EVALUATION

College of San Mateo meets the Standard. As reported in the *Student Campus Climate and Satisfaction Survey 2017*, 90.7% of respondents agree that "I know which courses I need to

graduate or transfer," 90.8% of respondents agree that their academic advisor is "knowledgeable about program requirements," and 90.7% of respondents agree that their academic advisor is "knowledgeable about transfer requirements or requirements at other institutions" [II.C.5.22].

Evidence List for II.C.5

II.C.5-1 Student Success and Support Program Integrated Plan

II.C.5.2 Board Study Session 9/12/18, minutes

<http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Packets/2018-09-12Packet.pdf>

II.C.5-3 Orientation online link

II.C.5-4 Orientation In-Person PowerPoint presentation

II.C.5-5 English & Math Alternate Assessment Form

II.C.5-6 eAdvising link

II.C.5-7 Counseling Services Program SLO/SAO data — 2018

II.C.5-8 Training session document

II.C.5-9 AFT contract (including flex requirements)

II.C.5-10 — Counseling agendas / minutes

II.C.5-11 — Counseling faculty meeting minutes

II.C.5-12 — FLEX day schedule 2018

II.C.5-13 — Tenure track, Tenured, Adjunct faculty evaluation materials

II.C.5-14 — <http://collegeofsanmateo.edu/guidedpathways/>

II.C.5-15 — Year One Promise program website link

II.C.5-16 — Year One Promise program milestones

II.C.5-17 — Counseling services website link

II.C.5-18 — OnTRAC link

II.C.5-19 — SARS notes

II.C.5-20 — Student Education Plan

~~II.C.5-21~~ Degree completion email

~~II.C.5-22~~ Student Campus Climate & Satisfaction Survey (June 2017)

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

EVIDENCE OF MEETING THE STANDARD

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

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

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

After applying for admission, non-exempt students (those pursuing degrees, certificates, transfer) are directed to SSSP services (see description below) [II.C.6-5].

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

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

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

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

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

Attend Orientation

Complete assessment and placement

Meet with a Counselor for educational planning (see standard 11.C.5)

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

NON-EXEMPT students who have completed the SSSP enrollment requirements have higher registration priority for enrollment in future semesters [11.C.6 – 7, 8].

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

Complete registration requirements: Complete an online orientation, apply for degrees & certificates, view catalog and Schedule of Classes, register for classes, check registration status, request transcripts, request transcript evaluation (for external transcripts), add or drop classes.

Monitor academic progress: Access records, view DegreeWorks degree/certificate progress completion, Student Educational Plan, update major, view placement scores for Math/English, schedule a Math/English assessment appointment, view grades.

Manage resources: Make appointments, order permits, check registration status, pay fees, review Financial Aid application status, access student email (mysmccd.edu), update personal information.

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

Transfer Credit and Transcript Evaluation Service (TES): Non-exempt students who have completed coursework at colleges and universities outside of San Mateo County Community District (SMCCCD) are advised to use the Transcript Evaluation Service (TES) within the first semester of enrollment at College of San Mateo. Through TES, previous college-level lower-division coursework is reviewed, analyzed, and applied as appropriate to educational goals at College of San Mateo: certificates, associate degrees, CSU-GE Certification (California State University system GE), and IGETC Certification (CSU/UC Intersegmental General Education Transfer Curriculum). The TES evaluation is visible on the student's DegreeWorks audit and serves as the official response from the District in regards to how prior completed coursework is applied in SMCCCD. More information about the Transcript Evaluation Service (TES) is available on [San Mateo County Community College District website](#). The Request a Transcript Evaluation form is on [WebSMART](#) [II.C.6 – 11].

ANALYSIS AND EVALUATION

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

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

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

As our Guided Pathways develop, these will further assist in defining clearer educational pathways to complete degrees, certificate and transfer goals.

Evidence List for II.C.6

- II.C.6 – 1 — Board Policy 7.01 Admissions and Concurrent Enrollment
- II.C.6 – 2 — Administrative Procedure 7.01.01 Admission of Students
- II.C.6 – 3 — Title V, Section 54300
- II.C.6 – 4 — Catalog links to Admissions Information and Procedure
- II.C.6 – 5 — Admissions and Records Website
- II.C.6 – 6 — College Connection Form
- II.C.6 – 7 — Board Policy 7.39 Student Success and Support Program
- II.C.6 – 8 — Administrative Procedure 7.39.1 Student Success and Support Program
- II.C.6 – 9 — Example of Comprehensive Ed Plan
- II.C.6 – 10 — Example of Abbreviate Ed Plan
- II.C.6 – 11 — Example of TES evaluation
- II.C.6 – 12 — Guided Pathways Self-Assessment & Work Plan

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

EVIDENCE OF MEETING THE STANDARD

Admissions Assessment for Course Placement: Admission to College of San Mateo is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from instruction. The College maintains an open enrollment policy and does not require test scores for admission.

The College Nondiscrimination Policy published in the College Catalog and Schedule of Classes applies to admission and all aspects of matriculation, including assessment instruments and placement practices [II.C.7 – 1-3]. Exceptions to the usual admission policy exist for apprenticeship; concurrently enrolled high school students; and Cosmetology, Dental Assisting, and Nursing programs, which have special admission requirements consistent with established criteria at other California community colleges.

Through spring 2019, new students (except those who are exempted from matriculation requirements) were required to be assessed as part of the matriculation process. CSM Assessment Services conducted the college assessment program which included English, Reading, ESL, and Mathematics assessment components. Incoming College students could use high school transcripts showing coursework completed in English and math with their cumulative GPA for English and math course placement. Students qualified for transfer-level courses based on an appropriate Advanced Placement (AP) test with a score of 3, 4 or 5 or SAT, ACT, IB or EAP results with an appropriate as stated in the 2017-2018 College Catalog and on the Assessment Services website [II.C.7 – 4]. Students had the opportunity to take placement tests for English, ESL and math course placement. The English and Math Faculty developed the placement criteria which included multiple measurements [II.C.7 – 5].

However, with the implementation of AB-705 the College has developed new curricula and academic support for students to enroll directly into college-level English and math courses [link to new curriculum II.C.7-6]. The math and English faculty have adopted the default placement rules which prescribe a statistical approach to comply with AB-705. The College utilizes high school performance, using the default placement rules, as the primary vehicle for placement recommendations and has discontinued the use of standardized placement tests, except for placement into ESL courses. Students who utilize the computerized testing service for ESL, receive their results immediately upon completion of the test and can retrieve test results in WebSMART. Information about assessment appears in the Schedule of Classes and on the College website [citation II.C.7.7]. CSM's Assessment Services is located close to both Admissions and the Counseling Support Center, offering a welcoming environment. Furthermore, to facilitate ease of use and convenience, students can schedule their own assessment appointments via WebSmart.

Evaluating assessment instruments and practices: Although not required by the State Chancellors Office, the College plans to periodically evaluate the effectiveness of the new placement recommendations to students. The first review will occur after the 2019-2020 academic year.

ANALYSIS AND EVALUATION

The College meets the standard. College of San Mateo has established processes in place to evaluate and validate admissions and placement tools. Continued data collection around multiple measures using high school transcripts and guided self-placement will be reviewed to evaluate the effectiveness of course placement and success. The College follows closely the standards for admission required by the California Education Code. Admissions staff and counselors are aware of specialized programs and services for students. Orientation and assistance are offered to all students including those with special needs, and students can receive assistance early in the admissions process as well as during counseling and advisement sessions.

Evidence List for II.C.7

- ~~II.C.7 – 1 – [Board Policy 2.19 Nondiscrimination](#)~~
- ~~II.C.7 – 2 – [Catalog Non-Discrimination Policy](#)~~
- ~~II.C.7 – 3 – [Class Schedule Non-Discrimination Policy](#)~~
- ~~II.C.7 – 4 – [Assessment Webpage](#)~~
- ~~II.C.7 – 5 – [Guide to using Multiple Measures](#)~~
- ~~II.C.7-6 – [New math and English curriculum developed for AB 705 implementation](#)~~
- ~~II.C.7-7 – [Link to assessment information in schedule and catalog](#)~~

~~11.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.~~

EVIDENCE OF MEETING THE STANDARD

~~**Secure, permanent and confidential maintenance of student records:** The District has established and regularly reviews policy and procedures for storing and archiving student records and directory [11.C.8 — 1, 2]. Historical permanent paper records (transcripts) are stored in a secure location within the Public Safety and Medical Services Building (B1), which formerly housed Admissions and Records. These permanent records date from 1959 through 1981. Efforts are underway to scan such documents into digital images which are then archived electronically. More recent records are stored in a secure room on the third floor of College Center (B10).~~

~~Access to records is limited to authorized personnel including the Dean of Enrollment Services and the Registrar. To maintain security, Admissions and Records staff have limited access to student records, with limits established and related to the staff position and associated responsibilities. Student assistants do not have access to records. The President, Vice President of Instruction, Vice President of Student Services, and their official designees have access to student records.~~

~~Division deans and their staff assistants also have access to view student records.~~

~~Counseling faculty and staff, advisors, and financial aid staff have access to student records as related to their college function. While counselors and other staff with appropriate responsibilities can view student grades, only the Dean of Enrollment Services and the Registrar have the ability to change grades after end-of-term entry by faculty. Limiting access to grade changes in the student information system, Banner, provides for enhanced security. In addition, Banner maintains an audit trail by tracking and storing the name of any staff member who changes a grade.~~

~~Students are limited to password-protected access to their own personal records via WebSMART.~~

~~When a new employee is hired, the hiring manager notifies the District's Information Technology Services and the employee's access to Banner screens appropriate to the position is activated.~~

~~When an employee moves to a new position or separates from the College, the employee's manager notifies ITS and access to BANNER is modified accordingly.~~

~~CSM no longer uses microfilm as a means of archiving documents; however, there are a significant number of archived documents captured on microfilm. Efforts are underway to convert the microfilmed documents to the digital format so they can be accessed through Banner.~~

~~The District ITS Department conducts backups for all administrative data, including student records, stored on its servers on a daily basis. In addition, ITS has in place a comprehensive backup strategy to ensure that all server-based data is recoverable. The data on disk is store on a~~

Storage Area Network (SAN) utilizing RAID technology and redundant hot spare disks for fault tolerance. Weekly copies of the data are written to high capacity tape and are stored offsite for disaster recovery

In addition, for all major systems including Banner, email services and web services, ITS has built a disaster recovery computer center that is located at Cañada College. Using specialized features in Oracle, this backup/recovery site stays synchronized with the primary Banner system located at the District Office [II.C.8 – 3].

Release of Records: The College and District adhere to FERPA rules and regulations, which are posted in the College Catalog and on the website [II.C.8 – 4, 5]. A full FERPA document is kept on file in Admissions and Records. For new hires, in-house training is performed for each person based on his or her role and responsibilities.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has

a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The Act provides that the College may release certain types of “Directory Information” unless the student submits a request in writing to the Dean of Enrollment Services that certain or all such information not be released without his/her consent. Currently enrolled students may request that “Directory Information” be withheld by notifying the Dean of Enrollment Services in writing each term or semester.

External entities have access to only the following directory information

student’s name and city of residence;

email address

participation in recognized activities and sports

dates of enrollment

degrees and awards received

the most recent previous educational agency or institution attended; and

height and weight of members of athletic teams.

Appropriate college personnel as noted above have access to full address information.

The Federal Solomon Act requires colleges to release full directory information (including address) to U.S. Armed Forces.

ANALYSIS AND EVALUATION

The college meets the standard. Processes are in place to maintain secure and confidential student records. Personnel involved in accessing student records are trained in FERPA requirements and the importance of keeping students records safe and secure. Storage of student records is compliant and secure.

Evidence List for II.C.8

II.C.8 – 1 — Board Policy 7.28 Student Records, Directory Information, and Privacy

II.C.8 – 2 — Administrative Policy 7.28 Student Records, Directory Information, and Privacy

~~II.C.8 – 3 – Information Technology Services Website~~

~~II.C.8 – 4 – Catalog Privacy Rights Students Policy~~

DRAFT