

**Standard I**  
**PUBLIC COMMENT DRAFT (Feb 20-March 15)**

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

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

### **I.A MISSION**

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

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

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

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

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

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

The intended population starts with the local community and, through a growing international student population, extends to the world community. The Mission and Values statement also expresses the College’s commitment to equity and diversity, ensuring a “campus climate wherein everybody is welcome, celebrated, and an integral part of the campus” that “celebrates [students’] intersectional identities, fosters their agency, and develops their capacity for self-advocacy” [I.A.1-1]. The Mission and Values Statement is also included in the Educational Master Plan [I.A.1-2].

**Range of degrees and credentials offered:** The College’s academic goal is to “facilitate engaged, informed leadership and successful, satisfying careers for students,” resulting in “a dynamic, innovative workforce and transfer population.” The College offers courses and programs in support of its academic goals. Certificates and degrees are awarded upon student completion of programs that provide preparation for employment and continued education [I.A.1-1].

**Commitment to student learning and student achievement:** The College’s commitment to student learning and achievement is evident through the mission’s stated goal of fostering student success and equitable opportunities and through its commitment to academic excellence. The college community “aim[s] to create an environment that fosters collegiality and empowers our students to reach their full potential inside and outside the classroom” [I.A.1-1]

## **ANALYSIS AND EVALUATION**

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

### **Evidence List for I.A.1**

I.A.1-1	College of San Mateo Mission and Values Statement <a href="http://collegeofsanmateo.edu/statements/">http://collegeofsanmateo.edu/statements/</a>
I.A.1-2	<a href="http://collegeofsanmateo.edu/prie/emp.asp">http://collegeofsanmateo.edu/prie/emp.asp</a> [This should lead to the completed pdf of the EMP]

I.A.1-3	Board of Trustees meeting minutes 10/24/2018 <a href="https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/Minutes/2018-10-24Minutes.pdf">https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/Minutes/2018-10-24Minutes.pdf</a>
I.A.1-4	<a href="http://catalog.collegeofsanmateo.edu/current/statements-slos/">http://catalog.collegeofsanmateo.edu/current/statements-slos/</a> <a href="http://collegeofsanmateo.edu/statements/">http://collegeofsanmateo.edu/statements/</a>
I.A.1-2	IPC minutes discussing MV statement 5/5/2017 <a href="http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-05-05_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-05-05_IPCMeetingSummary.pdf</a>
I.A.1-3	IPC minutes discussing MV statement 10/20/2017 <a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_IPCMeetingSummary.pdf</a>

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

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

**EVIDENCE OF MEETING THE STANDARD**

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

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

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

**The institution uses data to determine how effectively it is accomplishing its mission:** The SMCCCD Strategic Plan Scorecard and Metrics provide a data on student achievement and institutional effectiveness [I.A.2-2]. The data can be disaggregated based on a variety of indicators [discussion of tableau dashboard in I.A.2-22]. The Institutional Planning Committee uses the data on a regular basis to track the College’s progress in achieving its Strategic

Priorities and establish targets for improvement [I.A.2-3, 4]. Prior to the development of the SMCCCD Strategic Plan Metrics, the College Index was used for this purpose [I.A.2-5, 6, 7, 8, 9, 10].

- Updated in 2018 based broad institutional participation, the College's Educational Master Plan provides an in-depth review and analysis of the surrounding community, student demographics, instructional programs, student services, and student outcomes and helps guide institutional planning over a period of several years [I.A.2-11, 12, 13].
- The College also uses data to assess whether educational needs are being met at the program level. As part of the biennial program review process, student success data are disaggregated by program, across demographic groups, and by mode of instruction. Each program uses this information along with student learning outcome assessment results to evaluate whether student needs are being met and to guide program planning in support of the College's Strategic Priorities [I.A.2-14].
- The Office of Planning, Research, Innovation and Effectiveness (PRIE) supports the College in the identification, collection, analysis, and presentation of data including the Educational Master Plan, the program-specific data used in program review, and additional research needs [I.A.2-15].
- The development of the Umoja and MANA learning communities provides an example of the College's use of data to direct institutional priorities in the context of its mission and strategic goals. Student success data disaggregated by reported ethnicity showed that the success rates of African American and Pacific Islander students were well below the average for the college and led to the recommendation that programs be established to address the needs of these students [I.A.2-16]. A proposal for Umoja, a learning community that focuses on the African American experience through the study of culture, history, literature, and identity, was presented to IPC and subsequently approved for funding [I.A.2-17, 18] and implemented starting Fall 2014. The MANA Learning Community, designed to provide support for Pacific Islander students both inside and outside the classroom was initiated in Fall 2015 [I.A.2-19]. Along with the other learning communities, Umoja and Mana presented updates to IPC in Fall 2017, including a data analysis regarding student success, showing greatly improved transfer rates for African-American students in Umoja, and improved course completion and retention rates for Pacific Islander students in Mana [I.A.2-20, 21]
- The College uses student success data to evaluate the impact of changes in curriculum and placement. For example, the impact of increased access to transfer level English and the motivation for the development of the Career & Workforce Hub were presented to the Board of Trustees in the fall of 2018 [I.A.2-22, 23]

## ANALYSIS AND EVALUATION

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

Institutional initiatives are development in response to identified needs. In the classroom, perhaps the most visible face of these initiatives has been learning communities. These have enjoyed considerable success for targeted populations; along with the improvements noted above for Umoja and Mana students, the Writing in the End Zone [WEZ] learning community – an equity-focused retention and transfer program targeting African-American and Pacific Islander men, many of whom play football -- has a superior transfer rate to the general student population and its students have “outperformed non-WEZ students in every demographic group” [I.A.2-24]. However, learning communities serve only a small proportion of the student population. The College is exploring initiatives like Guided Pathways, dual enrolment and Promise Scholars Program to look for ways to scale up the successes of learning communities to serve the college as a whole.

### Evidence List for I.A.2

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|---------|--|
| I.A.2-1 | EMP Strategic Priorities   |
| I.A.2-2 | SMCCCD Strategic Plan Scorecard and Metrics<br><a href="https://smccd.edu/strategicplan/scorecard-and-metrics.php">https://smccd.edu/strategicplan/scorecard-and-metrics.php</a>                                       |
| I.A.2-3 | IPC Meeting Summary Notes 10/6/2017<br><a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_IPCMeetingSummary.pdf</a> |
| I.A.2-4 | IPC Meeting Summary Notes 12/2/2017<br><a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_IPCMeetingSummary.pdf</a> |
| I.A.2-5 | College Index<br><a href="http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp">http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp</a>   |
| I.A.2-6 | IPC Meeting Summary Notes 12/6/2013<br><a href="http://collegeofsanmateo.edu/ipc/docs/2013-2014/2013-12-06_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2013-2014/2013-12-06_IPCMeetingSummary.pdf</a> |
| I.A.2-7 | IPC Meeting Summary Notes 2/27/2015<br><a href="http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-02-27_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-02-27_IPCMeetingSummary.pdf</a> |

- I.A.2-8 IPC Meeting Summary Notes 5/1/2015  
[http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-05-01\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-05-01_IPCMeetingSummary.pdf)
- I.A.2-9 IPC Meeting Summary Notes 9/6/2016  
[http://collegeofsanmateo.edu/ipc/docs/2016-2017/2016-09-16\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2016-2017/2016-09-16_IPCMeetingSummary.pdf)
- I.A.2-10 IPC Meeting Summary Notes 4/14/2017  
[http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-04-14\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-04-14_IPCMeetingSummary.pdf)
- I.A.2-11 Educational Master Plan <http://collegeofsanmateo.edu/prie/emp.asp>
- I.A.2-12 IPC Meeting Summary Notes 1/19/2018  
[http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-01-19\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-01-19_IPCMeetingSummary.pdf)
- I.A.2-13 IPC Meeting Summary Notes 9/5/2018  
[http://collegeofsanmateo.edu/ipc/docs/2018-2019/2018-09-05\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2018-2019/2018-09-05_IPCMeetingSummary.pdf)
- I.A.2-14 Program Review <http://collegeofsanmateo.edu/programreview/instructional-department.asp>
- I.A.2-15 PRIE <http://collegeofsanmateo.edu/prie/index.asp>
- I.A.2-16 College of San Mateo Student Equity Plan, November 2014  
[http://collegeofsanmateo.edu/prie/docs/CollegeofSanMateoStudentEquityPlanFinal\\_12-17-14version.pdf](http://collegeofsanmateo.edu/prie/docs/CollegeofSanMateoStudentEquityPlanFinal_12-17-14version.pdf)
- I.A.2-17 IPC Meeting Summary Notes 10/22/2013  
[http://collegeofsanmateo.edu/institutionalcommittees/ipcarchive/2013-10-22\\_IPCMeetingAgenda.docx](http://collegeofsanmateo.edu/institutionalcommittees/ipcarchive/2013-10-22_IPCMeetingAgenda.docx)
- I.A.2-18 IPC Meeting Summary Notes 12/11/2013  
[http://collegeofsanmateo.edu/institutionalcommittees/ipcarchive/2013-12-11\\_IPCMeetingAgenda.docx](http://collegeofsanmateo.edu/institutionalcommittees/ipcarchive/2013-12-11_IPCMeetingAgenda.docx)
- I.A.2-19 DIAG Meeting Summary 9/8/2015  
[http://collegeofsanmateo.edu/institutionalcommittees/diag/2015-09-08\\_DIAGMeetingSummary.pdf](http://collegeofsanmateo.edu/institutionalcommittees/diag/2015-09-08_DIAGMeetingSummary.pdf)

I.A.2-20	Umoja summary presented to IPC 10/6/17 <a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_UmojaProgramHandout.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_UmojaProgramHandout.pdf</a>
I.A.2-21	Mana summary presented to IPC 10/6/17 <a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_ManaprogramHandout.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_ManaprogramHandout.pdf</a>
I.A.2-22	Board of Trustees meeting minutes, 9/12/2018 <a href="https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/Minutes/2018-09-12Minutes.pdf">https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/Minutes/2018-09-12Minutes.pdf</a>
I.A.2-23	Board of Trustees meeting minutes, 10/10/2018 <a href="https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/Minutes/2018-10-10Minutes.pdf">https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/Minutes/2018-10-10Minutes.pdf</a>
I.A.2-24	WEZ summary, 11/17/2017 <a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_WEZReviewOfCurrentCollegeInitiatives.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_WEZReviewOfCurrentCollegeInitiatives.pdf</a>

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

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

**EVIDENCE OF MEETING THE STANDARD**

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

education program and study abroad opportunities, the college serves the world community and helps prepare local students to be successful within that community [I.A.3-5, 6].

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

Counselors provide support for students by helping them to understand their educational options and requirements; to make decisions; and to plan, address and evaluate career and academic goals. The return of academic advising (starting in F18 with selected majors in the math/science division) provides students with formalized discipline-specific guidance. The College as a whole is engaged in development of guided pathways that will be accessible and effective for students [I.A.3-17].

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

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

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

**Mission guides resource allocation:**

The determination of new faculty positions provides an example of how the College’s Mission and Values guide the allocation of resources. Faculty positions, along with other resources, are requested through the program review process, through which programs assess their performance in light of the College’s Mission and Values [I.A.3-23]. Programs must explain how the requested position supports program plans to sustain and improve student success and equity, which is key to the College’s Mission to “foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus.” For example, the fall 2018 position request from Communication Studies notes that the position will help the program sustain high success and retention rates while narrowing achievement gaps and increasing equity [I.A.3-24].



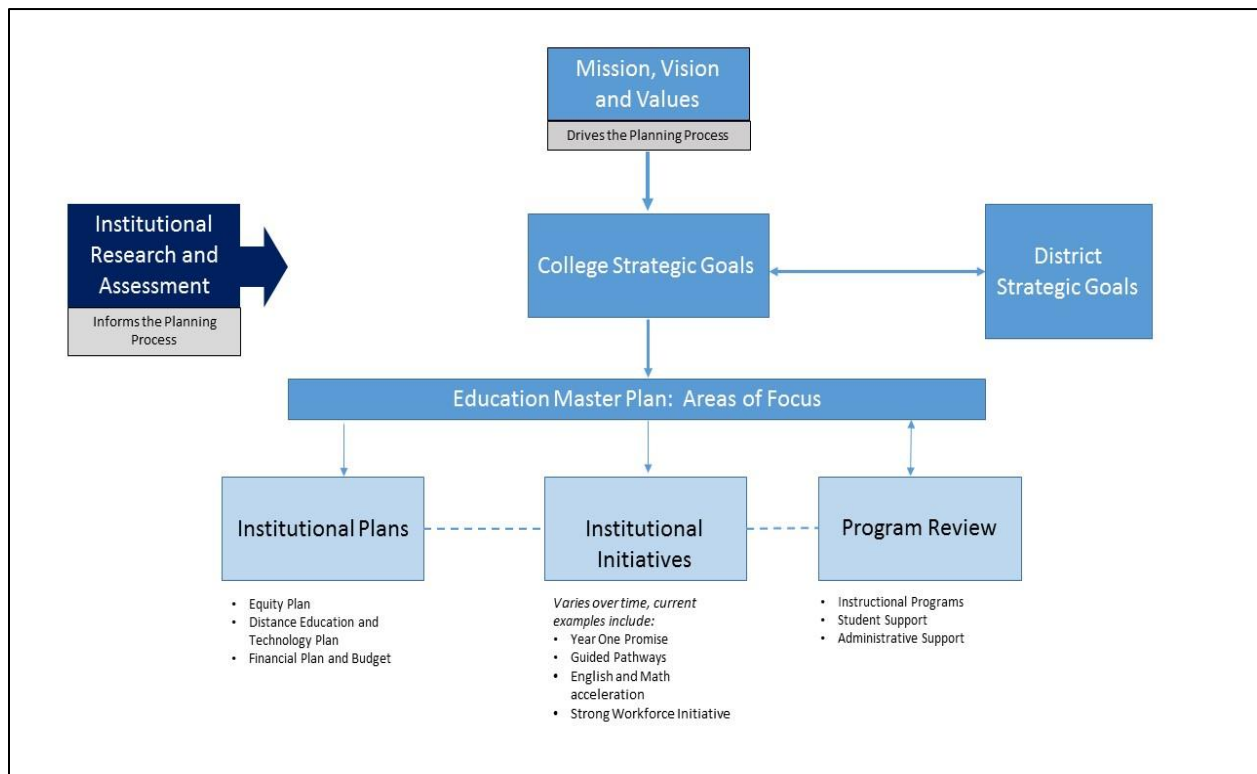


Figure 1. Planning Structure [I.A.3-18]

## ANALYSIS AND EVALUATION

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

### Evidence List for I.A.3

- I.A.3-1 College Catalog <http://catalog.collegeofsanmateo.edu/current/>
- I.A.3-2 Schedule of Classes <http://collegeofsanmateo.edu/schedule/>
- I.A.3-3 Curriculum Handbook, p. 14  
<http://collegeofsanmateo.edu/committeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf>

- I.A.3-4 High School Enrollment Programs <http://collegeofsanmateo.edu/highschool/>
- I.A.3-5 International Education Program <http://collegeofsanmateo.edu/international/>
- I.A.3-6 Study Abroad <http://smccd.edu/studyabroad/>
- I.A.3-7 Center for Student Life and Leadership Development  
<http://collegeofsanmateo.edu/studentlife/>
- I.A.3-8 Library <http://collegeofsanmateo.edu/library/>
- I.A.3-9 Learning Center <http://collegeofsanmateo.edu/learningcenter/>
- I.A.3-10 Math/Science Jams <https://collegeofsanmateo.edu/mathjam/>
- I.A.3-11 Center for Academic Excellence <http://collegeofsanmateo.edu/cae/>
- I.A.3-12 Project Change <http://collegeofsanmateo.edu/projectchange/>
- I.A.3-13 Honors Project <https://collegeofsanmateo.edu/honorsproject/>
- I.A.3-14 Umoja <https://collegeofsanmateo.edu/umoja/>
- I.A.3-15 Mana <https://collegeofsanmateo.edu/mana/>
- I.A.3-16 Puente <https://collegeofsanmateo.edu/puente/>
- I.A.3-16a Writing in the End Zone <http://collegeofsanmateo.edu/wez/>
- I.A.3-16b Multicultural and Dream Center (MCCDC)  
<http://collegeofsanmateo.edu/multicultural/>
- I.A.3-17 Guided Pathways <https://collegeofsanmateo.edu/guidedpathways/>
- I.A.3-18 Planning Manual (image from p4 of 11/14/2018 draft uploaded to evidence folder; insert weblink in next draft)
- I.A.3-19 Integrated Plan <http://collegeofsanmateo.edu/equity/integratedplan.asp>
- I.A.3-19 Program Review <http://collegeofsanmateo.edu/programreview/index.asp>
- I.A.3-20 College Index  
<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>

I.A.3-21	SMCCCD Strategic Plan Metrics <a href="https://smccd.edu/strategicplan/scorecard-and-metrics.php">https://smccd.edu/strategicplan/scorecard-and-metrics.php</a>
I.A.3-22	Planning manual, p4 in 11/14/2018 draft uploaded to evidence folder
I.A.3-23	Program review, <a href="http://collegeofsanmateo.edu/programreview/">http://collegeofsanmateo.edu/programreview/</a>
I.A.3-24	2018 Communication Studies resource request <a href="https://surveys.smccd.edu/ShowResponse.aspx?doid=52a9243136ee49ba96b0670f717c9199&amp;s=fca7810a22844a7382d1d2f648d215d7">https://surveys.smccd.edu/ShowResponse.aspx?doid=52a9243136ee49ba96b0670f717c9199&amp;s=fca7810a22844a7382d1d2f648d215d7</a>

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

The College publishes and updates an approved Mission statement.

**EVIDENCE OF MEETING THE STANDARD**

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

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

**ANALYSIS AND EVALUATION**

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

#### **Evidence List for I.A.4**

- I.A.4-1 Catalog <http://catalog.collegeofsanmateo.edu/current/>
- I.A.4-2 Schedule of Classes <http://collegeofsanmateo.edu/schedule/>
- I.A.4-3 Planning Manual, pp 4-5 in 11/14/2018 draft uploaded to evidence folder
- I.A.4-4 Mission and Values Statements <http://collegeofsanmateo.edu/statements/>
- I.A.4-5 Planning Calendar, <http://collegeofsanmateo.edu/prie/planningdocs.asp> (update link to current version when available )
- I.A.4-6 IPC Meeting Summary Notes 3/17/2017  
[http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_IPCMeetingSummary.pdf)
- I.A.4-7 Classified Senate minutes  
[http://collegeofsanmateo.edu/classifiedsenate/docs/agendas1718/2018-02-27/2018-02-27\\_CSMClassifiedSenateAgenda.pdf](http://collegeofsanmateo.edu/classifiedsenate/docs/agendas1718/2018-02-27/2018-02-27_CSMClassifiedSenateAgenda.pdf)
- I.A.4-8 Student Senate Minutes 2/12/2018  
[http://collegeofsanmateo.edu/ascsmdocs/agendas1718/spring18/2018-02-12\\_senate/2018-02-12\\_ASCSMSenateMinutesApproved.pdf](http://collegeofsanmateo.edu/ascsmdocs/agendas1718/spring18/2018-02-12_senate/2018-02-12_ASCSMSenateMinutesApproved.pdf)
- I.A.4-9 Academic Senate minutes 2/27/2018  
<https://collegeofsanmateo.edu/academicssenate/ASminutes022718.pdf>
- I.A.4-10 IPC Meeting Summary Notes 4/6/2018  
[http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-06\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-06_IPCMeetingSummary.pdf)
- I.A.4-11 Board of Trustees meeting minutes 10/24/2018  
<http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Minutes/2018-10-24Minutes.pdf>

# IB Assuring Academic Quality and Institutional Effectiveness

## *Academic Quality*

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

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

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

- Discipline/service level: Student learning outcome assessment results, along with course completion data disaggregated by ethnicity, gender, and age, are discussed at the program level in department meetings and through program review [I.B.1-2]. Opportunities for improvement are identified and addressed through program plans and college initiatives. For example, concern about the success rates of Hispanic students in biology and other fields led to the submission of a proposal for HSI-STEM funding and subsequent implementation of the METaS project to support student success [I.B.1-3, 4]. In another example, the Student Services Council engaged in substantive dialog on continuous improvement of student learning and achievement [I.B.1-5, 6].
- College Assessment Committee: This subcommittee of the Academic Senate, made up of faculty from various disciplines, administrators, classified employees, and students, guides the development and assessment of institutional learning outcomes and supports an assessment community of practice through a biennial report, interdisciplinary workshops and other activities [I.B.1-7].
- Academic Senate: The Academic Senate provides a venue for dialog across disciplines. For example, see the ongoing discussion of educational equity throughout the 2017-2018 academic year [I.B.1-8].
- Classified Senate: The return, after many years, of a Classified Senate provides a forum for communication among classified staff. The senate's Guided Pathways discussion provides an example of staff dialog around student outcomes and equity [I.B.1-9].

- **ASCSM Senate:** The Associated Students of College of San Mateo (ASCSM) Senate provides student input into the decision-making processes of the college. The senate discussion with the Textbook Taskforce on the cost and effectiveness of textbooks and other resources provides an example of dialog focused on student outcomes and equity [I.B.1-10]
- **The Educational Equity Committee:** This brings together faculty, staff, students, and administrators to review all aspects of the College that influence student success in order to reduce inequities [I.B.1-11].
- **The Curriculum Committee:** Formerly the Committee on Instruction, this Senate committee brings together faculty from across the college to review proposals to add, modify, and remove courses and programs after consideration of the effect on the overall college curriculum [I.B.1-12]
- **The Institutional Planning Committee:** Made up of students, faculty, staff, and administrators, this committee regularly reviews measure of student achievement and institutional effectiveness (previously through the College Index and IEPI; currently through the District Strategic Plan Goals: Metrics, Trends, and Targets) and other data, program reviews, and college initiatives to support continuous improvement of student learning and achievement and address gaps in educational opportunity and equity. Membership of IPC includes leadership of the student, classified, and faculty senates and administrative committees, promoting communication across constituencies [I.B.1-13].
- Additional workshops and flex day activities are designed to promote dialog across disciplines and constituencies. For example, the Equity Committee regularly schedules CSM Educational Equity Lunch and Learns which focus on strategies that can be used to create equitable educational opportunities for all students [I.B.1-14]. Flex day workshops include activities intended to promote dialog, such as the workshop on “Discussing Best Practices in Equity-Centered Pedagogy” (Enacting Educational Equity Train The Trainer Series [I.B.1-15]. The January 11 and 12 2018 flex days including sessions such as “The Elephants in the Room: Facilitating Conversations around Sensitive Issues,” “Student Bill of Rights,” and “Quick Classroom Checks: How to Know If Your Students are Getting It” [I.B.1-16].

## ANALYSIS AND EVALUATION

The College meets the Standard. Sustained and substantive collegial dialog takes place in various forums in the College, and includes the whole College community. Through the Institutional Planning Committee, flex day activities, the Program Review process, the assessment process, the work of the Academic Senate and its subcommittees (Committee on Instruction, College Assessment Committee, Professional Development and Center for

Academic Excellence), as well as student and staff senates, all members of the College regularly meet to discuss student learning, equity, academic quality and institutional effectiveness with a view to continuous improvement.

To build on its commitment to collegial dialog, the College continues to work on including additional opportunities for collegial discussion. For instance, as part its comprehensive review and improvement of assessment processes, the College Assessment Committee is working on creating a variety of embedded assessment activities that will give both faculty and students a chance to reflect on learning outcomes (ideas include embedding assessment activities into learning communities and cohort populations such as Promise Scholars Program [I.B.1-17]).

Because Guided Pathways leans so heavily on interdisciplinary collaboration, and collaboration between student services and instructional faculty, the College anticipates that our implementation of Guided Pathways will create more forums for interdisciplinary collegial discussion on equity, student learning and student achievement.

#### **Evidence List for I.B.1**

I.B.1-1	Planning Manual p9 in 11/14/2018 draft posted in evidence folder
I.B.1-2	Program Review <a href="http://collegeofsanmateo.edu/programreview/">http://collegeofsanmateo.edu/programreview/</a>
I.B.1-3	Biology and Health Science Program Review 2016 <a href="http://collegeofsanmateo.edu/programreview/docs/biologyandhealthscience/2016fa/2016-2017_Biology_Health_Science_Program_Review.pdf">http://collegeofsanmateo.edu/programreview/docs/biologyandhealthscience/2016fa/2016-2017_Biology_Health_Science_Program_Review.pdf</a>
I.B.1-4	METaS <a href="http://collegeofsanmateo.edu/metas/">http://collegeofsanmateo.edu/metas/</a>
I.B.1-5	Student Services Council meeting on SLOs 3/13/18 <a href="http://collegeofsanmateo.edu/vpss/Student_Services_Council_Minutes_March_13_2018.pdf">http://collegeofsanmateo.edu/vpss/Student_Services_Council_Minutes_March_13_2018.pdf</a>
I.B.1-6	Student Services Council follow-up meeting on SLOs 5/1/2018 <a href="http://collegeofsanmateo.edu/vpss/Student_Services_Council_Minutes_for_May_1_2018.pdf">http://collegeofsanmateo.edu/vpss/Student_Services_Council_Minutes_for_May_1_2018.pdf</a>
I.B.1-7	College Assessment Committee <a href="http://collegeofsanmateo.edu/sloac/assessment_committee.asp">http://collegeofsanmateo.edu/sloac/assessment_committee.asp</a>
I.B.1-8	See the following Academic Senate minutes <a href="https://collegeofsanmateo.edu/academicsenate/agendas_minutes.asp">https://collegeofsanmateo.edu/academicsenate/agendas_minutes.asp</a> 8/29/2017   9/26/2017   11/28/2017   12/5/2017 1/23/2018   2/13/2018   3/13/2018

- I.B.1-9 Classified Senate Minutes 11/14/2017  
[http://collegeofsanmateo.edu/classifiedsenate/docs/agendas1718/2017-11-14/2017-11-14\\_CSMClassifiedSenateMinutesApproved.pdf](http://collegeofsanmateo.edu/classifiedsenate/docs/agendas1718/2017-11-14/2017-11-14_CSMClassifiedSenateMinutesApproved.pdf)
- I.B.1-10 ASCSM Senate Minutes 3/19/2018,  
[http://collegeofsanmateo.edu/ascsmdocs/agendas1718/spring18/2018-03-19\\_senate/2018-03-19\\_ASCSMSenateMinutesApproved.pdf](http://collegeofsanmateo.edu/ascsmdocs/agendas1718/spring18/2018-03-19_senate/2018-03-19_ASCSMSenateMinutesApproved.pdf)
- I.B.1-11 Educational Equity Committee <http://collegeofsanmateo.edu/eec/>
- I.B.1-12 College Curriculum Committee (check for new web address)  
<http://collegeofsanmateo.edu/committeeoninstruction/>
- I.B.1-13 See the following Institutional Planning Committee Summary Notes  
<http://collegeofsanmateo.edu/institutionalcommittees/ipc.asp>  
discussing the College Index: 10/21/2016 (College Index)  
discussing the IEPI: 4/14/17 (IEPI)  
discussing Program Review: 11/18/2016, 3/17/2017, 4/14/2017, 5/5/2017  
discussing college initiatives: 1/18/2017, 10/6/2017, 10/20/17, 11/17/2017,  
12/1/2017
- I.B.1-14 CSM Educational Equity Lunch and Learns  
<http://www.collegeofsanmateo.edu/calendar/events/index.php?com=detail&elD=20045>
- I.B.1-15 Enacting Educational Equity - Flex Day agenda  
<http://collegeofsanmateo.edu/calendar/docs/Fall2018FlexDayAgenda.pdf>
- I.B.1-16 Flex Day Archive - January 11-12, 2018  
[http://collegeofsanmateo.edu/professionaldevelopment/2018-01-12\\_flexdayarchive.asp](http://collegeofsanmateo.edu/professionaldevelopment/2018-01-12_flexdayarchive.asp)
- I.B.1-17 College Assessment Committee – agenda / minutes relevant (Jan/Feb 2019)  
[http://collegeofsanmateo.edu/sloac/assessment\\_committee.asp](http://collegeofsanmateo.edu/sloac/assessment_committee.asp)



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

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

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

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

**Alignment:** Outcomes are also aligned to promote coherence and collaboration. Disciplines align their course outcomes to their program outcomes, institutional learning outcomes, or (frequently) both [I.B.2-7, 8]. Course alignment was most recently reviewed, across campus, in Spring 2018 [I.B.2-9] and continues to be periodically reviewed as one method of program assessment, to ensure coherence, clarity and currency in the program curriculum [I.B.2-10, 11].

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

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

The program outcomes assessment language in Program Review has recently undergone a revision, in part in response to the need felt by instructional faculty (especially in non-CTE

disciplines) for more meaningful program assessments [I.B.2-15]. While faculty have been diligent about collecting course-level student learning outcomes data, our former program process – in which students registering for a degree were invited to complete a survey regarding their competence in the program outcomes [I.B.2-16]– did not, for the most part, yield the kind of data that helped faculty identify areas in need of improvement, or promoted robust dialog about student learning. In its most recent iteration, the assessment process focuses strongly on program outcomes, and on assessing course-level results in the context of program outcomes [I.B.2-17].

To support stronger program assessments, the College Assessment Committee has created a calendar of workshops aimed at training faculty in a diversity of assessment goals and methods for assessment [I.B.2-18]. This is one of a series of flex-day workshops and training sessions intended to support assessment [I.B.2-19, 20].

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

For example

- As a result of program assessment, the 2D art faculty have established consistent expectations for attendance and grading across all courses and, with digital media faculty, have made curricular changes that provide students with more flexibility in satisfying degree requirements [I.B.2-21].
- Motivated in part by a desire to better serve students with diagnosed social anxiety, the Communication Studies program has developed a new course, COMM 115 Survey of Human Communication, that does not emphasize oral presentations [I.B.2-22].
- Based on course level assessments and alumni surveys that indicate a need for improved professional written communication among nursing students, the Nursing and Library faculty are developing strategies to support the development of scholarly writing skills as student progress through the program [I.B.2-23].
- Based on student success rates and observed equity gaps for Pacific Islander and African American students, the History program has developed plans that include research into best practices, course content development and revision, and assessment of these efforts [I.B.2-24].
- Based on assessment of the effectiveness of design projects as a learning tool, a hands-on project has been added to the Engineering Statics course. The Engineering program is also collaborating with the Library and Drafting program to increase campus makerspace opportunities for students in order to promote critical thinking and help develop marketable skills. [I.B.2-25].

Discipline and service program assessments are tied to institutional planning through the Program Review process, in which program reviews are read and discussed by the Institutional Planning Committee [I.B.2-26, 27]

## ANALYSIS AND EVALUATION

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

The language of the Eligibility Requirements and Standards focuses on outcomes for degrees and certificates. However, in the spirit of Guided Pathways, the College has revised its assessment process to ensure that faculty review student learning at the milestones which make most sense to students, and best help faculty to support student learning and achievement. For the non-CTE, pre-collegiate disciplines, this may include other milestones than the degree or certificate. For instance, English or Math faculty may, in a given assessment cycle, focus on assessing student learning in the course sequence required for transfer (especially in light of AB 705) rather than the course sequence required to take the AA-T or AS-T. As we continue with Guided Pathways implementation, the College will continue to look for opportunities to embed assessment into the student experience, to ensure that students achieve defined learning goals.

### Evidence List for I.B.2

- |         |   |
|---------|---|
| I.B.2-1 | For progs/courses: Curricunet report (to be generated near the time)  |
| I.B.2-2 | For services: Tracdat report (ditto)  |
| I.B.2-3 | Student Learning and Student Area Outcomes, VPSS Council 3/13/2018, <a href="http://collegeofsanmateo.edu/vpss/Student_Services_Council_Minutes_March_13_2018_Final.pdf">http://collegeofsanmateo.edu/vpss/Student_Services_Council_Minutes_March_13_2018_Final.pdf</a> |
| I.B.2-4 | Curriculum Handbook<br><a href="http://collegeofsanmateo.edu/committeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf">http://collegeofsanmateo.edu/committeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf</a>                          |
| I.B.2-5 | Minutes Student Services Council discussing SLOs / SAOs<br><a href="http://collegeofsanmateo.edu/vpss/Student_Services_Council_Minutes_for_May_1_2018.pdf">http://collegeofsanmateo.edu/vpss/Student_Services_Council_Minutes_for_May_1_2018.pdf</a>                    |
| I.B.2-6 | Institutional Learning Outcomes<br><a href="http://collegeofsanmateo.edu/sloac/slos_ge.asp">http://collegeofsanmateo.edu/sloac/slos_ge.asp</a>  |

- I.B.2-7 [Map of alignment of outcomes from Tracdat](#)
- I.B.2-8 For example, the English department minutes discussing mapping 3/21/2018
- I.B.2-6 [For example, an email requesting mapping session to the various disciplines \(pdf\)](#)
- I.B.2-7 [Assessment handbook showing methods of program assessment \(alignment\)](#)
- I.B.2-8 For example, Administration of Justice 2018 Program Review section 2b  
<https://surveys.smccd.edu/ShowResponse.aspx?doid=10f55e87c2ac46708647a4695c50235e&s=a899154a4b69461f8affb6142451df84>
- I.B.2-9 Minutes, ASGC, 4/25/2017  
[https://collegeofsanmateo.edu/academicsenate/2017.04.25\\_AS\\_minutes.pdf](https://collegeofsanmateo.edu/academicsenate/2017.04.25_AS_minutes.pdf)
- I.B.2-10 [Learning & Support Services SLO Report \(Fall 2016\) – Word doc](#)
- I.B.2-11 Program Review Form, <http://collegeofsanmateo.edu/programreview/>
- I.B.2-12 [Assessment Report \(Instruction\) – Word doc](#)
- I.B.2-13 “SLOs: An Overview – Student and Learning Support Services,” Fall 2017
- I.B.2-14 [Assessment handbook, “Program Assessment”](#)
- I.B.2-15 “How To Assess Your Program,”  
<https://www.youtube.com/watch?v=zYslZsNzkZw>
- I.B.2-16 <http://collegeofsanmateo.edu/sloac/resources.asp> (the new website will have a new URL)
- I.B.2-17 <http://collegeofsanmateo.edu/professionaldevelopment/flexdayarchive.asp>
- I.B.2-18 2-D Art 2018 Program Review  
<https://surveys.smccd.edu/ShowResponse.aspx?doid=427fd0af151b4b55b037477459a538a1&s=7dfd5d861cab40c698ca342141e96fec&AspxAutoDetectCookieSupport=1>
- I.B.2-19 Communication Studies 2018 Program Review  
<https://surveys.smccd.edu/ShowResponse.aspx?doid=855076767e6b4486befad823f81284a7&s=7dfd5d861cab40c698ca342141e96fec>

I.B.2-20	Nursing 2018 Program Review <a href="https://surveys.smccd.edu/ShowResponse.aspx?doid=983948f6996045eaa41f6165067ddd6a&amp;s=a899154a4b69461f8affb6142451df84">https://surveys.smccd.edu/ShowResponse.aspx?doid=983948f6996045eaa41f6165067ddd6a&amp;s=a899154a4b69461f8affb6142451df84</a>
I.B.2-21	History 2018 Program Review <a href="https://surveys.smccd.edu/ShowResponse.aspx?doid=d4f6466c46644a80974c1e53c95431a3&amp;s=7dfd5d861cab40c698ca342141e96fec">https://surveys.smccd.edu/ShowResponse.aspx?doid=d4f6466c46644a80974c1e53c95431a3&amp;s=7dfd5d861cab40c698ca342141e96fec</a>
I.B.2-22	Engineering 2018 Program Review <a href="https://surveys.smccd.edu/ShowResponse.aspx?doid=b3dd85592ea3418d83503d91268f08cc&amp;s=a899154a4b69461f8affb6142451df84">https://surveys.smccd.edu/ShowResponse.aspx?doid=b3dd85592ea3418d83503d91268f08cc&amp;s=a899154a4b69461f8affb6142451df84</a>
I.B.2-23	IPC Program Review Process, <a href="http://collegeofsanmateo.edu/programreview/ipcreviewprocess.asp">http://collegeofsanmateo.edu/programreview/ipcreviewprocess.asp</a>
I.B.2-24	IPC overview of trends & themes from 2018 prog revs – 2/26/19

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

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

**EVIDENCE OF MEETING THE STANDARD**

**Establishment of institution-set standards for student achievement, recently revised:** Until spring 2017, the College Index served as the reporting mechanism for institution-set standards of student achievement. The College Index was updated regularly and published on the PRIE website [I.B.3-1]. With each update, IPC reviewed the College Index and established targets for next period [I.B.3-2, 3, 4, 5, 6].

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

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

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

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

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

In September, the College participated in a Board Study Session which discussed the College’s student achievement data and other District Strategic Metrics [I.B.3-29, 30].

## **ANALYSIS AND EVALUATION**

The College meets the standard. Student achievement data and institution-set standards are regularly updated and published (formerly through the College Index, soon to be replaced by the Strategic Plan Goals: Metrics, Trends and Targets summary). The Program Review process

channels discipline- and service-level analysis of student achievement data into the institutional planning process, overseen by the Institutional Planning Committee, where it is used to guide the planning process and to support continuous improvement.

#### Evidence List for I.B.3

- I.B.3-1 College Index  
<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>
- I.B.3-2 IPC Meeting Summary Notes 12/6/2013  
[http://collegeofsanmateo.edu/ipc/docs/2013-2014/2013-12-06\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2013-2014/2013-12-06_IPCMeetingSummary.pdf)
- I.B.3-3 IPC Meeting Summary Notes 2/27/2015  
[http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-02-27\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-02-27_IPCMeetingSummary.pdf)
- I.B.3-4 IPC Meeting Summary Notes 5/1/2015  
[http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-05-01\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-05-01_IPCMeetingSummary.pdf)
- I.B.3-5 IPC Meeting Summary Notes 9/6/2016  
[http://collegeofsanmateo.edu/ipc/docs/2016-2017/2016-09-16\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2016-2017/2016-09-16_IPCMeetingSummary.pdf)
- I.B.3-6 IPC Meeting Summary Notes 4/14/2017  
[http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-04-14\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-04-14_IPCMeetingSummary.pdf)
- I.B.3-7 IPC Meeting Summary Notes 5/22/2015  
[http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-05-22\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2014-2015/2015-05-22_IPCMeetingSummary.pdf)
- I.B.3-8 IPC Meeting Summary Notes 4/8/2016  
[http://collegeofsanmateo.edu/ipc/docs/2015-2016/2016-04-08\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2015-2016/2016-04-08_IPCMeetingSummary.pdf)
- I.B.3-9 IPC Meeting Summary Notes 4/14/2017  
[http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-04-14\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-04-14_IPCMeetingSummary.pdf)
- I.B.3-10 IEPI Goals [http://collegeofsanmateo.edu/prie/docs/IEPI\\_CSM\\_2017-18.pdf](http://collegeofsanmateo.edu/prie/docs/IEPI_CSM_2017-18.pdf)

- I.B.3-11 IEPI Site <http://collegeofsanmateo.edu/prie/cciepi.asp>
- I.B.3-12 IEPI Suspension Memo  
[http://collegeofsanmateo.edu/prie/docs/IEPI\\_FrameworkLetter\\_021318\\_Suspension.pdf](http://collegeofsanmateo.edu/prie/docs/IEPI_FrameworkLetter_021318_Suspension.pdf)
- I.B.3-13 SMCCCD Strategic Plan Metrics <https://smccd.edu/strategicplan/scorecard-and-metrics.php>
- I.B.3-14 IPC Meeting Summary Notes 10/6/2017  
[http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_IPCMeetingSummary.pdf)
- I.B.3-15 IPC Meeting Summary Notes 12/1/2017  
[http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_IPCMeetingSummary.pdf)
- I.B.3-16 SMCCCD Strategic Plan Metrics <https://smccd.edu/strategicplan/scorecard-and-metrics.php>
- I.B.3-17 Gainful Employment  
<http://collegeofsanmateo.edu/degrees/gainfulemployment.asp>
- I.B.3-18 NCLEX Pass Rates  
<http://collegeofsanmateo.edu/nursing/docs/NCLEXPassRate.pdf>
- I.B.3-19 Nursing 2018 Program Review  
<https://surveys.smccd.edu/ShowResponse.aspx?doid=983948f6996045eaa41f6165067ddd6a&s=a899154a4b69461f8affb6142451df84>
- I.B.3-20 College of San Mateo Student Equity Plan, November 2014  
[http://collegeofsanmateo.edu/prie/docs/CollegeofSanMateoStudentEquityPlanFinal\\_12-17-14version.pdf](http://collegeofsanmateo.edu/prie/docs/CollegeofSanMateoStudentEquityPlanFinal_12-17-14version.pdf)
- I.B.3-21 IPC Meeting Summary Notes 10/22/2013  
[http://collegeofsanmateo.edu/institutionalcommittees/ipcarchive/2013-10-22\\_IPCMeetingAgenda.docx](http://collegeofsanmateo.edu/institutionalcommittees/ipcarchive/2013-10-22_IPCMeetingAgenda.docx)
- I.B.3-22 IPC Meeting Summary Notes 12/11/2013  
[http://collegeofsanmateo.edu/institutionalcommittees/ipcarchive/2013-12-11\\_IPCMeetingAgenda.docx](http://collegeofsanmateo.edu/institutionalcommittees/ipcarchive/2013-12-11_IPCMeetingAgenda.docx)



- I.B.3-23      DIAG Meeting Summary 9/8/2015  
[http://collegeofsanmateo.edu/institutionalcommittees/diag/2015-09-08\\_DIAGMeetingSummary.pdf](http://collegeofsanmateo.edu/institutionalcommittees/diag/2015-09-08_DIAGMeetingSummary.pdf)
  
- I.B.3-24      IPC Meeting Summary Notes 4/14/2017  
[http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-04-14\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-04-14_IPCMeetingSummary.pdf)
  
- I.B.3-25      Fall 2017 Flex Agenda – Fall 2017 or 2016?-
  
- I.B.3-26      Promise Scholars Program <https://collegeofsanmateo.edu/promise/>
  
- I.B.3-27      Mathematics Program  
<http://catalog.collegeofsanmateo.edu/current/courses/mathematics/>
  
- I.B.3-28      Guided Pathways Overview <http://collegeofsanmateo.edu/guidedpathways/>
  
- I.B.3-29      Board Minutes 9/12/2018  
<http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Minutes/2018-09-12Minutes.pdf>
  
- I.B.3-30      Board Study Session packet  
<https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Packets/2018-09-12Packet.pdf>

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

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

**EVIDENCE OF MEETING THE STANDARD**

**Institutional processes support student learning and achievement:** As laid out in the Planning Manual [I.B.4-1], program-level planning to support student learning and achievement is facilitated through the biennial program review, which draws on the results of SLO assessment at the course, program, and institutional levels as well as institutional research on student achievement. Based on this data, programs develop and prioritize goals and plans to sustain and improve student success and equity and then outline the professional development activities, institutional support, and collaboration needed to achieve these goals. As a part of

program review, requests are made for the specific resources needed to sustain and improve programs including personnel, instructional materials and equipment, and facilities [I.B.4-2].

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

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

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

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

Figure 2 shows the integration of program and institutional planning.

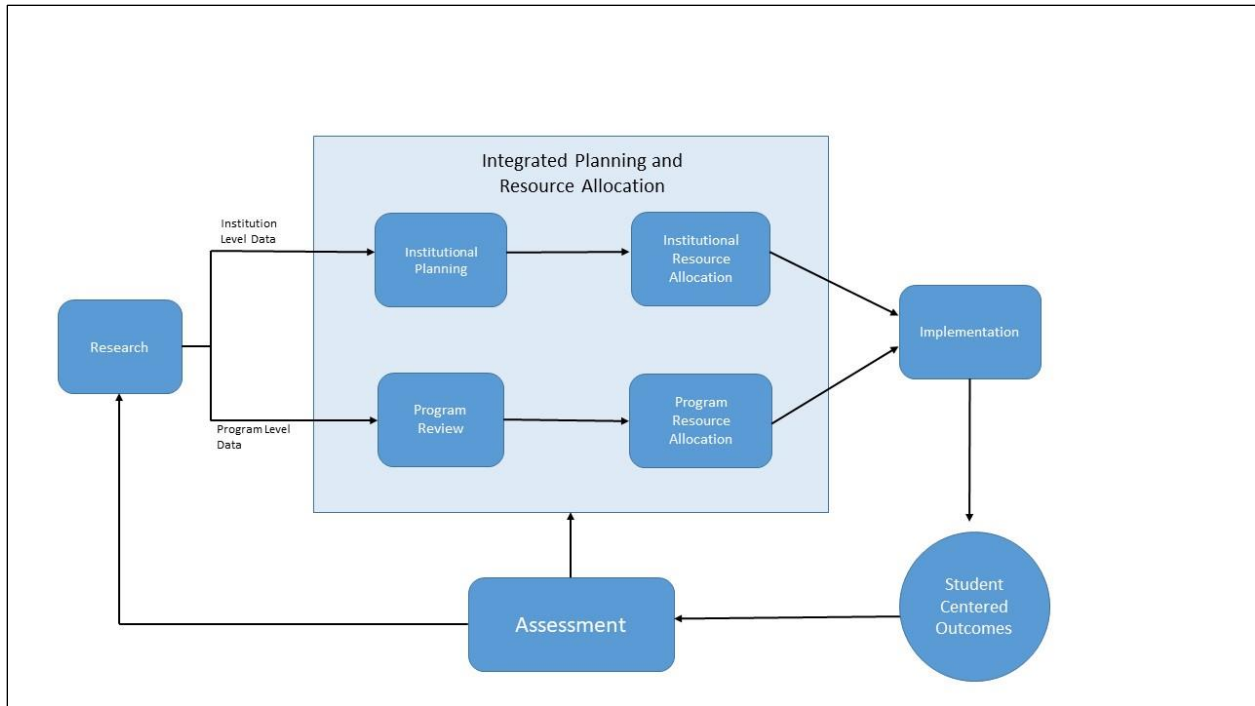


Figure 2. Integrated Planning Structure

## ANALYSIS AND EVALUATION

The College meets the Standard. The Program Review process brings together discipline- and service-level analysis of student learning assessment data, and through a comprehensive review by the Academic Senate and the Institutional Planning Committee, uses it to guide planning and shape support for student learning and achievement.

### Evidence List for I.B.4

- I.B.4-1 Planning Manual p14 – 18 of 11/14/2018 draft uploaded to evidence folder
- I.B.4-2 Program Review <http://collegeofsanmateo.edu/programreview/>
- I.B.4-3 Planning Manual [http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-06\\_PlanningManualDRAFT.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-06_PlanningManualDRAFT.pdf) (check final version)
- I.B.4-4 Mathematics 2018 Program Review <https://surveys.smccd.edu/ShowResponse.aspx?doid=c4c8f444edc64c62aa158d7d2f0250db&s=7dfd5d861cab40c698ca342141e96fec>

I.B.4-5	Mathematics 2018 Resource Request <a href="https://surveys.smccd.edu/ShowResponse.aspx?doid=83345ea24d2c4bbda47bff92a2857799&amp;s=fca7810a22844a7382d1d2f648d215d7">https://surveys.smccd.edu/ShowResponse.aspx?doid=83345ea24d2c4bbda47bff92a2857799&amp;s=fca7810a22844a7382d1d2f648d215d7</a>
I.B.4-6	IPC Meeting Summary Notes 12/5/2018 <a href="http://collegeofsanmateo.edu/ipc/docs/2018-2019/2019-12-05_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2018-2019/2019-12-05_IPCMeetingSummary.pdf</a>
I.B.4-7	Assessment Handbook OR the Planning Calendar (still in progress)
I.B.4-8	Assessment Report (Spring 2019)
I.B.4-9	Academic Senate discussion of Program Reviews (Feb 2019)
I.B.4-10	For example, Fall 2016 program review analysis (3/17/2017) <a href="http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_ProgramReviewThemes.pdf">http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_ProgramReviewThemes.pdf</a> or the upcoming Spring 2018 discussion
I.B.4-11	Figure 5 Integrated Planning Structure, Planning Manual <a href="#">p18 in 11/14/2018 version uploaded to evidence folder.</a>

## ***Institutional Effectiveness***

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

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

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

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

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

In addition, each instructional program is provided with student achievement data (success and retention) disaggregated by ethnicity, gender, and age. Student achievement is also disaggregated by mode of delivery (distance education vs. face-to-face). The Fall 2016 mathematics data and program review provide an example [I.B.5-2, 3, 4]. More recently, to support the College's commitment to equity, the disaggregation includes also disability, first generation and low-income status [I.B.5-5].

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

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

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

Program reviews are discussed at the division level and are then read by the Academic Senate and its subcommittees (the College Assessment Committee and Center for Academic Excellence) with a view to identifying faculty needs or success stories around teaching and

learning, to bringing faculty together over shared challenges, and ensuring that professional development opportunities respond to faculty needs [I.B.5-17]. In addition, the Assessment Committee generates an assessment report, summarizing assessment activities in Program Review and beyond [I.B.5-18]. The Institutional Planning Committee also analyzes Program Review to ensure that disciplines and services are meeting institutional requirements, to synthesize themes and trends, and ultimately to drive planning and resource allocation. [I.B.5-19, 20, 21, 22].

**Alignment with mission:** As discussed in section I.B.3, the College has identified student achievement indicators aligned with its strategic priorities (formerly strategic goals) and therefore its mission. Targets have been set for each indicator (previously through the College index and the statewide IPEI framework; currently through the District’s Strategic Plan Goals: Metrics, Trends, and Targets) [I.B.5-23]. Student achievement indicators and progress toward targets are reviewed by IPC on a regular basis (roughly annually). Student achievement data are disaggregated by gender, ethnicity, unit load, mode of delivery (distance vs. face-to-face), and more recently, in response to a developing emphasis on equity, disaggregated also by disability, first-generation or low-income status. In addition, achievement indicators can be disaggregated based on whether students participate in particular learning communities or are part of the International Student Program. [I.B.5-24].

## ANALYSIS AND EVALUATION

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

### Evidence List for I.B.5

I.B.5-1	Assessment Handbook, describing how the SLO process should be research-question driven
I.B.5-2	Fall 2016 Math Student Success <a href="http://collegeofsanmateo.edu/programreview/docs/mathematics/2017/PReview2017Mathematics2017-09-26.pdf">http://collegeofsanmateo.edu/programreview/docs/mathematics/2017/PReview2017Mathematics2017-09-26.pdf</a>
I.B.5-3	Fall 2016 Math Delivery Mode <a href="http://collegeofsanmateo.edu/programreview/docs/mathematics/2016fa/PReviewF2016MathDE5-18-2016.pdf">http://collegeofsanmateo.edu/programreview/docs/mathematics/2016fa/PReviewF2016MathDE5-18-2016.pdf</a>

- I.B.5-4 Fall 2016 Mathematics Program Review  
[http://collegeofsanmateo.edu/programreview/docs/mathematics/2016fa/2016-2017 Mathematics Program Review.pdf](http://collegeofsanmateo.edu/programreview/docs/mathematics/2016fa/2016-2017%20Mathematics%20Program%20Review.pdf)
- I.B.5-5 For example, the data sheet supplied to the English program for Fall 2018  
<http://collegeofsanmateo.edu/programreview/docs/englishandliterature/2018/PReviewF2018EnglishDE8-08-2018.pdf>
- I.B.5-6 Fall 2016 CommStCtr Student Profile  
[http://collegeofsanmateo.edu/programreview/docs/lsc\\_communications/2016fa/CommunicationStudiesCtrF2016StudentProfile7-22-2016.pdf](http://collegeofsanmateo.edu/programreview/docs/lsc_communications/2016fa/CommunicationStudiesCtrF2016StudentProfile7-22-2016.pdf)
- I.B.5-7 Fall 2016 CommStCtr Student Survey Data  
[http://collegeofsanmateo.edu/programreview/docs/lsc\\_communications/2016fa/CommunicationStudiesCtrF2016UserSurvey06-14-2016.pdf](http://collegeofsanmateo.edu/programreview/docs/lsc_communications/2016fa/CommunicationStudiesCtrF2016UserSurvey06-14-2016.pdf)
- I.B.5-8 Fall 2016 CommStCtr Program Review  
[https://www2.collegeofsanmateo.edu/programreviewapp/public/view\\_pr/340](https://www2.collegeofsanmateo.edu/programreviewapp/public/view_pr/340)
- I.B.5-9 Fall 2016 Admissions and Records Program Review  
[https://www2.collegeofsanmateo.edu/programreviewapp/public/view\\_pr/397](https://www2.collegeofsanmateo.edu/programreviewapp/public/view_pr/397)
- I.B.5-10 Student Services Council, minutes, Feb 6 2018  
[http://collegeofsanmateo.edu/vpss/docs/Student\\_Services\\_Council\\_Minutes\\_for\\_February\\_2018.pdf](http://collegeofsanmateo.edu/vpss/docs/Student_Services_Council_Minutes_for_February_2018.pdf)
- I.B.5-11 Fall 2018 Admissions and Records Program Review  
<https://surveys.smccd.edu/ShowResponse.aspx?doid=19abdfabc10f48f2aed81defa4085616&s=f4edd903d90c48b49b25d1c52cf671f5>
- I.B.5-12 Fall 2018 Assessment Center Program Review, section 3a.  
<https://surveys.smccd.edu/ShowResponse.aspx?doid=18ed190360a64ab8819e2105866dd5ce&s=f4edd903d90c48b49b25d1c52cf671f5>
- I.B.5-13 Program Review <http://collegeofsanmateo.edu/programreview/>
- I.B.5-14 2018 Veterans Center Program Review, section 2a  
<https://surveys.smccd.edu/ShowResponse.aspx?doid=4ea57088eeff4987885f5a2b9b270595&s=f4edd903d90c48b49b25d1c52cf671f5>
- I.B.5-15 2018 Accounting Program Review, section 2a  
<https://surveys.smccd.edu/ShowResponse.aspx?doid=9edc96f36f264a5399481b9fab73dd22&s=a899154a4b69461f8affb6142451df84>

I.B.5-16	2018 Communication Studies Program Review, section 2a <a href="https://surveys.smccd.edu/ShowResponse.aspx?doid=855076767e6b4486befad823f81284a7&amp;s=7dfd5d861cab40c698ca342141e96fec">https://surveys.smccd.edu/ShowResponse.aspx?doid=855076767e6b4486befad823f81284a7&amp;s=7dfd5d861cab40c698ca342141e96fec</a>
I.B.5-17	Academic Senate notes on Prog Rev (Feb 19)
I.B.5-18	Assessment Committee report (march/apr 19)
I.B.5-19	IPC Program Review Process <a href="http://collegeofsanmateo.edu/programreview/ipcreviewprocess.asp">http://collegeofsanmateo.edu/programreview/ipcreviewprocess.asp</a>
I.B.5-20	IPC Summary Notes 11/18/2016 <a href="http://collegeofsanmateo.edu/ipc/docs/2016-2017/2016-11-18_IPCMeetingAgenda.pdf">http://collegeofsanmateo.edu/ipc/docs/2016-2017/2016-11-18_IPCMeetingAgenda.pdf</a> DO WE HAVE FALL 18 ONES?
I.B.5-21	IPC Summary Notes 3/17/2017 <a href="http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_IPCMeetingSummary.pdf</a> USE THE updated Spring Fall 2018 notes
I.B.5-22	Add IPC 2/6/2018 (there are no 2/16/18 minutes?) and 3/6/2019 minutes when available
I.B.5-23	SMCCCD Strategic Plan Metrics <a href="https://smccd.edu/strategicplan/scorecard-and-metrics.php">https://smccd.edu/strategicplan/scorecard-and-metrics.php</a>
I.B.5-24	College Index <a href="http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp">http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp</a>
I.B.5-25	SMCCCD Strategic Plan Metrics <a href="https://smccd.edu/strategicplan/scorecard-and-metrics.php">https://smccd.edu/strategicplan/scorecard-and-metrics.php</a>

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

Student achievement data is disaggregated for use in program-level and institution-level review of student outcomes. Analysis of learning outcomes and achievement data leads to the identification of performances gaps and the development of strategies for addressing these



gaps. Strategies are implemented and assessed as part of the institutional planning and resource allocation process.

## EVIDENCE OF MEETING THE STANDARD

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

Each learning support center is provided with a profile of users disaggregated by ethnicity, gender, age, units for the current term, day/evening status, cumulative district grade point average, and concurrent enrollment in various course types (basic skills, ESL, CTE, transfer) [I.B.6-2]

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

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

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

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

Communication Studies faculty evaluated its MANA-related courses in its Fall 2016 program review) [I.B.6-15].

After a one-year hiatus, the College offers a fully-enrolled Puente Program, whose success rates are also regularly analyzed [I.B.6-16, 17, 18].

## ANALYSIS AND EVALUATION

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

### Evidence I.B.6

I.B.6-1	Program Review Instructional <a href="http://collegeofsanmateo.edu/programreview/instructional-department.asp">http://collegeofsanmateo.edu/programreview/instructional-department.asp</a>
I.B.6-2	Program Review Learning Support Centers <a href="http://collegeofsanmateo.edu/programreview/learningsupport.asp">http://collegeofsanmateo.edu/programreview/learningsupport.asp</a>
I.B.6-3	Program Review Student Services <a href="http://collegeofsanmateo.edu/programreview/student-services.asp">http://collegeofsanmateo.edu/programreview/student-services.asp</a>
I.B.6-4	English assessment survey results Spring 2018
I.B.6-5	English Program Review Fall 2108 <a href="https://surveys.smccd.edu/ShowResponse.aspx?doid=45ba972416264f1798060216bec1a8c7&amp;s=7dfd5d861cab40c698ca342141e96fec">https://surveys.smccd.edu/ShowResponse.aspx?doid=45ba972416264f1798060216bec1a8c7&amp;s=7dfd5d861cab40c698ca342141e96fec</a>
I.B.6-6	College Index <a href="http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp">http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp</a>
I.B.6-7	SMCCCD Strategic Plan Metrics <a href="https://smccd.edu/strategicplan/scorecard-and-metrics.php">https://smccd.edu/strategicplan/scorecard-and-metrics.php</a>
I.B.6-9	WEZ <a href="http://collegeofsanmateo.edu/wez/">http://collegeofsanmateo.edu/wez/</a>
I.B.6-10	Mana <a href="http://collegeofsanmateo.edu/mana/">http://collegeofsanmateo.edu/mana/</a>
I.B.6-11	Umoja <a href="http://collegeofsanmateo.edu/umoja/">http://collegeofsanmateo.edu/umoja/</a>

I.B.6-12	<a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_WEZReviewOfCurrentCollegelInitiatives.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17 WEZReviewOfCurrentCollegelInitiatives.pdf</a>
I.B.6-13	<a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_ManaprogramHandout.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06 ManaprogramHandout.pdf</a>
I.B.6-14	<a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_UmojaProgramHandout.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06 UmojaProgramHandout.pdf</a>
I.B.6-15	Communication Studies Program Review, Fall 2016 <a href="http://collegeofsanmateo.edu/programreview/docs/communicationstudies/2016fa/CommunicationStudiesProgram_10-25-2016.pdf">http://collegeofsanmateo.edu/programreview/docs/communicationstudies/2016fa/CommunicationStudiesProgram_10-25-2016.pdf</a>
I.B.6-16	Puente website <a href="http://collegeofsanmateo.edu/puente/">http://collegeofsanmateo.edu/puente/</a>
I.B.6-17	IPC minutes about Puente <a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01 IPCMeetingSummary.pdf</a>
I.B.6-18	Puente presentation <a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_IPC_PUENTE_data_10-5-17.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01 IPC PUENTE data 10-5-17.pdf</a>

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

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

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

**Instructional programs** are evaluated through the biennial program review process [I.B.7-1]. Program review includes analysis of student success data disaggregated across demographic groups, learning outcomes assessment, relevancy of curricula and, for Career Technical Education, labor market demand. Through program review, faculty assess the impact of curricular changes and other initiatives on student success and equity; develop and prioritize

new and ongoing plans to sustain and improve student success and equity; and request the resources needed to implement these plans [I.B.7-2, 3].

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

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

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

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

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

## ANALYSIS AND EVALUATION

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

### Evidence List I.B.7

I.B.7-1	Program Review <a href="http://collegeofsanmateo.edu/programreview/">http://collegeofsanmateo.edu/programreview/</a>
I.B.7-2	Instructional Program Review <a href="http://collegeofsanmateo.edu/programreview/docs/forms/2018-19 ProgramReview-Instruction.pdf">http://collegeofsanmateo.edu/programreview/docs/forms/2018-19 ProgramReview-Instruction.pdf</a>

- I.B.7-3 Instructional Program Review CTE  
<http://collegeofsanmateo.edu/programreview/docs/forms/2018-19 ProgramReview-CTE.pdf>
- I.B.7-4 Learning Support Center Program Review  
<http://collegeofsanmateo.edu/programreview/docs/forms/2018-19 ProgramReview-LearningCenters.pdf>
- I.B.7-5 Student Services Program Review  
<http://collegeofsanmateo.edu/programreview/docs/forms/2018-19 ProgramReview-StudentServices.pdf>
- I.B.7-6 Planning Manual p16 in 11/14/2018 draft uploaded to evidence folder
- I.B.7-7 IPC meeting summary 9/5/2018 <http://collegeofsanmateo.edu/ipc/docs/2018-2019/2018-09-05 IPCMeetingSummary.pdf>
- I.B.7-8 IPC meeting summary 10/6/2017 <http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06 IPCMeetingSummary.pdf>
- I.B.7-9 IPC meeting summary 10/20/2017  
<http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20 IPCMeetingSummary.pdf>
- I.B.7-10 AS minutes 8/29/2017  
<http://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2017.08.29 AS Minutes.pdf>
- I.B.7-11 AS minutes 5/8/2018  
<http://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2018.05.08 ASGC Minutes.pdf>
- I.B.7-12 CAC 9/6/2016 <http://collegeofsanmateo.edu/sloac/docs/2016-09-06 CACMeetingSummary.pdf>
- I.B.7-13 CAC 9/25/2017 <http://collegeofsanmateo.edu/sloac/docs/2017-09-25 CACMeetingSummary.pdf>
- I.B.7-14 COI 8/24/2017  
<http://collegeofsanmateo.edu/committeeoninstruction/docs/2017-2018/COIMinutes8-24-17.pdf>
- I.B.7-15 COI minutes xx update w/1<sup>st</sup> fall 18 meeting when posted

- I.B.7-16 Creating An Assessment Cycle – Spring 2016 (SLOAC)
- I.B.7-17 For example, minutes from the College Assessment Committee:  
4/18/2016 [http://collegeofsanmateo.edu/sloac/docs/2016-04-18\\_CACMeetingSummary.pdf](http://collegeofsanmateo.edu/sloac/docs/2016-04-18_CACMeetingSummary.pdf)  
9/6/2016 [http://collegeofsanmateo.edu/sloac/docs/2016-09-06\\_CACMeetingSummary.pdf](http://collegeofsanmateo.edu/sloac/docs/2016-09-06_CACMeetingSummary.pdf)  
2/7/2017 [http://collegeofsanmateo.edu/sloac/docs/2017-02-07\\_CACMeetingSummary.pdf](http://collegeofsanmateo.edu/sloac/docs/2017-02-07_CACMeetingSummary.pdf)
- I.B.7-18 ASGC minutes 5/10/2016  
[https://collegeofsanmateo.edu/academicsenate/docs/2015-2016/2016.05.10\\_ASGC\\_minutes.pdf](https://collegeofsanmateo.edu/academicsenate/docs/2015-2016/2016.05.10_ASGC_minutes.pdf)
- I.B.7-19 ASGC minutes 5/8/2018  
[https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2018.05.08\\_ASGC\\_Minutes.pdf](https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2018.05.08_ASGC_Minutes.pdf)
- I.B.7-20 Board Policy 2.06  
[http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2\\_06.pdf](http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_06.pdf)
- I.B.7-21 Academic Senate minutes 9/27/2016  
[http://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2016.09.27\\_ASGC\\_Agenda.pdf](http://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2016.09.27_ASGC_Agenda.pdf)
- I.B.7-22 Academic Senate minutes 10/11/2016  
[http://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2016.10.11\\_ASGC\\_Agenda.pdf](http://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2016.10.11_ASGC_Agenda.pdf)
- I.B.7-23 Academic Senate minutes 10/25/2016  
[http://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2016.10.25\\_ASGC\\_Agenda.pdf](http://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2016.10.25_ASGC_Agenda.pdf)
- I.B.7-24 Academic Senate minutes 11/8/2016  
[http://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2016.11.08\\_ASGC\\_Agenda.pdf](http://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2016.11.08_ASGC_Agenda.pdf)
- I.B.7-25 Academic Senate minutes 11/28/2017  
[http://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2017.11.28\\_AS\\_Agenda.pdf](http://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2017.11.28_AS_Agenda.pdf)

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

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

**EVIDENCE OF MEETING THE STANDARD**

**The results of program review** -- through which instructional programs, learning support centers, and student support services are evaluated -- are communicated in several ways. Program reviews for instructional programs, student services, and learning support centers are publicly available on the college's program review website [I.B.8-1, 2, 3, 4, 5]. Program reviews are reviewed and discussed by cross-constituency IPC review groups as part of the program review assessment process; the resulting assessments are posted [I.B.8-6, 7]. IPC discussions of program review themes and trends and its assessment of the program review process are communicated through its minutes and posted summary reports [I.B.8-8, 9, 10, 11].

**Assessment of student learning** is communicated through program reviews, through the College Assessment Committee's workshops and assessment report, and through the SLO coordinator's reports to Academic Senate [I.B.8-12, 13, 14, 15, 16].

**Institutional and academic senate committees** set and assess annual goals, which are communicated through committee minutes disseminated by committee members to their constituencies [I.B.8-17, 18].

**The review of college initiatives** carried out by IPC are communicated through the meeting summary notes and supporting information posted to its website [I.B.8-19, 20, 21].

**As a part of its Educational Master Planning process**, the College carried out an assessment of its strengths, weaknesses, opportunities, and threats (SWOT). Focus groups with students, faculty, staff, and administration were held throughout the spring 2018 semester [I.B.8-22, 23]. Focus group comments were reviewed by a workgroup over the summer and distilled into five strategic priorities that will help identify specific actions for the next five years. The strategic priorities were communicated to the college through presentations at key committee meetings in fall 2018 and through the minutes of those meetings [I.B.8-24, 25, 26, 27].

## ANALYSIS AND EVALUATION

The College meets the standard. The results of assessment and evaluation activities are communicated through presentations and discussions at committee meetings and other venues and are available through posted minutes, reports, and communications.

### Evidence List I.B.8

- I.B.8-1 Program Review <http://collegeofsanmateo.edu/programreview/>
- I.B.8-2 Program Review - Instructional Data & Reports by Program/Division  
<http://collegeofsanmateo.edu/programreview/instructional-department.asp>
- I.B.8-3 Program Review – Student Services  
<http://collegeofsanmateo.edu/programreview/studentsservices.asp>
- I.B.8-4 Program Review – Learning Support Centers  
<http://collegeofsanmateo.edu/programreview/learningsupport.asp>
- I.B.8-5 2018 Prog Reviews  
<http://collegeofsanmateo.edu/programreview/programreviews2018.asp>
- I.B.8-6 IPC Program Review Process – Fall 2018  
[http://collegeofsanmateo.edu/programreview/docs/IPCProgramReviewProcess\\_Fall2018.docx](http://collegeofsanmateo.edu/programreview/docs/IPCProgramReviewProcess_Fall2018.docx)
- I.B.8-7 Program Review rubrics (better to link to docs?)  
<http://collegeofsanmateo.edu/programreview/programreviews2018.asp>
- I.B.8-8 For example, in Spring 2017: IPC meeting summary notes 3/17/2017  
[http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_IPCMeetingSummary.pdf)
- I.B.8-9 Themes from Program Review (Fall 2016)  
[http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17\\_ProgramReviewThemes.pdf](http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_ProgramReviewThemes.pdf)
- I.B.8-10 IPC 2/6/19 meeting (PR themes & trends)
- I.B.8-11 IPC summary from meeting of 2/6/19 (is that separate from minutes?)
- I.B.8-12 For example, see the Communication Studies Program Review 2018, Section 3  
<https://surveys.smccd.edu/ShowResponse.aspx?doid=855076767e6b4486befad>



[823f81284a7&s=7dfd5d861cab40c698ca342141e96fec&AspxAutoDetectCookiesSupport=1](http://collegeofsanmateo.edu/sloac/workshops.asp)

- I.B.8-13 Student Learning Outcomes Workshops  
<http://collegeofsanmateo.edu/sloac/workshops.asp>
- I.B.8-14 **Assessment Report (spring 2019)**
- I.B.8-15 ASGC minutes 5/10/2016  
[https://collegeofsanmateo.edu/academicsenate/docs/2015-2016/2016.05.10\\_ASGC\\_minutes.pdf](https://collegeofsanmateo.edu/academicsenate/docs/2015-2016/2016.05.10_ASGC_minutes.pdf)
- I.B.8-16 ASGC minutes 5/8/2018  
[https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2018.05.08\\_ASGC\\_Minutes.pdf](https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2018.05.08_ASGC_Minutes.pdf)
- I.B.8-17 For example, goals set in Academic Senate minutes 8/29/2017  
[https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2017.08.29\\_AS\\_Minutes.pdf](https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2017.08.29_AS_Minutes.pdf)
- I.B.8-18 For example, goals reviewed in Academic Senate minutes 5/8/2018  
[https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2017.08.29\\_AS\\_Minutes.pdf](https://collegeofsanmateo.edu/academicsenate/docs/2017-2018/2017.08.29_AS_Minutes.pdf)
- I.B.8-19 IPC Meeting Summary Notes 10/6/2017 (Mana, Umoja)  
[http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_IPCMeetingSummary.pdf)
- I.B.8-20 IPC Meeting Summar Notes 10/20/2017 ( Honors, Promise, Year One, Supplemental Instruction) [http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_IPCMeetingSummary.pdf)
- I.B.8-21 IPC 2017-18 (links to supporting information for I.B.8-19, 20)  
<http://collegeofsanmateo.edu/ipc/2017-2018.asp>
- I.B.8-22 IPC Summary Notes 5/18/2018 [http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-05-18\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-05-18_IPCMeetingSummary.pdf)
- I.B.8-23 EMP presentation at 5/18/2018 IPC meeting  
<http://collegeofsanmateo.edu/ipc/docs/2017-2018/EMPDataPresentation.pdf>
- I.B.8-24 IPC Summary Notes 9/5/2018 [http://collegeofsanmateo.edu/ipc/docs/2018-2019/2018-09-05\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2018-2019/2018-09-05_IPCMeetingSummary.pdf)

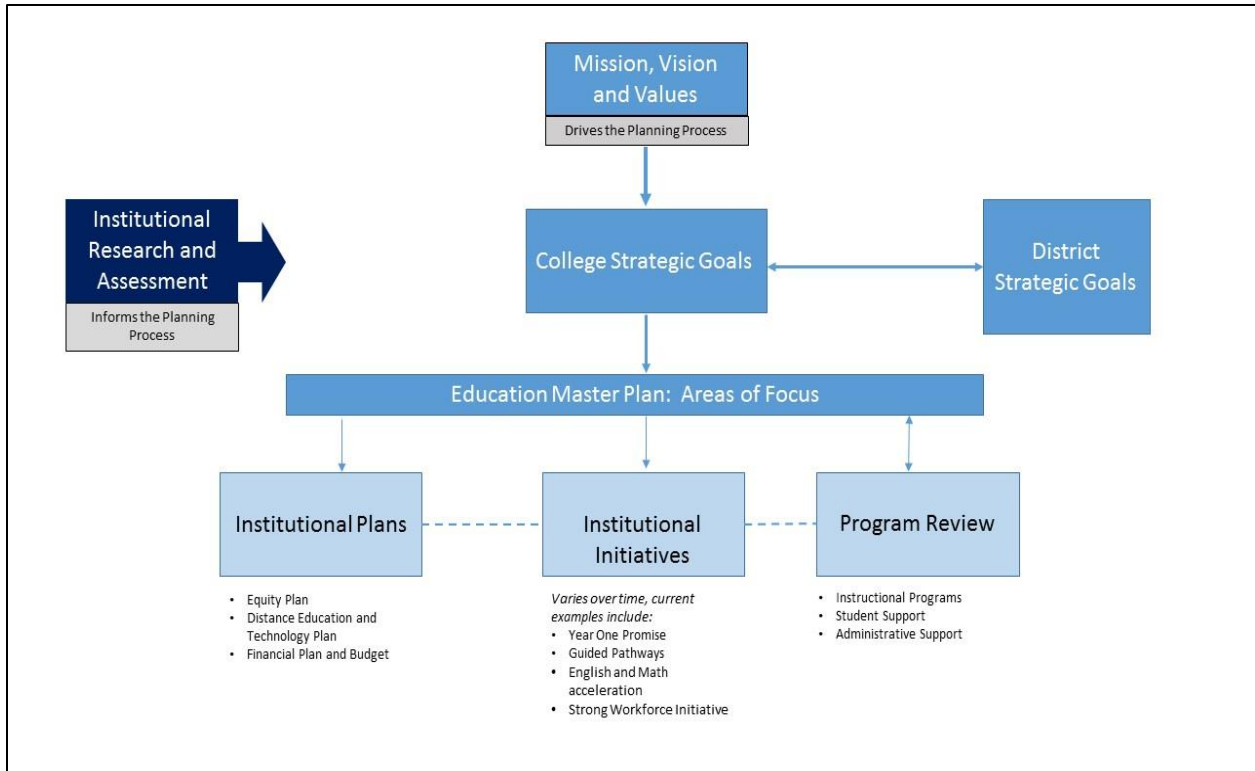
- I.B.8-25 Academic Senate Minutes, 9/25/2018  
[https://collegeofsanmateo.edu/academicsenate/docs/2018-2019/2018.09.25\\_AS\\_Minutes.pdf](https://collegeofsanmateo.edu/academicsenate/docs/2018-2019/2018.09.25_AS_Minutes.pdf)
- I.B.8-26 ASCSM Senate Minutes, 9/17/2018 (link below is to agenda; replace with minutes when available)  
[http://collegeofsanmateo.edu/ascsmdocs/agendas1819/fall18/senate/2018-09-17/2018-09-17\\_ASCSMSenateAgenda.pdf](http://collegeofsanmateo.edu/ascsmdocs/agendas1819/fall18/senate/2018-09-17/2018-09-17_ASCSMSenateAgenda.pdf)
- I.B.8-27 Classified Senate Minutes 10/8/2018 (link below is to agenda; replace with minutes when available)  
[http://collegeofsanmateo.edu/classifiedsenate/docs/agendas1819/2018-10-09/2018-10-09\\_CSMClassifiedSenateAgenda.pdf](http://collegeofsanmateo.edu/classifiedsenate/docs/agendas1819/2018-10-09/2018-10-09_CSMClassifiedSenateAgenda.pdf)

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

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

**EVIDENCE OF MEETING THE STANDARD**

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



**Figure x.** Planning Structure [I.B.9-1]

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

Institutional plans are developed by the institutional committees that report to IPC, as shown in Table 1. These plans allow the College to address its strategic priorities in a systematic manner and typically have a 5-year planning horizon [I.B.9-1]. The actions proposed in these plans may require human, physical, technological, and financial resources. IPC reviews all institutional plans.

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

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

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

Program plans are developed at the program level based on student learning outcomes, institutional research, transfer requirements, anticipated employment demands, and legislation. The resources needed to sustain programs and implement program plans are requested annually through the program review resource request. Program plans are assessed at the program level through program review and are considered again by IPC are part of the program review process described in Standard I.B.8 [I.B.8-6, 7, 8, 9, 10, 11].

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

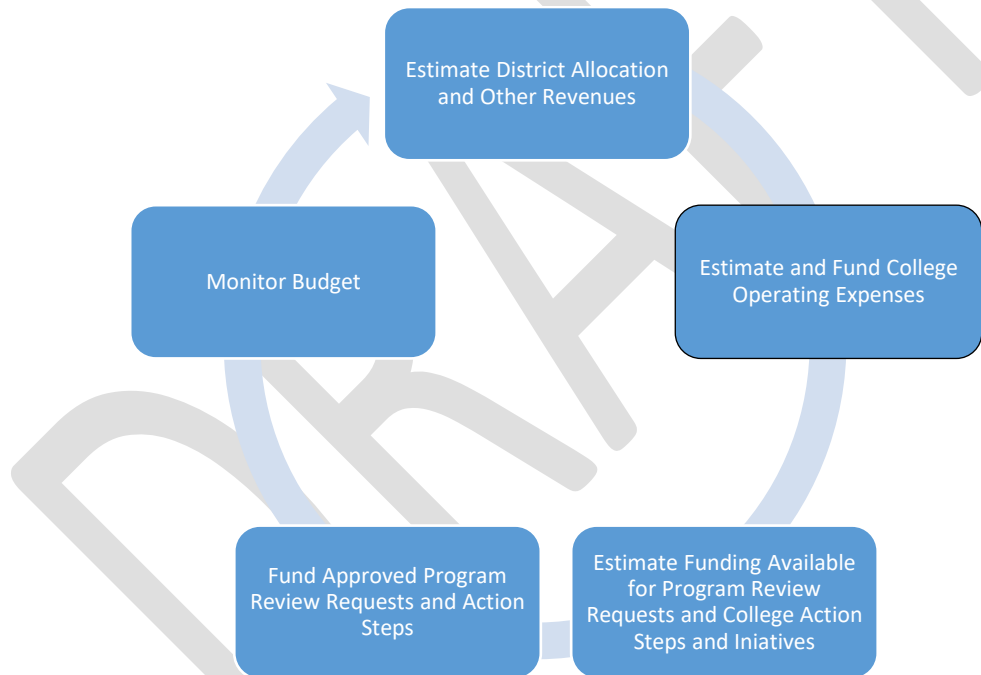


Figure y. The Resource Allocation Process [I.B.9-1]

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

- Research and assessment serve as inputs to the planning process.
- Institutional planning is carried out by IPC and the institutional committees that report to it. Program planning is carried out through the program review process.

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

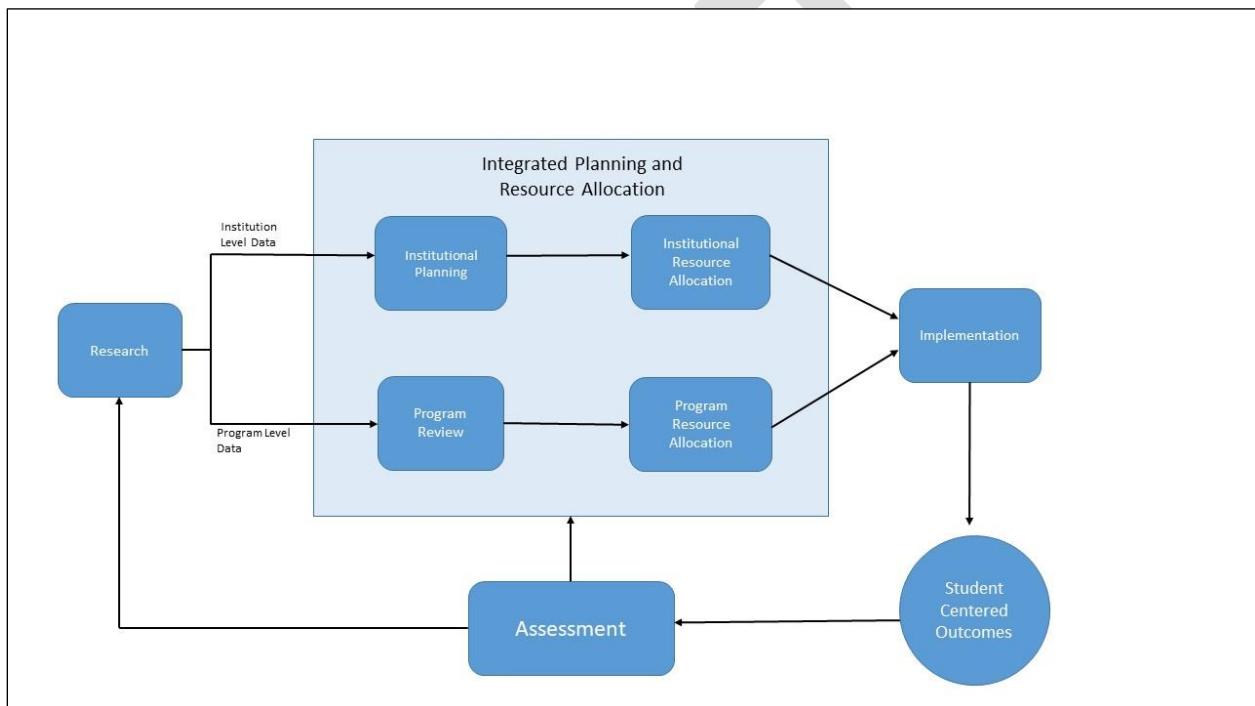


Figure z. Integrated Planning Structure [I.B.9-1]

The determination of new faculty positions provides an example of the integrated planning process. Through program review, faculty consider program level data (including sections offered, efficiency, transfer and employment needs, and staffing) and the assessment of student learning outcomes to identify program needs including full-time faculty positions. Requests for faculty positions are prioritized first at the division level by division faculty and then at the institutional level by the instructional and student services deans. Based on an estimate of ongoing funding available, the College President approves the total number of full-time faculty hires. President's Cabinet reviews the prioritized requests the President makes the final determination of which positions to move forward. IPC verifies that the participatory governance process was followed. [I.B.9-12]

## ANALYSIS AND EVALUATION

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

### **Evidence List for I.B.9**

- I.B.9-1 **Planning Manual (11/14/2018 version in evidence folder)**
- I.B.9-2 For example, the Integrated Plan's Executive Summary, <http://collegeofsanmateo.edu/equity/ipsummary.asp>
- I.B.9-3 For example, the review of the Year One program presented to IPC [http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20\\_AnnualReview\\_YearOne.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_AnnualReview_YearOne.pdf)
- I.B.9-4 IPC meeting summary notes 10/20/2017 [http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_IPCMeetingSummary.pdf)
- I.B.9-5 For example, sections 2 (results of previous plans) and 4 (planning) in Political Science 2018 Program Review, <https://surveys.smccd.edu/ShowResponse.aspx?doid=2a09c7984df146cfb1e716c33858317b&s=7dfd5d861cab40c698ca342141e96fec>
- I.B.9-6 **Need reference to EMP Strategic Priorities**
- I.B.9-7 IPC Meeting Summary 10/6/2017 [http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_IPCMeetingSummary.pdf)
- I.B.9-8 SMCCCD Strategic Plan Goals: Trends and Targets (precursor to SMCCCD Strategic Plan Metrics) [http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06\\_StrategicPlanGoalsHandout.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-06_StrategicPlanGoalsHandout.pdf)
- I.B.9-9 For example, IPC Meeting summary notes 10/20/2017 [http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20\\_IPCMeetingSummary.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-10-20_IPCMeetingSummary.pdf) and associated information at <http://collegeofsanmateo.edu/ipc/2017-2018.asp>

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|----------|--|
| I.B.9-10 | For example, IPC Meeting summary notes 4/20/2018<br><a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-20_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-20_IPCMeetingSummary.pdf</a> and associated information at<br><a href="http://collegeofsanmateo.edu/ipc/2017-2018.asp">http://collegeofsanmateo.edu/ipc/2017-2018.asp</a> |
| I.B.9-11 | College of San Mateo Integrated Plan<br><a href="http://collegeofsanmateo.edu/equity/integratedplan.asp">http://collegeofsanmateo.edu/equity/integratedplan.asp</a>  |
| I.B.9-12 | Full-time Faculty Hires Planning Calendar, draft at<br><a href="http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-06_Full-TimeFacultyPlanningCalendar.pdf">http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-04-06_Full-TimeFacultyPlanningCalendar.pdf</a>   |

DRAFT

## I.C Institutional Integrity

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

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

### EVIDENCE OF MEETING THE STANDARD

**Mission statement:** The College’s Mission, which is periodically reviewed and updated by the Institutional Planning Committee through the participatory governance process, is approved by the San Mateo County Community College District Board of Trustees [I.C.1-1]. The mission and accompanying diversity, vision and values statements are published in the College’s catalog and on its website [I.C.1-2]. The statements are also displayed in prominent locations on the campus; the displays are produced by Community Relations and Marketing and reviewed by a co-chair of the Institutional Planning Committee [I.C.1-3].

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

**Educational Programs:** Educational programs are described in the college catalog [I.C.1-13, 14]. Degree and certificate programs are reviewed and approved by the Curriculum Committee [I.C.1-15]; catalog and website presentation of this information is generated directly from CurricUNET. Additional information available in the College website sections for individual



programs (for example Accounting, Nursing, Psychology) is developed and reviewed by program faculty, staff, and administrators [I.C.1-16, 17, 18]. Course offerings are listed in the Schedule of Classes; pdf versions of current and past schedules are available on the College website [I.C.1-19]. Current and upcoming schedules are also listed in the district's searchable online schedule site [I.C.1-20]. Schedule information is reviewed for accuracy by instructional divisions and by the Office of Instruction [I.C.1-21].

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

The accreditation status of the College and its externally accredited programs is available in the College Catalog and on the College's website [I.C.1-27, 28]. Accuracy of the College's accreditation status is ensured by the Office of the President; accuracy of external accreditation is ensured by faculty in the program, program directors, and the relevant instructional dean [I.C.1-29].

**Accreditation status:** The College's accreditation status is posted at the College website, along with supporting documentation (the Institutional Self-Study, letters from ACCJC, and so on) [I.C.1-30].

## ANALYSIS AND EVALUATION

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

### Evidence List for I.C.1

- |         |   |
|---------|---|
| I.C.1-1 | Board of Trustees meeting minutes 10/24/2018<br><a href="http://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/Minutes/2018-10-24Minutes.pdf">http://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/Minutes/2018-10-24Minutes.pdf</a> |
| I.C.1-2 | Mission and Values Statement (update name if it is changed)<br><a href="http://collegeofsanmateo.edu/statements/">http://collegeofsanmateo.edu/statements/</a>  |
| I.C.1-3 | Photos of mission statement displayed to be added when displays are updated   |
| I.C.1-4 | Curriculum Handbook,<br><a href="http://collegeofsanmateo.edu/committeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf">http://collegeofsanmateo.edu/committeoninstruction/docs/2016-2017/CSMCurriculumHandbook-Fall2016.pdf</a> (note: website name may change)                 |

- I.C.1-5 Course Outlines, <http://collegeofsanmateo.edu/articulation/outlines.asp>
- I.C.1-6 CurricUNET, <http://www.curricunet.com/smccd/>
- I.C.1-7 Articulation website <http://collegeofsanmateo.edu/articulation/outlines.asp>
- I.C.1-8 College Catalog, <http://catalog.collegeofsanmateo.edu/current/> (this is link to online; may want to use pdf instead, [http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM\\_2017-18\\_Catalog.pdf](http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2017-18_Catalog.pdf) )
- I.C.1-9 Catalog AS Biology, <http://catalog.collegeofsanmateo.edu/current/programs/biology-as.php>
- I.C.1-10 AS Biology, [http://collegeofsanmateo.edu/biology/degrees\\_biological\\_as.asp](http://collegeofsanmateo.edu/biology/degrees_biological_as.asp)
- I.C.1-11 ILO, <http://catalog.collegeofsanmateo.edu/current/statements-slos/>
- I.C.1-12 ILO web - [http://collegeofsanmateo.edu/sloac/slos\\_ge.asp](http://collegeofsanmateo.edu/sloac/slos_ge.asp)
- I.C.1-13 College Catalog Programs and Services <http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/> ; also [http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM\\_2017-18\\_Catalog.pdf](http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2017-18_Catalog.pdf) pp 53-70
- I.C.1-14 College Catalog Degrees and Certificates <http://catalog.collegeofsanmateo.edu/current/programs/> ; also [http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM\\_2017-18\\_Catalog.pdf](http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2017-18_Catalog.pdf) pp 104-225
- I.C.1-15 Curriculum Handbook <http://collegeofsanmateo.edu/committeeoninstruction/docs/CSMCurriculumHandbook-Fall2015.pdf>
- I.C.1-16 Accounting, <http://collegeofsanmateo.edu/accounting/>
- I.C.1-17 Nursing, <http://collegeofsanmateo.edu/nursing/>
- I.C.1-18 Psychology, <http://collegeofsanmateo.edu/psychology/>
- I.C.1-19 Schedule of Classes, <http://collegeofsanmateo.edu/schedule/>
- I.C.1-20 WebSchedule, <http://webschedule.smccd.edu/>

- I.C.1-21 For example, Fall 2018 Schedule Production breakdown (in evidence folder)
- I.C.1-22 College Catalog, Student services <http://catalog.collegeofsanmateo.edu/current/>
- I.C.1-23 Assessment Services, <http://collegeofsanmateo.edu/assessment/>
- I.C.1-24 Disability Resource Center, <http://collegeofsanmateo.edu/dsps/>
- I.C.1-25 Multicultural & Dream Center, <http://collegeofsanmateo.edu/dreamcenter/>
- I.C.1-26 2018-19 Catalog Production Timeline (uploaded to evidence folder)
- I.C.1-27 Accreditation Status Catalog, <http://catalog.collegeofsanmateo.edu/current/generalinformation/accreditation.php> and [http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM\\_2017-18\\_Catalog.pdf](http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2017-18_Catalog.pdf) p 10.
- I.C.1-28 Accreditation Status web, <http://collegeofsanmateo.edu/accreditation/>
- I.C.1-29 Evidence of accuracy of accreditation info being the President's job, divisions
- I.C.1-30 <http://collegeofsanmateo.edu/accreditation/>

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

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

**EVIDENCE OF MEETING THE STANDARD**

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

Academic Senate President, the Curriculum Committee Chair, and the Office of Community Relations and Marketing [I.C.2-3].

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

Catalog Requirement	Catalog format	
	2018-19 pdf page numbers	Web-based
<b>1. General Information</b>		
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	2	<a href="http://catalog.collegeofsanmateo.edu/current/">http://catalog.collegeofsanmateo.edu/current/</a>
Educational Mission	5	<a href="http://catalog.collegeofsanmateo.edu/current/statements-slos/">http://catalog.collegeofsanmateo.edu/current/statements-slos/</a>
Representation of accredited status with ACCJC and with programmatic accreditors	2	<a href="http://catalog.collegeofsanmateo.edu/current/generalinformation/accreditation.php">http://catalog.collegeofsanmateo.edu/current/generalinformation/accreditation.php</a>
Course, Program, and Degree Offerings	114-396	<a href="http://catalog.collegeofsanmateo.edu/current/courses/">http://catalog.collegeofsanmateo.edu/current/courses/</a> <a href="http://catalog.collegeofsanmateo.edu/current/programs/">http://catalog.collegeofsanmateo.edu/current/programs/</a>
Student Learning Outcomes for Programs and Degrees	120-242	<a href="http://catalog.collegeofsanmateo.edu/current/programs/">http://catalog.collegeofsanmateo.edu/current/programs/</a>
Academic Calendar and Program Length Note: using program requirements as proxy for length	Calendar: 3 Program Length: 120-242	Calendar: <a href="http://catalog.collegeofsanmateo.edu/current/programs/">http://catalog.collegeofsanmateo.edu/current/programs/</a> Program Length: <a href="http://catalog.collegeofsanmateo.edu/current/programs/">http://catalog.collegeofsanmateo.edu/current/programs/</a>
Academic Freedom Statement	8	<a href="http://catalog.collegeofsanmateo.edu/current/generalinformation/statement_academic_freedom.php">http://catalog.collegeofsanmateo.edu/current/generalinformation/statement_academic_freedom.php</a>
Available Student Financial Aid	67-69	<a href="http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/financial_aid_scholarships.php">http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/financial_aid_scholarships.php</a>

	Catalog format	
Catalog Requirement	2018-19 pdf page numbers	Web-based
		<a href="http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/types_financial_aid.php">http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/types_financial_aid.php</a>
Available Learning Resources	53-72	<a href="http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/">http://catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/</a>
Names and Degrees of Administrators and Faculty	397-401	<a href="http://catalog.collegeofsanmateo.edu/current/faculty-other-academic-personnel/">http://catalog.collegeofsanmateo.edu/current/faculty-other-academic-personnel/</a>
Names of Governing Board Members	2	<a href="http://catalog.collegeofsanmateo.edu/current/generalinformation/">http://catalog.collegeofsanmateo.edu/current/generalinformation/</a>
<b>2. Requirements</b>		
Admissions	10	<a href="http://catalog.collegeofsanmateo.edu/current/admission/">http://catalog.collegeofsanmateo.edu/current/admission/</a>
Student Tuition, Fees, and Other Financial Obligations	16-18	<a href="http://catalog.collegeofsanmateo.edu/current/fees/">http://catalog.collegeofsanmateo.edu/current/fees/</a>
Degrees, Certificates, Graduation and Transfer	120-242 102-104 83-101	Degrees and Certificates: <a href="http://catalog.collegeofsanmateo.edu/current/programs/">http://catalog.collegeofsanmateo.edu/current/programs/</a> Graduation/Associate Degree Requirements: <a href="http://catalog.collegeofsanmateo.edu/current/aas-degree-requirements/">http://catalog.collegeofsanmateo.edu/current/aas-degree-requirements/</a> Transfer: <a href="http://catalog.collegeofsanmateo.edu/current/transfer-planning/">http://catalog.collegeofsanmateo.edu/current/transfer-planning/</a>

<b>3. Major Policies and Procedures Affecting Students</b>		
Academic Regulations, including Academic Honesty	23-52	Academic Policies: <a href="http://catalog.collegeofsanmateo.edu/current/academic-policies/">http://catalog.collegeofsanmateo.edu/current/academic-policies/</a> College Policies: <a href="http://catalog.collegeofsanmateo.edu/current/college-policies/">http://catalog.collegeofsanmateo.edu/current/college-policies/</a> , including Academic Honesty at <a href="http://catalog.collegeofsanmateo.edu/current/college-policies/guidelines_addressing_cheating_plagiarism.php">http://catalog.collegeofsanmateo.edu/current/college-policies/guidelines_addressing_cheating_plagiarism.php</a>
Nondiscrimination	32-33	<a href="http://catalog.collegeofsanmateo.edu/current/college-policies/nondiscrimination_policy.php">http://catalog.collegeofsanmateo.edu/current/college-policies/nondiscrimination_policy.php</a>
Acceptance and Transfer of Credits	Acceptance of credit: 10-11 Transfer of credits: 87	Acceptance of Credits: <a href="http://catalog.collegeofsanmateo.edu/current/admission/transfer_credit_transcript_evaluation_service.php">http://catalog.collegeofsanmateo.edu/current/admission/transfer_credit_transcript_evaluation_service.php</a> Transfer of Credits: <a href="http://catalog.collegeofsanmateo.edu/current/transfer-planning/">http://catalog.collegeofsanmateo.edu/current/transfer-planning/</a>
Transcripts	21	<a href="http://catalog.collegeofsanmateo.edu/current/gradesandscholarship/transcripts.php">http://catalog.collegeofsanmateo.edu/current/gradesandscholarship/transcripts.php</a>
Grievance and Complaint Procedures	44-49	<a href="http://catalog.collegeofsanmateo.edu/current/college-policies/student_grievance_appeals.php">http://catalog.collegeofsanmateo.edu/current/college-policies/student_grievance_appeals.php</a>
Sexual Harassment	34-36	<a href="http://catalog.collegeofsanmateo.edu/current/college-policies/sexual_harassment_policy.php">http://catalog.collegeofsanmateo.edu/current/college-policies/sexual_harassment_policy.php</a> (see also <a href="http://catalog.collegeofsanmateo.edu/current/college-policies/sexual_assault_policy.php">http://catalog.collegeofsanmateo.edu/current/college-policies/sexual_assault_policy.php</a> )
Refund of Fees	16-18	<a href="http://catalog.collegeofsanmateo.edu/current/fees/credit_refund_policy.php">http://catalog.collegeofsanmateo.edu/current/fees/credit_refund_policy.php</a>
<b>4. Locations or Publications Where Other Policies may be Found</b>		
College website	--	<a href="http://www.smccd.edu/">http://www.smccd.edu/</a>
Board Policies and Procedures	--	<a href="http://smccd.edu/boardoftrustees/policies.php">http://smccd.edu/boardoftrustees/policies.php</a>

### ANALYSIS AND EVALUATION

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

### Evidence List for I.C.2

- |         |   |
|---------|---|
| I.C.2-1 | College Catalog pdf,<br><a href="http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2017-18_Catalog.pdf">http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2017-18_Catalog.pdf</a> |
| I.C.2-2 | College Catalog, <a href="http://catalog.collegeofsanmateo.edu/current/">http://catalog.collegeofsanmateo.edu/current/</a>  |
| I.C.2-3 | 2018-19 Catalog Production Timeline (uploaded to evidence folder)   |

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

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

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

#### **Dialog over learning outcomes assessment communicated to the college community:**

Assessment of student learning outcomes is carried out at the course, program, and institutional levels to promote "self-examination and reflection, leading to productive dialogue and curricular improvement" and "decisions based on analysis of assessment results for college planning are shared amongst all constituencies" [I.C.3-7]. Discipline- and service-level assessments are communicated to the College community through the Program Review reporting process. Departmental and service-level assessment results and analysis are shared with the Academic Senate, College Assessment Committee, and Institutional Planning Committee; these committees, which bring together representation from all college

constituencies, read and discuss program reviews and thus provide a venue for communicating results across to the college community [I.C.3-8].

Productive dialog regarding the results of student learning outcome assessment at all levels and the resulting plans for improvement are critical components of program review for instructional programs, learning support centers, and student services program [I.C.3-9].

Program review reports are available to all on the College's website [I.C.3-10]. In addition to departmental program review, the College Assessment publishes institutional assessment results on its website, bringing together student surveys, faculty assessments, and other activities; also, a biennial Assessment Report summarizes assessment activities on campus [I.C.3-11, 12].

**Dialog over student achievement data communicated to the college community:** Summary-level information on completion of courses, certificates, and degrees and on transfer to CSU, UC, and private colleges is available to all through the College's Fast Facts [I.C.3-13]. In addition, details and disaggregated student achievement information is available to all through the College Index (through 2017-18) and the SMCCCD Strategic Plan Metrics [I.C.3-14, 15].

Workforce outcomes including employment and earnings gain for selected career education programs are available to all through the Career Technical Education (CTE Perkins IV) and Statewide Strong Workforce Stars websites [I.C.3-16, 17].

## ANALYSIS AND EVALUATION

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

### Evidence List for I.C.3

- |         |   |
|---------|---|
| I.C.3-1 | Program Website, for example<br><a href="http://collegeofsanmateo.edu/architecture/index.asp">http://collegeofsanmateo.edu/architecture/index.asp</a> |
| I.C.3-2 | College Catalog, <a href="http://catalog.collegeofsanmateo.edu/current/">http://catalog.collegeofsanmateo.edu/current/</a>                            |
| I.C.3-3 | Curricunet access <a href="http://www.curricunet.com/smcccd/">http://www.curricunet.com/smcccd/</a>   |
| I.C.3-4 | Syllabus, Econ 100 AA Fall 2018 (in evidence folder)  |
| I.C.3-5 | Syllabus, Hist 201 AB Fall 2018 (in evidence folder)  |



- I.C.3-6 Catalog Program, for example  
<http://catalog.collegeofsanmateo.edu/current/programs/architecture-as.php>
- I.C.3-7 Institutional Learning Outcomes  
[http://collegeofsanmateo.edu/sloac/slos\\_ge.asp](http://collegeofsanmateo.edu/sloac/slos_ge.asp)
- I.C.3-8 Assessment Philosophy (make sure URL is current – new website)  
[http://collegeofsanmateo.edu/sloac/assessment\\_philosophy.asp](http://collegeofsanmateo.edu/sloac/assessment_philosophy.asp)
- I.C.3-9 Program Review Fall 2018 timeline,  
<http://collegeofsanmateo.edu/programreview/> add AS review to timeline
- I.C.3-10 Program Review Forms, <http://collegeofsanmateo.edu/programreview/>
- I.C.3-11 Program Review reports  
<http://collegeofsanmateo.edu/programreview/instructional-department.asp>
- I.C.3-12 Assessment reports – at a new URL  
<http://collegeofsanmateo.edu/sloac/sloassessmentresults.asp>
- I.C.3-13 Fast Facts, <http://collegeofsanmateo.edu/institutionalresearch/fastfacts.asp>
- I.C.3-14 College Index,  
<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>
- I.C.3-15 SMCCCD Strategic Plan Metrics <https://smccd.edu/strategicplan/scorecard-and-metrics.php>
- I.C.3-16 CCCO MIS Career Technical Education (CTE) (Perkins IV)  
[https://misweb.ccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TO\\_PCode.aspx](https://misweb.ccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TO_PCode.aspx)
- I.C.3-17 Workforce Stars ([http://dwmshowcase.com/showcase\\_workforce\\_stars.asp](http://dwmshowcase.com/showcase_workforce_stars.asp))

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

**EVIDENCE OF MEETING THE STANDARD**

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

**ANALYSIS AND EVALUATION**

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

**Evidence List for I.C.4**

I.C.4-1	College Catalog, <a href="http://catalog.collegeofsanmateo.edu/current/">http://catalog.collegeofsanmateo.edu/current/</a>
I.C.4-2	For example, <a href="http://collegeofsanmateo.edu/kinesiology/degrees.asp">http://collegeofsanmateo.edu/kinesiology/degrees.asp</a>

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

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

**EVIDENCE OF MEETING THE STANDARD**

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

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

The Office of Planning, Research, and Institutional Effectiveness is responsible for reporting and disseminating consistent, accurate data and analyses of information to the campus community, the San Mateo County Community College District (SMCCCD), and the public [I.C.5-8]

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

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

## ANALYSIS AND EVALUATION

The College meets the Standard.

### Evidence List for I.C.5

I.C.5-1	Policies, <a href="http://smccd.edu/boardoftrustees/policies.php">http://smccd.edu/boardoftrustees/policies.php</a>
I.C.5-2	PB2.06, <a href="http://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/2_06.pdf">http://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/2_06.pdf</a>
I.C.5-3	ASGC reviews of policies <a href="https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/Procedures/2_06.1.pdf">https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/Procedures/2_06.1.pdf</a>
I.C.5-4	Planning Calendar (old version at <a href="http://collegeofsanmateo.edu/prie/docs/Planning%20Cycle%20for%20All%20PLans10-15-2013revised.pdf">http://collegeofsanmateo.edu/prie/docs/Planning%20Cycle%20for%20All%20PLans10-15-2013revised.pdf</a> ; new version to be included in Planning Manual)
I.C.5-5	IPC Meeting Summary Notes 3/17/2017, <a href="http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-03-17_IPCMeetingSummary.pdf</a>

I.C.5-6	IPC Meeting Summary Notes 5/5/2017, <a href="http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-05-05_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-05-05_IPCMeetingSummary.pdf</a>
I.C.5-7	IPC Meeting Summary Notes 5/19/2017, <a href="http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-05-19_IPCMeetingSummary.pdf">http://collegeofsanmateo.edu/ipc/docs/2016-2017/2017-05-19_IPCMeetingSummary.pdf</a>
I.C.5-8	PRIE website, <a href="http://collegeofsanmateo.edu/prie/aboutus.asp">http://collegeofsanmateo.edu/prie/aboutus.asp</a>
I.C.5-9	2018-19 Catalog Production Timeline (uploaded to evidence folder)
I.C.5-10	Evidence that (for example) departments are keeping their sites up to date? Get an example.

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

The College ensures that current and prospective students are accurately informed of the total costs of their education.

**EVIDENCE OF MEETING THE STANDARD**

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

**ANALYSIS AND EVALUATION**

The College meets the Standard. Both in the Catalog and at the Bookstore website, students get accurate information about textbook and materials costs.

#### **Evidence I.C.6**

- I.C.6-1 FeesWeb, <http://collegeofsanmateo.edu/fees/>
- I.C.6-2 FeesCatalog, <http://catalog.collegeofsanmateo.edu/current/fees/> and [http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM\\_2017-18\\_Catalog.pdf](http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2017-18_Catalog.pdf) pp 17-18
- I.C.6-3 Printed Schedule: DGME 103 in Fall 2018
- I.C.6-4 WebSchedule: DGME 103 in Fall 2018
- I.C.6-5 Course Materials, <http://bookstore.collegeofsanmateo.edu/SelectTermDept.aspx>
- I.C.6-6 WebScheduleCourseTypes, [https://webschedule.smccd.edu/course\\_type\\_search.php](https://webschedule.smccd.edu/course_type_search.php)

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

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

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

**Policies on academic freedom and responsibility:** College of San Mateo follows the SMCCCD Board of Trustees Policy 6.35 on academic freedom (BP6.35) [I.C.7-1]. The policy states that the District is “dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints” and that “[a]cademic freedom, rather than

being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth.”

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

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

As noted in section 5, the policy applies to all constituencies: “Protecting academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate.” (BP6.35)

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

### ANALYSIS AND EVALUATION

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

#### Evidence List for I.C.7

I.C.7-1	BP6.35, <a href="http://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/6_35.pdf">http://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/6_35.pdf</a>
I.C.7-2	AcadFreedCat, <a href="http://catalog.collegeofsanmateo.edu/current/generalinformation/statement_academic_freedom.php">http://catalog.collegeofsanmateo.edu/current/generalinformation/statement_academic_freedom.php</a>
I.C.7-3	AcadFreedCatpdf, p 9 of <a href="http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2018-19_Catalog.pdf">http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2018-19_Catalog.pdf</a>

I.C.7-4	AcadFreeWebsite, <a href="http://collegeofsanmateo.edu/generalinformation/academicfreedom.asp">http://collegeofsanmateo.edu/generalinformation/academicfreedom.asp</a>
I.C.7-5	AcadFreeFacHand, Appendix P p114 of <a href="http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2018-19.pdf">http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2018-19.pdf</a>

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

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

**EVIDENCE OF MEETING THE STANDARD**

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

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

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

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

- maintain high professional and personal standards while fostering an environment of truth, trust, and transparency.

- honor and operate within the framework of laws and policies.
- maintain confidentiality of interactions, student records, and information related to legal and private matters
- strive for transparency and aim to avoid conflicts of interest or the appearance thereof [I.C.8-4]

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

- Every student of the District is expected to represent him or herself honestly and respectfully in all situations, whether orally or in written statements. Honest and respectful representation includes, but is not limited to, providing only truthful material information on all District applications, financial aid forms, waivers, and any other official document.
- Students are expected to maintain the highest standards of academic integrity. Work that is not of the student's own creation will receive no credit. If a student is uncertain of what these standards are, he or she may consult his or her instructor for appropriate counsel, but a student's ignorance is no legitimate defense for academic dishonesty. Academic dishonesty includes lying, cheating, stealing, and using unauthorized materials on any assignment, quiz or exam. [I.C.8-5]
- Distance education students use Canvas, the College's course management system. This requires a student ID log-in which serves to authenticate student identity for distance courses [I.C.8-6]. While distance education students tend to work exclusively online, the Learning Center does offer proctoring services, which again requires a student log-in to use the Center [I.C.8-7]. In addition, Canvas includes a Turnitin plug-in which is widely used by faculty to identify and discourage plagiarism.

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

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



dishonesty in class, and 94.5% are aware of the consequences of plagiarism, cheating and so on [I.C.8-14].

## ANALYSIS AND EVALUATION

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

### Evidence List for I.C.8

I.C.8-1	BP2.21, <a href="http://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf">http://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf</a>
I.C.8-2	Faculty Handbook, <a href="http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2017-18.pdf">http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2017-18.pdf</a>
I.C.8-3	“Statement Of Professional Ethics,” <a href="https://downloads.smccd.edu/pr/districtinformation/Faculty%20Statement%20of%20Professional%20Ethics.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2Fdistrictinformation%2F_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2Fdistrictinformation%2FShared%2520Documents%2FFaculty%2520Statement%2520of%2520Professional%2520Ethics.pdf%27%29">https://downloads.smccd.edu/pr/districtinformation/Faculty%20Statement%20of%20Professional%20Ethics.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2Fdistrictinformation%2F_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2Fdistrictinformation%2FShared%2520Documents%2FFaculty%2520Statement%2520of%2520Professional%2520Ethics.pdf%27%29</a> , incorporated in SMCCCD Board Policy 2.21 Policy on Professional Ethics, <a href="https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf">https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf</a>
I.C.8-4	“Classified Employees Statement of Ethics,” <a href="https://downloads.smccd.edu/pr/districtinformation/Classified%20Employees%20Statement%20of%20Ethics.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2Fdistrictinformation%2F_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2Fdistrictinformation%2FShared%2520Documents%2FClassified%2520Employees%2520Statement%2520of%2520Ethics.pdf%27%29">https://downloads.smccd.edu/pr/districtinformation/Classified%20Employees%20Statement%20of%20Ethics.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2Fdistrictinformation%2F_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2Fdistrictinformation%2FShared%2520Documents%2FClassified%2520Employees%2520Statement%2520of%2520Ethics.pdf%27%29</a> , incorporated in SMCCCD Board Policy 2.21 Policy on Professional Ethics, <a href="https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf">https://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf</a>
I.C.8-5	San Mateo County Community College District Student c=Code of Ethics , <a href="https://downloads.smccd.edu/pr/districtinformation/Student%20Code%20of%2">https://downloads.smccd.edu/pr/districtinformation/Student%20Code%20of%2</a>

[0Ethics.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2Fdistrictinformation%2F api%2FWeb%2FGetFileByServerRelativePath%28deco dedurl%3D%27%2Fsites%2Fdownloads%2Fdistrictinformation%2FShared%2520 Documents%2FStudent%2520Code%2520of%2520Ethics.pdf%27%29](https://downloads.smccd.sharepoint.com/sites/downloads%2Fdistrictinformation%2F api%2FWeb%2FGetFileByServerRelativePath%28deco dedurl%3D%27%2Fsites%2Fdownloads%2Fdistrictinformation%2FShared%2520 Documents%2FStudent%2520Code%2520of%2520Ethics.pdf%27%29), incorporated in SMCCCD Board Policy 2.21 Policy on Professional Ethics, [https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2\\_21.pdf](https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf)

- I.C.8-6 Canvas page <http://collegeofsanmateo.edu/canvas/>
- I.C.8-7 Learning Center, "Proctoring" <http://collegeofsanmateo.edu/learningcenter/proctoring.asp>
- I.C.8-8 College Policies: "Student Conduct", [http://catalog.collegeofsanmateo.edu/current/college-policies/student\\_conduct.php](http://catalog.collegeofsanmateo.edu/current/college-policies/student_conduct.php) and pp 37-44 of [http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM\\_2018-19\\_Catalog.pdf](http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2018-19_Catalog.pdf)
- I.C.8-9 College Policies: "Student Conduct," <http://collegeofsanmateo.edu/collegepolicies/studentconduct.asp>
- I.C.8-10 Syllabus from English with plagiarism statement
- I.C.8-11 Student Handbook on academic honesty <http://collegeofsanmateo.edu/collegepolicies/cheatingandplagiarism.asp>
- I.C.8-12 "Guidelines Addressing Cheating and Plagiarism," [http://catalog.collegeofsanmateo.edu/current/college-policies/guidelines\\_addressing\\_cheating\\_plagiarism.php](http://catalog.collegeofsanmateo.edu/current/college-policies/guidelines_addressing_cheating_plagiarism.php) and pp 49-50 of [http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM\\_2018-19\\_Catalog.pdf](http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2018-19_Catalog.pdf)
- I.C.8-13 "Guidelines Addressing Cheating and Plagiarism," <http://collegeofsanmateo.edu/collegepolicies/cheatingandplagiarism.asp>
- I.C.8-14 2017 Student Campus Climate and Satisfaction Survey, Q11 and Q12 ("Instructional Effectiveness") [http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17\\_StudentCampusClimateSatisfactionSurvey.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_StudentCampusClimateSatisfactionSurvey.pdf)

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

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

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

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

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

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

### **ANALYSIS AND EVALUATION**

The College meets the standard. While academic freedom and independence of thought are protected by Board policy and other College policies, Board policies and a faculty-adopted Ethics Statement also make clear that faculty should encourage different points of view, show respect for divergent opinions, demonstrate knowledge of recent developments and methods

in their disciplines, and adhere to a course outline of record. Students appear largely very satisfied that faculty present their discipline material fairly and objectively.

### Evidence List for I.C.9

- I.C.9-1 Board Policy 2.21, BP2.21,  
[http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2\\_21.pdf](http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf)
- I.C.9-2 Faculty: "Statement Of Professional Ethics,"  
[https://downloads.smccd.edu/pr/districtinformation/Faculty%20Statement%20of%20Professional%20Ethics.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2Fdistrictinformation%2F\\_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2Fdistrictinformation%2FShared%2520Documents%2FFaculty%2520Statement%2520of%2520Professional%2520Ethics.pdf%27%29](https://downloads.smccd.edu/pr/districtinformation/Faculty%20Statement%20of%20Professional%20Ethics.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2Fdistrictinformation%2F_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2Fdistrictinformation%2FShared%2520Documents%2FFaculty%2520Statement%2520of%2520Professional%2520Ethics.pdf%27%29)
- I.C.9-3 Faculty Handbook p. 113  
[http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook\\_2018-19.pdf](http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2018-19.pdf)
- I.C.9-4 Example: <http://www.curricunet.com/smccd/>
- I.C.9-4 Appendix G: Evaluation Criteria for Faculty (p.3)  
[http://www.smccd.edu/evaluation-procedures/files/A\\_Tenured%20Tenure-Track%20and%20Adjunct%20Faculty.pdf](http://www.smccd.edu/evaluation-procedures/files/A_Tenured%20Tenure-Track%20and%20Adjunct%20Faculty.pdf)
- I.C.9-5 Appendix G: Evaluation Procedures – Forms: Classroom Observation Form  
[http://www.smccd.edu/evaluation-procedures/files/A\\_Tenured%20Tenure-Track%20and%20Adjunct%20Faculty.pdf](http://www.smccd.edu/evaluation-procedures/files/A_Tenured%20Tenure-Track%20and%20Adjunct%20Faculty.pdf)
- I.C.9-6 Appendix G: Evaluation Procedures - II. Purpose (p. 3)  
<http://www.smccd.edu/evaluation-procedures/files/Faculty-Evaluation-Procedures.pdf>
- I.C.9-7 **Is this the same as Appendix G?**
- I.C.9-8 2017 Student Campus Climate and Satisfaction Survey, Q2 ("Instructional Effectiveness") [http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17\\_StudentCampusClimateSatisfactionSurvey.pdf](http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_StudentCampusClimateSatisfactionSurvey.pdf)

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

**EVIDENCE OF MEETING THE STANDARD**

College of San Mateo does not seek to instill or support specific beliefs or worldviews.

College of San Mateo's expectations for the conduct of staff, faculty, administrators, and students include ethical behavior, respect for diversity, and fair treatment. The College adheres to the SMCCCD Board of Trustees policy on professional ethics, which outlines the ethical standards and responsibilities for the Board of Trustees, administrators, and classified staff and incorporates additional policies for faculty, students, and classified staff [I.C.10-1]. All Board of Trustees' policies are available through District website [I.C.10-2].

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

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

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

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

## ANALYSIS AND EVALUATION

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

### **Evidence List for I.C.10**

- |           |   |
|-----------|---|
| I.C.10-1  | SMCCCD Board Policy 2.21 Policy on Professional Ethics<br><a href="http://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf">http://downloads.smccd.edu/file?s=/sites/downloads/BoT&amp;du=/sites/downloads/BoT/PoliciesProcedures/2_21.pdf</a>   |
| I.C.10-2  | San Mateo County Community College District website, Board of Trustees<br><a href="http://smccd.edu/boardoftrustees/">http://smccd.edu/boardoftrustees/</a>   |
| I.C.10-3  | Statement on Professional Ethics <a href="https://smccd.edu/academicsenate/code-of-ethics.php">https://smccd.edu/academicsenate/code-of-ethics.php</a>  |
| I.C.10-4  | College of San Mateo Faculty Handbook 2018-19<br><a href="http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2018-19.pdf">http://collegeofsanmateo.edu/vpi/docs/FacultyHandbook_2018-19.pdf</a>  |
| I.C.10-5  | Student Code of Ethics<br><a href="https://downloads.smccd.edu/pr/districtinformation/Student%20Code%20of%20Ethics.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2Fdistrictinformation%2F_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2Fdistrictinformation%2Fshared%2520Documents%2FStudent%2520Code%2520of%2520Ethics.pdf%27%29">https://downloads.smccd.edu/pr/districtinformation/Student%20Code%20of%20Ethics.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2Fdistrictinformation%2F_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2Fdistrictinformation%2Fshared%2520Documents%2FStudent%2520Code%2520of%2520Ethics.pdf%27%29</a> |
| I.C.10-6  | Student Rights and Responsibilities (Student Handbook)<br><a href="http://collegeofsanmateo.edu/collegepolicies/studenthandbook.asp">http://collegeofsanmateo.edu/collegepolicies/studenthandbook.asp</a>   |
| I.C.10-7  | Student Rights and Responsibilities (catalog)<br><a href="http://catalog.collegeofsanmateo.edu/current/college-policies/student_rights_responsibilities.php">http://catalog.collegeofsanmateo.edu/current/college-policies/student_rights_responsibilities.php</a>  |
| I.C.10-8  | Student Conduct<br><a href="http://collegeofsanmateo.edu/collegepolicies/studentconduct.asp">http://collegeofsanmateo.edu/collegepolicies/studentconduct.asp</a>  |
| I.C.10-9  | Classified Employees Statement of Ethics<br><a href="http://collegeofsanmateo.edu/classifiedsenate/ethics.asp">http://collegeofsanmateo.edu/classifiedsenate/ethics.asp</a>   |
| I.C.10-10 | Nursing Student Handbook<br><a href="http://collegeofsanmateo.edu/nursing/StudentHandbook061418.docx">http://collegeofsanmateo.edu/nursing/StudentHandbook061418.docx</a>   |

I.C.10-11	Athletics About Us <a href="http://collegeofsanmateo.edu/athletics/about.php">http://collegeofsanmateo.edu/athletics/about.php</a>
I.C.10-12	CCCAA Constitution and Bylaws <a href="http://www.cccaasports.org/working/pdf/Constitution/Bylaw_2.pdf">http://www.cccaasports.org/working/pdf/Constitution/Bylaw_2.pdf</a>

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

College of San Mateo does not operate in foreign locations.

**ANALYSIS AND EVALUATION**

The Standard does not apply.

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

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

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

## ANALYSIS AND EVALUATION

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

### **Evidence List for I.C.12**

I.C.12-1	Accreditation Status <a href="http://collegeofsanmateo.edu/accreditation/">http://collegeofsanmateo.edu/accreditation/</a>
I.C.12-2	Accreditation Status (catalog) <a href="http://catalog.collegeofsanmateo.edu/current/generalinformation/accreditation.php">http://catalog.collegeofsanmateo.edu/current/generalinformation/accreditation.php</a>
I.C.12-3	Communications from ACCJC (this website needs to be updated) <a href="http://collegeofsanmateo.edu/accredinfo/accjc.asp">http://collegeofsanmateo.edu/accredinfo/accjc.asp</a>
I.C.12-4	CSM Reports to ACCJC (this website needs to be updated) <a href="http://collegeofsanmateo.edu/accredinfo/reports.asp">http://collegeofsanmateo.edu/accredinfo/reports.asp</a>
I.C.12-5	Accreditation Archive (this website needs to be updated) <a href="http://collegeofsanmateo.edu/accredinfo/accreditationarchive.asp">http://collegeofsanmateo.edu/accredinfo/accreditationarchive.asp</a>
I.C.12-6	2014 Follow-up Report <a href="http://collegeofsanmateo.edu/accredinfo/followup2014.asp">http://collegeofsanmateo.edu/accredinfo/followup2014.asp</a>

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

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



external accreditation is ensured by faculty in the program, program directors, and the relevant instructional dean.

## EVIDENCE OF MEETING THE STANDARD

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

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

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

## ANALYSIS AND EVALUATION

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

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

### Evidence List for I.C.13

I.C.13-1	Accreditation Status Catalog, <a href="http://catalog.collegeofsanmateo.edu/current/generalinformation/accreditation.php">http://catalog.collegeofsanmateo.edu/current/generalinformation/accreditation.php</a> and <a href="http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2017-18_Catalog.pdf">http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2017-18_Catalog.pdf</a> p 10.
I.C.13-2	Accreditation Status web, <a href="http://collegeofsanmateo.edu/accreditation/">http://collegeofsanmateo.edu/accreditation/</a>
I.C.13-3	Accreditation status, <a href="http://collegeofsanmateo.edu/accredinfo/">http://collegeofsanmateo.edu/accredinfo/</a>
I.C.13-4	Midterm report to ACCJC <a href="http://collegeofsanmateo.edu/accredinfo/midterm2016.asp">http://collegeofsanmateo.edu/accredinfo/midterm2016.asp</a> (should this be included on <a href="http://collegeofsanmateo.edu/accredinfo/reports.asp">http://collegeofsanmateo.edu/accredinfo/reports.asp</a> ?)
I.C.13-5	Accreditation reports, <a href="http://collegeofsanmateo.edu/accredinfo/reports.asp">http://collegeofsanmateo.edu/accredinfo/reports.asp</a>
I.C.13-6	Accreditation communications, <a href="http://collegeofsanmateo.edu/accredinfo/accjc.asp">http://collegeofsanmateo.edu/accredinfo/accjc.asp</a>

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

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

**EVIDENCE OF MEETING THE STANDARD**

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

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

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

**ANALYSIS AND EVALUATION**

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

**Evidence I.C.14**

- I.C.14-1 College of San Mateo Statements <http://collegeofsanmateo.edu/statements/>
- I.C.14-2 Planning Manual p4 in 11/14/2018 draft uploaded to evidence folder
- I.C.14-3 Budget Reports, <https://smccd.edu/financialservices/annualbudget.php>

- I.C.14-4 SMCCCD Board of Trustees Policy 2.45 Conflict of Interest  
[https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2\\_45.pdf](https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/PoliciesProcedures/2_45.pdf)
- SMCCCD Board of Trustees Administrative Policy 2.45.1 Conflict of Interest  
[https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2\\_45.1.pdf](https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_45.1.pdf)
- SMCCCD Board of Trustees Administrative Policy 2.45.3 Conflict of Interest Code  
[https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2\\_45.2.pdf](https://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Procedures/2_45.2.pdf)
- I.C.14-5 Finance Committee Mission, [http://collegeofsanmateo.edu/ipc/docs/2018-2019/2019-01-16\\_FinanceCommitteeMission.pdf](http://collegeofsanmateo.edu/ipc/docs/2018-2019/2019-01-16_FinanceCommitteeMission.pdf)