College of San Mateo
Follow-Up Report

Submitted by:
College of San Mateo
1700 West Hillsdale Blvd.
San Mateo, CA 94402

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

October 15, 2014
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Certification of Follow-Up Report
October 15, 2014

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

From: Michael Claire, President
       College of San Mateo
       1700 W. Hillsdale Blvd.
       San Mateo, CA 94402

I certify there was broad participation by the campus community and I believe this report accurately reflects the nature and substance of this institution.

Signatures:

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Michael Claire</td>
<td>President, College of San Mateo</td>
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</tr>
<tr>
<td>Ron Galatolo</td>
<td>Chancellor, San Mateo County Community College District</td>
<td></td>
</tr>
<tr>
<td>Karen Schwarz</td>
<td>President, Board of Trustees</td>
<td></td>
</tr>
<tr>
<td>Jennifer Hughes</td>
<td>Accreditation Liaison Officer, Vice President of Student Services</td>
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<tr>
<td>David Laderman</td>
<td>President, Academic Senate</td>
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<tr>
<td>Annette Perot</td>
<td>Classified Staff Representative</td>
<td></td>
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<tr>
<td>Maggie Garcia</td>
<td>President, Associated Students</td>
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Narrative

Recommendation Addressed:

**2013 ACCJC External Evaluation Report, College Recommendation 3**

In order to meet the Standards, the team recommends that the College complete and assess SLOs for all courses, programs, certificates and degrees, linking them to Institutional Learning Outcomes. Further, the team recommends implementing multiple modes of assessment for certificates and degrees. The College should utilize multiple modes of assessment for the Learning Centers in order to integrate academic support services with the instructional programs. (II.A.1.a,c; II.A.2.a,b,c,e,f,h,i; II.A.6; II.A.3.a; ER 10)

**ACTION STEPS TO ADDRESS RECOMMENDATION**

College of San Mateo (CSM) has undertaken the following action steps to address the Recommendation. The action steps are organized by the narrative’s subtopics, whose discussion follows this section:

**Addressing the Recommendation**

- Convened a team of faculty, administrators, instructional staff, research and planning staff with appropriate technical expertise to address the Recommendation and develop the Follow-Up Report
- Provided additional technical support to implement improvements in SLO tracking, implementation, and assessment
- Established a new division, Academic Support and Learning Technologies, whose dean is charged with supporting SLO implementation
- Conducted an audit of the processes by which SLOs are developed, revised, and assessed
- Facilitated access to new data and information related to SLO improvements through the new Follow-up Report web page
- Articulated ideal features for an SLO management system which can be integrated into current curriculum management processes via CurriCUNET

**Update: Course SLOs and Assessments**

- Ensured that 100% of active courses have been assessed or are appropriately scheduled for assessment within the 2014-2015 academic year
- Conducted an audit of course-tracking methods to create an accurate data set for SLO completion, tracking, and assessment
- Formally banked courses slated for discontinuance and identified courses to be banked in 2014/2015
- Audited course SLO assessments
- Updated and implemented an assessment schedule for courses that needed SLO assessments
- Completed assessments as identified by the schedule

**Update: Program SLOs and Assessments**
- Ensured that 100% of active instructional programs, Student Services programs, and Learning Support Centers now have SLOs completed
- Ensured that 100% of active instructional programs have undergone SLO assessments
- Conducted an audit of processes for defining an “active” program for SLO completion, tracking, and assessment
- Formally discontinued programs and identified those expected to be discontinued in 2014/2015
- Identified 135 “active” instructional programs which offer degree and certificates and serve as an accurate data set for SLO completion, tracking, and assessment
- Updated SLO website with appropriate courses programs and their associated SLOs
- Identified need to streamline and condense number of programs offered for ease in communication with students and data management
- Identified programs (degrees and certificates) where there were gaps in SLOs
- Audited program SLO assessments (via surveys) and identified gaps
- Ensured that all SLO assessment results for instructional programs are posted on the appropriate program review discipline site and on the SLO website
- Analyzed data and published response rates for all program SLO assessments
- Conducted research to identify best practices for using “multiple measures” in SLO program assessment
- Consulted with ACCJC staff for guidance in defining “multiple measures” in the context of SLO program assessments
- Evaluated components of CSM’s program review template in relation to SLO program assessment
- Identified areas for improvements of SLO assessment within the program review template for the Spring 2015 program review cycle
- Evaluated best practices adopted by several colleges
- Identified the Skyline College model for “multiple mode” program SLO assessment to adapt and adopt at CSM in Fall 2014

**Update: General Education SLOs**
- Ensured that 100% of active instructional, Student Services, and Learning Support Centers course and program SLOs are aligned with GE SLOs
- Completed analysis of GE SLO assessment data from the Spring 2014 Student Campus Climate and Satisfaction survey (n≈1,119) and published findings
- Analyzed and published data for program-to-GE aligned disaggregated by unique GE SLO, course, program, and department
- Developed preliminary plan for professional development activities focused on identifying program implications as a result of the GE alignment data
Update: Learning Support Centers
- Conducted research to identify best practices for defining “multiple measures” in the context of SLO program assessments for Student Learning Centers
- Adapted Learning Support Centers in Higher Education’s inventory of best practices to use as a multiple measure assessment at CSM
- Conducted inventory among the Learning Support Centers at CSM
- Distributed summary data of inventory results
- Integrated appropriate elements of inventory into the program review process for Spring 2015

NARRATIVE ANALYSIS

Addressing the Recommendation

Development of the Follow-Up Report
College of San Mateo (CSM) is committed to using the recommendation as an opportunity to improve how it identifies and assesses all SLOs and how to adopt the best practices that ultimately ensure improvement in student outcomes. Since receiving this recommendation, CSM has engaged in a variety of activities which have resulted in its full resolution.

To address this recommendation, President Claire assembled a team in early Spring 2014 to:

1) audit the processes by which SLOs are developed, revised, and assessed;
2) evaluate the processes for documenting and tracking SLOs; and
3) address gaps which the Recommendation and the process analyses have identified.

This team has met regularly from Spring 2014 through Fall 2014. The Accreditation Liaison Officer (ALO), who is also the Vice President of Student Services, has convened meetings and guided the team’s workplan. Other participants have included: the Vice President of Instruction; the Instruction Office’s Curriculum and Instructional Systems Specialist; the outgoing faculty coordinator for SLOs; the Dean of Academic Support and Learning Technologies; and staff from the Office of Planning, Research, and Institutional Effectiveness (PRIE), including PRIE’s Dean, Coordinator of Planning, and Research & Planning Analyst. These team members have been primary contributors to the Follow-Up Report and have met from December 2013 through October 2014. The Coordinator of Planning has served as the lead writer.

Additional technical support for SLO assessment and documentation has been provided by Community Relations & Marketing, the Office of Instruction, and other support staff from PRIE.
**Other Consultation**
The Vice Presidents have regularly updated the President about progress in addressing this recommendation. They have worked with the instructional and student services deans who have collaborated with relevant faculty to implement improvements. The AOL, who chairs the Accreditation Oversight Committee, has also updated the committee about progress in addressing this recommendation; membership in this group reflects the various participatory-governance constituencies. The President has consulted with the Academic Senate leadership and kept them abreast of activities. In addition, in August and September the Follow-Up Report was reviewed by the Accreditation Oversight Committee, Academic Senate’s Governing Council, Associated Students’ leadership, and College Council (Ref. 1, Ref. 2, Ref. 3, and Ref. 4). The college community at large was also invited to provide feedback via an online survey (Ref. 5).

**Documentation and Evidence**
As part of these process analyses, the team has examined the capabilities of its SLO database application, TracDat, and the need to provide up-to-date, real-time reports that accurately reflect the status of active courses and programs and the online repository of curriculum information, CurricUNET (Ref. 6). This evaluation of TracDat will continue through Fall 2014 as CSM explores new application features and considers other tracking methodologies.

As a result of this continued evaluation of TracDat, primary reporting documentation regarding SLOs is currently posted online at the college’s Accreditation Oversight Committee’s website and serves as evidence for the October 2014 Follow-Up Report (Ref. 7).

**Additional Administrative Support for SLOs and Assessment**
In Spring 2014 a new instructional division was established, Academic Support and Learning Technologies, whose newly-appointed dean is charged with providing support for SLO implementation, among other areas of oversight. The dean is responsible for coordinating SLO efforts with the faculty at large, the College Assessment Committee (CAC), and the faculty professional development coordinators (Ref. 8). This support will be fully implemented in Fall 2014 as the division office becomes fully staffed and as the college finalizes plans to improve SLO documentation via TracDat or other methods.

**Update: Course SLOs and Assessments**
One hundred percent (100%) of the 600 active courses offered during the last four years, Fall 2010-Spring 2104, have SLOs identified (Ref. 9 and Ref.12). Of these courses, 532 (88%) have been assessed and those previously slated to be assessed for 2013-2014 have completed their assessments. The college has established a four-semester schedule to assess the 68 remaining courses with the result that 100% of all active courses have been either assessed or scheduled to be assessed. In fact, 95% (65) will be assessed this academic year, 2014-2015. The remaining 5% are comprised of either new courses or courses which are only periodically offered and thus will be assessed at a later date.
As the active course listing indicates, of those 68 courses scheduled to be assessed, 18 (26%) courses were offered for the first time during the past academic year, 2013-2014, while others are infrequently scheduled (Ref. 10).

The assessment schedule is systematic: assessments are scheduled for three-year intervals or otherwise determined by the curriculum sequence in which the courses are offered. The three-year interval for course assessments is the mid-point for Committee on Instruction’s six-year review of non-CTE courses and the juncture for full-cycle review of CTE courses. Assessment methods and outcomes are recorded by faculty in TracDat, and a variety of assessment methods, appropriate to the discipline, are employed.

These data are consistent with information reported to the ACCJC by the President as Additional Information, December 2013 (Ref. 11).

**Update: Program SLOs and Assessments**

**Completion of Program SLOs**
The college has 135 instructional programs approved for the academic year, 2014-2015. These are comprised of AA, AS, AA-T, and AS-T degrees; Certificates of Achievement; and Certificates of Specialization (Ref. 13). All undergo a formal approval process by the Committee on Instruction, which includes review of program SLOs; where required, individual programs are also scrutinized and approved by the State (Ref. 14). All (100%) instructional programs have completed SLOs.

All 17 (100%) Student Services programs have SLOs completed by program and faculty specialists (Ref. 15). In addition, all 12 (100%) Learning Support Centers have program SLOs completed by the appropriate discipline faculty (Ref. 16).

The SLO website has been updated with appropriate program information along with their associated SLOs (Ref. 17).

As a result of completing an inventory of instructional degree and certificate programs, including programs that are scheduled to be deactivated, the college has identified the need to condense the numbers of its instructional programs. This will eliminate confusion for students and improve ease of data management and reporting. The instructional deans will begin to address this issue in early Fall 2014.

**Program SLO Assessments**
One hundred percent (100%) of instructional programs have now been assessed. Award earners for degrees, Certificates of Achievement, and Certificates of Specialization have been surveyed regarding SLOs achievement (Ref. 18, Ref. 19, and Ref. 20).

Survey findings for individual programs are posted on the relevant instructional program review pages as well as on the SLO website (Ref. 18 and Ref. 19). The college has been conducting surveys of award earners since 2013 and accumulated data that indicate
trends. Data regarding survey response rates are also published by the Office of Planning, Research, and Institutional Effectiveness (Ref. 21).

The program review template requires assessment of SLOs for instructional programs, Student Services, and the Learning Support Centers (Ref. 22). (Also see section below, “Learning Support Centers.”) It is in this context that program review writers analyze multiple indicators and scrutinize SLO program assessments, explicitly required by the program review process. In program review the multiple indicators being analyzed may include: outcomes from student satisfaction surveys, program usage trend data, a variety of student achievement data, demographic profile of students/program users, delivery-mode course comparison data, program efficiency and Load data, and information about professional enrichment, among several other areas. Student Services' program review authors analyze their program SLOs using a range of data and types of indicators unique to their respective programs.

In addition to annual program review, mandated licensing exams serve as methods of program SLO assessments for several CTE programs at CSM: Cosmetology, Dental Assisting, Nursing, and Fire Technology/EMT. Results of the exams guide program improvement, informing annual program review. Cosmetology, Dental Assisting, and Nursing also have accrediting boards to which they report, which require industry-standard assessment (Ref 37, Ref. 38, and Ref. 39).

The college has reviewed successfull practices for SLO program assessment at other institutions, including the model programs for SLO assessment presented at ACCJC regional workshops. We have also examined the model currently used by CSM’s sister college, Skyline. Skyline, like CSM, assesses program SLOs in the context of program review. However, to visually illustrate and track this assessment, they also use a multiple measures assessment tool—a graphic decision-matrix which connects SLO outcomes to steps for program improvement. For the next program review cycle in Spring 2015, CSM intends to adapt and adopt this model (See examples of Skyline model, Ref. 23).

**Update: General Education SLOs**

**General Education SLO Assessment**

CSM’s Institutional SLOs are its General Education(GE) SLOs (Ref. 24). They are organized into five broad categories: Effective Communication, Quantitative Skills, Critical Thinking, Social Awareness and Diversity, and Ethical Responsibility/Effective Citizenship. Since 2010, the Office of Planning, Research, and Institutional Effectiveness conducts an annual Student Campus Climate and Satisfaction Survey which contains a GE SLO assessment component. Typically more than 1,000 students complete the survey each year, including the SLO component; respondents mirror the demographic profile of CSM’s students (Ref. 25).

Reports for GE SLO survey assessments 2010-2014 are published online (Ref. 25). Analysis of SLO assessment results occurs formally in the context of program review. To enable easy access to the assessment data for program review authors, links to these reports
are also published on the primary program review web pages for Instruction, Student Services and Learning Support Centers (Ref. 26).

Course and Program SLO Alignment with General Education SLOs
One hundred percent (100%) of all course and program SLOs are aligned with the GE SLOs (Ref. 27, Ref. 28, Ref. 29, and Ref. 30). This alignment includes all instructional, Student Services, and Learning Support Centers program SLOs.

In summer 2014, the Office of Planning, Research, and Institutional Effectiveness analyzed and published summary alignment data for courses and programs as well as alignment data disaggregated by course, department, program, and individual GE SLOs. All reports are available online (Ref. 31).

For the 2014-2015 academic year, the college plans to conduct professional development activities for faculty and others to analyze the trends identified in these reports, address the implications for the college as a whole and for individual programs, and evaluate the ways to integrate assessment of GE SLO alignment data into program review.

Update: Learning Support Centers

CSM’s Learning Support Centers are tightly integrated into the instructional programs which they support. Except for the centralized CSM Learning Center—which serves the college at large—all Learning Support Centers are managed by the discipline’s teaching faculty (Ref. 32). These faculty coordinators conduct SLO assessments as part of annual program review for their respective centers (Ref. 33). While student satisfaction surveys are designed to measure a student’s self-assessed mastery of the individual center’s SLOs, the survey is by no means the only measure of the center’s effectiveness. The current program review template for Learning Support Centers explicitly requires assessment of SLOs as well as use of many other measures (Ref. 33). Multiple indicators include: outcomes from center-specific student satisfaction surveys, usage trend data, demographic profile of student users, delivery-mode and program efficiency data, and information about professional enrichment, among other areas (Ref. 33).

As a result of research conducted by staff from the Office of Planning, Research, and Institutional Effectiveness (PRIE), CSM identified a prospective multiple-measure assessment designed for use with learning support centers. Learning Support Centers in Higher Education (LSCHE) has guidelines for best practices which the college adapted into a self-assessed Inventory of Best Practices. This Inventory was completed by the faculty coordinators of CSM’s Learning Support Centers in Spring 2014 (Ref. 34 and Ref. 36). PRIE summarized findings for CSM’s Learning Support Centers Coordination Committee (LSC) (Ref. 35). With assistance from the Dean of Academic Support and Learning Technologies, in Fall 2014 the LSC will integrate components into the annual program review next scheduled for Spring 2015.
Next Steps

CSM has been committed to preparing for the Follow-Up Report not only as an opportunity to address the recommendation and improve the relevant programs and processes but as an opportunity to exceed the Standard.

The activities planned for 2014-2015 include:

- Complete evaluation of SLO documentation and tracking processes application; implement improvements to TracDat and/or other methods
- Conduct professional development activities for faculty and others to analyze the trends identified in these reports and address their implications for the college as a whole and for individual programs in 2014-2015
- Continue to assess program SLOs through program-specific surveys from degree and certificate earners conducted with degree and certificate earners in 2014-2015
- Adapt and adopt the Skyline College multiple-mode assessment model for tracking the results of program SLO assessments
- Evaluate the ways to integrate assessment of GE SLO alignment data into program review for the Spring 2015 program review cycle
- Evaluate instructional program survey assessments for program SLOs, including the efficacy of how findings are distributed
- In Fall 2014 integrate the Inventory of Best Practices (For Learning Support Centers) into annual program review through the Learning Support Centers Coordination Committee (LSC)
- Evaluate the number of instructional (degree and certificate) programs to reduce redundancy, enhance communication with the students, and improve the ease of data management
Appendix: Evidence and References

Ref. 1-20
Ref. 1 Accreditation Oversight Committee, Meeting Agenda, 8-29-2014
Ref. 2 Academic Senate Governing Council, Meeting Agenda, 9-X-2014
Ref. 3 Associated Students, Meeting Agenda, 9-X-2014
Ref. 4 College Council, Meeting Agenda, 9-X-2014
Ref. 5 Feedback Survey for Follow-Up Report, 8-29-2014 to 9-26-2014
Ref. 6 Committee on Instruction Course Submission Guidelines and CurricUNET
Ref. 7 Accreditation Oversight Committee Website, CSM Reports to ACCJC, Follow-Up Report October 2014, Narrative and Evidence
Ref. 8 College Assessment Committee Website
Ref. 9 CSM Active Courses with SLO Status, Fall 2010-Spring 2014, 8-12-2014
Ref. 10 SLO Assessment Schedule for Courses Offered Fall 2010-Spring 2014, Sorted by Date, 7-21-2014
Ref. 11 Additional Information to the ACCJC, December 2013
Ref. 12 All Active Courses with Their SLOs Aligned to GE SLOs
Ref. 13 Instructional Program Inventory of Degrees and Certificates, Spring 2014
Ref. 14 Committee on Instruction
Ref. 15 Student Services Program SLOs
Ref. 16 Learning Support Centers Program SLOs
Ref. 17 Student Learning Outcomes Website
Ref. 18 For SLO instructional program SLO-assessment surveys, see individual programs on the Program Review page
Ref. 19 For SLO instructional program SLO-assessment surveys, also SLO webpage where they are cross-listed
Ref. 20 Inventory of Instructional Programs Assessed by Surveys

Ref. 21-30
Ref. 21 Program SLO Survey Response Rates, Summer 2012- Spring 2014 Award Earners
Ref. 22 Program Review Forms, Spring 2014 Cycle
Ref. 23 Skyline College, Examples of Multiple Measure SLO Program Assessments
Ref. 24 General Education (Institutional) SLOs
Ref. 25 GE SLO Survey Assessments, 2010-2014
Ref. 26 College of San Mateo Program Review Website
Ref. 27 Summary Report, Course to GE SLOs Alignment, 2014
Ref. 28 Summary Report, Instructional Program SLOs to GE SLOs Alignment, 2014
Ref. 29 Summary Report, Student Services Program SLO to GE SLOs Alignment, 2014
Ref. 30 Summary Report, Learning Support Centers SLO to GE SLOs Alignment, 2014

Ref. 31-36
Ref. 31 See Section on Alignment with General Education SLOs
Ref. 32 Learning Support Centers Coordination Committee
Ref. 33 Learning Support Centers Program Review
Ref. 34 Inventory of Best Practices for Learning Support Centers in Higher Education
Ref. 35  Learning Support Centers, Inventory of Best Practices, College of San Mateo, Summary of Findings, Spring 2014
Ref. 36  LSCHE Best Practices for Learning Support Centers in Higher Education
Ref. 37  Board of Barbering and Cosmetology
Ref. 38  Commission on Dental Accreditation
Ref. 39  Board of Registered Nursing