

Midterm Report
Draft 8-29-16
October 2016



Submitted by

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

to
Accrediting Commission
for Community and
Junior Colleges

October 15, 2016



College of San Mateo



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Certification of Midterm Report October 15, 2016

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:

_____ Dave Mandelkern	_____ President, Board of Trustees San Mateo County Community College District	_____ Date
_____ Ron Galatolo	_____ Chancellor, San Mateo County Community College District	_____ Date
_____ Michael Claire	_____ President, College of San Mateo	_____ Date
_____ Sandra Comerford	_____ Accreditation Liaison Officer Vice President of Instruction	_____ Date
_____ David Laderman	_____ President, Academic Senate	_____ Date
_____ Annette Perot	_____ Classified Staff Representative	_____ Date
_____ James Roe	_____ President, Associated Students	_____ Date



Narrative

Report Preparation

Background

In October 2013, a ten-person evaluation team visited College of San Mateo (CSM) for the purpose of making recommendations to the ACCJC regarding the validation of its 2013 *Institutional Self Evaluation Report* and its compliance with accreditation standards and policies ([PREP-1](#)).¹ The team made six College recommendations and three District recommendations ([PREP-2](#)). After the 2013 team visit, the College submitted to the ACCJC, *Supplemental Information*, dated December 17, 2013 ([PREP-12](#)). Subsequently, on February 7, 2014 the ACCJC issued an action letter to reaffirm accreditation for the College ([PREP-3](#)). ACCJC also requested a Follow-Up Report be submitted to the Commission by October 15, 2014 in order to document full resolution of Recommendation 3:

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)

In October 2014, the College submitted its 2014 *Follow-Up Report* addressing Recommendation 3 ([PREP-4](#)). On February 6, 2015, ACCJC issued an action letter indicating that CSM had fully resolved deficiencies cited in Recommendation 3 and that a Midterm Report would be required by October 15, 2016 ([PREP-5](#)). (Even though Recommendation 3 is resolved, updates to Recommendation 3 are included in the section, *College Recommendations*.)

Development of the 2016 Midterm Report

Since receiving the recommendations, CSM has engaged in a variety of activities which have resulted in their full resolution. Work on addressing the recommendations began immediately upon their receipt in February 2014 as directed by the College President.

The Vice Presidents have regularly updated the President about progress in addressing these recommendations. They have worked with the instructional and student services deans who have collaborated with relevant faculty to implement improvements. The role of the Accreditation Liaison Officer (ALO) has been filled since 2014 by both the Vice President of Student Services and beginning in December 2015, by the Vice President of Instruction. The ALO chairs the [Accreditation Oversight Committee](#), and 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

¹ **About the Evidence:** Parenthetical hyperlinks (e.g. (PREP-1)) are linked directly to the supporting documentation. They are coded according to sections in the narrative. For example. PREP=Preparation, CREC=College Recommendations, DREC= District Recommendations, PLAN=Plans for Improvement, ELIG= Eligibility Requirements. All evidence references are also listed and hyperlinked in *Appendix A*.



Senate leadership and kept them abreast of activities. In addition, in August and September 2016, the *2016 Midterm Report* was reviewed by the Accreditation Oversight Committee, Associated Students' leadership, Academic Senate's Governing Council, and the Institutional Planning Committee (IPC), which has been the College's primary participatory governance group since 2014 ([Prep-6](#), [Prep-7](#), [Prep-8](#), and [Prep-9](#)). The College community at large was also invited to provide feedback via an online survey in August and September 2016 ([Prep-10](#) and [Prep-11](#)).

Contributors to Recommendations

Subject-Matter Expertise

With active participation and oversight from the President and President's Cabinet, the College Recommendations have required subject-matter expertise from a variety of College faculty, staff, and administrators, along with pertinent governance entities and external experts. They include, among others:

Administrative Support

- The [Office of Community Relations & Marketing](#) has provided a variety of visual communications, web, and other technical expertise which supported not only the development of the *2016 Midterm Report* but activities which address many of the recommendations.
- The [Office of Planning, Research, and Institutional Effectiveness \(PRIE\)](#) has provided organizational support, including document preparation, data collection, web management of resources, and quantitative and qualitative analysis. The PRIE's Coordinator of Planning served as the lead writer. PRIE's Dean, Research and Planning Analyst, and Administrative Assistant have been contributors.
- [Office of Vice President of Instruction \(VPI\)](#), including Curriculum and Instructional Systems Specialist.
- [Office of Vice President of Student Services \(VPSS\)](#).

Governance and Groups

- Academic Senate leadership
- Accreditation Oversight Committee
- College Assessment Committee (CAC)
- Distance Education and Educational Technology Committee (DEETC)
- Institutional Planning Committee (IPC)
- Instructional Administrators Council
- Learning Support Centers Coordination Committee (LSC)

Key Individuals

- Dean, Academic Support and Learning Technologies
- Faculty from Business & Technology; Creative Arts & Social Science; Language Arts; and Mathematics & Science divisions
- Faculty SLO Coordinator
- Instructional Technologist
- Learning Center Manager



San Mateo County Community College District (SMCCCD) Contributors

- Director of Community and Government Relations (retired)
- Director of General Services
- Interim Vice Chancellor of Educational Services
- Information Technology Services (ITS)
- ITS Chief Technology Officer
- Vice Chancellor of Human Resources



College Recommendations

College Recommendation 1: [Administrative Program Review and Planning]

In order to increase effectiveness, the team recommends that the college complete its stated planning agenda to align its administrative services program review model to its mission based on the guidelines/criteria established by the IPBC in spring 2013 program review cycle. (I.A.1 and II.A.2.)

College Recommendation 4.2: [Administrative Program Review and Planning]

The College align the administrative program review with the new program review guidelines for instruction, student services, and learning support centers. (II.A.1; II.A.2)

Response

These recommendations have been fulfilled.

Background

These Recommendations largely mirror CSM's own Planning Agenda, Plans for Improvement #1 (Standard I.A.1) and #4 (Standard II. A.2). (See pp. 31-37.)

In 2011-2012 the College piloted its first cycle of program reviews for administrative services ([CREC-17](#), [CREC-18](#)). These encompassed the administrative functions which reported directly to the President: Instruction; Student Services; Administrative Services/Operations (unit added in 2013); Planning, Research, and Institutional Effectiveness; and Community Relations and Marketing. The pilot program review template was based upon a best practices' review of several administrative models among the State's community colleges. Where appropriate, sections of the administrative program review template were structured to be parallel to those used by Instruction, Student Services, and Learning Support Centers at the time. (All administrative program review reports and templates are accessible [online](#).)

As a follow-up to the 2011-2012 pilot, the Plans for Improvements expressed the intention to reorganize or "align" the administrative program review template so that it would serve both the unique functions of administrative services and more consistently address similar content areas as the program review guidelines for Instruction, Student Services, and Learning Support Centers. For example, all program review templates, regardless of function, commonly delineate goals and require that program review authors address the unit's relationship to CSM's Institutional Priorities (now called Strategic Goals). In other words, program review templates, regardless of program function, which share key common elements, are considered to be "aligned."

Progress

The Academic Senate has purview over program review for Instruction, Student Services, and Learning Support Centers. Referred to in Recommendation #1, the Institutional Planning Committee (IPC) does not review or approve guidelines for the format of program review for any area in the College. (At the time of the *Self Evaluation* and team visit IPC was named the Institutional Planning and Budget Committee (IPBC)).

The Academic Senate annually evaluates the program review process within its purview and made significant changes in the program review forms/templates for 2013 and 2014. In addition,



in 2015 it made the decision to alter the program review cycle from annual submissions required each Spring, to reviews to be conducted every other year (biennially) with submissions due in Fall semesters beginning with Fall 2016. (See program review site for [resources](#).)

In 2013-2014 the instructional administrators implemented a pilot for program review in a format appropriate for their respective areas ([CREC-19](#)). This pilot explicitly addresses one element of the Plans for Improvement. (See administrative program review site for [Instructional Administrators submissions](#).)

In addition, in 2015, as a result of an evaluation of the administrative services program review template, President's Cabinet revised the template for units reporting to the President ([CREC-20](#)). Where appropriate, this new template contains sections "aligned" with sections of the most recent program review templates for Instruction, Student Services, and Learning Support Centers.

Beginning in Fall 2016, instructional administrators, student services administrators, and administrative units reporting to the President will adopt the biennial cycle of submissions, updating their respective program review templates as appropriate. Both the format and the cycle will continue to be appropriate aligned with other CSM program areas.

College Recommendation 2: [Planning Cycle]

To increase the effectiveness in meeting the Standard, the team recommends that the College immediately complete the process of assessing and evaluating its activities of the 2008-2013 planning cycle for the purpose of improving student learning and student achievement. (I.B.1.B.1, 1.8.2, 1.8.3, 1.8.4, 1.8.5, I.B.6, and 1.8.7)

Response

This recommendation has been fulfilled.

Progress

As noted in the section, *Background*, after the 2013 team visit, the College submitted to the ACCJC a report of *Supplemental Information*, dated December 17, 2013 ([CREC-1](#)). *Supplemental Information* noted that the College had completed an assessment of the 2008-2013 planning cycle, the *Institutional Effectiveness Audit* ([CREC-2](#)). It also published a Decision Matrix, illustrating how decisions to fund and provide other resources in support of key initiatives resulted from the assessment analyses for this period ([CREC-3](#)).

As part of the assessment process, the College has assessed and has closed out all of its Institutional Plans for the 2008-2013 planning cycle including its *Technology Plan* (see College Recommendation #5 below). These activities were originally scheduled to be completed by the end of the Fall 2013 semester in accordance with the planning cycle schedule adopted by the College. The College adhered to its planning cycle for that period, which is fully documented in its 2013 *Self-Evaluation Report* ([CREC-4](#)). The College's primary participatory governance committee at the time, College Council, evaluated the *Institutional Effectiveness Audit* ([CREC-9](#), [CREC-10](#), [CREC-11](#)). The Institutional Planning and Budgeting Committee (IPBC) conducted a final review of the report in January 2014 ([CREC-5](#), [CREC-6](#)).



CSM regularly assessed and evaluated its planning activities and processes throughout the 2008-2013 planning period. The College has developed institutional plans and initiatives, has allocated resources, and has changed its planning processes as a result of its ongoing assessment activities.

Planning Structure Changes In Brief, 2013-2016

It should be noted that since 2013, there have been several changes to the committee structure at CSM. College Council was dissolved, as noted above, and the Institutional Planning Committee (IPC) has assumed a function as the primary planning and participatory governance entity, advising the President regarding budget priorities. (IPC was briefly named Institutional Planning and Budgeting Committee.) During the academic year, 2015-2016, IPC evaluated its mission and tasks and will finalize proposed changes in Fall 2016. In addition, CSM's planning cycle has been historically tied to the six-year accreditation cycle. To better align with the District's strategic planning horizon, the College will also consider changes to its planning cycle in Fall 2016 when it needs to reaffirm its own College's Strategic Goals ([CREC-7](#)). The planning horizon for the update to CSM's Strategic Goals will align with the District's *Students First: SMCCCD Strategic Plan*, spanning 2015-2020 ([CREC-8](#)).

College Recommendation 3: [SLO's and Learning Support Centers]

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.2.a, b, c, e, f, h, i; II.A.6; II.A.3.a; ER 10)

Response

This recommendation has been fulfilled.

As noted in the "Background" section of this narrative, College of San Mateo was required by the ACCJC to submit a Follow-Up Report by October 15, 2014 in order to document full resolution of Recommendation #3 ([CREC-75](#)). In October 2014, the College submitted its 2014 *Follow-Up Report* addressing Recommendation 3 ([CREC-76](#)). On February 6, 2015, ACCJC issued an action letter indicating that CSM had fully resolved deficiencies ([CREC-77](#)).

Even though Recommendation 3 is resolved, updates are included here. The "Quick Facts" section lists key activities which address the Recommendation. More detail is provided subsequently in the narrative.



Quick Facts
Organized by Recommendation's Components

<u>Section addressed:</u>	<u>Status as of August 2016</u>
<p><i>"The team recommends that the College complete and assess SLOs for all courses, programs, certificates and degrees, linking them to Institutional Learning Outcomes."</i></p>	<ul style="list-style-type: none"> • 100% of active courses have SLOs • 100% of courses have been assessed, or are scheduled to be assessed according to College's assessment schedule • 100% of active instructional (certificates and degrees) programs, Student Services, and Learning Support Centers have SLOs • 100% of SLOs for active instructional programs (certificates and degrees), Student Services programs, and Learning Support Centers have been assessed • 100% of all course and program SLOs are now aligned with Institutional Learning Outcomes (General Education SLOs)
<p><i>"Further, the team recommends implementing multiple modes of assessment for certificates and degrees."</i></p>	<p>The College employs the following modes of assessment for programs' certificates and degrees:</p> <ul style="list-style-type: none"> • <u>Program Review</u> The program review process requires assessment of multiple quantitative and qualitative measures. • <u>Mapping Course SLO to Program SLOs</u> 100% of course SLOs were mapped to program SLOs in 2014. Mapping will be updated in Fall 2016 as CSM fully implements this feature in the newly-designed TracDat. • Analysis of course-to-program SLO alignment is now also a feature of program review • <u>Assessment of Licensing Exam Results</u> Where applicable, mandated licensing exams serve as methods of program assessment. This mode assessment is fully implemented. • <u>Survey of Award Earners</u> From 2012-2014, CSM surveyed award earners and applicants regarding the achievement of SLOs for all programs as defined by associate degrees and certificates. This mode of assessment was discontinued in 2015 after evaluation of its feasibility.



<p><i>"The college should utilize multiple modes of assessment for the Learning Centers in order to integrate academic support services with instructional programs."</i></p>	<ul style="list-style-type: none"> • All discipline-level Learning Support Centers are directly managed by discipline faculty. CSM's academic support services are integrated with instructional programs. • The Learning Support Center program review requires assessment of SLOs and multiple quantitative indicators. • CSM has adopted additional assessments such as a Best Practices Inventory for Learning Support Centers
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Summary of Key Planning Activities

As noted in CSM's 2014 *Follow-Up Report*, to address this recommendation, the President assembled a team in early Spring 2014 to:

- Audit the processes by which SLOs are developed, revised, and assessed
- Evaluate the processes for documenting and tracking SLOs
- Address gaps which the Recommendation and the process analyses identified

This team met regularly from Spring 2014 through Fall 2014. The Accreditation Liaison Officer (ALO), who was, at the time, the Vice President of Student Services, 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 (ASLT); and staff from the Office of Planning, Research, and Institutional Effectiveness (PRIE), including PRIE's Dean, Coordinator of Planning, and Research & Planning Analyst. 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.

SLO Work Group Recommendations: 2014

The team made a number of recommendations, including:

1. Improve the capabilities of its SLO database application TracDat to provide real-time reports that accurately reflect the status of active courses and programs and the online repository of curriculum information, CurricUNET ([CREC-77](#))
2. Customize the design and features for TracDat to support accreditation standards, community colleges' best practices, and more complex data analyses (e.g. SLO assessments disaggregated by student demographics)
3. Increase faculty involvement in evaluation of CSM's SLO resources and practices and implement improvements in communication and participation
4. Provide increased release time to faculty SLO Coordinator to help implement improvements



Summary of Capacity-Building Activities

Additional Administrative and Faculty Support for SLOs and Assessment

In Spring 2014 a new instructional division was established, [Academic Support and Learning Technologies](#), whose Dean is charged with SLO implementation. The Dean is responsible for coordinating SLO efforts with the faculty at large, the College Assessment Committee (CAC), the faculty professional development coordinators, and the faculty SLO Coordinator ([CREC-78](#)). In Fall 2014 the division office became fully operational with support staff.

Additional SLO Program Enhancements: 2014-2016

- *New Faculty Coordinator*
 - In Spring 2015 a new faculty SLO Coordinator was appointed to help implement the workgroup's recommendations to improve SLO documentation via TracDat and investigate other assessment methods. For the period Spring 2016-Fall 2016, her reassigned time was increased to more than .60 FTE in order to foster faculty engagement in SLO assessment and to help implement faculty training with the new version of TracDat ([CREC-104](#)).
- *Customized TracDat (Fall 2016 Implementation)*
 - Design for the new TracDat began with NuVentive's developer in December 2015 and concluded in May 2016; participants were the ASLT Dean, faculty SLO Coordinator, PRIE's Research and Planning Analyst, and PRIE's Administrative Assistant.
 - TracDat's augmented features include: support for disaggregation of data; ability to track assessment scheduling; nested/mapping of SLOs from course-to-program; nested/mapping of GE SLOs from course-to-program-to-institutional level; improved graphical user interface (GUI) ([CREC-105](#)).
- *Flex Activities*
 - Flex sessions have addressed the future of assessment at CSM along with accreditation compliance issues. In addition, two interdisciplinary groups of faculty have met to analyze assessment data for two GE SLOs: Effective Communication and Quantitative Reasoning. Results are available for use in program review and distributed to faculty. Additional GE SLO assessment is scheduled for 2016-2017 ([CREC-106](#), [CREC-107](#), [CREC-108](#), [CREC-109](#), [CREC-110](#), [CREC-111](#), [CREC-119](#), [CREC-120](#)).
- *Increased Communication and Engagement*
 - The SLO Coordinator and the [College Assessment Committee \(CAC\)](#) have been working with faculty (through division-based meetings) and the Academic Senate to evaluate current practices, propose alternative assessment schedules, and explore a variety of assessment methodologies. Faculty have been surveyed about their assessment practices as part of the data collection ([CREC-123](#)).
- *Revamped SLO website*
 - New tools for faculty, including policies, procedures, and white papers ([CREC-112](#)).



Course SLOs and Assessments: Summary of Key Activities

Since 2014, the College has engaged in the following activities:

- Conducted an audit of course-tracking methods to create an accurate data set for SLO completion, tracking, and assessment
- Ensured that 100% of active courses have been assessed or are scheduled for assessment
- Formally banked courses slated for discontinuance and identified courses to be banked in 2016-2017
- Updated and implemented an assessment schedule for courses that needed SLO assessments
- Completed assessments as identified by the schedule

One hundred percent (100%) of the 670 active courses offered during the last five years, Fall 2011-Spring 2016, have SLOs identified ([CREC-80](#)).² One hundred percent (100%) of all active courses have been either assessed or are scheduled to be assessed ([CREC-81](#), [CREC-82](#)).

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. Note: The SLO Coordinator has been working with faculty to evaluate the frequency of this assessment schedule.

Program SLOs and Assessments: Summary of Key Activities

Completion of Program SLOs

The College has 129 instructional programs approved for the academic year, 2016-2017. These are comprised of AA, AS, AA-T, and AS-T degrees; Certificates of Achievement; and Certificates of Specialization ([CREC-103](#)). 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 ([CREC-85](#)). All instructional programs have completed SLOs.

All 16 (100%) Student Services programs have SLOs completed by program and faculty specialists ([CREC-86](#), [CREC-87](#)). In addition, all 12 (100%) Learning Support Centers have program SLOs completed by the appropriate discipline faculty ([CREC-88](#), [CREC-89](#)).

The [SLO website](#) has been updated with appropriate program information along with their associated SLOs.

Program SLO Assessments

One hundred percent (100%) of Instructional, Student Services, and Learning Support Centers program SLOs have now been assessed.

² Excludes banked courses or courses likely not to be scheduled 2016-2017 ([CREC-83](#)).



- *Program Review*

The implementation of program review ensures that the College is conducting authentic assessment of its programs, using multiple modes, including direct and indirect methods.

The program review template requires assessment of SLOs for Instruction, Student Services, and the Learning Support Centers programs ([CREC-94](#)). 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.

- *Program Review: Course-to-Program Mapping*

Further, course-to-program SLO alignment assessment is fully integrated into the instructional program review template for the Fall 2016 program review cycle ([CREC-117](#)). Program Review report authors are specifically required to address alignment between course and program SLOs.

- *Licensing Exams*

Mandated licensing exams also 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 assessments ([CREC-95](#), [CREC-96](#), [CREC-97](#)).

- *Surveys*

From 2012 through Fall 2014 one method of instructional program SLO assessment has been through surveys. Applicants and award earners for Associate degrees, Certificates of Achievement, and Certificates of Specialization have been surveyed regarding program SLOs achievement and General Education SLO achievement. Survey results are organized by instructional divisions and posted on the individual disciplines' program review sites ([CREC-90](#), [CREC-91](#)). They are also linked from the Student Learning Outcomes website ([CREC-92](#)). Comprehensive data regarding program survey results and survey response rates are also published by the Office of Planning, Research, and Institutional Effectiveness ([CREC-93](#)).³

Course-to-Program SLO Mapping

The College has reviewed successful practices for SLO program assessment at other institutions, including the model programs for SLO assessment presented at ACCJC regional workshops. In 2014, CSM's Academic Senate Governing Council (ASGC) officially approved the adoption of a course-to-program mapping model, as recommended to ASGC by CSM's College Assessment Committee (CAC) ([CREC-114](#)). In 2014, all instructional departments completed the course-to-

³ Because of concerns by low response rates and the complex logistics in administering the award earner/applicant surveys, they were suspended for 2015-2016.



program SLO mapping for their programs and updates will be completed in 2016-2017 ([CREC-116](#)).

General Education SLOs

GE SLO Assessments

CSM's Institutional SLOs are its General Education (GE) SLOs ([CREC-118](#)). They are organized into five broad categories: Effective Communication, Quantitative Skills, Critical Thinking, Social Awareness and Diversity, and Ethical Responsibility/Effective Citizenship.

GE SLOs are assessed using several methods:

- *Cross-Disciplinary Analysis of GE SLOs*
Beginning in Fall 2015, and focusing on one GE SLO each semester, CSM has assembled a group of 10 to 15 faculty and staff from instructional disciplines, Learning Support Centers, and Student Services to assess the GE SLO in question. The group holds a workshop to identify common ground and discuss assessment methods. Assessments then take place at the course or service level, results are compiled, and the group holds a follow-up meeting the next semester to analyze results and make recommendations. The whole process is disseminated to the college community by means of a report and/or flex activities.

The first group met in November 2015 to address GE SLO Effective Communication, followed up in February 2016, and the resulting discussion was disseminated to the college community in Spring 2016. The second group focused on GE SLO Quantitative Reasoning and met in May 2016 ([CREC-119](#), [CREC-120](#)).

The goal is to increase participation in this process so that a large number of faculty and staff will, at some point in their career, participate in a GE SLO assessment group. For 2016-2017, CSM 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 continue to evaluate the ways to integrate assessment of GE SLO alignment data into program review.

- *Annual Student Surveys*
Since 2010, PRIE 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 respondents mirror the demographics of CSM's students ([CREC-121](#)).

Reports for GE SLO student survey assessments 2010-2016 are published online ([CREC-115](#)). 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 ([CREC-122](#)).



- *Course and Program SLO Alignment with General Education SLOs*
As of Fall 2014, 100% of all course and program SLOs are aligned with the GE SLOs ([CREC-98](#), [CREC-99](#), [CREC-100](#), [CREC-101](#)). This alignment includes all instructional, Student Services, and Learning Support Centers program SLOs and will be updated as the new version of TracDAT is implemented in Fall 2016.

PRIE has 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 published online in the section "Alignment with General Education (Institutional) SLOs" ([CREC-102](#)).

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 each of the discipline's teaching faculty ([CREC-123](#)). In addition, the new division, Academic Support and Learning Technologies, provides additional organizational support to coordinate resources and is advised by the Learning Support Center Coordination Committee (LSC3), which is comprised of faculty discipline coordinators ([CREC-126](#)).

Faculty coordinators conduct SLO assessments as part of annual program review for their respective centers. 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. 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 ([CREC-124](#)).

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 ([CREC-175](#)). This Inventory was completed by the faculty coordinators of CSM's Learning Support Centers and in Spring 2014 PRIE summarized findings for the LSC3 ([CREC-176](#), [CREC-177](#)). The LSC3 has also explored how to weave components of the inventory into program review along with a continued effort to develop unique assessments ([CREC-178](#), [CREC-179](#), [CREC-180](#)).



Recommendation 4: [Three Parts]

Recommendation 4 consists of three parts preceded by "In order to increase effectiveness, the team recommends that...."

Note: We have organized the Recommendation into three different Recommendations: 4.1, 4.2, and 4.3.

College Recommendation 4.1: Distance Education

In order to increase effectiveness, the team recommends that...the College update the assessment plan for Distance Education by using data to develop interventions to close the achievement gap between face-to-face traditional courses and distance course in required core courses and provide academic support services to students enrolled in distance education. (II.A.1.b; II.C.1.a)

Response

This recommendation has been fulfilled.

Progress

Since CSM's *Self Evaluation* (2013) was published the College and the District have together made enormous strides in improving the institutional capacity to deliver distance education effectively and to adopt best practices' strategies to support online students with the ancillary supports needed for them to succeed. The efforts reflect a commitment to effective integrated planning, implementation assessment, and continuous quality improvement.

In summary, as a result of analyzing a variety of data, CSM has been implementing the following strategies to improve student achievement:

- Expanded cross-disciplinary membership in CSM's Distance Education and Educational Technology Committee (DEETC)
- Appointment of a full-time Instructional Technologist at CSM
- Established a new division, Academic Support and Learning Technologies (ALST), with the Dean responsible for distance education at CSM
- Expanded professional development opportunities for online faculty
- Completed action plan for CSM's *Distance Education Plan: 2013-2014 to 2016/2017*
- Revised course scheduling and assignments for distance education courses
- Appointment of a District Accessibility Support Specialist (planned for Fall 2016)
- Use of resources offered through the [Online Education Initiative \(OEI\)](#), including:
 - Adoption of a new Learning Management System (LMS), Canvas
 - Adoption of the OEI Online Course Quality Rubric
 - Participation in training offered by @One Standards for Quality Online Teaching
 - Implementation of *NetTutor* (24/7 on demand tutoring)
 - Planned adoption of *Student Readiness Modules* (for 2016/2017)
 - Planned adoption of *Online Counseling* (Cranium Café), *Test Proctoring* (Proctorio), and *Accessibility* (Learning Ally) (for 2016/2017)



Improved Capacity Building at CSM

CSM has addressed several key areas related to strengthening the College's capacity to ensure student successes in online courses: 1) strengthening planning and committee structure; 2) improving operational structure and staffing; and 3) providing evidence to address achievement gaps (institutional research).

1) Strengthening Planning and Committee Structure

Since Fall 2014, [the Distance Education and Educational Technology Committee \(DEETC\)](#), which reports to CSM's primary participatory governance entity IPC, has expanded its membership to encourage broader college participation than in earlier years as well as better coordination with the District: CSM's ALST dean and the SMCCCD Director of Web Services have served as co-chairs. DEETC has also been critical in advising and support for the District's effort to adopt resources from statewide OEI.

This past year, DEETC completed its work in updating and detailing the activities articulated in *College of San Mateo's Distance Education Plan: 2013-2014 to 2016/2017* ([CREC-43](#), [CREC-44](#)). With assistance in its development by PRIE's Coordinator of Planning, the plan specifically addresses implementing the appropriate best practices in capacity-building, operational activities, professional development efforts, and support services necessary to address achievement gaps among distance education students. The plan's goals and activities are consistent with ACCJC policies ([CREC-74](#)). They also are consistent with goals cited in *College of San Mateo Strategic Goals 2013/2014-2015/2016* as well as the SMCCCD's *Students First: Strategic Plan, 2015-2020* ([CREC-7](#), [CREC-8](#)). Updates to CSM's *Distance Education Plan* have also been approved by CSM's Institutional Planning Committee (IPC) ([CREC-38](#), [CREC-65](#)).

2) Improving Operational Structure and Staffing

In Spring 2014 a new instructional division was established, Academic Support and Learning Technologies (ASLT), whose Dean is charged with providing support for distance education, among other areas of oversight ([CREC-63](#), [CREC-64](#)). The ASLT Dean serves as CSM's official Distance Education Coordinator, reporting directly to the Vice President of Instruction. She also coordinates efforts with the Distance Education Coordinators at CSM's sister colleges as well as the District. In addition, in April 2016, CSM hired a fulltime Educational Technologist expanding the scope of the previously part-time instructional designer position ([CREC-46](#)). The Educational Technologist is responsible for providing professional development support for online faculty, which includes training in the course management application, the pedagogical principles of technology-mediated learning, and new tools adopted by CSM as part of the SMCCCD's participation in OEI ([CREC-46](#)).

3) Providing Evidence to Address Achievement Gaps

Since reorganizing its research and planning functions in 2008, CSM has systematically expanded its capacity to publish a range of qualitative and quantitative data regarding distance education through its Office of Planning, Research, and Institutional Effectiveness (PRIE). PRIE publishes extensive reports annually as part of CSM's [instructional program review process](#). These data have been critical in identifying achievement gaps and particular areas of concern while tracking improvements and the effects of program interventions. Summarizing key data annually, the [Distance Education Fast Facts](#) provide a snapshot of typical data now available routinely.



The latest program review data indicate, for example, that for Fall 2015, the overall successful course completion rate in online coursework was 65.6%, while the corresponding rate of success in comparable face-to-face courses was 63.0%—an improvement from previous years ([CREC-73](#)). *Note:* the overall course complete rate for Fall 2015 cited here is greater than in the comparable face-to-face mode courses.

The student achievement data for online coursework to support program review are comprehensive: student success data are disaggregated by student demographics and reported for the institution as a whole and individual disciplines. Delivery-mode success data comparisons between online courses and face-to-face mode courses are provided to all instructional disciplines offering distance education coursework. (See program review [College Summary Reports](#) as well [individual instructional departments](#) for course-level reports.)

In addition, summary comparative data are published which rank courses according to successful course-completion and retention rates in online courses as compared to face-to-face coursework ([CREC-62](#), [CREC-68](#), [CREC-69](#)). These data are critical to identify differentials in performance related to gender, age, and ethnicity. Illustrations of their use and how they inform planning are addressed below in the section, “Activities to Address Achievement Gaps.”

Since 2007 CSM has also conducted surveys of students enrolled in online coursework. Student survey feedback provides information regarding students’ decisions to enroll in online coursework as well as their satisfaction with the various aspects of online curriculum, teaching, student learning, and support services. In addition, students who withdraw from online courses have been surveyed each semester since Spring 2012. Students provide feedback regarding reasons for withdrawing, educational objectives associated with taking online coursework, readiness for online coursework, and use of online support services, and likelihood of enrolling in future online coursework ([CREC-60](#)). (See [Online Students: Satisfaction Surveys, Spring 2007-Spring 2016](#) and [Surveys of Online Students Who Withdraw, Spring 2012-Spring 2016](#).)

Capacity Building throughout SMCCCD

The magnitude and quality of district-level resources available to support distance students have greatly increased, along with plans to continuously improve the quality of those resources. These plans are consistent with goals and objectives articulated in CSM’s Distance Education Plan and other college efforts, including results of program review. Through leveraging resources districtwide, and coordinating an approach to address the consistent quality of SMCCCD programs, individual colleges are benefiting from the considerable economies of scale. The Dean of Academic Support & Learning Technologies and the Vice President of Instruction have led the CSM efforts to coordinate resources with the District.

Since Summer 2015, SMCCCD has been implementing tools and resources available through OEI in order to improve student success in online courses ([CREC-28](#), [CREC-31](#), [CREC-34](#)). The District is currently in the process of implementing a new course learning management system (Canvas) and a variety of training for faculty and staff ([CREC-28](#), [CREC-37](#), [CREC-35](#), [CREC-36](#), [CREC-39](#), [CREC-48](#), [CREC-49](#)). The District has also adopted the OEI Online Course Quality Rubric, approved by the SMCCCD Academic Senate, to support best practices, including those articulated in @One Standards for Quality Online Teaching ([CREC-26](#), [CREC-27](#), [CREC-30](#)). And the District has plans this year to hire an Accessibility Support Specialist who will coordinate faculty training with the colleges’ instructional designers and help evaluate college sites and web resources for accessibility ([CREC-33](#)).



In addition, the District and the College are in the process of implementing several other resources which address improving student achievement offered through OEI:

- *NetTutor*
OEI's NetTutor is an on demand, 24/7 live tutoring in most subjects which will greatly expand the learning resources for students using learning support centers and labs ([CREC-40](#), [CREC-41](#), [CREC-42](#)). Pilot implementation occurred at CSM in Summer 2016 through the CSM's Learning Support Center and continued implementation is planned for 2016/2017 (See Plan for Improvement #7 for more detail.)
- *Student Readiness Modules* (implementation of Quest planned for 2016/2017)
- *Additional Faculty Training* (based upon @One 12-week pilot)
- *Additional Tools*: Online Counseling (Cranium Café), Test Proctoring (Proctorio), and Accessibility (Learning Ally) ([CREC-45](#)).

Activities to Address Achievement Gaps

The capacity-building efforts described above are necessary to implement well-accepted strategies that enhance student achievement in online courses. However, there have been several key college processes which have informed the direction of those strategies, creating a climate of change and support for new practices.

Importantly, considerable work has been accomplished at the course level by faculty and deans and other leadership to improve instruction and include the following areas:

Program Review

As noted above, a variety of data are available to identify achievement gaps and their impact on subpopulations of students. Both the student services and instructional program review templates require that courses or services offered through distance and various non-traditional modes be assessed and improvements proposed.) See [program review reports](#) submitted by individual programs.)

In addition, both IPC (as CSM's chief participatory governance entity) and Instructional and Student Services administrators (as a management group) review and evaluate program review reports annually to identify institutional themes and trends and related needs for resources. This process has culminated in highlighting the need for college resources dedicated to supporting distance education, including the need for a fulltime Instructional Technologist, among other areas ([CREC-24](#), [CREC-25](#), [CREC-47](#), [CREC-67](#)). (Also see [IPC Review Process](#).)

Deans' Analyses of Program Review Data

Since designing a class schedule and course assignments of faculty are under the purview of the relevant instructional deans, the deans analyze the program review mode-comparison data in order to recommend strategies or scheduling changes to improve course outcomes. During the last program review process cycle (2015), all the instructional divisions and the Library participated in this process. Their work results in plans to address deficiencies. ([CREC-51](#), [CREC-52](#), [CREC-53](#), [CREC-68](#)).



DEETC Review of Distance Education Program Review Data

During this past academic year the expanded Distance Education and Educational Technology Committee engaged in intensive analysis of both [quantitative and qualitative data](#) and findings published by PRIE. PRIE staff also participated in these discussions, serving as a resource ([CREC-54](#), [CREC-55](#), [CREC-56](#), [CREC-57](#), [CREC-58](#), [CREC-59](#), [CREC-61](#)). This analysis has informed faculty support for implementing the expanded distance education resources, participating in OEI, and piloting a number of other new resources.

College Recommendation 4.2 [Administrative Program Review and Planning]

In order to increase effectiveness, the team recommends that...the College align the administrative program review with the new program review guidelines for instruction, student services, and learning support centers. (II.A.1; II.A.2)

Response

This recommendation is fulfilled and fully addressed as part of Recommendation #1. See above.

College Recommendation 4.3: [Assessing CTE Needs]

In order to increase effectiveness, the team recommends that...the College develop a comprehensive plan for assessing the information needs of CTE programs, including evaluating student perceptions, job trends, emerging industry needs, and the feasibility of new programs (II.A.2.a.)

Response

This recommendation is fulfilled.

San Mateo County Employer Needs Assessment

In 2013 and 2014, the SMCCCD conducted an extensive assessment of San Mateo County business needs ([CREC-127](#)). Conducted by the Cenetri Group, the assessment of business needs stemmed from a recognition that CTE offerings must be "demand driven,"— i.e., responsive to the needs of an increasingly complex global workplace and diverse population of students.

Assessment findings were distributed to the Board of Trustees and were intended to help guide District leaders and faculty in the design of new programs and modify existing programs that meet industry needs. The assessment focused on five employment sectors with high demand/high wage career pathways for students:

1. Health Care ([CREC-128](#), [CREC-134](#), [CREC-133](#))
2. Biotechnology ([CREC-129](#), [CREC-133](#))
3. Accounting ([CREC-130](#), [CREC-135](#), [CREC-136](#))
4. Digital Arts, Media and Graphics ([CREC-131](#), [CREC-135](#), [CREC-136](#))
5. Computer Information Systems ([CREC-132](#))



Work groups were assigned to each sector that included faculty and deans from various CTE disciplines at each college. Labor market data provided the basis for research that was then supplemented with a combination of interviews, focus groups, and surveys.

Research Findings and Actions

One key finding of the research was that the dominant employer in San Mateo County is the sector of small businesses. Thus small businesses provide the greatest job opportunities for graduates with associate degrees and certificates.

CSM took action on this finding by engaging the Cenetri Group to assist in further clarifying small business needs and to recommend new programs and curricular changes to CTE offerings. Based upon research specific to the College and in consultation with faculty and other CSM personnel, the Cenetri Group recommended a comprehensive program which would include the development of a Small Business Enterprise Center ([CREC-138](#)).

The Center is designed to link CSM educational programs with regional small businesses development and address opportunities that offer mutual benefit to the small businesses and CSM ([CREC-139](#)). The Center would also support San Mateo County's innovation economy, which is the focus of the City of San Mateo's economic development efforts. The Center would provide internship opportunities for students and offer certificates and training specifically suited to local small business needs. By providing lab and office space, and the Center would serve as fertile ground for networking and development. Among the types of collaborations explored were Incubators, Co-Working, Maker Spaces, and Fab Lab Models ([CREC-140](#), [CREC-141](#), [CREC-142](#), [CREC-143](#), [CREC-144](#), [CREC-145](#), [CREC-146](#), [CREC-147](#), [CREC-148](#)).

The College has already established a [Small Business Development Center](#), which is formally recognized by the Small Business Administration as a direct result of the research. In addition, the College has begun program planning for a new facility to support the recommendations of the research findings.

Assessing Student Perceptions

Since 2010, the SMCCCD colleges each administers a common survey targeting students enrolled in CTE coursework ([CREC-149](#)). The survey was developed to satisfy CTE program evaluation needs and federal Perkins Legislative requirements regarding an annual assessment of the needs of CTE populations. Campus-specific reports are provided to the CTE Deans and shared with discipline CTE faculty and staff ([CREC-150](#), [CREC-151](#), [CREC-152](#), [CREC-153](#)). CTE students provide feedback regarding their English language preparation, their career educational objectives, factors influencing their CTE program choice, and other areas.

Beginning Spring 2016, CSM began participation in the CCC Statewide Annual CTE Employment Outcomes Survey (CTEOS) ([CREC-154](#)). The survey asks both currently enrolled and former CSM CTE students about their employment status, whether their job is related to their field of CTE study while enrolled at CSM, and current earnings. CTEOS survey results are shared with the CTE Dean and faculty for program evaluation and accountability ([CREC-155](#)). College-specific CTEOS results are posted on the [CTE Launchboard](#) as part of the CTE Data Unlocked Initiative--a collaborative effort between Cal-PASS+ and the [California Community College Chancellor's Office 'Doing What Matters for Jobs and the Economy' initiative](#).



In addition to surveys targeting CTE students, CSM has also surveyed both the general student population and the larger population of San Mateo County residents. A Spring 2014 student campus climate survey included a probe of currently enrolled student interest in CTE programs not offered at CSM ([CREC-156](#)). A telephone survey of San Mateo County residents was conducted in 2013 in order to assess community residents' needs, including on the job training, interest in completing degree or certificate CTE programs, satisfaction with CTE coursework, the importance of current CTE offerings, and identification of CTE programs not offered ([CREC-157](#)).

Note: For more detail about CTE survey assessment, see: "[Summary of CTE Surveys](#)."

Measuring and Assessing Student Success: Indicators

Perkins

CTE performance and program accountability measures were established by the U.S. Department of Education, Carl Perkins Vocational and Applied Technology Education Amendments of 1998 and 2006. Data are available through the [California Community College Chancellor's Office](#). These indicators are used by CSM and SMCCCD to establish CTE program outcome and future performance targets. Each year, CSM reviews each of the six [Perkins Core Indicator](#) data sets, which include indicator trend data over several time spans ([CREC-158](#), [CREC-159](#), [CREC-160](#), [CREC-161](#), [CREC-162](#)). In addition, CSM reviews aggregate college data and CTE program-specific data ([CREC-163](#), [CREC-164](#)).

Three of the Perkins Core Indicators (1, 2, and 3 below) are incorporated into CSM's [College Index](#), which contains a variety of quantitative data or indicators related to measuring institutional effectiveness. A type of college "report card," the College Index indicators are also aligned with the five Strategic Goals articulated in CSM's [Strategic Goals 2013/14 to 2015/16](#). As indicators for institutional effectiveness, they help measure CSM's progress in addressing the Goals along with the objectives associated with those Goals.

[Perkins Core Indicators](#) are as follows:

1. Technical Skill Attainment
2. Credential, Certificate, or Degree Attainment
3. Student Persistence or Transfer
4. Student Job Placement and Employment
5. & 6. Nontraditional Participation and Completion

Other CTE Data

Beginning Fall 2016, CSM will begin using a new data source, "[CTE Data Unlocked](#)," part of the CCCC Strong Workforce Task Force recommendation. This data dashboard will assist CSM CTE programs to find, understand, and use all available CTE data sources at the local, state, and federal level. Once fully developed, this database will allow CSM access to the official longitudinal system of education data for California that connects student level data across educational and workplace systems.

Note: For more detail about college use of CTE Indicators see: "[Summary of CTE Indicators](#)."

Assessing Program Effectiveness: CTE Program Review

[Program Review](#) is a systematic and evidence-based process of self-study, evaluation, planning, and improvement of CSM instructional programs. All Instructional programs, including CTE



programs, receive a common data set for analysis from CSM's Office of Planning, Research, and Institutional Effectiveness (PRIE). These data include a variety of core program indicators as well as disaggregated student success and achievement data.

Beginning with the Fall 2016 cycle, PRIE publishes additional occupational data posted on the individual CTE program review sites. Data include various labor market data and projections derived from EMSI databases. Nineteen programs receive these data sets ([CREC-174](#)).

In addition to reviewing the standard instructional program review metrics, CTE program review authors complete a program review form unique to CTE disciplines ([CREC-165](#)).

Additional CTE-specific areas for program review analysis include:

- An update of CTE course outlines every two years to ensure currency
- A review of [U.S. Department of Education's Gainful Employment Disclosure Data](#).
- An examination of current and available external community and labor market data
- A review and update (if necessary) of the program's Advisory Committee information
- A review of CTE-related factors that may impact the program, including changes in student populations, employment rates, anticipated labor demand, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, and community needs.

CSM Industry Advisory Councils: Role in Program Review

An essential dimension of CTE program planning and improvement is found in active partnerships with industry and business leaders through [Advisory Councils](#). CSM has a long history of working with industry partners to develop curriculum and programs that lead to high demand, high wage employment for our students. Advisory group members support programs with curriculum development, intelligence regarding developments in their industries, and feedback regarding the skills required of CTE students in order to be successful ([CREC-172](#), [CREC-173](#))

External Community Demographics and Labor Market Information: Program Review

Beyond gathering information about CTE student needs, satisfaction, and employment outcomes for individual CTE programs used in the CTE Program Review process, CSM systematically examines data on regional job trends in order to align CTE program offerings with projected labor market needs. Data are published on the PRIE research to which the program review form is linked ([CREC-167](#), [CREC-168](#), [CREC-169](#), [CREC-170](#), [CREC-171](#)).

Note: For more detail about information resources available to support CTE program review, see, "[Resources to Support CTE Program Review](#)."

External Accreditation and other External Compliance Requirements

Many of the College's CTE programs are subject to external accreditation requirements and other external compliance requirements. For instance, the College's allied health programs such as Nursing and Dental Assisting must meet their own external accreditation standards. Other programs such as Administration of Justice, Fire Technology, Cosmetology, and Building Inspection must meet external requirements codified in a variety of state laws. The external requirements help to ensure that programs reflect employer and student needs.



Summary

The College relies on a rich dataset from both external and internal sources to inform short-term as well as strategic decisions regarding CSM's CTE offerings. By acting upon the research findings for new programs, reviewing labor market data, assessing students success through program review, and meeting with advisory groups, CSM has demonstrated that it has established a systematic, robust process to meet CTE student needs and assure currency in its CTE offerings.

College Recommendation 5: [Assessing Technology Planning]

In order to increase effectiveness, the team recommends the college evaluate technology planning. The evaluation process should include assessing the manner in which technology planning is documented, and assuring that technology needs in program and service areas are met effectively. (III.C.1.c, III.C.2)

Response

This recommendation has been fulfilled.

Progress

The following response to this Recommendation includes information provided in reports to the Commission subsequent to the team visit as *Supplemental Information, 2013* and as *Response to Evaluation Team Report: Errors of Fact, 2014* ([CREC-1](#) and [CREC-12](#).) Updates are also provided below.

The College and the District have developed and have executed multiple methods to assess both the efficacy of the technology planning process and the extent to which the College is meeting technology needs in its programs, services, and operational areas. The College identifies technology needs both at the program planning level and at the institutional planning level. The District assesses common technology infrastructure and support needs across the colleges. The results of assessments lead to program improvements and inform decisions regarding the allocation of resources.

Types of Assessments and Program Evaluation Processes (2013-2016):

- Planning Processes are Evaluated at Regular Intervals
The College evaluates the efficacy of all of its planning processes on a regular basis, which includes technology. For example, the Institutional Planning and Budgeting Committee (now named Institutional Planning Committee) made the decision to merge the Technology Committee and the Distance Education Committee in 2012 as a direct result of assessing its planning processes ([CREC-2](#)).
- The College Technology Plan has been Assessed
The College completed a full assessment of its 2008-2013 Technology Plan as part of its 2009-2013 institutional plan assessment process. The assessment included a final report analysis of the status of the plan's goals as well the Institutional Effectiveness Audit, 2013 ([CREC-13](#) and [CREC-2](#)) (Also see College Recommendation #2 above).
- Documented Process for Resource Allocation
The College has a well-defined and documented process for resource allocation with respect to technology needs. It is grounded in program review (see below), has been



established for the last 15 years, is executed consistently annually, and is well-understood by all constituencies. These processes are described in [Summary of College of San Mateo Technology and Planning and Allocation Processes, July 2016 \(CREC-15\)](#).

- Role of Program Review

At CSM [program review](#) is the primary and long-established venue through which programs evaluate their resource needs and request resources, including equipment and other technology. Program areas include Instruction, Student Services, Learning Support Centers, and Administrative Services.

Annually, in joint meetings of Student Services and Instructional administrators, the Deans and Directors prioritize requests which determine a rank order for purchases, subject to the availability of funds. IPC also evaluates these resource requests in a compiled form and makes recommendations to President's Cabinet for allocation. As part of its planning process the Institutional Planning Committee (formerly IPBC) compiles and analyzes a summary of the year's program review reports in Trends and Themes in order to determine the extent to which needs are met at an institutional level. (See webpage, [Institutional Planning Committee \(IPC\) Review Process.](#))

At the district-level, program review also occurs regularly for administrative and operational areas, such as Information Technology Services (ITS). ITS conducts regular program reviews informed by a variety of qualitative and quantitative data that identify areas for improvement and priorities to govern implementation of those improvements. The most recent evaluations were completed in 2012 and 2016 ([CREC-21](#), [CREC-22](#)).

Assessing the development process for the *District Strategic Plan for Information Technology 2012-2016* (ITS Strategic Plan) resulted in a recommendation articulated in the 2016 ITS program review: an Administrative Technology Taskforce, with membership from all three colleges, will contribute to the development of the next iteration of the ITS Strategic Plan as well as address the need for common administrative tools ([CREC-16](#), [CREC-22](#)).

- Multiple Assessment Methods

The College and the District rely on several other assessment instruments to evaluate whether technology needs in program and service areas are met effectively. One method through which the College regularly assesses the success of its technology deployment and planning is through its annual [Student Campus Climate and Satisfaction Surveys](#) (2010-2016) and through two types of [Employee Campus Climate and Satisfaction Surveys](#) (2010, 2011, 2013, and 2016). Employee surveys address both academic and administrative use of technology.

The District ITS also conducts systematic surveys of its users, results of which lead to improvements in quality of services and technology planning. All ITS technology support/HelpCenter contacts are evaluated by an online feedback survey inviting staff users to assess the effectiveness of the service.

In addition, comprehensive customer service surveys of all District employees have been conducted in 2012 and 2016, specifically focused on ITS and the deployment of technology. The 2012 survey led to many improvements, including:



- Increasing Banner training
- Providing DegreeWorks training
- Conducting student survey on IT tools such as student email, WebSMART, webschedule, etc...
- Creating an online system for users to give ITS feedback on wireless reception
- Working with District distance education/technology committee on the long-term strategy for our Learning Management System (LMS)
- Improving the ITS website with tutorials and making it a resource for its users
- Enhancing information for employees about connecting to the "facstaff" wireless network

In addition, a 2015 survey of faculty users of WebAccess informed the decision to migrate to Canvas as the LMS and adopt other tools offered through the statewide Online Education Initiative (OEI) ([CREC-23](#)). The Spring 2016 survey informed the recommendations articulated in the program review conducted by ITS ([CREC-113](#)).

The ITS Strategic Plan also contains a summative evaluation of technology services. One section in particular, "Assessment of Support and Services," summarizes findings, pp. 24-26 ([CREC-16](#)).

- College and District Ongoing Collaboration
Technology needs are identified not only through program review at the college level but through the many districtwide committees in which the Colleges and ITS jointly participate, including the newly-formed Administrative Technology Taskforce. As described in the "Overview" of the District's , examples of venues in which there is joint College and District ITS participation and where program and operational needs are identified include: Chancellor's Council; District Research Council; Enrollment Services Committee; Business and Finance Officers Group; Financial Aid Advisory Committee; Distance Education Advisory Committee; Facilities, Planning and Operations; District, Safety and Security Committee; Network Advisory Group; and Technology Planning Committee, among others ([CREC-16](#)).

Much of the time of ITS' senior staff is dedicated to technology planning done in collaboration with the colleges. They include the Chief Technology Officer and the ITS Director of Administrative Systems, Director of Web Services, Director of Administrative Services, and Director of Technical Support Services, among others.



College Recommendation 6: [Planning Manual]

In order to enhance its effectiveness, the College should complete its planning agenda items related to its new Planning and Decision-Making Manual. The contents of the document should be expanded to:

- 1) clarify the relationships between the institutional planning, program planning, and budget allocation processes; (IV.A.1, IV.A.2, IV.A.2.a).*
- 2) clarify the resource allocation processes (including the criteria that is used in these processes); (IV.A.1, IV.A.2, IV.A.2.a).*
- 3) clarify the linkages between the College and District planning and decision-making processes (where appropriate); (IV.A.1, IV.A.2, IV.A.2.a).*
- 4) describe the process and timeline by which the College evaluates its processes under the proposed Institutional Effectiveness Audit process currently under development and the review off committee charges. (IV.A.5)*

Response

This recommendation has been fulfilled.

Progress

The Planning Manual is complete and addresses the processes identified in the recommendation ([CREC-181](#)).



District Recommendations

District Recommendation 1

In order to increase effectiveness, the District and Colleges should broadly communicate the modification of the evaluation process for faculty and others directly responsible for student progress, which includes student learning outcomes and ensure that the process is fully implemented. (III.A.I.c)

Note: This section regarding District Recommendations contains text from 2014 ACCJC reports and needs to be updated and evidence added.

Response

This recommendation has been fulfilled.

In the last report dated October 14, 2014, the District reported on how it fully responded to this recommendation by implementing a new evaluation process which incorporated, among other enhancements, student learning outcomes as an integral part of that evaluation process. District Staff and faculty representatives worked together to revise faculty evaluation procedures over a period of two years. Changes were communicated to faculty several times during the revision process, with the final new procedures being introduced to and approved by all faculty in August and September 2014.

The new procedures have been well-received and in the first year of implementation (2014-15), to date (November 2015), the new procedures have been used to evaluate 538 out of approximately 1200 (45%) full and part time faculty and staff across the three Colleges of the District. (Each faculty member is evaluated at least once every three years.) As we have begun using these procedures, District staff and faculty representatives have continued to work together to refine and improve the process based on input from those who use the new procedures most frequently: faculty and deans. For example, based on feedback, the District has now included an online component for students to provide feedback on classes as part of the evaluation process. This collaborative approach has increased everyone's understanding and acceptance of the new procedures.

District Recommendation 2

In order to improve institutional effectiveness, the Board of Trustees should develop goals for increasing its professional development and orientation of new Trustees. (IV.B.I.f)

Response

This recommendation has been fulfilled.

Three members of the Board of Trustees have served SMCCCD in their elected capacity ranging from 12 years to 20 years; one Board member has served for two years and a newly elected Trustee took office this year.



Since the last update report, each Trustee has attended many conferences and workshops to enhance their knowledge and awareness of a wide variety of academic, fiscal, legislative and governance matters. The conferences and meetings attended by Trustees in 2015 are included in the Evidence section. The Student Trustee typically attends the bi-annual Statewide Student Senate General Assemblies (Fall and Spring) as well as the Student Leadership Conference hosted by the California Community College Student Affairs Association. Also, all newly elected Student Trustees attend a Student Trustee workshop sponsored by the Community College League of California. Often, Student Trustees attend the National Student Advocacy Conference hosted by the American Student Association of Community Colleges in Washington DC.

[Board Policy 1.10](#), Duties and Responsibilities of the Board, specifically references Trustee professional development activities. It lists, as one of the responsibilities of the Board: "To engage in ongoing development as a Board and to attend trustee education programs that includes a new trustee orientation. The Board will conduct study sessions, provide access to reading materials and support conference attendance and other activities that foster trustee education." 1.01 (2) (h)

In March 2016, the Board amended Board Policy 1.10 by adding item 2.i. which specifically states, "To provide a comprehensive new trustee orientation program for newly elected or appointed trustees that may include attendance at a statewide "New Trustee" orientation program; one on-one interviews with the Chancellor, Presidents and Executive Vice Chancellor; discussions with representatives of employee groups, the Academic and Classified Senates and student leaders; delivery of the Trustee Handbook prepared by the Community College League of California (CCLC); and review of the CCLC's comprehensive online education program titled "Elected/ Appointed Trustees: Next Steps."

For the 2014-15 year, the Board incorporated in its Board Goals a commitment to increase its participation in professional development activities and ensure newly elected Trustees receive orientation training. The District also developed a program for New Trustee Orientation that was used when a new Trustee joined the Board in late 2013 and will be used for the Trustee elected in Nov 2015.

The Board conducts an annual self-evaluation process in a public Board meeting in which they review the Board's performance on a number of items, including Board Operations, Chancellor/Trustee Relations, Faculty/Student/Classified Relations, and Community and Governmental Relationships. The most recent evaluation was conducted in late October, 2015.

Board members regular attend both College and community events regarding educational matters and report the highlights of these meetings at each Board meeting under the "Board Comments" section of the agenda. Board member s also attend CCLC and CCCT Trustee conferences and occasionally participate in national trustee conferences.

On each regular Board meeting agenda (except during summer months), there is a topic titled "Board Series Presentation—Innovations in Teaching, Learning and Support Services." These presentations--offered by faculty, staff and students--highlight new or innovative aspects of programs and services provided by the Colleges and serve as a means to keep the Board well informed about activities at the Colleges. Recent presentations have covered Project Change,



an innovative program at CSM that brings college classes to juvenile detention facilities; The Educator Preparation Institute at Skyline College; ¡ESO! (Expanding Student Opportunities) Grant and Cañada College's Role as a Hispanic Serving Institution; BΘO: Skyline College Phi Theta Kappa Honors Society; *CSM Cares* – A Program Designed To Address the Mental Health Needs of Students; Skyline College – Entering the CIPHER: Fresh Techniques, Hip Hop Elements, and Edutainment in the Classroom; Collaboration Across Boundaries for Equity and Success: Cañada College's Student Success and Equity Projects; and the Small Business Development Center at College of San Mateo. Also at each Board meeting, there is an "Executive Report" in which the Chancellor, Presidents and Academic Senate President update the Board on recent happenings at the Colleges.

New Trustee Orientation

The new Trustee elected in November 2015 will be asked to complete the following tasks:

- Meet with the President to discuss the current issues the District Board is facing. (completed, spring 2016)
- Meet the Chancellor and Executive Staff to receive an overview of District operations, budget and governance. (completed, spring 2016)
- Meet with each of the three College Presidents to gain an understanding about the College programs, strengths and weaknesses (in progress)
- Meet with the District Academic Senate President
- Attend the CCLC "New Trustee Orientation" program that is offered annually. (completed, spring 2016)
- Review Chapter 1 of District Policy and Procedures to gain an understanding about the duties and responsibilities of the Board, organizational structure of the Board, expectations for Board decorum and Board meeting protocols. (completed, spring 2016)

District Recommendation 3

In order to improve institutional effectiveness, the District should establish a regular cycle for the evaluation of its services and provide documentation regarding the outcomes of the evaluations. (IV.B.3.b., IV.B.3.g)

Response

This recommendation has been fulfilled.

Regular Cycle: Although the District Office regularly and continuously evaluates the services to the Colleges and documents its findings to improve such services, the schedule for these evaluations had not been presented in written form. After discussing the schedule and activities among the various District Departments, a program review calendar was established in October, 2014. The calendar was reviewed and revised again by administration and the districtwide accreditation team during the 2015 program review cycle. The review cycle was adjusted slightly to align with the District's accreditation cycle. Additionally, several district programs, including District International Education, Education Services and Planning, Public Safety, Emergency Preparedness, Community Education, Auxilliary and Enterprise Services, and the Chancellor's office were added to the Calendar. The new Calendar is as follows:



Unit	Review Date	Responsible Individual List titles instead
IT	March 2016	Vaskelis
Public Safety	March 2016	Nunez
Emergency Preparedness	March 2016	Nunez
Education Services and Planning	March 2016	Moore
Accreditation Mid-term Report 2016		
HR	March 2017	Whitlock
Auxiliary and Enterprise Services	March 2017	Bauer
Community Education	March 2017	Bauer
Chancellor's Office	March 2017	Galatolo
District International Education	March 2018	Luan
Administrative Services (Accounting, Payroll, Purchasing)	March 2018	Blackwood
Facilities Planning, Maintenance and Operations	March 2018	Nunez
IT	March 2019	Vaskelis
Public Safety	March 2019	Nunez
Emergency Preparedness	March 2019	Nunez
Education Services and Planning	March 2019	Moore
Accreditation Self Study 2019		

District Programs: The program review cycle is ongoing and is aligned with the District's accreditation cycle. District Office Program Review process is scheduled in March of each year. The following units are reviewed on a rotating basis once every three years: Administrative Services (including Accounting, Payroll, Purchasing) Facilities, Public Safety, Emergency Preparedness, Information Technology, Human Resources, International Education, Community Education, Education Services and Planning, Auxiliary and Enterprise services and the Chancellor's Office.

The program review is typically conducted via a survey administered to all District Employees. The units most recently added to the process may choose another audience to survey or use another methodology to assess their units. Part of the process for these newly added units will be to develop the tool(s) most appropriate for their unit. The survey tool supported by IT is NoviSurvey.

Prior surveys, survey results and executive summaries of the program review are located on the [DO Program Review Sharepoint](#) site. (Login and password required).

Program Review Process/Timeline:

January-February: Review/Revise Prior survey questions
 February: Revise/develop/test survey in NoviSurvey (contact IT for an administrative logon, access to prior surveys and/or technical support.)
 March: Deliver survey tool to all district employees via email.



April - June: Review/summarize results and post reports, including narrative pertinent to accreditation, to Program Review Sharepoint site.

Documentation of the Outcomes: Each department will prepare a Program Review which encompasses the following elements:

Program Review Template:

1. Executive Summary
2. Unit description
3. Describe major accomplishments since last review
4. Current state of the Unit
 - a. Describe the current state of the unit (May include strengths and challenges).
 - b. What changes could be implemented to improve your unit?
5. Action plan. Describe how opportunities for improvement will be addressed
6. Needs: Equipment, Professional Development, Facilities, Staffing, Research (when appropriate)

The 2015 program review cycle was completed in June 2015. Administrative Services, Facilities and International Education were evaluated. Executive summaries of the review process are located at the [DO Program Review Sharepoint](#) site. (Login and password required).



Plans for Improvement (2013)

The following Plans were proposed by CSM in its [2013 Self Evaluation](#). See the 2013 Self Evaluation for more detail. The Plans for Improvement are listed in [Volume 3, Appendix 3, Planning Agenda](#), pages 75-79.

Standard 1.A.1

1. Plan for Improvement

The College began the implementation of a program review pilot for administrative services in 2011 [I.A-28]. By fall 2013, the College will revise the administrative services program review model to align, where appropriate, with the new program review guidelines for instruction, student services, and learning centers implemented in the spring 2013 program review cycle. The College will also evaluate the feasibility of using the administrative program review model for instructional division offices by spring 2014. The administrative services program review model will be fully implemented in the spring 2014 program review cycle.

Note: This Plan for Improvement is repeated in Standard II.A.2 as Plan for Improvement #4.

Response

Plans for Improvement #1 and #4 have been fully addressed in the responses to ACCJC Recommendations #1 (pp. 5-6) and # 4.2. The Recommendations mirror CSM's own Planning Agenda.

Standard 1.B.2

2. Plan for Improvement

The 2008-2013 planning cycle is now complete. To fully assess the activities that occurred during the 2008-2013 planning period, the Institutional Planning Committee will prepare a comprehensive institution-wide assessment report that addresses the results of all planning activities for the 2008-2013 planning period. A draft of the report will be completed no later than fall 2013. As part of its role in the audit of institutional effectiveness, College Council will review and accept the final report no later than spring 2014. This assessment activity will close the 2008-2013 planning cycle.

Response

This Plan for Improvement has been successfully addressed in the response to Recommendation #2 (pp. 6-7). Recommendation #2 largely mirrors this Plan.



Standard 1.B.4

3. Plan for Improvement

Improve campus understanding of institutional planning processes. The College will take several actions to provide additional information and resources regarding the participatory governance and planning processes:

- A draft of the College's Planning and Decision Making Manual will be completed and distributed to the College for review and comment in fall 2013. The Institutional Planning Committee and College Council will take action on the Planning and Decision Making Manual in the 2013-14 academic year.*
- The Institutional Planning Committee and College Council will take action on the Roles and Responsibilities for Decision Making in fall 2013-14.*
- The Institutional Planning Committee will conduct a training session for all members of institutional planning committees and Academic Senate committees early in the fall 2013 semester.*
- During the 2013-14 academic year, the Institutional Planning Committee will conduct several information sessions on participatory governance and College planning processes. These information sessions will be open to any interested member of the college community.*
- During the 2013-14 academic year the College will develop enhanced, yet simplified, communication and information sharing methods. These systems will be designed to provide timely information about College decisions.*

Response

Note: This plan for improvement is repeated in Standards IV.A.1 and IV.A.2.a.

Progress

The 2013 *Self Evaluation* was developed during the period Fall 2011 through Spring 2013 ([PLAN-18](#)). Since this Plan for Improvement was proposed, CSM's institutional landscape has changed in several ways. It has undergone makes changes to its organization, planning structure, and committee composition. Thus this update addresses those changes, actions to address the Plan, and proposed new activities for 2015-2016.

Organizational Changes

Since the Plan was originally proposed, College Council was dissolved after an assessment of its functions and the Institutional Planning Committee (IPC) assumed the role as CSM's primary participatory governance entity. Several other planning committees originally described in the Planning Manual were combined or disbanded (e.g. Distance Education, Technology, and Enrollment Management Committees) ([PLAN-16](#)). More than a third of its employees have retired and a comparable number of faculty and staff been hired, though many in altogether new institutional functions. A new Vice President of Administrative Services position was created with oversight over operational functions. A new academic division, Academic Support & Learning Technologies, was created, reporting to the Vice President of Instruction. There have also been several structural changes in Student Services in order to support emerging student



success initiatives. New Director-level positions have been created for Workforce Development and Equity, among other new staff appointments ([PLAN-19](#), [PLAN-20](#), [PLAN-21](#)).

Summary of Activities: 2012-2016

- The Planning Manual is completed and contains a section which addresses “Roles and Responsibilities for Decision-making” ([PLAN-17](#)). (However, this version will need to be updated to reflect the current organizational structure and the mandate to educate a large proportion of new employees.)
- Throughout 2015, IPC, as the primary planning body, explored the “Six Circle Model” as a method for improving communication amongst its members ([PLAN-22](#), [PLAN-30](#), [PLAN-31](#), [PLAN-32](#), [PLAN-33](#)).
- IPC has assessed its purpose and proposed revisions to its own mission and goals, 2015-2016 ([PLAN-27](#), [PLAN-29](#), [PLAN-30](#), [PLAN-31](#), [PLAN-34](#)).
- CSM assessed the effectiveness of planning and internal communication via Campus Climate and Satisfaction Surveys conducted of employees in 2012 ([PLAN-32](#)).
- IPC addressed participatory governance training ([PLAN-35](#), [PLAN-32](#), [PLAN-33](#)).
- IPC assessed developing a new survey and focus groups to facilitate participatory governance ([PLAN-31](#), [PLAN-32](#), [PLAN-33](#)).
- CSM has fully implemented a subscription listserv to facilitate internal communication. Topic areas include ([PLAN-24](#), [PLAN-25](#))
 - Academic Senate
 - Timely College Issues and Decisions
 - Budget
 - Construction
 - Institutional Planning Committee (and other committees)
 - Messages to Students
 - CSM Event Calendar
 - College News and Announcements

Activities Proposed for 2016-2017

- Update Planning Manual to reflect changes to new institutional planning and organizational structure
- Finalize revised IPC Mission and Goals, Fall 2016 ([PLAN-36](#), IPC Agenda 9-2-2016)
- Conduct employee Campus Climate and Satisfaction Surveys, Fall 2016
- Conduct participatory governance surveys and training, Fall 2016-2017 (as informed by Climate Survey results)
- Implement new internal communication subscription and other methods, appropriate for mobile devices and coordinated with migration to more response web pages



Standard II.A.2

4. Plan for Improvement

Note: This Plan for Improvement is the same as Plan #1 (Standard I.A.1.).

Response

Plans for Improvement #1 and #4 have been fully addressed in the responses to ACCJC Recommendations #1 (pp. 5-6) and # 4.2. The Recommendations mirror CSM's own Planning Agenda.

Standard II.A.3.a

5. Plan for Improvement

To ensure that students who complete the College's General Education requirements will also meet its institutional (General Education) student learning outcomes, the College will clarify the relationship between SLOs for courses that satisfy General Education requirements and the College's institutional SLOs. During the 2013-14 academic year, Committee on Instruction, with assistance from the College Assessment Committee, will review the General Education requirements and the institutional SLOs and, as necessary, revise the College of San Mateo's General Education Handbook to clarify the relationship between course SLOs, General Education requirements, and institutional SLOs.

Response

This Plan has been successfully addressed.

Progress

CSM clearly delineates the fact that at this college Institutional SLO's (ISLO's) are General Education SLO's. Descriptions of all course, program, and General Education SLO's are [online](#).

In September 2013, the Committee on Instruction (COI) approved and published an update to the *College of San Mateo General Education Handbook* ([PLAN-1](#)). The handbook clearly makes a distinction between General Education SLO's and General Education degree and transfer requirements. It also provides guidelines for creating and recommending to COI courses to satisfy General Education requirements.

Standard II.A.5

6. Plan for Improvement

By the end of fall 2014, develop a comprehensive plan for assessing the information needs of CTE programs, including evaluating student perceptions, job trends, emerging industry needs, and the feasibility of new programs. The plan to collect information and research may consider the use of follow-up surveys of graduates of CSM vocational programs as a source of data for assessing program effectiveness. Using the CSM Nursing Program Graduates' Survey as a model, for example, survey designers could illicit feedback



that would assess not only job placement and wages, but also the extent to which vocational program curricula prepares students to meet employer expectations and professional competencies. The plan will be implemented in spring 2014, and research results will be shared with IPC, the IPC Task Force focused on the needs of working adults, key CTE staff, and appropriate staff and faculty preparing program reviews.

Based upon the needs articulated by faculty, staff, and administrators who deliver CTE programs and others, the Office of Planning, Research, and Institutional Effectiveness could provide annual reports to vocational programs regarding regional and statewide employment trends in related industries, or other reports as determined.

Response

This Plan has been successfully addressed in the response to ACCJC Recommendation 4.3.

In summary, the District has conducted extensive occupational analyses over the last several years. CSM's Office Planning, Research, and Institutional Effectiveness also provides labor market specific to each CTE program as part of the program review process. (See [instructional program review sites](#).) Effective Spring 2016, CSM began using the Santa Rosa Junior College/CCCCO survey of graduates and former CTE students. Survey contents are fully described in the narrative for Recommendation 4.3.

Standard II.C.1

7. Plan for Improvement

By fall 2013, College of San Mateo will conduct a comprehensive inventory of all learning support centers' strategies to support students enrolled in online and hybrid courses. By spring 2014, the College will develop and begin piloting a plan to implement additional learning support center interventions to support online students that are appropriate to the individual centers. The College will fully implement new strategies by fall 2014.

Response

This Plan has been successfully addressed.

Progress

As addressed fully in Recommendation #4.1 [Distance Education], the magnitude and quality of college-level and district-level resources available to support distance students have greatly increased, along with plans to continuously improve the quality of those resources. These plans are consistent with goals and objectives articulated in CSM's Distance Education Plan 2013/2014-2016/2017 ([PLAN-6](#), [PLAN-7](#)).

In summary, since Summer 2015, SMCCCD has been implementing components of the statewide Online Education Initiative (OEI) in order to improve student success in online courses ([PLAN-9](#), [PLAN-11](#), [PLAN-12](#)). The District is currently in the process of implementing a new course management system (Canvas) and a variety of training for faculty and staff ([PLAN-11](#)). The District has also adopted the OEI Online Course Quality Rubric, approved by the SMCCCD Academic Senate, to support best practices. ([PLAN-8](#), [PLAN-10](#)).

SMCCCD is currently implementing OEI's NetTutor through reduced purchasing rates secured by the [Foundation for California Community Colleges](#). NetTutor is an on demand, 24/7 live tutoring



in most subjects which will greatly expand the learning resources for students using Learning Support Centers and labs ([PLAN-2](#), [PLAN-3](#), [PLAN-4](#)). Many programmatic gaps at CSM in resources for distance students will be addressed via NetTutor, among other tools.

Pilot implementation for it occurred at CSM in Summer 2016 through the CSM's Learning Support Center and included the following subjects:

- Math
- Physics
- Chemistry
- Biology
- Nursing
- Psychology
- Intro to Philosophy
- Prin. of Microeconomics
- Prin. of Macroeconomics

Implementation planned for Fall 2016 is expected to include these additional subjects:

- Writing Support
- Accounting
- U.S. History
- Administration of Justice
- Intro to Sociology
- Information Technology & Computer Science

Full implementation is expected to support all courses through the academic year 2016-2017 ([PLAN-12](#)). The Learning Support Center Coordination Committee (LSC3) is addressing how NetTutor will complement their programs ([PLAN-14](#), [PLAN-15](#)).

In addition, the College plans to adopt the OEI's learner readiness assessment modules (Quest) once it concludes the OEI's pilot process anticipated to conclude by Fall 2016 ([PLAN-12](#)).

The Dean of Academic Support & Learning Technologies, who has college oversight for distance education, in July 2016 convened an ad hoc group of members of the Distance Education and Educational Technologies Committee (DEETC) and key stakeholders to make recommendations to DEETC and the College regarding other resources to support student success in online courses. In addition to NetTutor, the group is considering additional student supports for implementation in 2016-2017, namely applications for online counseling (Cranium Café), Test Proctoring (Proctorio), and Accessibility (Learning Ally) ([PLAN-13](#)).

Standard IV.A.1

8. Plan for Improvement

Note: This plan for improvement is the same as Plan #3 (and repeated in Standards I.B.4 and IV.A.2.a).



Standard IV.A.2.a

9. Plan for Improvement

Note: This plan for improvement is the same as Plan #3 (and is repeated in Standards I.B.4 and IV.A.1).



Certification of Continued Compliance with Eligibility Requirements

College of San Mateo continues to meet each of the 21 eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges. Factual updates as well as their status in relation to the proposed program are included below:

1. Authority

College of San Mateo's authority to operate as a degree granting institution rests upon its continuous accreditation by the Accrediting Commission for Community and Junior Colleges. This Commission is recognized by the Commission on Recognition of Postsecondary Accreditation and by the United States Department of Education. This authority is noted on the Table of Contents page of [CSM's Catalog, 2016-2017](#) and the College's accreditation status is also posted on its own [webpage](#).

2. Operational Status

College of San Mateo was established in 1922. Approximately 9,500 students are enrolled each semester in a variety of traditional-mode and distance education courses. One fourth of CSM students enroll in online courses. Programs lead to Associate degrees and Certificates of Achievement and Specialization and include general education preparation for transfer to baccalaureate institutions. Nearly 80% of all courses are transferable, of which 20% are designated Career and Technical Education (CTE). Each year approximately 850 students transfer, 650 students earn Associate's degrees, and 1,000 students earn certificates.

3. Degrees

[CSM's Catalog, 2016-2017](#) lists 129 different programs as defined by degrees or certificates awarded ([Elig-1](#)). Associate degrees typically require 60 units and are two academic years in length. Associate degrees also include Associate of Arts (AA-T) and Associate of Science (AS-T) offered in 17 programs as transfer pathways to CSU. As described in the catalog, the College also awards Certificates of Achievement (upon completion of 18 designated units) which appear on transcripts, and Certificates of Specialization (fewer than 18 units) ([Elig-2](#)). Degree and certificate requirements are consistent with Title 5.

4. Chief Executive Officer

The Chief Executive Officer of the College is appointed by the Board of Trustees. College of San Mateo's chief executive officer is President Michael Claire, whose primary responsibility is to the institution. He also reports directly to the SMCCCD chief executive officer, Chancellor Ron Galatolo. President Claire was appointed in 2007.

5. Financial Accountability

An independent, certified public accounting firm conducts year-end audits of the San Mateo County Community College District, which includes College of San Mateo. All audits are publically available ([Elig-3](#)). These audits, conducted in accordance with generally accepted audit standards, include a review of the previous year's recommendations, financial documents, expenditures, and internal control processes. If an audit yields an exception, the exception is responded to in a report to the auditors and to the Board of Trustees.



6. Mission

Both the College's and District's mission statements are regularly reviewed through a participatory governance process which evaluates the needs of the community they serve. The SMCCCD Board of Trustees approved the last major revision to the SMCCCD's [Mission Statement](#) in May 2012 ([Elig-23](#)). [CSM's Mission and Diversity Statements](#) are congruent with the SMCCCD Mission.

In March 2015, the Board of Trustees approved CSM's revisions to the College Mission Statement, which included incorporating the latest Institutional Priorities into the statement as a result of recommendations by CSM's Institutional Planning Committee (IPC) ([Elig-4](#)). To better align with district-wide planning vocabulary, in September 2015, IPC approved a change of terminology for its planning documents: the phrase "Institutional Priorities" is now replaced by "Strategic Goals" ([Elig-24](#)). Both CSM's Mission and Diversity Statements and the SMCCCD Mission Statement are included in CSM's [Catalog, 2016-2017](#)([Elig-22](#)). CSM's Mission and Diversity Statements are also accessible through the online directory for CSM's website and are displayed on a dedicated [page](#) of CSM's website.

7. Governing Board

The San Mateo County Community College District (SMCCCD), which includes College of San Mateo, is governed by a six-member [Board of Trustees](#) which derives its authority to operate a degree-granting institution from California Education Code §§ 70900- 70902 ([Elig-5](#)). Five trustees are elected at large by county voters and one student trustee is elected by the colleges' associated students' entities. The Board normally meets twice a month; generally one of these meetings is a study session. On each Board agenda there is the opportunity for presentations or statements from the public as well as for statements from various college constituents. The board adheres to its conflict of interest policy ([Elig-6](#)). To the best of the College's knowledge, no board member has employment, family, or personal financial interests related to the College or the District.

8. Administrative Capacity

In general, College of San Mateo has sufficient administrative staff to support its mission and purpose. The administration at the College is comprised of the President, the Vice President of Administrative Services, the Vice President of Instruction, the Vice President of Student Services, nine deans, and six directors. Appropriate administrative preparation and experience are addressed as part of the employment process ([Elig-7](#)). College of San Mateo's organizational charts are available [online](#) ([Elig-15](#), [Elig-16](#), and [Elig-17](#)).

9. Educational Programs

College of San Mateo's educational programs are congruent with its Mission, are based on recognized fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degree, certificate, and transfer-preparation programs offered. All instructional programs have identified student learning outcomes (SLO's) indicated in the catalog. Comprehensive information about its programs, courses, and transfer agreements is updated annually in CSM's catalog (available [online](#) and in hard copy.) Committee on Instruction-approved course descriptions are posted [online](#) for all courses.



10. Academic Credit

The awarding of academic credit at College of San Mateo is based on Title 5, Section §55002.5 of the California Code of Regulations ([Elig-8](#)). All curricula are reviewed by CSM's [Committee on Instruction](#) (COI) every six years while CTE courses are reviewed every two years. COI advises the Vice President of Instruction and makes recommendations to the Board of Trustees concerning curriculum and instructional procedures.

11. Student Learning Achievement

College of San Mateo is actively engaged in defining, publishing, and assessing expected student learning and achievement outcomes (SLOs) for each course and program and for institution-level (General Education) ISLOs. CSM assesses SLOs through a variety of methods and there is dialog about assessment results throughout the institution. Through regular and systematic assessment, CSM is demonstrating that students achieve these outcomes.

Course outlines list relevant [SLOs online](#). Instructional program SLOs (for degrees and certificates) are listed in the "Major Requirements" section of CSM's [Catalog, 2016-2017](#). Instructional, Student Services, and Learning Support Centers' program SLOs have been aligned with General Education SLOs (also known as ISLOs) which are listed on page 3 of CSM's [Catalog, 2016-2017](#). Program assessment results are available at the [program review pages](#) for each program. A variety of tools and resources for assessing SLOs are maintained by the College's [College Assessment Committee \(CAC\)](#), including the latest course and program [SLO descriptions](#).

12. General Education

College of San Mateo incorporates into its degree programs general education distributed among five major areas of knowledge; these areas ensure breadth of outlook and contribute to a balanced education. CSM's [Catalog, 2016-2017](#) details CSM's philosophy of general education along with information about the general education competency requirements in mathematics/quantitative reasoning, information competency, and English ([Elig-9](#)). The general education component is consistent with Title 5 degree requirements and statewide standards (§Section 55061) ([Elig-10](#)).

13. Academic Freedom

The San Mateo County Community College District, which includes College of San Mateo, is dedicated to maintaining a climate of academic freedom and encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses the college's belief in inquiry, informed debate, and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. A comprehensive statement regarding academic freedom within SMCCCD is included in [CSM's Catalog, 2016-2017](#) ([Elig-11](#)). It is consistent with SMCCCD Board policies No. 6.35 and 6.35.1, *Academic Freedom* ([Elig-12](#) and [Elig-13](#)).

14. Faculty

The College of San Mateo faculty, as of Fall 2015, is comprised of 128 tenure-track faculty and 223 adjunct or non-tenure track faculty. Similar numbers are projected for academic year 2016-2017. Information regarding the degrees and length of service for full-time faculty is included in [CSM's Catalog, 2016-2017](#) ([Elig-18](#)). Faculty responsibilities include the



development and review of curriculum and assessment of learning. Responsibilities are articulated in CSM's *Faculty Handbook 2015-2016* and in the SMCCCD faculty contract with the AFT ([Elig-19](#) and [Elig-20](#)).

15. Student Services

College of San Mateo acknowledges the importance of providing appropriate student services and student development programs to its diverse student body in order to facilitate access, progress, and success. Student Services uses a student-centered service model. Major areas of student services include: Admissions and Records, Advising and Matriculation, Articulation, Assessment and Placement Testing, CalWORKs, Career Services, Child Development Center, Counseling Services, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Financial Aid and Scholarships, Health Services Center, High School Enrollment Programs, International Student Center, Learning Center, Multi-Cultural Center, Psychological Services, Puente Project, Student Employment, Student Life, Transfer Services, and Veterans Services. The College's services and programs for students are consistent with its mission and information is accessible [online](#).

16. Admissions

The College of San Mateo's admissions policies and practices are consistent with its mission, SMCCCD Board of Trustees' policy, the California Education Code, and Title 5 regulations. Information about admission to programs with limited enrollment is found in the Admissions section of CSM's [Catalog, 2016-2017](#) and in every term's [Schedule of Classes](#). Application. Course registration processes are [online](#). Distance education students are governed by the same admissions' policies as face-to-face mode students.

17. Information and Learning Resources

College of San Mateo and San Mateo County Community College District support students and employees with a wide range of information and learning resources. The CSM library, through its physical facilities and collections and through its online resources, provides students with access to information in electronic and printed form. Library course offerings, librarians, and online tutorials provide support to students as they use this information. The library also works closely with faculty to ensure that they and their students are aware of physical and electronic resources relevant to specific courses. In addition, the multi-purpose CSM Learning Center and the 12 discipline-specific Learning Support Centers and labs provide students with tutoring, computer access, specialized software applications, subject-matter resources, and specialized equipment. Information for learning resource centers and labs is available [online](#).

18. Financial Resources

College of San Mateo's financial resources, through the San Mateo County Community College District, include several sources: the State of California, local taxes, tuition, grants, federal funds, and a variety of revenue-generating auxiliary services. As a "Basic Aid" district, SMCCCD holds a community-supported status and thus its primary funding is through local property taxes. Both the District and College maintain contingency reserves to ensure budget stability. The College has sufficient resources to support its Mission and to monitor and improve institutional effectiveness.

Budget planning takes place at both the District and College levels. At CSM, administrators, faculty, classified staff, and students have opportunities to participate in budget development.



As part of an integrated planning model, budget planning is the charge of the Institutional Planning Committee (IPC) whose mission includes the charge to ensure: “that budget allocations are based on institutional planning priorities and are relevant to the current fiscal environment” ([Elig-25](#)). Although the budget development process is a collaborative participatory governance process, the College President bears ultimate responsibility for assuring the fiscal integrity of CSM. The Board of Trustees formally approves all District and College budgets in a public Board meeting. Budget information for the College and the District are also made available to the public ([Elig-21](#)).

19. Institutional Planning and Evaluation

College of San Mateo employs an evidence-based integrated planning model that is supported through participatory governance. Institutional effectiveness is routinely measured by CSM’s success in addressing the principles embodied in the college Mission and Diversity statements and by achieving its Strategic Goals (previously termed “Institutional Priorities”) ([Elig-26](#) and [Elig-27](#)). Its systemic planning, implementation, and evaluation processes are designed to ensure continuous improvement of institutional effectiveness. CSM systemically addresses student needs by establishing, measuring, and assessing Student Learning Outcomes (SLOs) and by analyzing student achievement using quantitative and qualitative data. Through regular program review and other self-evaluation, resources are aligned so that the College can achieve its Strategic Goals and objectives ([Elig-28](#)). Planning resources and research data to support the evaluation of institutional effectiveness are available [online](#).

20. Integrity in Communication with the Public

College of San Mateo annually reviews and publishes its [catalog](#) and continuously updates its [website](#) to provide comprehensive, accurate information. This information encompasses the areas of General Information, Requirements, and Major Policies Affecting Students as defined by this Eligibility Requirement. Major policies affecting students’ rights and privileges are available [online](#) along with detailed [academic policies](#). The [Mission Statement](#) addresses the College’s purposes and objectives. The catalog, schedule of classes, and other informational resources are also available online via the college [website](#). (For a list of the mandated information included in CSM’s [Catalog, 2016-2017](#), see [Elig-14](#).)

21. Integrity in Relations with the Accrediting Commission

The SMCCCD Board of Trustees assures that College of San Mateo adheres to the Eligibility Requirements, Accreditation Standards, and policies of the Accrediting Commission for Community and Junior Colleges; describes itself in the same manner to all its accrediting agencies; communicates changes, if any, in its status; and discloses accurate and complete information required by the Commission. College of San Mateo maintains contact with the ACCJC through CSM’s President and Accreditation Liaison Officer (ALO).



Appendix A: Evidence and References

Report Preparation

Background and Development of Report

Prep-1	2013 Self Evaluation Report
Prep-2	External Team Evaluation Report, February 2014
Prep-3	ACCJC Action Letter, February 7, 2014
Prep-4	2014 Follow-up Report
Prep-5	2014 Follow-up Report ACCJC Action Letter, February 6, 2015
Prep-6	Accreditation Oversight Committee, Agenda, August 24, 2016
Prep-7	Associated Students' leadership
Prep-8	Academic Senate Governing Council, Agenda or Minutes
Prep-9	Institutional Planning Committee (IPC), Agenda, September 2, 2016
Prep-10	Midterm Report Campus Review Survey, Comments and Suggestions
Prep-11	Midterm Report, Webpage of Resources
Prep-12	College of San Mateo Supplemental Information, Submitted to ACCJC, 12-17-2013

College Recommendations

CREC-1	College of San Mateo Supplemental Information, Submitted to ACCJC, 12-17-2013
CREC-2	Institutional Effectiveness Audit, December 16, 2013
CREC-3	CSM Decision Matrix: Key College Initiatives, 2017-2013, December 16, 2013
CREC-4	2013 Self Evaluation Report
CREC-5	Institutional Budget and Planning Committee, Agenda, 1-24-2014
CREC-6	Institutional Budget and Planning Committee, Meeting Summary, 1-24-2014
CREC-7	College of San Mateo Strategic Goals 2013/2014-2015/2016
CREC-8	Students First: SMCCCD Strategic Plan, 2015-2020
CREC-9	College Council, Agenda, 2-5-2014
CREC-10	College Council, Agenda, 12-4-2013
CREC-11	College Council, Meeting Summary, 12-4-2013
CREC-12	Response to Evaluation Team Report: Errors of Fact, 2-13-2014
CREC-13	CSM Technology Plan, Final Report, September 2013
CREC-14	SMCCCD Equipment Replacement and Support, Board Report, 2-7-2009
CREC-15	Summary of College of San Mateo Technology and Planning and Allocation Processes, July 2016
CREC-16	SMCCCD ITS Technology Strategic Plan, 2012-2016
CREC-17	Administrative Services Program Review Guidelines, 2011-2012
CREC-18	Administrative Services Program Review Template, 2011-2012
CREC-19	Instructional Administrators Program Review Template, 2013-2014
CREC-20	Administrative Services Program Review Template, 2015
CREC-21	SMCCCD ITS Program Review, 2012
CREC-22	SMCCCD ITS Program Review, August Draft, 2016
CREC-23	ITS Faculty/Staff Satisfaction Survey with WebAccess Tools, 2015



CREC-24	Program Review, Themes and Trends, Synopsis, 2015
CREC-25	Program Review, Themes and Trends, Unabridged, 2015
CREC-26	SMCCCD DE Course Design Rubric Standard (adopted SMCCCD Academic Senate, 11-23-2015)
CREC-27	OEI Course Design Rubric
CREC-28	OEI SMCCCD Open Forum, 10-16-2015
CREC-29	OEI Campus Implementation Teams
CREC-30	@ONE Standards for Distance Education
CREC-31	Online Education and Professional Development Enhancement Timeline, DE Deans, SMCCCD, 7-9-2015
CREC-32	Online Education and Professional Development Enhancement Implementation Proposal, SMCCCD Vice Chancellor, Final 8-10-2015
CREC-33	SMCCCD Accessibility Specialist Proposed Job Description, Draft 4-2016
CREC-34	Canvas Online Implementation, Report to the SMCCCD Board of Trustees, NO.16-1-4C, 1-13-2016
CREC-35	CSM Implementation of Canvas Update, Email from President, 2-29-2016
CREC-36	All SMCCCD College Emails, Implementation of Canvas Update, College Presidents, 3-1-2016
CREC-37	SMCCCD ITS Canvas Implementation Timeline, 2016-2017, 1-7-2016
CREC-38	Canvas Implementation Timeline with DE Data (distributed at IPC, 4-8-2016)
CREC-39	Canvass Implementation of Cohorts
CREC-40	OEI: Tutoring Pilot and Evaluation Report, RP Group, Fall 2015
CREC-41	CollegBuys Online Tutoring Services Supporting OEI
CREC-42	NetTutor Student Equity Flyer
CREC-43	CSM DE Plan, Workplan of Activities, 5-24-2016
CREC-44	CSM DE Plan: 2013/14-2016/17, 5-5-2014
CREC-45	Online Learning Support Subcommittee, Agenda, 7-14-2016
CREC-46	Position Description, CSM Educational Technologist, 2015-2016 (Hire: April 2014)
CREC-47	Program Review, IPC Review, Themes and Trends, 2014
CREC-48	Campus Updates about Canvass, Summer and Fall 2016 Pilot, 5-23-2016
CREC-49	Email from Academic Senate President Regarding Canvass, 10-14-2015
CREC-50	Email to IAC Regarding Research Questions Posed at October DEETC meeting, 11-30-2015 (McConnell-Tuite)
CREC-51	Email to IAC Regarding Differential Data for 12-1-2015 Meeting, 11-30-2015 (Comerford)
CREC-52	Instructional Administrators, Agenda, 12-1-2015
CREC-53	Delivery-Mode Analysis by Instructional Administrator (based upon Program Review Data, 2015/2016)
CREC-54	Findings for Research Questions related to Withdraws, 11-30-2014 (McConnell-Tuite)
CREC-55	DE Courses, Student Success Sorted by Differential, Fall Semesters 2012-2014. 11-20-2015
CREC-56	DE Courses, Student Success Differential, Narrative Analysis, John Sewart, 11-20-2015
CREC-57	Bar Graph, Percent Differential, Mode Comparison for Program Review, John Sewart
CREC-58	Online Withdraw Survey, Summer 2015
CREC-59	Online Withdraw Survey, Spring 2015
CREC-60	Online Withdraw Survey, Spring 2016
CREC-61	Email Regarding Research Questions Posed at October meeting, 11-30-2015



CREC-62	Success Ranking, Online Course Work Mode Comparison, Fall 2013, Fall 2014, Fall 2015
CREC-63	College of San Mateo Organizational Chart, 2016-2017
CREC-64	College of San Mateo Organizational Chart, Instructional Programs, 2016-2017
CREC-65	Institutional Planning Committee, Meeting Summary, 4-8-2016
CREC-66	Institutional Planning Committee, Meeting Summary, XXX-2016 (to do)
CREC-67	Program Review, IPC Review, Themes and Trends, Unabridged 2015
CREC-68	Success Ranking, Online Course Work Mode Comparison, Fall 2012, Fall 2013, Fall 2014
CREC-69	Success Ranking, Online Course Work Mode Comparison, Fall 2011, Fall 2012, Fall 2013
CREC-70	Surveys of Online Students Who Withdraw, 2012-2015 (with findings' analyses)
CREC-71	Distance Learning Courses, Withdraw Ranking, Fall Semesters 2012-2014
CREC-72	Distance Learning Courses, Retention Ranking, Fall Semesters 2012-2014
CREC-73	Program Review, College Summary, Delivery Mode Course Comparison, Fall 2013, Fall 2014, Fall 2015
CREC-74	Guide to Evaluation Distance Education and Correspondence Education, ACCJC, June 2013
CREC-75	ACCJC Action Letter, February 7, 2014
CREC-76	2014 Follow-up Report
CREC-77	2014 Follow-up Report ACCJC Action Letter, February 6, 2015
CREC-78	College Assessment Committee Website
CREC-79	Committee on Instruction Course Submission Guidelines and CurricUNET
CREC-80	CSM Active Courses with SLO Assessment Status, Fall 2011-Spring 2016, 6-21-2016
CREC-81	CSM Active Courses with SLO Assessment Schedule, Sorted by Date, 6-21-2016
CREC-82	CSM Active Courses, F11-Sp16, Assessment Schedule, Sorted by Course, 6-21-2016
CREC-83	Banked and Unscheduled Courses: SLO Schedule, 6-20-2016
CREC-84	Instructional Programs (Degrees and Certificates), 2016-2017
CREC-85	Committee on Instruction
CREC-86	Student Services SLOs
CREC-87	Student Services SLOS Updates, 2016
CREC-88	Learning Support Centers SLOs
CREC-89	LSC SLOS Updates, 2016
CREC-90	Assessment of Instructional Program SLOs, Organized by Divisions
CREC-91	Instructional Programs Program Review
CREC-92	SLO Assessment Results SLO Site
CREC-93	Instructional Programs Survey Assessment Data 2012-2014
CREC-94	Program Review Forms
CREC-95	Board of Barbering and Cosmetology
CREC-96	Commission on Dental Accreditation
CREC-97	Board of Registered Nursing
CREC-98	Summary Report, Course to GE SLOs Alignment, 2014
CREC-99	Summary Report, Instructional Program SLOs to GE SLOs Alignment, 2014
CREC-100	Summary Report, Student Services Program SLO to GE SLOs Alignment, 2014
CREC-101	Summary Report, Learning Support Centers SLO to GE SLOs Alignment, 2014



CREC-102	Alignment with General Education (Institutional) SLOs Section, Recommendation 3 [SLOs]
CREC-103	Instructional Programs Listing (Degrees and Certificates) 2016-2017
CREC-104	Year-end Assessment Summary, Faculty Assessment Coordinator, Distributed Campuswide, 5-17-2016
CREC-105	New TracDat Launch, Faculty Assessment Coordinator, Distributed to Faculty Department Coordinators, 4-26-2016
CREC-106	SLO Flex Workshop, Future of Assessment at CSM, Fall 2015, 8-14-215
CREC-107	SLO Flex Workshop, Beyond Compliance, 1-21-2015
CREC-108	SLO Presentation, Fall 2015 (Word Doc)
CREC-109	Workshop Agenda, GE Assessments, 1-21-2016
CREC-110	GE Quantitative Reasoning Workshop, Agenda, 5-5-2016
CREC-111	SLO Flex Workshop, SLOs Without Tears, 8-26-2016
CREC-112	Content for SLO Online Toolkit
CREC-113	ITS Faculty/Staff Satisfaction Survey, 2016
CREC-114	Academic Senate, Agenda, 9-23-2014 (check this)
CREC-115	GE SLO Assessments (Campus Climate and Satisfaction Student Surveys)
CREC-116	Instructional Course SLOs Mapped to Program SLOs
CREC-117	Program Review Forms, Fall 2016 Cycle
CREC-118	General Education (SLOs Institutional SLOs)
CREC-119	GE SLO 1 Effective Communication, Workshops Summary Report of Findings, Fall 2015-Spring 201
CREC-120	GE SLO 2 Quantitative Reasoning, Workshops Summary Report of Findings, Spring 2016
CREC-121	CSM Campus Climate and Satisfaction Student Surveys
CREC-122	Program Review: Instruction, Student Services, and Learning Support Centers
CREC-123	Learning Support Centers Faculty Coordinators, Spring 2016
CREC-124	Learning Support Center Program Review Form, Fall 2016
CREC-125	Survey of Faculty Assessment Practices, 2016
CREC-126	Learning Support Center Coordination Committee Bylaws, Spring 2016
CREC-127	Districtwide Findings (Summary), Presented to the Board 6-11-2014
CREC-128	Health Care Employer Needs Assessment, Presented to the Board 10-23-2013
CREC-129	Biotechnology Employer Needs Assessment, Presented to the Board 10-23-2013
CREC-130	Financial Services Employer Needs Assessment, Presented to the Board 6-11-2014
CREC-131	Digital Arts, Graphics, and Media Employer Needs Assessment, Presented to the Board 6-11-2014
CREC-132	Computer Information Science Employer Needs Assessment, Hilary Goodkind, Presented to the Board 11-14-2014
CREC-133	SMCCCD Board of Trustees Agenda, 10-23-2013
CREC-134	SMCCCD Board of Trustees Report 13-10-3C, 10-23-2013
CREC-135	SMCCCD Board of Trustees Report 14-6-1C, 6-11-2014
CREC-136	SMCCCD Board of Trustees Agenda, 6-11-2014
CREC-137	SMCCCD Board of Trustees Report for CIS, 11-24-2014
CREC-138	Research on Prospective Small Business Enterprise Center at CSM, Hilary Goodkind, March 2015



CREC-139	Community College Incubators, Summary, 2015
CREC-140	Co-working Options, Summary, 2015
CREC-141	Maker Spaces, 3 Bay Area Counties, Summary, 2015
CREC-142	MIT Fab Lab Model, Summary, 2015
CREC-143	Small Business Models, 3-27-2015
CREC-144	Community College Incubators, 4-10-2015
CREC-145	Microenterprise Agenda Items, 4-15-2015
CREC-146	Microbusiness Center, 5-1-2015
CREC-147	Entrepreneurial and Microbusiness Models, 5-22-2015
CREC-148	Implementing Microbusiness Concepts, 6-30-2015
CREC-149	CTE SMCCCD Annual Student Survey Instrument, Fall 2014
CREC-150	CTE SMCCCD Annual Student survey, CSM Findings, Fall 2015
CREC-151	CTE SMCCCD Annual Student Survey, CSM Findings, Fall 2014
CREC-152	CTE SMCCCD Annual Student survey, CSM Findings, Fall 2013
CREC-153	CTE SMCCCD Annual Student Survey, CSM Findings, Fall 2010
CREC-154	CSM CTE Student Employment Outcomes Survey Instrument
CREC-155	CSM CTE Student Employment Outcomes Survey, Spring 2016
CREC-156	SMCCCD Summary Report, Campus Climate Surveys, Spring 2014
CREC-157	Survey of Community Residents, Godbe Research, Presented to the Board 10-23-2013
CREC-158	CSM CTE Perkins Indicators, Collegewide Targets, 2016
CREC-159	CSM CTE Perkins Indicators, Collegewide Targets, 2015
CREC-160	CSM CTE Perkins Indicators, Collegewide Targets, 2014
CREC-161	CSM CTE Perkins Indicators, Collegewide Targets, 2013
CREC-162	CSM CTE Perkins Indicators, Collegewide Targets, 2012
CREC-163	CSM CTE Perkins Indicators, Accounting Performance Detail, 2016
CREC-164	CSM CTE Perkins Indicators, Collegewide Performance Summary by TOP Code, 2016
CREC-165	CTE Program Review Form, Fall 2016 Cycle
CREC-166	CTE Program Employment and Labor Market Data
CREC-167	San Mateo County Map
CREC-168	San Mateo County Selected Characteristics
CREC-169	California Population Projections by County
CREC-170	Occupation Projections, San Mateo County
CREC-171	Labor Market Information Summary, San Mateo County
CREC-172	CSM Advisory Council Mission Statement
CREC-173	CSM CTE Advisory Councils
CREC-174	CSM Programs Receiving Occupational Data Sets for Program Review, Fall 2016
CREC-175	LSCHE Best Practices for Learning Support Centers in Higher Education
CREC-176	Inventory of Best Practices for Learning Support Centers in Higher Education



CREC-177	Learning Support Centers, Inventory of Best Practices, College of San Mateo, Summary of Findings, Spring 2014
CREC-178	Learning Support Centers Coordination Committee, Agenda, 9-2-2014
CREC-179	Learning Support Centers Coordination Committee, Agenda, 10-7-2014
CREC-180	Learning Support Centers Coordination Committee, Meeting Summary, 9-2-2014
CREC-181	College of San Mateo Planning Manual, 2015-2016

Plans for Improvement

PLAN-1	College of San Mateo General Education Handbook, 9-26-2013
PLAN-2	OEI: Tutoring Pilot and Evaluation Report, RP Group, Fall 2015
PLAN-3	CollegBuys Online Tutoring Services Supporting OEI
PLAN-4	NetTutor Student Equity Flyer
PLAN-5	OIE Statewide Initiative
PLAN-6	College of San Mateo's Distance Education Plan 2013/2014-2016/2017
PLAN-7	College of San Mateo's Distance Education Plan, Activity Workplan, 2013/2014-2016/2017
PLAN-8	OEI Course Design Rubric
PLAN-9	OEI SMCCCD Open Forum, 10-16-2015
PLAN-10	SMCCCD DE Course Design Rubric Standard (adopted SMCCCD Academic Senate, 11-23-2015)
PLAN-11	Canvas Online Implementation, Report to the SMCCCD Board of Trustees, NO.16-1-4C, 1-13-2016
PLAN-12	Online Education and Professional Development Enhancement Timeline, DE Deans, SMCCCD, 7-9-2015
PLAN-13	Online Learning Support Subcommittee, Agenda, 7-14-2016
PLAN-14	Learning Support Center Coordination Committee, Meeting Summary, 5-3-2016
PLAN-15	Learning Support Center Coordination Committee, Meeting Summary, 4-5-2016
PLAN-16	Compendium of Committees, Spring 2016 (See section, "Archive," pp, 20-25)
PLAN-17	College of San Mateo Planning Manual, 2015-2016
PLAN-18	College of San Mateo 2013 Self Evaluation
PLAN-19	College of San Mateo Organizational Chart, 2016-2017
PLAN-20	Instructional Programs, 2016-2017
PLAN-21	Student Services, 2016-2017
PLAN-22	Six Circle Model, Summary, Distributed to IPC 10-27-2015, 11-30-2015, 12-4-2015
PLAN-23	Employee Campus Climate and Satisfaction Surveys, 2012
PLAN-24	Internal Listserv Communications, Subscription Center
PLAN-25	Announcement, Internal NEW Internal Communication Listserv Subscription Center, 1-11-2011
PLAN-26	Internal Listserv Communications, Subscription Center (duplicate)
PLAN-27	Institutional Planning Committee, Agenda, 4-22-2016
PLAN-28	Institutional Planning Committee, Meeting Summary, 9-18-2015
PLAN-29	Institutional Planning Committee, Meeting Summary, 10-2-2015
PLAN-30	Institutional Planning Committee, Meeting Summary, 10-16-2015
PLAN-31	Institutional Planning Committee, Meeting Summary, 12-4-2015



PLAN-32	Institutional Planning Committee, Meeting Summary, 2-5-2016
PLAN-33	Institutional Planning Committee, Meeting Summary, 3-11-2016
PLAN-34	Institutional Planning Committee, Meeting Summary, 4-8-2016
PLAN-35	Institutional Planning Committee, Meeting Summary, 8-28-2015
PLAN-36	Institutional Planning Committee, Meeting Agenda, 9-2-2016 (to do)

Eligibility Requirements

Elig-1	College of San Mateo Catalog, 2016-2016, page 72
Elig-2	College of San Mateo Catalog, 2016-2016, page 68
Elig-3	SMCCCD, Approved Audit Reports, 2007-2008 to 2014-2015
Elig-4	SMCCCD Board Report, No. 15-3-3B, Revised CSM Mission, 3-25-2015
Elig-5	California Education Code, California Community Colleges, §§ 70900- 70902
Elig-6	SMCCCD Board of Trustees, Board Policy No. 1.35, Board Conduct
Elig-7	SMCCCD Board of Trustees, Board Policy No. 2.10, Section Procedures
Elig-8	Title 5, § 55002.5, Barclays Official California Code of Regulations, Westlaw Next
Elig-9	College of San Mateo Catalog, 2016-2016, pages 67-71
Elig-10	§ 55061. Philosophy and Criteria for Associate Degree and General Education, Barclays Official California Code of Regulations, Westlaw Next
Elig-11	College of San Mateo Catalog, 2016-2016, pages 4-5
Elig-12	SMCCCD Board Policy, No. 6.35, Academic Freedom
Elig-13	SMCCCD Board Policy, No. 6.35.1, Academic Freedom
Elig-14	Audit of College of San Mateo Catalog, 2016-2017, Information Requirements of ACCJC Eligibility Requirement #20
Elig-15	College of San Organizational Chart, 2016-2017
Elig-16	College of San Organizational Chart, Instructional, 2016-2017
Elig-17	College of San Organizational Chart, Student Services, 2016-2017
Elig-18	College of San Mateo Catalog, 2016-2016, pages 221-227
Elig-19	Faculty Handbook, 2015-2016
Elig-20	SMCCCD-AFT, Faculty Contract, 2013-2016
Elig-21	SMCCCD Financial Services, Mission and Goals
Elig-22	College of San Mateo Catalog, 2016-2016, pages 3-5
Elig-23	SMCCCD Board Policy, No.1.01, District Mission
Elig-24	Institutional Planning Committee (IPC), Meeting Summary, 9-18-2015
Elig-25	Integrated Planning Committee (IPC) Mission, 2015-2016
Elig-26	College of San Mateo Mission and Diversity Statements
Elig-27	CSM Strategic Goals 2008-2016
Elig-28	Program Review Resources



Appendix B: Acronyms and Titles

To do...