

Student Services Council (SSC) Meeting

Tuesday, February 4, 2019

2:30 p.m. – 4:15 p.m.

Room 10-468

Minutes

Attendees:

Kim Lopez	x	Alicia Frangos	x	Jackie Santizo	x
Sylvia Aguirre-Alberto	x	Estela Garcia		Aaron Schaefer	
Maggie Barrientos	x	Fauzi Hamadeh		Christine Su	x
Emily Barrick	x	Luis Padilla	x	Niruba Srinivasan	
Lizette Bricker	x	Claudia Menjivar	x	Dennis Tordesillas	x
Karen Chadwick	x	Mike Mitchell		Makiko Ueda	x
Gloria D’Ambra		Carol Newkirk-Sakaguchi	x	Carol Ullrich	x
Rob Dean		Charles Phan		Chris Woo	
Krystal Duncan	x	Patrice Reed-Fort	x	Tiffany Zammit	x
Jennifer De La Cruz	x	Michele Rudovsky		Stephen Langi	x
Allie Fasth	x	Nicole Salviejo			

Guests: Madeline Willett, Madeleine Murphy, Daniel Rhyne

The meeting began at 2:35 p.m.

Zero Waste Program

Documents: Student Services and Sustainability

Madeline Willett of the SMCCCD Sustainability Team discussed the District’s Sustainability Initiative, which focuses on engaging, empowering and enriching students about sustainability, in order to provide high-quality, accessible education and operational excellence.

There are nine goals of the SMCCCD Sustainability Initiative:

- Zero Waste
- Zero Net Energy
- Campus and Community Engagement
- Water Systems
- Transportation Demand Management
- Sustainable Procurement
- The Built Environment
- Climate Action
- Curriculum Integration

Information about the proper sorting of waste were also provided.

Introduction of new Adjunct Faculty in Personal Counseling & Wellness Services and Veterans Services (Agenda Added)

New part-time faculty member Daniel Rhyne was introduced by Makiko Ueda. Daniel is 10-year veteran of the Marine Corps. His goal is to work with veterans to bridge the stigma about mental health.

Institutional Self-Evaluation Report (ISER) - Review Standard IIC

Documents: Evidence List for II.C.1, II.C Student Support Services, IIC Student Support Services Summary

Madeleine Murphy provided an overview of the ISER as a report required by the Accrediting Commission for Community and Junior Colleges (ACCCJC) and is comprised with standards in four basic areas:

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

Standard II: Student Learning Programs and Support Services

Standard III: Resources

Standard IV: Leadership and Governance

The ISER is open for commenting by faculty and staff from February 20 to March 15. The comments will be used to improve the report. For more information and to access the ISER Feedback Comments Form visit:

<http://collegeofsanmateo.edu/2019accreditation/selfstudy.asp>

The report is due to the Board on April 25.

The final report is due to ACCJC on July 15.

The ACCJC site visit will be on September 30.

Student Scenarios for CARES Program

Agenda item omitted from the meeting.

Program Review Resource Requests (Agenda Added)

Kim discussed the email sent by President Claire on December 2019 entitled, *Program Review/ Resource Request Decisions*. Kim wanted to ensure that every Student Services program, who made a resource request, have received information on the status of their request.

Kim will be reporting to IPC the new Student Services 2020 Program Review template. The template has been improved based on the feedback from Student Services program review (PR) writers to eliminate the redundancy and confusing details of the old template. A new online reporting format will also need to be explored. The Novi-Survey format that was recently used was not user-friendly.

Promise Scholars Program Update (Agenda Added)

Tiffany Zammit reported that the Promise Scholars Program will be supporting and fully-funding 750 CSM students in the course of the next three years with textbook support, a \$50 monthly incentive, and tuition and fee coverages. Applications for the next academic year's cohort will be accepted beginning March 1.

Kim added that there a total of 2000 students, districtwide, that will be supported and fully-funded. SMCCCD's goals are:

- 95% Fall to spring student retention
- 90% Fall to fall student retention
- 75% Summer student participation
- 55% Cohort graduation rate in 3 years
- 35% Cohort graduation rate in 2 years

Next meeting: March 5, 2019



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Student Services and Sustainability

Madeline Willett

Utility and Sustainability Specialist

willettm@smccd.edu



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

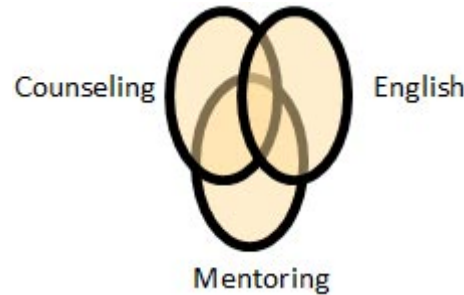
Facilities Planning Maintenance and Operations



Campus and Community Engagement



Puente Project





Campus as a Living Lab (CaaLL)

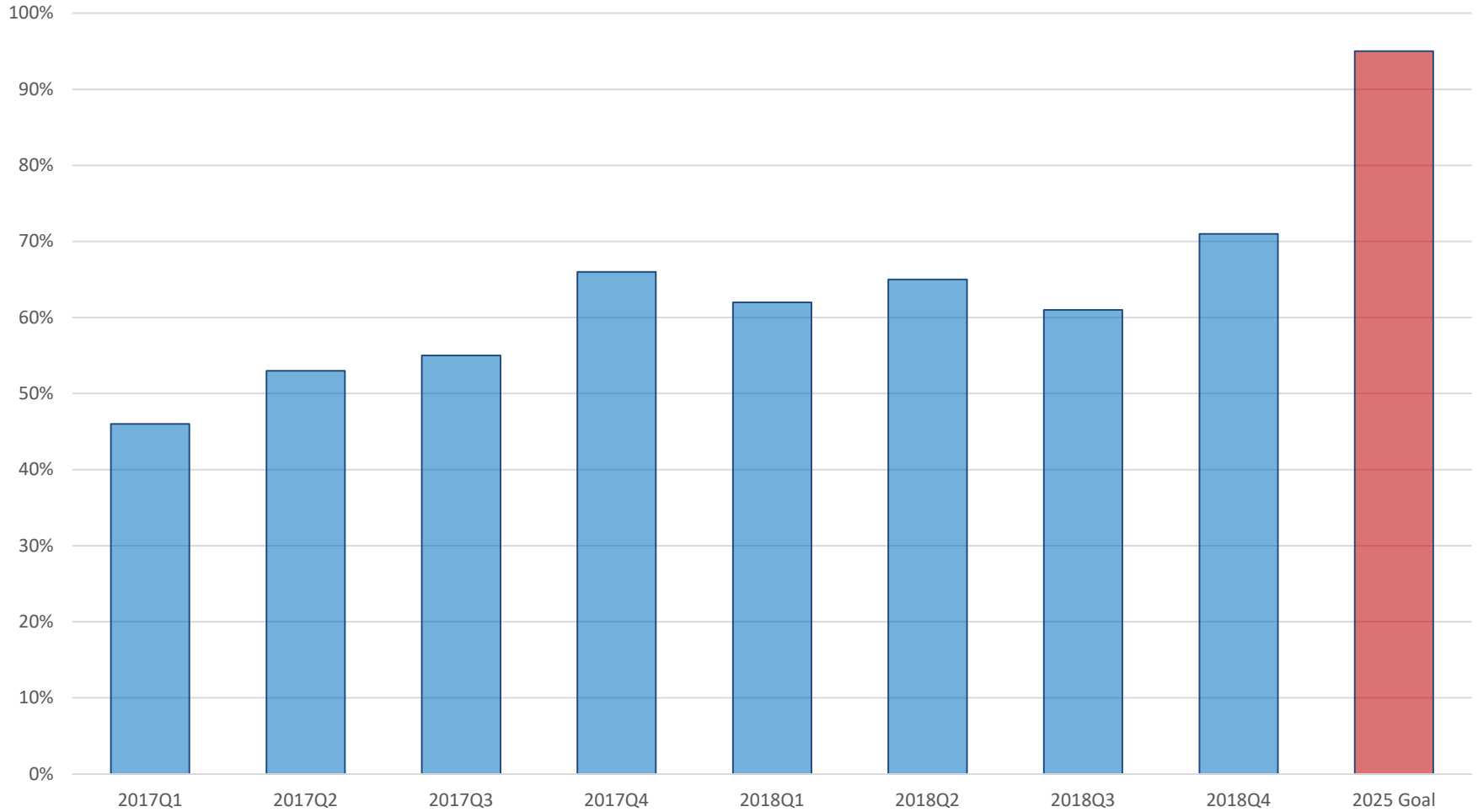




Zero Waste by 2025



DW Total Diversion



Food Leftovers and Trimmings



Food-Soiled Paper



~~Biodegradable and Compostable Cups and Utensils~~



Paper



NO LIQUIDS

Plastic



No Black Plastic

Now Includes Compostable Plastic



Metal

Glass



Food Wrappers



Adding plant based starch products and black plastic

Single Use Plastic



Styrofoam





SMCCCD Electric Vehicle Charging Program

1. First 4 hours free for SMCCCD faculty, staff, and students
2. Sign up information on smccd.edu/sustainability website





Green Office Program



Tree: Level 1
42-50 points



Grove: Level 2
50-75 points



Forest: Level 3
75+ points



THANK YOU!

willett@smccd.edu



@smcccdsustainability



Sustainability at San Mateo
County Community College



[Smccd.edu/sustainability](http://smccd.edu/sustainability)





IIC STUDENT SUPPORT SERVICES - SUMMARY

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

- Evaluation of student services through Program review, annual student surveys, Advisory committees, Personnel evaluations, Student focus groups, Categorical programs & initiatives
- Online services
- Enhancing mission / IPC review of Program Review

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

- Program Review assessing outcomes (SLOs, SAOs); using data to improve services (examples)

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

- Online services (CCCAApply, intelliresponse, Degreeworks, transcript services etc.)
- Assessment of needs on and off campus (climate and satisfaction survey)

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

- Description of athletic programs, Center for Student Life & Development, ASCSM – align with mission
- Policies and standards of integrity: Handbooks, ASCSM bylaws, CCCAA membership etc.
- Fiscal responsibility: Describes oversight of Business Office, Board APs

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the

advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

- Description of SSSP, counseling, Equity, SEAP plans
- Counseling services (orientations, services, records, tracking student needs etc.)
- Description of training and evaluation of counselors
- Guided Pathways / Y1P program / ASAP – student support

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

- Describes “open admissions” policy aligned with Title 5
- Procedure when students apply (WebSMART, DegreeWorks, identify educational goal, etc.)
- Special admission procedures (concurrent enrolment)
- Different enrolment paths (SSSP)
- Description of transfer credit and evaluation services

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

- Course placement instruments (include AB705 changes)
- Apprenticeship exemptions (Cosmetology, Dental etc.)
- Periodic review of the efficacy of these processes

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

- Description of security processes to keep student records confidential (WebSmart passwords, rules for access to records, ITS backup procedures, disaster recovery etc.)
- Rules governing the release of student records (FERPA, etc.)

Evidence List for II.C.1

- II.C.1-1 Comprehensive Student Services Program Reviews <http://collegeofsanmateo.edu/programreview/programreviews2018.asp>
- II.C.1-2 Comprehensive Student Services Program Reviews (2018) SLO's/SAO's <http://collegeofsanmateo.edu/programreview/programreviews2018.asp>
- II.C.1.3 Student Services Resource Requests (2017 & 2018) <http://collegeofsanmateo.edu/programreview/programreviews2018.asp>
Resource requests 2017: Financial Aid, Counseling, High School Transition/Promise director, Admissions & Records, International Students
- II.C.1.4 Annual Review of Current College Initiatives – Puente (Fall 2017)
Data summary: http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_IPC_PUENTE_data_10-5-17.pdf
Powerpoint presentation: http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-12-01_Puente_IPC_Powerpoint.pdf
- II.C.1.5 Student Campus Climate & Satisfaction Survey (2017) http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_StudentCampusClimateSatisfactionSurvey.pdf
- II.C.1.6 Institutional Planning Council Minutes – January, 2018 http://collegeofsanmateo.edu/ipc/docs/2017-2018/2018-01-19_IPCMeetingSummary.pdf
- II.C.1.7 IPC minutes for Feb 2019 where PR trends and analysis are reviewed
- II.C.1.8 International Education Program Advisory Committee Agenda (Fall, 2018) http://collegeofsanmateo.edu/institutionalcommittees/iec/2018-09-11_IECMeetingAgenda.pdf
- II.C.1.9 Minutes EOPS Spring 2019
- II.C.1.10 EOPS/SSSP/CARE Advisory Committee Minutes (Fall 2018)
- II.C.1.11 College of San Mateo Students Share Their Perspectives, August 2017 (Career Ladders Project) http://collegeofsanmateo.edu/guidedpathways/docs/2017-08_CSM_Students_Focus_Group_Report.pdf
- II.C.1.12 Evaluation & Recommendation of Student Supporting Software Systems -2018
- II.C.1.13 Extended Opportunity Programs and Services (EOPS) Program Plan - 2018
- II.C.1.14 Cooperative Agencies Resources for Education (CARE) Program Plan - 2018
- II.C.1.15 CalWORKs Program Plan -2018
- II.C.1.16 Basic Skills Initiative (BSI), Student Equity (SE), and the Student Success and Support Programs (SSSP) Integrated Plan – 2017-2019
- II.C.1.17 Guided Pathways Five Year Plan http://collegeofsanmateo.edu/guidedpathways/docs/11-2018_GP_Five_Year_Plan.pdf
- II.C.1.18 <http://collegeofsanmateo.edu/forms/>
- II.C.1-19 Comprehensive Student Services Program Reviews (2018) Description of Programs
- II.C.1-20 Program Review Assessment Rubric – Student Services (Fall 2018)

II.C.1-21 2018 Counseling Services Program Review <https://surveys.smccd.edu/ShowResponse.aspx?doid=bd5b6a86b7d742c0aaf5ca4f133b902e&s=f4edd903d90c48b49b25d1c52cf671f5>

Evidence List for II.C.2

- II.C.2-1 Comprehensive Student Services Program Reviews (2018) SLO's) <http://collegeofsanmateo.edu/programreview/programreviews2018.asp>
- II.C.2-2 Student Services Program Review – Child Development Center (2016-17) https://www2.collegeofsanmateo.edu/programreviewapp/public/view_pr/358
- II.C.2-3 Departed Student Survey Spring 2018; Departed Student Survey Fall 2017
- II.C.2-4 Student Services Program Review – International Education Program (2018-19) <https://surveys.smccd.edu/ShowResponse.aspx?doid=acb3e11f8a94305b4cbde402ee1624f&s=f4edd903d90c48b49b25d1c52cf671f5>
- II.C.2-5 Student Learning Outcomes: An Overview - Academic and Student Support Services – November, 2017
- II.C.2-6 Student Services Council meeting minutes: February 2018 http://collegeofsanmateo.edu/vpss/docs/Student_Services_Council_Minutes_for_February_2018.pdf
March 2018 http://collegeofsanmateo.edu/vpss/Student_Services_Council_Minutes_March_13_2018.pdf
- II.C.2-7 Institutional Learning Outcomes http://collegeofsanmateo.edu/sloac/slos_ge.asp
- II.C.2-8 ASGC minutes 3/28/2017 https://collegeofsanmateo.edu/academicsenate/docs/2016-2017/2017.03.28_AS_minutes.pdf

Evidence List for II.C.3

- II.C.3.1 Comprehensive Student Services Program Reviews – Student Learning & Program Data -C (link to 2018 PR's) <http://collegeofsanmateo.edu/programreview/programreviews2018.asp>
- II.C.3.2 www.collegeofsanmateo.edu/forms/
- II.C.3.3 www.smccd.edu/degateway.index.php
- II.C.3.4 www.collegeofsanmateo.edu/admissions/apply.asp
- II.C.3.5 <http://smccd.intelliresponse.com/collegeofsanmateo/>
- II.C.3.6 <https://websmart.smccd.edu/>
- II.C.3.7 Explanation of DegreeWorks on the “WebSmart” page <http://collegeofsanmateo.edu/registration/websmart.asp>
- II.C.3.8 <http://smccd.edu/transcript/>

- II.C.3.9 <http://collegeofsanmateo.edu/forms/docs/counseling/AlternateAssessmentForm2017-2018.pdt>
- II.C.3.10 <http://collegeofsanmateo.edu/counseling/eadvising.asp> Online orientation (PowerPoint)
- II.C.3.11 <http://collegeofsanmateo.edu/career/>
- II.C.3.12 Job posting of Dual Enrollment and High School Relations position
- II.C.3.13 Student Campus Climate and Satisfaction Survey, 2017 http://collegeofsanmateo.edu/institutionalresearch/docs/studentcampusclimatesurveys/2016fa/Student_CCSS-GESLOs_2016.pdf
- II.C.3.14 CSM On-Line Student Survey – Fall 2017
- II.C.3.15 CSM SSSP Service Volume Fall 2017-Spring 2018
- II.C.3.16 Admissions & Records <http://collegeofsanmateo.edu/admissions/>
 Assessment Center <http://collegeofsanmateo.edu/assessment/>
 Career Center <http://collegeofsanmateo.edu/career/>
 Child Development Center <http://collegeofsanmateo.edu/childcenter/>
 Counseling Services <http://collegeofsanmateo.edu/counseling/>
 Disability Resource Center <http://collegeofsanmateo.edu/dsps/>
 EOPS / CARE <http://collegeofsanmateo.edu/eops/>
 Financial Aid & Scholarships <http://collegeofsanmateo.edu/finaid/>
 Health Services Center <http://collegeofsanmateo.edu/healthcenter/>
 International Students Center <http://collegeofsanmateo.edu/international/>
 Multicultural Center <http://collegeofsanmateo.edu/multicultural/>
 Personal Counseling and
 Wellness <http://collegeofsanmateo.edu/personalcounseling/>
 Student Life & Leadership
 Development <http://collegeofsanmateo.edu/studentlife/>
 Transfer Services <http://collegeofsanmateo.edu/transfer/>
 Veterans Services <http://collegeofsanmateo.edu/veterans/>
- II.C.3.17 SMCCD Technology Task Force <https://smccd.edu/techtaskforce/>

Evidence List for II.C.4

- II.C.4.1 <http://collegeofsanmateo.edu/clubs/activegroups.asp>
- II.C.4.2 <http://collegeofsanmateo.edu/studentlife/mission.asp>
- II.C.4.3 [http://collegeofsanmateo.edu/studentlife/officesrvcs.](http://collegeofsanmateo.edu/studentlife/officesrvcs)
- II.C.4.4 <http://collegeofsanmateo.edu/asdsm/>
- II.C.4.5 Student Life & Leadership Program Review – 2016
(pg.4) https://www2.collegeofsanmateo.edu/programreviewapp/public/view_pr/415
- II.C.4.6 Student Campus Climate and Satisfaction Survey, 2017 http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_StudentCampusClimateSatisfactionSurvey.pdf
- II.C.4.7 <https://www2.ed.gov/about/offices/list/ocr/docs/title9-qa-20100420.html>

- II.C.4.8 Title IX compliance R-4 report
- II.C.4.9 <http://collegeofsanmateo.edu/athletics/sports.php>
- II.C.4.10 <http://collegeofsanmateo.edu/athletics/studentsuccess.php>
- II.C.4.11 Student Code of Conduct <http://collegeofsanmateo.edu/collegepolicies/studentconduct.asp>
- II.C.4.12 Club Handbook http://collegeofsanmateo.edu/clubs/docs/handbook/CSMClubHandbook_rev2018-09.pdf
- II.C.4.13 ASCSM Bylaws <http://collegeofsanmateo.edu/ascsmdocs/govdocs/ASCSM%20Bylaws%20rev%20Spring%202014%20FINAL.pdf>
- II.C.4.14 ASCSM Constitution http://collegeofsanmateo.edu/ascsmdocs/govdocs/ASCSM_Constitution_Spring_2012.pdf
- II.C.4.15 CSM Club Handbook – Roles and Responsibilities of Club Leaders, pg.9 http://collegeofsanmateo.edu/clubs/docs/handbook/CSMClubHandbook_rev2018-09.pdf
- II.C.4.16 <http://www.ccaasports.org/services/gender>
- II.C.4.17 <http://www.coastconferenceathletics.com/landing/index>
- II.C.4.18 Student-Athlete Participation Agreement
- II.C.4.19 SMCCCD BP 7.61;
- II.C.4.20 ASCSM Bylaws Article IX, Student Clubs and Organizations, pp 20-21 and p 23;
- II.C.4.21 CSM Club Handbook, pp. 11–13
- II.C.4.22 SMCCCD AP 7.61.1

Evidence List for II.C.5

- II.C.5-1 Student Success and Support Program Integrated Plan
- II.C.5.2 Board Study Session 9/12/18, minutes <http://downloads.smccd.edu/file?s=/sites/downloads/BoT&du=/sites/downloads/BoT/Packets/2018-09-12Packet.pdf>
- II.C.5-3 Orientation online link <http://collegeofsanmateo.edu/orientation/>
- II.C.5-4 Orientation In-Person PowerPoint presentation
- II.C.5-5 English & Math Alternate Assessment Form <http://collegeofsanmateo.edu/forms/docs/counseling/AlternateAssessmentForm2017-2018.pdf>
- II.C.5-6 eAdvising link <http://collegeofsanmateo.edu/counseling/eadvising.asp>
- II.C.5-7 Counseling Services Program SLO/SAO data – 2018 <https://surveys.smccd.edu/ShowResponse.aspx?doid=bd5b6a86b7d742c0aaf5ca4f133b902e&s=f4edd903d90c48b49b25d1c52cf671f5>
- II.C.5-8 Counselor Training: General Transfer (COUN 120)
Counselor Training – Day 1
Counselor Training – Day 2
Counselor Training Fall 2018

- Jan 2019 Flex Day Counselor Workshop
 SEP Scenario
 SEP Steps
- II.C.5- 9AFT contract (including flex requirements) <http://aft1493.org/wp-content/uploads/2018/01/AFT-SMCCCD-Contract-2016-19-Final.pdf>
- II.C.5-10 Counseling agendas / minutes
- II.C.5-11 Counseling faculty meeting minutes
- II.C.5-12 FLEX day schedule,
 October 2018 <http://collegeofsanmateo.edu/professionaldevelopment/docs/flexday/oct2018/FinalGridAgenda.pdf>
- II.C.5-13 Tenure-track, Tenured, Adjunct faculty evaluation materials – Appendix G <http://aft1493.org/wp-content/uploads/2018/01/AFT-SMCCCD-Contract-2016-19-Final.pdf>
- II.C.5.14 <http://collegeofsanmateo.edu/guidedpathways/>
- II.C.5-15 Year One Promise <http://collegeofsanmateo.edu/promise/>
- II.C.5-16 Year One Promise program milestones (Fall 18, Spring 19)
- II.C.5-17 Counseling services website link <http://collegeofsanmateo.edu/counseling/>
- II.C.5-18 OnTRAC <http://collegeofsanmateo.edu/counseling/ontrac.asp>
- II.C.5-19 SARS notes
- II.C.5-20 Student Education Plan
- II.C.5-21 Degree completion email
- II.C.5-22 Student Campus Climate & Satisfaction Survey (June 2017) http://collegeofsanmateo.edu/ipc/docs/2017-2018/2017-11-17_StudentCampusClimateSatisfactionSurvey.pdf

Evidence List for II.C.6

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

Evidence List for II.C.7

- II.C.7 – 1 [Board Policy 2.19 Nondiscrimination](#)
- II.C.7 – 2 [Catalog Non Discrimination Policy](#)

- II.C.7 – 3 Class Schedule Non Discrimination Policy
- II.C.7 – 4 Assessment Webpage
- II.C.7 – 5 Guide to using Multiple Measures
- II.C.7-6 New math and English curriculum developed for AB 705 implementation, described in Program Review Fall 2018:
English Program
Review <https://surveys.smccd.edu/ShowResponse.aspx?doid=45ba972416264f1798060216bec1a8c7&s=7dfd5d861cab40c698ca342141e96fec>
Math Program
Review <https://surveys.smccd.edu/ShowResponse.aspx?doid=c4c8f444edc64c62aa158d7d2f0250db&s=7dfd5d861cab40c698ca342141e96fec>
- II.C.7-7 Catalog, “Alternate Assessment” <http://catalog.collegeofsanmateo.edu/current/alternate-assessment/>; Assessment Services <http://collegeofsanmateo.edu/assessment/>

Evidence List for II.C.8

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

II.C STUDENT SUPPORT SERVICES

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

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

EVIDENCE OF MEETING THE STANDARD

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

- **Comprehensive Program Review:** Program evaluation is accomplished through the comprehensive Program Review process, conducted every other year, with a resource request process conducted annually [II.C.1-1]. At the core of Program Review is the assessment and analysis of student/program outcomes (student learning and service area outcomes) [11.C.1-2]. The questions/prompts in the Program Review document invite faculty and staff to reflect on internal and external factors that may impact program effectiveness. The program reviews and resource requests are used for program improvement, budget allocation and identification of program needs [11.C.1-3].

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

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

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

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

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

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

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

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

ANALYSIS AND EVALUATION

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

The College meets the Standard.

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

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

EVIDENCE OF MEETING THE STANDARD

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

Psychological Services, Transfer Services, Veterans Services, Student Life and Leadership and Disabled Students Programs and Services (DSPS) [II.C.2-1].

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

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

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

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

and to provide a vantage point for institutional assessment of student services outcomes [II.C.2-7, 8].

ANALYSIS AND EVALUATION

The College meets the Standard.

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

EVIDENCE OF MEETING THE STANDARD

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

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

The following student services are available online to all students:

- CCCApply is the online admission process that has become the state-wide standard for submitting an admission application. The submission of the online admission application is nearly 100 percent [II.C.3-4].
- IntelliResponse: Ask the Bulldog is a knowledge-based system that was incorporated as part of the College's efforts to respond to potential applicants and current students' questions. In 2016, Ask the Bulldog received more than 52,000 questions with over 80% of responses providing satisfactory information [II.C.3-5]. In 2017, the college recognized that the ongoing maintenance of a large knowledgebase was a challenge and that it was more efficient to ensure existing web content was easily searchable so that a separate knowledgebase of questions did not need to be maintained. The college migrated the

existing knowledgebase to: <https://ask.collegeofsanmateo.edu> and used the money saved towards a comprehensive search solution, Funnelback, which will be launched Spring 2018.

- WebSMART, an administration software system available 24/7, allows students to retrieve records and additional information and to register for classes. The system also facilitates easy access to student accounts, academic records, placement test results, registration activities, enrollment and degree verification, transcript requests, and the means to apply for financial aid, pay enrollment fees, order books, and update personal contact information and information related to educational goals and a college major [II.C.3-6].
- DegreeWorks, a component of WebSMART, enables students to run audits of progress toward a certificate, associate degree, and/or California State University General Education and IGETC certification. Through DegreeWorks students explore associate degree majors, certificates, and CSUGE and IGETC through a “what if” option. Degree Works also includes a Student Educational Plan. Counselors work with students to identify informed educational goals and develop a student educational plan (SEP), that includes courses needed to meet these goals, as well as notes to explain the plan and plan options. This creates a comprehensive advising tool for students. The resulting SEP provides a resource for students for educational planning and course selection [II.C.3-7].
- The SMCCCD Transcript Evaluation Service (TES) provides for the evaluation of coursework taken by students outside SMCCCD. Students are encouraged to submit for evaluation transcripts of any coursework completed at other accredited colleges and universities. TES evaluates each course and enters results into the student database (BANNER articulation screens) so that this information is available in DegreeWorks. Students who plan to earn an associate degree, certificate, and/or CSU GE or IGETC certification have a degree audit tool that lists their full academic history (within SMCCCD and outside of SMCCCD) in WebSMART under DegreeWorks [II.C.3-8].
- Assessment Services are available to students, both in person and online. The College has adopted multiple measures assessment, which enables students to be placed in college courses based on their high school grades in English and mathematics courses, and their overall high school grade point average. Students are able to complete the English and Math Alternate Assessment Form online and submit (via email, fax or mail) results for the Advanced Placement Exam (AP), International Baccalaureate Exam (IB), CSU English Placement Test, SAT or ACT, as well as college and high school transcripts [II.C.3-9]. The Assessment staff are then able to clear students for enrollment in appropriate English and mathematics coursework.
- Online Orientation and eAdvising and eCounseling are also available to students. Students complete a self-paced online orientation and submit a Getting Started Worksheet to complete the orientation and course selection process. The completed worksheet is reviewed by a counselor or faculty advisor through the eCounselor service to determine whether additional assistance through phone, email, or web conference is

needed prior to registration [II.C.3-10]. Upon completing the online orientation, students have developed a preliminary schedule for their first semester and may register or schedule an additional one-on-one counseling session.

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

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

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

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

ANALYSIS AND EVALUATION

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

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

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

EVIDENCE OF MEETING THE STANDARD

Co-Curricular and athletics programs support mission and contribute to educational experience: Through student-led organizations and intercollegiate athletic teams, the College provides the structure and support, but allows students to take the lead and drive the co-curricular learning process.

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

The student governing body at College of San Mateo is the Associated Students of College of San Mateo (ASCSM) and includes the Student Senate and Inter-Club Council (II.C.4-4). Through the Student Senate and club activities, students learn how to develop, coordinate, implement, and evaluate programs, activities, and services that support personal growth, cultural and diversity awareness, college life, and student success at the College. Students involved in the senate develop leadership skills, learn to work cooperatively, learn how to function in a governance and college system, and assume responsibility (II.C.4-5). Through the Student

Senate, students also participate in an annual leadership conference. Student clubs, through the Inter-Club Council, provide a broad range of activities, services, and events at the College to entertain, educate, and serve students, and to promote a strong student life experience. When queried about their CSM experience, 93.5 percent of students who responded to the *Student Campus Climate and Satisfaction Survey, 2017*, agreed that “CSM provides an environment that encourages personal growth” [II.C.4-6].

College of San Mateo athletics and intercollegiate sports facilitate personal development and responsibility through participation in sports. The College adheres to Title IX standards [II.C.4-7] and ensures that programming can enhance the College experience for all students. As part of the college’s efforts to comply with Title IX and to serve the needs and interests of students, the college assesses the athletic program offerings each year. As students apply for admission to the college through CCCApply, they have the opportunity to opt into an athletics interest survey. This data is compiled and used to determine whether the college adequately complies with Prong 3 of the 3 Prong Title IX Compliance Test. This information is also used to complete the mandated CCCAA R-4 Gender Equity Report. Should there be sufficient student interest in a program not currently offered, the college utilizes its Participatory Governance Process to determine if inclusion of the program is warranted [II.C.4-8].

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

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

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

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

ANALYSIS AND EVALUATION

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

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

EVIDENCE OF MEETING THE STANDARD

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

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

goals. The District Strategic Plan assessment indicates that 91% of all new students to CSM complete a student educational plan [II.C.5-2].

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

The Counseling Division is comprised of various programs and services that support students' academic, emotional and social development. Assessment Services, Career Services, Transfer Services, Extended Opportunity Programs and Services (EOPS)/Cooperating Agencies Resources for Education (CARE), Disability Resources Center (DRC) and the Multicultural Center are all components of Counseling Services. Each program and/or service supports the Counseling Divisions' focus on access, student success, retention and persistence and Counseling faculty and staff collaborate to provide support to students. Counseling Services assesses program effectiveness each year through the program review process, using Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

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

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

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

Critical to maintaining high quality counseling services is regular evaluation of counseling faculty and staff. Tenure-track faculty are evaluated every year for four years. Adjunct faculty are evaluated their first semester and every fourth semester. The tenure committee consists of

three colleagues and the Dean. Tenured faculty are evaluated every three years, alternating between standard and comprehensive peer reviews. Counseling faculty participate in District and campus committees and represent student services issues and concerns [II.C.5-13]. Counseling Division staff are an essential component to helping students navigate matriculation as well as achieving academic success. Staff are evaluated every year and meet with the Dean to discuss personal and professional goals for the year. Staff participate in campus-wide institutional committees and are often able to contribute to discussions about reducing student barriers from their front line perspective.

Students understand requirements of program study: As a component of the Guided Pathways (II.C.5.14) implementation at the College of San Mateo, the College has implemented the Year One Promise Program [II.C.5-15]. The Year One Promise Program is a replication of CUNY's Accelerated Study in Associate Programs (ASAP). Established in 2007 and now nationally recognized, ASAP is committed to graduating students within 3 years through a comprehensive redesign of the student experience. The College of San Mateo adopted the ASAP model beginning in Fall 2018, and has integrated program components into the Year One Promise program. The Program provides financial, academic and counseling support to all first-year, full-time students. All Year One Promise students are required to meet with a counselor, identify a major, develop a comprehensive education plan and meet other career and academic related milestones in their first year of college [II.C.5-16].

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

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

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

In addition, counselors use DegreeWorks software, which provides counselors and students with a degree audit function that has the flexibility to review the full range of educational goals

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

ANALYSIS AND EVALUATION

College of San Mateo meets the Standard. As reported in the *Student Campus Climate and Satisfaction Survey 2017*, 90.7% of respondents agree that "I know which courses I need to graduate or transfer;" 90.8% of respondents agree that their academic advisor is "knowledgeable about program requirements," and 90.7% of respondents agree that their academic advisor is "knowledgeable about transfer requirements or requirements at other institutions" [II.C.5-22].

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

EVIDENCE OF MEETING THE STANDARD

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ANALYSIS AND EVALUATION

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

we have ensured all students advising systems provide for clear pathways for students to complete their educational goals.

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

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

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

Page Break

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

EVIDENCE OF MEETING THE STANDARD

Admissions Assessment for Course Placement: Admission to College of San Mateo is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from instruction. The College maintains an open enrollment policy and does not require test scores for admission. The College Nondiscrimination Policy published in the College Catalog and Schedule of Classes applies to admission and all aspects of matriculation, including assessment instruments and placement practices [II.C.7 – 1-3]. Exceptions to the usual admission policy exist for apprenticeship; concurrently enrolled high school students; and Cosmetology, Dental Assisting, and Nursing programs, which have special admission requirements consistent with established criteria at other California community colleges.

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

tests for English, ESL and math course placement. The English and Math Faculty developed the placement criteria which included multiple measurements [II.C.7 – 5].

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

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

ANALYSIS AND EVALUATION

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

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

EVIDENCE OF MEETING THE STANDARD

Secure, permanent and confidential maintenance of student records: The District has established and regularly reviews policy and procedures for storing and archiving student records and directory [II.C.8 – 1, 2]. Historical permanent paper records (transcripts) are

stored in a secure location within the Public Safety and Medical Services Building (B1), which formerly housed Admissions and Records. These permanent records date from 1959 through 1981. Efforts are underway to scan such documents into digital images which are then archived electronically. More recent records are stored in a secure room on the third floor of College Center (B10).

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

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

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

When a new employee is hired, the hiring manager notifies the District's Information Technology Services and the employee's access to Banner screens appropriate to the position is activated. When an employee moves to a new position or separates from the College, the employee's manager notifies ITS and access to BANNER is modified accordingly. CSM no longer uses microfilm as a means of archiving documents; however, there are a significant number of archived documents captured on microfilm. Efforts are underway to convert the microfilmed documents to the digital format so they can be accessed through Banner.

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

In addition, for all major systems including Banner, email services and web services, ITS has built a disaster recovery computer center that is located at Cañada College. Using specialized

features in Oracle, this backup/recovery site stays synchronized with the primary Banner system located at the District Office [II.C.8 – 3].

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

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

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

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

request that "Directory Information" be withheld by notifying the Dean of Enrollment Services in writing each term or semester.

External entities have access to only the following directory information

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

Appropriate college personnel as noted above have access to full address information. The Federal Solomon Act requires colleges to release full directory information (including address) to U.S. Armed Forces.

ANALYSIS AND EVALUATION

The college meets the standard. Processes are in place to maintain secure and confidential student records. Personnel involved in accessing student records are trained in FERPA requirements and the importance of keeping students records safe and secure. Storage of student records is compliant and secure.

Tordesillas, Dennis

From: Claire, Michael E.
Sent: Friday, December 14, 2018 12:16 PM
To: CSM Employees
Subject: Program Review/ Resource Request Decisions

Dear Colleagues,

One of the concerns that I have heard as I have visited with you at Division meetings is that you do not feel informed regarding College-level decisions resulting from program review and/or resource requests. While this information is documented in the minutes of our Institutional Planning Committee (IPC) meetings, I recognize that most people do not have the time to read through meeting minutes. Thus, I am trying something new.

Below is a summary of the decisions regarding new faculty hires for the 2019-2020 academic year, new classified staff positions, instructional equipment allocations, and instructional material allocations. The starting point for all of these final decisions are the program review/resource requests that you have prepared.

All of the recommendations below have been reviewed by IPC for reasonableness and to verify that the appropriate participatory governance process has been followed. I have accepted these recommendations in my role as the college president. We will begin the hiring process for faculty and classified staff in the spring. Likewise, budgets will be finalized for equipment and instructional material requests in the spring.

I apologize for the long email. Some of these are complicated decisions that cannot be adequately explained in a simple email.

FACULTY POSITIONS

New positions:

- Math - 4 positions total: 2 new positions this year; 2 positions funded in the previous year with innovation funds.
- Career Counselor
- Communication Studies

Vacated positions replaced:

- Nursing
- Cosmetology
- EOPS Coordinator/Counselor (required and funded with EOPS funds)

I'd like to comment on the Math positions and vacated positions.

Math:

I recognize that it is highly unusual to hire so many new positions in one department. AB 705 requires that students complete transfer-level math within a year of enrolling in their first math course. This law has required a radical change in math placement, math curriculum, support for math students, and pedagogy. We have met with math faculty leaders and it is clear that the required curriculum and pedagogical changes cannot be implemented without an increase in full-time math faculty. In addition, we've learned that at least two math faculty are retiring at the end of this year.

I think it is important to recognize that every student who wishes to earn an associate degree and/or transfer must pass a transfer-level math course. Failure to pass a transfer-level math course means that associate and/or transfer students

will not complete their educational goals, period. This is true regardless of a student's major or their success in other classes. Thus, we need to significantly improve student success in our math courses—it will take a major change in pedagogy, curriculum and direct student support to accomplish this. I applaud the leadership of the Math faculty and their willingness review the data, be open to try new approaches, and collaborate with a broad group of campus colleagues to improve student success in math. This is not on the math faculty alone – we are all in this together!

Vacated Positions,

It's been a long-standing practice to not automatically replace vacated faculty positions. Faculty positions are vacated either through retirement or resignation. We prioritize positions based upon current and projected needs. This gives us the greatest flexibility to respond to our most critical needs. For instance, I can think of a program that once had five full-time faculty members. Over the last 20 years there has been a sharp decline in student demand for this program due to industry and technology changes. In fact, the program can barely support a single full-time faculty member now. Thus, it would have been foolish to simply replace vacated positions for this particular program.

That being said, there are some exceptions to this general practice. Last year faculty members unexpectedly vacated positions in nursing, cosmetology, and EOPS. In all three cases we made the decision to replace the positions due to concerns such as accreditation (nursing), licensing and operational safety (cosmetology), and restricted fund program requirements (EOPS).

CLASSIFIED STAFF

The following new classified staff positions have been approved. It's important to note that some classified staff positions are funded by categorical funds (noted below):

- Enrollment Services: Office Assistant II- full-time (this position will handle front desk student inquiries and phone calls)
- Counseling: Staff Assistant - 48% of full time
- Astronomy and Engineering - full-time Support Technician (Astronomy 75%; Engineering 25%)
- EOPS – Full Time Office Assistant II (categorical funds)

These are additional new positions, not replacement positions. When a classified staff member vacates a position we analyze the position to determine if there is still a need for the position (which is most often the case). We've had a lot of turnover due to retirements and promotion opportunities over the last few years. Thus, in addition to the brand new positions listed above, it is likely that we will be hiring other classified staff to replace vacated positions during the coming year.

EQUIPMENT FUNDS

The College was allocated \$381,842 in equipment funds for this year. Please keep in mind that there are other restricted sources of equipment funds such as the Strong Workforce program, VATEA funding, and various grants. Those funds are allocated in accordance with the provisions of the particular categorical program. Each division prioritized their equipment requests and brought the requests forward for college-wide prioritization. The allocation is as follows:

Division	Amount
Enrollment Services	\$17,548
Counseling	9,320
Student Services	13,100
Business and Technology	89,275
Language Arts	9,951
Math/Science	71,457
Kinesiology, Athletics and Dance	28,599
Creative Arts and Social Science	142,583 (includes a carryover from previous years)
Academic Support and Learning Technologies	200



College of San Mateo

2019 – 2020 Scholarship Application Open Now

Available for incoming, continuing, & transferring students!

<http://collegeofsanmateo.edu/scholarships/>

Minimum Criteria to Apply:

- Be an incoming or continuing student planning to enroll at College of San Mateo Fall 2019
- Be a current CSM student transferring to a 4-year university Spring 2019 or Fall 2019

A Fully Complete Application Includes:

- ✓ Completed online application form
 - Including online submission of:
 - ❖ Personal Statement (3 short essay questions)
 - ❖ 1 Letter of Reference
 - ❖ ALL unofficial academic transcripts (including CSM)



DEADLINE TO APPLY:

March 2, 2019

For More Information & Workshop Application Dates <http://collegeofsanmateo.edu/scholarships/>
or contact Financial Aid Office at (650)574-6146

Employee Contributions Program

As employees of the District we see our students struggle with the costs of tuition, textbooks, living expenses, child care, and more in order to accomplish their academic goals. Contributions from faculty and staff members across the District help students realize their dreams.

YES! I want to support the District's students with a gift

Payroll Deduction Authorization / Cancellation

Purpose: Enroll Change Cancel

Last Name First Name Middle Initial G # Date

Home address City State Zip

(Please use options below to set up a new deduction or make a change to an existing deduction)

Please continuously deduct: \$ _____ each pay period (\$10 minimum per pay period)
To be deducted in equal pay period deductions until cancelled by contributor

Effective date of my (circle one) deduction / cancellation

I wish to remain anonymous, please do not print my name in any donor recognition

I wish to cancel my payroll deduction

Use my gift where the need is greatest

OR, designate my gift for: Cañada College College of San Mateo Skyline College SMCCC Foundation

AND for the following funds (*fund amounts should add up to total deduction listed above*):

- SMCCC Foundation Annual Campaign for Student Success (*indicate SMCCC Foundation above*).....\$
- Scholarship Fund (*indicate SMCCC Foundation and/or college(s) above*).....\$
- President's Innovation Fund (*indicate college(s) above*).....\$
- Promise Scholarship (*indicate college(s) above*).....\$
- Other (*indicate fund, may be more than one*) Multicultural and Dream Center \$

I hereby authorize the San Mateo County Community College District (District) to deduct contributions from my payroll earnings as an employee of the District and to submit these deductions to the San Mateo County Community Colleges Foundation (Foundation) as elected, in satisfaction of my gift. This authorization is effective with my first payroll earnings following the effective date listed above. I understand that I may cancel this deduction at any time. I understand that this authorization shall remain in effect until satisfaction of my gift is made, or until revoked by me, allowing up to 30 days' time to change the payroll records in order to make effective any changes in this assignment. I understand further and agree that neither the District, the Foundation nor any officer or employee thereof shall be held responsible or liable for any inadvertence or error in withholding or transmitting payroll deductions or for any change in the rules or regulations, except from monies actually withheld and not transmitted in the event there are insufficient earnings to cover all required and authorized deductions, including those required legally.

Employee Signature

1/11/19

Date



Return form to:
wardent@smccd.edu
or SMCCC Foundation,
3401 CSM Drive, San Mateo, CA 94402

*Note: items in red are required.

Love is in the air at CSM...

FALL IN LOVE WITH A CAREER

Come and meet CSM alumni who LOVE their careers, and learn how to find and follow your passion.

Brian Stephens

President / CEO of
Pixel-Flick Entertainment
CSM Alum (Broadcasting, 1997)



Leroy Wilberforce

Technical Expert at Apple, Inc.
CSM Alum (Communication, 2017)



Courtney Oliver

Associate of the CORE,
Oakland Athletics
CSM Alum (Business/Marketing, 2015)



Chandler Vieira

Research Scientist,
Denali Therapeutics
CSM Alum (Biology, 2015)



CAREER SERVICES, DIAG, and ASCSM ARE PLEASED TO PRESENT A SPECIAL VALENTINE'S DAY SPEAKER PANEL. FEATURING CSM ALUMNI

WHEN:

Thursday,
February 14, 2019
1:00 – 2:30 PM

WHERE:

Bayview Dining
Room (College
Center, Bldg 10)

Refreshments will
be served after
the panel

Questions?
Contact Career Services at
csmcareerservices@smccd.edu

CSM COUNSELING SERVICES, DIAG, AND ASCSM ARE PLEASED TO HOST A SPECIAL VALENTINE'S DAY PRESENTATION:

FALL IN LOVE WITH YOUR MAJOR

WHEN: Thursday, February 14, 2019, 3:00 – 4:00pm

WHERE: Bayview Dining Room (College Center, Bldg 10)



Don't miss this amazing opportunity to hear and meet **George Anders**, Senior Editor at Large at LinkedIn, journalist, and *New York Times* bestselling author.

Mr. Anders will speak on the remarkable power of a liberal arts education and the ways it can open the door to thousands of cutting-edge jobs.

Learn to fall in love with your major, whatever it may be!

Five signed copies of Anders' book, *You Can Do Anything: The Surprising Power of a "Useless" Liberal Arts Education* will be given away in a drawing at the end of the presentation.



Questions? Contact
Career Services at
csmcareerservices@smccd.edu

... Join us on Thursday, February 14th

