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**FOLLOW-UP
REPORT**

College of San Mateo
1700 West Hillsdale Blvd
San Mateo 94402

Submitted to the Accrediting
Commission for Community
and Junior Colleges

Date of Submission: March 1, 2021

College of San Mateo

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Follow-Up Report

I. Certification

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

From: Kim Lopez
Interim President
College of San Mateo
1700 West Hillsdale Blvd
San Mateo 94402

Date: February 25, 2021

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

Signatures:



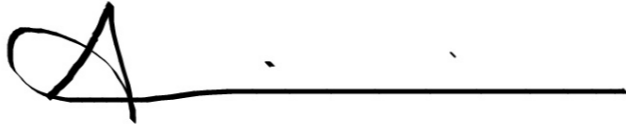
Thomas Nuris, President, Board of Trustees, San Mateo Community College District



Mike Claire, Chancellor, San Mateo Community College District



Kim Lopez, Interim President, College of San Mateo



Arielle Smith, President, Academic Senate



Fauzi Hamadeh, President, Classified Senate



Joseph Nguyen, President, Associated Students of College of San Mateo



Hilary Goodkind, Accreditation Liaison Officer

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II. Follow-Up Report Preparation

On January 17, 2020 College of San Mateo received the action letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) to confirm the outcome of the College's Fall 2019 evaluation and to reaffirm accreditation for 18 months. The action letter contained one recommendation for compliance.

“In order to meet the standard, the Commission requires that the college establish a policy defining regular and substantive instructor-initiated contact with students for Distance Education courses. The Commission requires that the college provide professional development opportunities for faculty to ensure Distance Education courses include regular and substantive instructor-student interaction.”

College of San Mateo is required to address this recommendation in a follow-up report and visit. The follow-up report is due by March 1, 2021 to ACCJC. The follow-up report will address the recommendation for compliance.

Upon receipt of the ACCJC action letter, the president shared the news with the President's Cabinet on January 27, 2020 (R1) to prepare for college-wide communication. A college-wide email was sent on February 4, 2020 (R2). The Faculty Senate President sent an email to all faculty (full-time and adjunct) informing them of the ACCJC action (R3). The email provided guidance about expectations for faculty-student contact for distance education (DE) courses as well as a plan for professional development opportunities for faculty to ensure DE courses include regular and substantive instructor-student interaction. A CSM Accreditation Follow up Committee met to begin drafting the report (R4, R5, R6, R7, R8). An initial meeting was called by the Distance Education Advisory Committee (DEAC) on February 4, 2020 (R8) to draft a plan and timeline (R9) to address the recommendation. The college ALO shared the ACCJC recommendation for compliance and commendations at the Institutional Planning Committee (R10) meeting on February 5, 2020. Subsequent conversations and plans were discussed at length with the DEAC (R11), Academic Senate (R12), and Curriculum Committee (R13).

In March 2020, the COVID-19 pandemic broke out and our Board of Trustees made the decision to close campus and move all classes online. Faculty were asked to immediately transition all classes online and faced two major challenges: 1) Convert all classes to distance education immediately; and 2) Complete a substantive training on Distance Education. The 5-hour online course, which initially was intended for our faculty who teach online and hybrid sections, was mandated for all faculty. The online course outlines the new standards around regular and substantive contact and helps faculty develop a strategy for meaningful interactions with their online students. It is required for compliance and mandates all faculty complete the training in order to teach online in the Spring 2021 semester. Given the extraordinary circumstances, all of our faculty heroically persevered and completed the 5-hour training by Fall 2020.

A plan and timeline (R6) were immediately put forth to address the compliance recommendation with expected deliverables.

Accreditation Follow-Up Report Timeline

Action	Timeline
Receipt of Letter of Reaffirmation	January 27, 2020
Share/review letter, compliance recommendation, external evaluation report	January-February 2020
Identify actions and areas to be addressed	January-February 2020
Implement corrective actions	March-August 2020
Follow Up Report first draft	September 30, 2020
Follow Up Report second draft	October 31, 2020
DEAC Review and Approval	November 10, 2020
Approval by Classified Senate	November 12, 2020
Approval by Student Senate	November 16, 2020
First review by IPC	November 18, 2020
Approval by Academic Senate	November 24, 2020
Final approval by IPC	December 2, 2020
Final Follow Up report complete	December 9, 2020
Submission for Board Review	January 27, 2021
Submission for Board Approval	February 24, 2021
Submission to ACCJC	March 1 2021 for June 2021 Commission meeting

Evidence

- [R1](#) Cabinet Agenda 1/27/20
- [R2](#) College-wide email on ACCJC Action
- [R3](#) Faculty Senate President email to all faculty
- [R4](#) Accreditation Follow up Committee Minutes 2/4/20
- [R5](#) Accreditation Follow up Committee Minutes 4/7/20
- [R6](#) Accreditation Follow up Committee Minutes 9/16/20
- [R7](#) Accreditation Follow up Committee Minutes 10/5/20
- [R8](#) Accreditation Follow up Committee Minutes 10/23/20
- [R9](#) Distance Education Oversight Committee 2/4/20
- [R10](#) Timeline for Follow Up Action/Report
- [R11](#) IPC Agenda 2/5/20
- [R12](#) DEAC Committee Meeting Minutes
- [R13](#) Academic Senate Minutes
- [R14](#) Curriculum Committee Minutes

III. Response to Recommendation (Compliance)

Recommendation (Compliance): **Policy on Distance Education and Correspondence Education; Standard 11.A.2 (College Requirement 1):** In order to meet the standard, the Commission requires that the College establish a policy defining regular and substantive instructor-initiated contact with students for Distance Education courses. The Commission requires that the College provide professional development opportunities for faculty to ensure Distance Education courses include regular and substantive instructor-student interaction.

Policies and Practices

The college began work immediately to address all aspects of the compliance recommendation. College of San Mateo maintains that policies and practices pertaining to regular and substantive interaction with students are in place. The SMCCCD policy administrative procedure (6.12.1) on distance education ([E-14](#)) mandates “regular and effective contact between instructor and students,” and the College of San Mateo Policy related to regular and substantive interaction with students stipulates a "minimum of at least once a week-initiated contact with students in the online classroom." The College of San Mateo regular and substantive contact policy was revised ([E-15](#)) by the Distance Education Committee throughout the Spring 2020 semester to further address the ACCJC standard for regular and substantive contact ([E-16](#), [E-17](#), [E-18](#), [E19](#), [E-20](#)). The revised policy provided additional guidance for instructor-initiated contact for DE courses.

Specifically, instructors in fully-online courses are required at a minimum to do one of the following ([E-15](#)):

- Minimum of once a week of substantive contact with each of your students is required.
- Minimum of once a week an opportunity of student-to-student contact.
- The minimum regular and substantive contacts need to be met with separate contacts.

All courses designated as Partially Online (PO) and Online with Flexible In-person component (OFI) at College of San Mateo will include:

- Minimum of once a week regular contact for the portion of the class that is not delivered online.
- Minimum of once a week of substantive contact with each student is required.
- Minimum of once a week an opportunity of student-to-student contact.

Faculty teaching online courses must use the District Required Learning Management System (LMS) and its native tools as their primary course management system to ensure that evidence of regular and substantive contact with students is documentable. Faculty using any third-party or publisher tools are responsible for providing documentation, evidence and access (peer review evaluators and accreditation reviewers) to these tools that demonstrate compliance with the CSM policy for regular and substantive contact.

Faculty must indicate at least one method of contact whereby a student inquiry is answered within 1-2 working days in their syllabus at minimum.

The expectation is that all regular communication with students should take place in the LMS or documented in the LMS (for example, Canvas Conversations tool) in order to ensure transparency and to document regular and substantive interaction.

Evidence:

- [E-14](#) Board policy 6.12.1
- [E-15](#) CSM Regular & Substantive Contact policy
- [E-16](#) DEAC Minutes 12/3/2019
- [E-17](#) DEAC Meeting Agenda 2/4/2020
- [E-18](#) DEAC Meeting Agenda 3/3/2020
- [E-19](#) DEAC Meeting Agenda 5/5/2020
- [E-20](#) DEAC Meeting Agenda 5/11/2020

Compliance Check

To confirm compliance with regular and substantive contact between faculty and students, the academic and administrative leadership have agreed that the college's Instructional Designer, two Instructional Technologists, and Dean of Academic Support and Learning Technologies review and evaluate courses coded as DE to ensure they are coming into alignment with the Regular and Substantive Contact policy ([CO 1](#), [CO 2](#)). Courses will be evaluated against the CSM Regular and Substantive Contact Course Review Checklist that is based on the Online Education Initiative (OEI) Course Design Rubric and the Peralta Online Equity Rubric ([CO 3](#)). Courses are marked as “Aligned or Exemplary” or “Incomplete” on the checklist in how well they meet the Regular and Substantive Contact policy. Both the instructional dean and faculty member will receive a notification once the review is complete ([CO 4](#), [CO 5](#)). Courses that are incomplete will be provided with suggestions to improve their regular and substantive contact, and all updates should be completed by the end of the current semester or incorporated into the next time the course is offered.

Evidence:

- [CO 1](#) Course Review Email from AS President to DE Faculty
- [CO 2](#) Course Review Email from VPI to DE Faculty
- [CO 3](#) CSM Regular and Substantive Contact Course Review Checklist
- [CO 4](#) Aligned/Exemplary Notification Message
- [CO 5](#) Incomplete Notification Message

Professional Development

To ensure that all faculty (full time and adjunct) are aware and understand the new policy on regular and substantive contact, the college developed a 5-hour training that all faculty were required to take regardless of teaching modality ([PD 1](#), [PD 2](#)). The objective of the online course was to help faculty identify the new standards around regular and substantive contact as well as apply a strategy for fostering more meaningful interactions with their online students ([PD 3](#)). A DE Training dashboard was created to track and monitor the completion of this course by faculty for the college administration, instructional deans, and DE team ([PD 4](#)).

Additionally, the Instructional Designer has identified RASCAL (Regular And Substantive Contact Active Learning) as the theme for the 2020-2021 academic year ([PD 5](#)). She has developed a series of workshops for college division meetings, and/or small groups of faculty on the topics below ([PD 6](#)):

- Active Learning and Student Engagement with Zoom
- Active Learning and Student Engagement with Canvas
- Develop a Robust Communication, Interaction and Feedback Plan
- Design a More Inclusive and Engaging Course Syllabus
- Create Course Goals and Objectives for Significant Learning
- Address Course Wicked Problems with UDL Guidelines
- Use Principles for Multimedia Learning to Inform Student Engagement
- Visioning Session: Teaching from a Social, Emotional, and Cultural Lens

College of San Mateo promotes academic excellence through professional development for all members of our academic community. In pursuit of this goal, the college offers Flex-Day workshops to introduce and reinforce tools and practices that are critical for quality DE instruction, such as “RASCAL Dialogue - Regular and Substantive Contact During a Pandemic” ([PD 7](#)). Additionally, we host a variety of resources and information for DE faculty on our Distance Education webpage and Course Design Canvas shell ([PD 8](#), [PD 9](#)). These sites include information pertaining to:

- Distance Education Standards: Policies, procedures, online teaching handbook, including information about regular and substantive contact.
- Contact information for course design and instructional technology support
- Canvas and other instructional technology help guide
- Strategies for making online offerings more student-centered, flexible, and pedagogically innovative
- Information about emerging technologies and resources to support the enhancement of teaching and delivery of distance education courses
- Professional Development opportunities

Evidence:

- [PD 1](#) AS President Email to Faculty on required Regular and Substantive Contact Training
- [PD 2](#) CSM Regular and Substantive Contact Canvas Course
- [PD 3](#) CSM Regular and Substantive Contact Overview and Objectives Page pdf
- [PD 4](#) DE Training Dashboard
- [PD 5](#) Screenshot of ID Theme RASCAL webpage
- [PD 6](#) Screenshot of ID Workshops webpage
- [PD 7](#) October 15, 2020 Flex Day Agenda
- [PD 8](#) CSM DE Webpage
- [PD 9](#) CSM Course Design Center Canvas Shell

Communication

To support distance education, the college uses various avenues to communicate information regarding policies, practices, and resources to faculty. Specifically:

1. Distance Education webpage: This page contains information pertaining to distance education policies and practices, standards including regular and substantive contact, professional development, and faculty resources ([E-1](#)).
2. Emails: The instructional designer engages faculty in the CSM Course Design Corner Canvas page ([E-2](#)). The Academic Senate president also sends regular communications with DE updates, reminders, and policies throughout the year ([E-3](#)). The VP of Instruction has also sent communications to faculty ([E-4](#)).
3. Division Visits: Instructional Designer presentations were made to all instructional and student support divisions in September and October and include DE information and training on how to access course design materials ([E-5](#)). The Instructional Technologist also conducted division visits with information on DE requirements and upcoming training ([E-6](#)).
4. Committees: Through the DEAC (The DEAC committee meets regularly to review DE policies and practices, and reports to Academic Senate in all regular meetings with updates) ([E-7](#)), Academic Senate ([E-8](#)), Curriculum Committee ([E-9](#)), and IPC ([E-10](#)), the college discusses and shares information pertaining to policies, issues, and practices concerning distance education ([E-11](#)).
5. Our initial Regular and Substantive Contact policy was communicated to faculty in a discussion and vote on Nov 21, 2019 in Curriculum Committee ([E-12](#)), and was also communicated by Acting President Kim Lopez in an email on February 4th ([E-13](#)).

Evidence:

- [E-1](#) Screenshot of DE website
- [E-2](#) Screenshots Canvas Welcome Page, Modules
- [E-3](#) Academic Senate President Communications (emails) on R&S Contact Policy
- [E-4](#) VPI Communication 10/8/2020
- [E-5](#) Division meeting dates/agenda, and Presentation
- [E-6](#) Instructional Technologist PPT presentation to ASLT division 8/17/2020
- [E-7](#) DEAC Committee documents
- [E-8](#) Academic Senate Minutes
- [E-9](#) Curriculum Committee Minutes
- [E-10](#) IPC Meeting Minutes
- [E-11](#) Town Halls
- [E-12](#) Curriculum Committee Minutes
- [E-13](#) Acting President Kim Lopez ACCJC Response Communication

Curriculum

Distance education has a separate approval process for curriculum. In Fall 2019, the Curriculum Committee began discussions about the need to update curricular processes concerning the separate approval process for distance education ([CC-1](#); [CC-2](#)). In April 2020 ([CC-3](#)) and May 2020 ([CC-4](#)), drafts of the proposed *Regular and Substantive Contact Policy* were presented to the Curriculum Committee with discussion and recommendations. The Curriculum Committee stated it would update the older distance education approval areas of the curriculum management system to implement changes that reflect the requirements of the newly adopted policy ([CC-4](#)).

After the adoption of the final policy, the Curriculum Committee used the new policy to revise the curriculum processes related to the separate approval of distance education modality for courses. The changes from the older form ([CC-5](#)) to the new form used Fall 2020 ([CC-6](#)) particularly reflect the importance of regular and substantive contact in any course offered in the distance education mode.

Evidence:

- [CC 1](#) 10-10-2019 Curriculum Committee minutes
- [CC-2](#) 10-24-2019 Curriculum Committee minutes
- [CC-3](#) 4-9-2020 Curriculum Committee minutes
- [CC-4](#) 5-14-2020 Curriculum Committee minutes
- [CC-5](#) BIOL102-OLD_DE_2019
- [CC-6](#) BIOL110_NE_DE_2020