

**College of San Mateo**

**1700 West Hillside Boulevard  
San Mateo, CA 94402**

This report represents the findings of the Peer Review Team that visited  
College of San Mateo  
September 30-October 3, 2019

Pamela T. Luster, Ed.D  
Chair

College of San Mateo  
Peer Review Visit Team Roster  
Monday, September 30 -Thursday, October, 3, 2019

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Dr. Richard Winn  
President  
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## **Summary of the External Evaluation**

INSTITUTION: College of San Mateo  
DATES OF VISIT: September 30-October 3, 2019  
TEAM CHAIR: Dr. Pamela Luster

An accreditation team of 11 members visited College of San Mateo Sept 29-October 3, 2019 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a Team Chair Training on August 1, 2019, and conducted a pre-visit to the campus, and the San Mateo Community College District (SMCCD) and College of San Mateo (CSM) via zoom on September 3, 2019. During this electronic meeting, the team chair and team assistant met with campus and district leadership, and key college constituents central to the creation of the institution's self-evaluation report. The full external evaluation team received training provided by staff from ACCJC on September 4, 2019.

The team received the college's institutional self-evaluation document and related evidence within the timeframe required prior to the visit. Team members found it to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards and Commission Policies. The team confirmed that the institutional self-evaluation report was compiled through broad participation by the College community including all constituent groups. The team found that the College provided a thoughtful institutional self-evaluation report including its Quality Focus Essay.

The team reviewed all of the evidence provided by the college in its institutional self-evaluation report. Specifically, the team reviewed documents and evidence supporting the Standards, Eligibility Requirements, Commission Policies and USDE regulations. The team also reviewed major college documents, including all institutional plans, program review reports, enrollment information, and major standing committee minutes. The team reviewed the college's institution-set standards, and all processes and evidence related to learning outcomes and assessment.

The team met with 35 individuals and held 16 meetings to seek additional evidence, and to more closely understand the context in which the work of the college and district are done. The CSM

team held a welcome session on Monday afternoon, September 30, 2019, followed by a tour of the campus. The team held two open forums, one on the afternoon of Tuesday, October 1, and one at noon on Wednesday, October 2, 2019.

The team was pleased with the level of support and collaboration from College and District leaders and others involved in the team visit. The team appreciated the College and District's prompt response to requests for information and assistance with the team schedule of interviews.

The team found the College to be in compliance with all Eligibility Requirements, and Commission Policies, and USDE regulations. The team discovered a number of effective practices and issued commendations for them. The team found that the College satisfies the majority of the Standards, but issued one recommendation for compliance.

The team issued commendations at the district level which have been included in this report. The following is the delineation of the college and district team review process.

### **District Level Assessment Organization and Responsibilities**

The team chair for College of San Mateo served as the coordinating Chair for the district level assessment, this was organized to facilitate a coordinative and comprehensive examination of the quality of district services and the degree to which they support institutional abilities to meet or exceed Accreditation Standards, and to avoid multiple and conflicting messages about the efficacy of district administrative and other functions.

Team members from the CSM group worked with the college teams to complete the comprehensive evaluation for the district and its two colleges. The team examined district operations in light of the Accreditation Standards, Eligibility Requirements (ERs), and policies and developed responses in this document to be included in all reports. In addition, they coordinated the review of district functions and the writing of commendations and recommendations to meet Accreditation Standards.

## **College of San Mateo Major Findings and Recommendations**

### **College Commendations:**

#### **College Commendation 1**

The Team commends the college on its significant and effective variety of learning support for students including the Learning Center, discipline-specific labs, and library. (II.B.1)

#### **College Commendation 2**

The Team commends that college for its progressive and collaborative governance and planning processes, leading to a culture of trust. (IV.A)

#### **College Commendation 3**

The Team commends the college for the collaboration between its CTE programs and local industry partners. The networking, communication, and cooperation for the purpose of curriculum development student learning, and program enhancement is impressive. (II.A)

### **College Recommendations**

#### **College Recommendation for Compliance 1**

In order to meet the standard, the team recommends that the college establish a policy defining regular and substantive instructor-initiated contact with students for Distance Education courses. The team recommends the college provide professional development opportunities for faculty to ensure Distance Education courses include regular and substantive instructor-student interaction. (Policy on Distance Education and Correspondence Education). (II.A.2)

## **SMCCD Commendations**

### **District Commendations**

#### **District Commendation 1**

The team commends the district for its significant resource support for student success initiatives through its Innovation Fund Program. (II.C, III.D)

### **District Commendation 2**

The team commends the district for the initiation and implementation of the Promise Scholars Program, creating a broad and sustainable program to increase student access and completion. (II.C, III.D)

### **District Commendation 3**

The team commends the district for its support and implementation of the City University of New York (CUNY) ASAP replication program. This approach provides a progressive approach in system wide support for students and invests significant resources in student success and equity. (II.C, III.B)

## **Introduction**

College of San Mateo (CSM) has served its community for 97 years, making it one of the oldest community colleges in the state and the oldest in the three-college San Mateo County Community College District (SMCCCD). The College was founded in 1922, and moved to its current location of College Heights in 1963, where it has evolved into a diverse institution providing a broad range of quality and innovative programs to serve the academic and vocational needs of its students. The College is located on 153 acres situated in the northern corridor of Silicon Valley. The College offers a comprehensive set of degree and certificate programs that are aligned with vibrant university transfer institutions and lead to excellent careers in technology, public service, business, allied health, and related fields. The College is the home of KCSM radio station.

The permanent President of CSM has served the college for many years, and was the President during the last Accreditation Site Visit in 2013. He is currently serving as the Interim Chancellor for SMCCD, and CSM's Vice President of Student Services is serving as Acting President of CSM. The long serving Chancellor of SMCCD is currently on administrative leave.

The college serves over 9100 students annually who come from diverse backgrounds to pursue transfer, career and community-based programs that the college offers. The College has experienced declining enrollments since its last visit; the College believes that the ever increasing cost of living in this very expensive area, and the very low unemployment rates in this economically thriving region have contributed to this issue.

The College has well described its student population, student success metrics, and has well documented its planning through the Educational Master Plan. Data regarding all student success metrics are assessed and goals set for attainment. CSM describes its progress towards increasing the success of its students as slow but steady.

## **Eligibility Requirements**

### **1. Authority**

College of San Mateo is a two-year community college operating under the authority of the State of California Education Code, Division 7, which establishes the California community college system under the leadership and direction of the Board of Governors. The San Mateo Community College District (SMCCD) Board of Trustees recognizes College of San Mateo as one of the three credit colleges operating in the district. The Accrediting Commission of Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC) has continually accredited the college since 1952, and College had its last visit in 2013.

### **2. Operational Status**

College of San Mateo is operational, with students actively pursuing its degree and certificate programs. The college was established in 1922 and has operated continuously since then. Annual student enrollment has averaged just over 9,000 students for the past five years.

### **3. Degrees**

College of San Mateo offers 71 programs that lead to associate degrees, which comprise a two-year course of study, in addition to offering 80 certificates of achievement or specialization. In the 2018-2019 academic year, the College awarded 958 degrees and 956 certificates [E-7]. The College catalog, the principle document establishing degree and other award requirements for students, details the graduation and certificate unit requirements, competencies, course pathways, and descriptions. A substantial portion of the institution's educational offerings are programs that lead to degrees.

### **4. Chief Executive Officer**

The permanent President of San Mateo has been appointed as the Interim Chancellor for SMCCD with the Chancellor on administrative leave as of this report. The permanent VP of Student Services is serving as the acting President of CSM. The Board has communicated its plan for filling the Chancellor position by June of 2020.

SMCCD Administrative Procedure 2430 authorizes the President to operate the college,

The Chancellor delegates full responsibility and authority to the college presidents and the provost to implement and administer delegated policies and holds them accountable for the operation of their respective institution (ER.8-AP 2430).

The College of San Mateo President is a full-time administrator and as per SMCCD Board Policy does not serve on the governing board of the district. SMCCD is aware of its

responsibility to immediately notify the Accrediting Commission when there is a change in the chief executive officer appointment and has done so at each leadership change.

### **5. Financial Accountability**

The SMCCD is audited on an annual basis by an external certified public accountant. College of San Mateo is included as part of the district audit. The Board of Trustees reviews these audit reports annually, and the results of the audits are made public. Information regarding CSM's compliance with Title IV federal regulations can be found in the college's response to the policy on institutional compliance with Title IV.



## Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

### Public Notification of an Evaluation Team Visit and Third Party Comment

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The College well communicated the timelines, deadlines and opportunities for input to its Institutional Self-Evaluation process throughout the college and community. The College has provided multiple opportunities for third party comment in advance of the team visit. CSM College publishes the process for third party comment on its website. There were no third party comments submitted to the commission.

## **Standards and Performance with Respect to Student Achievement**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a) (1) (i); 602.17(f); 602.19 (a-e).]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The College has established institution-set standards, including course completion, job placement rates, licensure pass rates, and student achievement. The College has set its Educational Master key performance indicators and regularly assesses performance against those standards.

## **Credits, Program Length, and Tuition**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a) (1) (viii); 602.24(e), (f); 668.2; 668.9.]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### **Narrative:**

The College provided ample evidence of meeting this requirement in the ISER, see standard II.A.9.

## **Transfer Policies**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a) (1) (viii); 602.17(a) (3); 602.24(e); 668.43(a) (ii).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative (add space as needed):**

See Standard IIA.10

**Distance Education and Correspondence Education**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a) (1) (IV), (VI); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative (add space as needed):**

The College does not have a policy on regular and effective student and instructor contact. The team could not find evidence of consistent professional development or clear direction for regular and effective student and instructor contact.

**College Recommendation for Compliance 1:**

In order to meet the standard, the team recommends that the college establish a policy defining regular and substantive instructor-initiated contact with students for Distance Education courses. The team recommends the college provide professional development opportunities for faculty to ensure Distance Education courses include regular and substantive instructor-student interaction. (Policy on Distance Education and Correspondence Education). II.A.2

**Student Complaints**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a) (1) (ix); 668.43.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

CSM has clear procedures for student complaints. The team was able to verify that the College keeps complaints on file, and that the College has followed their complaint processes for student complaints. The College identifies the name of the external accrediting agency or licensing body on their website.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

[Regulation citations: 602.16(a) (1))(vii); 668.6.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Information about programs, locations, and policies is communicated to students and to the public through the course schedule, catalog, and College website. The team examined these materials and found that the information presented is an accurate reflection of the College. The College also provides information about its accredited status, which is easily accessible on its website.

**Title IV Compliance**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a) (1) (v); 602.16(a) (1) (x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

**Conclusion Check-Off:**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team examined the report of the independent auditor. The audit resulted in no findings requiring the institution to improve its tracking of withdrawn students and reporting timeliness in accordance with Title IV Compliance 602.16(a)(1)(v).



# Evaluation of College Quality Using Each Accreditation Standard

## Standard I

### Mission, Academic Quality and Institutional Effectiveness, and Integrity

#### A. Mission

##### General Observations:

The College of San Mateo's Mission and Values statement represents the College's broad educational goals, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement. The team verified that the mission articulates the College's commitment to academic excellence and student success. (I.A.1)

##### Findings and Evidence:

The team determined that the College uses data as a starting point to continuous improvement. As the College works to advance student learning and achievement, the College has implemented a clear and effective method for screening and prioritizing research requests. A transparent dashboard on The Office of Planning, Research, Innovation, and Effectiveness (PRIE) webpage keeps the college and the programs accountable and responsible for their data requests. The Umoja and Mana learning communities, Writing in the End Zone, as well as the Career & Workforce Hub represent the College's goal to improve the student's educational experience, and these programs evolved out of analysis of data; these examples directly reflect the Mission and Values statement. (I.A.2)

The College of San Mateo offers myriad programs and services for its students, and these programs and services align with the College's mission by serving the broad educational needs of its local and global community. These programs and services, such as the Puente Program and Project Change, provide equitable opportunities and celebrate diversity. The Planning Manual and the Integrated Plan utilize the mission as a beacon for institutional planning. The Program Review process requires programs to reflect on how a specific resource request will sustain as well as enhance student achievement and student learning. Through careful analysis of the evidence, the team confirmed the College's decisions, planning, and resource allocation are informed by the mission of the school. (I.A.3)

The team certified that the Mission and Values statement is widely published and is widely visible. The team also noted that the mission does go through a process of review and reflection by the campus community, and the current Mission and Values statement was approved by the

board on October 24, 2018. While a review cycle for the College's mission statement is not specified in any planning document, evidence has been presented to show that, at minimum, it has been reviewed in parallel with the college's self-evaluation cycle. (I.A.4)

Conclusion:

The college meets the standard.

**B. Assuring Academic Quality and Institutional Effectiveness**

General Observations:

The College of San Mateo assures Academic Quality and Institutional Effectiveness through a robust program review process and planning structure. At the core of this planning structure is the Institutional Planning Committee (IPC), with inclusive membership from constituents and key committees. The IPC provides oversight for development of the Education Master Plan and the Program Review Process. Currently, the college is changing its methods for assessing Student Learning Outcomes to make it a teaching- and learning-driven process. The College illustrates through examples the way that resource allocation is driven by student achievement and outcomes.

Findings and Evidence:

CSM engages in sustained and collegial dialogue about student outcomes and student equity. They provide specific examples from instruction and student services with program review documents, meeting minutes, descriptions of committee and other forms of evidence. Through interviews during the visit, the college communicated a more thorough description of the Institutional Planning Committee and the program review process to illustrate alignment with the other parts of the standard. The IPC, through its membership and meeting structure, supports collegial dialog and embraces a participatory and inclusive structure for dialog around institutional effectiveness and continuous improvement of student learning and achievement. Recent changes to the program review process engages the Academic Senate to analyze program review for themes around student learning and achievement. (I.B.1)

Learning outcomes are developed for courses, programs, and appropriate student support services as evidenced by course and program outlines on CurricUNET and Program Review. The College provides specific program examples to show how program level SLO assessment is used to improve instruction. Examples come from across disciplines, including Art, Communication Studies and Nursing. CSM is changing their SLO assessment process to incorporate principles of

Guided Pathways and will be assessing SLOS at milestones which “make the most sense for students.” (I.B.2)

The College includes ample evidence to support alignment with this standard. CSM has regularly collected and published student achievement standards in what they call the “College Index.” Going forward the SMCCCD Strategic Plan Metrics will replace the College Index. The College collects, publishes and analyzes a variety of other data, including gainful employment data, completion of transfer-level math and English, time to degree completion, and NCLEX exam pass rates. The review of these data results in guidance for college activities and the ISER provides examples of the changes that occurred as a result of those analyses. (I.B.3)

The college describes its program review and institution planning process to indicate that they use assessment data and organize institutional processes to support student learning and achievement. Evidence includes narrative within the Planning Manual which describe these processes, a specific example of hiring math faculty as a result of program review, and minutes for meetings to illustrate the discussion occurring in Academic Senate and IPC where themes and trends are extracted for planning and resource allocation. (I.B.4)

The college provides evidence of alignment to this standard by referring to the program review process and the data provided through that process. By using specific program review data and narrative, the college shows that departments are provided data about their students which is disaggregated along a variety of categories, including demographics and mode of delivery. Departments analyze and reflect on the data through the program review document. Robust achievement data is included as evidence. Learning Outcomes data is less robust; however, CSM has developed a method around having departments develop research questions for learning outcome data. The new SLO process, as revealed during the visit, will incorporate more qualitative data into this process. The SLO process is being improved to add meaning and value to improvements in teaching and learning. (I.B.5.)

The College of San Mateo demonstrates that it collects, analyzes, and disaggregates data related to student learning outcomes and student achievement. The Program Review webpage provides instructions, forms, and examples to complete the reviews, and also provides links to the Program Reviews of the College, Instructional Programs, Instructional Divisions, Student Services, Administrative Services, and Learning Support Centers. Evidence of many support programs is provided to address the needs of subgroups, each of which discusses strategies and processes to increase student achievement. Surveys are provided to students to garner both quantitative and qualitative data which are then made widely available. (I.B.6)

CSM provides evidence of alignment to this standard in each area: Instructional programs are evaluated through a biennial program review; student and learning support services are also

evaluated through biennial program review; resource management and governance process are reviewed by governance groups and committees through an annual self-assessment detailed in the Planning Manual. IPC also reviews these resource management and governance processes, and college initiatives, and makes changes. The implementation of the Finance Committee is cited as an example. Additionally, Academic Senate establishes annual goals and evaluates their progress and there is a system set up for reviewing Board Policies and administrative procedures. (I.B.7)

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. The College provides ample evidence of providing the results of its assessments and evaluation activities through various means, such as the Program Review webpage, Academic Senate minutes, Classified Senate minutes, IPC meeting minutes, a SWOT analysis, and focus groups with students, faculty, and staff. The Program Reviews and minutes demonstrate self-evaluation and suggestions/plans for improvement. (I.B.8)

CSM illustrates that it engages in systematic evaluation and planning by referring in large part to its Planning Manual which describes in detail the way various plans are integrated and how programs and processes are evaluated. Strategic planning, the Education Master Plan and the integration of other plans, committees and governance groups work to plan for short- and long-term needs across campus departments. IPC oversees this planning and evaluation process. (I.B.9)

#### Conclusions:

The College meets the standard

### **C. Institutional Integrity**

#### General Observations:

The College Mission is to serve the educational needs of the local and world community. Community relations & Marketing (CRM) facilitates communication and presentation of information through the College website. Educational Programs are described in the College Catalog, course offerings are listed in the schedule of classes, and the office of Instruction has the primary responsibility of ensuring accuracy of the schedule. Information regarding student support services is described in the catalog, in addition to being posted on the College Web site. The College of San Mateo's accreditation status is posted on its website.

Course and Program descriptions are available in the program section of the College Website, and course level and Program level learning outcomes are reviewed by the technical review committee and are available in COR. The College Catalog and Web site also provide Course and Program descriptions. Continuous dialogue between various academic and service areas takes place through Program Review. Institutional research's fast facts reflect student achievement data, College Index Strategic Plan metrics, and Workforce outcomes. CSM's Institutional Planning process is documented in the Planning Manual and reviewed by the Institutional Planning Committee. The Academic Senate reviews policies pertaining to academic and professional matters. PRIE has the responsibility of reporting, analysis, and disseminating consistent data.

The College Web site and Catalog provides information on fees, zero cost textbook options, and other information to current and prospective students. The College has a board policy to maintain a climate of academic freedom at the institution.

Distance education uses Canvas as a course management system and includes a Turnitin plug-in for identification purposes, and to discourage plagiarism.

#### Findings and Evidence:

The mission statement is displayed both on the website and in the College catalog. Using the college Web site, the team navigated to the schedule of classes, information on student services, and CSM's accreditation status. In addition, the team reviewed the Academic Calendar, Financial Aid information, learning resources, Student Tuition fees, academic regulations, Grievance and Complaint procedures on the Web Site. (I.C.1, I.C.2)

The program review reporting process and the college's annual progress reports ensure regular assessment of SLO/SAO in Instruction and Student Service areas. (I.C.3, ER 19)

The Team reviewed Fast Facts, as mentioned in the ISER, on the College Web Site and reviewed catalog listings for certificates, degrees, course requirements, and learning outcomes (I.C.4). The latest Fast Facts available online, from 2016, reflect student demographics and awards of degrees and certificates.

The team also navigated through the College Web site to review the Program Review process, reports, college index, fees, and other details. The College is increasing its efforts in support of interdisciplinary discussion. The team reviewed the Planning manual available on the web site through PRIE. (I.C.5).

The team navigated to the faculty handbook appendix P via the website. Students are informed about total cost of education including material costs in the Catalog and on the web site. (I.C.6) Appendix P expresses the statement of Academic Freedom. College of San Mateo follows the SMCCCD Board of Trustees Policy 6.35 on academic freedom. The College Catalog and Faculty Handbook reflect the statement on academic freedom. Board Policy 2.21 includes the ethical standards for all employees and students. (I.C.7, I.C.8, I.C.9, ER 13).

The team navigated the College Web site and supplemental documentation provided for policies and various ethical standards. Faculty Handbook Appendix O reflects the statement of Professional Ethics regarding honesty, responsibility, and academic integrity (I.C.10)

The team reviewed the template of the observation form, student climate survey, and the satisfaction survey.

CSM does not operate in a foreign location. (I.C.11)

The Team navigated the College Web site and the Catalog to review the communications to the public, its students, and the accrediting commission regarding its status and compliance, integrity, and honesty. (I.C.12)

The College accreditation was reaffirmed in 2014 with a follow-up report. The communications are available online and the status is disclosed in the College Catalog. The College is committed to high-quality education and student achievement through planning and allocation of resources. As a public entity, CSM does not generate financial returns. The institution's integrity is well supplemented by documentation and its planning processes to serve the needs of the students/public. (I.C.13, ER 21)

The College has no commercial interests except to meet the needs of the students and the community. (I.C.14)

### Conclusion:

The College meets the standard.

## **Standard II**

### **Mission, Academic Quality and Institutional Effectiveness, and Integrity**

## **A. Instructional Programs**

### General Observations:

The College of San Mateo has defined processes to ensure that instructional programs align with the mission, culminate in attainment of student learning outcomes and are organized into degrees and programs which lead to employment or transfer to higher education programs. Instructional courses and programs are regularly evaluated and assess learning outcomes for continuous improvement of student achievement, teaching and learning. CTE programs receive feedback from employers for program design and effectiveness which is incorporated into program and course modifications. The College is implementing a new process for assessing Student Learning Outcomes which is designed to provide meaningful feedback through action research for improvements to teaching and learning.

The College does not ensure that distance education (DE) courses are of similar quality of delivery as their on-ground counterparts. As noted in the “Findings and Evidence,” this dissonance comes as a result of missing attention to the requirement for substantive and regular contact.

### Findings and Evidence:

The Curriculum Handbook, and curriculum content requirements and processes, ensure that college courses align with the institution’s mission and are appropriate to higher education. CSM offers courses at a variety of locations (high school dual enrollment, jails, on campus, online). These classes are taught by qualified instructors following the same course outline. As evidenced in the program review form, departments evaluate their offerings through this process. (II.A.1)

Academic Senate, Committee on Instruction, College Assessment Committee, and the Institutional Planning Committee provide minutes of the meetings at which the discussion of assessment, improvement, and strategies are provided. Data from current program reviews and documents from programs and departments are provided that demonstrate a pattern of instructional, program, and service-related analysis, review, and commitment to professional excellence. CTE programs meet with advisory boards from local industry leaders to gain feedback regarding employment needs and student performance. Such information is utilized for program improvement and student preparedness.

However, through review of documents and interviews with staff, the team did not find any evidence of a local definition of regular and substantive contact for distance education classes. The team reviewed and analyzed DE courses and found that 93% of those courses did not follow

the guidelines established in the Distance Education Supplement/Addendum Rubric/Guide from the Curriculum Handbook, which is the only document referred to in the ISER regarding DE guidelines. (II.A.2)

Course SLOs are included on every course outline and syllabus and they have been regularly assessed. Recently, the assessment process has been redesigned as a result of a campus wide dialog. This shift to an action research model appears to add meaning and value to the SLO assessment process which will support improvement in teaching and learning. Program level and institutional learning outcomes are identified in the catalog and assessed regularly. (II.A.3)

The College provides opportunities for pre-collegiate and under-prepared students to receive academic assistance and guidance. There is a coordination with Guided Pathways, Dual Enrollment, and Assembly Bill 705 to integrate such students into accelerated courses and increase their likelihood of achievement. The college provides evidence of reducing developmental classes and increasing accelerated classes. The appropriate courses are clearly identified as pre-collegiate in the college catalog, the schedule of classes, and on transcripts. Faculty is involved with curriculum development, student assessment, and collaboration with peer-tutoring, embedded tutoring, the Learning Center, and the Writing Center to assist students advance to college-level skills. (II.A.4)

The Curriculum Committee, Board Policy, and California Ed. Code ensure degrees and programs are aligned with this standard. The General Education handbook and “course submission instructions” direct faculty to create courses and degrees which align with this standard and ER 12. (II.A.5)

The College’s Strategic Plan prioritizes accelerated program completion. As such, administration and faculty coordinate to evaluate data collected related to student enrollment, achievement, and needs to create class offerings and scheduling. The strategy is to ensure that appropriately prepared students can matriculate in two to three years. Accelerated programs in English and Math, flexible scheduling, Distance Education courses, and utilization of the Promise Scholars/CUNY ASAP program demonstrate a commitment to student completion. (II.A.6)

The College supports equity and student success to meet the diverse and changing needs of students through a variety of processes, plans, services, and course delivery modes. CSM’s Equity Plan identifies achievement gaps and addresses their needs. An Integrated Plan describes strategies for improving success rates for targeted student populations. Other programs include dual enrollment and accelerated pathways to transfer. Online and hybrid courses are offered and evaluated, and faculty participate in professional development to ensure best practices. Flexible scheduling, support and learning services and the CAE are cited as examples of how the college



works to effectively deliver services that support success and equity. (II.A.7)

CSM does not administer department-wide course and/or program exams. (II.A.8)

The Curriculum Handbook, course-to-program SLO mapping, board policy and an explanation of course-hour-to-credit calculations indicate that the College awards credit in a manner consistent with institutional policies and generally accepted norms in higher education. Attainment of learning outcomes is central to the awarding of course credit, degrees and certificates as indicated by the SLO mapping. However, the ISER notes that there is a typo in how to equate a unit with the credit hour (p.111). On the visit, CSM administrators and faculty described individuals and procedures within the curriculum process that ensure correct computation of credit hours, including the Curriculum Specialist and Division Assistants. (II.A.9)

The College provides clear information for incoming students and transfer students to plan accordingly. Articulation agreements with UCs, CSUs, and private colleges offer an ease of transition, and the information is readily available via several online means. Transferable courses are clearly identified as such. (II.A.10)

CSM includes student learning outcomes in its programs which align with the core competencies of communication, information, quantitative, analytic inquiry, ethical reasoning, and the ability to engage diverse perspectives. The ISER refers to the College's ISLOs as evidence of this alignment and indicates that program and course level SLOs are regularly mapped to ISLOs. The ISER provides specific course practices as evidence of interdisciplinary collaboration to promote student learning in institutional outcomes. (II.A.11)

CSM's college catalog clearly shows the commitment to a general, and thorough, education, that exposes students to a wide breadth of academic fields and learning opportunities. Degree requirements are shown through worksheets where students can plan and track their courses. Faculty is formally and regularly involved in curriculum development and evaluation, based on learning outcomes and student competencies, as shown in the Curriculum Committee Handbook. (II.A.12)

Degrees and programs are designed around board policy and California Education Code to ensure that specialized courses in an area of inquiry or interdisciplinary core are part of the program requirements. These requirements are included based on outcomes and mastery of key skills identified as essential to the program of study. (II.A.13)

CSM provides evidence that the CTE programs prepare students for the workforce or further

education. Program Reviews for Nursing, Business and Management, and Electronics Technology show that outcomes are assessed and student achievement plans are in place. Faculty and industry professionals meet bi-annually as advisory boards to coordinate instruction and industry needs. Internships are mentioned as a student option. CTE programs integrate feedback from employers and graduates into program development, such as providing math tutoring, coordinating with local police and fire department to use their training facilities, and providing classroom instruction as to how to teach others in the field. (II.A.14)

CSM has a clearly described process for eliminating programs, which allows for students to complete their studies without disruption as evidenced in their Program Improvement and Viability Process and board policies. There have been no programs put through the program improvement and viability process since the last accreditation in 2013. (II.A.15)

The College demonstrates that it is engaged in regular, consistent, and meaningful dialogue among campus constituents, with pre-collegiate participants and institutions, and with external partners for the purpose of program offerings, quality, analysis, and improvement. Program Reviews for CTE and academic courses show regular evaluation. Committees meet regularly and provide minutes, demonstrating the continual discussion of program offerings, the development of outcomes, program effectiveness, and program needs for student achievement. Faculty is regularly provided workshops, institutes, and staff development activities to increase communication and training. (II.A.16)

#### Conclusions:

The College meets the standard, except for II.A.2 as referenced in Recommendation 1 below.

#### **Recommendation for Compliance 1:**

In order to meet the standards, the team recommends that the college establish a policy defining regular and substantive instructor-initiated contact with students for Distance Education courses. The team recommends the college provide professional development opportunities for faculty to ensure Distance Education courses include regular and substantive instructor-student interaction. (Policy on Distance Education and Correspondence Education). II.A.2

## **B. Library and Learning Support Services**

#### General Observations:

The team observed that the Learning Center and discipline-specific learning support labs and centers provide ample quantity and variety of support resources. Expert faculty, including librarians, and support services professionals use established policies, processes, and plans to guide the selection and maintenance of educational equipment and materials. A program review process and the regular assessment of student learning outcomes and support services outcomes inform improvements that prioritize student needs and contribute to student success. The library provides ample variety of support such as online guides, workshops, classes, and embedded library support in some courses.

### Findings and Evidence:

College of San Mateo provides learning support through the CSM Learning Center. The learning center has ample hours provided during the week as well as NetTutor for after hours and online support. The Learning Center and discipline-specific learning support labs and centers provide ample quantity and variety of support resources for courses regardless of location or means of delivery. The discipline-specific labs are a laudable component of this support.

CSM provides robust learning resources on their campus. The library includes current, high quality resources and provides ample support during open hours. The library provides extensive support such as online guides, workshops, classes, and embedded library support in some courses. The library provides progressive Makerspaces which provide opportunities for students to learn new skills and to develop leadership skills. The library's SLOs support General Education SLOs and course outcomes; this is demonstrated by assessment data. (II.B.1)

Librarians and other learning support services professionals are part of committees and the curriculum process, and collaborate with faculty to select and maintain educational equipment and materials to support student learning. (II.B.2)

CSM makes extensive use of a variety of data, including surveys, student achievement, usage reports, and focus groups to evaluate and respond to student needs. (II.B.3)

CSM documents formal agreements with external services. (II.B.4)

### Conclusion:

The college meets this standard.

### **College Commendation 1**

CSM is to be commended on the variety of forms of learning support for students, including the Learning Center, discipline-specific labs, and the library. (II.B.1)

### **C. Student Learning Programs and Support Services.**

#### **General Observations:**

Student Support Services are comprehensive and a demonstration of the institution's commitment to provide students with necessary support services to ensure success. The institution provides students with a comprehensive Student Services Programs, and embraces the continuous improvement philosophy in these areas to meet the needs of its students. The Institution has a systematic Program Review process to assess the quality of its Student Services Programs and identify the resource needs. Many of these services are provided to students in a variety of modalities to support student learning.

#### **Findings and Evidence:**

The College offers a variety of special programs through various modes of instruction onsite to serving diverse student population. The team reviewed evidence of various systems such as educational planning availability of forms and transactions to make the delivery of services more accessible to students. Program Review process and established outcomes are aligned with the mission of the institution and Program Assessments are within the framework of closing achievement and equity gaps to promote learning and success for all students. Through the Institutional planning process and program review, the College evaluates the quality of student services delivered to students. SAO and SLOs have been developed within each department of student services. Program review is conducted every other year, with resource request conducted every year on an annual basis. (II.C.1)

Student surveys are conducted as a part of the Program Review process and incorporate student feedback into program improvement. The College conducts annual student surveys to examine students' satisfaction as well as operational enhancements on various programs. The results demonstrate impressive results in the overall students' perception, e.g., more than 90% of those who responded recommend the college to others, would attend again if started all over, and consider their experience as 'good' or 'excellent.' These measures are impressive and an achievement for which the institution should be proud. The team also studied some of the programs that made improvements as a result of student surveys or assessments. (II.C.2)

Equity and shortening achievement gaps is encouraged in the Program Review process and many of the services are provided to students in various modalities to ensure access. For example, the online educational planning, availability of information and forms electronically, as well as other technology, are examples of meeting this Standard. The College provides services during day/evening and online through College's website. Distance education is supported by self-administered assessment of readiness for distance learning. The College is a member of CCC Athletics Association in good standing and hosts 43 student organizations including Architecture club, Astronomy Club, Math Club, Data Science club and others. The Center for student life and leadership development facilitates student activities. Through the Student Senate, various activities are held including leadership skills to assume responsibility and encourage participation in the annual leadership conference. (II.C.3)

The College provides comprehensive counseling programs to enhance student learning and awareness related to their educational path. Counseling programs at the College achieves this through counseling courses, individual appointments, orientation, specialized support through specific programs such as EOPS and CARE as well as focused areas such as Transfer and Career Centers. The Counseling Department also provides online counseling via zoom meetings to students enrolled in online courses or to those needing remote assistance. (II.C.5)

More than 90% of students who responded to the Student Campus Climate & Satisfaction Survey (2017) stated they understand what courses they need to take. This is a demonstration of a well-achieved learning outcome that relates to this standard In addition, more than 90% of these students have agreed their counselor is approachable and knowledgeable. The College also demonstrates adhering to hiring, evaluation, and professional development standards for all counselors. (II.C.5)

The College has established admissions policies and educates students on qualifications and pathways to completion as consistent with its mission. The institution has established processes for evaluation and transfer of coursework to assist the educational journey of transfer-in students The College follows its admissions policy and has criteria for certain special programs as well as special population such as concurrent high school students. With the implementation of AB 705, all students have access to transfer level coursework. Since such implementation was effective fall of 2019, the College will plan to evaluate the success of students in these courses and make any modifications that might be necessary according to data that will be collected in the near future. (II.C.6, II.C.7)

The institution follows FERPA regulations and provides this information to students regarding FERPA and release of records on its website. The College keeps historical paper records in two

separate locations on campus and plans to move them to digital format. The Team observed that all files are kept in secure locked locations and only certain staff have access to student records. (II.C.8)

The College uses the institutional planning process and program review process to evaluate student services. The Institutional Planning Council (IPC) provides feedback to all program reviews. This process helped with the enhancement of student services program review.

The 2017 Student Satisfaction survey indicates the level of satisfaction with Colleges support services. A majority of the students would attend CSM again with 94% indicating that they have learned a great deal from the courses they took at the institution.

The team, in meeting with students, observed their positive engagement with campus events and the support they receive from the institution.

The team reviewed various Board Policies related to this Section and viewed additional evidence related to student surveys and Program Review. In addition, the Team validated the information provided in the ISER during the in-person interviews.

Conclusion:

The College meets standard and related eligibility requirements.

**Standard III  
Resources**

## **A. Human Resources**

### General Observations:

The College of San Mateo shares responsibility with the San Mateo Community College District (SMCCD) for functions and responsibilities related to Human Resources. District-wide policies support the employment of qualified personnel at the College. Criteria, qualifications, and procedures for selection of personnel are publicly stated.

Policies and procedures are present and followed to ensure that qualifications and required degrees for faculty, administrators, and other employees are met and verified.

To assure the effectiveness of its human resources, the College evaluates all personnel systematically and at stated intervals; and has written criteria for the evaluation processes that assess effectiveness and encourage improvement.

There are sufficient numbers of staff, administrators, and faculty employed at the College. Part-time faculty are integrated into the institution that are supported by policies and practices.

Additionally, SMCCD policies and procedures related to serving diverse personnel and professional ethics are available for information and review.

Professional development opportunities are available for all employee types, both through on-campus and off-campus delivery methods.

### Findings and Evidence:

The District assures, through the Employee Selection Procedures and AP 3.15.3, that administrators, faculty, and staff are qualified by appropriate education, training, and experience as related to their job function.

Job postings including, criteria qualification and procedures for selection are publically available via the district website as on various employment websites. Postings include a summary of the District and descriptions of the demographics of the student population.

Job descriptions accurately reflect position duties, responsibilities, and authority. Generic Position Descriptions for Administrators (Vice Chancellor of Educational Services & Planning),

Faculty (Counselor) include general statements on how the positions are directly related to institutional mission and goals. During the visit, College and District staff provided a Generic Position Description for a Classified Position (Division Assistant) that includes how the job description are directly related to the institutional mission and goals. (III.A.1)

Faculty qualifications, demonstrated in a Generic Position Description - History Instructor, include knowledge of the subject matter and requisite skills for the services to be performed. Factors of qualification, including appropriate degrees, professional experience and discipline expertise, are included in the Requirements and Knowledge, Skills & Abilities sections of the position description. Teaching skills, scholarly activities, and review of curriculum are listed in the Duties & Responsibilities section. BP 3.05 Designation of Faculty and Faculty Qualifications defines faculty as “an instructor, counselor, librarian, nurse or other employee whose position requires that s/he meets the minimum qualifications or equivalencies for community colleges as adopted by the State Board of Governors and the District Board of Trustees.” (III.A.2)

Position-specific experience and qualifications necessary to perform duties are included in each job description. Job announcements state specifications related to knowledge, skills, and abilities. Qualifications are determined by AP 3.05.1 and based on the Minimum Qualifications for Faculty and Administrators in California Community Colleges. Additionally, Human Resources establishes qualifications by matching the position requirements and responsibilities to industry standards. (III.A.3)

There are processes in place to verify the qualifications of faculty, administrators, and other employees who apply and are hired at the College. Candidates with degrees from non-U.S. institutions are validated for equivalency using a U.S. foreign transcript evaluation agency.

During the visit, institution officials provided a job posting and a sample foreign transcript evaluation as evidence that there is a process for verifying that required degrees are from institutions accredited by recognized U.S. accrediting agencies and that degrees from non-U.S. institutions are recognized only if equivalence has been established. (III.A.4)

AP 2.09.1 *Categories of Employment: Evaluation* provides links to written criteria for evaluating personnel. All personnel are systematically evaluated at stated intervals. Evaluations of non-academic employees include, quality of work, quantity of work, knowledge of work, dependability, organization of work, initiative, cooperation and professionalism, adaptability, application and use of time, and leadership. Faculty evaluations include criteria related to student relations and professional responsibilities. Evaluation processes seek to assess effectiveness of personnel; evaluation procedures include a “Why Evaluations Matter” section, which explains the purpose of evaluations.



Periodic reviews help managers gain a better understanding of each employee's abilities. A careful review will stimulate employee's interest and improve job performance. The review provides the employee, the manager, and Human Resources a critical, formal feedback mechanism on an annual basis.

During the visit, the team was provided an email referencing *Evaluations Tracking and Reminders* that goes out to supervisors and managers about upcoming evaluations that are due, and a sample report of the information provided in the email as an attachment. Additionally, to ensure evaluations are being conducted and maintained, a copy of a Banner screen that shows the tracking of evaluations was provided. (III.A.5)

Faculty are required to meet discipline standards as outlined in the California Community Colleges Chancellor's Office Minimum Qualifications for Faculty and Administrators Handbook. The College maintains a sufficient number of full- and part-time faculty members, including 152 FTE faculty and 195 part-time faculty. Additional faculty needs are assessed and requested through the resource request process form outlined in the Planning Manual. (III.A.7)

The College employs part-time faculty. The College has practices in place to provide for their orientation by hosting a New Hire Orientation. Evaluation procedures for part-time employees are listed within the AFT Contract. Through the FELX Memo, all faculty members are encouraged to attend Opening Day activities and other special activities at each college. Professional development activities are provided through the AFT Contract. Part-time academic employees are also eligible to apply for Short-term professional development projects. (III.A.8)

Appropriate qualifications are included in generic position descriptions. The District supports the College with appropriate staff in the areas of information technology, Facilities maintenance, and operations, and Department of Public Safety. The College Planning Manual includes practices to evaluate and determine the appropriate number of support personnel. (III.A.9)

The College's organizational structure provides appropriate continuity for effective administrative leadership. Appropriate qualifications are included in generic position descriptions. The College Planning Manual includes practices to evaluate and determine the appropriate number of administrators. (III.A.10)

SMCCCD establishes, publishes, and adheres to personnel policies and procedures. The policies are public and listed on the Board Policies & Procedures and Employee Handbook websites. Constituency groups have an opportunity to review policies at the District Participatory Governance Council. Policies and procedures are fairly and equitably and consistently

administered with guidance from Board Policies and plans including BP 2.19 *Nondiscrimination*, the Equal Employment Opportunity Plan, and the Affirmation of Commitment to Social Justice. (III.A.11)

The District's employment data regarding equity and diversity is provided to the College with the intent of ensuring that the College draws from a population whose diversity represents that of the students. (III.A.12)

The College of San Mateo upholds a written code of professional ethics for all its personnel. The District has multiple policies on ethics and has adopted ethics statements and practices for faculty and classified employees.

During the visit, the team confirmed with District and College staff that consequences of violations of the professional code of ethics are administered through sections within either the employees' collective bargaining agreements (CBA) or Education Code 87660-87683. These agreements were provided to the team as evidence. (III.A.13)

The College plans for and provides all personnel with appropriate opportunities for continued professional development.

Faculty are required to participate in flex activities, which include offerings aimed at promoting improvements in teaching and learning and are led by faculty sharing relevant pedagogy activity.

Professional development activities are systematically evaluated through the use of the College's *Professional Development Activity: Feedback and Evaluation Form*. These evaluations are then discussed at the Academic Senate and used to inform future trainings.

The Classified Senate also had a Professional Development Committee which supports activities for classified staff and reviews classified professional development applications. Additionally, classified staff are encouraged to participate in flex day activities.

Administrator professional development funding is available through the management Development Project Proposal process. Professional development topics are discussed at District meetings with managers. (III.A.14)

The District has provisions for keeping personnel records secure and confidential, and provides employees access to their records. (III.A.15)

Analysis and Evaluation:

To assure effectiveness of its human resources the college maintains a sufficient number of employees that are provided professional development opportunities. Policies and procedures are followed as related to selection, evaluation, and ethics.

Conclusion:

The college and district meet the standard.

**B. Physical Resources**

General Observations:

The College of San Mateo provides safe and sufficient physical resources to its students. To support its programs and services the College's buildings are constructed, maintained, and planned for, using relevant data including total cost of ownership.

Findings and Evidence:

The College's physical resources are sufficient to support programs and services.

BP NO 6.8 Policy Governing the Use of Off-Campus Facilities assures that all locations where SMCCCD offers courses, programs, and learning support services are subject to on-campus policies.

Access is maintained and assured by AP 8.13.1, 8.12.1 Public Safety on District Property; Campus Safety; Campus Security and Access and also provides guidelines for maintaining safety on district property including conducting security surveys that examine security issues such as landscaping, locks, alarms, lighting and communications for the College of San Mateo.

Safety and security are also assured and addressed at the College Safety Committee and District Safety Committee; committee agenda items include: DW Locks, 2016 Public Safety Services Study, Evacuation Plans, and Push-bar Locks. Additionally, the campus completed both a classroom lock project that included thumb-turn locks and an upgrade of all exterior lighting to improve safety around building exteriors and parking lots.

Healthful learning and working environments are assured through the Employee Handbook. Including Policy No. 2.27 Smoking. Also included in the evidence is Policy No. 2.28.1 Safety; Injury and Illness Prevention Program, the District provides definitions, equipment, and training where needed to provide healthful working environments. (III.B.1)

Physical resources including facilities, equipment, land and other assets are planned, acquired or built, maintained, and upgraded to ensure utilization and continuing quality necessary to support its programs and services.

Processes and structures are in place to support the college programs and services and achieve its mission. Through an annual resource request process that is derived from program review, departments make requests for facilities and equipment. To achieve its mission, at a campus-wide level, facility planning is driven by the District Strategic Plan and the College Educational Master Plan.

During the team's visit, College and District Staff provided the 2014 Measure H Bond Project List. The institution can utilize the Emergency Building Repair Fund when needed to replace or maintain facilities and equipment. (III.B.2)

The college plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account to ensure the feasibility and effectiveness of physical resources. Facility usage data is generated using the Ad Astra system and considered through trend reports reviewed by administration. Other relevant data includes findings from the District's Environmental Impact Report and CEQA analysis.

During the visit, College and District staff stated that a district-wide preventative maintenance schedule is maintained to ensure the feasibility and effectiveness of physical resources in support of programs and services. (III.B.3)

Part of the District's allocation provides for funds directly to the Facilities Department based on a square footage calculation.

Additionally, the institution's staff state that within the RFP for building procurement methods there are sections that are dedicated to total cost of ownership calculation. A sample contract was provided that required estimates of the initial costs, lifecycle costs, life expectancy and maintenance considerations. Furthermore, the institution provided a lifecycle cost analysis for equipment replacement. (III.B.4)

Conclusion:

The college and district meet the standard.

### **C. Technology Resources**

#### General Observations:

College of San Mateo provides adequate and appropriate technology resources and training to support the institution's mission. The college provides appropriate training and support. The process for continual updates of technology is transitioning from a district to a local college process.

#### Findings and Evidence:

Through interviews and additional evidence, the team observed that the College provides a wide range of technological resources, support and training.

The District's Information Technology Services provides a broad range of support, hardware and software to the College. Through feedback from faculty and staff, the college has a process in place to ensure technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. (III.C.1)

The team discovered through interviews that CSM is transitioning from a District level process to a local, college-level process for the continuous planning for replacement of technology. The team verified that this transition is in the planning process and observed evidence of progress towards a college level replacement of technology. (III.C.2)

The institution has an extensive disaster recovery plan as part of the ITS Strategic Plan. Security protocols and policies are in place. (III.C.3)

CSM provides ongoing training for faculty, staff, students, and administrators. The training for online education is particularly robust encompassing technology, course design, and accessibility. (III.C.4)

The College has appropriate policies and procedures. (III.C.5)

#### Conclusion:

The College meets this standard.

#### **D. Financial Resources**

##### General Observations:

The College of San Mateo has sufficient financial resources and incorporates planning and the College's mission and goals in budgetary allocations. Through clearly defined and communicated processes, the College and District promote integrity of financial statements and internal controls for all funding sources. Cash flow, liabilities, and contracts are monitored and well-managed through various policies and practices.

##### Findings and Evidence:

Through the usage of various funding sources identified in the Final Budget Report, and Grant List, the College has the necessary resources to support and sustain student learning programs and services to improve institutional effectiveness. Additionally, the College has been allocated \$32 million in funds through Measure H that are dedicated to capital improvements including: updates to the theater, modifications to student support services buildings, improvements to the classroom technology infrastructure, classroom security upgrades, a water supply systems upgrade, roof and roadway repairs, and a new parking lot. Moreover, to support and sustain student learning programs and services and improve institutional effectiveness the District provides District Innovation grant opportunities. The CSM Innovation Grant provides seed funding for innovative projects designed to increase student access and success.

The Final Budget Report shows the intentional distribution between funds and expenditures to enhance programs and services.

Board Policies 8.00 and 8.11 and the SMCCCD 2016/17 Audit Financial affairs are planned and managed in a manner that ensures financial stability. (III.D.1)

The College's financial planning and resource allocation is integrated into the College planning processes. The Educational Master Plan outlines the institutions missions and goals while the Instructional Program Review and its resource request process link resource allocation. BP 8.00 and its subsequent sections are examples of the District's policies and procedures that ensure sound financial practices and financial stability.

Appropriate financial information is disseminated throughout the institution in a timely manner. Budget reports are given publicly at relevant times at the Board of Trustees meetings. Additionally, a budget summary containing college specific information is prepared and shared at the College's Institutional Planning Committee. (III.D.2)

College processes are clearly defined in district-wide Board Policies including BP 8.11 District Budget and BP 8.00 Fiscal Management. Additionally, the published Budget in the San Mateo County Community College District, which could be found on the District's Budget website, describes in depth the budgeting process at the District including budget definitions, budget organization descriptions, types of funds, explanations of priorities, budget simulation calculations, and helpful resources.

Constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. The Planning Manual clearly shows by month how the budget is developed and where participatory governance committees participate. College-level resource allocations are prioritized through the Finance Committee and IPC, with both memberships containing multiple campus constituencies. (III.D.3)

The 2018-19 Final Budget Report notes both the 2017-18 Actual Expenditures and 2018-19 Budget. Upon comparison, the 2018-19 Budget assumptions reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. (III.D.4)

General purchasing procedure are listed on the District's website and include approval steps and guidelines for Procurement Cards. Additionally, the District uses the Banner system to produce dependable and timely information.

The District's audited financial statements state no deficiencies in internal control systems.

During the visit, staff from the institution provided sections within the June 30, 2018 Financial Statements and the job description for the Compliance Officer as evidence that Internal controls and financial management practices are evaluated annually through the audit process. (III.D.5 and III.D.8)

To support student learning programs and services, the institution appropriately allocates financial resources through the program review resource request process.

Additionally, unqualified audit reports represent the District's high degree of credibility and accuracy for financial documents, including the budget. (III.D.6)

Information regarding the annual audit, including information about budget, fiscal conditions, financial planning, and audit results are appropriately communicated to the public by an annual presentation at a Board of Trustees meetings as well as posted on the District's website.

The District's financial position and integrated planning activities to maintain fiscal stability are indicated in the annual budget adopted by the Board. To ensure financial stability, the budget includes a 13% reserve contingency for emergency response and cash flow. To address risk management, the District maintains insurance coverage. (III.D.7, III.D.9)

As part of District operations, all College funds, including those specific to financial aid, grants, externally funded programs, contractual relationships, and auxiliary operations, are subject to an annual independent external audit as per Board Policy 8.05 and Administrative Policy 8.05.1. Oversight is provided by the Board through annual presentations of the audit results, which for the past three fiscal years has been unqualified.

Additionally, the College re-established a Finance Committee to assist with oversight to ensure that the College remains fiscally stable, and that its resources are allocated in alignment with its Mission, Vision, Strategic Priorities and other goals.

The San Mateo Community College Foundation is a separate 501 (c) (3) that supports the College and its students that is also audited annually and received an unmodified report for the year ended June 30, 2017. (III.D.10)

Short- and long-term plans and priorities are considered when making financial decisions to ensure fiscal stability. During the visit, staff from the institution provided evidence that both short-term and long-term financial solvency are considered, through the annual budgeting process. The 2019/20 Adopted Budget clearly identifies, plans for, and allocates resources for payment of liabilities and future obligations. The budget is delineated by fund type and specific line items have been identified for short-term and long-term needs including future benefit liabilities and capital improvement needs. The District plans for and allocates appropriate resources for the payment of Other Post-Employment Benefits (OPEB) obligations. (III.D.11)

An Actuarial Study of Retiree Health Liabilities in compliance with Governmental Accounting Standards Board (GASB) Statements 74 and 75, prepared in September 2017 indicates that, with addition of 2017-18 contribution, the District's liability is almost fully funded at 98 percent. 2018-19 Budget reflects an additional deposit of \$2.6 million which will result in the College's Retiree Health Liabilities being fully funded. (III.D.12)



The District has established a Debt Services Fund to account for resources accumulated to pay for general long-term debt. The District evaluates the debt service fund annually to ensure appropriate resources are allocated for the repayment of any locally incurred debt instruments, which is included as part of the Final Budget Report as administered by BP 8.06. (III.D.13)

Management review, monitoring, and external audits provide the assurance that all expenditures are used with integrity in a manner consistent with the intended purpose of the funding sources. District audits received unmodified opinions. (III.D.14)

The College states that the financial aid department and SMCCCD budget department ensure appropriate segregation of duties during the financial aid disbursement cycle to main Title IV compliance. Additionally, the college states a cohort default rate of 19.4%.

During the visit interview with institutional staff, the team received an explanation that student loan default rates are monitored each year as part of the ACCJC Annual Financial update; the College utilizes Borrowers Connect services in performing default prevention efforts. The College also participates in the Loan Counseling Experiment with the Department of Education to help determine if additional loan counseling could be provided to improve repayment rates. (III.D.15)

The College and District have processes and policies in place that ensure contractual agreement with external entities are consistent with the mission and goals of the College. Policies contain appropriate provision to maintain the integrity of the institution and the quality of its programs, services, and operations. (III.D.16)

Conclusion:

The college and district meet the standard.

## **Standard IV Leadership and Governance**

### **A. Decision-Making Roles and Processes**

General Observations:

The San Mateo Community County College District provides sufficient support for innovation. This is evident in the District's strategies to achieve the overarching goals identified in the Strategic Plan Goals adopted by the Board of Trustees. These strategies encourage the College to adopt innovative ways to address student success and equity and to enhance teaching and learning. For example, District-wide strategies include the following that directly address innovation:

- Support the Colleges by providing resources for teaching and support innovations that are designed to increase student success.
- Engage in innovative course scheduling that provides more student options for course completion.

#### Findings and Evidence:

The institution has created an environment that encourages innovation. The institution has committed innovation funds to encourage its members to be creative and develop programs that support student success. Support for engagement of all through participatory governance is also evident and the College adheres to policies that define the roles of various constituent groups. The College is committed to the principles of participatory governance and improving processes for enhanced decision-making. (IV.A.1)

The team reviewed examples of selected programs that were developed as a result of such support and funding. Various methods through the Office of Planning, Research, Innovation, and Effectiveness, Planning Processes, Professional Development, Grant Development, and President's Innovation Funds are available to promote and support creativity and innovation at the College.

The team, through its visit, was able to identify a high level collaboration that exists amongst various constituents. This was clearly evident when meeting with students who were engaged in broad campus-level decision-making and also feeling the support to introduce innovative ideas to Campus leadership.

The District has policies and procedures that outline the role of each constituent group and their importance in the overall district-wide decision-making. The established policies define the role of constituent groups and involvement of individuals in the overall decision making.

The District has also created a District participatory governance council to discuss and recommend district-wide issues such as Board Policies. The Team, through further conversation,

confirmed the representation and the involvement of campus constituencies in that council. Through meeting with students, the team also confirmed their active participation on the council, as consistent with the District's documents to give students a voice in the decision-making process. (IV.A.2, IV.A.3)

The College has an established process for curriculum development and for student learning programs and services, which is documented in the *Planning Manual*. Documentation regarding the development of curriculum is provided in the *CSM Curriculum Handbook*. Faculty and academic administrators have responsibility for recommending actions in these areas. (IV.A.4)

The Team, through on-site interview confirmed the engagement of students and other constituent groups in the overall decision-making process. The College has established the Institutional Planning Committee (IPC) which is the key planning committee for the College. The Team, in dialog with the Academic Senate President, confirmed the involvement of faculty on various committees and their responsibilities related to academic matters. (IV.A.5)

The College through its Planning, Research, Innovation and Effectiveness (PRIE) Office communicates results of decision-making processes to the campus. Constituent representatives also communicate issues regarding college-wide decisions as appropriate to their purview. Roles and responsibilities are clear, and annually the PRIE conducts assessments to provide regular feedback of effectiveness. (IV.A.6, IV.A.7)

#### Conclusion:

The College meets this standard.

### **B. Chief Executive Officer**

#### General Observations:

The Chancellor delegates full authority to the President of College of San Mateo. Evidence demonstrates that the college president provides effective leadership in all aspects of planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness. The interim Chancellor and acting President have been in their temporary roles at the district/college for a few months; however, the team observed that they are well qualified and are carrying out the duties and responsibilities of their positions. Processes for governance and decision making are outlined in college documents and provide clear guidance for the role of the CEO in these matters.

### Findings and Evidence:

The CEO provides effective leadership in all aspects of the College's work: planning, budgeting, hiring, and assessing institutional effectiveness. The CEO presides over committee structures that ensure faculty purview of curricular and program quality (IV.B.1-2)

The College follows inclusive committee processes that address planning and resources, and that begin with departmental program review and resource requests which are processed through a well-established and communicated prioritization process. (IV.B.1-3, IV.B.1-4)

The College President is responsible for the selection of key personnel, through a two-stage committee process. The President has a prominent role in the assessment of institutional effectiveness, through the Institutional Planning Committee review process; for instance, through discussion of program reviews College initiatives and other key plans. (IV.B. 1-8)

The Board of Trustees and the Chancellor delegate to the College President primary responsibility for the overall structure of the College. The College President has executive responsibility for Administrative Services; the Office of the President; the Office of the Vice Presidents of Instruction and Student Services; PRIE; and Community Relations and Marketing. The Director of Equity also reports directly to the College President. (IV.B.2)

While the administrative structure has stayed largely constant, the process permits the President to create or consolidate administrative positions in response to emerging needs and priorities. In this structure, the College President has had the opportunity to create new operations and positions to meet the additional demands of new initiatives such as Student Equity, Guided Pathways and Institutional Effectiveness. (IV.B.3-6)

### Conclusion:

The college and district meet the standard.

## **C. Governing Board**

### General Observations

The San Mateo County Community College Board of Trustees is the policy-making body for the District and assures academic quality, integrity, effectiveness of student learning programs and

services, and the financial stability of the District. The Board is comprised of five elected trustees on staggered four-year terms, each of whom represent discrete areas of San Mateo County, along with a non-voting student trustee who is elected annually. In 2017, the District moved to regional board seats in lieu of at-large trustees. The newest trustee was elected in 2018. The Board has policies delegating duties to the District Chancellor and to the College Presidents, as well as a code of ethics, and conflict of interest policies.

### Findings and Evidence:

The Chair interviewed two Board members and the Interim Chancellor regarding this standard to amplify the evidence and garner additional input for this report.

Board Policy 1.10 outlines the Board's oversight of policy, assurance of fiscal health and stability, monitoring performance, and representing the public interest. The Board is an independent policy-making body with responsibility for the aforementioned functions. The Board adopts key documents such as the District's Strategic Plan focused on "students first," and it reviews and approves major planning documents from the Colleges. (IV.C.1)

Board Policy 2.21 outlines a policy on professional ethics to "act in the best interests of students, the community and the District's mission over other competing interests" and Board Policy 1.02 notes that trustees exercise authority only as a board (1.02) to function as one voice. (IV.C.2)

The Board Policy 2.02 defines the selection and evaluation of the CEO. College Presidents are evaluated annually by the Board and the Chancellor, as established by BP 2.03. BPs 1.10, 1.35, and 2.45 assure that the independence, public interest, and conduct of trustees avoids conflict of interest and personal interest. The board organization, described in BP 1.02, includes the change to district areas in 2017. (IV.C.3, IV.C.4)

Board Policy 1.10 describes essential duties and responsibilities of the Board and BP 1.01 defines the mission of "sustaining open access for students and being responsive to community needs" as part of the Board's responsibility for educational quality, financial integrity, legal matters, and stability. (IV.C.5)

Bylaws and policies for the Board are published and accessible through the District website, and appropriately respond to the requirements to specify the size, duties, responsibilities, structure, and procedures for the Board. (IV.C.6)

The Board reviews policies and procedures on a six-year cycle; evidence provided confirmed these processes are carried out per BP 2.06 and 2.07 and described in AP 2410. The Board also

reviews key indicators of student learning and achievement, and plans for improving quality, as noted in Board approval of a 2015 Strategic Plan, and subsequent plans that included related success indicators such as the Student Equity and Achievement Plan, Student Success & Support (3SP) Plan and the Educational Master Plan. The team found that the District Strategic Plan also included priorities and metrics for success, equity, and social justice. Full discussions including Board presentations by the Colleges related to these plans are evident in Board minutes and describe robust engagement by the Board in student success measures. (IV.C.7, IV.C.8)

The team noted that the Board provides ongoing board development and orientation for new members, along with staggered board terms to support continuity of membership. Board terms are for four years, and staggered with two or three seats up for election every two years. BP 1.10 describes the process for ongoing development through study sessions, reading materials, and conference attendance. The Board meets twice a month, and one session is committed to studying specific information and professional development opportunities. Self-evaluation practices for the Board are found in BP 1.35, which take place each calendar year to assess effectiveness and suggest improvements, and the results are discussed in public session. Evidence of assessments reveal that the assessments have been done within each of the academic years, however they have been done in different months and semesters. (IV.C.9, IV.C.10)

Board conduct, conflict of interest, and code of ethics policies are clearly defined in BPs 1.35, 2.21, and 2.45 and APs 2.45.1 & 2, and annual Form 700 certifications are filed by each board member. The College noted that a review of Board actions during the accreditation cycle period found no policy violations. (IV.C.11)

Board Policy 2.02, delegates the day-to-day responsibility as the chief executive officer for the District with authority to implement and administer board policies without interference, and the Chancellor is evaluated against annual performance goals. The team noted that the current interim Chancellor was appointed by the Board in August 2019. (IV.C.12)

The Board supports District improvement efforts related to accreditation and is informed about Accreditation Standards, Eligibility Requirements, policies, and the status of the District. The Board reviews annual ACCJC reports, substantive change proposals, and reviewed and adopted the ISER report in July 2019. (IV.C.13)

Conclusion:

The College and district meet the Standard and Eligibility Requirement 17.

**D. Multi-College Districts or Systems**

### General Observations:

The San Mateo County Community College District consists of three colleges: Cañada College, Skyline College, and the College of San Mateo. The current Chancellor for the District is serving in an interim capacity. The Board communicated in the interview with the Chair that they will be initiating the search for a permanent Chancellor soon, with a desired date of June 2020 for their appointment.

### Findings and Evidence:

The District has three leadership teams: the Chancellor's Cabinet, Chancellor's Council, and the Chancellor's Staff. The Chancellor meets bi-weekly with the college presidents, and weekly with vice chancellors and senior staff. Board Policy 2.02 clarifies that the Chancellor is the CEO for the District with final responsibility for leadership alongside of delegation of administrative authority to the college presidents. BP 2.03 delineates the roles of the presidents and the executive leadership. Interviews with the Chancellor and evidence provided during the team visit demonstrated these policies are in place with the interim executive assignments. (IV.D.1)

In Board Policy 8.02, the Board of Trustees delegates authority to the Chancellor to supervise general business, administration of property and contracts, budget and accounting, equipment, property, and protection of assets and persons. This policy also notes the further delegation to the college presidents of development of educational and student services programs for the colleges and administration and operations. The Chancellor regularly evaluates the presidents on performance goals related to this delegated authority and does not interfere in the implementation of these duties. District plans distinguish between college and district level responsibilities. Central services provided by District offices ensure fair and effective allocation of resources. (IV.D.2, 4)

The team found that the District uses an equitable resource allocation model to assign resources to the three colleges. District level discussion of resources is guided by the District Committee on Budget and Finance, which reviews and assesses the model. The District also adopts and uses as guidance their 2015-2020 District level Strategic Plan, which includes a specific goal for assurance of necessary resources. The District and the Board of Trustees reviews the key performance of all indicators in the Strategic Plan, including disaggregated data revealing progress towards identified group achievement. (IV.D.3, IV.D.5)

The team noted a variety of methods of timely communication utilized to ensure effective operations and between the District and the three colleges, such as the Districtwide Participatory

Governance Council, Cabinet meetings, Council meetings, Board meeting agendas and meeting matter, and website resources. The District provided evidence of evaluation of roles, governance, and decision-making processes through participatory governance groups and regular program review. (IV.D.6, IV.D.7)

Conclusion:

The College and District meet the Standard.

**Review and Comments on the College's Quality Focused Essay (QFE)**

The College identified Guided Pathways as its highest priority in the Quality Focused Essay (QFE). They identified two primary projects as the focus of their work to fully implement pathways with a particular approach supporting underserved populations. Both projects, Promise Scholars/CUNY ASAP Replication and Improving Placement Success are well described and have excellent assessment mechanisms. College employees responsible for meeting milestones are identified and all efforts are tied to the College's Master Plan. These two comprehensive projects will serve the college well as they move forward to develop new systems for access, success and completion for the students.