2026

INSTITUTIONAL

SELF-EVALUATION REPORT

ACCJC ACCREDITATION



College of San Mateo

College of San Mateo

Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

College of San Mateo

1700 W. Hillsdale Blvd.

San Mateo, CA 94402

to

Accrediting Commission for Community and Junior Colleges

December 2025

Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Dr. Melissa Moreno Chancellor, San Mateo County Community College District	Date
Dr. Manuel Alejandro Pérez President, College of San Mateo	Date
Mr. Mike Guingona President, Board of Trustees San Mateo County Community College District	Date
Mr. Daniel Keller President, College of San Mateo Academic Senate	Date
Mr. Fauzi Hamadeh President, College of San Mateo Classified Senate	Date

Mr. Jaden Nguyen President, Associated Students of College of San Mateo	Date
Ms. Monique Nakagawa, Accreditation Liaison Officer	Date

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Foreword to the Institutional Evaluation Report



CSM VALUE: EXCELLENCE

We value and maintain CSM's
legacy of excellence in education.

Foreword to the Institutional Self-Evaluation Report

On behalf of the College of San Mateo community, the Accreditation Steering Committee is proud to present this Institutional Self-Evaluation Report in support of reaffirmation of accreditation. This report represents the culmination of a collaborative, campus-wide effort to reflect on our mission, assess our progress, and chart a course for continuous improvement (Standards 1.1, 1.2, 4.2). It tells the story of a college deeply committed to equity, innovation, and student success.

Over the past accreditation cycle, CSM has navigated significant challenges and opportunities. We emerged from the pandemic with renewed energy and purpose, strengthened by our designation as both a Hispanic-Serving Institution (HSI) and an Asian American Native American Pacific Islander Serving Institution (AANAPISI) (Standards 1.1, 2.7). These identities have shaped our approach to "servingness," inspiring programs and practices that affirm culture, foster belonging, and advance equitable outcomes for historically underserved students (Standards 2.7, 2.8). In the course of our self-evaluation, we identified key achievements:

- Expansion of holistic student supports, including Promise Scholars, identity-based centers, learning communities, and basic needs programs (Standards 2.7, 2.8).
- Launch of CSM Coastside in Half Moon Bay to address geographic and equity gaps in our service areas (Standards 1.1, 2.7).
- Implementation of Guided Pathways and Program Mapper to promote timely completion and student success (Standards 2.5, 2.9).
- Faculty leadership in equity-focused pedagogy through initiatives such as the Redesign for Equity and Accessibility Lab (REAL) (Standards 2.6, 3.2).
- Strengthened planning and resource alignment through the Education Master Plan and participatory governance (Standards 1.2, 1.4, 4.2).
- Enhanced transparency and campus engagement through revitalized budget and safety committees, inclusion of senates in resource allocation process, and open communication via budget forums and "Pan with the Pérezidente" sessions (Standards 1.4, 1.5, 3.5, 4.2, 4.3)

We also found areas for renewed purpose and growth. We continue to refine program review and assessment processes to ensure meaningful reflection, peer review, and action (Standards 2.9, 1.3). We are deepening our use of disaggregated data to close equity gaps and expanding professional development to embed antiracist practices across all constituency groups (Standards 1.3, 3.2). These efforts reflect our unwavering

commitment to continuous improvement, accountability, and transparency (Standards 1.4, 4.3).

The pages that follow document how College of San Mateo fulfills its mission: *to create access and inclusion, foster academic excellence, and ensure equitable outcomes so students can realize their full potential* (Standard 1.1). We invite you to explore our college story of resilience, progress, and aspiration as we look toward a future defined by innovation, integrity, and equity – one that matches our vision of liberatory education for our communities on and off campus.

A. Introduction: Institutional Context



CSM VALUE: AUTHENTIC CARE

We value love as praxis.

A. Introduction: Institutional Context

Founded in 1922, College of San Mateo (CSM) has served the educational, economic, social, and cultural needs of its community for over a century, making it one of California's oldest community colleges. The college is primarily located on 153 acres of unceded Ramaytush Ohlone land in the San Mateo hills, with views of the San Francisco Bay to the east and the Coast Range to the west, in addition to operating an extension center in the coastal city of Half Moon Bay.



CSM formally serves the central region of San Mateo County—including Millbrae, Belmont, and Half Moon Bay—but draws students from across the county and beyond. As one of three colleges in the San Mateo County Community College District (SMCCCD), CSM operates under the governance of a six-member elected Board of Trustees and is administered by the SMCCCD Chancellor. The President of CSM is responsible for the college's daily operations and reports directly to the Chancellor.

The college's governance structure reflects its commitment to inclusive and participatory decision-making. The Institutional Planning Committee (IPC) serves as the primary shared governance body, with equal representation from administration, the Academic Senate, the Classified Senate, and the Associated Students of CSM (ASCSM). IPC subcommittees—including the Educational Equity Committee, Finance Committee, Safety Committee, Professional Development Committee, and Technology Advisory Committee—support collaborative planning and ensure that institutional priorities are aligned with the college's mission, values, and strategic goals.

Our local community

San Mateo County is one of two counties that comprise the core of Silicon Valley, a global hub of technology and innovation. The regional economy is anchored by industries such as computer software, social media, biotechnology, hospitality, and transportation. Major private-sector employers in the county include Meta (Facebook Inc.), Genentech, Gilead Sciences, Sony Interactive Entertainment, and YouTube.

The region is characterized by high educational attainment, high wages, and a correspondingly high cost of living. Approximately 75% of the county's population holds an associate degree or higher—ten percentage points above both the state and national averages. Similarly, 77.2% of local high school graduates enroll in college, compared to 63.6% statewide. The median household income in Silicon Valley is $154,119, significantly higher than California's median of $95,521 and nearly double the national median of $77,719. Despite these figures, affordability remains a challenge: a family of four with two working adults must earn approximately $195,000 annually to meet basic living expenses.

Persistent racial and socioeconomic disparities mirror national trends. Income gaps remain across all levels of educational attainment for Black, Latine, and Asian adults compared to their White counterparts. In higher education, equity gaps in bachelor's degree attainment continue to affect Black and Latine populations. These disparities are also evident in college-going rates among high school graduates: while 90.0% of Asian and 84.7% of White students pursue postsecondary education, only 65.4% of Latine and 59.3% of Pasifika students do so. Gaps in college readiness are even more pronounced. Among high school graduates meeting UC/CSU eligibility requirements, fewer than one-quarter of Pasifika students (24.0%), fewer than half of Latine students (45.8%), and half of Black students (49.5%) are considered college-prepared, compared to 75.9% of White and 88.7% of Asian students.

Who we serve

College of San Mateo (CSM) serves a highly diverse and predominantly degree- and transfer-oriented student population.

Since 2015, the college's headcount enrollment has fluctuated. Prior to the COVID-19 pandemic, enrollment had been gradually declining. The pandemic accelerated this trend, with enrollment reaching a low of approximately 7,500 students in Fall 2022. (Figure 1) Like many institutions across the state and nation, CSM experienced a post-pandemic rebound in 2023 as the campus reopened and students who had deferred college returned. That same year, the implementation of CA Senate Bill 893 (SB 893)—which authorized the San Mateo County Community College District (SMCCCD) to waive enrollment fees for county residents—contributed to a 21% increase in enrollment over the prior year. Enrollment growth continued into Fall 2024, reaching nearly 10,000 students.

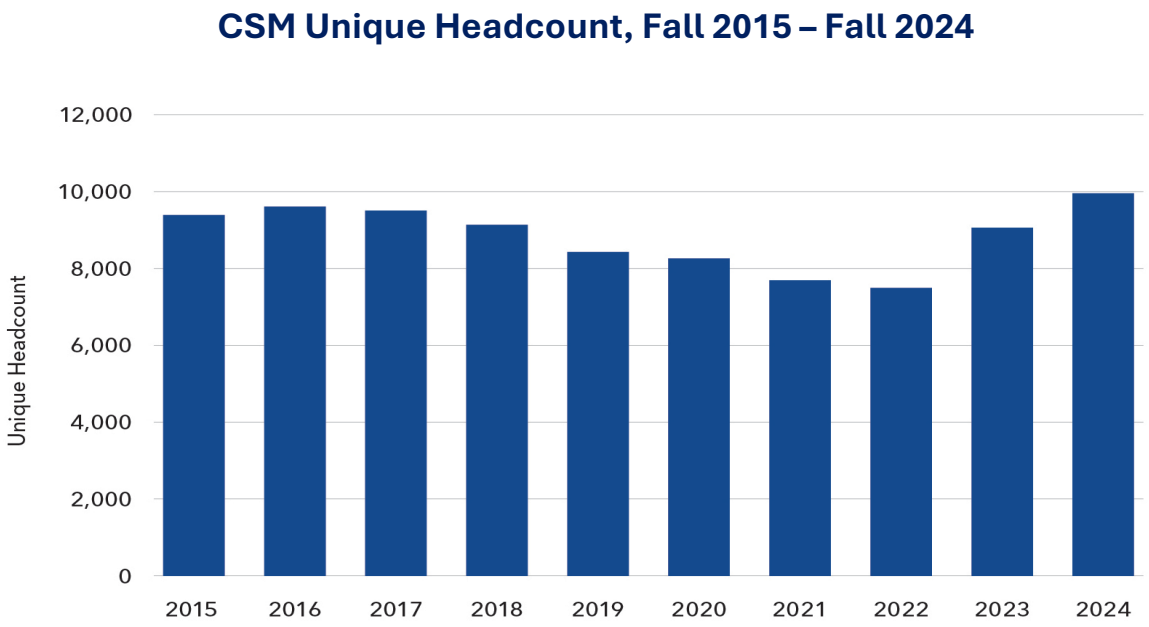


Figure 1 Source: SMCCCD Student Database, First Census

CSM's student body reflects the diversity of the region. In Fall 2024, no single racial or ethnic group constituted a majority. Over one-third of students (37.1%) identified as Latine, while 28.2% identified as non-Hispanic White. An additional one-third of students identified as Asian (22.1%) and/or Filipino (11.3%). Black or African American students represented 5.9% of the population, Pasifika students 4.0%, and Native American or Alaska Native students 2.3%. (Figure 2)

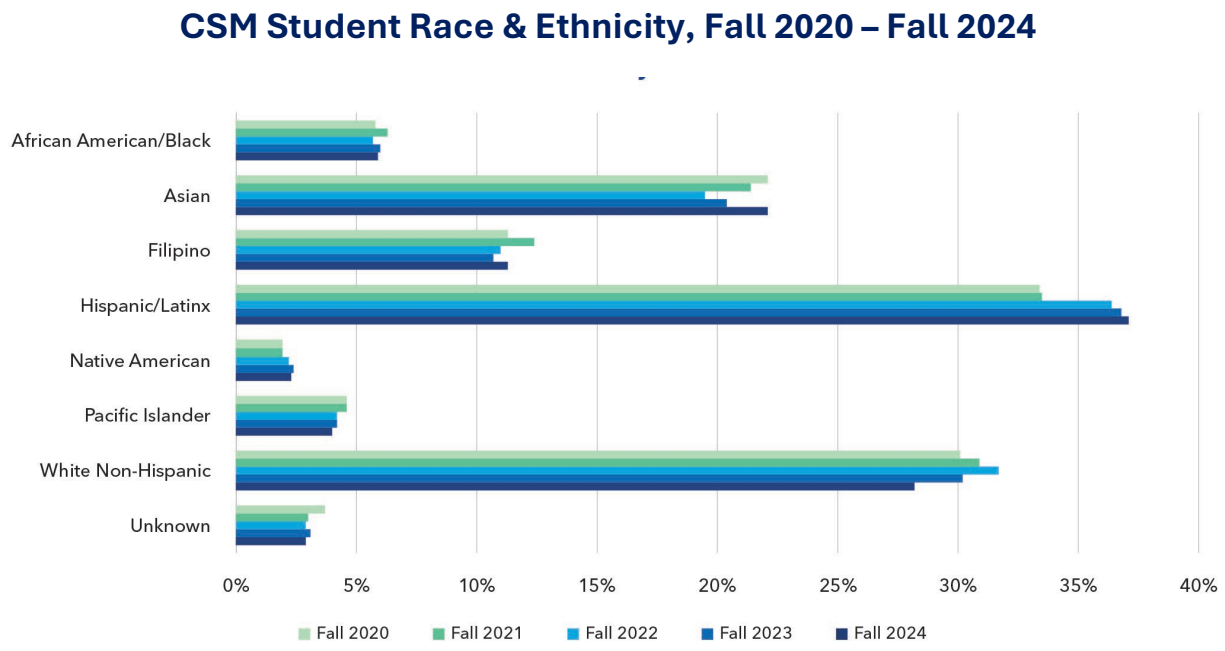


Figure 2 Source: SMCCCD Student Database, End of Term

The college primarily serves younger students, with 62% under the age of 25. Students between the ages of 25 and 50 comprise 30% of the population, while those aged 50 and older represent 8%. (Figure 3)

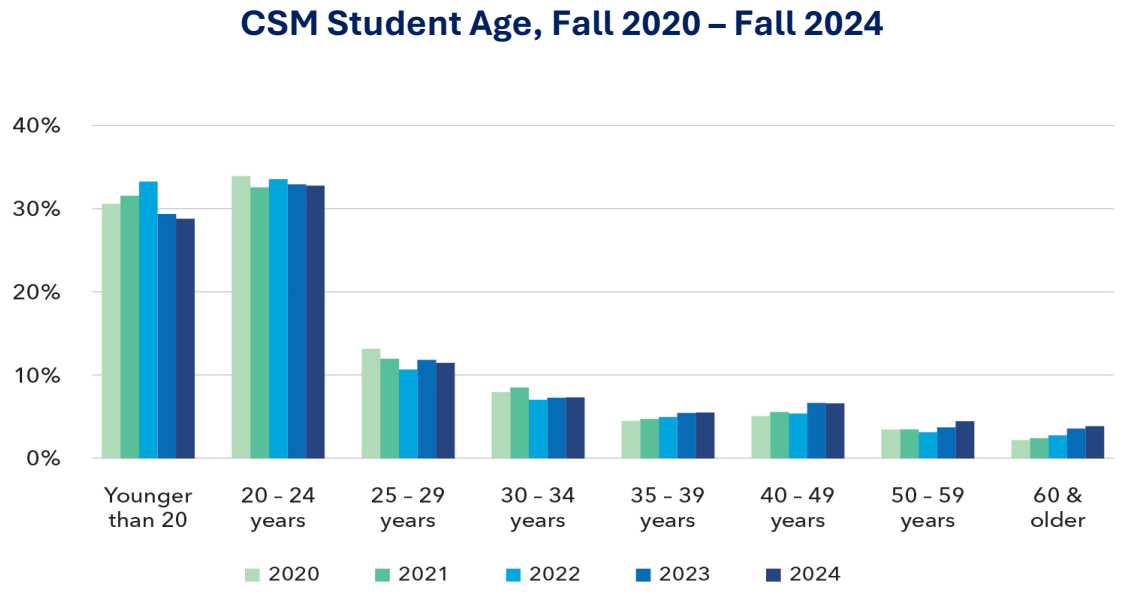


Figure 3 Source: SMCCCD Student Database, End of Term

CSM students are overwhelmingly focused on academic advancement. Nearly two-thirds (64%) report a primary educational goal of transfer, with or without the completion of an associate degree. (Figure 4)

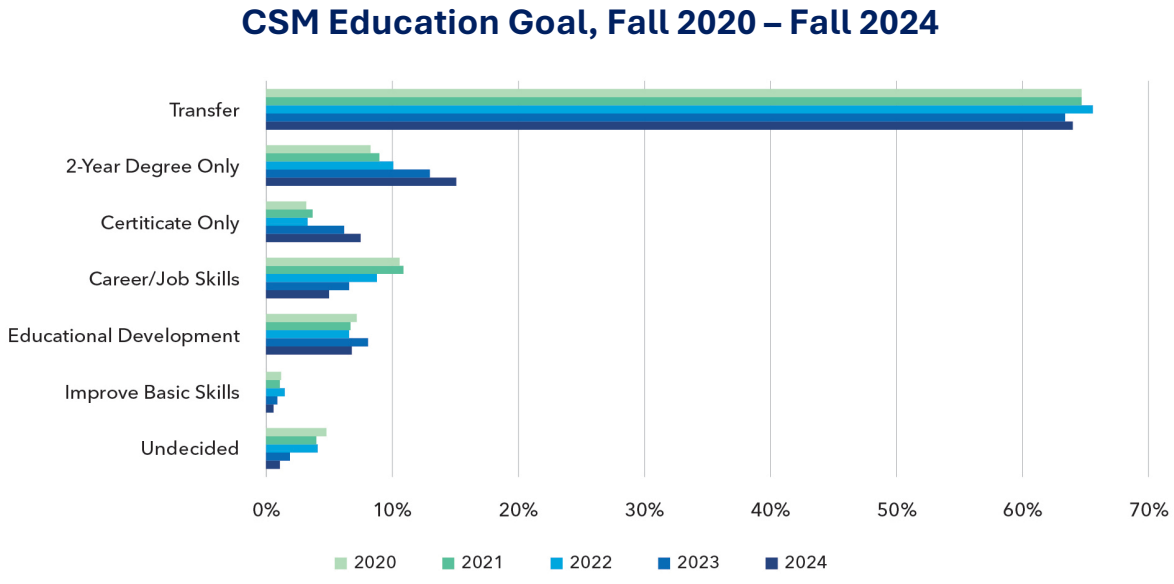
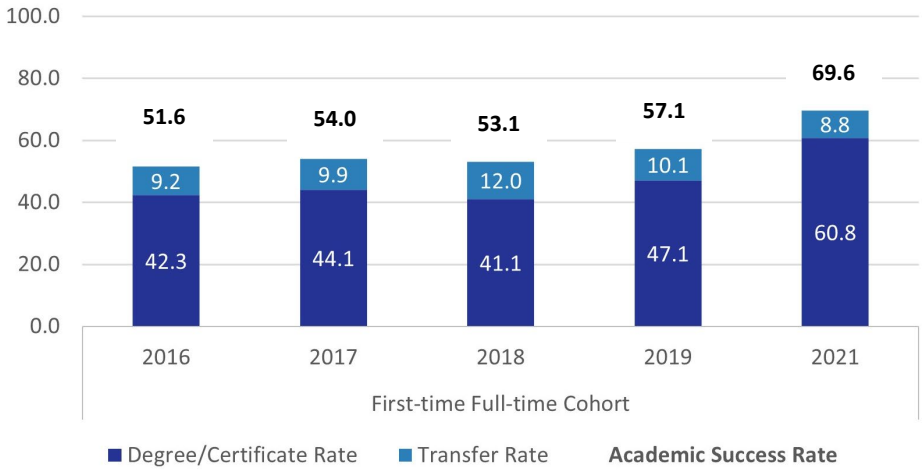


Figure 4 Source: SMCCCD Student Database, End of Term

College outcomes have demonstrated steady improvement since the COVID-19 pandemic. Of the Fall 2021 cohort of first-time full-time students, seven in ten (69.6%) achieved academic success, with a majority (60.8%) completing a degree or certificate and an additional 8.8% transferring without having completed an award. (Figure 5)

CSM Student Completion, 2016 – 2021 Fall Cohorts



Notes: Fall 2020 cohort rates unavailable. Academic Success Rate is a local (SMCCCD) measure only which combines the SRTK Degree/Certificate and Transfer Rates and is not an official SRTK metric. Figure 5 Source: Federal Student Right-to-Know

Major events and developments

Federal designations: HSI and AANAPISI

College of San Mateo (CSM) is proud to be both a federally designated Hispanic-Serving Institution (HSI) and an Asian American Native American Pacific Islander Serving Institution (AANAPISI). These designations reflect the college's commitment to serving historically underrepresented student populations and advancing educational equity.

CSM currently holds two HSI grants: a Developing HSI grant and an HSI STEM grant. These grants advance the academic success of all students and especially our Latine, Hispanic, and low-income students by strengthening degree pathways through gateway course support, innovative and equity-minded pedagogy, and expanded undergraduate research opportunities. The grants also fund a range of institutional initiatives, including a Summer Bridge program for STEM students, collaborative student-faculty antiracism projects, and faculty professional development in equitable STEM instruction.

In partnership with San Francisco State University, CSM participates in the AANAPISI-funded Access, Relevance, and Community for Transfer Students (ARC) project. ARC is

designed to improve enrollment, persistence, transfer, graduation, and career readiness for underserved students and especially our Asian American, Native Hawaiian, Pacific Islander (AANAPI), and low-income students. The program offers a comprehensive suite of supports, including peer mentoring, culturally responsive learning communities, faculty workshops, transfer-focused events and campus visits, and a dedicated SFSU contact for transfer students.

Leadership transitions

During the current accreditation cycle, CSM has experienced several leadership transitions. In Fall 2019, the college's long-serving president was appointed as acting, and later permanent, chancellor of the San Mateo County Community College District. As part of this transition, the Vice President of Student Services (VPSS) assumed the role of acting/interim president. The Vice Presidents of Instruction (VPI) and Administrative Services (VPAS) remained in place. The VPSS position was left vacant and its responsibilities were shared across the VPI and VPAS. A new president was appointed in 2021, followed by turnover in all three vice president roles in 2022. In Spring 2023, the president announced her departure, followed by the resignations of the VPAS and VPSS. The district chancellor appointed the Executive Vice Chancellor of Administrative Services as acting president for the 2023-2024 academic year until Dr. Manuel Alejandro Pérez began his tenure as president in July 2024.

Now in its second year under Dr. Pérez's leadership, the college is entering a period of renewed stability and strategic focus. Dr. Pérez has re-centered the college's efforts on its Education Master Plan, beginning with an assessment of progress to date and advancing toward clarified goals, targeted strategies, and actionable plans through 2028. He has also initiated collegewide dialogue on our mission as the community's college, on the meaning of "servingness" as an HSI and AANAPISI with strong commitments to liberatory education, and has stabilized the executive team by hiring a seasoned VPAS and promoting a long-serving student services leader to VPSS.

CSM Coastside

San Mateo County's central coast ("Coastside") is a geographically and demographically distinct region within the college's service area. Characterized by dedicated agricultural zones, the Coastside is home to a diverse population that includes a significant number of Latine farmworkers and, to a lesser extent, Chinese and other migrant laborers.

Access to educational and economic opportunities is constrained by limited transportation infrastructure. A single two-lane highway connects the Coastside to the more industrialized Bayside, and weekday public transit is limited to hourly bus service with no direct route to the CSM campus. These geographic and infrastructural barriers

present persistent challenges to equitable access and underscore the need for targeted outreach and support.

In response, CSM has made a sustained commitment to reducing barriers for Coastside residents. During the COVID-19 pandemic, the college used emergency relief funds to subsidize rideshare transportation to and from campus. As those funds sunset, CSM will continue its support by launching a dedicated shuttle service in Fall 2025. Additionally, in Fall 2024, the college opened CSM Coastside in Half Moon Bay, a satellite location offering direct access to instruction, career education, counseling, and enrollment services—bringing the college's mission and resources closer to the communities it serves.

Athletics

CSM recognizes athletics as an important pathway to higher education, particularly for students from low-income and historically minoritized backgrounds. The college takes pride in its athletics program, which consistently fosters student success both on the field and in the classroom. In the 2024–25 academic year alone, CSM celebrated a division championship in baseball; state titles and medal-winning performances in football, softball, and track & field; and a national championship in football.

Beyond athletic success, the program maintains a strong commitment to academic excellence and student advancement. This commitment is reflected in the transfer outcomes of student-athletes, including 46 football players who earned scholarships to four-year institutions such as UC Berkeley, the University of Arizona, and Purdue University.

Addressing student financial, basic, personal, and community needs

In alignment with its mission and grounded in research affirming the importance of holistic student support, CSM has developed a robust infrastructure to address students' financial, basic, personal, and community needs. These efforts are especially critical for vulnerable student populations and are designed to promote access, inclusion, academic excellence, and completion. Although not exhaustive, the following programs represent CSM's student- and community-focused approach to deliver supports that impact student success.

- Promise Scholars Program (PSP): Modeled after CUNY's Accelerated Study in Associate Programs (ASAP), PSP supports over 900 first-time, full-time students annually with up to three years of tuition and fee waivers, textbook assistance, transportation and food incentives, and personalized academic counseling. With a counselor-to-student ratio of approximately 1:150, PSP fosters a strong sense of

community and accountability. The program recently celebrated its 1,000th graduate.

- Learning Communities (LCs): CSM offers eight cohort-based learning communities that support students by culture, interest, or status. Cultural LCs serve African American/Black, Hispanic/Latine, Filipino, and Pasifika students through culturally sustaining practices. Interest-based LCs include IX in Action for female athletes and Writing in the End Zone for men's football players, which integrate athletic values into academic preparation. The Honors Project provides a rigorous academic experience with research, internships, and transfer opportunities, including participation in the UCLA Transfer Alliance Program. Project Change, founded in 2015, is the first community college program in California to provide in-person instruction and wraparound support for incarcerated youth, and serves as a model for the statewide Rising Scholars program.
- SparkPoint at CSM: In partnership with United Way Bay Area, SparkPoint provides comprehensive basic needs and financial support services. These include an on-campus food pantry, grab-and-go meals, weekly grocery distributions serving over 650 households, financial coaching, tax assistance, transportation support, and emergency housing for students in crisis.
- Undocumented Community Center (UCC): The UCC is a dedicated safe space that provides advocacy, programming, and direct services to undocumented students. Supports include academic, financial, legal, and career guidance, as well as community referrals and matriculation assistance. Through the UCC, the College is also a member of the Districtwide Undocu Coalition which actively contributes to and supports the District's commitment of resources and guidance for and with our undocumented community.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards



CSM VALUE: CELEBRATION

We value celebrating both personal and professional accomplishments, milestones, and achievements.

STANDARD 1
Institutional Mission & Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.



Standard 1: Institutional Mission and Effectiveness

1.1 The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

"We are the community's college. College of San Mateo creates access and inclusion, fosters academic excellence, and ensures equitable outcomes so students can realize their full potential." - College of San Mateo Mission Statement

College of San Mateo's Mission, Vision, and Values statements articulate the institution's commitment to providing a liberatory and equity-centered education. Together with the college's Institutional Priorities, Leadership Commitments, and Solidarity Statement, these guiding documents define the college's identity and values, and serve as the foundation for its instructional programs, student services, administrative practices, and strategic planning.

As both an Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI), CSM is committed to fulfilling its mission to create access and inclusion, foster academic excellence, and ensure equitable outcomes for all students—particularly those historically underserved by higher education.

These commitments are grounded in the evolving needs of the communities the college serves. As outlined in the 2023–2028 Education Master Plan (EMP), demographic shifts in the region point to a population that is becoming older, more educated, and wealthier—trends that are displacing low- and moderate-income families. The region's cost of living is more than two and a half times the national average, and disparities in educational attainment continue to divide residents along lines of economic mobility. As noted by Joint Venture Silicon Valley, "Education alone does not explain the income disparities: White residents with a bachelor's degree have a per capita income that is 60 percent greater than equally educated Black or African American residents."[1]

[1] Joint Venture Silicon Valley, Institute for Regional Studies, *2025 Silicon Valley Index* (www.jointventure.org/siliconvalleyindex), p. 11.

CSM's institutional commitments to equity, diversity, and inclusion directly respond to the structural racism and income inequality that shape the Silicon Valley and broader Bay Area economies. While regional labor market forecasts predict growing demand for workers with bachelor's degrees in fields such as technology, healthcare, and management, these opportunities often exclude the region's overwhelmingly minoritized populations who lack access to such credentials. Although bachelor's degree attainment has increased since 2010, persistent equity gaps by race and ethnicity remain.

Commitment to Mission-Driven Equity and Access

In response, CSM is dedicated to serving historically underrepresented and under-resourced communities—and to reaching those not yet served. This commitment is operationalized through initiatives such as the Coastside Initiative, the establishment of identity centers, and the development of learning communities, including Project Change.

As part of the EMP planning process, the college conducted a geographic analysis of income and educational attainment. This analysis revealed gaps in access to and attainment of higher education, particularly in the Coastside region, where associate degree attainment rates fall below 50%. As noted in the ISER introduction, the Coastside is a predominantly agricultural area with farmworker and undocumented populations historically underserved by higher education. In response to these findings, CSM launched CSM Coastside, a new facility that opened in 2024 to expand access to postsecondary education and career pathways for Coastside residents, directly addressing regional equity gaps and aligning with the College's mission of access and inclusion.

Institutionalizing Equity-Focused Support Structures

CSM has institutionalized several identity- and population-specific support centers and learning communities that provide targeted supports aligned with the College's Mission and its Student Equity and Achievement Plan (SEAP). These supports have contributed to measurable progress in reducing disproportionate impact in key areas, including transfer-level Math and English completion for Black/African American students and transfer outcomes for disabled and Latinx students.[2] While Standard 2.7 provides a more detailed overview of these supports, one illustrative example is Project Change, the first California community college-supported program to provide incarcerated youth with direct access to higher education. The program offers in-person instruction inside juvenile facilities and wraparound student support services, serving as a model for 2021's Assembly Bill 417, which established the Rising Scholars Network. Project Change reflects CSM's enduring commitment to equity and to advancing economic mobility through education.

[2] CSM Student Equity and Achievement Plan 2025-2028 (Draft), p. 3.

Community-focused Workforce Development

As noted earlier, CSM serves a highly diverse student body of over 13,200 students who pursue a wide range of academic and career goals. While many students seek to transfer to four-year institutions, others prepare for careers in fields such as dental assisting, electrical work, and firefighting. Approximately 10% of students are enrolled in Career and Technical Education (CTE) certificate programs. In addition, a growing dual enrollment program now serves 7% of the student population, bringing high school students into college-level coursework and extending CSM's reach into local secondary schools.

Maintaining Our Commitments

The college last reviewed and revised its Mission, Vision, and Values statements during the development of the 2023–2028 Education Master Plan. The EMP was vetted through the college's primary participatory governance body, the Institutional Planning Committee (IPC), and formally adopted on November 2, 2022. The San Mateo County Community College District Board of Trustees approved the plan on November 30, 2022.

CSM's Solidarity Statement was developed in late 2020 in response to the murder of George Floyd and the national reckoning with racial injustice. Beginning in June 2020, a task force composed of the Director of Equity, faculty, staff, managers, and students collaboratively drafted the statement. The Academic and Classified Senates reviewed and endorsed the statement and IPC formally adopted it on January 20, 2021. The statement continues to guide the college's equity work and institutional culture. In Spring 2026, an updated Solidarity Statement will move through the College's participatory governance process to ensure the statement remains timely, relevant, and aligned with institutional values.

1.2 The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

College of San Mateo (CSM) identifies its institutional priorities and goals through a comprehensive and participatory education master planning process. Beginning with the 2019 Education Master Plan (EMP), the college has engaged in a cycle of continuous improvement to ensure that its goals remain meaningful, ambitious, and responsive to institutional and community needs.

Education Master Plan, 2019-2024

In 2019, following an inclusive and data-informed planning process, CSM adopted a five-year EMP (2019–2024). The Dean of Planning, Research, Innovation, and Effectiveness (PRIE) led the planning process and engaged a broad cross-section of the college community. The process included SWOT analyses conducted with academic and student

services divisions, the Academic and Classified Senates, management, and executive leadership. This process resulted in five strategic priorities: supporting students' aspirations, creating equitable opportunities for all students, committing to progressive and innovative teaching and learning, building on a tradition of service to the community, and enhancing a culture of participation and communication.

2023-2028 Education Master Plan

In 2021, the dual impact of the COVID-19 pandemic and the national reckoning with structural racism prompted the college to revisit its strategic direction. This led to the development of the 2023–2028 Education Master Plan (EMP), which identifies six institutional priorities, each supported by integrated plans and action steps (see EMP, Appendix C):

CSM Institutional Priorities, 2023 –2028



These institutional priorities are closely aligned with the SMCCCD's Strategic Priorities, as shown below:

District Strategic Priorities	CSM Institutional Priorities
Develop and strengthen educational offerings,interventions, and support programs that increase student access & success.	CSM focuses **on teaching and learning,** and prioritizes **student-focused support**, especially relating to **anti-racism/equity** work that supports access and success for students most in need.
Establish and expandrelationships with school districts, 4-year college partners, andcommunity-based organizations to increase higher education attainment in San Mateo County.	CSM calls for **community partnerships** to support stronger teaching and learning. This also aligns with the emphasis on **effective internal and external communications.**
Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.	CSM's **teaching and learning** make innovative use of new technology; **strategic planning** is required to develop delivery options that speak to student need, as well as **student-focused support** to ensure students are well served in different modalities.
Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations.	**Strategic planning** supports sound allocation of CSM's resources. Planning also calls for **effective communication,** both internal and external.

CSM's institutional priorities reflect both the college's mission and the socioeconomic context of the broader community. While the region is known for its economic prosperity—particularly in the technology sector—many CSM students come from low- and moderate-income households and face displacement pressures due to the high cost of living. The college's emphasis on antiracism, equity, community partnerships, and expanded access to programs is designed to produce more equitable outcomes for these students.

Extensive community engagement informed the development of the 2023–2028 EMP. Opening Day 2022 featured a general feedback session followed by postcard outreach linking to an online feedback form. Additional all-campus fora, division meetings, and Academic and Classified Senate engagement ensured broad participation. The feedback period was promoted through the Bulldog Bulletin and a dedicated EMP webpage.

The EMP was formally adopted in Fall 2022 under the leadership of then-President Jennifer Taylor-Mendoza. Following her departure in Summer 2023, President Manuel Alejandro Pérez assumed leadership in July 2024. Under his guidance, and with support from the Institutional Planning Committee (IPC), the college has assessed progress and provided updates to the EMP, as described below.

2025 EMP Update

While the EMP establishes institutional priorities, the Institutional Planning Committee (IPC) oversees implementation and ongoing assessment. On January 7, 2025, IPC hosted a mid-year EMP retreat to review progress, refine existing priorities, and develop concise goals. Thirty participants representing students, faculty, staff, and administrators attended. The retreat produced four expanded institutional goals:

- *Transformative Community Partnerships*: Expand access to and engagement with community partners on and off campus to support shared goals for student success.
- *Accessible Student-Focused Support*: Provide and communicate holistic, equity-minded support services informed by student needs.
- *Equity and Antiracism*: Foster a culture of belonging, critical consciousness, and systemic change to advance antiracism, equity, accessibility, and inclusion.
- *Teaching and Learning*: Promote excellence through innovation, professional development, and anti-racist pedagogy responsive to student needs.

These goals were shared broadly through the EMP website and presented to IPC, the Associated Students of CSM, and the Academic and Classified Senates. The updated goals were also shared at the Spring 2025 College Flex Day for college-wide professional development.

To operationalize these goals, IPC formed an EMP Strategies Workgroup at its February 5, 2025 meeting. This ad hoc group, composed of students, faculty, staff, and administrators, returned in March with a prioritized list of 4–6 strategies per goal. The workgroup was then dissolved and replaced by four EMP Action Plan Workgroups, each aligned with one of the institutional goals. These groups convened for a summer planning retreat to develop and align action plans, which are expected to be completed and presented to IPC in Fall 2025.

CSM's participatory approach to planning, its responsiveness to community needs, and its commitment to reflection and realignment underscore the college's dedication to continuous institutional improvement.

1.3 The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

College of San Mateo (CSM) holds itself accountable for achieving its mission and institutional goals through the regular review of strategic metrics and disaggregated data, particularly for populations historically underserved by higher education. This commitment to data-informed decision-making is reflected in the college's use of strategic metrics and racial climate surveys to assess institutional effectiveness and guide continuous improvement.

Strategic metrics

CSM has established a set of strategic metrics aligned with the six institutional priorities outlined in the 2023–2028 Education Master Plan (EMP). These metrics include both floor and stretch goals and are reviewed annually by the Institutional Planning Committee (IPC) to monitor progress toward institutional goals. Following the adoption of the EMP, IPC approved the metrics framework at its December 6, 2023 meeting. The committee recommended that key metrics related to antiracism and equity be disaggregated by race and ethnicity to ensure accountability for equitable outcomes.

In alignment with the college's commitment to antiracist education, metrics such as 3.1 ("Students reporting having experienced microaggressions") and 3.3 ("Academic Notice rates") are disaggregated by race and ethnicity. Consistent with the principle of Targeted Universalism, CSM applies the same floor and stretch goals to all racial and ethnic subgroups as it does to the overall student population. IPC most recently reviewed the metrics at its April 3, 2024 meeting.

As discussed in Standard 1.2, in Spring and Summer 2025 IPC convened a series of EMP workgroups and retreats to develop institutional goals, strategies, and action plans. Completion of this work is expected in Fall 2025 along with revisions to the strategic metrics to ensure continued alignment and relevance.

Racial climate surveys

CSM also assesses institutional climate and equity through constituent surveys, including a series of antiracism surveys. In response to the murder of George Floyd in 2020, the college initiated efforts to better understand perceptions of racism and structural inequities on campus. Faculty and staff were surveyed in late Spring 2020, and IPC reviewed the results at its September 16, 2020 meeting. Although the response rate was modest, the number of responses was insufficient to support meaningful disaggregation.

In Fall 2021, students were surveyed using a similar instrument. IPC reviewed the results at its April 13, 2022 meeting. By aligning questions across surveys, the college was able to identify areas of divergence in constituent perspectives. For example, while a majority of faculty and staff agreed that the curriculum was culturally diverse and reflective of the community, students—particularly students of color—expressed weaker agreement that the curriculum was antiracist or representative of their lived experiences.

The disaggregated findings from the 2021 student survey prompted deeper inquiry into the experiences of Black and Brown students. Responses from Black and African American students to questions such as "Certain races get more attention in my classes" and "I have experienced microaggressions at CSM" differed significantly from those of other groups. To further explore these findings, CSM partnered with the RP Group to conduct focus groups with Black and African American students and with n students.

Key recommendations from the focus groups included:

- Providing training on microaggressions for faculty and staff
- Recognizing and celebrating Pasifika student identity and culture
- Increasing efforts to hire and retain Black and African American employees

Institutional response and action

CSM has taken concrete steps in response to the findings of its antiracism assessments. The college secured an Institutional Effectiveness Partnership Initiative (IEPI) grant to develop an equity-focused professional development program for faculty and staff to embed antiracist practices more intentionally into daily operations and professional interactions. Through the IEPI grant, CSM is developing a series of targeted micro-courses and coaching opportunities to build capacity and strengthen institutional communication. Planned topics include *Recognizing and Responding to Microaggressions, Culturally Responsive Communication and Outreach, Equity-Minded Supervision, and Building Belonging in Student Support Spaces*. Each session is designed to foster reflective practice, strengthen collaboration, and ensure that equity and antiracism remain central to CSM's culture of institutional effectiveness.

To address concerns about curriculum relevance and representation, the college secured a Culturally Responsive Pedagogy and Practice Innovative Best Practices Grant (CRPP IBP) in 2023. With this funding, CSM launched the Redesign for Equity and Accessibility Lab (REAL), a faculty fellowship program focused on equitable course design. Over three semesters, the REAL program has trained 19 faculty members, who now serve as peer coaches and mentors.

To foster a greater sense of belonging among Black and Brown students, the college has expanded the capacity of its learning communities. CSM hired a full-time coordinator for its Umoja program, which serves Black and African American students, and a tenure-track faculty coordinator for its Puente program, which serves Latine/x students. These hires enabled both programs to double their service capacity.

Additionally, the college has reimagined The Village, a multicultural, multipurpose space. Formerly a single room in Building 18, The Village is now a central feature of the renovated Center for Equity, Leadership, and Community in Building 17. It includes a series of study spaces and offices surrounding a central atrium that serves as a gathering space for students in ethnic- and race-based learning communities and clubs.



1.4 The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

At College of San Mateo (CSM), mission-informed, systematic planning and assessment guide the allocation of institutional resources. This alignment is evident in initiatives such as CSM Coastside (see Standard 1.1), the college's antiracism and equity agenda, and the resource request process. These efforts reflect CSM's commitment to ensuring that resource decisions are grounded in institutional priorities and equity goals.

Resource allocation process

CSM's resource allocation process—commonly referred to as Resource Requests—prioritizes personnel and non-personnel needs based on alignment with the Education Master Plan (EMP). The EMP integrates institutional priorities, program and office-level plans, and findings from the college's biennial/triennial program review process. The planning cycle begins with the college's Mission, Vision, and Values and culminates in the

resource request process, ensuring that resource decisions are mission-driven and data-informed.

CSM Planning Cycle



Framework: District Strategic Plan

Resource Requests, including those for new faculty positions, are submitted each fall through a centralized online platform. The site includes a resource request diagram and supporting materials to promote transparency and ease of use.

In Fall 2024, the process was enhanced to strengthen participatory governance and increase transparency. The update formally integrated the Academic and Classified Senates into the prioritization timeline with opportunities for their feedback related to the process and their draft recommendations for resource allocations. A public forum was also added to capture broader campus feedback. In Fall 2024, this forum was hosted during the December 4, 2025 IPC meeting, where an overview of the process was presented alongside prioritization lists submitted by Deans, the Academic Senate, and the Classified Senate. The forum included an open Q&A session to gather feedback and address questions from the campus community.

Program review and planning integration

All programs, services, and departments at CSM participate in the college's biennial/triennial program review process, which is a cornerstone of integrated planning. As detailed in Standard 2.9, program review includesv:

- A brief description of the program and its alignment with CSM Mission and Values, CSM Solidarity Statement, CSM Strategic Priorities, CSM Forward 2028 (Education Master Plan), and SMCCCD Strategic Goals.

- Analysis of outcomes data, including instructional, student learning outcomes, and service area outcomes. Instructional data are disaggregated to identify equity gaps by student population and mode of delivery.
- Assessment of prior goals and setting of new ones.
- Labor market data for Career and Technical Education (CTE) programs

This structured and participatory approach ensures that program-level assessment, institutional priorities, and equity considerations directly inform resource allocation, and reinforces the college's commitment to continuous improvement and mission fulfillment.

The Fall 2024 personnel resource allocations illustrate the mission-driven and systematic process which informs resource allocations. All requests were assessed against safety requirements, state and federal compliance standards, alignment with the Education Master Plan and College/District goals, as well as consideration of existing fiscal commitments. Requestors were required to provide justifications to demonstrate alignment with the EMP and institutional priorities.

1.5 The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

College of San Mateo (CSM) employs a variety of methods to regularly communicate progress toward achieving its mission and institutional goals. These efforts are designed to promote transparency, foster engagement, and ensure that internal and external stakeholders are informed about institutional strengths, priorities, and areas for continued improvement.

Communication channels

CSM disseminates information through multiple formats, including electronic communications (e.g., email, newsletters), printed materials (e.g., the *Impact Report*), and public presentations. The college's website serves as a central repository for institutional communications, providing stakeholders with easy access to reports, planning documents, and governance materials.

Key examples of communication tools include:

- Impact Report: CSM's annual Impact Report highlights faculty, staff, and student accomplishments, and showcases student scholarship and success. The report is distributed in print across campus and is also available electronically.
- Accreditation Website: The college maintains a dedicated accreditation webpage that archives ACCJC midterm, progress, and final reports dating back to 2008. The site also includes links to program-specific accreditation information (e.g., Cosmetology, Dental Assisting, Nursing, Fire Academy) and a repository of institutional planning documents.
- Participatory Governance Websites: Governance committee webpages provide access to meeting agendas, minutes, membership rosters, and participation guidelines. These include:
    - Institutional Planning Committee (IPC) and its subcommittees:
        - Finance Committee
        - Safety Committee
        - Technology Advisory Committee (TAC)
        - Education Equity Committee (EEC)
        - Professional Development Committee
    - Academic Senate and its subcommittees:
        - Curriculum Committee
        - Committee on Teaching and Learning (CTL)
        - Distance Education Advisory Committee (DEAC)
    - Classified Senate
    - Associated Students of CSM (ASCSM)
- President's Report Page: This page archives the President's monthly reports to the Board of Trustees, featuring institutional updates, student success stories, and links to the Impact Report, President's Advisory Council, and a contact form for direct communication with the President.

Public presentations and events

In addition to electronic communications, CSM regularly shares institutional progress through public presentations and campus-wide events. These include:

- *District and College Flex Days*: Flex Day presentations provide opportunities for committees and leadership to share updates on the Education Master Plan (EMP), program review, and responses to district and state mandates. CSM's Opening Flex Day, held at the start of each semester, includes presentations from the President

and campus leaders, as well as sessions aligned with the college's mission and priorities. For example, the January 10, 2025 Opening Flex Day featured presentations and workshops on the theme Defining Servingness and Advancing Racial Justice at Hispanic-Serving Institutions, directly supporting the college's equity mission and HSI designation.

- *Executive Roundtables and Senate Updates*: Flex Day also includes executive committee roundtables and updates from the Academic Senate and Curriculum Committee, providing additional opportunities for stakeholder engagement.
- *Pan with the Pérezidente*: This monthly event offers informal opportunities for students, faculty, staff, and community members to engage directly with the College President in open dialogue about institutional progress and priorities.
- President's Advocacy Council: The President's Advocacy Council provides space for regular engagement, input, ideation and feedback between business, education, government, and non-profit leaders throughout San Mateo County. The Council provides direction, support, and guidance to advance the college's vision and to expand its contributions and responsiveness throughout the communities the College serves. Priority areas include workforce development, civic engagement, housing, community engagement, and fundraising.

STANDARD 2
Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.



Standard 2: Student Success

2.1 Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

College of San Mateo (CSM) offers a comprehensive range of academic programs across multiple modes of delivery, consistent with its mission to foster academic excellence and expand access for all students. As of 2024-25, CSM offers 76 degree programs, including 22 Associate Degrees for Transfer (ADTs), and 94 certificate programs. These programs are designed to meet the diverse educational and career goals of students and are offered in formats that support flexibility and accessibility.

The CSM Catalog, published annually, provides detailed information on all academic programs, including associate degrees, certificates, career pathways, and clearly articulated student learning outcomes (SLOs). All academic and student services programs participate in a comprehensive Program Review process every two years (transitioning to a staggered three-year cycle beginning Fall 2025; see Standard 2.9). The Program Review process explicitly requires programs to demonstrate alignment with the College's Mission and Values, Statement of Solidarity, Strategic Priorities, District Strategic Goals, and CSM Forward 2028 – Education Master Plan.

Curriculum oversight and faculty leadership

Board Policy 6.13 affirms the central role of faculty in curriculum development, program review, and program viability, in accordance with Title 5 §53200. The policy mandates collegial consultation with the Academic Senate, which is responsible for establishing procedures for the development, modification, and discontinuation of curricular offerings in collaboration with the College President and Vice President of Instruction.

The Curriculum Committee, a subcommittee of the Academic Senate Governing Council, oversees the review and approval of all academic programs. The Committee Chair serves as a voting member of both the Academic Senate and the Institutional Planning Committee (IPC), ensuring regular communication with all campus constituencies. The Curriculum Committee Handbook (revised Fall 2024) and General Education Handbook (revised Spring 2025) provide detailed guidance on curricular processes and are publicly available on the Committee's website.

Curriculum review and approval process

CSM's curriculum review process ensures that all academic programs reflect appropriate breadth, depth, rigor, and alignment with the College's mission and equity goals. Committee members receive annual training on Title 5 and California Community Colleges Chancellor's Office (CCCCO) compliance, with training materials archived on the Curriculum Committee Resources site.

Curriculum development is facilitated through CurricuNET, a web-based curriculum management platform. Faculty authors initiate proposals for new or revised courses and programs, which are reviewed by the division dean, Curriculum Chair, and Vice President of Instruction to ensure resource feasibility. The Technical Review Subcommittee conducts a detailed review before proposals are placed on the Curriculum Committee agenda for discussion and approval. The subcommittee reviews all parts of Course Outlines of Record and any proposed changes, including Student Learning Outcomes and distance education supplements.

Following local approval, programs are submitted to the Board of Trustees, and, when applicable, to external accrediting bodies and the CCCCO Curriculum Inventory System (COCI).

Career and Technical Education (CTE) program approval

CSM verifies that CTE fields of study align with our mission and have appropriate breadth, depth, and workforce learning outcomes through a consistent, equity-first approval cycle. Faculty design and revise programs using disaggregated institutional data and employer input; industry advisory committees validate competencies; the college Curriculum Committee and the district Board of Trustees approve the scope, learning outcomes, and modality/location; the Bay Area Community College Consortium (BACCC), a regional career education coordinating body, provides regional workforce recommendations; and programs are submitted to the COCI and the college's accrediting body, when appropriate.

BACCC reviews all new or substantively revised Career and Technical Education (CTE) programs. BACCC approval requires submission of a labor market analysis, including data on occupational demand, industry concentration, educational supply, employment outcomes, and required skills and certifications. Programs recommended by BACCC are included in the College's COCI submission, ensuring regional alignment and workforce relevance.

2.2 The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

College of San Mateo's curriculum development and assessment processes are designed and implemented through collaborative engagement with faculty and appropriate stakeholders. These processes ensure that academic programs reflect current discipline and industry standards and promote equitable attainment of student learning outcomes and educational goals.

Curriculum design and development

As outlined in Standard 2.1, curriculum design and development are the purview of faculty, with oversight by the Curriculum Committee, a standing committee of the Academic Senate. The curriculum design process is guided by the Curriculum Handbook and, where applicable, the General Education Handbook, both of which outline procedures, timelines, and standards for course and program approval.

Equity is a foundational principle in the Curriculum Committee's work. The Committee's vision is explicitly grounded "in a student-centered, equity-based, decolonizing and antiracist approach" to curriculum review. One way its supports this commitment is by including an instructional designer as voting member who plays a key role in offering student-centered and equity-minded recommendations. (Curriculum Handbook, p. 7)

The 2024 revision of the Curriculum Handbook was driven by the College's commitment to creating more equitable and inclusive learning experiences. For example, in the section on Representative Instructional Methods, faculty are guided to:

> "include a variety of representative methods that benefit different groups of students. Students with different backgrounds and needs may benefit from different types of instruction. Providing varied methods of instruction helps create multiple avenues for students to master the material and engage with the course."

Similarly, in the section on Representative Texts, the handbook advises faculty to:

> "consider a diverse range of perspectives, voices, and contributions to the field. For example, some textbooks may lack representation of historically underrepresented groups and how those groups have contributed to the advancement of the discipline. When selecting textbook and instructional materials, ask yourself *who is being included and who is being left out*."

These examples illustrate how curriculum development at CSM is not only faculty-led but also intentionally designed to reflect inclusive pedagogical practices that support equitable student learning and achievement.

Career Technical Education (CTE) industry alignment

CSM's career and technical education (CTE) faculty draw upon the region's robust workforce ecosystem to design programs that reflect current industry standards and prepare students for employment in high-demand sectors, such as business analytics, web and mobile application development, fire technology, and esthetics.

CTE faculty maintain ongoing engagement with professional networks to inform curriculum development and instructional practices. For example, Biotechnology Professor Chris Smith, an active member of a statewide biotechnology faculty community, participated in a summer online teaching conference focused on artificial intelligence and technology. This led to further professional development in computer programming applications for biotechnology and participation in an industry event hosted by Biocom California, a leading life sciences organization. Mindful of projections indicating that 30% of future California jobs will be in biotechnology, Professor Smith plans to integrate his learning into course content to expand student awareness of career opportunities in the field. This example illustrates how faculty professional development directly informs curriculum relevance and instructional quality.

CTE advisory boards

In accordance with Title 5 §55601, each CTE program convenes an Industry Advisory Board annually to ensure alignment with workforce demands and evolving industry standards. These boards include representatives from relevant sectors—employers, labor organizations, and educators—and provide guidance on curriculum development, labor market trends, program effectiveness, and student employability. Advisory Boards also foster partnerships between the college and local industries, enhancing opportunities for work-based learning and career placement.

CTE programs are annually reminded of this requirement and must report meeting dates and submit documentation to their division offices. Additionally, the Program Review form includes CTE-specific prompts requiring programs to:

- Analyze labor market data and demonstrate alignment with workforce needs.
- Summarize student outcomes, including degrees and certificates, and identify areas of strength and concern.
- Update Advisory Committee information and meeting outcomes.
- Reflect on strategies to address workforce retraining and employment challenges.

These assessments confirm programs remain mission-aligned, current, and effective for the workforce.

Equitable attainment of learning outcomes and goals

The curriculum design process includes the development of distinct student learning outcomes (SLOs) and program learning outcomes (PLOs). SLOs are measurable and guide decisions on course objectives, representative instructional methods, representative methods of evaluation, and representative assignments. Faculty are also guided to consider representative assignments that allow students to practice and make progress toward the SLOs and even PLOs, thus supporting students' greater educational goals. As noted earlier, the 2024 revisions to the Curriculum Handbook guide faculty to consider equitable practices in their methods, texts, and assessments. For example, faculty are asked to consider questions such as:

- Is there a variety of instructional methods that serve different groups of students? (p. 26)
- Do assignments present opportunities for students to make connections to real-life scenarios, their cultural backgrounds, and/or lived experience? (p. 28)
- Does the course incorporate varied ways of evaluating students' learning? (p. 29)

These examples illustrate how curriculum design supports the equitable attainment of learning outcomes and student success.

2.3 All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

College of San Mateo (CSM) ensures that all degree programs include a comprehensive general education framework that fosters the development of broad knowledge, skills, and competencies in communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and engagement with diverse perspectives.

Philosophy and structure of general education

San Mateo County Community College District Board Policy 6.10, *Philosophy and Criteria for Associate Degree and General Education*, aligns with Title 5 §55061 and affirms that general education introduces students to diverse ways of understanding the modern world. This philosophy is reflected in CSM's catalog, which emphasizes the importance of

foundational principles and methodologies across disciplines to deepen students' understanding of themselves and their environments.

All degree-seeking students at CSM complete one of the following general education patterns:

- CSM Local General Education Pattern
- California State University (CSU) General Education Pattern (ending 2024-25)
- Intersegmental General Education Transfer Curriculum (IGETC) for UC or CSU (ending 2024-25)
- California General Education Transfer Curriculum (CalGETC) (beginning 2025-26)

Students collaborate with counselors to develop Student Education Plans (SEPs) tailored to their academic and transfer goals. Courses within each pattern are approved by the Curriculum Committee under the purview of the Academic Senate and follow statewide articulation standards.

Institutional Learning Outcomes (ILOs)

CSM's Institutional Learning Outcomes (ILOs) connect academic programs and general education to six core skill areas:

1. Independent Learning and Development
2. Effective Communication
3. Quantitative Reasoning
4. Critical Thinking
5. Social Awareness and Diversity
6. Ethical Responsibility and Community Engagement

ILOs reflect the broad competencies students develop through coursework, co-curricular activities, and support programs. These outcomes were most recently revised and adopted by Academic Senate on February 27, 2024, in which equity considerations drove a change in language from "effective citizenship" to "community engagement." Active conversations continue about proposed ILOs on data literacy and artificial intelligence, as well as an ILO rubrics frameworks to assess program alignment.

ILOs were assessed through a collegewide student survey through Spring 2023, and are currently assessed through a survey of award applicants.

Equity-focused learning communities and enrichment programs

CSM offers a range of programs that support student development and engagement with diverse perspectives:

- *Cultural Learning Communities*: Katipunan, Mana, Puente Project, and Umoja

- *Student-Athlete Academic Support*: Writing in the End Zone, Math in the End Zone, IX in Action
- *Honors Project*: Fosters independent research, critical inquiry, and presentation skills
- *Project Change*: Provides in-person college instruction for incarcerated youth and supports their transition to higher education
- *Global Engagement*: Study Abroad and International Education programs
- *Ethnic Studies Program*: One of the first in the state, offering courses that critically examine systems of power and inequality

These initiatives reflect CSM's mission to deliver "a liberatory education that inspires individual achievement and generational impacts," and directly address equity gaps rooted in historical marginalization and socio-economic barriers.

Local general education revisions

To align with AB928 and updates to Title 5 §55060, CSM revised its local GE pattern, as documented in the newly updated General Education Handbook. Key changes include:

- Adoption of new Areas 1–6
- Addition of Area 7: Wellness, Kinesiology Activity, & Personal Development
- Addition of Area 8: American History and Institutions, CA State and Local Government
- Removal of outdated competencies
- Inclusion of an information literacy graduation requirement, satisfied via Library Studies courses or integrated subject courses meeting defined criteria

The revision process included broad campus engagement:

- Public forums (February 28–29, 2024)
- Flex Day presentation (August 13, 2024)
- Curriculum Committee meetings (Fall 2024–Fall 2025)
- Regular updates to Academic Senate and IPC
- Final approval of the General Education Handbook on May 8, 2025

2.4 The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

College of San Mateo (CSM) is committed to providing students with clear, accurate, and accessible information about its academic programs, student services, and institutional resources. Through multiple modalities and continuous evaluation of communication

strategies, the college ensures that students are well-informed and supported throughout their educational journeys.

Catalog and course information

CSM publishes a comprehensive College Catalog annually, offering current and consistent information on academic programs, degree requirements, policies, procedures, and student support services. The Catalog is available online in both interactive and downloadable formats, with printed copies available upon request through the Community Relations and Marketing (CRM) Department.

Course-level information, including Student Learning Outcomes (SLOs), is communicated directly to students via course syllabi and WebSchedule. The Faculty Handbook, updated annually by the Office of Instruction in collaboration with Academic Senate, outlines syllabus requirements to ensure consistency and transparency. Required syllabus elements include:

- Instructor contact information
- Course description and SLOs
- Required materials and assignments
- Grading policies and course calendar
- Institutional policy statements (e.g., attendance, accommodations, Title IX, equity)

Syllabi are reviewed by division deans each semester and are distributed to students at the first class meeting.

Multi-modal communication strategies

CSM employs a wide range of communication channels to ensure students receive timely and relevant information. These include:

- Email and newsletters
- Social media platforms (e.g., Instagram, Facebook)
- Canvas announcements
- WebSMART portal
- Posters, flyers, and digital signage
- The College of San Mateo website and event calendar

The Community Relations and Marketing (CRM) Department plays a central role in coordinating these efforts. To ensure communication strategies remain student-centered, CRM conducts a Media Preferences Survey every two years. This survey gathers data on student preferences for receiving information, including platform usage, content priorities, and accessibility needs.

Survey results directly inform CRM's outreach strategies. For example, recent findings indicated increased student engagement with Instagram, prompting CRM to prioritize that platform for event promotion and service announcements. Initiatives such as the *Bulldog Briefing* Instagram reel incorporate interactive elements like polls and Q&A sessions to enhance engagement. Additionally, feedback regarding website navigation led to a redesign that improved access to academic support resources and program information.

2.5 The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

College of San Mateo (CSM) holds itself accountable for student success by intentionally designing course schedules that enable timely completion of degree and certificate programs. In alignment with the standard, the college ensures that students can complete an associate degree (60 units) within two years by following a full-time schedule of 15 units per semester. Certificate programs are structured with prescribed course sequences, including pre- and co-requisites, to support completion within the expected timeframe. Units earned through certificate programs may also apply toward associate degrees.

CSM currently offers:

- Certificates of Specialization (fewer than 16 units, not state-approved)
- Certificates of Achievement (16 units or more, state-approved and transcripted)
- AA/AS Degrees (local Associate in Arts or Science)
- AA-T/AS-T Degrees (Associate Degrees for Transfer, aligned with CSU and UC pathways)

In response to AB 928, the college is aligning general education requirements with the CalGETC framework, streamlining transfer pathways to CSU, UC, and private institutions.

Guided Pathways and program mapping

CSM's Guided Pathways efforts focus on two strategic goals: (1) providing students with a searchable tool to access program requirements, and (2) fostering a supportive environment for academic exploration. These goals have led to the implementation of:

- *Program Mapper*: An interactive tool that allows students to explore degrees and certificates, view course sequences, and access career and salary information.
- *Academic & Career Communities (ACC)*: Five thematic communities—Arts & Media, Business & Public Service, Health & Wellness, Language Arts & Social Sciences, and Science & Engineering—plus the Explorers ACC for undecided

students. Each community offers dedicated counseling and faculty coaching to support academic planning and career exploration.

Departments collaborate with deans to develop course sequences that meet major requirements and allow completion within two to three years. For example, the Biology department offers a structured sequence of courses aligned with program prerequisites and transfer goals.

Scheduling modalities and student access

To support diverse learning needs and schedules, CSM offers courses in multiple modalities—including in-person, hybrid, and fully online formats. Deans work closely with faculty to design schedules informed by enrollment trends and student demand. The SMCCD Canvas Support Site provides centralized support for online learning, while the Library Technology Loan ProgramLibrary Technology Loan Program offers access to laptops, hotspots, calculators, and other tools to ensure equitable engagement with course content.

District policy on class scheduling and cancellation

San Mateo County Community College District's Board Policy 6.04 and Administrative Procedure 6.04.1, revised in Fall 2024 through a joint Academic Senate–District workgroup, reinforce institutional accountability in course scheduling. The policy stipulates that classes are not canceled due to low enrollment more than 30 calendar days before the start of the term and requires clear communication to affected students. Additional considerations include:

- Impact on student degree and certificate completion
- Availability of required core and selective courses
- Cross-college course availability within the District
- Student progress through course sequences

Program improvement and viability (PIV)

CSM's Program Improvement and Viability (PIV) process, outlined in the Curriculum Committee Handbook and governed by Board Policy 6.13 and Administrative Procedure 6.13.1, is an extension of Program Review. Led by the Academic Senate's Program Review subcommittee, PIV uses quantitative and qualitative data to evaluate the academic health of at-risk programs. Outcomes may include recommendations for minor or major programmatic changes or program discontinuation. The process ensures alignment with the college's mission and strategic goals while maintaining a student-centered approach to program viability.

2.6 The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

College of San Mateo (CSM) ensures that its instructional delivery modes and teaching methodologies are responsive to student and curricular needs and promote equitable learning and achievement. The college has developed and implemented policies, training, and support systems that uphold quality and compliance in distance education.

Policy development and federal alignment

Following reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) in January 2020, CSM was tasked with establishing a policy defining regular and substantive instructor-initiated contact for distance education (DE) courses. In response, the college launched a comprehensive initiative involving faculty consultation, committee development, and professional training.

The onset of the COVID-19 pandemic in March 2020 accelerated the transition to online instruction. CSM implemented a mandatory 5-hour Regular and Substantive Interaction Training to ensure faculty compliance with the College of San Mateo Policy on Regular and Substantive Contact (AY 2020-2021). This training emphasized meaningful engagement strategies and the use of the Learning Management System (LMS) to document and standardize communication. By Fall 2020, the majority of faculty had completed the training, demonstrating a collective commitment to instructional quality.

In 2021, following updates to the federal definition of Distance Education (34 C.F.R. § 600.2), CSM revised its Policy on Regular and Substantive Contact through the Distance Education Advisory Committee (DEAC), a subcommittee of the Academic Senate.

Professional development and instructional support

CSM continues to enhance teaching practices for distance education through robust professional development offerings, including:

- Institutional Flex Days
- Regular and Substantive Interaction Training
- Quality Online Teaching and Learning (QOTL) Courses
- Micro-courses and targeted workshops

The Distance Education team, housed within the Office of Academic Support and Learning Technologies (ASLT), provides ongoing support through two instructional designers, two instructional technologists, and a faculty coordinator. Faculty receive assistance via

Canvas-based asynchronous resources, synchronous office hours, individualized consultations, and workshops.

All faculty teaching online or hybrid courses are required to complete QOTL Level 1, which equips them to:

- Implement accessibility and interaction standards
- Apply the OEI Course Design Rubric
- Build out 80% of their online course in Canvas

Faculty completing QOTL Level 1 receive a stipend, as outlined in the San Mateo Community College Federation of Teachers Local 1493 Contract (2022–2025). QOTL Level 2, a five-week advanced course, allows faculty to redesign and enhance an existing online course through a personalized learning pathway.

Faculty trained at other institutions must submit documentation verifying that their professional development included LMS tools and online pedagogy, in accordance with CSM's Policy on DE Training Requirements.

Evaluation and continuous improvement

Online courses are evaluated through the Faculty Evaluation Process, which includes an Online Faculty Observation Form. CSM is also developing a local Peer Online Course Review (POCR) team. To date, 12 employees have completed POCR training, and the college has secured funding to align two courses for inclusion in the California Virtual Campus (CVC) Course Exchange.

In alignment with the ACCJC Quality Continuum Rubric for Distance Education, the Distance Education team has collaborated with campus stakeholders to build awareness and deliver professional development. During Spring 2025 Flex Day, faculty engaged with the ACCJC Policy on Distance Education and Correspondence Education and explored strategies for elevating instructional practices through rubric-aligned design.

Regular evaluation of delivery effectiveness

CSM systematically evaluates the effectiveness of its instructional modalities through Program Review and Curriculum Review processes. Each instructional department receives disaggregated datasets comparing student enrollment, success, and retention across delivery modes—including in-person, online, hybrid, and synchronous formats. These datasets are further disaggregated by ethnicity, gender, age, disability status, first-generation college status, and income level.

Section 3b of the Program Review form requires departments to analyze gaps in student success, persistence, satisfaction, and enrollment across modalities. Programs reflect on

changes since the last review and identify contributing factors such as technology access, grading flexibility, and scheduling. Faculty are encouraged to document pedagogical innovations and assess their impact on student engagement and learning outcomes.

For example:

- The 2023–2024 Mathematics Program Review identified challenges in online instruction related to students' personal responsibilities and faculty familiarity with emerging technologies. In response, the department expanded online and hybrid offerings and increased faculty participation in QOTL Level 2 training to enhance instructional quality.
- The 2023–2024 Digital Media Program Review revealed disparities in success rates across modalities, with lower outcomes in online (78.5%) and hybrid (74.4%) formats compared to in-person (90.4%). The department addressed technology access barriers by providing loaner laptops with Adobe software and plans to expand inventory. Additional strategies included reducing online course caps to allow for individualized feedback and adopting multi-modal tools such as Neatboard to support flexible instruction.

These efforts reflect CSM's commitment to equity, particularly for first-generation and low-income students who may lack prior exposure to digital tools or professional development opportunities. As detailed in Standard 3.1, Program Review also informs resource allocation, requiring departments to align requests with the Education Master Plan, learning outcomes, and institutional priorities.

Professional development in teaching methodologies

CSM fosters continuous improvement in teaching practices through a variety of professional development initiatives:

- *Flex Day Workshops*: Held three times per semester, Flex Days offer sessions led by faculty, staff, and external experts. Topics include equitable grading, inclusive pedagogy, Universal Design for Learning (UDL), student engagement, and compliance with ACCJC's Regular and Substantive Interaction (RSI) policy. Notable sessions include:
    - *The Journey Toward Equitable Grading*
    - *Unpacking the UDL Toolbox*
    - *Pedagogy of Courage: Questioning Systemic Oppression*
    - *Empowering Students with Disabilities to Success*
    - *Visual Thinking as a Teaching Tool*
    - *Opening the Feedback Loop: Leveraging Student Feedback & Canvas Analytics*

- *Communities of Practice*: Departments such as Math and Science host monthly communities of practice to share strategies and foster collaboration. Topics include best practices for reaching students with improved teaching methodologies, including teaching with AI, groups, self-assessment, meta-cognition, and formative assessment. The Equitable Grading Lab brings together faculty across disciplines to explore grading reform and inclusive assessment.
- *Redesign for Equity and Accessibility Lab (REAL)*: Funded by a Culturally Responsive Pedagogy and Practices (CRPP) Innovation Grant, REAL is a faculty fellowship program supporting culturally responsive and accessible course design. Over three semesters, 19 faculty received course release time to revise syllabi, Course Outlines of Record (CORs), and instructional materials. Resources developed through REAL are shared during Flex Days and hosted on the program's website. A comprehensive evaluationcomprehensive evaluation of REAL was completed in Fall 2024.

2.7 The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

College of San Mateo (CSM) designs and delivers a comprehensive range of academic and non-academic support services that promote equitable student success and address the diverse needs of its student population. Guided by its mission to "ensure equitable outcomes so students can realize their full potential," the college provides integrated services that support students throughout their educational journeys.

Academic support services

CSM offers robust academic support through in-person and online modalities, including library services, tutoring, learning centers, and targeted programs for first-year, first-generation, and historically marginalized students.

Library services

The CSM Library provides equitable access to academic resources in both print and digital formats. Library faculty participate in Curriculum Committee technical reviews to ensure that new and revised courses are supported by appropriate learning resources. During the COVID-19 pandemic, the library maintained six-day-per-week academic support through

chat, email, phone, and Zoom appointments. Online service guides were developed for students and faculty, and in-person services resumed in 2021, restoring essential study and collaboration spaces.

Tutoring and learning centers

Tutoring is available across more than 15 disciplines through the CSM Learning Center and discipline-specific Learning Support Centers such as the Writing Center, Math Resource Center, and ESL Center. The college employs a Peer-Assisted Learning model, offering in-person and online peer tutoring, embedded tutoring, and supplemental instruction. Services are regularly adjusted based on faculty feedback and student outcomes. For example, in 2021–2023, embedded tutoring replaced supplemental instruction in Math, English, and ESL. Evaluation data showed that calculus courses with embedded tutors had a 45–50 percentage point increase in success rates (Learning Center 2023-24 Program Review, p. 2).

Programs supporting first-year and first-generation students

CSM invests in programs that address the academic and non-academic needs of first-year and first-generation students, including:

- *Extended Opportunity Programs and Services (EOPS/CARE)*: Celebrating its 55th year in 2026, EOPS provides comprehensive, culturally responsive support to underrepresented and hyper-marginalized students. The program uses equity data to inform outreach, academic support, and partnerships—such as with Math faculty to improve outcomes in gateway courses.
- *Promise Scholars Program (PSP)*: Serving approximately 900 students annually, PSP offers structured onboarding, academic counseling, block scheduling, and basic needs support (e.g., food vouchers, gas cards). Students participate in a one-hour information session and a half-day orientation before the academic year begins. Ongoing support is provided through a dedicated Canvas shell and regular contact with counselors and staff.

Early college access and dual enrollment

CSM supports early college access through concurrent enrollment, Middle College, and an expanding Dual Enrollment program. Informed by the 2021 Program Review cycle and Institutional Planning Committee (IPC) feedback, the college restructured its Dual Enrollment program to enhance recruitment, onboarding, and retention efforts, aligning students with viable academic and career pathways. The program now serves as a bridge to postsecondary success for local high school students, with intentional guidance into CSM's Academic and Career Communities.

Holistic student support services

In addition to academic support, College of San Mateo (CSM) provides a wide range of services that address students' basic needs, personal wellness, and non-academic challenges. These services are designed to remove barriers to success and ensure that all students—particularly those from historically underserved communities—can thrive.

Basic needs and financial wellness

SparkPoint offers essential services that support students' financial stability and well-being. These include direct assistance and referrals for food, housing, financial coaching, and tax preparation. The SparkPoint Free Grocery (SPFG) reopened in Fall 2021 following the COVID-19 campus closure and served 423 students that year. By the following year, the number of students served nearly doubled, as reported in the 2023–2024 SparkPoint Program Review, reflecting the growing demand for basic needs support.

Counseling and student development

Counseling Services support students in their academic, career, and personal development. New and returning students receive onboarding assistance through the Welcome Center, and counselors provide both abbreviated and comprehensive student education plans (SEPs). Counseling staff and faculty also assist with academic notice, financial aid appeals, degree petitions, and career exploration, in addition to teaching Counseling (COUN) and Career (CRER) courses that support student success and career readiness.

Personal Counseling Services (PCS) provides comprehensive mental health support to students. To promote a supportive learning environment, the department also offers consultation and training for faculty and staff and actively participates in the CARES Team, a cross-functional case management system for students of concern. To enhance accessibility and meet diverse student needs, PCS services are extended through outreach, wellness workshops, and community-building activities. The department also coordinates the Mental Health Peer Educator Program, which empowers students to promote mental health awareness among peers and across the campus community.

Specialized student support centers

CSM offers several identity- and population-specific support centers that provide targeted services aligned with the college's mission of access, inclusion, and equity:

- *Veterans Resource & Opportunity Center (VROC)*: Supports active-duty military, reservists, veterans, and their families through enrollment, benefits navigation, and compliance with VA education requirements. VROC staff provide personalized

guidance and access to veteran-specific resources, including the Veterans GI Bill® Checklist.

- *Undocumented Community Center (UCC)*: Serves undocumented and mixed-status students through holistic support, including counseling, workshops, and legal services in partnership with the Higher Education Immigration Legal Services Program. The UCC is a member of the Districtwide UndocuCoalition, which aligns best practices across the San Mateo County Community College District. The Coalition has presented its framework at local and national conferences, including full-day preconference institutes at the National Conference on Race & Ethnicity (NCORE) in 2024 and 2025.
- Multicultural Center: Provides a safe and inclusive space for underrepresented students. Services include academic counseling, workshops, study space, and community-building activities. The center collaborates with instructional and student services programs to support student success and belonging.

CSM Coastside

As discussed in the ISER introduction and Standard 1.1, CSM Coastside was established to address the distinct geographic, educational, and population needs of the agricultural coastside region. In addition to offering courses such as English as a Second Language, oceanography, and small business management, CSM provides on-site student support services including academic and career counseling and financial aid workshops to promote equitable access and success.

2.8 The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

College of San Mateo (CSM) fosters a strong sense of belonging and community by providing diverse opportunities for student engagement across academic, co-curricular, and identity-based programs. These opportunities are designed to reflect the varied needs of CSM's student population and support their unique educational journeys.

Student voice and leadership

The Associated Students of College of San Mateo (ASCSM) serves as the official student government, holding weekly public meetings in the Center for Equity, Leadership, and Community Building. ASCSM includes several active boards and committees—such as the

Inter Club Council, Advocacy Board, and Equity Affairs Board—that promote student leadership, civic engagement, and advocacy.

Students also engage through more than 30 active clubs each semester, offering opportunities for cultural expression, academic enrichment, and community service. Examples include:

- *Cultural and Ethnic Clubs*: Nepalese Student Association, Folkloric Dance & Culture Club, Vakatasi
- *Academic Clubs*: Astronomy Club, Computer Science Club
- *Service-Oriented Clubs*: Active Minds, Volunteer Club

Identity-based learning communities

CSM supports students of color and historically underserved populations through The Village, a collective of culturally responsive learning communities including Katipunan, Mana, Puente Project, and Umoja. As both a Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), CSM is committed to advancing equity and inclusion. The Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Student Achievement Program further supports students through targeted academic and cultural programming.

Brothers Empowering Brothers (BEB) is a holistic support program for men of color, offering academic, financial, and community-based resources. BEB meets weekly with staff and faculty advisors to foster peer support and build a sense of community among participants pursuing certificates, degrees, or transfer.

Student support centers

CSM has a number of centers, such as the Disability Resource Center and the Multicultural Center, that provide vulnerable populations with specialized services that target their educational, workforce, and personal needs. Many of these centers leverage community resources and partnerships to expand their offerings. For example, the Undocumented Community Center (UCC) was founded to meet the needs for trust, discretion, and belonging unique to the undocumented community. UCC has partnered with the Immigration Institute of the Bay Area to host a liaison who connects students with legal advice and resources that the college could not otherwise provide.

In Spring 2025, CSM opened its Pride Center, the first dedicated LGBTQ+ support space in the San Mateo County Community College District. The Center emerged from a two-year planning process led by a cross-functional committee of students, staff, faculty, and administrators, following a 2022 survey identifying gaps in support for LGBTQ+ students and employees.

After assessing institutional needs and resources, the committee prioritized the creation of a staffed physical space. Planning included student forums and collaborative events. Current programming features part-time professional staff building community partnerships and student staff leading workshops and campus events to foster inclusion and belonging.

Academic and Career Communities

CSM's Academic and Career Communities (ACC) are designed to support students on their unique educational journeys by identifying pathways where students can explore related academic disciplines. Following the Guided Pathways model, each ACC has a dedicated team of counselors, staff, and faculty with discipline-area expertise to support both students and the pathway.

Recently, in response to collegewide matriculation data showing that approximately 80% of students were not engaged in support programs such as Promise Scholars, EOPS, learning communities, athletics, or international education, the ACC team began exploring ways to improve program-level engagement.

To test the impact of modest interventions, the team launched a pilot initiative targeting first-time students aged 18–28, using targeted communications and workshops. Enrollment data is being monitored to assess the program's effectiveness in improving student connection and support.

Career exploration and workforce development

CSM's Career Services Center and Workforce Development Program help students connect classroom learning to career pathways. Services include:

- Career counseling and planning
- Industry exploration and goal setting
- Work-based learning opportunities

Through initiatives such as the Strong Workforce Program (SWP) and Perkins V, students gain access to high-impact experiences like the Campus to Career series and paid internships with partners such as Stanford University.

Student-athlete engagement

CSM supports student-athletes through 15 intercollegiate sports teams and specialized learning communities that promote academic success and personal development:

- IX in Action: A learning community for women athletes, primarily from volleyball, basketball, and softball

- Writing in the End Zone: A cross-disciplinary initiative linking English and Physical Education to address equity gaps in success and retention for African American and Pasifika male students

2.9 The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

College of San Mateo (CSM) conducts systematic review and assessment of its academic, learning support, and student services programs through its Program Review and Student Learning Outcomes/Service Area Outcomes assessment processes. These processes ensure institutional accountability for quality and promote innovation in support of equitable student achievement.

Program review

CSM maintains a robust Program Review cycle that supports continuous improvement across academic and student services programs. With the exception of a one-year delay due to the COVID-19 pandemic, all programs have consistently submitted Program Reviews on a biennial basis during the fall semester. Since 2021, both academic and student services programs have utilized a unified Program Review form developed by the Academic Senate (2023, 2021 Program Review Forms).

The program review process is designed to promote reflection, equity, and continuous improvement. The forms guide faculty and staff to reflect on how programs support the College's mission, vision, and Education Master Plan goals; to assess progress toward prior action plans and equity goals; to evaluate discipline-level student learning or service area outcomes; and to document programmatic improvements and lessons learned.

Respondents are prompted to analyze student success, persistence, and instructional modes of delivery using disaggregated data by race/ethnicity, gender, age, disability status, first-generation status, and income level. This structure supports the identification of equity gaps, contributing factors, and the impact of institutional resources and interventions.

All Program Review submissions are reviewed in a college-wide "Great Read" initiative. First launched by the Academic Senate in 2021, the Great Read serves as a structured mechanism for reviewing Program Review submissions, providing formative feedback, and gaining a comprehensive understanding of the status and needs of instructional and support programs across the College. In 2021, reviewers were asked to assess

submissions through an equity-focused lens, considering factors such as disproportionate impact, stated challenges, promising practices, pandemic-related impacts, and institutional resource needs. This process reinforced the College's commitment to using program-level reflection as a tool for continuous improvement and equity advancement. In Spring 2024, the Institutional Planning Committee (IPC) undertook the Great Read and committee members reviewed all submitted Program Reviews using a standardized electronic rubric designed to promote consistency, transparency, and actionable feedback. The rubric-based evaluation process ensures that insights gathered during the Great Read are incorporated into the next Program Review cycle, thereby closing the loop on assessment and strengthening institutional effectiveness.

Instructional program assessment

Instructional departments use Program Review to reflect on student outcomes and implement responsive changes:

- The 2023–2024 Mathematics Program Review demonstrates how data analysis and qualitative inquiry informed changes in instructional delivery, grading practices, and increased collaboration with learning communities and student services to support underserved populations. In response to AB 705, the department eliminated developmental courses and implemented supplemental instruction, workshops, embedded tutoring, and pedagogical shifts such as group work and reflective writing. Despite challenges in post-pandemic data and persistent equity gaps for Latine and Pasifika students, qualitative findings show gains in student confidence, motivation, and help-seeking behaviors
- The 2023–2024 English Program Review highlights sustained efforts to close equity gaps through curriculum redesign and pedagogical innovation. The department held annual retreats to revise composition course outlines and develop instructional strategies aligned with the College's equity goals. Following the elimination of developmental courses under AB 705, the department implemented further revisions emphasizing equity and antiracism, including collaboration with cultural and athletic learning communities. Plans for the current academic year include a retreat and communities of practice focused on action research to evaluate the impact of AB 705 on student learning

Learning support program assessment

Learning support programs also engage in reflective assessment to improve service delivery:

- The Puente Project examined the impact of instructional modality on student engagement and access. Post-pandemic challenges such as transportation and

work obligations prompted the program to implement hybrid counseling services and explore financial aid and transportation support strategies.
- The Library launched a redesigned website in January 2020 alongside the implementation of the OneSearch platform. In Spring 2023, student focus groups provided feedback that informed further improvements to the website's usability and accessibility.

Student services program assessment

Student services programs use Program Review to assess effectiveness and guide innovation:

- The Promise Scholars Program integrates student survey data and institutional metrics to evaluate student enrollment, retention, and completion. Program Review documents how these insights inform service enhancements and align with institutional goals for equity and student success.
- To improve its students' experiences, Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE)/NextUp has focused on campus-wide collaborations with the Financial Aid office, Promise Scholars Program, and faculty members across different fields. Through such partnerships, the program has been able to improve its outreach and recruitment, to streamline the experience of students enrolled in multiple support programs, and to proactively support students in their classes.

Across all areas, Program Review serves as a mechanism for aligning resource requests with institutional priorities. Programs must demonstrate how proposed resources support the Education Master Plan, learning outcomes (SLO, PLO, ILO), and college or district strategic goals.

Student Learning Outcomes (SLO) assessment

CSM's approach to SLO assessment reflects a commitment to inquiry-based, faculty-driven practices that support meaningful evaluation of student learning. As documented in the 2019 Institutional Self-Evaluation Report (ISER), the college transitioned to a model that integrates assessment into Program Review, recognizing that classroom-level assessment occurs continuously and that grades alone do not fully capture student learning.

In Fall 2021, the Committee on Teaching and Learning (CTL) streamlined the assessment process by embedding assessment planning and reflection directly into Program Review. From 2021 through 2024, programs articulated two-year research questions and reflected on prior assessment outcomes within the same document. This integrated approach has

been used in recent Program Review cycles, with program-level data publicly accessible via CSM's Program Review SharePoint site.

This model empowers faculty to design assessment projects aligned with instructional goals and encourages cross-disciplinary collaboration. The process is supported by an assessment team, the CTL, and resources available on the Student Learning Outcomes webpage.

Continuous improvement in assessment practices

Since 2019, CSM has advanced its commitment to instructional quality throught the implementation of an inquiry-based, faculty-driven SLO assessment model. This evolving framework reflects the college's emphasis on meaningful evaluation of student learning and continuous improvement in teaching practices.

Recognizing the need for enhanced coordination, then-Faculty SLO Assessment Coordinator Madeleine Murphy collaborated with the Office of Planning, Research, Innovation, and Effectiveness (PRIE) in 2021 to propose the establish of permanent administrative support for assessment. This proposal was approved through the 2022 collegewide resource request process, resulting in the creation of the Research Inquiry and Institutional Effectiveness Manager (RIIEM) position.

In Fall 2023, the RIIEM, in close collaboration with the Academic Senate Vice President, initiated a comprehensive evaluation of assessment practices, beginning with Program Review. A college-wide survey revealed satisfaction with data accessibility and the submission platform, while also identifying concerns that the existing data collection form was instruction-centric and not inclusive of student services programs. In response, IPC recommended several enhancements, including:

- Revising the submission calendar
- Developing a distinct data collection form for student services
- Facilitating collaboration among Academic Senate, Classified Senate, and Student Services.

In Spring 2024, Academic Senate established the Program Review Committee to lead transparent and inclusive revisions to the process. The committee proposed a staggered three-year submission timeline, with biennial reviews maintained for Career and Technical Education (CTE) programs in accordance with regulatory requirements. After extensive consultation with governance bodies—including Academic Senate, Student Services Council, and IPC—the committee recommended retaining the existing instructional form and adopting a new student services form. Both the revised timeline and forms were formally approved by Academic Senate on May 13, 2025, to be implemented in Fall 2025.

Refining SLO assessment models

CSM's SLO assessment practices have also undergone reflection and improvement. The Spring 2024 Program Review "Great Read" revealed that while some programs found value in course-level assessments, others expressed concern that SLO assessment alone did not yield meaningful insights. In response, the Academic Senate convened an SLO Workgroup—comprising faculty and PRIE staff—on October 8, 2024, to evaluate and enhance the assessment process.

The workgroup recommended a dual-model SLO assessment framework aligned with the Program Review cycle:

- *Default Model*: Programs assess course-level SLOs over a three-year period (or two years for CTE programs), submitting an Assessment Schedule Form during their Program Review semester. Faculty retain full autonomy over the sequencing of course assessments.
- *Inquiry-Based Model*: Faculty may opt into broader inquiry projects exploring student learning beyond course-level metrics. Beginning in Fall 2025, the CTL will develop an application process for these projects, which may include a research question, connection to student learning, courses involved, data needs, and a timeline. CTL will review applications and coordinate with PRIE to support data collection.

To support transparency and institutional analytics, the college has adopted the Nuventive platform, which will now be used to document assessment activities and outcomes in a singular platform that is accessible the College. This model and platform were approved by Academic Senate on May 13, 2025, with full implementation beginning in Fall 2025.

This structured, evidence-based approach ensures that instructional and support programs remain responsive to student needs and contribute meaningfully to equitable achievement and institutional effectiveness.

STANDARD 3
Infrastructure & Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.



Standard 3: Infrastructure and Resources

3.1 The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

College of San Mateo (CSM) employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The College maintains clearly defined policies and procedures for hiring and staffing, regularly assesses its employment practices, and integrates equity and diversity into all aspects of its personnel processes.

Staffing Determination and Resource Request Process

CSM ensures sufficient staffing to maintain operations and advance student success through an annual Resource Request Process, which evaluates needs for full-time faculty and new administrative or classified staff positions. Vacated full-time faculty positions are assessed for rehire during this process and, if approved, are typically recruited in spring for a fall start. In contrast, vacated classified and administrative positions are reviewed immediately to prevent disruption to essential services. President's Cabinet, comprised of the College President, the three Vice Presidents (Instruction, Student Services, and Administrative Services), and the lead administrators of the offices under the President (Community Relations and Marketing; Equity; and Planning, Research, Innovation, and Effectiveness) evaluates written justifications for replacement positions and provides recommendations to the President, who makes final determinations. Non-urgent positions may be deferred to the annual process, while positions deemed unnecessary are not refilled.

Each fall, program faculty and staff collaborate with administrators to assess personnel needs. Formal written requests are submitted to division deans and must demonstrate alignment with the College's Education Master Plan, institutional priorities, and student learning outcomes. Requests are also tied to Program Review findings. Mid-fall, division deans present to Cabinet the outcomes of their division prioritization meetings and advocate for positions based on criteria including:

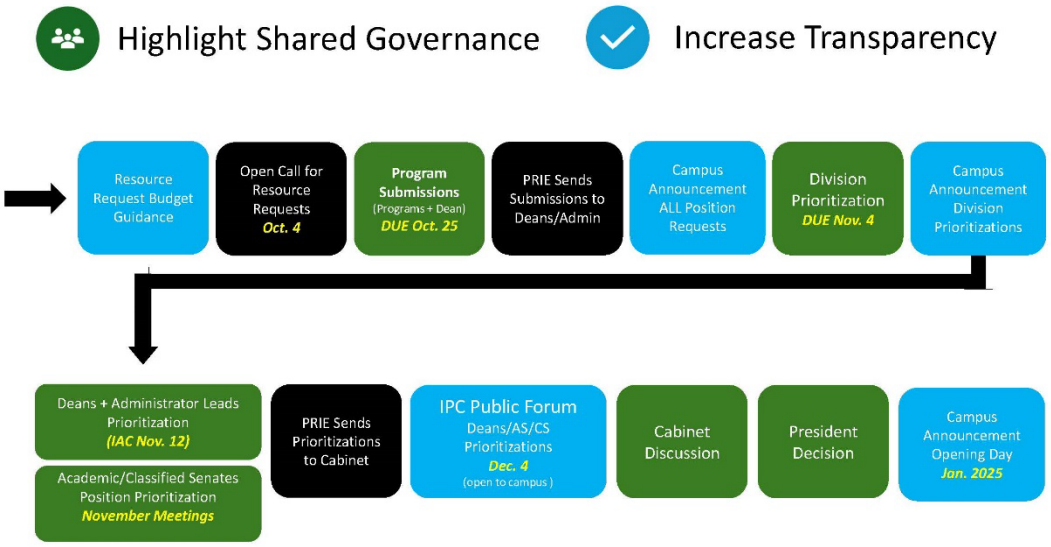
- Health and safety;
- Legal and regulatory compliance; and

- Alignment with integrated planning goals, with priority given to positions that directly support instruction and student services.

Following these presentations, the President consults with Cabinet to evaluate budgetary capacity and state Chancellor's Office Faculty Obligation Number (FON) requirements. Approved positions are announced to the campus community via email and presented at the Institutional Planning Committee (IPC) as well as during the Spring College Flex Day.

In Fall 2024, under the leadership of President Dr. Manuel Alejandro Pérez, CSM enhanced the Resource Request process to increase transparency and participation. Improvements included:

- Public posting of all resource requests on the College website;
- Prioritization input from both the Academic Senate and Classified Senate;
- An IPC Public Forum to gather feedback prior to final decisions.
- Timely review of vacant positions



To ensure continuity of operations, Cabinet reviews classified and administrative vacancies outside the annual process. Positions are assessed for immediate rehire, reclassification, or modification based on evolving program needs. Approval for classified staff rehiring includes consultation with the Classified Union and the hiring manager.

Employment Policies and Equity Practices

Employment practices are governed by Board Policies and regularly reviewed for effectiveness through the District Participatory Governance Council (BP 2.10, BP 2.20, BP 3.15, BP 5.10, BP 5.20, BP 5.50, BP 5.60). Hiring procedures are detailed in Human

Resources (HR) handbooks for each job classification. All hiring committee members are required to complete unconscious bias training, renewed every three years, with HR tracking compliance.

Hiring managers are expected to consult the Academic Senate Hiring Committee Composition Guidance when forming committees. The SMCCCD Equal Employment Opportunity Advisory Committee (EEOAC) promotes inclusive hiring aligned with the Board's Affirmation and Commitment to Social Justice and oversees implementation of the District Equal Employment Opportunity (EEO) Plan, which includes demographic data and strategies to address underrepresentation. In compliance with Title 5 §53005, the EEOAOC meets at least four times annually to assess EEO efforts, training, and progress toward diversity goals.

Recent EEOAC initiatives include:

- Annual Museum of Tolerance visits;
- A Faculty Diversity Internship Program;
- Diversity Project Grants;
- Participation in USC's Diversity in Hiring training, which informed revisions to job posting language and committee screening practices.

As part of continuous improvement, administrators received training in 2023–24 on "Hiring the Best While Developing Diversity in the Workforce," focusing on legal requirements and best practices for screening committees.

Hiring Standards and Equivalency Process

CSM maintains high standards for hiring. All candidates must demonstrate the ability to work effectively with a diverse student population. Job postings include minimum qualifications as defined by the California Community Colleges Chancellor's Office, and hiring committees use HR guidance to ensure equitable practices. Interview questions and evaluations are collaboratively developed, incorporating culturally affirming pedagogy and data-informed decision-making.

Candidates who do not meet minimum qualifications may apply for equivalency, a process overseen by HR and conducted by a Faculty Equivalency Committee composed of discipline and non-discipline faculty from all three colleges, a District Academic Senate appointee who receives training on the equivalency process, and a dean from outside the originating college. The process is governed by Board Administrative Procedure 3.05.1 and District Academic Senate guidance.

3.2 The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

College of San Mateo (CSM) is deeply committed to fostering a culture of continuous improvement through professional learning opportunities that are aligned with the College's mission, institutional goals, and equity priorities. These opportunities are regularly assessed for effectiveness in promoting equitable student success and meeting the evolving needs of employees.

Strategic Planning and Oversight

CSM's professional development efforts are guided by its Professional Development Plan, most recently updated for 2022–2025. The plan articulates the College's commitment to inquiry, reflection, and assessment in support of quality, equity, and accountability. Biannual Professional Development Program Review reports document current initiatives and their alignment with institutional goals. Oversight and updates to the plan are led by the Faculty Professional Development Coordinator ("PD Coordinator"), in collaboration with the Distance Education Team, Dean of Academic Support and Learning Technologies (ASLT), the Committee on Teaching and Learning (CTL), and other campus stakeholders.

Leadership and Infrastructure

Between 2020 and 2022, CSM invested in expanding its professional development infrastructure by hiring:

- A full-time Faculty Professional Development Coordinator;
- Two full-time Instructional Designers;
- A second Instructional Technologist.

These roles, along with the faculty Distance Education Coordinator, form the Distance Education Team, which supports high-quality instructional and technical training for faculty, staff, and students. Recently, the PD Coordinator successfully advocated for the creation of a District Professional Development Coordinator to enhance coordination across the three colleges in the district.

Committee on Teaching and Learning (CTL)

The Committee on Teaching and Learning (CTL), a standing committee of the Academic Senate, is co-chaired by the PD Coordinator and the faculty Student Learning Outcomes Assessment Coordinator (SLOAC). CTL meets monthly and includes representation from students, faculty, classified professionals, and administrators. The committee oversees

professional development activities, supports SLO development, and plans Flex Day programming. In Spring 2024, CTL conducted a "Great Read" of Program Reviews to identify professional development needs, with findings reported to IPC and the Academic Senate.

Professional Development Committee

While CTL has traditionally guided professional development, in Spring 2025 the CTL leader proposed creating a dedicated professional development committee to enhance representation across all campus constituencies, including student employees, classified staff, and administrators. Approved by IPC in Fall 2025, the new committee will focus time and resources toward the design and assessment of professional development activities, while allowing CTL to focus primarily on assessment and program review.

Management and Classified Professional Development

To further strengthen its professional development infrastructure, CSM engaged the California Community Colleges Institutional Effectiveness Partnership Initiative (IEPI) in 2024 to conduct a comprehensive needs assessment. The goal of this collaboration was to ensure that all employees—not only faculty—benefit from robust, equity-focused professional learning. Following the IEPI Technical Assistance Team's site visit and report, a college workgroup developed a proposed workplan, which was presented to the Institutional Planning Committee (IPC).

As a result of this initiative, CSM was awarded funding to support the development of an inclusive professional development plan. The Director of Equity is leading a workgroup composed of students, faculty, classified professionals, and administrators to develop the plan, in collaboration with the newly formed Professional Development Committee. This work reflects CSM's commitment to fostering a culture of inquiry, collaboration, and continuous improvement, and to ensuring that professional development is accessible, equitable, and responsive to institutional and employee needs.

Professional development is also a core focus of Management Council, which dedicates time during monthly meetings to share opportunities and to reflect on recent conference learnings. Both Classified and Faculty Professional Development Committees assess and administer resources to support ongoing training for their respective constituencies.

Flex Days and Faculty Engagement

Flex Days are coordinated by the Faculty PD Coordinator and are a contractual obligation for full-time faculty (30 hours annually), including two mandatory 5-hour sessions and additional flexible hours. Adjunct faculty are compensated for participation. Recent Flex Day sessions have included:

- Defining Servingness and Advancing Racial Justice at Hispanic Serving Institutions: Keynote with Dr. Gina Garcia
- Plática con Cafecito y Pan: A Conversation with Bay Area Directors on Managing HSI Grants
- The Ombuds, Star Wars, and Conflict Resolution
- Faculty Sabbatical Showcase
- Fall of the I-Hotel Film Screening and Discussion
- NCORE Debrief and Action Planning
- Unpacking the UDL Toolbox: Inclusive Learning for All

Agendas and recordings are archived in the Flex Day Archive, and participant evaluations inform future planning, with feedback shared with CTL.

Targeted Programs and Innovation

CSM offers a range of targeted professional development programs, including:

- New Faculty Institute (NFI) and Educational Equity Series (E3), redesigned based on stakeholder feedback to better sequence foundational and equity-focused content.
- College 1 Institute, a two-day summer training for faculty teaching first-year students in the Promise Scholars Program, informed by ongoing survey data.
- To address time constraints and to increase accessibility, the College has expanded asynchronous offerings and release time opportunities:
    - Microcourses: Developed by the DE Team, these 1–2 hour self-paced modules (e.g., Accessibility Basics with PopeTech, Reimagining the Syllabus) support targeted faculty growth.
    - Redesign for Equity and Accessibility Lab (REAL): Funded by a nearly $300,000 Culturally Responsive Pedagogy & Practices (CRPP) Innovative Best Practices Grant, REAL launched in Spring 2023 with 10 faculty participants. Faculty engaged in research and collaborative inquiry to redesign syllabi, grading policies, assignments, and assessments using equity and accessibility frameworks. Additional cohorts followed in Fall 2024 and Spring 2025. Participants share out their work and complete surveys after each session and at semester's end to assess program quality and to guide improvements.

District Professional Development Opportunities

In alignment with institutional goals and the College's commitment to employee growth, the San Mateo County Community College District (SMCCCD) offers a range of professional development opportunities that complement CSM's local efforts. The District Human Resources Department administers a Professional Development Academy, which

provides regular seminars on topics such as leadership, health and wellness, office technology, workplace safety, and professional success. To support compliance and safety training for all employees, the District has adopted the Keenan Safe Colleges online platform. Recent training modules include:

- *Workplace Violence: Awareness and Prevention*
- Sexual Harassment: Policy and Prevention
- Title IX: Role of Employees

These offerings ensure that employees across all classifications have access to relevant, timely, and mission-aligned learning opportunities.

Through strategic planning, inclusive leadership, and innovative programming, the College of San Mateo ensures that professional learning opportunities are mission-aligned, equity-focused, and responsive to institutional and employee needs. These efforts contribute directly to the advancement of equitable student outcomes and institutional effectiveness.

3.3 The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

College of San Mateo regularly evaluates all employees using clearly defined criteria that align with professional responsibilities and that reflect the institution's mission, goals, and commitment to continuous improvement. Evaluation processes are designed to support employee development and to ensure accountability across all classifications.

Evaluation Oversight and Structure

Employee evaluations are overseen by the SMCCCD Human Resources Department in collaboration with CSM managers and administrators. Evaluation procedures are governed by district-level policies (BP 3.20, BP 5.16, BP 5.26, BP 5.56, and BP 5.66) and collective bargaining agreements. Regardless of evaluation outcome, all employees are provided opportunities to collaborate with their supervisors to develop professional growth plans. These plans are intended to support ongoing development and align with institutional priorities.

Faculty Evaluation Procedures

The Faculty Evaluation Guidance Committee, composed of two faculty members and the Vice President of Instruction (VPI), oversees and supports the faculty evaluation process. This committee advises on training and interpretation of contract language to ensure clarity and consistency.

- *Tenure-track full-time faculty* are evaluated annually for four years by a tenure review committee consisting of faculty peers and a dean or responsible administrator.
- *Tenured faculty* undergo peer review every three years, alternating between "regular" and "comprehensive" evaluations. Comprehensive evaluations include classroom observation, portfolio review, student questionnaires, dean's assessment, and self-evaluation. Regular evaluations include student questionnaires, dean's assessment, and self-evaluation.
- *Adjunct faculty* are evaluated in the first term of service. Faculty meeting or exceeding expectations are then evaluated every four semesters through the ninth semester, and then every six semesters, using the comprehensive model if prior evaluations consistently meet or exceed expectations.

Adjustments to faculty evaluation cycles due to the COVID-19 pandemic were formalized in a Spring 2022 Memorandum of Understanding (MOU) between AFT and the District. Regular evaluation rotations resumed in Spring 2022.

Classified Staff Evaluation Procedures

Classified staff are evaluated at multiple stages:

- *Probationary employees* are evaluated at three and five months, with probation concluding at six months.
- *Post-probationary staff* are evaluated annually on their hire anniversary.
- *Classified managers* are evaluated after six months and annually thereafter.
- Staff receiving two consecutive "meets expectations" or higher evaluations may skip one evaluation cycle.

Administrator Evaluation Procedures

Administrator evaluations follow a structured rotation:

- *New administrators* receive a comprehensive evaluation in their first year and a regular evaluation in their second. Thereafter, evaluations alternate every other year between comprehensive and regular formats.
- *Comprehensive evaluations* include a 360-degree peer review and extended self-evaluation.
- *Regular evaluations* include goal-setting, key performance indicators, and self-evaluation.

Evaluation Criteria and Professional Growth

All evaluation forms include sections for employees to articulate professional goals and for supervisors to identify strengths and areas for improvement. These discussions are formalized during the final evaluation meeting and serve as a foundation for ongoing professional development. Supervisors are expected to provide regular training opportunities aligned with evaluation outcomes and institutional priorities.

Professional growth planning is embedded in CSM's culture beyond formal evaluations. For example:

- In 2021–22, the Vice President of Student Services (VPSS) trained deans on developing growth plans with their direct reports.
- The Dean of Counseling regularly hosts department retreats to identify and support faculty and staff development needs.

Collaborative Review and Continuous Improvement

Evaluation procedures are regularly reviewed and updated through collaboration among constituent groups, including senates and unions. Revisions are informed by feedback from those involved in the evaluation process and guided by the Education Master Plan, the College's mission, vision, and institutional priorities.

In 2021, the District Academic Senate and AFT jointly revised faculty evaluation procedures to incorporate equity-based language and assessments. Updates included new forms and criteria for non-instructional faculty, such as Instructional Designers. In 2024–25, CSM faculty began a new review cycle of evaluation procedures with the union to ensure alignment with evolving instructional modalities (e.g., hybrid and online courses) and new faculty classifications, such as the Professional Development Coordinator.

3.4 The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

College of San Mateo (CSM) develops, maintains, and enhances its educational services and operational functions through the effective and strategic use of fiscal resources. Financial planning and management practices are codified in Board Policies and Administrative Procedures, ensuring alignment with institutional goals and compliance with state regulations and accepted accounting standards.

As part of the San Mateo County Community College District (SMCCCD), CSM adheres to district-wide fiscal policies, including Fiscal Management Administrative Procedure 8.00.1v and District Budget Administrative Procedure 8.11.1, which govern the management of assets, cash flow, revenues, and expenditures. The District utilizes the California Community Colleges Sound Fiscal Management Self-Assessment Checklist as a benchmark for evaluating both short- and long-term financial sustainability.

Annual independent audits confirm adherence to prudent fiscal practices. Over the past three years, audits have been unqualified, indicating no material misstatements, with only one material finding related to the 50% law and no audit adjustments. Audit results are presented to the Board of Trustees and made publicly available on the District website.

Alignment with Strategic Planning

As detailed in Standard 1.2, CSM's Education Master Plan (EMP) is integrated with the District Strategic Priorities, which emphasize sound fiscal planning to ensure resources are available to implement strategic initiatives. Funding for EMP implementation is allocated through the District's Resource Allocation Model, which supports the College's mission and institutional effectiveness.

Budget Overview

In fiscal year 2024–2025, CSM served over 16,000 students, generating 9,067 FTES—an increase of 8.5% from the previous year. The FY 2025–2026 board-adopted expenditure budget totaled $59,630,287, including $58,249,818 in unrestricted general funds and $25,613,782 in restricted funds. Personnel costs account for 92.7% of the unrestricted general fund, with the remaining 7.3% allocated to supplies, operating expenses, and capital outlay. Facilities maintenance, utilities, public safety, and other capitalized asset costs are managed and funded directly by the District and detailed in the full absorption budget.

Support for Strategic Initiatives and Equitable Student Success

The Restricted General Fund supports federally, state-, and locally-funded programs with specific spending requirements. These funds are often blended with district resources to support strategic initiatives. A key example is the Promise Scholars Program, which integrates funding from AB 19 (California College Promise), the SMCCCD Foundation, San Mateo County, and unrestricted college resources. Coordinated district-wide by the Vice Chancellor of Educational Services and Planning, the Promise Scholars Program provides comprehensive support for first-time, full-time students.

CSM has made significant investments in the Promise Scholars Program to promote equitable student achievement. In 2021, the College hired five full-time, tenure-track

counselors dedicated to the program. Each counselor maintains a caseload of approximately 130 students, providing sustained academic advising and support through to degree or certificate completion. Additional staffing aligned with the CUNY ASAP Replication Model includes two retention specialists and a financial aid program services coordinator, forming a holistic support team.

These investments have yielded measurable outcomes. The Promise Scholars Program's three-year degree/certificate completion rate is 49%, considerably higher than the college-wide average of 27%. First-generation college students saw similar differences in degree/certificate completion (46% vs. 26%, respectively), while Latine Promise students completed at twice the rate of non-Promise Latine students (43% vs. 21%, respectively).

Governance of Externally Funded Projects

The acceptance and management of externally funded projects are governed by Board Policy 6.30. Prior to application and throughout the award period, College leadership evaluates grant objectives to ensure alignment with CSM's Mission, Vision, and Values, as well as institutional plans. Both restricted and unrestricted funds are used to sustain instructional programs, student services, and institutional effectiveness.

Budget Planning and Governance

The District provides CSM with three-year budget projections to support short- and long-term planning, integrated into the District Resource Allocation Model. Since 2018–2019, the District has maintained a 15% reserve, and beginning in 2024–2025, budgets are structured to maintain reserves equivalent to two months of operational expenses, in alignment with State Chancellor's Office recommendations and Government Finance Officers Association (GFOA) best practices.

The District Committee on Budget and Finance, a subcommittee of the District Participatory Governance Council, meets monthly from September to May to review state budget proposals, develop income assumptions, and guide budget allocations. Members receive regular updates and are responsible for disseminating information to their constituencies.

At the college level, the CSM Finance Committee collaborates with the College Business Office to coordinate, integrate, and communicate planning and budgeting processes. The committee's charge is to ensure fiscal stability and transparency, and to align financial resource allocation with the College's Mission, Vision, Strategic Priorities, Education Master Plan, and Program Review. The Finance Committee reports to the Institutional Planning Committee (IPC) and advises on the allocation of unrestricted resources.

Resource Request Process and Fiscal Stewardship

As detailed in Standard 3.1, CSM's Resource Request Process provides all programs with the opportunity to request fiscal resources, including staffing, technology, instructional equipment, and augmentation funding. The process is transparent and inclusive, incorporating input from College divisions, the Academic Senate, Classified Senate, and executive leadership. Requests are reviewed and prioritized by the College Cabinet and inform institutional planning efforts such as the Education Master Plan.

Restricted and one-time fund budgets are managed by program leads and overseen by the responsible administrator, Vice President, and College President. These plans guide resource allocation decisions, including facilities and equipment investments.

Through its integrated planning and budgeting processes, CSM ensures that fiscal resources are allocated and reallocated to enhance equitable programs, services, and student success.

3.5 The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

College of San Mateo (CSM) ensures that its Vision, Mission, and Values and Education Master Plan (EMP) 2023-2028 serve as foundations for financial planning and resource allocation. Financial decisions are guided by institutional priorities and strategic goals, with transparent processes that engage stakeholders across the College and District. As described in Standards 1.1 and 1.2, the Vision, Mission, and Values statements articulates the college's commitment to providing a liberatory and equity-centered education, while the EMP provides strategic direction and lays out a five-year goals and action plans.

Program Review is a central mechanism for evaluating program effectiveness and aligning departmental goals with institutional mission and planning. Through this process, faculty and staff assess program performance, identify improvement strategies, and articulate how their work supports the College's mission and strategic priorities.

As detailed in Standard 3.1, the Resource Request Process, aligned with Program Review, allows departments to request fiscal resources—including staffing, technology, instructional materials, equipment, facilities, and budget augmentations—based on demonstrated need and alignment with institutional goals. The resource request prioritization process solicits input from classified, faculty, administrative, and executive

leadership in the identification of personnel, projects, and materials to be funded in the furtherance of the college's mission and goals.

These planning and budgeting activities are integrated into a year-round calendar of assessment, planning, and resource allocation. Requests and funding decisions are communicated at the division level and through the Institutional Planning Committee (IPC), ensuring transparency and accountability.

Financial Oversight and Dissemination

CSM adheres to district policies and procedures that promote sound financial practices and long-term fiscal stability. The Vice President of Administrative Services and College Business Officer work closely with administrators, deans, and the President's Cabinet to review financial reports, monitor expenditures, and provide training on budget scenarios and planning implications.

Personnel costs comprise approximately 92.7% of the College's unrestricted general fund budget. Position control reports are monitored throughout the fiscal year by both the Business Office and division-level administrators to ensure accuracy and compliance, particularly for labor distribution across multiple funding sources. Non-position control expenditures (e.g., hourly wages, supplies, travel, contracts) are reviewed monthly to ensure alignment with budget parameters.

Financial data is accessible through the Banner enterprise resource system and WebSMART, allowing managers and staff to access real-time financial reports at the department and division levels. The Business Office and Vice President of Administrative Services provide regular financial updates and training to budget administrators. Budget presentations are shared with the Finance Committee, Academic Senate, Classified Senate, and through College-wide Open Forums, ensuring broad dissemination and opportunities for feedback.

The College President and administrative leaders regularly present enrollment, instructional, financial, and operational data to governance bodies, committees, and working groups. Budget information is reviewed by the Finance Committee and IPC, and committee members are responsible for sharing updates with their constituencies and gathering input to inform decision-making.

District Resource Allocation and Participatory Budget Planning

The District and College have established clearly defined policies and procedures for transparent financial planning and budget development. Constituent groups actively participate in these processes through participatory governance structures. As detailed in Standard 3.4, the District uses a Resource Allocation Model, reviewed by the District

Committee on Budget and Finance (DCBF)—a subcommittee of the District Participatory Governance Council (DPGC). This model determines the distribution of unrestricted general fund resources among the three colleges, the District Office, Facilities, and District-Wide Services. It ensures balanced allocation through eight defined steps and alignment with college, district, and state priorities.

As a community-supported "Basic Aid" District, SMCCCD benefits from stable and predictable general unrestricted revenue. The Resource Allocation Model is designed to be simple, predictable, and resilient—protecting base funding, accommodating fiscal fluctuations, and aligning with the District's mission and goals. Three-year financial projections allow the colleges and District entities to forecast allocations and expenditures. The model includes built-in adjustments for inflation, facilities growth, compensation, benefits, and district-wide initiatives such as SB 893 and Scheduled Maintenance.

Annual revenue estimates—including one-time and ongoing property tax funds and redevelopment agency proceeds—are provided by the District. These estimates inform budget assumptions and ensure that permanent commitments, such as staffing, are sustainable. The College budget includes funding for emergencies and contingencies, consistent with District guidance.

The District Budget Planning Calendar, developed with constituent input through DCBF and adopted by the Board each January, outlines timelines for planning and decision-making across the fiscal year. College budget development is completed within this timeline and submitted to the District.

DCBF is a district-wide participatory governance committee with representation from all constituencies. Members review the general fund budget, state budget, revenue projections, and planning assumptions. The committee makes recommendations to the Chancellor and Board of Trustees and receives updates on enrollment, commitments, revenue trends, cash flow, insurance, reserves, and long-term liabilities. DCBF meets regularly and posts agendas, minutes, and reports publicly.

At the College level, the Finance Committee and IPC are broad-based governance bodies with representation from faculty, staff, administrators, and students. Committee members report information to their constituencies and gather input for consideration in planning and budgeting decisions. In addition, College-Wide Budget Forums are held at least once a year to provide an overview of the financial landscape of the College and to provide a live interactive platform for questions from students, staff, and faculty. For example, the Finance Committee Budget Update Presentation was held on February 21, 2025 and the

Fall Budget Forum Presentation was held on September 4, 2025. Additional financial updates on budget and finances were given at Academic Senate, Classified Senate, and IPC throughout FY2024-25.

Based on available funding, the Vice President of Administrative Services (VPAS) recommends an unrestricted fund budget to IPC and the College President. This may include new positions and programmatic increases. The committee aims to recommend a budget that is stable, responsive to unforeseen changes, and aligned with institutional priorities. This prudent approach has been especially valuable in the post-pandemic recovery period, as spending patterns stabilize and inform future planning.

CSM's budget recommendations are aligned with principles supported by the Board of Trustees and informed by updates from the California Community Colleges Chancellor's Office (CCCCO), DCBF, and the Governor's May Revise. Final budget recommendations are made in early fall following summer adjustments.

The College budget accurately reflects institutional spending and demonstrates appropriate allocation of resources to support student learning programs and services. The planning and budgeting process is inclusive, transparent, and mission-driven, ensuring that representative stakeholders from all constituencies participate meaningfully in financial decision-making.

3.6 The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

The College and District assure the financial integrity and responsible use of its financial resources through an internal control structure that has appropriate control mechanisms and by widely disseminating dependable and timely information for sound financial decision-making that sustains institutional and district mission fulfillment. Financial management practices are evaluated routinely, and the results are used to improve internal control systems.

Internal Audit and Oversight Structures

The District College Internal Audit Group (CIAG) monitors internal controls across key fiscal processes, including Banner system access, procurement card usage, cash handling, and equipment inventory. The creation of the Performance Audit Unit, approved at the August 2024 Board of Trustees meeting, further strengthens oversight. Governed by Board Policy and Administrative Procedure 6401, the Performance Auditor is authorized to

provide independent assessments of internal controls and administrative processes, and to make recommendations for continuous improvement.

An example of this function in action includes the approval of the FY 2024–2025 Performance Audit Plan at the May 22, 2024 Board meeting, which included a Vendor Management Audit. The audit findings were presented and approved at the October 23, 2024 Board meeting, demonstrating the District's commitment to transparency and fiscal accountability.

Internal Controls and Financial Systems

Responsible use of financial resources is supported by robust internal control mechanisms at both the District and College levels. The Banner enterprise resource system integrates modules for Student Services, Human Resources, Payroll, Financial Aid, and Finance, providing real-time data to guide sound financial decision-making. Organizational administrators, program managers, and staff access financial reports through WebSMART and Banner, enabling timely and accurate budget monitoring.

The College Office of Administrative Services oversees journal entries, requisitions, and financial reporting. Managers are responsible for reviewing and approving procurement card expenditures, reimbursements, personnel requisition forms (PRFs), personnel action forms (PAFs), and other financial transactions. Banner system access is controlled through secure user IDs and passwords, with access levels tailored to user roles. Requests for access are evaluated by the College Office of Administrative Services, and system updates are managed by the District.

Purchasing activities are subject to multiple layers of control. Banner Finance flags accounts with insufficient funds, requiring resolution before purchases proceed. Budget transfers require approval from department administrators and the College Business Officer before District-level authorization. Capitalized equipment is tagged and inventoried upon purchase, and District General Services conducts annual physical audits at each site.

Personnel and Special Fund Management

As described in Standard 3.1, personnel changes are reviewed throughout the fiscal year. The annual Resource Request Process evaluates needs for full-time faculty and new administrative or classified staff positions, while vacated classified and administrative positions are reviewed immediately to prevent disruption to essential services. Cabinet evaluates written justifications for replacement positions and provides recommendations to the College President, who makes final determinations. Approved positions are

processed through PRF and PAF workflows and submitted to District Human Resources and Payroll.

Special fund expenditures, including grants and categorical funds, are managed in accordance with funding agency guidelines. The District provides clear processes and support to ensure compliance with grant requirements and responsible use of restricted funds.

External Audits and Continuous Improvement

The District engages independent auditors annually to evaluate internal controls and compliance with Generally Accepted Accounting Principles (GAAP), the California Education Code, Title 5, and the Contracted District Audit Manual. These audits assess both District and College financial management practices and provide recommendations for improvement. Bond expenditures are reviewed to ensure compliance with legal and regulatory requirements.

Audit findings, commendations, and recommendations are used to strengthen internal controls and inform process improvements. The annual audit report is publicly available on the District website. At the December 11, 2024 Board of Trustees meeting, the Board approved the receipt and acceptance of four separate audits (Items 14.5–14.8). The only material finding was related to Education Code 84362, commonly known as the "50% law." No findings were cited regarding the financial management of grants or special funds.

Strategic Fiscal Response and Investment in Instruction

The District actively monitors compliance with the 50% law and has implemented strategic investments to address gaps. In FY 2020–2021, the District allocated $700,000 in ongoing funds to convert part-time faculty to full-time positions—four at Skyline College, three at CSM, and three at Cañada College—and an additional $600,000 to increase part-time faculty parity, totaling $1.5 million. In FY 2022–2023, the District allocated another $1.5 million to support part-time faculty parity, and the State provided $1.5 million to increase full-time faculty hiring.

The District defines part-time faculty parity as 85% of full-time faculty compensation and is committed to achieving this benchmark. A Memorandum of Understanding (MOU) with AFT established a salary schedule for instructional adjuncts that mirrors the full-time faculty schedule. The District also negotiated cost-of-living adjustments (COLAs) for full-time certificated employees—7% in 2022–2023, 5% in 2023–2024, and 3% in 2024–2025—and for adjunct faculty on qualified schedules—9.5%, 7.5%, and 5.5% respectively.

These investments reflect the District's commitment to instructional quality, fiscal responsibility, and compliance with state regulations. The District will continue to monitor funding opportunities and make strategic decisions to move closer to full compliance with the 50% law.

3.7 The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

College of San Mateo (CSM), as part of the San Mateo County Community College District (SMCCCD), ensures financial solvency through established policies, prudent fiscal planning, and ongoing evaluation of both short-term and long-term financial priorities. These practices are designed to sustain institutional stability and support mission fulfillment.

CSM complies with Board Policy 8.00, Administrative Procedure 8.00.1, and Administrative Procedure 8.11.1, which govern the management of assets, cash, revenues, and expenditures. The District employs the California Community Colleges Sound Fiscal Management Self-Assessment Checklist, included in the annual adopted budget, as a benchmark for evaluating long-term and short-term fiscal sustainability. Annual independent audits confirm adherence to sound financial management practices, with results presented to the Board of Trustees and made publicly available on the District website.

To support both short-range and long-range planning, the District provides the College with three-year financial projections as part of the Resource Allocation Model. Since 2018–2019, the District has maintained a 15% reserve, and beginning in 2024–2025, budgets are structured to maintain reserves equivalent to two months of operational expenses, in accordance with State Chancellor's Office recommendations and Government Finance Officers Association (GFOA) best practices. These reserves support contingency planning, emergency response, and cash flow management. While not budgeted for expenditure, contingency reserves are available for use in emergencies, ensuring fiscal resilience.

At the College level, the Finance Committee recommends an unrestricted fund budget to the Institutional Planning Committee (IPC) and the College President. The committee prioritizes budget stability to support staffing, programs, and services, while accounting for potential fluctuations in local, state, or grant funding. Budget recommendations are aligned with principles supported by the Board of Trustees and reflect a prudent approach to spending within approved limits. The College also considers long-term liabilities such as

faculty banking, compensated absences, and instructional equipment upgrades during the budgeting process.

Risk Management and Long-Term Obligations

The District regularly conducts actuarial studies to assess risk and ensure appropriate insurance coverage. Insurance includes employee, property, casualty, and liability coverage to protect institutional assets. The District also operates a state-approved self-insured workers' compensation program, reinsured beyond actuarially defined annual limits.

To address long-term obligations, the District provides leadership in planning for retiree health benefits and capital improvements. In 2009, the District established an irrevocable Other Post-Employment Benefits (OPEB) Trust, allowing for long-term investment and improved returns to reduce unfunded liabilities. The trust offers flexibility in cash management while supporting retiree benefit expenses. A 2024 actuarial valuation conducted by Total Compensation Services, in compliance with GASB Statements 74 and 75, reported an OPEB liability of $127.8 million and trust assets of $150.3 million—resulting in a 17.6% overfunded status.

In 2014, San Mateo County voters approved Measure H, a $386 million general obligation bond for facilities repair, upgrades, and new construction across the District. Projects were selected through a comprehensive planning process informed by the SMCCCD 2015 Facilities Master Plan. Oversight is provided by the Measure H Bond Oversight Committee. As Measure H funds near depletion, the Board of Trustees approved short-, medium-, and long-term strategies at its November 20, 2024 meeting to address ongoing capital and scheduled maintenance needs.

Debt Management and Cash Flow Planning

The District maintains a Debt Service Fund to manage repayment of locally incurred debt. This fund is supported by assessed property taxes and used to pay principal and interest on general obligation bonds. The FY 2025–2026 Debt Service Fund budget totals $69,289,483, offset by equivalent estimated income. The fund's net beginning balance is $71,343,039, ensuring sufficient resources for debt obligations.

Since achieving community-supported (basic-aid) status, the District no longer receives general apportionment under the Student Centered Funding Formula (SCFF). Historically, Tax Revenue Anticipation Notes (TRANs) were used for short-term borrowing to maintain cash flow; however, the District's strong financial position has eliminated the need for external borrowing. Instead, the District annually requests Board authorization for interfund borrowing of up to $25 million from non-bond cash in the Capital Outlay Fund for

a six-month period to cover fall cash flow needs pending December property tax receipts. District administration closely monitors assessed valuation trends to determine future cash flow needs. For FY 2025–2026, short-term borrowing is considered highly unlikely, reflecting the District's stable financial standing and proactive fiscal management.

3.8 The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

College of San Mateo (CSM), the oldest of the three colleges in the San Mateo County Community College District (SMCCCD), is located on a 153-acre site in the San Mateo hills. The main campus includes 38 buildings, encompassing instructional, student services, athletic, and recreational facilities, as well as 22 parking lots. The College's physical resource planning is guided by the 2022 Facilities Master Plan and 2025 Amendment, and by the Education Master Plan, all of which inform priorities for facility upgrades, renovations, and equipment allocation at both the College and District levels.

Recent projects completed or initiated since the last accreditation cycle include:

- Construction of an ADA-compliant accessible ramp to the main floor of the Library;
- Remodeling of the Emerging Technologies Building;
- Mechanical upgrades to the Science Building;
- Construction of a beach volleyball court;
- Development of the District's first student housing facility.

Governance and Oversight of Physical Resources

Physical resource management is governed by Board Policies 6.80 and 8.13, and Administrative Procedure 8.13.1, which establish standards for safety, security, and operational integrity across all College locations. The District provides centralized support for planning, construction, and maintenance, with dedicated Facilities, Maintenance, and Operations (FMO) staff assigned to the College. This includes an on-site Facilities Manager who oversees day-to-day operations and collaborates with the Vice President of Administrative Services.

Facilities are maintained according to APPA benchmarks, and monthly quality assurance inspections are conducted to ensure preventive maintenance and address any identified issues. The Onuma electronic work order system allows employees to report facility concerns and request repairs, which are prioritized and resolved in a timely manner. Facilities are routinely checked throughout the day for cleanliness and safety. At the

District, a Scheduled Maintenance Report is prepared annually and submitted to the State, identifying the College's needs for scheduled maintenance and requesting State funds for prioritized projects

Requests for new facilities projects are submitted through the Facilities Department website and, when requiring campus funding, are reviewed at District Board of Trustees meetings.

Sustainability and Campus Safety

The District promotes a shared vision of sustainability across all campuses, supported by nine sustainability programs developed by District-wide and campus sustainability committees. These programs are grounded in principles of social equity and environmental justice and employ a "Campus as a Living Laboratory" model to foster interdisciplinary learning, engagement, and empowerment.

Campus safety is supported by multiple structures:

- The Safety Committee, a subcommittee of IPC, includes faculty, staff, students, and administrators and meets monthly to promote a safe learning and working environment.
- The SMCCCD Managers' Health and Safety Committee meets quarterly to address District-wide safety concerns, including facilities and security.

Guided by Board Policy 2.28, Administrative Procedures 2.28.1 and 2.28.2, and Interim Board Policy and Administrative Procedure 3510, the Human Resources Department provides training and resources on injury and illness prevention, workplace violence, employee wellness, and ergonomics. HR staff are trained to conduct ergonomic assessments and provide support for employee well-being.

Emergency Preparedness and Public Safety

Emergency preparedness is supported through:

- Strategically placed emergency phones, evacuation zones, and Automatic External Defibrillators (AEDs);
- Upgraded door locking mechanisms for classrooms and offices to allow interior locking in the event of an armed intruder;
- Emergency alerts via the RAVE system and Emergency Announcement System, coordinated by the Office of Emergency Management.

The Facilities Department conducts weekly safety trainings for staff to mitigate industrial injuries and illness. A District-level Facilities Safety Task Force meets quarterly to review

inspection reports, accident data, and best practices. All required maintenance certifications—such as fire extinguishers, backflow prevention devices, elevators, and exhaust hoods—are current and compliant.

Each campus is served by a Department of Public Safety, led by a Captain, which compiles and submits the Annual Security Report (ASR) in compliance with the Clery Act. Services provided include:

- Safety escort services;
- Campus security and emergency response;
- Liaison with local police and fire departments;
- Lost and found;
- Parking and traffic control;
- Dissemination of safety-related information.

3.9 The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

CSM, in collaboration with the District, implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. Technology planning and infrastructure are aligned with institutional goals and are designed to ensure equitable access, operational efficiency, and data security across all instructional and support environments.

Technology Planning and Implementation

Technology use at CSM is guided by the CSM Technology Plan, developed by the Technology Advisory Committee (TAC), a standing committee of the College's Institutional Planning Committee. The plan supports the College's Education Master Plan and outlines strategies for technology training, hardware and software deployment, service delivery, and process improvement. The plan includes an external scan, SWOT analysis, and input from divisions and departments represented on the committee. A 2020 campus-wide technology survey informed the plan's priorities, highlighting strengths such as multimodal and SMART classroom upgrades and strong collaboration between ITS and campus stakeholders. In Fall 2025, TAC will again survey the campus community to inform the Spring 2026 Technology Plan update.

TAC continues to advance its goals, including collaboration with the Committee on Teaching and Learning (CTL) and Academic Senate to identify professional development needs related to technology. During the COVID-19 pandemic, the College expanded its library-administered laptop loan program, upgraded desktops in the Library Lab and Learning Center, and added laptops for circulation to support remote learning.

CSM Distance Education Advisory Committee representatives also participate in District-wide technology planning through the District Distance Education Advisory Committee (DEAC), a subcommittee of the District Academic Senate. District DEAC provides strategic guidance for distance education, evaluates technology needs, disseminates best practices, and recommends enhancements to instructional modalities. Current District DEAC initiatives include identifying gaps in distance education and evaluating technology tools to address those gaps.

Safe and Appropriate Use of Technology

The District communicates expectations for the safe and appropriate use of technology to students, faculty, staff, and administrators. Board Policy 2.34 outlines standards for computer and network use, including respect for software licenses, data integrity, and user privacy. Board Policy 2.35 defines approved communication categories and best practices for selecting appropriate technologies.

Training opportunities are provided for a wide range of platforms and tools, including:

- Adobe Creative Cloud
- KnowBe4 (security awareness)
- G-Suite
- SharePoint
- Single Sign-On (SSO)
- Microsoft Office
- Zoom
- Smart classroom systems
- FERPA compliance

Staff receive training in Banner 9 and WebXtender navigation and participate in the annual California Community College Banner Group (3CBG) conference to optimize use of the Ellucian Banner® system. District Information Technology Services (ITS) provides online FAQs, tutorials, and in-class presentations for students on systems such as Student Email, WebSchedule, and Degree Works. Security updates are regularly communicated via email, and targeted training sessions are offered in response to emerging threats (e.g., Zoom security enhancements following "Zoom bombing" incidents). The District also maintains a Help Desk website and offers live phone support during business hours, along with 24/7 chat support for Canvas users.

Network Infrastructure and Data Security

The District maintains a high-performance data network that connects workstations and devices across the three colleges and the District Office. Internet connectivity is provided by CENIC, with each campus receiving a 10-gigabyte connection. All campus buildings have access to wireless networks for both public and administrative use.

The District contracts with AT&T to provide fast, redundant, and reliable connectivity. Palo Alto Networks firewalls block illegal peer-to-peer traffic and provide URL filtering to prevent access to malicious or unknown websites and protect against copyright violations.

To secure college data, the District employs a suite of hardware and software tools:

- Sophos End-Point Protection, including InterceptX, defends against ransomware and command-and-control threats using deep learning and signature-based detection.
- Center for Internet Security (CIS) Security monitors network connections and malware traffic.
- Microsoft Group Policies are applied to District-managed PCs to prevent malware, unauthorized software installations, and malicious plug-ins, particularly in instructional labs.

Wireless access is segmented into multiple Virtual Local Area Networks (VLANs):

- Administrative VLAN: Secure access for District employees to internal systems.
- Instructional VLAN: Access for students using college-owned devices in labs and classrooms.
- Public VLAN: Internet access for guests and students using personal devices, with restricted access to internal systems.

Additional VLANs support specialized systems such as VoIP telephony, ACAMS security, Building Management Systems, Bookstores, and KCSM TV/FM. Wireless access to all but the Public VLAN is encrypted and protected through secure authentication protocols. The Public Wireless Network is automatically disabled between 12:00 a.m. and 5:00 a.m. daily to enhance security.

The District's Voice over Internet Protocol (VoIP) system supports campus-wide telecommunications and integrates with emergency response systems, ensuring reliable communication across all locations.

3.10 The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

College of San Mateo (CSM) and the San Mateo County Community College District (SMCCCD) maintain comprehensive risk management strategies and contingency planning protocols to ensure institutional resilience in the event of financial, environmental, or technological emergencies. These strategies are supported by Board policies, administrative procedures, and operational practices that promote institutional stability and mission continuity.

Financial Emergency Preparedness

The District maintains sufficient reserves and risk mitigation strategies to respond to financial emergencies and unforeseen circumstances. Board Policy 8.11 governs the District's budget development and reserve practices. The 2023–2024 Adopted Budget includes a 15% reserve, totaling $37,916,748, which supports budget contingency, emergency response, and cash flow needs.

The District's Risk Management Program is overseen by the Executive Vice Chancellor, who is responsible for implementing procedures aligned with Board Policy 8.40 and Administrative Procedure 8.40.1. Since withdrawing from the Bay Area Community College Joint Powers Agency (JPA) in 2005–2006, the District has operated an independent risk management program that combines self-insured retention (SIR) with insured limits. This model provides flexibility to meet the District's needs based on its size and complexity.

The District contracts with insurance underwriters and third-party administrators to manage claims. Major risk programs include property, liability, and workers' compensation coverage. The Self-Insurance Fund supports these programs. In 2023–2024, insurance premiums increased by 20.5% due to market volatility influenced by global events such as pandemics and natural disasters. District staff are actively exploring strategies to mitigate future premium increases.

Workers' compensation costs remain low, with an internal charge of 0.928% of salaries, due in part to the Facilities Department's strong emphasis on workplace safety. The District uses an actuarially based model with a 90% confidence level to determine internal charges. Risk coverage is supported by a range of insurance policies, deductibles, and self-insurance mechanisms.

Environmental Emergency Preparedness

CSM maintains an Emergency Preparedness website that consolidates resources such as evacuation maps, safety guides, emergency notification sign-ups, and building monitor training materials. The District Office of Emergency Management coordinates planning and response efforts for natural disasters, acts of terrorism, and other emergencies. Key components include:

- A comprehensive Emergency Action Plan (EAP) and Emergency Operations Plan (EOP);
- Emergency alerts via email and text through the RAVE system;
- Regular earthquake and violent intruder drills;
- A Building Captain Program, which trains employees in CPR, First Aid, AED use, radio communications, ICS-100, advanced bleeding control, Narcan administration, and triage.

Building Captain trainings are conducted each semester across all three colleges, ensuring campus-wide readiness and coordination.

Technological Emergency Preparedness

The District has implemented a robust cybersecurity and disaster recovery framework to protect critical systems and ensure business continuity. Key components include:

- Cloud-hosted Student Management System (Banner) with 24/7 availability and multi-factor authentication via OneLogin;
- Mandatory cybersecurity training for all employees through KnowBe4;
- Palo Alto Networks next-generation firewalls, including denial-of-service (DoS) protection and malware defense;
- Sophos and Cortex XDR for malware detection and endpoint protection;
- Daily migration of administrative systems to the Oracle Cloud Infrastructure (OCI), utilizing Zero Data Loss Autonomous Recovery Service to protect against ransomware and data loss;
- Weekly device patching using JAMF and Quest Kace, and Mobile Device Management (MDM) tools;
- Absolute and JAMF for asset tracking and remote data wipe capabilities;
- A 24/7 Security Operations Center managed by Center for Internet Security (CIS) Security, which conducts continuous vulnerability scanning using Tenable.IO;
- Varonis for data loss prevention and daily backups with long-term retention, time-lock, and off-site replication.

The District's Chief Technology Officer oversees an evolving Disaster Preparedness Plan to ensure readiness for a range of scenarios. Additional safeguards include:

- Scanning of email attachments and cloud storage via Cloudlock;
- External email alerts and phishing detection through Office 365 and Phish Alert;
- A formal process for reporting suspicious online activity, managed by Human Resources;
- Physical security of data centers through 24/7 video surveillance, keycard access, and environmental monitoring by the Facilities and Public Safety Departments.

To provide further IT continuity and infrastructure, the following measures are taken:

- CENIC high-speed network connectivity with primary and backup routes.
- Emergency power generator at the District Office for IT operations.
- VESDA (Very Early Smoke Detection Apparatus) in the Data Center for fire protection and automatic shutdown in case of overheating.

STANDARD 4
Governance & Decision Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.



Standard 4: Governance and Decision-Making

4.1 The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

College of San Mateo (CSM) upholds a clear and enduring commitment to the principles of academic freedom, academic integrity, and freedom of inquiry, recognizing these as essential to its mission and to the functioning of a democratic society. These principles are formally articulated in San Mateo County Community College District Board Policy 6.35 and Administrative Procedure 6.35.1, which affirm that academic freedom is "necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions." The policies further affirm the right of faculty to express informed opinions related to their professional responsibilities, whether in the classroom, on campus, or at college-related functions.

The district policies also extend academic freedom to students, stating: "In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others." These commitments are communicated through multiple institutional channels, including the college catalog, college website, and the college mission statement, which emphasize critical reflection and intellectual engagement. The Academic Senate's communication policies reinforce transparency and public participation, exceeding the minimum requirements of the Brown Act. Both the catalog and website include detailed explanations of time, place, and manner policies that support freedom of expression.

In Spring 2025, the Academic Senate acted on recommendations from the Academic Senate for California Community Colleges' document, *Protecting Academic Freedom During a Time of Significant Change*. In alignment with this guidance, the Senate appointed representatives to review and to strengthen shared governance processes and policies to ensure that dissenting opinions are protected in institutional decision-making. The Senate also wrote a resolution in advance of contract negotiations in support of having stronger language in the faculty contact supporting academic freedom.

The CSM Library plays a central role in promoting academic freedom and inquiry. In alignment with the American Library Association's Library Bill of Rights and Code of Ethics, the library affirms the importance of "the free exploration of ideas in pursuit of knowledge and truth." A CSM library faculty member co-authored the California Council of Chief Librarians' DEIAA Commitment Statement, which reinforces the library's role in defending

intellectual curiosity, privacy, and access to information in the face of political, social, and legislative challenges.

CSM maintains a comprehensive and transparent approach to academic integrity. Students, faculty, and classified staff maintain codes of ethics. Policies on academic dishonesty are clearly articulated in the Student Rights and Responsibilities statement and further detailed in the college catalog and website under "Guidelines Addressing Cheating and Plagiarism." These resources define and provide examples of cheating and plagiarism, outline the responsibilities of students and instructors, and specify sanctions for violations.

In response to the evolving academic landscape, the College and District have proactively addressed the implications of artificial intelligence (AI) tools such as ChatGPT and Gemini. In January 2024, CSM hosted a day-long mini-conference titled *Leveraging AI and Virtual Reality*, providing faculty with opportunities to explore the pedagogical and ethical dimensions of AI. The Academic Senate identified AI policy development as a key priority for 2024 and passed district-wide guidance regarding AI and plagiarism.

To further institutional dialogue, the Academic Senate formed an ad-hoc workgroup in Fall 2024 to support faculty in designing innovative assignments that promote critical engagement with AI, rather than viewing it solely as a mechanism for academic dishonesty. This group met twice monthly and conducted student surveys to better understand how they were using the technology. Several CSM faculty have since joined a district-level community of practice to guide policies on AI assignment and assessment design, as well as to further study the benefits and risks of AI detection tools.

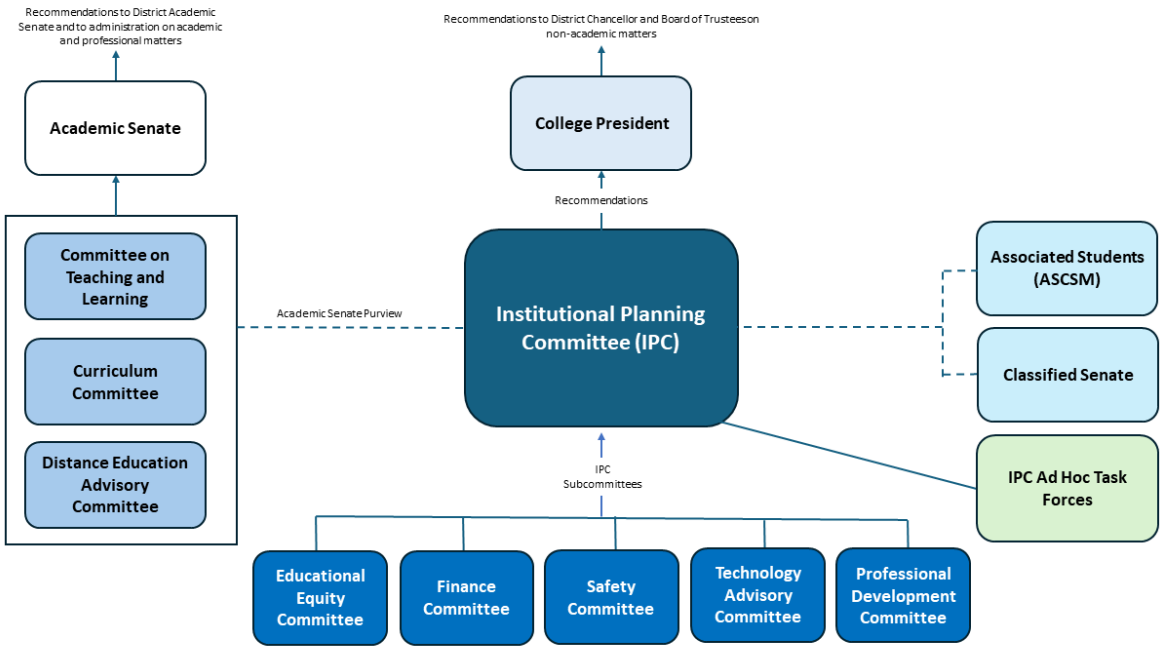
Through these policies, practices, and initiatives, the College of San Mateo demonstrates its institutional commitment to fostering an environment where academic freedom, academic integrity, and freedom of inquiry are actively protected, promoted, and continuously strengthened.

4.2 Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

College of San Mateo (CSM) maintains a robust and inclusive participatory governance structure that ensures broad-based engagement in institutional planning and decision-making. The Institutional Planning Committee (IPC) serves as the College's highest participatory governance body, charged with overseeing the implementation and ongoing

assessment of the college planning process. IPC operates under a consensus-based decision-making model, making formal recommendations to the College President and the broader college community.

IPC's authority and structure are governed by San Mateo County Community College District Board Policy 2510 (Participation in Local Decision-Making) and Administrative Procedure 2.75.1 (Institutional Planning and Effectiveness). All IPC members receive annual training on the values, processes, and responsibilities associated with participatory governance, reinforcing the College's commitment to transparency, collaboration, and shared leadership.



The committee's composition reflects equitable representation across all campus constituencies, including administration, faculty, classified professionals, and students. IPC employs a tri-chair model, with facilitation responsibilities rotating among the Academic Senate President, Classified Senate President, and Vice President of Instruction. These tri-chairs, in collaboration with the College President and the Dean of Planning, Research, Innovation, and Effectiveness, set meeting agendas. All constituent groups have the opportunity to place items on the agenda, ensuring inclusive participation. IPC membership includes the College President (non-voting) and an equal number of representatives from each constituency (seven administrators, seven faculty, seven classified staff, and seven students).

IPC oversees five standing committees—Educational Equity, Finance, Professional Development, Safety, and Technology—each with clearly defined areas of responsibility as outlined in the College's Compendium of Committees. In accordance with Title 5, Section 53200(c), the Academic Senate retains purview over academic and professional matters (commonly referred to as "10+1") and maintains its own committees focused on teaching and learning, curriculum, distance education, and program review.

To promote coordination and collegiality across governance groups, the College President meets regularly with the Associated Students of CSM (ASCSM) President, Classified Senate President, and Academic Senate President. In Spring 2025, these four leaders initiated quarterly meetings to discuss participatory governance and cross-constituency priorities, further strengthening institutional collaboration.

To further strengthen awareness and engagement with student governance structures, the ASCSM organized a collaborative mixer with the Institutional Planning Committee (IPC) in Spring 2025. The event was attended by over 20 faculty, staff, and administrators and served as a platform for ASCSM to present its annual agenda and showcase student-led initiatives. The success of the event, as reflected in broad participation and positive feedback, has led ASCSM to commit to hosting the mixer annually as part of its ongoing efforts to promote transparency, shared governance, and cross-constituency collaboration.

The College communicates its participatory governance structure and processes through multiple channels, including:

- Collegewide emails announcing IPC meetings and agendas;
- Multi-modal IPC meetings, allowing broad access to meetings
- The Fall Flex Day opening session, co-hosted by leaders from ASCSM, Academic Senate, Classified Senate, and Administration;
- In-person events such as the Spring 2025 ASCSM–IPC mixer and presentation on student governance;
- The CSM websitewebsite and institutional publications, including the Compendium of Committees.

To reinforce transparency, accessibility, and accountability, the college maintains an anonymous IPC feedback form through which campus community members may submit any questions or comments as they relate to the committee's mission and work. The form is accessed through the IPC website.

These practices reflect the College's commitment to inclusive, transparent, and effective governance, ensuring that institutional decision-making is informed by diverse perspectives and aligned with its mission and strategic goals.

4.3 The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

College of San Mateo employs consistent and effective decision-making structures that foster a climate of collaboration and innovation in support of its mission and commitment to equitable student outcomes. As outlined in Standard 4.2, the College's participatory governance model ensures meaningful engagement from all campus constituencies, including faculty, classified professionals, students, and administrators.

In accordance with Title 5 Section 53200(c), CSM affirms the primacy of the Academic Senate in academic and professional matters, recognizes the Associated Students of CSM (ASCSM) as the official student representative body, and acknowledges the Classified Senate as the voice of classified professionals. These groups contribute to institutional decision-making through the Institutional Planning Committee (IPC), the College's highest governance body, which operates under a consensus-based model that values transparency, collegiality, and shared leadership.

IPC includes five standing subcommittees—Educational Equity, Finance, Professional Development, Safety, and Technology Advisory—each providing structured opportunities for input and innovation within their respective domains. These committees ensure that decision-making is informed by diverse perspectives and aligned with institutional priorities.

In December 2024, IPC initiated a collaborative update to the College's Education Master Plan (EMP) 2023–2028, engaging all constituencies in a process designed to advance the College's mission and promote equitable student outcomes. The EMP update focused on defining strategic goals and action plans that reflect institutional values and respond to evolving student needs.

On January 7, 2025, IPC hosted a retreat where cross-functional teams of students, faculty, classified professionals, and administrators refined the EMP's four institutional goals and brainstormed strategies for implementation. The retreat fostered robust dialogue around institutional priorities and generated actionable ideas for realizing the

College's vision. Outcomes from the retreat were shared with the broader campus community at the February 5 IPC meeting.

To continue this work, IPC formed an ad hoc Strategy Development Workgroup composed of representatives from all constituencies. The workgroup refined and prioritized strategies, presenting recommendations at the March 5 IPC meeting. Finalized strategies emphasized innovation and equity, including:

- Strengthening community partnerships;
- Aligning workforce development with regional needs;
- Enhancing student engagement;
- Bridging gaps between institutional designations (e.g., HSI and AANAPISI) and student needs;
- Sustaining identity-based centers;
- Creating equitable grading labs;
- Establishing robust support systems for adjunct faculty.

Following the completion of the workgroup's charge, IPC appointed leads for each EMP goal to form cross-functional teams tasked with developing detailed action plans. These teams convened at a June 18, 2025 retreat, where they received training and support in strategy implementation. This work will continue into Fall 2025, with final plans to be presented, discussed, and adopted by IPC.

Through these consistent and inclusive practices, the College of San Mateo ensures that institutional decision-making supports innovation, collaboration, and equity—advancing its mission and fostering conditions for student success.

4.4 Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The San Mateo County Community College District (SMCCCD) Board of Trustees is an independent, policy-making body elected by the citizens of San Mateo County. In accordance with California Education Code Section 70902, the Board is responsible for establishing academic standards, approving educational programs, and overseeing the District's operating and capital budgets. The Board's policies are publicly accessible on the District website and are reviewed regularly for accuracy, currency, and relevance, as outlined in Board Policy 2410.

Board Responsibilities and Oversight

Board Policy 2200 defines the Board's duties, including oversight of educational quality, institutional integrity, legal compliance, and financial stability. The Board meets monthly, with additional study sessions scheduled as needed to explore topics in greater depth—particularly those related to student success and institutional priorities. The Board also holds an annual public retreat to engage in strategic discussions on long-term initiatives and emerging issues. Meeting schedules and agendas are posted publicly in accordance with Board Policy 2310 and are further detailed in the Board of Trustees Handbook.

The District's mission—to provide a breadth of high-quality educational opportunities, programs, and services—is codified in Board Policy 1200. The Board ensures that this mission is central to institutional planning and decision-making. Through its role in guiding the development of the District Strategic Plan, the Board sets priorities and goals that reflect its expectations for quality, equity, and continuous improvement. This work is supported by Board Policy 2.75 on Institutional Planning and Effectiveness.

Monitoring Institutional Effectiveness

The Board monitors institutional progress through regular review of key performance indicators aligned with the District Strategic Plan. The Chancellor is held accountable for implementing the plan and advancing annual Board goals and priorities. As described in Administrative Procedure 2.75.1, the Board tracks student achievement metrics using the SMCCCD Strategic Plan Metrics Tableau Dashboard, which includes five-year trends in:

- Course success and persistence rates;
- Completion of transfer-level math and English;
- Unit accumulation;
- Graduation and transfer rates.

These metrics are disaggregated by gender, race/ethnicity, and other student demographics to support equity-focused decision-making.

Fiscal Oversight and Stability

The Board's fiscal responsibilities are clearly defined in multiple policies, including:

- Board Policy 8.00 – Fiscal Management;
- Board Policy 8.05 – External Financial Audits and Investment of District Funds;
- Board Policy 8.06 – Investment of District Funds;
- Board Policy 8.11 – Budget Management;
- Board Policy 2430 – Delegation of Authority to the Chancellor.

The Board reviews and approves the Annual Budget and receives regular financial updates, including mid-year budget reports, quarterly financial summaries, and independent audit reports. These audits, conducted by certified public accountants, include both financial and performance audits of bond measures. The Chancellor is responsible for responding to audit findings and implementing Board-approved recommendations.

Policy Review and Governance Practices

In accordance with Board Policy 2410, the Board conducts a systematic review of all policies on a six-year cycle, in collaboration with District administration and constituent groups. In November 2023, the District initiated a comprehensive revision of the Board Policy Manual, including updates and conversion to the Community College League of California (CCLC) numbering and titling system. This multi-year effort ensures that Board policies remain current, accessible, and aligned with best practices in governance.

This Institutional Self Evaluation Report reflects both legacy and updated policy numbering, as the transition is ongoing.

4.5 The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The San Mateo County Community College District (SMCCCD) Board of Trustees holds full responsibility for the selection, evaluation, and oversight of the District's Chief Executive Officer (CEO), the Chancellor. The Board ensures that the Chancellor has the authority to implement Board policies and lead the District in fulfilling its mission and strategic goals.

Chancellor Selection Process

The selection of the Chancellor is governed by Board Policy 2431, which affirms the Board's responsibility to employ a full-time Chancellor to serve as the District's CEO, with primary responsibility for the leadership of the educational program. The detailed procedures for recruitment and selection are outlined in Administrative Procedure 2.02.1, which includes guidance on:

- Development of the job announcement;
- Composition and orientation of the search committee;
- Screening and interview processes;
- Final interviews and reference checks.

The Board sets clear expectations for the Chancellor in the position description and in their annual Board Goals which enumerates the support the Board expects from the Chancellor in achieving their goals and priorities in the given year. During the 2023–2024 academic year, the Board conducted a national search for a new Chancellor. The process was initiated on July 26, 2023, when the Board discussed the search timeline. On September 13, 2023, the Board adopted revised selection procedures and a formal timeline. On April 24, 2024, the Board approved an employment agreement with Dr. Melissa Moreno, who had been serving as Interim Chancellor and previously served as President of Skyline College.

Chancellor Evaluation Process

The Chancellor is evaluated annually by the Board in accordance with Board Policy 2435, which states that the evaluation is based on mutually agreed-upon goals, the Chancellor's job description, and performance objectives aligned with Board Policy 2430 (Delegation of Authority). The evaluation criteria also include goals related to the District's commitment to diversity, equity, and inclusion. The evaluation process is further detailed in Administrative Procedure 2.02.2, which outlines performance areas and references the evaluation instrument.

Following Dr. Moreno's appointment in April 2024, the Board engaged in monthly closed-session discussions of her performance throughout the remainder of the calendar year (May through December), demonstrating a commitment to regular and formative evaluation.

Delegation of Authority

The Board delegates executive responsibility to the Chancellor through Board Policy 2430, which authorizes the Chancellor to administer Board policies and execute all decisions requiring administrative action. The policy affirms that the Chancellor shall perform all duties assigned by the Board and those required by the California Education Code. This delegation ensures that the Chancellor has the authority necessary to lead the District effectively and to implement Board directives in support of institutional quality, stability, and mission fulfillment.

4.6 The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The San Mateo County Community College District (SMCCCD) Board of Trustees functions as a cohesive and effective governing body, committed to promoting the District's mission and values and fulfilling its fiduciary responsibilities. The Board's work is grounded in a robust mission statement, reviewed every three years through a participatory governance process. This mission informs District strategic planning, resource allocation, and institutional priorities across all three colleges. Board Policy 2330 outlines the Board's decision-making processes, ensuring transparency and accountability.

Roles, Responsibilities, and Ethical Standards

Board Policy 2200 defines the Board's duties, including oversight of fiscal health, institutional stability, and advocacy for the District's autonomy and integrity. The Board is also guided by Board Policy 2715, which establishes a Code of Ethics and Standards of Practice. These policies ensure that the Board acts in the best interest of the institution and maintains high standards of conduct.

The Board has demonstrated its ability to act decisively and responsibly. For example, in 2019, when allegations of misconduct were raised against the then-Chancellor, the Board acted swiftly to remove the individual and mitigate institutional risk—an example of the Board's commitment to ethical leadership and institutional protection.

Commitment to Continuous Improvement

Since 2023, the Board has undertaken several initiatives to strengthen its governance practices:

- Updating Board policies to align with legal requirements and the California Community College League (CCLC) numbering system;
- Developing and adopting a new Board of Trustees Handbook;
- Establishing and annually reviewing Board goals to guide its work and monitor progress.

New trustees participate in a structured orientation process, including the SMCCCD Board of Trustees Orientation and Student Trustee Orientation, to ensure they are well-prepared to fulfill their responsibilities.

Board Self-Evaluation and Reflection

The Board conducts regular self-evaluations in accordance with Board Policy 2745. In 2024, the Board completed a formal self-assessment to identify strengths and areas for improvement. The results were discussed during the August 2024 Board meeting, where trustees reflected on progress and identified strategies to enhance their collective performance.

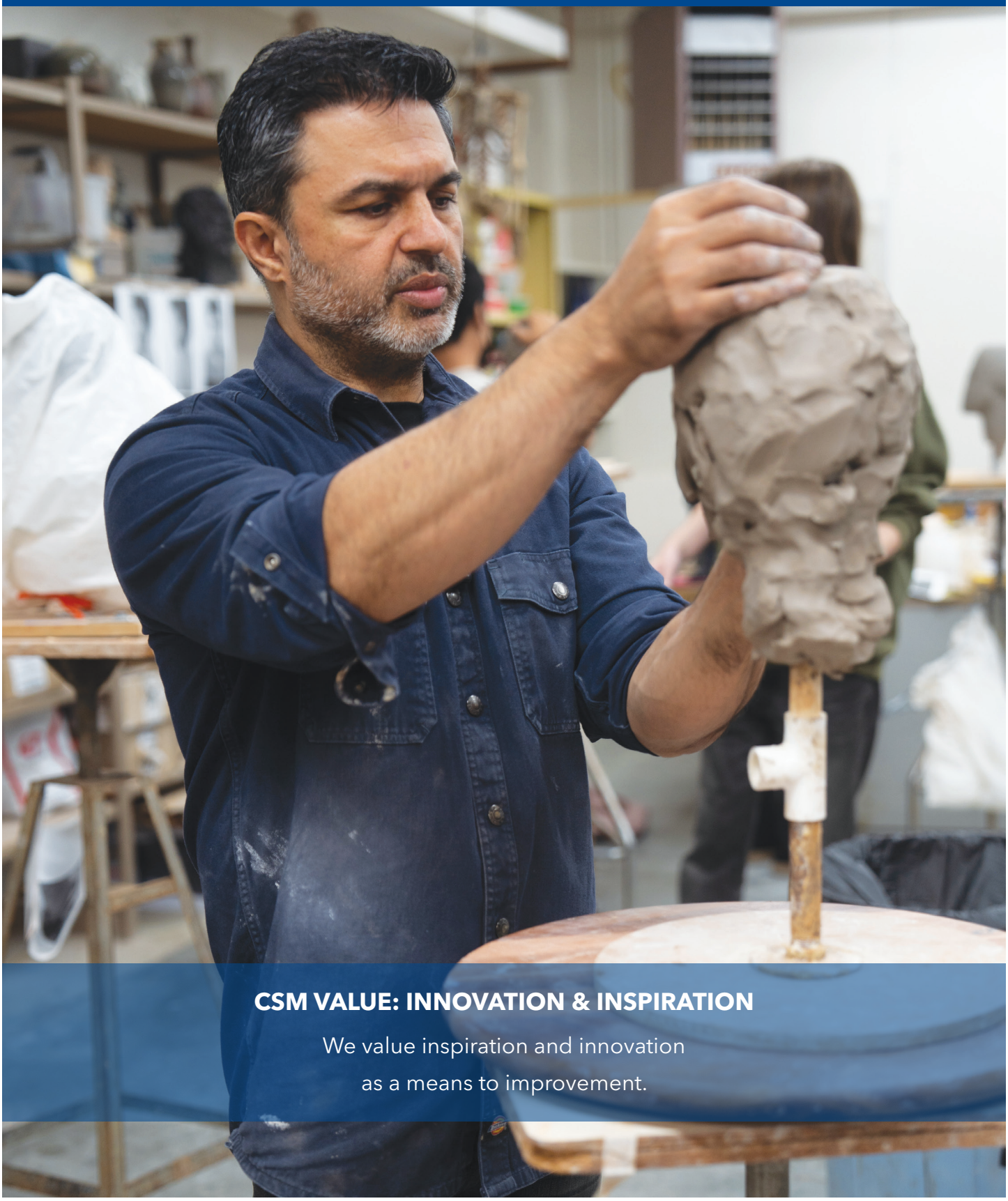
Alignment with Institutional Mission

The Board maintains a strong connection to the colleges' missions and planning processes. Every five years, each college reviews and updates its mission, vision, and values statements. In November 2022, the Board reviewed and approved the College of San Mateo's Education Master Plan (EMP) and its updated mission, vision, and values. These elements inform the Board's own goal-setting and strategic direction, ensuring alignment between institutional planning and Board governance.

Collaborative and Transparent Governance

Governance at the College of San Mateo—and across SMCCCD—is characterized by transparency, collaboration, and shared commitment to student success. The Board, Chancellor, and college leadership work in concert to uphold the District's mission and values, ensuring that governance structures remain responsive, inclusive, and mission-driven.

C. Required Documentation



CSM VALUE: INNOVATION & INSPIRATION

We value inspiration and innovation
as a means to improvement.

C. Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	• ACCJC Listing • Accreditation Reaffirmation 2021 • CA Community College Listing
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	• CSM Planning Manual
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	• Board of Trustee Approval of MVV • Institutional Planning Committee (IPC) Approval of Mission, Vision, and Values (MVV)
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	• CSM Planning Manual
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	• Accreditation Annual Fiscal Report • Accreditation Annual Report • IPC Review and Approval Strategic Metrics

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission *Policy on Competency Based Education* and *Policy on Credit Hour, Clock Hour, and Academic Year*)	• Annual Curriculum Approval Certification form from CCC Chancellor's Office • Board Policy 6.12. Definition of Credit Courses • Board Policy 6.13 Curriculum Development, Program Review, and Program Viability • Changes to CSM GE Requirements (Spring 2024) • CSM Faculty Handbook for Online & Hybrid Education (Fall 2023) • CSM Catalog: Types of Programs • Degree Certificates Index • Degree Worksheet (AA/AS) • Degree Worksheet (AAT/AST) • General Education Handbook (2025) • Student Attendance Accounting Manual (5.1.24. Section 3.2)
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	• Assist (Screenshot) • Board Policy 6.18 Credit by Examination • Board Policy 6.24 Articulation • Board Policy 6.26 Transfer of Credit Courses • Changes to CSM GE Requirements: Self-Development & Physical Education • CSM Catalog Advanced Placement Exams • CSM Catalog College Level Examination Program (CLEP) • CSM Catalog Credit By Examination • CSM Catalog Credit for Prior Learning • CSM Catalog Defense Language Proficiency Test • CSM Catalog International Baccalaureate Exams • CSM Catalog Military Service Credit • CSM Curriculum Handbook (Fall 2024)

Required Item	Documentation
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	• Administrative Procedure 2.35.1 Access to District Email • Board Policy 2.35 Use of District Communication Systems • Board Policy 7.01 Admissions and Concurrent Enrollment
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	• Administrative Procedure 7.73.1 Student Grievance and Appeals • Board Policy 7.73 Student Grievance and Appeals • CSM Catalog Accreditation Contacts • CSM Catalog Student Grievance and Appeals • CSM Website Accreditation Contacts • CSM Website Student Complaint Procedures • CSM Website Student Handbook
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit

Required Item	Documentation
vii. Documentation of the institution's policies and/or practices for the release of student records	• Administrative Procedures 7.28.1 Student Records, Directory Information, and Privacy • Administrative Procedures 7.28.2 Student Records Challenging Content and Access Log • Board Policy 7.28 Student Records, Directory Information, and Privacy • CSM Catalog Privacy Rights Students Policy • Interim Board Policy 5040 Student Records, Directory Information, and Privacy • Release of Information Form • SMCCCD FERPA Organization and Policies • Student Handbook • Transcript Request
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	• Board Policy 6.13 Curriculum Development, Program Review, and Program Viability • Program of Study Inactivation and Teachouts (8.15.2023) • SMCCCD Program Inactivation Process (Flow chart)
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	• CSM Eligibility and Certification Approval Report (ECAR) • CSM Official Cohort Default Rate
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	

Required Item	Documentation
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	• Administrative Procedure 6.12.1 Distance Education • Administrative Procedure 7.28.1 Student Records Directory Information Privacy • Board Policy 5040 Student Records, Directory Information, and Privacy • Canvas Login Page • SMCCCD FERPA Organization and Policies • Student Handbook
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	• CSM Catalog Course Numbering and Special Courses
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	• Board Policy 6.18 Credit by Examination • CSM Catalog Advanced Placement Policy • CSM Catalog College Level Examination Program (CLEP) • CSM Catalog Credit by Examination • CSM Catalog Credit for Prior Learning • CSM Catalog Defense Language Proficiency Test • CSM Catalog International Baccalaureate Exams • CSM Catalog Military Service Credit
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	[Insert document name(s) and link(s)]
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	• Administrative Procedure 7.69.1 Student Conduct, Prohibited Actions, and Disciplinary Procedures • Board Policy 7.69 Student Conduct • CSM Catalog Student Conduct

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	• Administrative and Classified Staff Selection Procedures • Administrative Procedure 2.20.2 Equal Employment Opportunity: Service Animals • Administrative Procedure 3.15.3 Faculty Hiring • Application for Equivalence to Minimum Qualifications • Board Policy 2.10 Selection Procedures • Board Policy 2.20 Equal Employment Opportunity • Administrative Procedure 2.20.1 Equal Employment Opportunity • Administrative Procedure 3.05.1/7211 Minimum Qualifications, Faculty Service Areas and Equivalency to Minimum Qualifications • Board Policy 5.10 Managers: Employment and Reassignment • Board Policy 5.20 Academic Supervisors: Employment and Reassignment • Board Policy 5.50 Classified Professional/Supervisory Employees: Employment and Transfer • Board Policy 5.60 Confidential Employees: Employment and Transfer • Employment Policies • SMCCCD EEO Plan • Faculty Selection Procedure • Minimum Qualifications Equivalency Guidelines for Classified Positions • Selection Procedures for Chancellor • Selection Procedures for College President • Unconscious Bias Training/Professional Development (Screenshot)

Checklist Item	Documentation
ii. Employee handbooks or similar documents that communicate expectations to employees	• Administrative/Academic Supervisory Performance Evaluation Checklist • Administrator Performance Evaluation Checklist • Board Policy 2.21 Policy on Professional Ethics • Board Policy 2.34 Computer and Network Use • Board Policy 3.15 Employment Requirements • District Academic Senate Faculty Evaluation Workshop Website (2021) • Employee Handbook • Faculty Evaluation Procedures • Faculty Handbook (2024-25) • Management Performance Evaluation Summary • Performance Evaluation Procedures for Administrator and Academic Supervisory Employees • Summary Classified Professional Classified Confidential Supervisory • Work Performance Evaluation Form (Classified/Professional/ Confidential/Supervisory Employees/Classified Managers)
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	• SMCCCD Audit Report 2022 • SMCCCD Audit Report 2023 • SMCCCD Audit Report 2024 • SMCCCD Measure H Financial Audit 2022 • SMCCCD Measure H Financial Audit 2023 • SMCCCD Measure H Financial Audit 2024 • SMCCCF Audited Financials FYE 2022 • SMCCCF Audited Financials FYE 2023 • SMCCCF Audited Financials FYE 2024

Checklist Item	Documentation
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	• Finance Committee Meeting Agenda (April 2023) • Finance Committee Meeting Agenda (May 2023) • Finance Committee Meeting Minutes (November 2022) • Finance Committee Meeting Minutes (December 2022) • SMCCCD Adoption Budget Report (2024-25) • SMCCCD Adoption Budget Report (2023-24) • SMCCCD Adoption Budget Report (2022-23) • SMCCCD Adoption Budget Report (2021-22)
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	• Board Policy 8.00 Fiscal Management • Administrative Procedure 8.00.1 Fiscal Management • Board Policy 8.05. District Financial Audits • Administrative Procedure 8.05.1 Audits • Board Policy 8.06 Investment of District Funds • Board Policy 8.06. Investments • Administrative Procedure 8.06.1 Investments • Board Policy 8.07. Debt Issuance and Management • Board Policy 8.11 District Budget • Administrative Procedure 8.11.1. District Budget • Board Policy 8.14 Bond Oversight Committee and Accountability Measures • Administrative Procedure 8.14.1 Bond Oversight Committee
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	• Board Policy 2.34 Computer and Network Use • CSM Technology Plan • Technology Training – SMCCCD ITS Strategic Plan 2025-2030

Checklist Item	Documentation
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	• Draft Cohort Default Rate
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	
ix. Written code of professional ethics for all personnel including consequences for violations	• Administrative Procedure 2.21.1 Institutional Code of Ethics • Board Policy 2.21 Policy on Professional Ethics • Classified Employees Statement of Ethics • Faculty Statement of Professional Ethics • Student Code of Ethics

Standard 4: Governance and Decision-Making

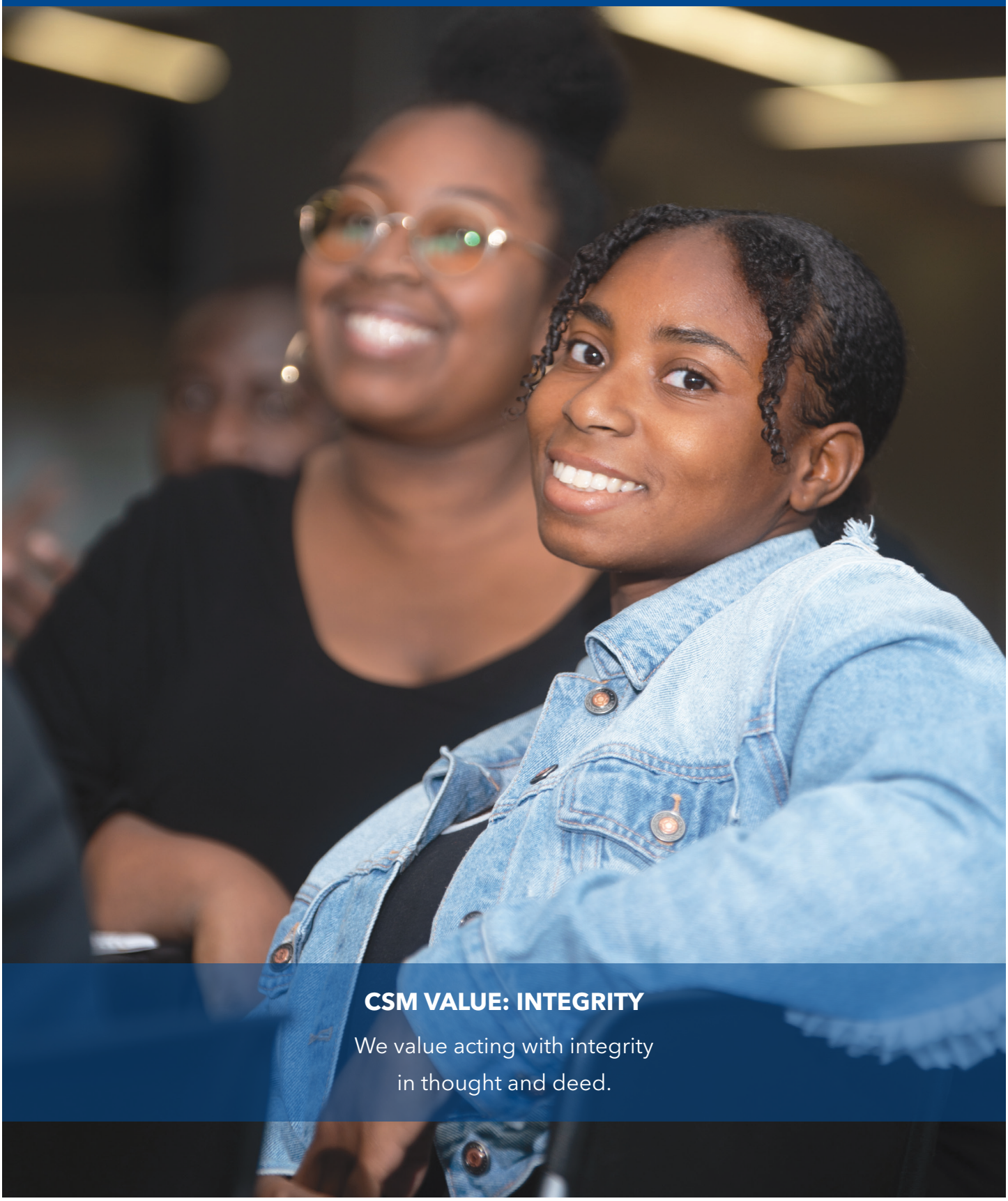
Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	• Administrative Procedure 2.03.1 College President Selection Procedure • Administrator Performance Evaluation Checklist • Board Policy 2.03 College Presidents • Board Policy 2431. Selection of the Chancellor • Board Policy 2435 Evaluation of the District Chancellor • Performance Evaluation Procedures for Administrator and Academic Supervisory Employees • Selection Procedures for College President
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	• Board Policy 1.02 Organization of the Board
iii. Governing board policies/procedures/bylaws related to Board Ethics	• Board Policy 2010 Board Membership • Board Policy 2210 Officers of the Board • Board Policy 2430 Delegation of Authority to the District Chancellor • Board Policy 2.21 Policy on Professional Ethics • Board Policy 2715. Board Code of Ethics Standards of Practice
iv. Governing board policies/procedures/bylaws related to conflict of interest	• Board Policy 1.35 Board Member Conduct • Board Policy 2.21 Policy on Professional Ethics • Board Policy 2710 Conflict of Interest

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the	• CSM ISER Website Third-Party Comment invitation

Checklist Item	Documentation
Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	• CSM Home Page • CSM Accreditation Page

D. Appendix 1


CSM VALUE: INTEGRITY
We value acting with integrity
in thought and deed.

D. Appendix 1: Verification of Catalog Requirements (ER 20)

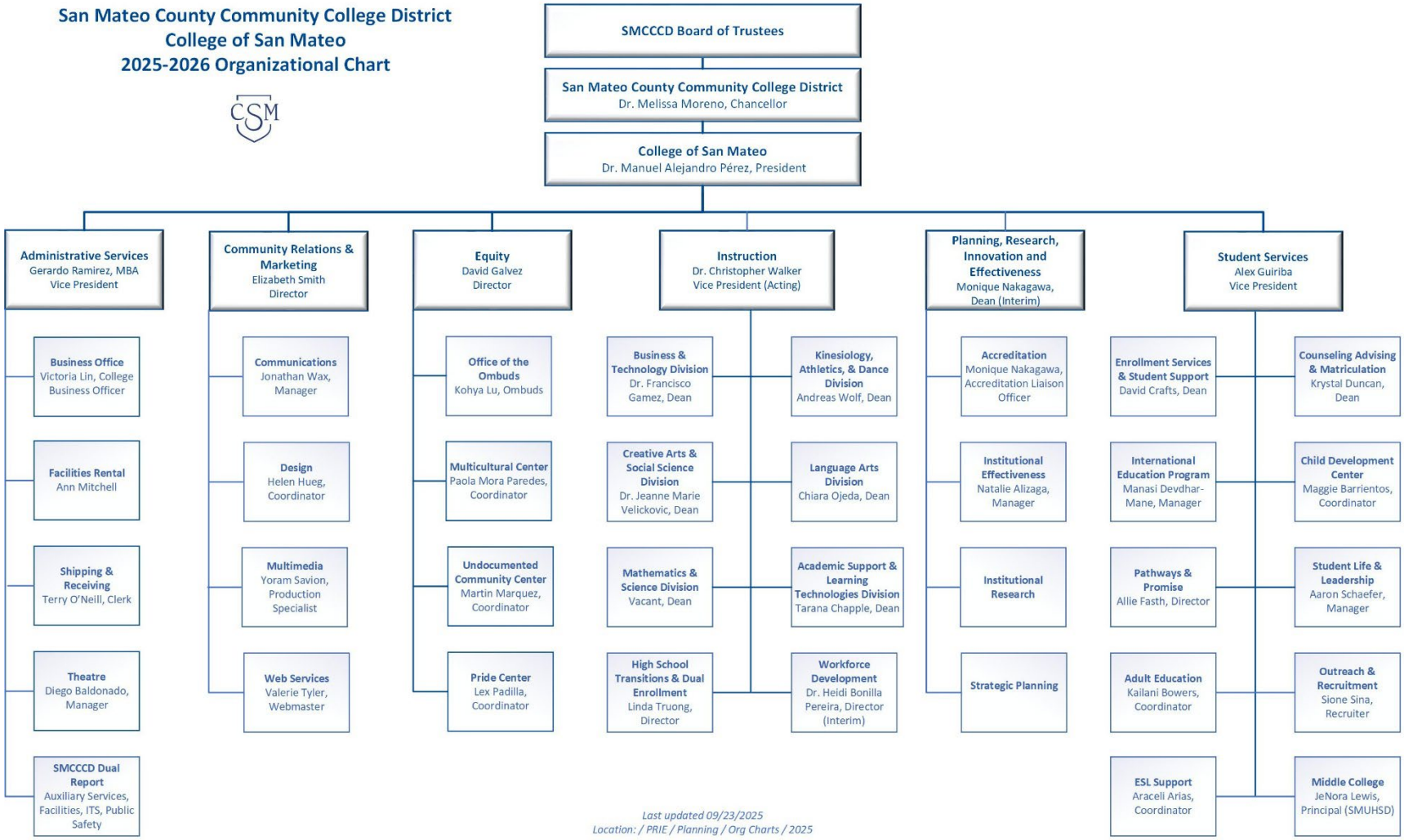
REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Catalog Page: 429
Educational Mission	Catalog Page: 6 catalog.collegeofsanmateo.edu/current/statement-slos/
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Catalog Page: 10 catalog.collegeofsanmateo.edu/current/generalinformation/accreditation.php
Course, Program, and Degree Offerings	Catalog Page: 261 - 405 catalog.collegeofsanmateo.edu/current/courses/
Student Learning Outcomes of Programs and Degrees	Catalog Page: 261 - 405 catalog.collegeofsanmateo.edu/current/programs/
Academic Calendar and Program Length	Catalog Page: 4 catalog.collegeofsanmateo.edu/current/importantdates/
Academic Freedom Statement	Catalog Page: 9 catalog.collegeofsanmateo.edu/current/generalinformation/statement_academic_freedom.php
Available Student Financial Aid	Catalog Page: 71 – 74 catalog.collegeofsanmateo.edu/current/instructional-programs-student-services/financial_aid_scholarships.php
Available Learning Resources	Catalog Page: 59 -64 catalog.collegeofsanmateo.edu/current/learning-support/
Names and Degrees of Administrators and Faculty	Catalog Page: 405 - 409 catalog.collegeofsanmateo.edu/current/faculty-other-academic-personnel/
Names of Governing Board Members	Catalog Page: 3
Requirements	
Admissions	Catalog Page: 11 - 18 catalog.collegeofsanmateo.edu/current/admission/

Student Tuition, Fees, and Other Financial Obligations	Catalog Page: 19 - 21 catalog.collegeofsanmateo.edu/current/fees/
Degrees, Certificates, Graduation and Transfer	Catalog Page: 92 - 256 catalog.collegeofsanmateo.edu/current/aaas-degree-requirements/ catalog.collegeofsanmateo.edu/current/transfer-planning/
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Catalog Page: 42 – 58 catalog.collegeofsanmateo.edu/current/college-policies/student_conduct.php catalog.collegeofsanmateo.edu/current/college-policies/guidelines_addressing_cheating_plagiarism.php
Nondiscrimination	Catalog Page: 36 - 37 catalog.collegeofsanmateo.edu/current/college-policies/nondiscrimination_policy.php
Acceptance and Transfer of Credits	Catalog Page: 11 – 12 & 79 – 89 catalog.collegeofsanmateo.edu/current/admission/transcript_evaluation_service.php catalog.collegeofsanmateo.edu/current/external_exams/
Transcripts	Catalog Page: 24 catalog.collegeofsanmateo.edu/current/gradesandscholarship/transcripts.php
Grievance and Complaint Procedures	Catalog Page: 49 – 55 catalog.collegeofsanmateo.edu/current/college-policies/student_grievance_appeals.php
Sexual Harassment	Catalog Page: 40 – 41 catalog.collegeofsanmateo.edu/current/college-policies/sexual_harassment_policy.php
Refund of Fees	Catalog Page: 21 catalog.collegeofsanmateo.edu/current/fees/credit_refund_policy.php
Locations or Publications Where Other Policies May be Found	
Academic Policies	Catalog Page: 26 – 34 catalog.collegeofsanmateo.edu/current/academic-policies/
College Policies	Catalog Page: 35 – 58 catalog.collegeofsanmateo.edu/current/college-policies/

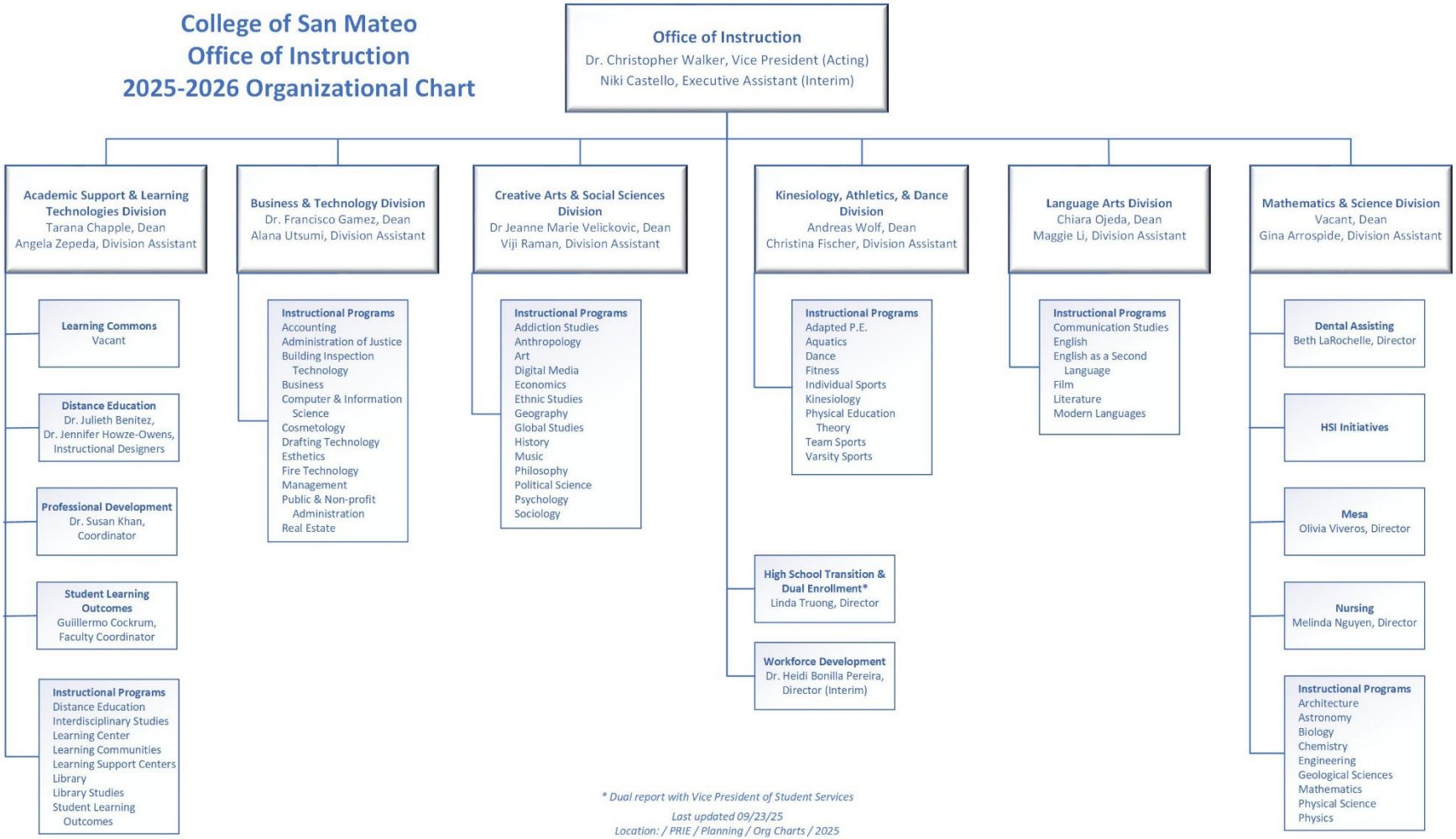
E. Appendix 2


CSM VALUE: GROWTH
We value personal and professional enrichment
for all members of our campus community.

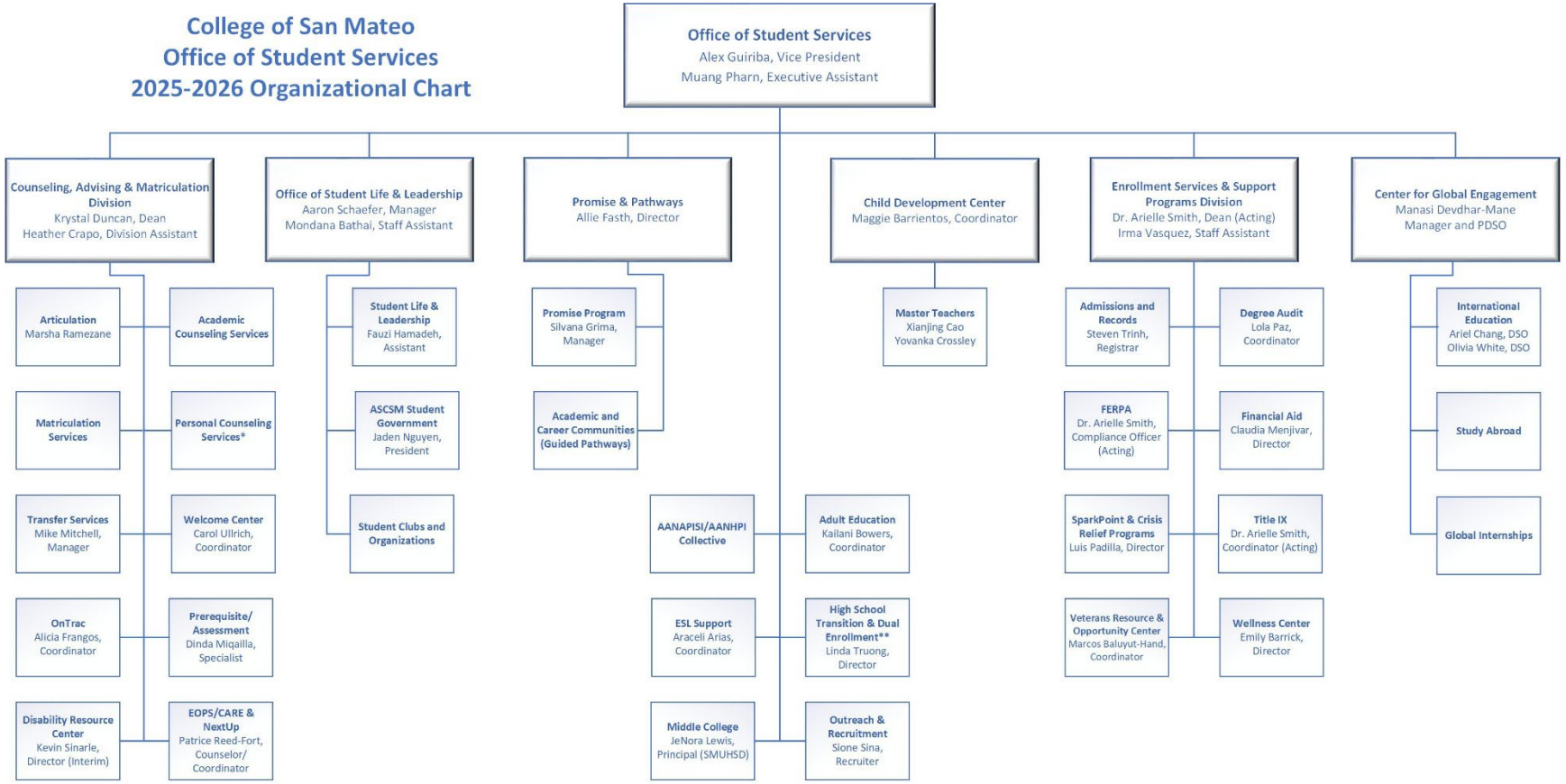
San Mateo County Community College District
College of San Mateo
2025-2026 Organizational Chart



Last updated 09/23/2025
Location: / PRIE / Planning / Org Charts / 2025


College of San Mateo
Office of Instruction
2025-2026 Organizational Chart
Office of Instruction
Dr. Christopher Walker, Vice President (Acting)
Niki Castello, Executive Assistant (Interim)
Academic Support & Learning Technologies Division
Tarana Chapple, Dean
Angela Zepeda, Division Assistant
Learning Commons
Vacant
Distance Education
Dr. Julieth Benitez, Dr. Jennifer Howze-Owens, Instructional Designers
Professional Development
Dr. Susan Khan, Coordinator
Student Learning Outcomes
Guillermo Cockrum, Faculty Coordinator
Instructional Programs
Distance Education
Interdisciplinary Studies
Learning Center
Learning Communities
Learning Support Centers
Library
Library Studies
Student Learning Outcomes
Business & Technology Division
Dr. Francisco Gamez, Dean
Alana Utsumi, Division Assistant
Instructional Programs
Accounting
Administration of Justice
Building Inspection Technology
Business
Computer & Information Science
Cosmetology
Drafting Technology
Esthetics
Fire Technology
Management
Public & Non-profit Administration
Real Estate
Creative Arts & Social Sciences Division
Dr Jeanne Marie Velickovic, Dean
Viji Raman, Division Assistant
Instructional Programs
Addiction Studies
Anthropology
Art
Digital Media
Economics
Ethnic Studies
Geography
Global Studies
History
Music
Philosophy
Political Science
Psychology
Sociology
Kinesiology, Athletics, & Dance Division
Andreas Wolf, Dean
Christina Fischer, Division Assistant
Instructional Programs
Adapted P.E.
Aquatics
Dance
Fitness
Individual Sports
Kinesiology
Physical Education Theory
Team Sports
Varsity Sports
High School Transition & Dual Enrollment*
Linda Truong, Director
Workforce Development
Dr. Heidi Bonilla Pereira, Director (Interim)
Language Arts Division
Chiara Ojeda, Dean
Maggie Li, Division Assistant
Instructional Programs
Communication Studies
English
English as a Second Language
Film
Literature
Modern Languages
Mathematics & Science Division
Vacant, Dean
Gina Arrospide, Division Assistant
Dental Assisting
Beth LaRochelle, Director
HSI Initiatives
Mesa
Olivia Viveros, Director
Nursing
Melinda Nguyen, Director
Instructional Programs
Architecture
Astronomy
Biology
Chemistry
Engineering
Geological Sciences
Mathematics
Physical Science
Physics
* Dual report with Vice President of Student Services
Last updated 09/23/25
Location: / PRIE / Planning / Org Charts / 2025

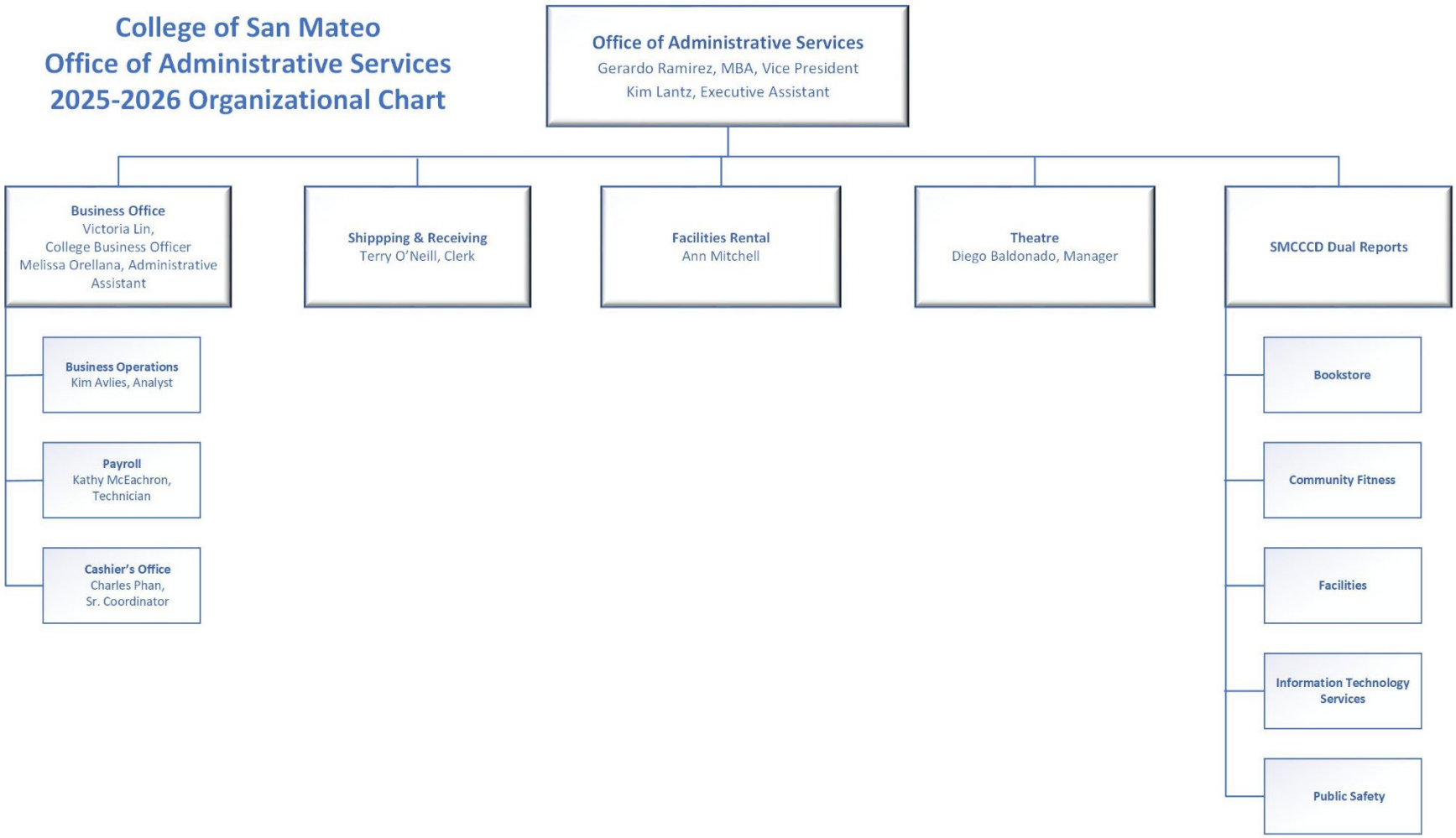
College of San Mateo
Office of Student Services
2025-2026 Organizational Chart



** Personal counselors report to the Dean of Counseling but some programs and services are operated within the Wellness Center*

***Dual report with the Vice President of Instruction*

Last updated 10/01/25
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College of San Mateo
Office of Administrative Services
2025-2026 Organizational Chart
Office of Administrative Services
Gerardo Ramirez, MBA, Vice President
Kim Lantz, Executive Assistant
Business Office
Victoria Lin,
College Business Officer
Melissa Orellana, Administrative Assistant
Shippping & Receiving
Terry O'Neill, Clerk
Facilities Rental
Ann Mitchell
Theatre
Diego Baldonado, Manager
SMCCCD Dual Reports
Business Operations
Kim Avlies, Analyst
Payroll
Kathy McEachron,
Technician
Cashier's Office
Charles Phan,
Sr. Coordinator
Bookstore
Community Fitness
Facilities
Information Technology Services
Public Safety
Last updated 09/23/25
Location: / PRIE / Planning / Org Charts / 2025



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