

A photograph of a modern campus building with large glass windows and a curved facade. In the foreground, there is a circular fountain with water spraying upwards. The image is overlaid with dark blue and light blue geometric shapes.

# **INSTITUTIONAL SELF-EVALUATION REPORT (ISER)**

COLLEGE REVIEW  
DRAFT #1

MARCH 18, 2025

[insert college logo here]

## **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

[insert date of submission: Month Year]

# Certification

To:     Accrediting Commission for Community and Junior Colleges

From: [insert Name of Chief Executive Officer]

[insert Name of Institution]

[insert Institution Address]

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:

[Chief Executive Officer of Multi-College District, if applicable]

[Date]

[Chief Executive Officer]

[Date]

[Chairperson, Governing Board]

[Date]

[Name, Title, Representing]

[Date]

[Name, Title, Representing]

[Date]

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[Name, Title, Representing]

[Date]

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[Name, Title, Representing]

[Date]

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# Forward to the Institutional Self-Evaluation Report

Forthcoming

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# Introduction: Institutional Context

Forthcoming

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# Standard 1: Institutional Mission and 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.**

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 reflect the college's commitment to providing a liberatory education. These statements, along with the college's Institutional Priorities and Leadership Commitments, are displayed on the [College Statements website](#). Along with the college's [Solidarity Statement](#), the Mission, Vision, and Values statements lay the groundwork for the college's instructional and student services offerings. As a Hispanic Serving Institution ([HSI](#)) and an Asian American and Native American Pacific Islander-Serving Institution ([AANAPISI](#)) CSM strives to fulfill its mission to create access and inclusion, foster academic excellence, and ensure equitable outcomes for all students.

These statements and commitments reflect the community the college serves. While the student population in some ways mirrors the demographics of the San Mateo County community, the external scan discussed in the [2023-2028 Educational Master Plan \(EMP\)](#) notes that "demographic shifts in the region point to a population that will be older, better educated and wealthier, displacing low- and moderate income families and communities" with a cost of living more than two and a half times the national average and with gaps in educational attainment dividing residents in terms of economic mobility.

The college's commitment to promoting equity and diversity and to creating a climate of inclusion reflects the needs of a student population that in some ways is put at a disadvantage by the overwhelming success of the Silicon Valley and larger Bay Area economies. For example,

while employment demand in San Mateo County is predicted in occupations requiring a bachelor's degree or higher, including technology, health care, and management service, educational gaps continue to affect our student population. A geographical analysis in [CSM's EMP](#) revealed that portions of CSM's service area, particularly Half Moon Bay, have populations with less than 50% associate degree attainment.

CSM is dedicated to serving the students from historically underserved and under-resourced neighborhoods, and to reaching out to those we are not yet serving. This commitment is reflected in the development of our [Coastside campus](#) in Half Moon Bay, which seeks to expand educational opportunities and career pathways for all current and future students in the Coastside community, focusing on serving Latinx, Chinese, and Migrant Farm Worker populations. This initiative reflects CSM's ongoing commitment to promoting equity and supporting economic mobility through education. CSM has also been a leader in serving incarcerated students. [Project Change](#) is the first community college supported program in California to provide wrap-around student support services, direct access to postsecondary education for incarcerated youth, and in-person college instruction inside juvenile youth facilities.

As noted on the college's historical overview ["The First 100 years"](#), CSM has a highly diverse student body of over 13,200 students who come with a range of goals in mind: not only to transfer to a four-year institution but also to prepare for a variety of careers, from dental assisting to electronics to firefighting. In addition, about ten percent of students are working towards a certificate in a Career & Technical Education (CTE) pro-gram. And while most students are high school graduates, a growing dual enrollment program (7%) is bringing high school students into the College (and bringing college to high school students). The largest student group at CSM, Latino/a/x students comprised 36% of the student body as of Fall 2024, followed by White (24%), Asian (18%), and Non-Hispanic Black (3%) students. The percentage of Latino/a/x students has consistently increased from 30% to 36% between Fall 2017 and Fall 2021. The college also hosts a population of more than 260 international students from 50 countries.

The Mission, Vision, and Values statements were last reviewed and revised as part of the development of the College's 2023–2028 Educational Master Plan (EMP), *CSM Forward 2028*. The EMP was brought to all constituencies through the College's primary participatory governance committee, the Institutional Planning Committee (IPC). The EMP was formally adopted by IPC at its [November 2, 2022 meeting](#). The SMCCCD Board of Trustees formally adopted the College's EMP on [November 30, 2022](#).

CSM's [Solidarity Statement](#) was developed in late 2020 in response to the murder of George Floyd and the subsequent national, local, and on-campus conversations about race, equity, and social justice. Starting in June 2020, a task force made up of managers (including the College's Director of Equity), faculty, staff, and students developed the Solidarity Statement. It was shared with the campus and approved by the College's [Academic](#) and Classified Senates. The statement was ultimately adopted by IPC on [January 20, 2021](#).

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

College of San Mateo's [2023-2028 Educational Master Plan \(EMP\)](#) details its six institutional priorities along with aligned integrated plans and action steps (Appendix C):

- Anti-racism/Equity
- Community Partnerships
- Effective Communication
- Strategic Planning
- Student-Focused Support
- Teaching and Learning

These six institutional priorities are closely aligned with [the District's strategic priorities](#):

District Strategic Priorities	CSM Institutional Priorities
Develop and strengthen educational offerings, interventions, and support programs that increase student access & success.	CSM focuses <b>on teaching and learning</b> , and prioritizes <b>student-focused support</b> , especially relating to <b>anti-racism/equity</b> work that supports access and success for students most in need.
Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.	CSM calls for <b>community partnerships</b> to support stronger teaching and learning. This also aligns with the emphasis on <b>effective internal and external communications</b> .
Increase program delivery options, including the expanded use of instructional	CSM's <b>teaching and learning</b> make innovative use of new technology; <b>strategic planning</b> is required to develop de-livery

technology, to support student learning and success.	options that speak to student need, as well as <b>student-focused support</b> 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.	<b>Strategic planning</b> supports sound allocation of CSM's resources. Planning also calls for <b>effective communication</b> , both internal and external.

CSM's institutional priorities reflect the college's character and the context of the San Mateo community. While the campus is in a county that has seen extraordinary economic success, primarily due to the technology sector of Silicon Valley, many of CSM's students belong to lower and moderate-income families that risk being displaced due to the high cost of living in the area. The emphasis on anti-racism and equity work focusing on access for students most in need, as well as the establishment of community partnerships and development of delivery options to expand access to programs, all reflect the goal of producing equitable outcomes.

To develop the 23-28 EMP and its priorities, feedback was solicited from the campus through a variety of methods. A general feedback session, open to all, was held on [CSM's Opening Day in August 2022](#); [postcards](#) were distributed linking to a feedback page which took responses through September. Two additional all-campus feedback sessions were held online, as well as division visits, and visits to [Academic](#) and Classified Senates. The feedback period was publicized through the [Bulldog Bulletin e-newsletter](#) and through a dedicated page on the College website.

CSM's EMP was developed and adopted in Fall 2022 under the leadership of previous President Jennifer Taylor Mendoza, who departed in Summer 2023. CSM's new President Manuel Alejandro Pérez joined the College in July 2024, and with support from the Institutional Planning Committee, the College has focused on assessing progress and providing updates to CSM's EMP.

While the EMP process establishes institutional priorities, CSM's [Institutional Planning Committee \(IPC\)](#) ensures the implementation and ongoing assessment of the institutional planning process, including progress on goals.

IPC hosted a mid-year planning retreat on [January 7, 2025](#) to review progress on the EMP, review existing priorities and action plans, and develop concise goals from the already established institutional priorities. 30 participants representing students, staff, faculty, and

administration attended to ensure broad input and participation. Outcomes of the retreat included a set of four goals:

- Transformative Community Partnerships: Expand access to and opportunities with our community on and off campus that centers relationships and builds upon shared objectives for student success.
- Accessible Student-Focused Support: Provide and communicate holistic and equity-minded support services informed by students for their success.
- Equity & Anti-Racism: Advance and sustain a culture that fosters a sense of belonging, values critical consciousness and the interrogation of systems, and addresses barriers for advancing anti-racism, equity, accessibility, and inclusion.
- Teaching and Learning: Enhance teaching and learning excellence by fostering innovation, professional development, and anti-racist pedagogy that responds to students' needs for their success.

These goals were shared broadly through [the EMP website](#) and through presentations at [Associated Students of CSM](#), [Academic Senate](#) and [Classified Senate](#). The goals were adopted by IPC along with action plans at the [May 7, 2025 IPC meeting](#).

An EMP Strategies Workgroup made up of students, staff, faculty, and administration was formed at the [February 5, 2025 IPC meeting](#) to recommend strategies to accomplish these goals with 2-3 prioritized strategies for each goal and a rationale for the prioritization. The EMP Strategies Workgroup came back to IPC on March 5, 2025 to [present 4-6 recommended strategies for each goal](#) with 2-3 of those strategies being prioritized.

The EMP Strategies Workgroup was dissolved and four EMP Action Plan Workgroups (one for each goal) were formed at the March 5 meeting to tackle the work of creating action plans for the strategies in each goal. The EMP Action Plan Workgroups presented their work at the [April 23, 2025 IPC meeting](#), and [the action plans](#) were approved at the [May 7, 2025 IPC meeting](#).

CSM's participatory process for the development of its priorities and goals and its active reflection and realignment truly underline its commitment to continuous 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 the achievement of its mission and goals through the regular review of institutional metrics and of data that have been disaggregated for vulnerable populations in its community. Examples of such are the college's strategic metrics and its climate surveys.

CSM has established strategic metrics by which it monitors its progress in achieving its mission and goals. The current metrics have been aligned to the six institutional priorities identified in the [2023-2028 Education Master Plan \(EMP\)](#) and include floor and stretch goals. The Institutional Planning Committee (IPC) reviews the metrics annually to monitor strategic planning progress. Following adoption of the EMP, IPC approved the metrics framework at its [December 6, 2023 meeting](#), providing feedback that included a recommendation to racially disaggregate certain metrics focused on anti-racism and equity. In alignment with CSM's goal to deliver an antiracist education, metrics 3.1, "Students reporting having experienced microaggressions," and 3.3, "Academic Notice rates," are disaggregated by race and ethnicity. Following the principle of [Targeted Universalism](#), the college sets the same floor and stretch goals for racial and ethnic subgroups as for the college as a whole. IPC most recently reviewed the metrics at its [April 3, 2024 meeting](#).

As discussed in Standard 1.2, IPC held a retreat in January 2025, of which an outcome was the clear articulation of four EMP goals. With the adoption of the four defined goals and the March 2025 approval of strategies, **one expects revisions to the metrics to maintain relevance.**

CSM also monitors achievement of its mission and goals through constituent surveys, an example of which is its anti-racism surveys. Following the George Floyd murder in 2020, the college sought to learn more about perceptions of racism and structural inequities at the college. The college surveyed faculty and staff in late spring 2020 and IPC reviewed the [survey results](#) at its [September 16, 2020 meeting](#). Despite a respectable response rate, the survey response count was not sufficiently robust to support disaggregation. Students were surveyed in Fall 2021 and IPC reviewed [the survey results](#) at its [April 13, 2022 meeting](#). By aligning several questions asked of the constituent groups, the college was able to identify areas where constituent viewpoints diverged. For example, although [a majority of faculty and staff thought the college curriculum was culturally diverse](#) and reflected the diversity of its community,



students reported [weak agreement that the curriculum was antiracist](#), and non-white students were [less likely to perceive their communities reflected in the curriculum](#).

The disaggregated findings from the 2021 student anti-racism survey prompted CSM to deeply explore the experiences of Black and Brown students at the college. Black and African American student responses to questions such as “[Certain races get more attention in my classes](#)” and “[I have experienced microaggressions at CSM](#)” differed dramatically from those of other racial and ethnic groups. To further understand the attitudes and sentiments underlying Black and Brown responses, CSM contracted with Dr. Darla Cooper at RP Group to conduct focus groups with the college’s Black and African American students and with Polynesian students. [Key recommendations](#) from the focus groups included trainings on microaggressions for faculty and staff, recognizing and celebrating Polynesian student identity and culture, and bolstering efforts to hire and to retain Black and African American employees.

CSM has followed and continues to follow up on the lessons learned from its anti-racism studies. To address perceptions that the curriculum did not reflect the cultural diversity of the community, in 2023 the college secured a Culturally Responsive Pedagogy and Practice Innovative Best Practices Grant (CRPP IBP), with which it developed the [Redesign for Equity and Accessibility Lab \(REAL\)](#), a faculty fellowship program in equitable course design. Over the course of three semesters, the REAL program will have trained 19 faculty, who after training are expected to serve as coaches and mentors to their peers.

CSM also took action to increase Black and Brown students’ sense of belonging at the college. It increased the capacity of its learning communities, [adding a full-time coordinator](#) to its Umoja program, which serves Black and African American students. CSM also added a [tenure-track faculty coordinator to its Puente program](#), which serves Latine/x students. Both hirings enabled the Umoja and Puente programs to double their service capacity. Another action that the College took was to relocate [the Village](#), a multicultural multipurpose space, and to transform it from a single room in building 18 to a focal point of the renovated Center for Equity, Leadership, and Community in Building 17. Presently, the Village is comprised of a series of study spaces and offices clustered around a central atrium, which serves as a gathering spot for students in the college’s 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)

CSM's resource allocation process (aka Resource Requests) prioritizes personnel and non-personnel resources based on alignment with the [Educational Master Plan](#), which includes institutional priorities, integrated plans from college programs and offices, and program reviews. The CSM planning cycle is informed by the College mission, vision, and values at the start with the EMP, and at the end of the planning cycle with the resource request process.



### FRAMEWORK: DISTRICT STRATEGIC PLAN

#### *College of San Mateo's Planning Cycle*

Resource Requests, including requests for new faculty positions, can be submitted every fall semester through [the Resource Request website](#), which includes links to a [resource request diagram](#) and other resources to make the process clearer and more transparent.

In Fall 2024, the [Resource Request process was expanded](#) to highlight participatory governance and enhance transparency. In order to expand the role of faculty and staff in the process, the update integrated the Academic and Classified Senates into the prioritization timeline. The process also included a public forum embedded within the [December 4, 2025 IPC meeting](#) to present an [overview of the resource request submission process](#) with each prioritization list submitted by the Deans, Academic Senate, and Classified Senate. This was followed by an open Q&A, eliciting feedback and questions about the process.

Each program, service, and department at CSM is involved in program review. CSM's biennial program review process, detailed further in Standard 2.2, includes:

- A brief description of the program and how it supports the following:
  - [CSM Mission and Values Statements](#)
  - [CSM Statement of Solidarity](#)
  - [CSM's Strategic Priorities](#)
  - [SMCCCD's Strategic Goals](#)
  - [CSM Forward 2028 - Education Master Plan](#)
- Analysis of disaggregated data provided by PRIE for gaps in student population equity and modes of delivery equity
- Assessment of student-learning outcomes (SLOs) for instructional programs
- Assessment of Service Area Outcomes (SAOs) for support services and programs
- Updates on goals from previous Program Review and goal setting for next Program Review cycle
- Labor market data for career and technical education (CTE) programs

### 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 uses a variety of methods to regularly communicate progress toward achieving its mission and goals with internal and external stakeholders to promote understanding of institutional strengths, priorities, and areas for continued improvement. Much of CSM's communication comes via electronic formats (e.g. e-mail, electronic newsletters) or print material (e.g. The Impact Report), but everything is housed for easy reference on CSM's website. Communication with internal and external stakeholders also takes place at campus and district-wide flex day presentations and regularly scheduled informal events open to students, faculty, and other stakeholders.

Placing information on CSM's webpage allows all stakeholders to access vital information about college goals and assessment efforts. Examples include the following:

- CSM's annual [Impact Report](#) showcases its dedicated and accomplished faculty, staff, and students coupled with examples of student scholarship and excellence. The Impact Report is printed and distributed throughout campus in addition to the electronic version.

- The college's [accreditation page](#) includes archived ACCJC midterm, progress, and final reports dating back to 2008, with links to a [repository](#) page and further information on the accreditation of specific programs (e.g. Cosmetology, Dental Assisting, Nursing, and Fire Academy). These reports describe college plans and progress towards goals.
- Participatory governance committee websites include agendas and minutes for past and upcoming meetings, membership information, by-laws if relevant, and details about how to attend meetings:
  - [Institutional Planning Committee](#)
    - [Finance Committee](#)
    - [Safety Committee](#)
    - [Technology Advisory Committee \(TAC\)](#)
    - [Education Equity Committee \(EEC\)](#)
  - [Academic Senate](#)
    - [Curriculum Committee](#)
    - [Committee on Teaching and Learning \(CTL\)](#)
    - [Distance Education Advisory Committee \(DEAC\)](#)
  - [Classified Senate](#)
  - [Associated Students of CSM](#)
- The [strategic goals page](#) describes and documents how integrated plans are aligned with the district strategic plan, CSM Education Master Plan, Vision, Mission, Values, and Leadership Commitments. Each integrated plan lays out a brief history, and includes an external scan, a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, current and future goals, and a description of how its work aligns with CSM's six Institutional Priorities.
- The [President's Report page](#) includes archives of the president's monthly report to the Board of Trustees featuring news, accomplishments and student success stories as well as links to impact reports, the President's Advisory Council, and opportunities to directly contact the president to discuss progress and goals.
- Other electronic forums reporting on progress towards the college's mission and goals include:
  - [The Office of Planning, Research, Innovation, and Effectiveness \(PRIE\) webpage](#)
  - [The Institutional Committee webpage](#)
  - [The Education Master Plan webpage](#)

Beyond electronic communications, CSM and District [Flex Day presentations](#) allow college committees to directly communicate progress toward achieving the college's mission and goals, allowing for robust discussion of the EMP, the program review process, and responses to district and state level mandates. CSM's Opening Flex Day, held a few days before the start of

classes each semester, includes a presentation and question and answer session with the president and other campus leaders as well as presentations relevant to the college's mission. For example, [the January 10, 2025](#) Opening Flex Day event included presentations and workshops related to the theme of *Defining Servingness and Advancing Racial Justice at Hispanic Serving Institutions*, relevant to the college's equity mission and HSI status. Flex day also provides opportunities for campus and community stakeholder access to college leadership through an [executive committee roundtable](#) and updates from the Senate and Curriculum Committee Presidents. The College President is also available for informal discussion through monthly "[Pan with the Pérezidente](#)" events, open to all students, faculty, staff, and community members.

## 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.**

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 offers a breadth of academic programs in multiple modes of delivery consistent with its mission of fostering academic excellence and creating access for all students. CSM offers 75 degree programs, including 22 associate degrees for transfer (ADTs), and 90 certificates. CSM's [Course Catalog](#), published annually, lists all academic programs along with related degrees and certificates, career opportunities, and learning outcomes. Each academic and student services program at CSM undergoes a comprehensive Program Review every two years, which allows for constant alignment (and realignment) with the institution's mission, asking programs very directly to "provide a brief description of the program and how it supports the... CSM Mission and Values Statements, CSM Statement of Solidarity CSM's Strategic Priorities, SMCCCD's Strategic Goals, [and] CSM Forward 2028 - Education Master Plan" ([Program Review Form 23-24](#)).

[San Mateo County Community College District Board Policy 6.13](#), "Curriculum Development, Program Review, and Program Viability," acknowledges the faculty role in academic program development in accordance with Title V §53200, stating that "the Board of Trustees... will consult collegially with the Academic Senate in the areas of curriculum development, educational program development, program review, and program viability and will primarily rely on the expertise of faculty in these academic and professional matters." Board policy goes on to name each college's Academic Senate Governing Council with the responsibility to "establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance" in consultation with the College President and Vice President of Instruction.

[College of San Mateo's Curriculum Committee](#), a subcommittee of Academic Senate Governing Council (i.e. Academic Senate), manages the review and approval of all academic programs at

CSM. The Curriculum Committee Chair sits as a standing voting member of Academic Senate and Institutional Planning Committee (IPC), allowing for regular updates not only to faculty but all campus constituencies. Curriculum Committee's By-Laws, dictating membership and operations, are contained within [Academic Senate's By-Laws](#) as are the By-Laws of all Senate's subcommittees. The [Curriculum Committee Handbook](#) (recently revised in Fall 2024) & [General Education Handbook](#) (to be revised in Spring 2025), are maintained by the Curriculum Committee and easily referenced on the Committee's website. These handbooks detail CSM's curricular processes and act as guidance documents for the wider faculty body.

Academic programs are vetted thoroughly in Curriculum Committee to ensure appropriate breadth, depth, rigor and alignment with our mission to ensure equitable outcomes. Curriculum Committee members are trained annually at the first meeting of the semester in CCCCCO and Title V compliance ([Curriculum Committee Orientation, August 2024](#)). CSM uses [CurricuNET](#), an Internet-based software application designed to automate and enhance the development and approval of curriculum in a multi-campus district, to facilitate the multiple steps of curriculum review and approval. A faculty author initiates the curriculum review process by submitting a proposal for a new program/course outline of record (COR) or revision to an existing program/COR. In order to ensure courses meet legal and statutory requirements, align with articulation standards, and incorporate effective teaching and learning practices, including student-learning outcomes, the proposed CORs are first reviewed by the appropriate division dean followed by the Technical Review Subcommittee of Curriculum Committee, which includes the Curriculum Committee Chair, Curriculum Committee representatives from the appropriate division, the Curriculum Specialist, the Articulation Officer, an Instructional Designer, and the SLO Assessment Coordinator. Finally, proposed CORs appear on a Curriculum Committee agenda where faculty authors are expected to attend and discuss their proposals before a vote for approval. After approval at Curriculum Committee, courses and programs are forwarded to the Board of Trustees for approval, the accrediting agency is notified as necessary, and finally, courses and programs are entered in the Chancellor's Office Curriculum Inventory System (COCI) as necessary.

In addition to local curriculum approval, all new and substantively changed state Chancellor's office-approved career and technical education (CTE) programs must apply for [Bay Area Community College Consortium \(BACCC\) review and approval](#). BACCC is comprised of 28 colleges surrounding the San Francisco and Monterey Bays that facilitate, collaborate, plan, manage, communicate and inform career education program investments. CTE program applications to BACCC must include a [labor market analysis](#) for a proposed program, which includes occupational demand; industry concentration; educational supply; gap analysis; employment outcomes and skills, certifications, and education requirements. Consortium



members review applications and vote to recommend, not recommend, or request discussion. Recommended programs are included with the college's aforementioned COCI submission.

**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 process, discussed in the previous section, facilitates the development of innovative academic programs that reflect relevant discipline and industry standards. CSM's assessment program, including Program Review and SLO assessment, supports a culture of ongoing reflection and revision.

### **CTE Advisory Boards**

A Career Technical Education (CTE) Advisory Board serves to strengthen the connection between CTE programs and industry needs. Its primary purpose is to ensure that CTE programs remain aligned with current workforce demands, industry standards, and emerging trends. The board provides guidance on curriculum development, labor market trends, program effectiveness, and student employability. The advisory also serves to build or strengthen partnerships between the college, local businesses, and industry leaders.

The [guidelines for an advisory board](#) are that it should include representatives from relevant industries, employers, labor organizations, and educators. Each CTE program is required to meet at least once an academic year, and certain grant funding such as Perkins and Strong Workforce requires that a program conduct an annual advisory to be eligible for funding. Members of the advisory traditionally provide feedback on curriculum, facilities, and employment trends and needs.

### **Program Review & SLO Assessment**

With the exception of a one-year delay due to the COVID-19 pandemic, College of San Mateo's Program Review process has in recent years been on a two-year cycle with all academic and student services programs reporting at the same time and using the same Program Review form developed by Academic Senate ([2023](#), [2021](#) Program Review Forms). While Program Review was originally scheduled for even years (i.e. 2018, 2020, 2022), the COVID-19 pandemic



interrupted the cycle, pushing back 2020's reporting deadline to 2021 and creating a new, odd-year reporting cycle.

In Fall 2023, CSM's new [Research Inquiry and Institutional Effectiveness Manager](#) in the college's Planning, Research, Inquiry, and Effectiveness (PRIE) office launched a closer look at our assessment processes, starting with Program Review. CSM's Research Inquiry and Institutional Effectiveness Manager works closely with Academic Senate, especially the Academic Senate Vice President, whose responsibilities according to [Senate's By-Laws](#) include "full oversight of Program Review, including the form, process, faculty outreach, program review feedback processes; and coordination with the SLO coordinator, student services, Vice President of Instruction, Vice President of Student Services, marketing, PRIE." After the 2023 Program Review cycle closed, the Research Inquiry and Institutional Effectiveness Manager solicited feedback on the Program Review process through a college-wide survey with results being reported out at Institutional Planning Committee's (IPC) [November 8, 2023 meeting](#). While the survey yielded positive feedback in the areas of data access and a user-friendly submission process, some survey respondents raised concerns that the program review questions were not inclusive to certain areas on campus (i.e. student services) due to the large focus on instruction. Discussion at IPC led to several proposed changes to Program Review, including the adjustment of the Program Review submission calendar and collaboration between Academic Senate, Classified Senate and Student Services to develop a separate form for student services.

Armed with feedback from the college-wide survey, Academic Senate, in Spring 2023, formed a new subcommittee, the Program Review Committee, to revise our current Program Review process and to help the Vice President of Senate facilitate the process in a more transparent manner moving forward. In Fall 2024, The Program Review Committee developed [a proposal for a staggered three-year timeline](#) for program review submissions (with exceptions for certain CTE programs requiring two-year submissions), presenting at [Academic Senate](#), [Student Services Council](#), and IPC to solicit feedback. In Spring 2025, the Program Review Committee developed [a proposal for revisions to the Program Review forms](#), making separate forms for instructional, student services, and administrative programs. This, too, was presented at Academic Senate and IPC ([Evidence: AS, IPC Minutes](#)) with the final vote to approve both the new staggered timeline and forms occurring at the [XXX Academic Senate meeting](#). CSM's revised Program Review process will be implemented in Fall 2025. CSM's revised Program Review process will be implemented in Fall 2025.

The establishment of the Research Inquiry and Institutional Effectiveness Manager position has created a stronger connection between the faculty creating the process and the PRIE team

doing much of the work implementing the process, which revealed another gap in CSM's assessment process: data storage and analysis. The Research Inquiry and Institutional Effectiveness Manager, the CSM Academic Senate President, and the CSM Vice President of Academic Senate have also worked closely with Student Services on Program Review feedback and consultation at Student Services Council and Student Services Managers and Coordinators meetings in Fall 2023, Spring 2024, Fall 2024, and Spring 2025.

In parallel with its Program Review revisions, CSM has been undergoing a similar analysis of its assessment program, including Student-Learning Outcomes (SLO) assessment. In [CSM's 2019 Institutional Self-Evaluation Report \(ISER\)](#), it reported a shift in SLO assessment to an inquiry-based model largely housed within Program Review. Based on the understanding that faculty are engaging in SLO-level assessment in the classroom daily with grades and that grades alone cannot paint the full picture of student learning, CSM's process was developed to allow faculty more flexibility and agency in choosing assessment projects that were meaningful and impactful while encouraging more cross-divisional conversations and cross-campus collaboration. The process was detailed on the [Student Learning Outcomes webpage](#) along with [an FAQ](#), and [contact information for our assessment team](#) to assist faculty. Essentially, at the beginning of an assessment cycle, disciplines and services would identify a question about student learning to research and share out. In Program Review off-years, programs would complete an [Assessment Plan](#) that identified a question about student learning at the course, discipline or instructional level. Throughout that academic year, faculty would gather and analyze data to draw conclusions that determined future curricular or pedagogical planning. Then, they would summarize their assessment activities in the following year's program review and begin the cycle again.

Assessment plans were collected in 2019, but the [Committee on Teaching and Learning \(CTL\)](#), which is responsible for assisting with assessment activities, suspended SLO assessment for 2020-2021 due to the COVID-19 pandemic. The Committee on Teaching and Learning then decided [in Fall 2021](#) that collecting biennial assessment plans on Program Review off-years created an unnecessary second process when the planning and reporting of assessment activities could be completely housed within Program Review. Programs would now set their research question for the next two years and reflect on their previous two years assessment on the same document. This is how SLO assessment data was collected in the 2021 and 2023 Program Review.

### **Equitable Outcomes through Program Review and Assessment**

The Program Review “Great Read” in Spring 2024, where members of IPC read all the college’s program reviews and give feedback using an electronic rubric, yielded some excellent examples of programs that have embraced the inquiry-based assessment model to achieve equitable outcomes for students.

[The 2023-2024 Program Review for Math](#) describes how reflection on data and qualitative research has led to changes in instructional delivery and grading strategies; collaborations with learning communities focused on underserved populations; as well as work with student services, counselors, and retention specialists.

In response to AB705, the math department eliminated all developmental courses, but sought to retain students through supplemental instruction, workshops, and embedded tutors as well as changes to pedagogy, including increased group work and written reflection.

Through both qualitative research (interviews with instructors and students) and reflection on data collected through PRIE, Math has continually sought to improve student retention and engagement. While data analysis in recent reviews has been impacted because of the COVID pandemic, and data shows continued gaps in success rates for Hispanic and Pacific Islander students, the qualitative research suggests positive trends in student confidence and motivation and greater willingness to seek support.

[The 2023-2024 Program Review for English](#) shows similar reflection and innovation to close equity gaps in response to state-level initiatives and reviews of learning outcomes. The English department held retreats in 2021, 2022, and 2023 to revise all the composition course outlines and design new instructional strategies, reflecting the college goals of equitable outcomes and critical reflection.

Though the department had already made significant changes to courses before the passage of AB705, the elimination of developmental classes has led to further changes in pedagogy and course delivery. The department has revised [all course outlines in both composition and literature with a greater focus on equity and anti-racism](#) and continually reviews the course for how it supports overall student success and specific collaborations with the college’s learning communities, (e.g., [Writing in the End Zone](#), [Umoja](#), [Project Change](#), Puente [Project](#), [Katipunan](#), [IX in Action](#)); and continues to explore innovative and equitable grading practices. In the current academic year, the department is planning a retreat and communities of practice focused on action research to better understand students who have been affected by the elimination of developmental courses.

## SLO Assessment Revisions

While some programs have truly embraced CSM's inquiry-based model for assessment, the Program Review "Great Read" in Spring 2024 also revealed inconsistencies in SLO assessment across the college. Many programs were using the inquiry-based model, while others were still using course-level SLO assessment, and a few programs were not submitting assessment data at all. It was clear to faculty that improvements to the process needed to be made in order to increase awareness, participation, and accountability, so an SLO Workgroup, made up of faculty and PRIE staff, was formed at Academic Senate's [October 8, 2024 meeting](#) to discuss and propose potential improvements to the process.

Simultaneously, preparation for CSM's 2025 ISER revealed gaps in data collection, storage and analysis, so CSM's PRIE office and Academic Senate recommended the adoption of Nuventive (used by CSM's sister colleges in the District) to facilitate the collection and storage of Program Review and assessment data. IPC adopted Nuventive at its [November 20, 2024 meeting](#). The adoption of a new software with a Fall 2025 implementation timeline added another responsibility for the SLO Workgroup; in addition to proposing revisions to SLO assessment for Senate approval, it was now responsible for liaising with Nuventive to build out the systems for CSM's assessment program.

CSM's revised SLO assessment process was first brought forth for consideration and discussion at Instructional Administrator's Council, [Academic Senate](#), and [IPC](#) in February/March, 2025. Feedback was solicited, and the SLO Workgroup returned with **a detailed proposal** for final approval at the **XXX Academic Senate meeting**.

Beginning in Fall 2025, with the launch of Nuventive for Program Review, Resource Requests, and assessment activities, CSM will be implementing its new SLO assessment program. Now, all programs will have a choice of two types of assessment: a default, course-level SLO assessment model and an opt-in, inquiry-based assessment model, both mirroring the three-year cycle of Program Review.

CSM's default, course-level SLO assessment model requires programs to submit a three-year assessment plan...

CSM's opt-in, inquiry-based assessment model required programs to submit an application for a student-learning project to CSM's Committee on Teaching and Learning (CTL)...

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 is guided by [Board Policy 6.10](#), in alignment with [Title 5 Section 55061](#), that outlines the criteria for associate degrees with general education that “is designed to introduce students to the variety of means through which people comprehend the modern world.” This information is shared within the college catalog’s [Philosophy of General Education](#) section, highlighting the conviction that “degrees must possess...basic principles, concepts and methodologies both unique to and shared by various disciplines” to allow student a deeper understanding of our physical and social environments, as well as understanding of self. Courses and degrees are approved by Curriculum Committee, under the purview of Academic Senate, and follow articulation standards in alignment with statewide practices.

Students who earn a degree at College of San Mateo must complete any one of the general education patterns:

- CSM local general education pattern
- California State University (CSU) general education pattern
- Intersegmental General Education Transfer Curriculum (IGETC) pattern for UC
- Intersegmental General Education Transfer Curriculum (IGETC) pattern for CSU

Students work with counselors to develop their Student Education Plan (SEP) and have access to [General Education Curriculum](#) patterns that may vary depending on their educational goals.

The college is updating the general education transfer pattern to align with the AB928 Cal-GETC requirements creating a single GE pattern for the Associate Degree for Transfer (ADT) that meets the requirements of both the CSU and UC. Each GE pattern includes a breadth of course offerings that are approved through the Curriculum Committee, submitted for articulation by our College Articulation Officer, and are entered in [the Chancellor’s Office Curriculum Inventory \(COCI\)](#).

CSM has developed [Institutional Learning Outcomes](#) (ILOs) that connect the wide range of courses and programs to six (6) key skill areas that students will develop through their academic studies:

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

These college-wide outcomes were last revised and adopted by the Academic Senate at its [February 27, 2024 meeting](#) and represent the broad range of knowledge that students acquire through their programs of study, general education courses, and a wide range of co-curricular and extra-curricular programming. CSM assesses its ILOs with a collegewide student survey, which was most recently conducted in [spring 2023](#).

CSM's Cultural Learning Communities provide students with a bridge to higher education through specialized curriculum, academic support, enrichment activities, and student services support. Our Cultural Learning Communities include: [Katipunan](#), [Mana](#), [Puente Project](#), and [Umoja](#). Student athletes at the college put academics at the center of their practice with the support of [Writing in the End Zone](#), Mathletics, and [IX in Action](#). The college offers opportunities for student research with [Honors Project](#), which develops critical inquiry skills through independent research design, written reports, and oral presentations. The award-winning [Project Change](#) provides "direct access to postsecondary education for incarcerated youth with in-person college instruction inside juvenile youth facilities." The program collaborates with community partners to assist students as they transition to college.

The college and district are committed to providing opportunities for global exchange through our robust Study Abroad offerings and the intentional integration of our [International Education Program](#), supported through the Center for Global Engagement. Faculty have developed curriculum around global themes and is building the Global Studies ADT to provide students with access to globalized content. CSM built one of the first community college [Ethnic Studies](#) programs in the state and hosts [a robust offering of courses](#) that "interrogate systems of power and inequality."

College of San Mateo is committed to delivering "a liberatory education that inspires individual achievement and generational impacts" and puts this commitment into action through the vibrant support programs and learning communities that directly address equity gaps created by historical marginalization, racism, and socio-economic inequality.

## 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 communicates clear, accurate, and accessible information to students so that they are well-informed of its programs, services and resources. The institution has mechanisms for ensuring effective communication with its students in multiple modalities regarding the programs, services, and [resources](#) available to support the student journey. The [Catalog](#) provides students with accurate, current, and consistent information about academic programs, including program requirements and learning outcomes. [Student learning outcomes \(SLOs\)](#) for courses are communicated directly with students in the course syllabi and [WebSchedule](#). Additional information is communicated with students directly through methods such as [email](#), [social media](#), [newsletters](#), the College of San Mateo [website](#), [Canvas](#), WebSMART, posters, and [flyers](#).

### **Catalog**

The College of San Mateo provides a comprehensive [Catalog](#) that is published annually. Annual publication ensures that the Catalog provides accurate and current general information, requirements, policies, and procedures, as well as other information allowing students to be well-informed about academic and student support programs, requirements, and services. [The Catalog](#) is available online in an electronic form as well as [a .pdf](#). Print versions of the Catalog are available by request with the [Community Relations and Marketing Department](#).

### **Course Syllabi**

[The Faculty Handbook](#), updated annually by the Office of Instruction, contains institutional information, policies affecting faculty, course procedures, etc. for new and existing employees. Included within the course procedures section of the handbook are syllabus requirements, ensuring that faculty include the following elements on all syllabi:

- Instructor name and contact information
- Course information, including student-learning outcomes
- Required and recommended materials
- Course requirements/assignments and a detailed grading policy
- Tentative course calendar
- Required statements of course and college policies as adopted by Academic Senate:



- Attendance Policy
- Academic Accommodation Policy
- Title IX Statement
- Educational Equity Statement

Syllabi are submitted to the area dean's office each semester where they are reviewed for accuracy. Faculty are expected to provide syllabi to students at the first class meeting.

### **Student Supports**

Effective communication about student supports is critically important to ensuring equitable student outcomes and achievement. **More text forthcoming about student services communications about basic needs, incentives, focused support, interventions via Canvas, workshops, intake sessions, orientations, etc**

### **Additional Communications**

[The Community Relations & Marketing \(CRM\)](#) Department at CSM is pivotal in ensuring effective communication with students regarding programs, services, and resources that support their unique educational journeys. The CRM Department has established multiple channels of communication, including weekly update e-mails for [students](#) and [employees](#), regularly scheduled social media [posts](#), and Canvas announcements.

To effectively reach students through their preferred channels, the CRM Department conducts a comprehensive [Media Preferences Survey](#) every two years. This survey collects data about student communication preferences, including email, social media platforms, text messaging, and the college website. It provides valuable insight into what type of information students want prioritized. The CRM Department tailors its communication strategies to maximize outreach and effectiveness by understanding which channels students most engage with.

The data collected from the [Media Preferences Survey](#) directly informs the CRM Department's decisions regarding student communications. This ensures that information about programs, services, and resources is delivered through channels students are most likely to access and engage with. The survey results highlight trends and shifts in student preferences, allowing the



college to adapt its communication methods accordingly. This includes email, social media platforms, text messaging, and the college website.

To demonstrate, the [Media Preferences Survey](#) indicated a shift in platform preferences, with students increasingly engaging with Instagram over other social channels. This led CRM to prioritize Instagram for promoting campus events and services, incorporating more story-based content and interactive elements like polls and Q&A sessions. One example is producing the “Bulldog Briefing” Instagram reel to keep students informed and engaged with college updates and events. Additionally, the survey highlighted areas where students found navigation challenging. Using this feedback, CRM worked to streamline the website layout, making it easier to access critical information like academic support resources and program details.

## 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 intentionally creates course schedules to ensure that students can access the courses that they need to complete their programs of study in a timely manner. The College follows the standard that a full-time student taking 15 units per semester, should be able to complete an associate's degree (60 units) in two years. For certificate programs, the course offerings are often prescribed and closely aligned with pre- and co-requisites and the prescribed length of the program. Units earned to meet certificate requirements can be applied to other programs of study and may be applicable to degree programs. CSM currently offers 75 degrees and 90 certificates, including:

- **Certificates of Specialization** (<16 units, not state approved)
- **Certificates of Achievement** (16 units or more, state approved, transcribed)
- **AA/AS Degrees** – local Associates in Arts (AA) or Associates in Science (AS)
- **AA-T and AS-T Degrees** – Associate in Arts Degree for Transfer (AA-T) or Associate in Science Degree for Transfer (AS-T) provides a pathway to guaranteed admission to a California State University system and can be used to transfer to other universities as well

With the implementation of AB 928, the college is aligning its general education requirements with the State Chancellor's Office supported CalGETC GE pathways. This will allow students to follow one set of requirements for transfer to CSU, UC, and private 4-year universities.

Guided Pathways work at CSM has been centered around two primary areas of collaborative inquiry, asking how we can 1) build a searchable tool that will allow students to easily access their academic program requirements and 2) create an environment of support and exploration for students that are choosing their academic journeys. The result of many months of work across the campus community was the adoption and build-out of Program Mapper and the creation of the CSM Academic & Career Communities.

- [Program Mapper](#) allows students to explore the degrees and certificates offered at the college, providing course requirements and information about salary and careers associated with the field.
- [Academic & Career Communities \(ACC\)](#) were designed to allow students to explore their educational pathways in a supportive community of like-minded students, faculty, and staff. These communities have dedicated counseling services and faculty coaches to service as a resource in a particular major or field. There are five ACC areas (Arts & Media, Business & Public Service, Health & Wellness, Language Arts & Social Sciences, Science & Engineering) and for those students who are undecided and are seeking a supportive educational environment for further discovery, the [Explorers ACC](#) offers a cross-disciplinary holistic program of study for transfer preparation.

Departments also play an important role in the development of course plans that allow students to build a schedule that meets pre- and co-requisites and allows for completion of specified major requirements within a 2-year or 3-year enrollment period. [Biology](#) is an example of this major-based course offering sequence.

To ensure that students have access to the courses that they need in a modality that works for their schedules and learning goals, the deans work collaboratively with faculty to design course schedules that reflect the enrollment trends. The [SMCCD Canvas Support Site](#) is a hub for student online education support and provides multi-modal support to both students and faculty. Additionally, students have access to computers, hot-spots, calculators, and electronic tools through our library [technology loan](#) program. This increases access for our students and allows them to engage fully in the course content of in-person, hybrid, and online courses.

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

#### **Alignment with Federal Requirements for Distance Education and Correspondence Education**

CSM received a reaffirmation of accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) in January 2020, with a compliance requirement to address. The college was tasked to establish a policy defining "regular and substantive instructor-initiated contact" for distance education (DE) courses and to provide professional development opportunities to faculty for implementing this interaction. To address this, the college initiated a comprehensive plan involving communication with faculty, formation of committees, and implementation of training.

The COVID-19 pandemic in March 2020 accelerated the college's transition to online learning, requiring all faculty to immediately adapt to online instruction. A 5-hour, mandatory [CSM: Regular and Substantive Interaction Training](#) was implemented to educate faculty on maintaining regular and substantive contact in online courses, ensuring compliance with the [College of San Mateo Policy on Regular and Substantive Contact \(Effective for Academic Year 2020-2021\)](#). The training outlined strategies for fostering meaningful interactions, emphasizing the use of the Learning Management System (LMS) to document and standardize communication. This rapid adaptation was a collaborative effort, with the majority of our faculty completing the training by Fall 2020 despite the challenges of the transition.

In response to the updates made to the definition of Distance Education ([34 C.F.R. § 600.2](#)) in 2021, which provided clearer standards for regular and substantive interaction between students and instructors, the college updated and passed the [current College of San Mateo Policy on Regular and Substantive Contact](#) through the [CSM: Distance Education Advisory Committee \(DEAC\)](#), a subcommittee of Academic Senate.

The college continues to improve and review teaching practices for distance education by supporting professional development opportunities through its institutional [Flex days](#), [CSM: Regular and Substantive Interaction training](#), [Quality Online Teaching and Learning courses](#), [micro-courses](#) and other [scheduled workshops](#).

Distance education modalities are supported by the Dean of Academic Support and Learning Technologies (ASLT) and the Distance Education team, which includes two faculty instructional

designers, two instructional technologists and a distance education faculty coordinator. Support and training are provided asynchronously through Canvas or synchronously through drop-in office hours, individualized consultations, and workshops.

In addition to the [CSM: Regular and Substantive Interaction Training](#), faculty who teach an online/hybrid course must complete the [SMCCCD Quality Online Teaching and Learning \(QOTL\) - Level 1](#) training. At the conclusion of QOTL, faculty members can implement accessibility and regular and substantive interaction guidelines in Canvas, use the OEI Course Design Rubric to guide the design of your online course and deliver an online course that is 80% built out. Additionally, faculty who complete QOTL Level 1 training are compensated with a \$1500 stipend per the Memorandum of Understanding regarding Faculty Training and Compensation outlined in the [San Mateo Community College Federation of Teachers Local 1493 July 1, 2022 – June 30, 2025 Contract](#). A second level, Quality Online Teaching and Learning Courses (QOTL) – Level 2, is a 5-week advanced online teaching training course that facilitate the opportunity for faculty to “choose their own adventure” through a deep-dive and reimagine one of their online courses.

Faculty who have received training from another higher education institution must provide a certificate of completion and documentation that indicates the content covered in the training to ensure that both District approved LMS tools and Online Pedagogy were part of the professional development per the [College of San Mateo Policy on DE Training Requirements](#).

Online courses are evaluated through the Faculty Evaluation Process, which includes an [Online Faculty Observation Form](#) for faculty teaching online per the AFT 1493 Evaluation Procedures and Forms. Additionally, the college is working on establishing a local Peer Online Course Review (POCR) team. Thus far, 12 CSM employees have completed the 4-Week POCR training, and CSM has been approved for funds to align 2 courses to be included in the CVC Course Exchange.

With the recent adoption of the [ACCJC Quality Continuum Rubric for Distance Education](#), the Distance Education team in collaboration and partnership with key stakeholders across the campus will build awareness, develop and deliver professional development to bring online courses into alignment with the rubric. For the Spring 2025 Flex Day, faculty will be introduced to the ACCJC Policy on Distance Education and Correspondence Education. Participants will explore the criteria outlined in the ACCJC Quality Continuum Rubric for Distance Education and enhance their knowledge of compliance to elevate their instructional practices.

### **Regular Evaluation of the Effectiveness of Delivery Modes**

CSM uses Program Review and Curriculum Review to regularly examine, evaluate, and reflect on the effectiveness of delivery modes for its diverse student populations.

CSM's Program Review data include [delivery mode course comparison datasets](#) provided for every instructional department and its courses. The datasets compare student enrollment, success, and retention across delivery modes, including in-person, online, hybrid, and synchronous. These data are also disaggregated by ethnicity, gender, age, disability, first generation college status, and income status.

CSM's [Program Review Form](#) emphasizes evaluating the effectiveness of delivery modes and teaching methodologies in supporting equitable student learning and achievement through a structured framework. Within section 3b of the Program Review form, programs are required to examine gaps in student success, persistence, satisfaction, and enrollment across different delivery methods, including in-person, hybrid, and online instruction. This analysis entails identifying changes since the last review and understanding the factors contributing to these gaps, such as technology access, grading flexibility, and course scheduling adjustments. Programs are encouraged to discuss new pedagogical practices adopted due to shifts in modality, including their impact on student engagement and learning outcomes.

To illustrate, the [2023-2024 Mathematics program review](#) identified gaps in online instruction due to challenges like students balancing personal responsibilities and faculty training on emerging technologies. To address these gaps, the department has taken steps to offer more online and hybrid course options, providing flexibility to meet students' varying needs. Additional faculty members also completed the [Quality Online Learning and Teaching \(QOTL\) - Level 2](#) training to enhance the quality of online instruction.

Additionally, the [2023-2024 Digital Media program review](#) identified significant gaps in online instruction related to technology access and student success. Low-income and first-generation students often lacked access to powerful computers and software, hindering their ability to complete coursework effectively. Additionally, success rates were lower for online (78.5%) and hybrid courses (74.4%) compared to in-person classes (90.4%), highlighting disparities in outcomes across delivery modes. The department also noted challenges with large online course caps, which limited individualized attention and support for students.

To address these gaps, the program implemented several strategies, including providing loaner laptops equipped with Adobe software with plans to expand the inventory to meet growing student needs. The department is also adopting multi-modal courses with enhanced flexibility, utilizing tools like Neatboard for synchronous and asynchronous instruction, and collecting data

to refine delivery methods. Plans also included reducing enrollment caps in online courses so instructors can provide individualized feedback and support, particularly in studio and capstone courses that require intensive one-on-one interaction. This disproportionately affects students who may need additional guidance, such as first-generation or low-income students who might lack prior exposure to digital media tools or professional development opportunities. These efforts aim to enhance equity, support diverse learning needs, and bridge the digital divide among students.

The program review process not only strengthens continuous improvement but is also used to support and align resource allocation with documented needs. When a program or department submits a resource request, it must include how each request aligns with our Education Master Plan and one, or more, or the following: Program Review Goals, Learning Outcomes (SLO, PLO, ILO), College/District Priorities.

The program review process encourages reflective practice, allowing programs to assess whether their delivery methodologies and teaching approaches adequately support diverse learners. This ensures that changes in instructional modalities are not only responsive to current challenges but also proactively advance equitable student achievement.

### **Teaching Methodologies**

...

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)

The CSM mission to "ensure equitable outcomes so students can realize their full potential" drives the design and delivery of services and programs that address academic, non-academic, personal wellness, and basic needs for students.

### **Academic Support**

Academic needs are addressed both in-person and online through the library, learning center, tutoring services, a variety of labs and centers, and campus programs focused on the success for first year, first generation students, and marginalized students.

CSM Library offers in-person and online services to ensure student success and equitable outcomes for students. The library purchases materials in print and online/digital formats to support the curriculum of the college. Library faculty participate in the Curriculum Committee technical review (detailed in Standard 2.2), including the library and learning resources review, which is required for new courses ([Overview of the course submission process](#)). This helps the library to know about new collections or materials that may be needed for new courses and collaborate with discipline faculty about the collections. While the campus was closed during the COVID-19 Pandemic, CSM Library continued academic assistance 6 days a week in fall and spring semesters using already [established services](#) like chat and text messaging, email, and phone service, and added [Zoom-based appointments for students](#). Online guides for services were created for [students](#) and [faculty](#) that detailed all the services available throughout the extended return to campus by students and employees. The library resumed in-person services in 2021, re-instating important student spaces for students who returned to campus.

Tutoring services covering many subjects are offered in-person and online. CSM provides tutoring and other learning support through the [CSM Learning Center](#) and [learning support centers](#). Using a Peer Assisted Learning model, CSM Learning Center regularly provides academic assistance in more than [15 disciplines through peer tutoring](#) (in person and online), embedded tutoring by request of faculty, and programs like supplemental instruction. The model and mix of peer assisted learning services is adjusted based on faculty feedback and outcomes, such as course success rates and grades. For example, in AY 21-22 and 22-23 the Learning Center provided Supplemental Instruction support only for Nursing and Ethnic Studies courses and shifted previous SI support to an embedded tutor model for Math, English and ESL courses. Assessment of embedded tutoring found that, although precalculus and statistics courses showed little impact on success rates, calculus courses [with embedded tutoring had a 45-50 percentage point difference in course success](#). The other learning support centers on campus target specific disciplines (e.g. [Writing Center](#), [Math Resource Center](#), and [ESL Center](#)). In addition to tutoring services, learning centers offer additional programming, like the ESL Center's annual [Word Jam](#), a free, one-week English language and academic skills program for new and returning multilingual students.

CSM invests in programs that maximize the success of first year and first-generation college students, such as basic needs support, academic counseling, tutoring, and more. Through programs like Extended Opportunity Programs and Services (EOPS) / CARE and Promise



Scholars Program, the college demonstrates its commitment to its mission of access, inclusion, and student success. EOPS is celebrating its 55th year of serving students in 2026; it offers "comprehensive support services that are academically and socially enriching" to eligible students. The [EOPS/CARE 2023-2024 Program Review](#) notes that it "continues to serve some of the most under-represented and hyper-marginalized student populations on campus. We utilize this data to inform our day-to-day programming through the lens of cultural humility and student-centered support services". The program used equity data to evaluate its outreach/recruitment efforts during the height of the pandemic and to strategically partner with campus units to address challenges faced by their students like partnering with Math to address student success issues in "gatekeeper" math courses and access to technology necessary for distance education courses. Promise Scholars Program is the largest program addressing the specific challenges faced by first-year students, including academic counseling, priority registration, block classes, non-academic support (e.g. personal counseling), and basic needs support like food vouchers and gas cards. Approximately, 900 students are served through comprehensive onboarding that includes a one-hour information session upon acceptance into the program and a half-day orientation in the week prior to the start of the academic year. Additionally, once students are onboarded, they receive access to the Promise Scholars Program Canvas shell that provides online support in addition to the extensive staff contact through devoted counseling and workshops.

High school students can begin their higher education journey through high school enrollment programs like concurrent enrollment and Middle College. Those pathways are long established at CSM. CSM has expanded the Dual Enrollment program with specific local high school partnerships during this accreditation cycle. CSM had an institutional structure and reporting structure (director and unit reporting Student Services administration) that laid the foundations for the program ([2/16/2022 presentation at IPC](#)). Informed by the 2021 Program Review cycle, IPC Senate feedback and administrative discussions, a new institutional and reporting structure was established. Dual Enrollment is now strategically placed with the office of Strategic Initiatives & Economic Development (SIED). SIED transformed the recruitment, onboarding and retention efforts to intentionally guide students to viable college and career communities or pathways to support their post-secondary journey ([IPC minutes 4/5/2023](#)).

### **Other Support**

In addition to providing broad academic support, CSM is committed to serving students' basic needs, which is addressed by SparkPoint. SparkPoint offers direct assistance or referrals for food, financial coaching and tax preparation, and housing. SparkPoint Free Grocery (SPFG) re-opened in Fall 2021 following campus closures due to COVID-19 and served 423 students that



year. The following year, the students served nearly doubled ([2023-2024 Sparkpoint Program Review](#)).

[Counseling](#) services supports students through their academic, educational, career, and personal journeys. New and returning students receive support from the [Welcome Center](#) to assist students through the enrollment process. Counselors support students with abbreviated and comprehensive student educational plans. The Counseling staff and faculty support students through academic notice, financial aid appeals, degree petitions, career exploration and assessment, and more. Counselors also teach Counseling (COUN) and Career (CRER) offerings for students.

Our Veterans Resource & Opportunity Center (VROC) guides active-duty military, reservists, veterans, and their families through enrollment process that are common to all students ([Veterans Enrollment Checklist](#)). The unique journeys for VROC students can start with working closely with staff or starting the process online with veteran-specific information ([Veterans GI Bill® Checklist](#)). The educational path of the VROC students has specific needs and VROC staff work closely with students to help them access and use their VA Education Benefits, stay in compliance with those complex rules and successfully complete their educational journey while at CSM.

CSM's [Undocumented Community Center](#) (UCC) is "a dedicated, safe haven space designed to holistically support & nurture the academic, social, emotional, and financial well-being of our undocumented community by providing counseling services, workshops, and connections to on & off-campus resources." The UCC fulfills CSM's mission of creating access and inclusion for its most vulnerable students. Partnering with [the Higher Education Immigration Legal Services Program](#), the UCC connects undocumented and mixed status students with a wide range of free immigration legal services. CSM's UCC is also a member of the Districtwide UndocuCoalition, which is comprised of students, staff, and administrators from all three colleges in the San Mateo County Community College District, including the District Office. The Coalition seeks to align best practices and strengthen resources for undocumented support across the District. The Coalition has been invited to present on its framework and implementation strategies at local and statewide conferences, including two invitations to present a full-day preconference institute for the annual National Conference on Race & Ethnicity (NCORE) in [2024](#) and 2025.

CSM's [Multicultural Center](#) is a "safe haven for underrepresented students in college settings." Services include counseling, workshops, study space, and community space. The Multicultural Center team collaborates across campus with Instructional, Student Services, and Equity programs on campus.

CSM students also have access to a dedicated campus Ombudsperson through the [Office of the Ombuds](#) housed within the [Office of Equity](#). The Office of the Ombuds serves as a resource for students to provide a safe, informal, and confidential space to discuss issues or concerns that may occur on campus. The Office of the Ombuds also offers services to faculty and staff, including consultations to discuss potential student issues/conflicts and training workshops for offices and programs.

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)

The College of San Mateo prioritizes student access and experience through comprehensive academic and student support programs. Student surveys from 2021 and 2022 reveal high to moderately high feelings of safety and belonging among students.

The [Associated Students of College of San Mateo \(ASCSM\)](#) is the official student government organization, holding public meetings weekly in the Center for Equity, Leadership, and Community building. ASCSM comprises various [boards and committees](#), including the Inter Club Council, Advocacy Board, and Equity Affairs Board, which facilitate student engagement and advocacy.

In addition to the student government, students are able to join [over 30 active clubs](#) each semester. The clubs provide a wealth of experiences from cultural and ethnic-based clubs (e.g., Nepalese Student Association, Folkloric Dance & Culture Club, Vakatasi), to academic clubs (e.g., Astronomy Club, Computer Science Club), and community service clubs (e.g., Active Minds, Volunteer Club).

The College of San Mateo fosters a supportive environment for students of color through [The Village collective](#), comprising Katipunan, Mana, Puente Project, and Umoja learning communities. As a [Hispanic Serving Institution \(HSI\)](#) and [Asian American and Native American Pacific Islander-Serving Institution \(AANAPISI\)](#), the college is committed to empowering underserved students. The AANHPI Student Achievement Program is a transformative initiative designed to support California Community College students.

[Brothers Empowering Brothers \(BEB\)](#) is a holistic student support and empowerment program designed for men of color at College of San Mateo. BEB provides academic, financial, and

cultural community support for students completing a certificate, degree, and/or transfer. The group also meets every Friday with staff and faculty advisors to provide support for one another and build community.

The [Career Services Center](#) and [Workforce Development](#) program support students in exploring and connecting to various industries. The mission of Career Services is to help students develop career awareness, explore major and career options, and outline career pathways. Students can meet with a career counselor to refine their interests and goal and design a plan that links classroom learning and workplace experiences. The [Strong Workforce Program](#) (SWP) and [Perkins V](#) initiatives provide a unique opportunity to strengthen College of San Mateo's Career Education (CE) programs. Through these initiatives, the Workforce Development team connects to industry partners in the community to create exposure by offering high-quality work-based learning experiences such as [the Campus to Career series](#), and the [paid internship opportunity](#) with Stanford University.

CSM boasts [fifteen men and women's athletic sports teams](#), along with several learning communities to ensure the well-rounded support of the student athletes such as [IX in Action](#), a learning community comprised of CSM's women athletes, primarily from the volleyball, basketball, and softball teams, and [Writing in the End Zone](#), a learning community that links English and Physical Education, as a response to concerns about the low success, retention, and persistence rates of African American and Pacific Islander male students at College of San Mateo in English courses.

**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)**

CSM reviews and assesses its support programs using the established institutional practice of Program Review.

As detailed in Standard 2.2 Academic Senate maintains purview of Program Review, and it collaborates with administration for conducting the review on a biennial basis for all programs on campus, including learning support and student services programs. As evidenced in the **2021**

and **2023** Program Review Guidance documents, program review centers on inquiry, equity, planning, and continuous improvement.

### **Instructional Programs**

- [The 2023-2024 Program Review for Math](#) describes how reflection on data and qualitative research has led to changes in instructional delivery and grading strategies; collaborations with learning communities focused on underserved populations; as well as work with student services, counselors, and retention specialists.
- [The 2023-2024 Program Review for English](#) shows similar reflection and innovation to close equity gaps in response to state-level initiatives and reviews of learning outcomes. The English department held retreats in 2021, 2022, and 2023 to revise all the composition course outlines and design new instructional strategies, reflecting the college goals of equitable outcomes and critical reflection.

### **Learning Support Programs**

- The [Puente Project](#), a collaborative transfer support program with a focus on Latinx literature and culture, examined the impact of modality on course instruction and student support in their program review. They found that with the post-pandemic transition back to in-person instruction and services, Puente students have struggled to access campus due to a lack of transportation options and a need to work. The program identified strategies to improve Puente student access to transportation and financial aid and to continue to provide hybrid counseling services to accommodate students' need for modality flexibility.
- Library brought up a new website in January 2020, coinciding with the new library services platform - OneSearch. In Spring 2023, the library conducted several student focus groups to assess what improvements are needed for the website. The information gathered was [analyzed and presented](#) at unit meetings. Some of information served as the basis for a recent redesign of the library website.

### **Student Services Programs**

- Student services programs like [Promise Scholars](#) present their assessment of student surveys, incorporate that assessment into program review and document plans for improvement or innovation in their program review. They use institutional student data

reports and other inputs to track student enrollment and completion in alignment with program and institutional goals.

- Additional examples of programs assessing and making improvements for equitable outcomes

DRAFT

## Standard 3: Infrastructure and 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.**

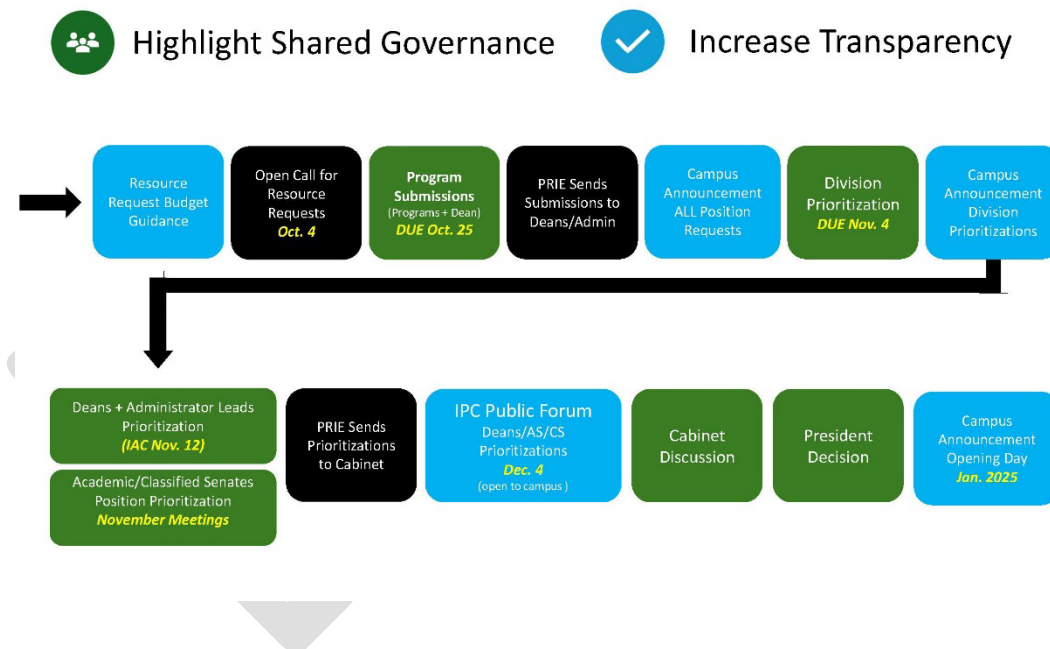
3.1 The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and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

To ensure sufficient personnel to maintain college operations and ensure student success, CSM conducts a regular review of its staffing needs through its annual Resource Request process for full-time faculty and any new administrative and staff positions. Full-time faculty positions that are vacated, such as for retirement, are assessed for re-hire as part of the Resource Request Process and, if approved, typically hired in the spring for a start the following fall. Unlike full-time faculty vacancies, vacated classified staff and administrative positions are evaluated immediately for potential re-hire outside of the Resource Request process to ensure a program with a vital staffing need does not go unfilled. Cabinet reviews written justifications for all replacement staff positions, providing recommendations to the president, who makes the final determination. If a position is not urgent, it may be deferred to the Resource Request process. Positions deemed no longer necessary are not filled.

During the [Resource Request](#) process every fall, program faculty and staff consult with administrators to determine personnel needs. If a new need or faculty replacement request is identified, they submit a formal, written request with rationale to the division dean in the fall semester. Those submitting personnel requests must be able to demonstrate how the requested position helps fulfill the goals of CSM's Educational Master Plan, including CSM's educational mission, college/district institutional priorities, and student/program/institutional learning outcomes. Requestors must also tie their rationale to their biannual Program Reviews. Personnel requests are discussed and prioritized at division meetings in mid-fall, which are then presented by deans to Cabinet. In the dean's prioritization meetings, deans advocate for the

positions in their division and explain to what degree these positions meet the following criteria: 1) health and safety; 2) compliance; 3) support goals articulated in the college's integrated plans, with priority given to those positions that provide direct instruction/services to students. Following these presentations, the CSM President consults with the Cabinet, including the Vice President of Administrative Services regarding the budget and Faculty Obligation Number (FON) per the CCCCCO, to determine which personnel requests will be approved and hired for the subsequent school year. [An e-mail announcing the approved personnel requests](#) goes out to all employees in December or January, and [a presentation is given in IPC](#).

New processes were added to the CSM Resource Request process in Fall 2024 under CSM's new president, Dr. Manuel Alejandro Pérez, to help increase transparency and constituent participation in the process, including publication of all Resource Requests on CSM's website, prioritizations by both the Academic and Classified senates, and an IPC Public Forum to allow for public input prior to final decision-making.



When a person vacates a classified staff or administrative position, Cabinet does not wait for the Resource Request Process. In order to fill vacant positions in a timely manner, Cabinet members assess and discuss the need for the replacement position before they approve it for re-hire. In rare cases, a position may remain unfilled, be reclassified, or be modified to serve changing needs. For classified staff positions, approval of vacant classified positions for hire occurs only after administrative consultation with the Classified union and hiring manager.

Employment processes are governed by a number of Board Policies and regularly assessed through [District Participatory Governance Council \(DPGC\)](#) for compliance and effectiveness:

- [BP 2.10 Selection Procedures](#)
  - [AP 2.10.1 Selection Procedures](#)
- [BP 2.20 Equal Employment Opportunity](#)
  - [AP 2.20.1 Equal Employment Opportunity](#)
  - [AP 2.20.2 Equal Employment Opportunity: Service Animals](#)
- [BP 3.15 Employment Requirement](#)
  - [AP 3.15.3 Faculty Hiring](#)
- [BP 5.10 Managers: Employment and Reassignment](#)
- [BP 5.20 Academic Supervisors: Employment and Reassignment](#)
- [BP 5.50 Classified Professional/Supervisory Employees: Employment and Transfer](#)
- [BP 5.60 Confidential Employees: Employment and Transfer](#)

Hiring processes and procedures are detailed in HR Hiring handbooks for each of the job classifications:

- [Faculty Selection Procedures](#)
- [Classified and Administrative Selection Procedures](#)
- [College President Selection Procedures](#)
- [Chancellor Selection Procedures](#)

All employees who participate on hiring committees are required to participate in district-provided [unconscious bias training](#), renewed every three years. HR maintains records of who has taken the training to track when employees are due to renew their training. In addition to HR handbooks on hiring, hiring managers are expected to consult the [Academic Senate Hiring Committee Composition Guidance](#) when they create a hiring committee.

The district [Equal Employment Opportunity Advisory Committee \(EEOAC\)](#) meets regularly to implement its Equal Employment Opportunity Plan, which contains data on employee demographics and underrepresentation in its appendices ([SMCCCD EEO Plan 2021](#); [SMCCCD EEO Plan 2023](#)). Current and recent projects include [supporting annual visits](#) to the Museum of Tolerance Tour, a Faculty Diversity Internship Program, and Diversity Project Grants. In 2018, the group attended [USC's Diversity in Hiring training](#) to help improve the quality of its hiring process and ensure equitable practices. Upon return from the training, the team developed new standardized language regarding the first three fields of "Who We Are," "The College and



the District,” “Who We Want” for the beginning of each of [SMCCCD’s job postings](#), which it immediately implemented for all job postings. They also made recommendations to the colleges based on what they learned about more equitable approaches to committee paper screening processes and interviews, and hiring managers work with the committee members on [revising job descriptions](#) accordingly. [Additional training by USC](#) took place in 2023 as a part of the continuous improvement cycle and to help assess additional parts of the hiring process. As detailed in the appendix of the 2023 EEOC Plan, current projects include a review and revision of policies and procedures for recruitment, hiring, and onboarding. For example, in 2023-24, administrators received training in “Hiring the Best While Developing Diversity in the Workforce: Legal Requirements and Best Practices for Screening Committees.”

At CSM, hiring managers oversee a process with high standards for hiring. All candidates must be able to demonstrate an ability to work with community college students with a diverse set of experiences and backgrounds. Minimum qualifications requirements for each position from the California Community College’s [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) are explicitly stated in every job posting. Human Resources handbooks on hiring practices guide committee work, and members provide input collectively to reach consensus on job posting language (when applicable), interview questions, and skills testing. HR guidance, [incorporating new approaches as a result of the USC trainings](#), emphasizes the use of equitable practices and provides language models for interview questions (i.e. candidates have experience with/demonstrate the ability to enact culturally affirming pedagogy, use data-informed decision-making to assess and modify practices to be student-centered).

Candidates applying for a position can [apply for equivalency](#) if they do not meet Minimum Qualifications. The equivalency process is overseen at the district by HR and carried out by a Faculty Equivalency Committee, which is comprised of one discipline faculty from each of the three colleges, a non-discipline faculty member appointed by the District Academic Senate, and a dean that is not from the college originating the request. The process for determining equivalency is detailed in both Board Policies and District Academic Senate guidance:

- [BP 3.05 Designation of Faculty](#)
  - [AP 3.05.1 Minimum Qualifications, Faculty Service Areas and Equivalency to Minimum Qualifications](#)
- [District Academic Senate Webpage on Minimum Qualifications, Equivalency, and FSA](#)

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 is always actively engaged in a reflective process of continuous improvement, focused on inquiry, reflection, and assessment of its practices to ensure quality, equity, and accountability. This work is articulated in CSM's Professional Development Plans, most recently [2022-2025](#). Biannual Professional Development Program Review reports detail current projects and how they align with the college's mission and institutional goals. These plans are reviewed and updated by the Professional Development Faculty Coordinator in collaboration with the Distance Education Team, Dean of ASLT, Committee on Teaching and Learning, and a number of other stakeholders throughout campus.

#### **Professional Development Leadership & Committee Structure**

Between 2020-2022, CSM administration began investing in several new full-time hires with the goal of creating robust professional development across campus. CSM hired a full-time Faculty Professional Development (PD) Coordinator to replace a partially reassigned faculty position. The college also hired two full-time faculty Instructional Designers as well as a second staff Instructional Technologist. The Instructional Designers and the Instructional Technologists, together with a faculty Distance Education Coordinator, comprise the college's [Distance Education Team](#) which, in collaboration with the Faculty Professional Development Coordinator, helps ensure that students, faculty, and classified staff are provided with high-quality technical and instructional training. Most recently, CSM's PD Coordinator helped advocate for and obtain approval at the district to hire a [District Professional Development Coordinator](#) with release time of .8 FTE to help coordinate opportunities at the district and across all three sister colleges.

The [Committee on Teaching & Learning \(CTL\)](#), a subcommittee of Academic Senate CTL co-chaired by CSM's Faculty Professional Development Coordinator and the Student-Learning Outcomes Assessment Coordinator (SLOAC), is responsible for overseeing, coordinating, and reporting on activities that promote continuous improvement in teaching and learning, including professional development activities. Comprised of students, faculty, administrators, and classified staff, CTL meets monthly and, in addition to its role in assessment, helps plan Flex Day activities, assists in SLO development and implementation, and advises on PD needs.

In Spring 2024, in parallel with IPC's "Great Read" of Program Review (detailed in Standard 2.2) CTL completed its own "[Great Read](#)," reviewing all Program Reviews with an eye toward identifying professional development needs to inform future planning. Results of CTL's "Great Read" were reported to IPC and Academic Senate.

Professional development is a primary purpose of [Management Council](#), a collective meeting space for managers. A portion of each monthly meeting is dedicated to professional development, as well as to sharing upcoming professional development opportunities and the sharing out by members of recently attended professional conferences.

Finally, both Classified and Faculty Professional Development Committees review, assess, and administer resources to support ongoing training and professional development of their respective constituencies.

### **Flex Days**

One of the Faculty PD Coordinator's responsibilities is to coordinate planning of college [Flex Days](#). As of [2024-25](#), [the Flex obligation for full-time faculty](#) is 30 hours of professional development hours per academic year, including two mandatory Flex Days (one per semester) of 5 hours each and four others on "flexible time," to ensure faculty participate in regular professional development and are part of faculty's contractual obligations per the AFT Contract, adjunct faculty are compensated for attending Flex Day activities. Recent flex day sessions have included:

- "Plática con Cafecito y Pan": A Conversation with Bay Area Directors on Managing Hispanic Serving Institution (HSI) Grants
- The Ombuds, Star Wars, and Conflict Resolution
- 2023-2024 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 video recordings of sessions are archived on the [Flex Day Archive](#). Faculty, staff, and administrators complete [evaluations](#) following each Flex Day session, and the PD Coordinator considers this [feedback](#) and shares it with the Committee on Teaching & Learning, using it to assist in the planning of future professional development.

## Other College PD Opportunities

Under the direction of CSM's Faculty PD Coordinator, the New Faculty Institute (NFI) and Educational Equity Series (E3) have been reimagined based on student, faculty, and administrator feedback. New changes include [moving equity and pedagogy topics from fall to spring](#) in order to provide new faculty with more foundational knowledge of how the campus and college operates in the fall semester. [Regular surveys](#) of participants help guide sessions [topics and content](#).

College 1 Institute, a 2-day summer training, was launched in 2017 to provide professional development to faculty assigned to teach year 1 students, primarily Promise Scholars Program students, taking the IDST 110: College 1 course ([Day 1 Agenda](#); [Day 2 Agenda](#)). [Survey data](#) continues to inform regular iterations to the training program.

It has been difficult for faculty, staff, and administrators carve out time beyond Flex Days for regular, meaningful professional development, but with a new team at the college dedicated to professional development and a new district PD Coordinator armed with assessments from the recent IEPI visit and local other needs assessments, faculty, staff, and administrators are already seeing an increase in the quantity and accessibility of PD opportunities, including more asynchronous options and release time opportunities:

- **Microcourses:** The DE Team has developed a series of microcourses to provide another means to engage faculty in professional growth. These 1–2 hour, self-paced, asynchronous modules, such as Accessibility Basics with PopeTech and Reimagining the Syllabus, allow faculty to focus on a particular topic of interest.
- **[Redesign for Equity and Accessibility Lab \(REAL\) Faculty Fellowship Program:](#)** In 2023, the PD Coordinator applied for and the college was awarded a [Culturally Responsive Pedagogy & Practices \(CRPP\) Innovative Best Practices Grant](#) of nearly \$300,000 to assist with faculty training in equity and accessibility. Redesign for Equity and Accessibility Lab (REAL), with an initial cohort of 10 faculty, launched in Spring 2023. Faculty did research and met regularly to interrogate their practices and learn how to best apply equitable and accessible practices to a current course they were teaching. Additional cohorts took place in Fall 2024 and Spring 2025. [Topics](#) include redesign of the syllabus, grading policies, an assignment, and assessments. Participants participate in brief surveys after each large group session and again at the end of the semester to help assess the quality and effectiveness of the program so that the PD Coordinator can make changes as needed.

## Other District PD Opportunities

District Human Resources offers a [Professional Development Academy](#) for employees, which provides regular seminars on a variety of topics such as Leadership, Health & Wellness, Office Technology, Safety, and Working Success. For all employees, Human Resources has adopted the [Keenan Safe Colleges](#) online platform to provide compliance-related health and safety training. Recent training topics include: Workplace Violence: Awareness and Prevention, Sexual Harassment: Policy and Prevention, Title IX: Role of Employees.

## Institutional Effectiveness Partnership Initiative (IEPI)

CSM recently enlisted the California Community College's Institutional Effectiveness Partnership Initiative (IEPI) to conduct a needs assessment and help the college develop a comprehensive plan to ensure all employees, not just faculty, benefit from robust professional development, especially around equity. In 2024, an IEPI Technical Assistance Team visited CSM and provided a report of their findings. Later that same year, a college workgroup [presented a workplan](#) to IPC for creating an inclusive PD plan. Funds have been awarded, and a committee of students, faculty, classified, and administration is being formed to develop an implementation plan.

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

All employees are regularly evaluated for performance and provided opportunities to develop plans with their supervisors for professional growth, regardless of evaluation outcome. Human resources and managers/administrators oversee the evaluation process for all employees. Faculty evaluation procedures are delineated in [Appendix G of the AFT contract](#). The processes for [classified staff](#) and [administrator](#) evaluations are delineated in employee contracts and HR policies and procedures at the district level.

## Faculty Evaluation Procedures

An Evaluation Guidance Committee, comprised of two faculty and the VPI, oversee the faculty evaluation process and act as an advising body for training and interpretation of the contract when anything related to evaluation process or procedures is unclear.

Full-time faculty undergoing tenure review are evaluated yearly for four years in the fall by a tenure review committee consisting of faculty peers and a dean/responsible administrator.

Peer review for already-tenured faculty occurs every three years in the spring, alternating between “regular” and “comprehensive” evaluations. Full-time faculty undergoing tenure review or a “comprehensive” peer evaluation use the following assessments: observation, portfolio, student questionnaires, dean’s assessment, self-evaluation. “Regular” peer evaluations involve only the student questionnaires, dean’s assessment, and self-assessment. Adjunct faculty are evaluated every four semesters through the ninth semester and then every six semesters using the “comprehensive” evaluation if prior evaluations consistently met or exceeded expectations.

Delays and adjustments to faculty evaluation cycles due to the COVID-19 pandemic were detailed in a [Spring 2022 Memo of Understanding \(MOU\)](#) between AFT and the District. Evaluations for tenured and part-time faculty resumed regular rotation in Spring 2022.

### **Classified Staff Evaluation Procedures**

Classified staff are evaluated as probationary employees at 3 months and again at 5 months; their probationary period ends after 6 months. Classified staff are again evaluated on their anniversary hire date and yearly thereafter. Classified managers are evaluated after 6 months of hire and again every year on their anniversary date. Classified staff receiving 2 consecutive meets expectations or better evaluations may skip one year of evaluation.

### **Administrator Evaluation Procedures**

New administrators are evaluated with a “comprehensive” evaluation in their first year and a “regular” evaluation in their second. After that, they are evaluated every other year, rotating between “comprehensive” and “regular” evaluations. “Regular” Evaluations consist of Goals & Objectives and Key Performance Indicators by the evaluator and a self-evaluation. “Comprehensive” evaluations also include a 360 peer evaluation and extended self-evaluation.

### **Other Evaluation Details**

All employee evaluations include areas for the employee to list their goals and for the supervisor to list the employee’s areas of strength and improvement; these are discussed at the final evaluation meeting. In follow-up and as a part of their regular duties, supervisors are expected to provide their direct reports with opportunities for regular training and professional development, especially those articulated in their evaluation cycle, so that employees are provided support that they need to be successful in their roles. Discussions between supervisors and employees about their professional growth are not limited to the evaluation

process. For instance, at Student Services Administrator meetings in 2021-22, the VPSS trained deans in developing professional growth plans with their direct reports after modeling the practice with the deans themselves. Additionally, the Dean of Counseling hosts regular, brief Department retreats to identify and support faculty and staff needs.

Constituent groups, including senates and unions, work together regularly to review and update contract language related to faculty evaluation, using feedback from those involved in the evaluation process as well as the Educational Master Plan with the college's mission, vision, and institutional priorities as a guide. For example, a joint revision of the faculty evaluation procedures between District Academic Senate and AFT took place in [2021](#) to help ensure equity-based language and assessments as part of the evaluation process and included specific forms and updated language for non-instructional faculty, including new classifications such as Instructional Designer. In 2024-25, CSM faculty recently began reviewing faculty evaluation again with the union to ensure the forms and procedures are current and reflective of the college's recent increase in more hybrid and online courses and addition of 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)

Fiscal policies and procedures are codified as Board Policies and Administrative procedures to guide the effective management of fiscal affairs in a manner that develops, maintains and enhances College of San Mateo's services and operations. As part of the District, College of San Mateo complies with established policy and procedure, regulations, and accepted accounting practices in managing its assets, cash, revenues and expenses as specified in Fiscal Management [Administrative Procedure 8.00.1](#) and District Budget [Administrative Procedure 8.11.1](#).

The District employs the [California Community Colleges Sound Fiscal Management Self-Assessment Checklist](#) (88-92), included in the supplemental section of the annual adopted budget, as a benchmark to gauge long-term and short-term financial sustainability. Annual third-party audits document the District's adherence to prudent financial management standards. Audit results are [presented to the Board of Trustees](#) and posted on the [District website](#). Over the last three years, the District's annual audits have been unqualified, meaning



the audit revealed no material misstatements in the college's financial statements, with one material finding related to the 50% law and no audit adjustments.

As detailed in Standard 1.2, [CSM's Education Master Plan](#) is aligned and integrated with the District Strategic Priorities to "ensure necessary resources are available to implement strategic plan through sound fiscal planning and management of allocations" by supporting "sound fiscal allocation of College of San Mateo (CSM's) resources." The College receives funding for the implementation of these plans through the [District's resource allocation model](#) (82-83).

The financial resources of College of San Mateo are sufficient to support learning programs and services and to improve institutional effectiveness. In [fiscal year FY2023-2024](#), more than 15,000 students attended CSM, generating 5,994 FTES, which was an increase of 13.7% from FY2022-2023 (86). The College's overall board-adopted expenditure budget for FY 2024-2025 totaled \$90,082,895, comprised of the general unrestricted funds of \$61,095,467 and restricted funds of \$28,987,428 (56, 46). This budget provides for the general operating expenses of the institution. Personnel costs are anticipated to comprise 88.1% of the College's unrestricted general fund budget, and the remaining 11.9% is allocated for supplies and materials, other operating costs and capital outlay. The cost of facilities maintenance, utilities, public safety and other property, plant, and other capitalized asset costs are managed and funded directly by the District and broken down by site as part of the full absorption budget that is part of the adopted budget (84).

The Restricted General Fund accounts for specially funded federal, state or local grants or agreements, which have specific purposes and must be spent accordingly. Funding sources are often blended with district resources for board and/or state initiatives. Examples of this are the College of San Mateo Promise Scholars Program (<https://collegeofsanmateo.edu/promise/>) that blends AB 19, Foundation, County Funds and Unrestricted resources to provide programming and support services for student completion and success. The Promise program is coordinated throughout the district by the Vice Chancellor of Educational Services and Planning (<https://smccd.edu/promise/>). The college has made significant investments in supporting first-time, full-time students through the Promise Scholars Program. In 2021, the program was approved to hire five full-time, tenure-track counselors. These counselors play a vital role by maintaining a caseload of 130 students, building strong academic advising relationships, and guiding students through to the completion of their degrees or certificates. In addition, **the college has committed to hiring other essential staff positions that align with the requirements of the CUNY ASAP Replication, including two retention specialists and a financial aid program services coordinator**. The unique blend of roles work together to provide holistic and wrap-around services to support student success and completion.



Investments into the Promise Scholars Program are showing impressive results. The Promise Scholars Program completion rates are more than double that of the college-wide average, 49% versus 19% respectively. Promise Scholars serves students for 3 years, with the goal of degree or certification completion. Cohorts 1 – 4 (students starting 2018 onward) have an average graduation rate of 49%. Across these 4 cohorts, 57% of graduates are first-generation college graduates versus that of the college (32% in 2023 graduation). Of the 49% of Promise Scholars who completed within 3 years, 43% identify as Latinx. The average GPA was 3.36.

	<b>Promise Scholars Program (Cohorts 1-4)</b>	<b>College of San Mateo</b>
<b>Completion Rates within 3 years for first-time, full-time students</b>	49%	19%
<b>Graduates who were first-gen</b>	57%	32%
<b>Graduates who identify as Latinx</b>	43%	unknown

The acceptance of externally funded special projects and programs is governed by [Board Policy 6.30](#). Prior to application and during the effective period of any award, the College leadership evaluates grant objectives and guidelines to ensure that activities are aligned with the College Mission-Vision-Values and align with all plans. Restricted and unrestricted fund sources sustain the financial support for instructional programs, student services, and enhanced institutional effectiveness.

The District is a community-supported “basic aid” district. Local property tax revenues and student enrollment fees exceed the eligibility threshold for state general apportionment. The Education Protection Account from Proposition 55, Lottery funds from Proposition 20, proceeds from the dissolution of California Redevelopment Agencies, and interest income are some of the additional sources of financial support. An example of using our community supported

status to support and sustain the mission and promote equitable achievement of student success was the implementation of the Free College Initiative with the adoption of Senate Bill 893 (SB 893). The bill allowed for the full-scale implementation of [the Free College strategic initiative](#)

SB 893 provides greater flexibility to SMCCCD to use existing local revenues (in the District's unrestricted general fund) to reduce costs for students furthering their education. The bill is a five-year pilot program, and requires reporting to the California Community Colleges Chancellor's Office, the California Department of Finance, and the appropriate committees of the legislature of how the District has determined to use local unrestricted general funds to support implementation of the California College Promise and assist students with total cost of attendance, the fiscal impact of the pilot program and demographic information on the students served by the funds allowable under the bill. The bill took effect January 1, 2023. In 20XX, SB 893 was somethinged to include tuition fee waivers for non-resident students enrolled in 6 or fewer units.

The District annually provides the College with three-year projections to facilitate short-term and long-term planning and are part of the District's Resource Allocation Model (Provide Adopted RA for FY 24-25). Beginning with 2018/19, the District reached its goal of setting aside 15% reserves. Effective 2024/25, the District adopts budgets that maintain a reserve to satisfy two months of operational expenses per the State Chancellor's Office recommendation, which is buttressed by best business practices as adopted by GFOA.

The [District Committee on Budget and Finance](#) is a subcommittee of the District Participatory Governance Council. Its main purpose is to focus on budget planning. The Committee reviews State Budget proposals and assists in developing District income assumptions and budget allocations. The Committee meets monthly between September and May and members receive regular updates on State and District budget and finance issues. Each member actively contributes, participates, and is responsible for dissemination of information to their respective constituencies.

The [College of San Mateo Finance Committee](#) works alongside the College Business Office to coordinate, integrate and communicate college-wide planning and budgeting. "The purpose of the Finance Committee is to ensure that the College maintains fiscal stability and that financial resources are allocated in accordance with the College's Mission, Vision, Strategic Priorities, Educational Master Plan goals, Program Review, and other plans. The Finance Committee recognizes its stewardship role with respect to financial resources and is committed to maintaining the fiscal health of the College. Also, the Finance Committee is committed to fiscal

transparency; the committee is responsible for providing accurate, timely and accessible financial information to College stakeholders.” The Finance Committee reports to the Institutional Planning Committee (IPC), “monitoring the overall fiscal condition of the College on a periodic basis and recommending corrective actions if necessary” to IPC and President for the allocation of unrestricted resources, along with the District Resource Allocation Model.

### CSM’s Resource Request Process

Detailed in Standard 1.4, CSM’s [Resource Request Process](#) provides all programs the opportunity to request fiscal resources, which includes requests for staff, faculty, technology, augmentation requests, instructional equipment, and is a transparent process with input from each College division, Academic Senate, Classified Senate, and executive leadership input. The College Cabinet reviews and prioritizes needs which, in turn, are used to inform College plans such as the College of San Mateo Educational Master Plan. Restricted and one-time fund budgets are planned and managed by the responsible program and overseen and approved by the responsible administrator, Vice-President and College President.

These plans provide the framework for all resource requests, including facility and equipment resource allocation decisions, at the College.

The distribution of resources through the district resource allocation model and college resource and planning process supports the development, maintenance, allocation, and reallocation of resources to enhance programs and services. The college has consistently demonstrated the ability to maintain a fiscally balanced budget and often has one-time savings at the end of the year, which are used for future one-time expenditures such as capital outlay.

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.

The College of San Mateo [Vision, Mission and Values statements](#) are the basis that guides selection and prioritization for financial planning to ensure that financial support is aligned with the institutional priorities.

The Education Master Plan provides key strategic direction for the College goals that guide financial planning and decision-making. College of San Mateo’s most recent Educational Master

Plan was updated in 2022. The current EMP serves as a guiding document for college decision-making and an action plan for a five-year period to demonstrate how the college will fulfill its mission of providing students with a liberatory education. Integrated plans that include priorities and 3-year workplans are developed for each Division/area that align with the college's mission, vision, and priorities. This process takes place over several months with input from students, classified staff, faculty, and administrators across programs to ensure each plan's accuracy and comprehensiveness. [Nearly final drafts](#) of the EMP and Integrated Plans were presented at a summer 2022 retreat, and students, faculty, classified staff, and administrative leaders were asked to review, reflect, and provide further insights into college priorities and planning before these documents were finalized. At that time, the summer retreat leadership team identified which items to prioritize for action in the next several years, creating a [5-year action plan](#) (Appendix C) that has served as a foundation for resource allocation decisions made by the president at the college, such as the funding of personnel requests.

[Program Review](#) is a self-evaluation process by which program faculty and staff assess the extent to which they are meeting their mission, consider the environment in which their program exists, and develop strategies to enhance program effectiveness. It also is an opportunity to consider how their program can manifest the College's Mission/ Vision/ Values - and by extension the Educational Master Plan, in its practices.

The Program Review process requires the institution to assess its own performance at the program level and [the Resource Request process](#) is the mechanism for any department to recommend and request resources including staff, faculty, technology, instructional materials and equipment, facilities requests, and budget augmentation requests.

These planning activities are aligned with the budgeting processes to create a year-round calendar of planning, assessment and resource request activities and provide the framework for all resource requests, including facility and equipment resource allocation decisions, at the College. [Reporting on requests](#) and funding decisions are shared at the division level and with the Institutional Planning Committee (IPC).

The College adheres to policies and procedures that ensure sound financial practices and financial stability. The Vice President of Administrative Services and College Business Officer work closely with administrators, Deans, and President's Cabinet reviewing reports, comparing expenditures to budget, and providing information and training about current and future year budgets and scenarios which may impact college finances.

Personnel costs are anticipated to comprise 88.1% of the College's unrestricted general fund budget. Position control reports are monitored throughout the fiscal year for correctness by the business office as well as at the division level. Many roles distribute effort and cost across several funding sources ("labor distribution") hence position control is also monitored for complete, correct, compliant expenditure of grant funds. Non-position control costs (hourly, supplies, travel, meals, contracts, etc.) are monitored globally by the business office and by the Dean at the division level on a monthly basis to ensure expenditures are within budgeted parameters. Detailed financial information is available through Banner enterprise resource system and WebSMART information system. Managers, staff, and decision-makers have access to financial information and reports at the department and division levels. The College Business Office and Vice President of Administrative Services provide regular financial reports, oversight and training resources for division budget administrators. In addition, the Vice President of Administrative Services presents updates on finances of the College at Finance Committee meetings, Academic Senate, Classified Senate, and College-wide Open Forums.

The SMCCCD Executive Vice Chancellor in conjunction with the Chief Financial Officer (CFO) provides regular budget information to the Board of Trustees, including timely updates that apprise the Board at all stages of the budget planning cycle including the [tentative](#) and [adopted](#) budgets. The Board approves the annual budget (Item 12.3, [September 11, 2024](#)) and external audit reports (Items 14.5-14.8, [December 11, 2024](#)) in an open public session. Senior leadership and decision-makers from each college regularly attend board meetings either in-person or remotely, and all information presented to the Board is [publicly available](#).

The College President and Administration regularly present enrollment, instructional, financial and operational information to key constituencies and decision-making bodies through the governance processes, committees, working groups, and general communications. Budget information is presented to the Finance Committee and Institutional Planning Committee ([link to IPC and Finance committee minutes](#)) and committee members deliver information to their stakeholders and gather input from their constituencies ([link to IPC and Finance committee minutes](#)).

College financial practices are designed to limit the risk of erroneous, fraudulent, or imprudent expenditures. The workflows for requisitions, expenditures, contracts, and procurement card transactions require approvals from division administrators, the College Business Office, and when above specific dollar-defined thresholds, Vice President approval prior to initiating a transaction. Similar permission and oversight frameworks are followed for budget transfers, expense reimbursements, independent contracts, and petty cash transactions. Managers

review and reconcile expenditures against budget continually. The effectiveness of these financial controls is demonstrated in the [District annual audit report](#).

The District and College have established clearly defined policies and procedures for transparent financial planning in budget development and provide constituent groups with opportunity to participate in developing plans through the participatory governance process. The District uses a [Resource Allocation Model](#) (82-83) that is reviewed by the District Committee on Budget and Finance (DCBF), a subcommittee of the [District Participatory Governance Council \(DPGC\)](#). The Resource Allocation Model determines the distribution of unrestricted general fund resources among the three colleges, the District Office, Facilities and District-Wide Services, and serves to ensure the balanced allocation of resources through the eight steps in the model and in alignment with college, district and state priorities.

As a community supported “Basic Aid” District, general unrestricted revenue has been relatively stable and predictable. The District Resource Allocation Model is designed to be simple, predictable and stable, to protect the integrity of base funding, accommodate both strong and lean fiscal years, and be in accordance with the District’s mission and goals. Three-year financial projections allow the three colleges, District Office, and Facilities to forecast their allocations and expenditures. The Resource Allocation Model also has built-in adjustments for cost increases due to inflation, facilities funding as square footage changes, compensation and benefit adjustments, and district wide initiatives and needs such SB 893 and Scheduled Maintenance.

District estimates of revenues from property taxes which include one-time and continuing funds from redevelopment agencies are equally pivotal. An annual estimate of the available resources and associated budget assumptions is furnished by the District. Thus, the College budget balances current impact with prudence to ensure that resources are adequate for permanent commitments, such as position control, to the College general fund not only in a given fiscal year but sustainable for the future. Consistent with District guidance and practice, the College operating budget includes funding for emergencies and contingencies.

The [District Budget Planning Calendar](#) is developed in consultation with the DCBF and adopted by the Board in January each year. The District calendar provides timelines for planning at the colleges, District, and Board, as well as when discussions and decisions are made by the Board. The calendar encompasses the whole fiscal year and concludes with the adoption of the final budget. Budget development at the College is completed within the timeline and submitted to the District.

As previously mentioned, the [District Committee on Budget and Finance \(DCBF\)](#), is a District-wide participatory governance committee with representation from all constituencies at the three colleges. Members review the District general fund budget, state budget, revenue projections, budget assumptions and the resource allocation for the District's tentative and final adopted budgets along with the District's annual budget and planning calendar. DCBF makes recommendations to the Chancellor and Board of Trustees. The DCBF committee receives information concerning enrollment, ongoing commitments, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities. The DCBF committee (Page 14; SMCCCD Adoption Budget Report FY2024-25) meets regularly on zoom during the fall and spring semesters. Meeting minutes, agendas, and reports are posted on the DCBF website.

At the college level, the [Finance Committee](#) and the [Institutional Planning Committee \(IPC\)](#) are broad-based committees with members who have been appointed by the various campus constituencies including faculty, staff, administrators and students. In addition to public committee websites, the committee members report information to their constituency group and members of the relevant constituencies provide input to be considered or acted upon by the committees.

Based on available funding, the Vice President of Administrative Services (VPAS) recommends to the Institutional Planning Committee (IPC) and President an unrestricted fund budget which may include the number of new faculty, classified staff and administrator positions along with programmatic increases that can be funded during the year. The committee aims to recommend a budget that is stable enough to allow for funding positions, programs and services and account also for unforeseen or unanticipated changes in local funding or reductions in state or grant supported programs. As such, the committee takes a prudent approach, consistent with district practice, in growing spending up to budgeted limits. This has been especially helpful emerging from the COVID 19 pandemic as traditional spending patterns were upended and have slowly stabilized providing a better picture on which to base assumptions moving forward. CSM [recommends budgets](#) (Slide 4) in alignment with the principles supported by the Board of Trustees. The IPC is apprised of developments in the state and District budget, through information received from the California Community College Chancellor's Office (CCCCO) and the DCBF, through the Governor's May Revise. Adjustments are made throughout the summer based and a final recommended unrestricted fund budget is recommended to IPC and the President in early fall.

The College budget is an accurate reflection of institutional spending and reflects the appropriate allocation of resources to support student learning programs and services in



accordance with the College's mission, vision, and values. The budget and planning development process allows representative stakeholders from all constituencies to participate.

### 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.

The [District-wide College Internal Audit Group](#) (CIAG) monitors internal controls on the District fiscal processes, such as Banner information access, procurement card usage, cash handling processes, and equipment inventory control. At the August 28, 2024 San Mateo County Community College District Board of Trustees Meeting, [the Board approved Board Policy and Administrative Procedure 6401](#) (12.6). The adopted [Board Policy 6401](#) and [Administrative Procedure 6401 - Performance Audits](#) outlines the authority and scope of the performance audit function for the San Mateo County Community College District and provide standards and guidelines for the [Performance Audit Unit](#), which was also created in the August 2024 Board meeting to increase transparency and accountability in the organization. The policy and procedure authorize the Performance Auditor to provide the Board of Trustees and Chancellor with an independent assessment of the quality of the District's internal controls and administrative processes. It further authorizes the performance auditor to make recommendations to the Board and the Chancellor for the purpose of ongoing and continuous improvement. An example of the audit function in action was at the May 22, 2024, the Board of Trustees meeting the [FY24/25 Performance Audit Plan](#) was approved and included a Vendors Audit. The Vendor Management [Audit](#) was presented and approved at the October 23, 2024 Board of Trustees meeting.

Responsible and appropriate use of financial resources is ensured through a variety of internal control mechanisms at the district and campus level as well. The Banner enterprise resource system encompasses the Student, Human Resources, Payroll, Financial Aid and Finance modules. Banner Finance records transactions continuously, thus providing up-to-date data on demand that may serve as a guide to sound decision making. Organizational administrators, program managers and staff have access via [WebSMART](#) and [Banner](#) to run reports that



provide timely and accurate data for financial management. The College Office of Administrative Services also provides reports on program financial data to enable review of expenditures and budget. The College Office of Administrative Services approves all journal entries and requisitions. Managers review and approve monthly procurement card expenditures, reimbursements, personnel requisition forms (PRF), [personnel action forms \(PAF\)](#), journals, and requisitions for their areas of responsibility.

All Banner modules have multiple internal control mechanisms such as user IDs and passwords that allow secure system data access and assure the responsible and appropriate use of the College's fiscal resources. The College Office of Administrative Services evaluates requests for Banner access, and the District updates the system. Users may also be limited to query access only.

Purchasing activities also have internal controls. The Banner Finance requisition system will flag accounts with insufficient funds, requiring further action prior to purchase. Budget transfers require approval of the appropriate department administrator and the College Business Officer before approval at the District level. Capitalized equipment is tagged and inventoried upon purchase. [District General Services](#) conducts a physical audit annually at each site and updates records accordingly.

Personnel changes are updated regularly during the course of the fiscal year. Organization administrators review position control for permanent positions during the budget development process. After the final budget is adopted, President's Cabinet reviews any additional personnel change; those approved then engage the Personnel Requisition Form and/or PAF processes and are submitted for appropriate College approvals and further action by District Human Resources and Payroll departments, as needed.

Special fund expenditures, such as grant and categorical funds, are made according to the strict guidelines of the project as authorized by the funding agency. The District provides [processes, guidelines, and support](#) to ensure project managers expend funds in a manner consistent with the intent and requirements of the funding source.

The District also engages the services of its external auditors to conduct [annual audits](#). The annual external audit evaluates internal controls to ascertain compliance with Generally Accepted Accounting Principles; California Education Code; California Code of Regulations, Title 5; and the Contracted District Audit Manual. The audit examines the District's and College's financial management processes and provides, when necessary, recommendations to strengthen and improve the institution's financial processes, internal controls, and

accountability. Bond expenditures are regularly reviewed and are consistent with regulatory and legal restrictions. Financial management processes are reviewed after each audit to identify areas where improvements can be made. District and College staff use findings, commendations and recommendations for areas of improvement from the internal audit to further strengthen and improve existing internal control processes and implement new ones. The annual audit report is available on the [District website](#).

The District and College response to external audit findings is comprehensive, timely and communicated appropriately. The annual independent audit of District records includes all District funds, student financial aid, and bookstore and Associated Students funds. The independent auditor presents the annual audit report, including findings and management's response, to the Board of Trustees. At the [December 11, 2024 San Mateo County Community College District Board of Trustees meeting](#), the receipt and acceptance of four separate audits (Items 14.5-14.8) was approved by the Board. The only material finding related to Education Code 84362 commonly known as the "50%" law. No findings or recommendations were cited regarding the financial management of grants or special funds.

The District closely monitors spending and the requirements of the 50% law and proactively evaluates resources and spending options designed to address the gap in compliance. Recent allocation decisions demonstrate the District's commitment to reducing the compliance gap with direct investment in instruction. In 2020-21, the District allocated \$700K in on-going funds to convert part-time faculty to full-time faculty as follows: four teaching faculty at Skyline College, three teaching faculty at the College of San Mateo, and three teaching faculty at Cañada College and an additional \$600K to increase part-time faculty parity for a total of \$1.5 million. In FY 2022-23, the District allocated \$1.5 million to increase part-time faculty parity. In FY 2022-23, the State provided \$1.5 million to increase the number of full-time faculty. In addition, the District has defined part-time faculty parity as 85% of full-time faculty compensation and is committed to achieving this goal over time. The District and AFT entered an MOU under which the District placed instructional faculty on a schedule that included the same number of columns and steps that appear on the regular salary schedule. The District also negotiated cost of living increases of 7%, 5% and 3% for full time certificated employees for three years: 2022-23, 2023-24, and 2024-25, respectively, as well as, cost of living increases for instructional adjuncts on qualified schedules as follows: 9.5%, 7.5%, 5.5% during the same period. The District will continue monitoring the issue of 50% law compliance as new ongoing funding is identified and approved to [bring the District closer to compliance with the law](#) (109).

### 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)

As part of the San Mateo County Community College District, College of San Mateo complies with established policy and procedure, regulations, and accepted accounting practices in managing its assets, cash, revenues and expenses as specified in [Board Policy 8.00](#), [Administrative Procedure 8.00.1](#), and [Administrative Procedure 8.11.1](#). The District employs the [California Community Colleges Sound Fiscal Management Self-Assessment Checklist](#), included in the supplemental section of the annual adopted budget, as a benchmark to gauge long-term and short-term financial sustainability. Annual third-party audits document the District's adherence to prudent financial management standards, and audit results are presented to the Board of Trustees and posted on the District website.

The District annually provides the College with three-year projections to facilitate short-term and long-term planning, which are part of the Resource Allocation Model. Beginning with 2018/19, the District reached its goal of setting aside 15% reserves. [Effective 2024/25](#), the District adopts budgets that maintain a reserve to satisfy two months of operational expenses per the State Chancellor's Office recommendation, which is buttressed by best business practices as adopted by GFOA (12-13). The District conservatively budgets to include reserves for budget contingency, emergency response, and cash flow. The contingency reserve is not a budgeted line item as there is no intention to expend these funds except in an emergency.

At the college level, the [Finance Committee](#) based on available funding, recommends to the [Institutional Planning Committee \(IPC\)](#) and President an unrestricted fund budget. The committee aims to recommend a budget that is stable enough to allow for funding positions, programs and services and account also for unforeseen or unanticipated changes in local funding or reductions in state or grant supported programs. As such, the committee takes a prudent approach, consistent with district practice, in growing spending up to budgeted limits. The Finance Committee recommends budgets in alignment (Slide 4) with the principles supported by the Board of Trustees. The College considers other short- and long-term liabilities such as faculty unity banking, compensated absences, and instructional equipment upgrade and replacement during its budgeting process.

The District monitors risk regularly to assure appropriate levels of insurance coverage by conducting periodic actuarial studies. [The District insurance coverage](#) includes employee, property, casualty, and liability insurance in accordance with the responsibility to protect

College assets from losses that would place the College at fiscal risk (20-21). In addition, the District has a state-approved self-insured workers' compensation program that is re-insured beyond actuarial defined annual limits.

Areas where the district provides leadership in planning to meet major long-term needs and priorities are retiree health benefit liability and capital improvements. In 2009, the District established an irrevocable trust, the Other Post-Employment Benefits (OPEB) Trust. Establishing the trust and the covenants does not obligate the District to place funds in the trust, and funds may be disbursed from the trust for any retiree benefit expense. This tends to lessen the restrictive aspects of the trust and continues to allow for cash management flexibility. The trust enables the District to invest in longer term investments and receive a better return, which in turn reduces the District's unfunded liability over time. The District contracted with Total Compensation Services for an actuarial valuation as of June 30, 2024, of retiree health liabilities in compliance with GASB Statements 74 and 75. The [updated study](#) determined an OPEB liability of \$127.8 million with assets of \$150.3 million (or 17.6% "over-funded") (36).

In 2014, San Mateo County voters approved a \$386 million general obligation bond [Measure H](#) for the repair, upgrade, and new construction of facilities at all three colleges in the District. Measure H projects were identified through the planning process and selected using a comprehensive campus-wide evaluation of existing facilities and projected program needs based on the [SMCCCD Facilities Master Plan](#). Oversight of Measure H funds are governed by the [Measure H Bond Oversight Committee](#). As Measure H funds are being depleted, the San Mateo County Community College Board of Trustees, at their [November 20, 2024 meeting](#), [approved](#) short, medium and long-term strategies to address on-going capital and scheduled maintenance needs at the campus and throughout the district.

The District regularly assesses and allocates appropriate resources for the repayment of locally incurred debt. The District uses a debt service fund to account for the accumulation of resources for, and the payment of, general long-term debt. Revenue to this fund comes from the assessed property taxes to pay off the general obligation bond Measure H. The [Debt Service Fund budget](#) for 2024-25, totals \$65,960,519 (53), which includes debt reduction principal and interest payments, offset by an estimated income of the same amount. The net beginning balance of the [Debt Service Fund](#) is \$67,951,294 (94).

The District's financial standing continues to be strong and stable. Since the District achieved community-supported (i.e., basic-aid) status, it has not received general apportionment (Student Centered Funding Formula or SCFF) payments from the State. Many years ago, Tax

Revenue Anticipation Notes (TRANS) were employed to assist the District with external short-term borrowing to ensure that the District maintained adequate cash balances to avoid cashflow disruption; however, the District's favorable financial position currently negates the need to issue a TRANS. Annually, staff requests that the Board of Trustees [adopt a resolution](#) authorizing the District the ability to internally borrow up to \$25 million from the non-bond cash in the Capital Outlay Fund for no longer than a six-month period to mitigate any cash shortfalls in the Unrestricted General Fund during the fall pending receipt of the aforementioned first annual influx of property taxes in December. This [request for interfund borrowing](#) has been ongoing for the past several years (Item 12.1). District administration is closely monitoring changes to [assessed valuation for 2025-26](#) in relation to cash flow to ascertain if short-term borrowing will be required in 2025-26; however, this requirement is highly unlikely (12).

**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.**

The College of San Mateo is the oldest of the three colleges in the San Mateo County Community College District and is [situated on 153-acres in the San Mateo hills](#). The campus infrastructure includes 38 buildings (including athletics and recreational facilities) and 22 parking lots. The 2022 [Facilities Master Plan](#) and CSM's [Educational Master Plan](#) inform physical resource priorities as well as facility and equipment resource allocation decisions at the District and College. Several facility upgrades, renovations, and construction projects have been completed or have begun since our last accreditation cycle, including the construction of a new ADA compliant accessible ramp leading to the main floor of the Library, remodeling the Emerging Technologies building, mechanical upgrades to the Science Building, constructing a beach volleyball court, and the development of the [District's first student-housing facility](#).

[Board Policy 6.80](#), [Board Policy 8.13](#) and [Administrative Procedure 8.13.1](#) provide the directive and structure that ensure all on and off-campus College activities are safe and secure. The District has a [centralized structure](#) supporting the planning, construction, and maintenance of physical resources. Facilities, maintenance, and operations staff support the College by ensuring access, safety, security, and an optimal environment for learning and working.

The [Facilities Planning, Maintenance, and Operations team](#) maintains and monitors all College facilities. This is a District-provided function to the College with staff, including the facilities

manager, assigned to the College site. For ongoing facility maintenance, the District follows established facilities services levels for custodial, engineering and grounds as documented on the [District website](#). All College facilities are maintained using [APPA benchmarks](#). Monthly quality assurance inspections for preventive maintenance are conducted and any issues identified are addressed.

[The Facilities Department](#) is responsible for the maintenance and operations of campus facilities and grounds. Employees can report facility issues and request facility repairs through the Onuma electronic work order system. Work orders are prioritized and addressed in a timely manner, and the campus Facility Manager and College Vice President of Administrative Services discuss work orders as needed. Facilities are systematically checked throughout the day for cleanliness and safety.

[Facilities Project Requests](#) are made through the facilities website. Project requests that require campus funding are discussed at a District Board of Trustee meeting.

The District has a [shared vision of sustainability](#) across the campuses and offers [nine sustainability programs](#) that were formed by the District-wide and campus sustainability committees. Each of these programs is driven to accomplish social equity and environmental justice, which are realized by employing an integrated, interdisciplinary, and active learning method referred to as “Campus as a Living Laboratory”. The result is engagement, empowerment, and enrichment.

[The Safety Committee](#), a subcommittee of Institutional Planning Committee (IPC) with faculty, staff, student, and admin membership, meets monthly within the academic year to promote a safe campus environment for students, employees and the community. The [SMCCCD Managers’ Health and Safety Committee](#) meets every quarter to discuss all District safety-related matters including facilities and security.

Guided by [Board Policy 2.28](#), [Administrative Procedures 2.28.1](#), [Administrative Procedure 2.28.2](#), [Interim Board Policy 3510](#) and [Interim Administrative 3510](#), Human Resources provides information to all employees on topics such as injury and illness prevention, workplace violence prevention and [employee self-care and wellness](#). Additionally, Human Resources staff is trained to conduct [employee ergonomic assessments](#) and provides resources on ergonomics.

Emergency phones, designated evacuation zones and Automatic External Defibrillators are located [throughout the campus in designated areas](#). The District has provided resources to upgrade door locks throughout the campus to ensure all classrooms and offices have push



button or thumb turn locking capability on the interior door in the event of an armed intruder. The Office of Emergency Management also provides emergency alerts through the [RAVE system](#) and the [Emergency Announcement System](#).

The Facilities Department conducts weekly safety training to ensure all employees receive necessary training to mitigate industrial injuries and illness. A District-level Facilities Safety Task Force meets quarterly to review routine safety inspection reports, departmental accident reports, and discuss best practices for safety. All maintenance certifications such as fire extinguishers, backflow prevention devices, elevators, and exhaust hoods are up-to-date and in working order.

The District provides a [Department of Public Safety](#) on each campus [led by a Captain](#). This department compiles and submits the [annual security report \(ASR\)](#) required under the Clery Act. [Some of the services](#) provided by Public Safety are safety escort services, campus security, alarms, emergency response, crowd control, liaison with local police and fire departments, lost and found, maintenance and enforcement of campus safety, medical emergencies, parking, traffic control, and the 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.**

The District is committed to the effective and responsible use of information technology resources to enhance and support the teaching and learning environment, provide easy access to learning resources and support services, facilitate communication throughout the District, improve institutional effectiveness by maximizing resources, improving services, and supporting technologically enhanced learning activities, improving operational effectiveness and efficiency, and serving our diverse teaching and learning communities.

The use of technology at CSM has advanced into an equitable, collaborative, inclusive model guided by the [CSM Technology Plan](#). Developed by the Technology Advisory Committee (TAC), the Technology Plan provides the College with guidance for implementing technology training, hardware, software, services, and processes in support of the College's mission and Education Master Plan. Elements of the Technology Plan include an external scan and SWOT analysis with information gathered from divisions and departments represented on the Committee.

Additionally, the plan includes the results of a 2020 technology survey distributed to students, faculty, and staff. Overall strengths identified included technology upgrades in classrooms, including multimodal classrooms and SMART classroom technology, and excellent communication and working relationships between ITS and different constituents. The TAC is making significant progress on its goals and objectives, including collaborating with the Committee on Teaching and Learning (CTL) and Academic Senate to determine campus professional development needs related to technology.

During the COVID-19 pandemic, the College increased the college library-administered laptop loan program for students. Desktops within the Library Lab and Learning Center Labs and additional laptops for circulation were also upgraded.

CSM DEAC representatives also participate in the [District Distance Education Advisory Committee \(DEAC\)](#), a subcommittee of District Academic Senate charged with providing strategic District-wide goals for distance education, evaluating the District's technology needs in assisting student learning, identifying and disseminating best practices, and making District-wide recommendations for enhancing and expanding distance education instructional modalities. The District DEAC has made significant progress on completing its goals, including recommending policies and procedures related to distance education and understanding how support services and training opportunities for faculty can be developed and enhanced. For example, the District DEAC is currently reviewing distance education gaps and the technology tools needed to identify which technology tools provide support to address issues.

The District communicates requirements for the safe and appropriate use of technology to faculty, staff, administrators, and students. This communication includes policies regarding the use of technology as well as updates to campus technology and security requirements. [Board Policy 2.34](#) stipulates appropriate computer and network use, including user respect of software copyrights and licenses, respecting the integrity of computer-based information resources, refraining from seeking to gain unauthorized access, and respecting the rights of other computer users. [Board Policy 2.35](#) outlines categories of District-approved communication and best practices, including using the appropriate technology for the need.

Faculty, staff, administrators, and students have opportunities to learn about the technological services available. This includes training for Adobe applications, Microsoft Office, Knowbe4, Zoom, G-Suite, Smart classroom training, SharePoint, FERPA standards, and Single User Sign-on. Banner 9 navigation training workshops and WebXtender navigation training workshops are provided to staff. In addition, each year, the [California Community College Banner Group \(3CBG\)](#) holds an annual conference for the California Community Colleges that use the Ellucian



Banner® application. Staff from various departments throughout the District attend and participate in workshops and discussions on how to get the most effective use of Banner. ITS provides FAQs and tutorials online for students and conducts presentations for students in classes as needed when launching new systems, such as Student Email, WebSchedule, and Degree Works. ITS provides regular email updates on the latest security threats, including instructions on how to address them. As an example, the District [scheduled two training sessions](#) on enhancing Zoom security after “Zoom bombing” incidents. The District also provides a [Help Desk services website](#), including live help phone assistance during regular business hours. Students, faculty, and staff receive [phone and 24/7 chat support for Canvas issues](#).

To ensure that faculty, students, and staff have access to high-performance and reliable network services such as Internet, voice communications, and email resources, ITS has implemented a comprehensive and redundant network infrastructure across the District. The District’s WAN (Wide Area Network) interconnects three primary sites: Cañada College, Skyline College, and the College of San Mateo/District Office. ITS utilizes AT&T 10 Gigabit EtherSwitch Service between District Office Main Point of Entry (MPOE) and each campus MPOE. This provides optimum bandwidth for file shares, Banner® access, backup services, as well as offering higher-availability toward technology services. In case of service outages, the Districtwide interconnection is also designed to route traffic via alternate campus to regain Internet and Intranet network and phone services instantly. ITS also deploys 1150 wireless access points (WAP) district-wide. Utilization of the wireless network continues to grow significantly, and network security is provided using a variety of tools and techniques. The current firewall, which the industry references as the next-generation of firewall switches, offers various functions, including enhanced perimeter protection from denial of service (DOS), virus, and malware attacks.

There are three primary VLANs in use within the District: Administrative, Instructional, and Public. The Administrative VLAN provides District employees with appropriate authentication credentials and access to Banner and other electronic resources and services within the District. The Instructional VLAN is for labs and classrooms where students use college-owned equipment to access instructional resources that are local or on the Internet. The Public VLAN allows campus guests and students with personal network devices Internet access, but they are prevented from accessing the other District VLANs and secure network resources. In addition to the three primary VLANs, several other unique VLANs are in use. Examples of these are the VoIP telephone system, ACAMS security system, Building Management Systems, and environmental controls, Bookstores, and KCSM TV and FM radio station. Wireless access to all but the Public

VLAN is protected with encryption and secure authentication through certificates. The District telecommunications system is a Voice over Internet Protocol (VoIP) telephone system.

The District maintains a high-performance data network that connects the workstations and devices of the three College campuses and the District Office. The District Office contracts with AT&T to provide fast, redundant, and reliable connectivity for each of the college campuses and to the Internet. Internet services are provided by CENIC and have been upgraded many times over the years; currently, each campus has a 10-gigabyte connection to the internet. All buildings on campus have access to the wireless network for both public and administrative access. SMCCCD's Palo Alto Networks firewalls, in addition to blocking illegal peer-to-peer traffic, address URL Filtering, which prevents users from accessing malicious or unknown URLs and helps prevent the illegal sharing of copyright material.

Securing college data is a high priority and some hardware and software tools are in place to protect and detect unauthorized access. SMCCCD utilizes Sophos End-Point Protection which is a cloud-hosted service and includes Sophos InterceptX as additional security to defend against ransomware and command-and-control types of threats. In addition to preventing virus infections, this platform security suite uses comprehensive end-point protection, taking advantage of multiple embedded technologies from deep learning signature-based detection to preventing ransomware file-encrypting processes from executing. When medium or critical vulnerabilities are detected on end-user devices, the technical staff receives alerts to respond and remediate the issue immediately. CIS Security is used to monitor and report on network connections or malware traffic. Microsoft Group Policies is applied to District-owned and managed PCs to protect them from malware, malicious plug-ins, and file attacks and prevent students from installing software on PCs in the instructional computer labs. A Public Wireless Network is open to use by students and allows access to internet services; access to the public wireless network is automatically shut down from 12 am to 5:00 am daily. A Secured Wireless Network is available for authenticated users with access to Banner & other internal systems.

**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.**

#### **Financial Emergency Preparedness**

The District has appropriate risk management strategies and sufficient reserves in the event of emergencies and unforeseen circumstances. [Board Policy 8.11](#) outlines the District budget. The 2023-24 Budget includes a District reserve of \$37,916,748 in its fund balance, which is equivalent to 15%. The District's reserve includes amounts for budget contingency, emergency response, and cash flow.

The District provides a program of Risk Management consistent with all legal requirements. The Executive Vice Chancellor is responsible for developing and maintaining procedures necessary for carrying out aspects of the District's Risk Management policy.

[Board Policy 8.40](#) and [Administrative Procedure 8.40.1](#) outline the District risk management strategies, including insurance coverage. The District is entering into its eighteenth year of a more independent risk management program since withdrawing from the Bay Area Community College Joint Powers Agency (JPA) in 2005-06. The risk management program uses a combination of self-insured retention (SIR) amounts and insured limits. The current program permits the District to manage risk with greater flexibility to meet its needs associated with its size and complexity. After withdrawing from the JPA, the District contracted for independent coverage and administration of claims from insurance underwriters and third-party claims administrators. The largest risk programs are those for property, liability, and workers' compensation risk coverage. The District maintains a self-insured retention to cover expected losses, and a combination of primary insurance and re-insurance levels to cover unexpected losses. The Self-Insurance Fund funds and manages the expenses associated with this risk management program. The pandemic and natural disasters such as floods, hurricanes, and fires, which influence market conditions, has caused the 2023-24 insurance rates to increase by 20.5% as compared to the prior year. Staff are actively engaged with insurance program administrators to obtain the best rates possible and are currently exploring options to mitigate future year-over-year premium increases. Workers' compensation costs have remained relatively low, allowing the District to maintain its internal charge percentage at less than one percent (0.928%) of salaries. This is due in large part to the emphasis that the Facilities Department has placed on safety, resulting in extraordinarily low number of accidents and claims. The District uses an actuarially-based program to determine its internal charge for worker's compensation and uses the 90% confidence rate. The District maintains a variety of insurance policies, levels of self-insured retention (deductibles), and self-insurance.

### **Environmental Emergency Preparedness**

CSM maintains an [Emergency Preparedness website](#) that brings together information and links to several campus and district emergency- and safety-related resources. On the site one can

access evacuation maps, safety information, emergency preparedness guides, sign up for emergency text message notifications, and building monitor training and resources.

The District has an [Office of Emergency Management](#) which oversees the coordination and integration of all essential tasks to enhance our ability to reduce risks, to prepare, and to effectively respond to and recover from potential natural disasters, acts of terrorism, or any other human-induced calamities. This includes a detailed [Emergency Action Plan \(EAP\)](#), [Emergency Operations Plan \(EOP\)](#), emergency notifications sent via email and text message, and semesterly Earthquake and Violent Intruder Drills. The District also has a [Building Captain Program](#) which trains campus employees who work in regularly occupied campus buildings and volunteer to perform essential activities for the purpose of minimizing injury in the event of an emergency. Training includes CPR/First Aid/AED, Radio Communications, ICS-100, Advanced Bleeding Control, Narcan administration, and enhanced triage. Building Captain Trainings occur each semester across all three Colleges within the District.

### **Technological Emergency Preparedness**

The District has implemented a robust cybersecurity framework to protect critical services and data. Student Management System (Banner) is in the Cloud, providing 24x7 operations. Access to these services requires multifactor authentication through OneLogin. All District-hosted sites are mandated to use at least TLS 1.2 with 2048-bit AES encryption, as outlined by ITS. Additionally, all employees are required to complete mandatory cybersecurity training via KnowBe4. Malware detection and prevention is deployed across all District-owned devices, utilizing Sophos and Cortex XDR. Devices are patched weekly using JAMF and Quest Kace, and Mobile Device Management (MDM) solutions. Loss prevention is managed by Absolute & JAMF; lost assets can be remotely wiped, preventing any data loss. The District also maintains a 24x7 Security Operations Center, managed by CIS Security, which oversees continuous online vulnerability scanning with Tenable.IO, as well as security information and security event management. To safeguard data, constant data loss prevention is enforced with Varonis on servers, and daily backups are performed with long-term retention, time-lock, and off-site replication using next generation backup and replication system. A current and evolving disaster preparedness plan, managed by the Chief Technology Officer, ensures readiness for various scenarios. Additional security measures include scanning of all attachments in Outlook and cloud storage with Cloudlock, as well as external email notices and suspicious email alerts through Office 365 and Phish Alert. Employees are encouraged to report suspicious online behavior through a designated process managed by the HR Department. Physical security is ensured through 24/7 video surveillance and keycard access at all data center locations,

overseen by the Department of Public Safety, with environmental monitoring conducted by the FPO Department.

DRAFT

## Standard 4: Governance and 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.**

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

The College of San Mateo strives to uphold the fundamental principles of academic freedom, integrity, and inquiry as essential to its mission and its role in democracy. CSM's commitment to these principles are established in the San Mateo Community College district's [Administrative Policy 6-35.1](#) and [Board Policy 6.35](#): academic freedom is "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 policy further states that faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus, or at college-related functions."

The policy also guarantees academic freedom to students: "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."

CSM communicates its commitment to principles of academic freedom and freedom of inquiry through many forums, including the [college catalog](#), [the college website](#), the mission statement's emphasis on [critical reflection](#), and the [communication policies of the academic senate](#), which emphasize the senate's commitment to public comment beyond the minimum requirements of the Brown Act. Both the college website and catalog contain detailed explanations of [time, place, and manner policies](#).

During the Spring 2025 semester, the Colleges Academic Senate has begun to act on recommendations of the Academic Senate for California Community College's document ["Protecting Academic Freedom During a Time of Significant Change."](#) Specifically, CSM's senate has appointed representatives **(add link when [February 11 minutes are posted to ASGC website](#) to act on the document's recommendation to "review, revise, and strengthen shared governance processes, policies, and procedures in relation to academic freedom so that shared governance**

protects dissenting opinions in the decision-making process “ and to “collaborate with union colleagues on codifying the protection and parameters of academic freedom in contract in light of faculty evaluations, curriculum, online instruction, dual enrollment, open educational resources, guided pathways, and other relevant issues.”

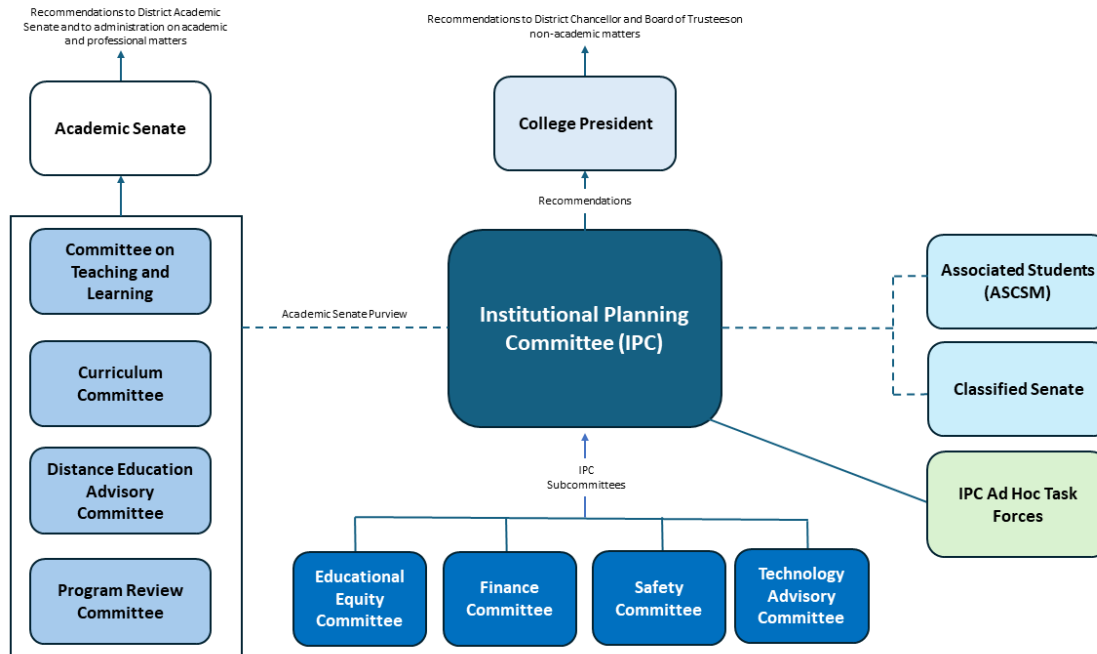
[The College of San Mateo library](#) communicates the value of academic freedom in upholding “the free exploration of ideas in pursuit of knowledge and truth” in accordance with the American Library Association’s [Library Bill of Rights and Code of Ethics](#). A CSM library faculty member co-authored the California Council of Chief Librarians’ DEIAA commitment statement, which specifies the library will “reinforce and defend library core values of intellectual curiosity, the freedom to read, privacy, and access to information in the face of political, social, and legislative attacks against DEIAA initiatives and libraries.”

College of San Mateo has long-standing policies on academic dishonesty clearly communicated in the statement of [Student Rights and Responsibilities](#), and more specifically discussed on both the [college website](#) and [college catalog](#) sections on “Guidelines Addressing Cheating and Plagiarism,” which define and give specific examples to clarify both cheating and plagiarism, in addition to specifying the responsibilities of both instructors and students and clearly outlining sanctions.

Both the district and College of San Mateo have sought to refine and update academic dishonesty policies in light of changes brought through the widespread availability of artificial intelligence programs such as Chat GPT, Gemini, and many others. The district and College have offered opportunities for faculty to learn about and reflect on the use of AI tools, including a day-long mini-conference in January of 2024 focusing on [“Leveraging AI and Virtual Reality”](#). CSM’s academic senate has identified artificial intelligence policies as a [primary goal](#) for the 2024 academic year and has discussed a [district-wide guidance policy](#) on plagiarism and artificial intelligence. The CSM academic senate also formed an [AI Workgroup](#) which met monthly for open meetings where faculty discussed the challenges and opportunities of AI tools across different disciplines.

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.

The Institutional Planning Committee (IPC) is the highest participatory governance body at the College of San Mateo. The charge of the council is to ensure both implementation and assessment of the college planning process. The Council makes formal recommendations to the College President and CSM at large via a consensus model for decision-making. All members receive annual training on the value, process, and purpose of decision-making via a participatory governance council.



More to add on IPC membership, constituency bodies (ASCSM, Classified Senate, Academic Senate), Participatory Governance Manual that we will update and distribute.

Regular meetings between ASCSM President, Classified Senate President, and Academic Senate President with the College President; Spring 2025 will be first semester in which all four presidents will begin regular quarterly meetings to discuss participatory governance and key projects across the college constituencies.

Include how the participatory governance structure is communicated throughout the college.

- o Reminder emails to the campus regarding IPC meetings and agendas



- o Flex Day opening session (August) hosted by various constituency leaders representing students, Academic, Classified, Administration
- o Include recent Spring 2025 ASCSM and IPC mixer/presentation on student governance
- o Website, Compendium of Committees

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's decision-making structure incorporates input from all campus constituencies. As outlined in Title V and the California Education Code, CSM recognizes the primacy of the Academic Senate in academic and professional matters related to faculty. CSM also recognizes the Associated Students as the official representative body of the students at the college. Additionally, the Classified Senate represents classified professionals, and the Management Council provides input from deans, directors, and managers.

Input from these groups is funneled through the College's overarching governance committee, the Institutional Planning Committee (IPC), which includes representatives from all campus constituencies and is chaired by the Academic Senate President, the Classified Senate President, and one of the College's vice presidents. The standing subcommittees of IPC, which include the Educational Equity Committee, the Finance Committee, the Safety Committee, and the Technology Advisory Committee, provide additional opportunities for the campus constituencies to provide input in their respective areas.

IPC operates on a consensus model by which participants collaborate to formulate recommendations on non-academic matters to the College President. The IPC uses data from the Planning, Research, and Institutional Effectiveness (PRIE) Office and from sources such as program review and resource request to review trends, identify gaps, and develop ways to address them.

Do we have an example of something, an initiative, that went through participatory governance, with multiple stakeholders in collaboration and with an equity focus?

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)

### **Board Policies**

The SMCCCD Board of Trustees (Board) is an independent, policy-making body elected by the citizens of San Mateo County and charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. The Board's policies are publicly posted on the District's website and reviewed regularly for accuracy, currency and relevance per [Board Policy 2410](#).

[Board Policy 2200](#) outlines the duties and responsibilities of the Board, including oversight of educational quality, integrity, legal matters, financial stability, and for ensuring that the District's mission is implemented. The Board generally meets once per month, with the addition of occasional "study session" meetings that allow the Board to more thoroughly review and discuss topics, generally those relating to student success, and become more familiar with issues facing students, faculty and staff. The Board also holds a public annual retreat for in-depth discussion of the most far-reaching matters and initiatives under consideration by the District. [Board Policy 2310](#) describes the regular meetings of the Board and the [schedule of Board meetings](#) is posted on the Board's website. These practices are also detailed in the [Board of Trustees Handbook](#).

The District mission of providing a breadth of high-quality educational opportunities, programs and services is set forth in [Board Policy 1200](#). The Board has approved policies, set priorities, and established goals that describe the Board of Trustees expectations for quality, equity, integrity, and improvement of the District administration, and of student learning programs and services at the colleges. The Board ensures the District mission is at the heart of the planning process through its role in guiding the development of the SMCCCD Strategic Plan, as described in this fall [2024 Board Report regarding District Strategic Plan Development](#). This is also part of [Board Policy 2.75](#) on Institutional Planning and Effectiveness.

### **Key Indicators**

The Board ensures fulfillment of its mission by holding the District Chancellor accountable for implementing the District Strategic Plan along with a set of [annual Board goals and priorities](#), and by monitoring key indicators of student learning and achievement. The [District's Administrative Procedure 2.75.1](#) on Institutional Planning and Effectiveness describes this. The Board tracks progress toward student outcome metrics via the [SMCCCD Strategic Plan Metrics Tableau Dashboard](#), which includes 5-year trends on key metrics such as course success rates, persistence rates, enrollment and completion of transfer-level math and English, unit accumulation, graduation rates, time to graduation, and transfer to 4-year college rates, all disaggregated by gender, race-ethnicity, and other student demographics.

### **Financial Stability & Information**

The Board of Trustees' role and responsibility in ensuring the financial stability of the institution is clearly delineated in Board Policy. Policies specific to the Board's fiscal responsibilities include [Board Policy 8.0](#) covering fiscal management and [Board Policy 2430](#) delegating authority to the Chancellor to supervise and carry out the business of the District in accordance with all laws and the California Community Colleges Budget and Accounting Manual. [Board Policy 8.05](#) covers external financial audits, District budgets and financial planning, and investment of District funds, among other items designed to ensure fiscal accountability. [Board Policy 8.11](#) details the Board's role in managing the District's Budget. [Board Policy 8.06](#) outlines the Board's role in investing District funds.

In addition to reviewing and approving an Annual Budget, the Board consistently examines financial reports and related documents to monitor the institution's fiscal health. Regular reports presented and discussed at Board meetings include [budget updates](#), detailed [mid-year budget reports](#) and a [District Financial Summary](#) for each quarter. The Board also receives and accepts an [annual district audit \(p. 4-5\)](#) prepared by an independent certified public accountant, as well as independent performance audits of bond measures. To further ensure that the District's internal controls, processes, guidelines, and policies are effective and in compliance with the highest standards, the Board [established an internal Performance Audit Unit](#) in August 2024 and created the permanent position of Performance Auditor, reporting directly to the Board. Each fiscal year, the Performance Auditor submits a [performance audit plan](#) for Board approval, and audit reports are presented in board meetings throughout the year. The Chancellor is responsible for responding to the audit report and for implementing recommended actions approved by the Board.

In accordance with [Board Policy 2410](#), the Board regularly reviews and assesses all Board policies for effectiveness in fulfilling the District's mission. The policy requires the

administration, in conjunction with the appropriate constituencies, to review each policy on a six-year schedule. In November 2023, the District embarked on an ambitious overhaul of the entire Board Policy Manual that includes review, updating and conversion of Board policies to the numbering and titling system recommended by the Community College League of California. Note that this is a multi-year process, and this Institutional Self Evaluation Report includes Board policies that have been converted to the new numbering system, as well as policies that are still numbered in accordance with the legacy system.

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.

#### **Chancellor Selection & Evaluation**

The Chief Executive Officer of the San Mateo County Community College District (SMCCCD) is the Chancellor. [Board Policy 2431](#) specifies that the Board “shall employ a full-time Chancellor to serve as chief executive officer of the District, whose principal responsibility is leadership of the educational program.” [Administrative Procedure 2.02.1](#) provides detailed guidance as well as general principles to guide screening and selection, development of the job announcement, search committee membership and orientation, development of an assessment plan, close of the recruitment process, screening of application materials, screening of interviewees, and 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. The Board conducted a [national search](#) for a new Chancellor during the 2023-24 academic year. On July 26, 2023, the Board first discussed the process and timeline for their search ([Board Minutes item 15.1](#)). On September 13, 2023, the Board adopted revised selection procedures and a timeline for their search process ([Board Minutes item 12.3](#)). By April 24, 2024, the Board approved an employment agreement with Melissa Moreno, who had been serving as the interim Chancellor and had previously served as President of Skyline College ([Board Agenda item 2.1 Pursuant to Gov. Code §54957](#)).

[Board Policy 2435](#) specifies that “the District Chancellor will be evaluated by the Board annually based upon goals which are mutually agreed upon by the Board of Trustees and the District Chancellor...using an evaluation process...based on board policy, the District Chancellor’s job

description, and performance goals and objectives developed in accordance with BP 2430 Delegation of Authority to the District Chancellor...the criteria for evaluation of the District Chancellor shall also include performance goals and objectives related to the District's commitment to diversity, equity, and inclusion." [AP 2.02.2 Chancellor of the District: Evaluation instrument](#) lists the performance areas for evaluation and references where to find an [evaluation instrument](#). Following her appointment in April 2024, the Board discussed Chancellor Moreno's evaluation in closed session every month (in [May](#), [June](#), [July](#), [August](#), [September](#), [October](#), [November](#), and December).

### **Delegation of Authority**

[Board Policy 2430](#), specifies that the Board of Trustees shall delegate to the Chancellor of the District the executive responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action and that the District Chancellor shall perform all duties specifically required of or assigned to the Chancellor by the statutes of the State of California and by the Board of Trustees of the San Mateo County Community College District.

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 (SMCCD) has a robust [mission statement](#) that it reviews every three years via a broad-based participatory governance process. This mission guides the Board's work as a collective unit and provides a framework for District strategic planning, prioritization, and resource allocation decisions in a manner consistent with the values of the three colleges. [Board Policy 2330](#) outlines how the Board makes decisions.

[Board Policy 2200](#) clearly lays out the duties and responsibilities of the Board. This includes provisions for assuring the District's fiscal health, stability, and transparency as well as advocating for and protecting the District from undue influence or pressure. [Board Policy 2715](#) defines the Board's Code of Ethics and Standards of Practice.

In 2019, when allegations of fraud came to light concerning the then long-time Chancellor, the Board promptly took action to remove the Chancellor under suspicion and minimize risks to the colleges. This was an instance when the Board acted quickly in the best interest of the

institution. In the ensuing years, the Board has hired two Chancellors. It has also hired a new internal [Performance Auditor](#) who provides independent review and analysis of various college district programs and procedures, and who develops findings and recommendations for review by the Board of Trustees and Chancellor. The primary purpose of this position is to assist the Board of Trustees and Chancellor in identifying strengths and weaknesses in various district programs, identifying best practices for the Board of Trustees to consider, including correcting shortcomings in district practices and programs. This position maintains a degree of independence from other District staff, and functions in a manner sufficient to provide positive integrity of the responsibilities of the performance audit function. It also makes recommendations for improved internal controls, operating procedures, accounting records, and systems.

The Board also hires and works annually with a variety of external financial and compliance auditors. (see Standard 3?)

In 2023 and 2024, the Board hired and worked with a facilitator, Cindi Reiss, a Board Member of the Peralta Community College District and faculty at West Valley College, to (1) update Board policies to make them compliant with legal updates, usable and clear, and compliant with the California League of Community Colleges numbering system; (2) develop and adopt a new [Board of Trustees Handbook](#); and (3) develop and set Board goals. ([Board Minutes October 4 2023](#)). By the end of 2023, the Board had updated all of Chapters 1 and 2 of its [Board Policy Manual](#). And in August of 2024, after over a year of discussion and refinement, the [Board adopted new Goals](#).

As new members join the Board, they are oriented using the [SMCCCD Board of Trustees Orientation](#) as well as the [Student Trustee Orientation](#). [Board Policy 2745](#) governs how the Board evaluates itself. In 2024, it assessed its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. On August 28 2024, the Board discussed ([Board Agenda Item 2.6](#)) the results of the [Board of Trustees Self Evaluation 2024](#), including areas of progress and areas of improvement ([Board Minutes August 28, 2024 item 2.6](#)).