Western Association of Schools and Colleges
**Accrediting Commission for Community and Junior Colleges**

**2015 Annual Report**
**Final Submission**
03/31/2015

College of San Mateo
1700 W. Hillsdale Boulevard
San Mateo, CA 94402

## General Information

| # | Question | Answer |
|---|----------|--------|
| 1. | Confirm logged into the correct institution's report | Confirmed |
| 2. | Name of individual preparing report: | Jennifer Hughes |
| 3. | Phone number of person preparing report: | 650 574-6118 |
| 4. | E-mail of person preparing report: | hughesj@smccd.edu |
| 5a. | Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC: | http://www.collegeofsanmateo.edu/accreditation/ |
| 5b. | Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC: | http://collegeofsanmateo.edu/schedule/docs/catalogs/CSM_2014-15_Catalog.pdf |
| 6. | Total unduplicated headcount enrollment: | Fall 2014: 9,629<br>Fall 2013: 9,883<br>Fall 2012: 9,946 |
| 7. | Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014: | 9,305 |
| 8. | Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014: | 1,386 |
| 9. | Number of courses offered via distance education: | Fall 2014: 87<br>Fall 2013: 88<br>Fall 2012: 83 |
| 10. | Number of programs which may be completed via distance education: | 65 |
| 11. | Total unduplicated headcount enrollment in all types of Distance Education: | Fall 2014: 2,181<br>Fall 2013: 1,999<br>Fall 2012: 2,030 |
| | Total unduplicated headcount | Fall 2014: n/a |

| 12. | enrollment in all types of Correspondence Education: | Fall 2013: n/a<br>Fall 2012: n/a |
| --- | --- | --- |
| 13. | Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree? | n/a |

## Student Achievement Data

| # | Question | Answer |
| --- | --- | --- |
| 14a. | What is your Institution-set standard for successful student course completion? | 69% |
| 14b. | Successful student course completion rate for the fall 2014 semester: | 69.3% |
| 15. | Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once. | |

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| --- | --- | --- | --- |
| | a. | If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? | N/A |
| | b. | If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? | 500 |
| | c. | If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? | 525 |

| # | Question | Answer |
| --- | --- | --- |
| 16a. | Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year: | 1,309 |
| 16b. | Number of students who received a degree in the 2013-2014 academic year: | 535 |
| 16c. | Number of students who received a certificate in the 2013-2014 academic year: | 774 |
| 17a. | If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it? | 550 |
| 17b. | Number of students who transferred to 4-year colleges/universities in 2013-2014: | 528 |
| 18a. | Does the college have any certificate programs which are not career-technical education (CTE) certificates? | Yes |
| 18b. | If yes, please identify them: | Art History, Electronic Music, University Transfer: CSU-GE, University Transfer: IGETC/CSU, University Transfer: ITETC/UC Astroimaging and Observatory Certificate of Achievement |
| 19a. | Number of career-technical education (CTE) certificates and degrees: | 69 |
| 19b. | Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment | 69 |

| | | |
|---|---|---|
| | standards and other standards, including those for licensure and certification: | |
| 19c. | Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates: | 3 |
| 19d. | Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates: | 69 |

| | 2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: |
|---|---|
| 20. | |

| Program | CIP Code 4 digits (##.##) | Examination | Institution set standard (%) | Pass Rate (%) |
|---|---|---|---|---|
| Dental Assisting -practical | 51.06 | state | 94 % | 92 % |
| Dental Assisting - written | 51.06 | state | 81 % | 82 % |
| Nursing | 51.38 | state | 83 % | 88 % |
| Cosmetology - State Written | 12.04 | state | 55 % | 65 % |
| Cosmetology - State Practical | 12.04 | state | 86 % | 93 % |

| | 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees: |
|---|---|
| 21. | |

| Program | CIP Code 4 digits (##.##) | Institution set standard (%) | Job Placement Rate (%) |
|---|---|---|---|
| Accounting, AA | 52.03 | 85 % | 92 % |
| Accounting, Certificate | 52.03 | 85 % | 92 % |
| Accounting Assistant, Certificate | 52.03 | 85 % | 92 % |
| Administration of Justice, AS | 43.01 | 90 % | 96 % |
| Administration of Justice, Certificate | 43.01 | 90 % | 96 % |
| Alcohol and Other Drug Studies, Certificate | 51.15 | 95 % | 100 % |
| Business Administration (Option 1), AA | 52.02 | 90 % | 96 % |
| Computer Information Science, Java Programming, Certificate | 11.02 | 90 % | 96 % |
| Cosmetology, Certificate | 12.04 | 95 % | 100 % |
| Dental Assisting, Certificate | 51.06 | 90 % | 95 % |
| Electrical Technology (Inside Wireman), Certificate | 46.03 | 90 % | 94 % |
| Fire Sprinkler Technology, Certificate | 46.05 | 90 % | 100 % |
| Fire Technology, AS | 43.02 | 35 % | 25 % |
| Fire Technology, Certificate | 43.02 | 35 % | 25 % |
| Human Resources Management, Certificate | 52.02 | 80 % | 86 % |
| Kinesiology, Yoga Instructor, Certificate | 31.05 | 85 % | 90 % |
| Nursing, AS | 51.38 | 95 % | 100 % |
| Tax Preparer I, Certificate | 52.16 | 90 % | 96 % |
| Basic Police Academy, Certificate | 43.01 | 90 % | 96 % |
| Biology: Biotechnology, Certificate | 15.04 | 90 % | 97 % |
| Communication Studies, Certificate | 09.01 | 85 % | 93 % |
| Computer Information Science, Network Security Specialist, Certificate | 11.10 | 90 % | 96 % |
| Co-occurring Disorders, Certificate of Specialization | 51.15 | 95 % | 100 % |

| | Please list any other instituion set standards at your college: |
|---|---|

| Criteria Measured (i.e. persistence, starting salary, etc.) | Definition | Institution set standard |
|---|---|---|
| Retention Rates (College Index 1.1) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 85% |
| Term Persistence Rates (College Index 1.2) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.aspSee College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.aspSee College Index for definitions: http://collegeof | 43% |
| Successful Course Completion Rate (College Index 1.3 | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 71% |
| Basic Skills Successful Course Completion Rate (College Index 1.4 | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 62% |
| Progression of Basic Skills Students (College Index 1.5) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 48% |
| Student Progress and Achievement Rate (College Index 1.6) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 60.1% |
| Number of SEPs/Academic Advising Sessions (College Index 1.7) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 4,750 |
| Percentage of Matriculated Students Completing SEPs/Academic Advising Sessions (College Index 1.8) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 50% |
| Number of Students Completing Orientation (College Index 1.9) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 9,000 |
| Percentage of Students Completing Orientation (College Index 1.10) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 95% |
| Financial Aid Recipient Rate (College Index 1.11) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 70% |
| Total Amount of Financial Aid Awards Granted (College Index 1.12) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | $11.0 million |
| Number of Students Receiving Financial Aid (College Index 1.13) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 7,000 |
| Number of Students Receiving Scholarships (College Index 1.14) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 300 |
| Total Amount of Scholarship Funds Awarded (College Index 1.15) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | $250,000 |
| Student Persistence or Transfer (Perkins/CTE) (College Index 1.16) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 85% |
| Transfer Rate (College Index 2.1) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 21% |
| Degrees/Certificates | See College Index for definitions: | |

| | | | |
|---|---|---|---|
| | Awarded Rate (College Index 2.2) | http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 20% |
| | Completion Rate for Occupational Programs (College Index 2.5) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 86.8% |
| | Employability: Core Indicator for Technical Skills Attainment (Perkins/CTE) (College Index 3.1) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 90% |
| 22. | Student Satisfaction and Perception: Overall Ratings (College Index 3.2) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 95% |
| | Student Satisfaction and Perception: Campus Climate (College Index 3.3) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 95% |
| | Program and Service Enhancements: Number of New or Modified Courses (College Index 3.4) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 275 |
| | Program and Service Enhancements: Percentage of Courses Offered Online (Distance Education) (College Index 3.5) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 10% |
| | Perception that employee has professional development opportunities (Faculty/Administrators) (College Index 4.1) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 80% |
| | Perception that employee has professional development opportunities (Classified Staff) College Index 4.2) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 75% |
| | Productivity/Efficiency: Total FTES - All Courses (College Index 5.1) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 6,800 |
| | Productivity/Efficiency: Total FTES - All Online Courses (College Index 5.2) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 340 |
| | Productivity/Efficiency: Load (College Index 5.3) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 550 |
| | Productivity/Efficiency: Fill Rates (College Index 5.4) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 70% |
| | Employee Satisfaction and Perception: Overal Rating (College Index 6.1) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 93% |
| | Employee Satisfaction and Perception: Campus | See College Index for definitions: | 88.8 |

| | | |
|---|---|---:|
| Climate (College Index 6.2) | http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | |
| Enrollment: County Penetration Rate (College Index 7.2) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 15% |
| Campus Safety: Crime Statistics (College Index 7.3) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 0 |
| Perception that CSM is Safe (Students) (College Index 7.4) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 100% |
| Perception that CSM is Safe (FacultyAdministrators) (College Index 7.5) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 100% |
| Perception that CSM is Safe (Classified Staff) (College Index 7.6) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 100% |
| Number of Degrees Awarded (College Index 2.3) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 600 |
| Number of Certificates Awarded (College Index 2.3) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 950 |

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| 23. | Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words). |

## Student Learning Outcomes and Assessment

| # | Question | | Answer |
|---|---|---|---:|
| 24. | Courses | | |
| | a. | Total number of college courses: | 600 |
| | b. | Number of college courses with ongoing assessment of learning outcomes | 600 |
| | | Auto-calculated field: percentage of total: | 100 |
| 25. | Courses | | |
| | a. | Total number of college programs (all certificates and degrees, and other programs as defined by college): | 133 |
| | b. | Number of college programs with ongoing assessment of learning outcomes | 128 |
| | | Auto-calculated field: percentage of total: | 96.2 |
| 26. | Courses | | |
| | a. | Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): | 29 |
| | b. | Number of student and learning support activities with ongoing assessment of learning outcomes: | 29 |
| | | Auto-calculated field: percentage of total: | 100 |

| 27. | URL(s) from the college website where prospective students can find SLO assessment results for instructional programs: | http://collegeofsanmateo.edu/sloac/slos.asp |
|---|---|---|
| 28. | Number of courses identified as part of the general education (GE) program: | 399 |
| 29. | Percent of GE courses with ongoing assessment of GE learning outcomes: | 100% |
| 30. | Do your institution's GE outcomes include all areas identified in the Accreditation Standards? | Yes |
| 31. | Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*: | 399 |
| 32. | Number of Institutional Student Learning Outcomes defined: | 5 |
| 33. | Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities). | 100% |
| 34. | Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes: | 100% |
| 35. | Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words). | |

**Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.**

| 36. | Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words). |
|---|---|
| | The primary nexus for both departmental and institutional dialog around SLO assessment is through the program review process. All instructional programs, learning support centers, and student services programs particopate in an annual comprehensive program review. The program review model is designed so that SLO assessment and analysis of student achievement informs institutional decisions regarding the allocation of resources for instructional improvements, including curriculum development. Analysis of SLO assessments includes courses, degree, and certificates offered by the program. The program review processes asks participants to propose a 3-year vision for the program and tie that vision to SLO assessment results and trends they have identified in student success indicators. The Institutional Planning Committee (IPC), the college\'s primary planning body, then reviews all program review reports and makes recommendations to the college president to allocate resources to improve instructional and institutional effectiveness. This institutional process has resulted in the allocation of resources for several prominent initiatives which promote student achievement at course and program levels. |

| | Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words). |
|---|---|
| | Communications regarding SLO assessment are tailored to internal and external audiences. |

| | |
|---|---|
| 37. | TracDat documents SLO assessment for courses, and maps course-level SLOs with GE SLOs. SLO assessment is ultimately tied to resource allocation through the program review process. Program review-related documenation is easily accessible and decision processes are transparent: reports and supporting data are posted online for all college constituencies - students, faculty, staff, and administrators- and the external community. Comprehensive program review, conducted annually for all instructional, learning support centers, and student services programs requires systematic analysis of SLO assessemnt of relevant courses, programs, certificates, and degrees. Informed by SLO assessment, program review identifies trends, areas needing improvement, plans to guide the program, and requests for resources to support those plans. The Institutional Planning Committee (IPC), the college\'s primary planning body, annually reviews all program review reports, and makes recommendations to the college president to allocate resources in support of interventions and initiatives which support student achievement. The College\'s Assessment Committee (CAC), has a robust website of assessment information. http://collegeofsanmateo.edu/sloac/assessment_committee. |
| 38. | Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).<br><br>SLO assessment results are examined by faculty via departmental meetings; however, the primary nexus for both departmental and institutional dialogue around SLO assessment is through the process of program review of all student services, learning support centers, and instructional programs. All programs participate in an annual comprehensive program review, including instructional programs, learning support centers, and student services programs. The program review model is designed to support integrated planning with SLO assessment and analysis of student achievement informing institutional decisions regarding the allocation of resources (e.g. faculty and staff positions, equipment, instructional materials, and facilities) and improvements to programs and services. In addition to requiring analysis of SLO assessment, the program review requires program review participants to link their program improvements plans and resource requests to Institutional Priorities, the Mission, the Educational Master Plan, and the College Index. The Institutional Planning Committee (IPC), the college\'s primary planning body, reviews all program review reports and makes recommendations to the college president to allocate resources in support of efforts that promote student achievement. |
| 39. | Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).<br><br>The Learning Support Centers (LSC) Committee agreed to use a cycle so that 1-2 of the 10 \"Best Practices\" they have adopted (listed below) are assessed each year, with all assessed at least once within a six-year cycle. The LSC: 1.has a mission statement congruent with department and institutional missions. 2.has adequate resources, including but not limited to budget, space, staff and faculty, furniture, equipment/software, technology, and IT support. 3.serves a targeted, well-defined campus community. 4.offers services that support student learning amongst the target audience. 5.uses technology effectively to capture, analyze, and report usage data. 6.uses technology effectively to enhance individual student learning. 7.partners with other instructional programs and/or support services (EOPS, DSPS, Veterans, Learning Communities, etc.) as appropriate. 8.assesses its SLOs and prepares and disseminates a program review annually. 9.has a visible marketing presence (signage, flyers, a website, etc.) on campus to inform students of its services. 10.communicates and provides training for faculty, staff and student assistants. In addition, through professional development, departments are adopting Habits of Mind. More information can be found at: http://collegeofsanmateo.edu/cae/habitsofmind.asp |

## Substantive Change Items

| # | Question | Answer |
|---|---|---|
| 40. | Number of submitted substantive change requests: | 2013-14: 0<br>2012-13: 1<br><br>2011-12: 0 |

| 41a. | Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply) | No changes planned |
|------|------|------|
| 41b. | Explain the change(s) for which you will be submitting a substantive change proposal: | A Substantive Change Proposal is being submitted to ACCJC on April 7 for a Certificate in Astroimaging and Observatory Operation |

## Other Information

| # | Question | Answer |
|---|----------|--------|
| 42a. | Identify site additions and deletions since the submission of the 2013 Annual Report: | n/a |
| 42b. | List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered: | n/a |
| 43. | List all of the institutions instructional sites out of state and outside the United States: | n/a |

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

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