



**2016 Annual Report
Final Submission**

04/01/2016

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: | Sandra Stefani Comerford |
| 3. | Phone number of person preparing report: | 650-574-6407 |
| 4. | E-mail of person preparing report: | comerford@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_2015-16_Catalog.pdf |
| 6. | Total unduplicated headcount enrollment: | Fall 2015: 9,399 Fall 2014: 9,629 Fall 2013: 9,883 |
| 7. | Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015: | 8,331 |
| 8. | Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015: | 1,290 |
| 9. | Number of courses offered via distance education: | Fall 2015: 86 Fall 2014: 87 Fall 2013: 88 |
| 10. | Number of programs which may be completed via distance education: | 21 |

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| 11. | Total unduplicated headcount enrollment in all types of Distance Education: | Fall 2015: 2,218 Fall 2014: 2,181 Fall 2013: 1,999 |
| 12. | Total unduplicated headcount enrollment in all types of Correspondence Education: | Fall 2015: n/a Fall 2014: n/a Fall 2013: n/a |
| 13. | Were all correspondence courses for which students enrolled in fall 2015 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? | 71% | | | | | | | | | |
| 14b. | Successful student course completion rate for the fall 2015 semester: | 71% | | | | | | | | | |
| 15. | <p>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.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>N/A</td> </tr> <tr> <td>b.</td> <td>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?</td> <td>600</td> </tr> <tr> <td>c.</td> <td>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?</td> <td>950</td> </tr> </table> | | 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? | 600 | 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? | 950 |
| 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? | 600 | | | | | | | | | |
| 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? | 950 | | | | | | | | | |
| 16a. | Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year: | 1,225 | | | | | | | | | |
| 16b. | Number of students who received a degree in the 2014-2015 academic year: | 559 | | | | | | | | | |
| 16c. | Number of students who received a certificate in the 2014-2015 academic year: | 961 | | | | | | | | | |
| 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 2014-2015: | 491 | | | | | | | | | |
| 18a. | Does the college have any certificate programs which are not | Yes | | | | | | | | | |

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| | career-technical education (CTE) certificates? | | | | |
| 18b | If yes, please identify them: | Art History, Electronic Music, University Transfer: CSU-GE, University Transfer: IGETC/CSU, University Transfer: IGETC/UC, Astroimaging and Observatory Operation | | | |
| 19a. | Number of career-technical education (CTE) certificates and degrees: | 59 | | | |
| 19b | Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification: | 59 | | | |
| 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: | 59 | | | |
| 20. | 2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: | | | | |
| | Program | CIP Code 4 digits (##.##) | Examination | Institution set standard (%) | Pass Rate (%) |
| | Dental Assisting - practical | 51.06 | state | 94 % | 82 % |
| | Dental Assisting - written | 51.06 | state | 81 % | 75 % |
| | Nursing | 51.38 | state | 83 % | 80 % |
| | Cosmetology - practical | 12.04 | state | 86 % | 97 % |
| | Cosmetology - written | 12.04 | state | 55 % | 60 % |
| 21. | 2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees: | | | | |
| | Program | CIP Code 4 digits (##.##) | Institution set standard (%) | Job Placement Rate (%) | |
| | Accounting Assistant, Certificate | 52.03 | 75 % | 70 % | |
| | Accounting, AA | 52.03 | 75 % | 70 % | |
| | Accounting, Certificate | 52.03 | 75 % | 70 % | |
| | Administration of Justice, AS | 43.01 | 85 % | 80 % | |
| | Administration of Justice, Certificate | 43.01 | 85 % | 80 % | |
| | Alcohol and Other Drug Studies, Certificate | 51.15 | 88 % | 83 % | |
| | Basic Police Academy, Certificate | 43.01 | 83 % | 78 % | |
| | Biology: Biotechnology, Certificate | 15.04 | 80 % | 75 % | |
| | Business Administration (Option 1), AA | 52.02 | 75 % | 70 % | |
| | Computer Information Science, Java Programming, Certificate | 11.02 | 53 % | 48 % | |
| | Computer Information Science, C++ Programming, Certificate | 11.02 | 53 % | 48 % | |

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| Computer Information Science, Network Security Specialist, Certificate | 11.10 | 85 % | 80 % |
| Co-occurring Disorders | 51.15 | 88 % | 83 % |
| Cosmetology, Certificate | 12.04 | 77 % | 72 % |
| Electrical Technology (Inside Wireman), Certificate | 46.03 | 100 % | 100 % |
| Fire Technology, AS | 43.02 | 100 % | 97 % |
| Fire Technology, Certificate | 43.02 | 100 % | 97 % |
| Human Resources Management, Certificate | 52.02 | 87 % | 82 % |
| Kinesiology, Yoga Instructor, Certificate | 31.05 | 88 % | 83 % |
| Nursing, AS | 51.38 | 73 % | 68 % |
| Tax Preparer I, Certificate | 52.03 | 75 % | 70 % |

22. Please list any other institution 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 | 85.0% |
| Term Persistence Rates (College Index 1.2) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 43.0% |
| Successful Course Completion Rate (College Index 1.3) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 71.0% |
| Basic Skills Successful Course Completion Rate (College Index 1.4) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 62.0% |
| Progression of Basic Skills Students (College Index 1.5) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 48.0% |
| 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 | 50.0% |
| 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 | 95.0% |
| Financial Aid Recipient | See College Index for definitions: | 70.0% |

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|---|---|------------|
| Rate (College Index 1.11) | http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | |
| Total Amount of Financial Aid Awards Granted (College Index 1.12) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | \$11.0 mil |
| 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 | 85.0% |
| Transfer Rate (College Index 2.1) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 21.0% |
| Degrees/Certificates Awarded Rate (College Index 2.2) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 20.0% |
| 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 2.4) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 950 |
| 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 | 90.0% |
| Student Satisfaction and Perception: Overall Ratings (College Index 3.2) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 95.0% |
| Student Satisfaction and Perception: Campus Climate (College Index 3.3) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 95.0% |
| 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: | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 10.0% |

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| Percentage of Courses Offered Online (Distance Education) (College Index 3.5) | p | |
| Perception that Employee Has Professional Development Opportunities (Faculty/Administrators) (College Index 4.1) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 80.0% |
| 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 | 70.0% |
| Employee Satisfaction and Perception: Overall Rating (College Index 6.1) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 93.0% |
| Employee Satisfaction and Perception: Campus Climate (College Index 6.2) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 88.0% |
| Enrollment: County Penetration Rate (College Index 7.2) | See College Index for definitions: http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp | 15.0% |
| 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 (Faculty/Administration) (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% |

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| 23. | <p>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).</p> <p>College of San Mateo's Institutional Planning Committee (IPC) regularly reviews the College Index—46 indicators that the college has adopted and that serve to measure the college's institution-set standards. Each year, IPC reviews the indicators and sets targets for the following year. Because the Index has been in use for six years, IPC is able to see trends in the indicators over time. Analysis of the College's Index has provided a basis for determining the Institutional Effectiveness goals and targets now required by the State. Information gleaned from the Index has resulted in the establishment of various initiatives to address identified needs. For example, to address the needs of three minority groups and young adults, the college established a Puente program, MANA program, Umoja program, and Year One program to help increase the success rates of these student populations. The need for these programs was further supported by the disaggregated data reported in the Student Equity Plan. In addition, IPC has set up a process whereby those responsible for the various programs/initiatives provide presentations to IPC. This process enables IPC to evaluate the effectiveness of the programs/initiatives and make recommendations for institutionalization, modification, and/or additional funding.</p> |
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Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

| # | Question | Answer |
|-----|--|-------------------|
| 24. | Courses a. Total number of college courses: b. Number of college courses with ongoing assessment of learning outcomes Auto-calculated field: percentage of total: | 716 716 100 |
| 25. | Courses a. Total number of college programs (all certificates and degrees, and other programs as defined by college): b. Number of college programs with ongoing assessment of learning outcomes Auto-calculated field: percentage of total: | 131 131 100 |
| 26. | Courses a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): b. Number of student and learning support activities with ongoing assessment of learning outcomes: Auto-calculated field: percentage of total: | 29 29 100 |

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| 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: | 400 |
| 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 <i>program Student Learning Outcomes</i> : | 400 |
| 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. | <p>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).</p> <div style="border: 1px solid black; padding: 5px;"> <p>We have two methods for measuring GE-SLOs (ISLOs at CSM). One is a student survey, conducted on between 800-1000 students each year, which includes questions aimed at the GE-SLOs. However, we also wanted a direct measure of student achievement. To this end, we have instituted an additional GE SLO assessment process. Beginning Fall 2015, we take one GE-SLO each semester and bring together a group of about 10 to 15 faculty and staff from both instructional and learning or student service support centers whose work supports the GE-SLO in question. The group holds a workshop to identify common ground and discusses assessment methods. Assessments then take place at the course or service level, results are compiled, and the group holds a follow-up meeting the next semester to analyze results and make recommendations. The whole process is disseminated to the college community by means of a report and/or flex activities. Our goal is to increase participation in this process, so that a large number of faculty and staff will, at some point in their career, serve on a GE-SLO assessment group.</p> </div> | |
| <p>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.</p> | | |
| 36. | <p>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).</p> <div style="border: 1px solid black; padding: 5px;"> <p>At this moment, we have two main forums in which we can analyze the alignment of SLOs (from course and support center-level SLOs, to program and GE-SLOs). The first is new – an</p> </div> | |

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|-----|---|
| | <p>initiative to assess GE-SLOs through an interdisciplinary group, composed of instructional and support service faculty. The group meets to discuss, conduct, and analyze SLO course-level assessments specifically as they apply to a particular GE-SLO. The results of this assessment are disseminated to faculty, who can then use these results as the basis for inter-disciplinary discussions, curricular innovation, or other initiatives. The second is the well-established routine of Program Review. In this comprehensive self-assessment document, all programs and support centers must report and analyze many indicators of effectiveness and success, including SLO data at the course, program and GE level; discuss any changes to curriculum or other initiatives this points to; and identify any trends and/or needs. These reports are then submitted to the Institutional Planning Committee, and ultimately form the basis of that committee's recommendations to the college president for allocating resources.</p> |
| 37. | <p>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).</p> <p>SLO assessment results are shared in a number of ways, for a number of purposes. Faculty use the Program Review process to analyze and discuss their assessment data, partly for their own benefit – to identify trends, clarify visions for the future, monitor the status of current projects – and partly for the Institutional Planning Committee, to support any claims for resources. In addition, faculty share SLO results among themselves in a variety of ways: departmental meetings, retreats, and flex activities. And the Student Learning Outcomes coordinator regularly communicates with the faculty directly, through email and presentations, as well as through regular reports to the Academic Senate General Council. The College Assessment Committee holds regular open meetings, and the agendas and minutes are posted on the college website. Also, students are kept well aware of SLOs. Apart from having representatives on both ASGC and the CAC, students can read the outcomes in the syllabus for each course, or find them posted on our college website, along with GE and program-level SLO results are available on the college website, and the most recent program reviews.</p> |
| 38. | <p>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).</p> <p>As reported above, SLO results are reported and discussed in various ways, to various audiences, for various reasons. All instructional programs conduct SLO assessments at the course and program level. These results are initially discussed at department or division meetings, flex days, or retreats – or in the case of those many departments consisting of only one faculty member, the analysis of the results isn't documented until submission of Program Review. Program Review puts the discussion of SLO results into the context of a wider plan for the program or service, and ties these to resource allocation (through the IPC). A new process for assessing GE-SLOs brings together faculty and staff, from different disciplines, and from academic and support services. This group meets twice, first to discuss the assessment, and then to analyze the results (assessments take place at the course level). The analysis is distributed to all faculty in the form of a report or flex day presentation.</p> |
| 39. | <p>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).</p> <p>The impact of SLO practices on student learning, achievement, and institutional effectiveness has its inception in the College's Program Reviews and the Program Review cycle. In the Program Review document, faculty and staff reflect on recent SLO assessment results for courses or services offered by the program, analyze the success rates in the program SLOs, and discuss areas in need of improvement. Once submitted, department and area Program Reviews are discussed within their respective divisions, and division members extract themes which are submitted to the College's Institutional Planning Committee (IPC). IPC consolidates</p> |

and summarizes these themes. From these themes have emerged successful college-wide programs and initiatives. For example, to address integration of instruction and student services and proactive interventions with students, the College has initiated new learning communities, an acceleration project, and the expansion of Supplemental Instruction. To enhance professional development, the new Center for Academic Excellence is collaborating with the College's Basic Skills Initiative and the Diversity in Action Group.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

| # | Question | Answer |
|------|---|--|
| 40. | Number of submitted substantive change requests: | 2014-2015: 1 2013-2014: 0 2012-2013: 1 |
| 41a. | Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply) | Courses and/or Programs (additions and deletions) |
| 41b. | Explain the change(s) for which you will be submitting a substantive change proposal: | Anthropology, Associate in Arts for Transfer; Dance, Associate in Arts |

Other Information

| # | Question | Answer |
|------|--|--------|
| 42a. | Identify site additions and deletions since the submission of the 2015 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.

If you need additional assistance, please contact the commission. Sincerely,

ACCJC
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Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234