

ACCREDITATION EVALUATION REPORT

COLLEGE OF SAN MATEO
San Mateo, California

A Confidential Report Prepared for
the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the accreditation team visit
to College of San Mateo from April 4 through April 6, 1995

Brice W. Harris, Chair

COLLEGE OF SAN MATEO ACCREDITATION EVALUATION REPORT

SUMMARY

On April 4-6, 1995, a ten member accreditation team visited the College of San Mateo. It is the largest of the three-college San Mateo County Community College District. The College was last visited in 1989, and the team found that the recommendations of the previous team were generally addressed. The College still needs to pay particular attention to planning, dealing with enrollment management, asbestos removal, and campus lighting as the 1989 team recommended.

Since the last accreditation visit the College has undergone a nearly complete change in leadership. There is a new district chancellor, college president, two new vice presidents and several new deans. The district Board of Trustees is stable, and constituent groups participate in an active shared governance system.

The faculty are committed to the quality and integrity of the instructional programs at the College. They continue to express a vital connection to the institution. There is a feeling of good faith and trust between the faculty and top-level College management. Classified staff, however, expressed a desire to have an increased role and presence in the governance and staff development of the College.

Although the College has effective educational programs and processes, the faculty and staff feel burdened by the number of committees and the amount of time required to meet individual commitments. A college planning process for the overall coordination of educational programs and resources is under discussion.

A campus-wide plan for enrollment management is long overdue, especially in view of the steady decline in enrollment over the last several years. Although the College provides a wide range of student support services, the facilities are located across the campus in inadequate space and in some cases with limited access for disabled students. The College should, therefore, develop a master plan for student services which addresses the long-range programmatic, staffing, and facility options for student services.

The process for full-time faculty evaluation is time-consuming and cumbersome. It is important that the current review of the process be continued so that it can be fully implemented. The concerns expressed by classified staff regarding evaluation, workload, and staff development should also be addressed.

Although facilities, equipment, and staff needs are evident in a variety of Learning Centers and Laboratories, the team was encouraged by efforts on the part of faculty and staff to develop collaborative approaches to their resource needs and their continued participation in college-wide discussions.

self-study that were less complete than others, the document was generally very helpful to the team in its assessment of the college. Of equal importance was the well-organized and complete set of supporting documents made available to the team in the resource room on campus.

The accreditation team prepared for its visit by thoroughly reviewing the self-study document in advance of arriving at the College on April 3, 1995. Over the next three days, the team interviewed more than 150 employees and students in scheduled appointments and open forums. Team members observed more than 68 classes during their visit and also talked with officials at the district office. The team was also pleased to have a session with the entire San Mateo County Community College District Board of Trustees.

College of San Mateo is to be commended for the dedication of its faculty, staff, and administration in providing quality academic and occupational programs to all its students. Especially worthy of commendation is KCSM which offers distance learning to address the educational needs of the community. Student Services personnel are commended for their visionary leadership and commitment to the educational success of all students. The College should be proud of its counseling and matriculation program and the value it places on student life and participation at the College. The participation of instructional staff in the advising of students is also to be commended.

The Peninsula Library System is noteworthy in that it enables the College to augment its limited library resources and allows access to 34 library sites within the county for both students and staff.

The College of San Mateo employees are to be commended for a number of positive activities taking place on campus. Faculty, classified staff, and student leaders do express some concern about low morale, and a lack of effective communication between the College, Board, and Chancellor. However, the team assessment of CSM suggests a solid institution doing a good job of serving students. The team has made several specific recommendations in this document we feel could help to make the College of San Mateo an even stronger institution.

with a balanced plan to integrate a multicultural perspective across the curriculum. The newly formed College Council is responsible for recommending priorities and is composed of all segments of the College community. A thoughtful, well-designed program review process has recently been developed and implemented but needs an integrated plan to insure support for program recommendations.

CONCLUSIONS

CSM has a well-qualified and experienced faculty committed to sustaining the quality and integrity of the instructional program. Although many faculty have been involved at the College for a number of years, they have sustained a "love for the College" and continue to express a vital connection to teaching and learning.

Classified staff stated a need for more respect from faculty and administrators and the desire for an opportunity to be more effectively included in the governance and staff development structure of the college.

Generally, there is a feeling of good faith and trust between faculty and top-level college management. Within the College community there are new mechanisms being created which are more inclusive. CSM staff are to be commended for their dedication to the College Council which is addressing major issues with honest dialogue among all segments of the College community.

The College and District should continue to develop ways to enable faculty, management, and classified staff to effectively participate in major decisions affecting the direction of the college.

RECOMMENDATIONS

The team recommends:

- 1.1 the College develop a comprehensive, coordinated institutional planning process to include educational programs, facilities, budget, and strategies for alternative funding;
- 1.2 the College and District personnel seek ways to improve communication, reduce the number of committees and streamline the process for dealing with various issues.

Effective coordination of programs across the district is done by the District Instructional Council in order to avoid duplication and reduce costs.

The College has effectively utilized the services of the Dean of Articulation and Research to generate relevant data on transfer to baccalaureate institutions. These data have been gathered, analyzed, and presented in a clear and understandable manner. These efforts have had positive outcomes.

CONCLUSIONS

The College has many effective educational programs and processes. However, there are concerns about both the number of committees and the amount of time necessary to fulfill each of these individual commitments. The faculty evaluation process needs significant revision as it is generally cumbersome and unworkable. (See recommendation 4.1) Better coordination of committee charges across the College and District should take place to reduce the number of committees devoted to various functions. (See recommendation 1.2)

Worthy of commendation, KCSM offers an array of distance learning strategies that substantially address the educational needs of the community. The use of partnerships to leverage resources to the benefit of the College and its students may well provide a model for other programs of the College.

There has been significant program-review progress in various areas of the College. Even so, some process for collegial consultation needs to be detailed in the event that it becomes necessary to discontinue a program.

The absence of a permanent administrator for the Technology Division is a concern which should be addressed since current interest in workplace literacy, tech-prep, and school-to-career programs require a concerted effort on the part of vocational programs.

Faculty development activities for the tenured faculty involve little more than flex-day opportunities. These appear insufficient to insure continuous development in the improvement of instruction.

Although there have been discussions of college planning, there is a definite need for this process as over-all coordination of educational programs and resources is not currently taking place. (See recommendation 1.1)

SUMMARY OF RECOMMENDATIONS

The team recommends:

- 2.1 the College address the leadership of vocational programs and enhance student opportunities for activities such as workplace literacy, tech-prep, and school-to-career.

Worthy of particular praise is the college's drug prevention program SPARK. This innovative program receives strong support from faculty, staff, administration and students. The program represents an ideal marriage between instruction and student services. The program promotes student awareness, offers confidential assistance and peer support, and provides students with some fun along the way.

As previously noted, the CSM has experienced a dramatic enrollment decline. The College does not have a coordinated and clearly articulated plan to promote student enrollment. Such a plan might include an instructional plan developed on a forecast of future student needs, retention strategies and follow-up. While elements of this plan exist in the College's matriculation plan, a comprehensive plan for the "life cycle" of a student does not currently exist. This is critical since college income and service to the community are measured, in large part, by student enrollment and student attainment of educational goals.

CSM has a well-developed program of Special Programs and Services. However, space is severely inadequate and staffing limited. The services are spread around various campus locations. Financial Aid, E.O.P.S. and D.S.P.S. have experienced tremendous growth and a significant percentage of the student population are currently being served by these programs. In some cases, specifically the bookstore and health services, access for the disabled is difficult at best. In addition, the exemplary Child Development Center has a long waiting list for child care services.

The College and student services are blessed with a superb process for articulation. An easily understood handbook for articulation has been developed by the Dean of Articulation and Research. Research is readily available and is used by staff members in an appropriate manner. In addition, the college is working with the other two district colleges in the development of a standardized method for use of assessment instruments and test scores. This is commendable.

Chapter Seven of the Board of Trustees Rules and Regulations has recently undergone a thorough review and has been revised. A detailed explanation of the Standards of Student Conduct, Student Grievance and Appeals procedures are included ONLY in the Student Handbook. While distribution of the Student Handbook is extensive, all students do not necessarily receive this information on a regular basis each semester.

CSM will implement Touch tone registration this summer. Leaders in the Admissions and Records unit have provided valuable leadership and technical expertise in the development and implementation of this project. Touch tone registration will allow the College to better serve students.

The College has undertaken a process for student services program review and long-range plans are springing from this review process. The team applauds the emphasis on long-range planning and program review and encourages the continuation of these efforts.

STANDARD FOUR: FACULTY AND STAFF

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

CSM has addressed both recommendations made by the last evaluation team. Staff Development funds for classified staff are available through both the District Classified Staff Development Committee and the College AB1725 Staff Development Committee. The decrease in funding levels is due to decrease in allocations from the State rather than from perceived lack of interest by the District and College.

Since the last team visit an Affirmative Action and Personnel Selection Handbook has been developed. Recruitment and replacement policies and procedures have been developed and are being used in the hiring of all staff. The District Personnel Office conducts affirmative action training sessions for staff serving on hiring committees.

ANALYSIS, OBSERVATIONS, AND EVALUATION

The support documentation assembled for this standard was very thorough. Policies and procedures for selection, qualifications, evaluation, staff development and other personnel policies for faculty, staff, and administration were included.

The selection procedures for faculty, staff, and managers have been developed and adhere to the criteria established in this standard. The faculty, staff, and administration are highly qualified. In many instances degrees and qualifications exceed the minimum qualifications in the full range of job categories. The selection process insures that teaching effectiveness is the primary consideration in hiring new faculty. Currently procedures are being developed at the District level to establish a pool of prospective adjunct faculty. Candidates will be interviewed and any necessary equivalencies will be determined by the screening committee before names are entered into the pool. The College and District are to be recognized for their efforts to develop a diverse pool of adjunct faculty.

Although there is an evaluation process in place for management, faculty, and classified staff, there is considerable dissatisfaction with the process used for evaluating faculty and classified staff.

Evaluations of the management staff include both a goal setting review with the immediate supervisor and assessments by peers and subordinates. Managers believe the process is working well.

The complex faculty evaluation process designed by the District Trust Committee is in its second year of implementation and is proving to be very cumbersome and time consuming for the faculty who serve on the peer evaluation committees. Lack of training is blamed for the uneven execution of the process. The Trust Committee is in the process of reevaluating the current procedures and forms to streamline the process. This should also include training in the implementation of the process.

SUMMARY OF RECOMMENDATIONS

The team recommends:

- 4.1 current efforts to revise the evaluation process for faculty and classified staff be completed and implemented after adequate training has taken place;
- 4.2 staff development activities for faculty, staff, and management be better coordinated in an effort to facilitate participation, and that as funds become available the breadth of these activities be increased.

effort of the Language Arts Centers to develop a shared statement of "values". The statement includes a variety of Language Arts departmental concerns in addition to the needs of the Centers themselves.

CONCLUSIONS

Partnerships like the PLS have enormous potential to provide resources required to move into the 21st century. The team suggests that personnel in the Library, Centers and throughout the College seek to establish similar external partnerships for the provision of shared resources and alternative funding to address education, facilities and budget concerns.

Personnel in the Library and the Learning Resource Centers should continue to work at establishing collaborative interdepartmental and interdivisional approaches toward the sharing of resources. The team suggests that the various individual, departmental and divisional plans be linked concretely to a comprehensive, coordinated institutional planning process. Plans should address alternative funding strategies. (see Recommendation 1.1 and 1.2)

Library and Learning Center faculty and staff continue to participate in college-wide discussions that have led to a recent draft of *Technology for 21st Century Learning*, a document calling for a "comprehensive response to the use and management of information technology". Some faculty have questioned "an emphasis" on technology, primarily viewing it as a competitor for resources. However, it is apparent to the team that those responsible for the provision and/or exercise of learning resources--the Library, the Centers and the Laboratories--view technology as an essential tool for addressing educational concerns. The team recommends that the College establish a broad-based, comprehensive plan for the acquisition, implementation and integration of instruction and information technologies. The plan should include alternative funding strategies.

The team interviews indicate a healthy skepticism among staff with respect to state funding of Library and Learning Resource needs. Despite such skepticism there is considerable enthusiasm on the part of faculty and staff in the Library and Centers and a noteworthy trust in College leadership that should provide the necessary teamwork to overcome the funding challenges.

RECOMMENDATIONS

The team recommends:

- 5.1 the College establish a broad-based, comprehensive plan for the acquisition, implementation and integration of instruction and information technologies which should include strategies for alternative funding.

CONCLUSIONS

The buildings throughout the campus are in need of repair and/or painting and the grounds need renovation. Instructional equipment is appropriate for some programs, but the condition and currency of equipment in others remains a serious problem. Plans for increasing funds for instructional equipment need to be developed with faculty input and involvement. There is minimal maintenance staff on campus and some equipment is repaired off campus by vendors as needed.

There are exemplary programs and services on campus but some of the space provided is inadequate. However, an effort should be made to bring the programs together in closer proximity to one another. There is a need for additional space for special programs and services on the campus.

The completion of campus accessibility activities for handicapped students and personnel on the campus is urgent. District and College personnel should move swiftly to correct issues related to handicap access.

SUMMARY OF RECOMMENDATIONS

The team recommends:

- 6.1 the College immediately move to complete the removal of barriers for accessibility to handicapped students, and to provide for specialized materials and equipment for handicapped student instruction;
- 6.2 the College continue efforts to make the campus safe by working on problems such as asbestos elimination; repair of the campus fire alarm system; updating the college emergency preparedness plan; and improving the campus environment.

The District should certainly be commended for its efforts to address deferred maintenance by setting aside 1.5 million dollars for deferred maintenance. There was some confusion regarding the decision, and some constituent group leaders at the campus level felt there was inadequate communication. Ultimately there was only \$200,000 of the \$1.5 million that would have been put into the funding formula, but this was not clearly understood by some at the college. District leadership based the decision on requests from the college, but they should continue to work to improve communication regarding decisions of this type.

The team found that college personnel believe that there is little or no incentive for creating additional resources from auxiliary and entrepreneurial activities. Generally people in areas that could provide added funds for the college do not understand how those funds will be returned to the college once they have been generated.

CONCLUSIONS

Additional funds are needed for classroom repairs, classroom furnishings, instructional equipment, and flooring. The library is currently being renovated. It is anticipated that the necessary corrections for handicapped students and staff will be addressed in the planned renovation. The College needs to review the support provided for learning resources and services to students.

The District implemented a procedure during the 1994-95 budget process, through the College Council Budget Subcommittee, to train and inform staff during the development stages of the budget. This activity should continue as it will also assist in the development of the district budget. It will also assist in making sufficient information available during the budget allocation process.

Campus personnel should continue making progress toward involving the governance groups in the budget development process. The College long-range planning efforts should be structured, fully developed and implemented for major campus issues related to the budget.

College staff should consider implementing an incentive program for the distribution of resources generated through auxiliary and entrepreneurial activities.

SUMMARY OF RECOMMENDATIONS

The team recommends:

- 7.1 the District continue and increase opportunities during the development stages of the budget to provide training, clarity and information relative to the funding of the District allocation model to College staff;
- 7.2 additional training on the new accounting software be provided to staff and timely, accurate information be available in a format understood and usable for campus staff on a routine basis.

benefits which may continue to increase and create financial problems in the future. Some concerns have been expressed regarding allocation of funds by the District. A more open dissemination of financial information might alleviate these concerns.

Team members met with trustees, administrators, faculty, classified staff and students on several occasions. It was determined from these meetings that shared governance is being implemented with more success at CSM than at the District level. The college leadership team works well together. The college leadership demonstrates effective communication at CSM, but climate issues do exist between the District Board/Chancellor and CSM constituent groups.

The Board has a statement of ethical conduct by its members. The suggestion in the self-study to have an independent source evaluate this area has some merit. The Board has a self-evaluation process and also evaluates the Chancellor annually. The Chancellor is active and respected within the state community college system.

The College Council is beginning to understand its role and function. The Academic Senate and Classified Senate are both actively fulfilling their roles. Staff and especially faculty are feeling burdened not only by their work load but by participation on numerous committees, councils, and the evaluation process. Even though the position of Dean of Articulation and Research has been staffed, the college needs to seriously recognize the continued need for clear and concise information and data in order to evaluate activities and improve programs and services.

The team recognizes the relative newness of the District Chancellor, the College President, Vice Presidents and several Deans in their positions. The team commends the entire CSM community for the progress they have made in beginning to implement shared governance. Long-range CSM planning and improved communication is also needed, as well as attention to the issue of continued enrollment decline. (See recommendation 1.1)

CONCLUSIONS

Shared governance is being implemented and accepted, even though many people are not fully aware of the components that form the decision-making process at CSM and the district. The current President has effective communication as a result of his approachable attitude and process of open forums and brown-bag lunches. Communication issues continue to be problems not only at CSM but even more so between CSM and the District leadership.

It is important to note that the team review of CSM took place in an environment of prolonged negotiations with the faculty union where the process had reached impasse and gone to fact finding. The contract was actually settled the last day the team was on campus.

The Chancellor is respected and communicates through written reports, but staff often state they feel they have an inadequate understanding of district decisions. It is clear to the team that there is a need