

EXTERNAL EVALUATION REPORT

College of San Mateo
1700 West Hillsdale Boulevard
San Mateo, CA 94402

A Confidential Report Prepared for the
Accrediting Commission for Community and Junior colleges

This report represents the findings of the External Evaluation Team that visited
College of San Mateo on October 21 – 24, 2013

Dr. José M. Ortiz, Team Chair

LIST OF TEAM MEMBERS

Dr. José M. Ortiz (Chair)
Chancellor
Peralta Community College District

Ms. Nancy Meddings (Assistant)
Dean, Academic Affairs
Library, Learning Resources, & English
Allan Hancock College

Mr. Morrie Barembaum
Professor of Astronomy
Santiago Canyon College

Dr. Irene Malmgren
Vice President of Academic Affairs
Mt. San Antonio College

Dr. Bonita Nahoum Jaros
Coordinator, Institutional Effectiveness and
Assessment
Santa Ana College

Ms. Isabelle Saber
Faculty, Division of Mathematics
Glendale Community College

Dr. Katherine McLain
Dean, College Planning and Research
Cosumnes River College

Dr. Ronald Taylor
Superintendent/President
Merced College

Mr. Michael Unebasami
Associate Vice President for Administrative &
Community Colleges
University of Hawaii Community Colleges

Dr. Christopher Villa
Vice President Student Services
Fresno City College

Summary of the Report

INSTITUTION: College of San Mateo
DATE OF VISIT: October 21-24, 2013
TEAM CHAIR: Dr. José M. Ortiz
Chancellor, Peralta CCD

A team of ten professional educators visited the College of San Mateo October 21-24, 2013, for the purpose of reaffirmation of accreditation through evaluation of the College's performance relative to the Accreditation Standards and its compliance with Eligibility Requirements and Commission policies, to make recommendations for quality assurance and increasing institutional effectiveness, and to submit recommendations to the Accrediting Commission regarding the College's accredited status. The team members prepared for the visit in advance by reviewing the Institutional Self Evaluation Report of Educational Quality and Institutional Effectiveness and preparing a draft report of their conclusions regarding the College's response to the recommendations from the most recent educational quality and institutional effectiveness review, their initial impressions of assigned Standards, Eligibility Requirements, and policies, and their overall opinion of the Self Evaluation Report. During a short previsit by the team chair, the college provided an update on changes that had occurred since the Self Evaluation Report had been completed and published.

Since College of San Mateo is one of three colleges in the San Mateo Community College District, there was also a District accrediting team composed of representatives from the visiting teams for each of the three colleges. The District team focused on evaluating the performance of the Board of Trustees and the District Office relative to each of the three colleges in this multi-college district. The chair of the District team maintained contact with the team chairs of the three colleges throughout the visit to share findings, observations, and recommendations.

The College of San Mateo visiting team found the College administration, faculty, staff, and students well prepared for the visit, with widespread understanding of the accreditation process evident throughout the college community. The accommodations for the team worked very well, with a conference room at the hotel available for team meetings and equipped with a computer, printer, overhead projector, and Internet access and a secure team meeting room at the college proper, fully equipped with all accessories needed to complete work efficiently. The team found the Institutional Self Evaluation Report to be excessively voluminous and challenging to cross reference evidence documentation. Nonetheless, documentation to support the Self Evaluation Report was well organized in the team room at the College, and team members were given secure Internet access. The College provided transportation between the hotel and the college.

Although the College and District staff went out of their way to support the on-site evaluation process, three complications in the visit posed challenges. First, the College self-evaluation,

while complete in its description and presentation of facts, did not include an accessible delineation of plans to address the needs identified in the document, causing the Team and the District Team to rely more heavily on other documents and evidence to close the gap between the identified problem and the plan to correct it. Second, the District Chancellor was off-site for the first two days of the visit and, although available by telephone, was not available to interact with the District Team and others on-site until the final days of the visit. Third, the District challenged the interview requests of the District Team, preferring to add additional individuals in all interviews involving District staff due to stated concerns about the Accrediting Commission. Although the Team and District Team worked around these complications, it is recommended as an improvement in preparing for future evaluation visits that a summary of plans to address problems identified in the College's self-evaluation be included either in the document itself or as an addendum; that the District Chancellor be on-site for the duration of the visit; and that the District respect the purview of and fully cooperate with the exact requests of the District Team for interviews with specific individuals in the organization.

The college of San Mateo has made monumental progress since the last accreditation visit in creating a comprehensive planning and decision-making structure that includes participation of the various constituency groups. However, the college must complete this work by assessing and evaluating the effectiveness of the governance activities. Similarly, the college must continue the work of assessing student learning outcomes and institutional learning outcomes and apply this assessment to the improvement of the teaching and learning experience.

As the college increases its course offerings online, it must devote more resources to providing student support and evaluate the effectiveness of the program. The effectiveness of the college's learning centers, and student support programs must be evaluated. CTE programs also require more evaluation effort to ascertain their effectiveness in meeting students' needs.

RECOMMENDATIONS

College Recommendation 1

In order to increase effectiveness, the team recommends that the college complete its stated planning agenda to align its administrative services program review model to its mission, based on the guidelines/criteria established by the IPBC in spring 2013 program review cycle. (I.A.1 and II.A.2.)

College Recommendation 2

To increase the effectiveness in meeting the Standard, the team recommends that the College immediately complete the process of assessing and evaluating its activities of the 2008-2013 planning cycle for the purpose of improving student learning and student achievement. (I.B, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, and I.B.7)

College Recommendation 3

To order to meet the Standards, the team recommends that the College complete and assess SLOs for all courses, programs, certificates and degrees, linking them to Institutional Learning Outcomes. Further, the team recommends implementing multiple modes of assessment for certificates and degrees. The College should utilize multiple modes of assessment for the Learning Centers in order to integrate academic support services with the instructional programs. (II.A.1.a,c; II.A.2.a,b,c,e,f,h,i; II.A.6; II.A.3.a; ER 10)

College Recommendation 4

In order to increase effectiveness, the team recommends that

1. the College update the assessment plan for Distance Education, by using data to develop interventions to close the achievement gap between face-to-face traditional courses and distance courses in required core courses and provide academic support services to students enrolled in distance education. (II.A.1.b; II.C.1.a)
2. the College align the administrative program review with the new program review guidelines for instruction, student services, and learning support centers. (II.A.1; II.A.2)
3. the College develop a comprehensive plan for assessing the information needs of CTE programs, including evaluating student perceptions, job trends, emerging industry needs, and the feasibility of new programs. (II.A.2.a)

College Recommendation 5

In order to increase effectiveness, the team recommends the college evaluate technology planning. The evaluation process should include assessing the manner in which technology planning is documented, and assuring that technology needs in program and service areas are met effectively. (III.C.1, III.C.1.c, III.C.2)

College Recommendation 6

In order to enhance its effectiveness, the College should complete its planning agenda items related to its new Planning and Decision-Making Manual. The contents of this document should be expanded to:

1. clarify the relationships between the institutional planning, program planning, and the budget allocation processes; (IV.A.1, IV.A.2., IV.A.2.a),
2. clarify the resource allocation processes (including the criteria that is used in these processes); (IV.A.1, IV.A.2., IV.A.2.a),
3. clarify the linkages between the College and District planning and decision-making processes (where appropriate); (IV.A.1, IV.A.2., IV.A.2.a), and
4. describe the process and timeline by which the College evaluates its processes under the proposed Institutional Effectiveness Audit process currently under development and the review of committees' charges. (IV.A.5)

District Recommendation 1

In order to increase effectiveness, the District and Colleges should broadly communicate the modification of the evaluation process for faculty and others directly responsible for student progress, which includes student learning outcomes, and ensure that the process is fully implemented. (III.A.1.c)

District Recommendation 2

In order to improve institutional effectiveness, the Board of Trustees should develop goals for increasing its professional development and orientation of new Trustees. (IV.B.1.f)

District Recommendation 3

In order to improve institutional effectiveness, the District should establish a regular cycle for the evaluation of its services and provide documentation regarding the outcomes of the evaluations. (IV.B.3.b, IV.B.3.g)

Commendations

The college is to be commended for:

1. A student friendly campus environment fostered by its faculty, administrators, and staff
2. A collegial work environment: a clear demonstration of pride to be working at CSM
3. A safe, clean, attractive physical campus environment
4. The team commends the College of San Mateo on its commitment to diversity. The Diversity Statement drives institutional plans and priorities.
5. A culture of service permeates the campus
6. An exceptional, vibrant, and meaningful student life and related activities
7. The general upgrade of instructional facilities, including great classroom facilities in the sciences area, cosmetology, and allied health

INTRODUCTION

College of San Mateo (CSM) has served the diverse educational, economic, social, and cultural needs of its community for 92 years, making it the one of the oldest community colleges in the state and the oldest of three colleges in the San Mateo County Community College District (SMCCCD). In 1922, the College was established as San Mateo Junior College in downtown San Mateo, where it started with just 35 students in several rooms of San Mateo High School. After several temporary locations, CSM moved to its current location, College Heights, 20 miles south of San Francisco where it sits on a 153-acre hilltop site with a breathtaking, panoramic view of the San Francisco Bay Area. The current campus opened in 1963 and now celebrates 50 years at this location. Since its opening, the College has evolved into a multicultural institution, one that continues a tradition of educational excellence by providing a broad range of quality and innovative programs to serve the academic and vocational needs of its approximately 10,000 culturally and linguistically diverse students. Its Mission Statement articulates its commitment as a student-centered, open-access institution, committed to offering students a “comprehensive curriculum of basic skills, career and technical programs, and transfer preparation.”

CSM houses its academic and student services programs in 21 buildings. The College’s main educational structures are built along a north-south axis provided by the central pedestrian mall, from the Science Building and Planetarium in the north to the Gymnasium and Health and Wellness Center in the south; a second mall, running east and west, connects the fine arts buildings, including the Theatre, with the Library. Given the relative age of the campus, major renovation has been necessary to address mandates for current safety, seismic upgrading, infrastructure, and technology standards while preserving key elements of the original design. San Mateo County voters expressed their support for the College by passing bond measures in fall 2001 (Measure C) and fall 2005 (Measure A), which have allowed significant facilities upgrades throughout the campus as well as the construction of several new facilities to meet the community’s growing demand for quality education.

Prior to the last accreditation visit, the College had just opened the new Science Building and Planetarium with its rooftop observatory, which had won several construction and design awards. It had also just launched the Moore Regional Public Safety Center, a training facility for law enforcement agencies comprising the South Bay Regional Public Safety Consortium. These were the first new buildings constructed on the campus in more than 40 years. Other renovations at the time included the installation of SMART classrooms in the largest classroom buildings. The football and track and field stadium, baseball field, tennis courts, and softball field were also modernized, facilities that support intercollegiate athletics as well as other non-intercollegiate athletics. Critical improvements in infrastructure and emergency systems were initiated to address plumbing, exterior lighting, accessibility accommodations for the disabled, sprinkler and fire alarms systems, mandated seismic upgrading, and removal of hazardous materials.

Since the last external evaluation team site visit in 2007, renovation and new construction have continued, creating dramatic change at College of San Mateo. Guided by the SMCCCD Facilities Master Plans (2001, 2006, and 2011), the College has witnessed additional significant upgrades to virtually all its facilities. Consistent with the College’s Educational Master Plan, 2008, facilities improvements throughout the campus, along with construction of two new buildings,

have significantly shaped the accessibility, manner of delivery, and relevance of many College programs and services.

Responses to Recommendations of the 2007 Evaluation Team

College Recommendation #1

In order to improve planning, the College should:

a. Develop specific, measureable, realistic, and time bound objectives in relation to its stated goals, conduct consistent, systematic, and timely evaluations for all its plans based on analyses of both qualitative and quantitative data, and ensure that the results are communicated and understood by college constituencies. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance, and student learning outcomes. (Standards IB.2 through 7)

b. Integrate and align its various plans and ensure that they are fully implemented (Standards I.B.2, III.A.6, III.B.2.b, III.C.2).

c. Complete its Educational Master Plan expeditiously, no later than fall 2008. In addition, the college must demonstrate that decisions regarding building priorities result from the priorities of the Education Master Plan. (Standard III.B.2.b) This issue was identified by the 2001 evaluation team.

With regard to Recommendation 1, at the time of the October 2008 report, the college is expected to have completed its educational master plan, will have included program review data on such student achievement data as course completion, retention, program completion, degrees and certificates awarded, and where available such as transfer, job placement, and results of licensure exams.

Response to College Recommendation #1

Beginning in February 2008, College of San Mateo has developed and has implemented a comprehensive planning system that integrates program review, student learning outcomes and assessment, institutional planning, and resource allocation. The College implemented the new planning model in 2009, has assessed the model at regular intervals, and has made improvements to the model over the last four years. Moreover, the College has institutionalized its commitment to measurable institutional effectiveness by creating an Office of Planning, Research, and Institutional Effectiveness (PRIE). PRIE supports a culture of evidence and continuous quality improvement.

The College has developed a robust, integrated planning system and has identified measurable objectives at both the program level and the institutional level as a means of improving institutional effectiveness. The College has developed a clearly defined means to assess progress against goals over time. Finally, the College has actively assessed its program and institutional planning processes and has made improvements to these processes to ensure sustainable continuous quality improvement in its planning systems.

The College has addressed this recommendation.

College Recommendation #2

The college should expeditiously complete the development of course, certificate and degree student learning outcomes and expand the identification of assessment strategies for student learning outcomes, implement the assessment strategies and use the results of the assessment for continuous quality improvement. This assessment should include quantitative and qualitative data including student success measures that are used for planning, program review, decision-making and resource allocation. (Standards II.A.1.a,c, 2.a,b,c,e,f,h,i, A.3, A.6, Eligibility Requirement 10) The lack of consistent and systematic use of data for planning, program review and decision-making was noted by the 2001 evaluation team.

With regard to Recommendation 2, at the time of the October 2008 report, the college will have expanded its definition of assessment strategies for student learning outcomes.

Response to College Recommendation #2

The College's courses, certificates, and degrees have established student learning outcomes, and assessments are in place for courses, support services, programs (degrees and certificates) and at the institution level through General Education assessments. Moreover, student learning outcomes and assessment are a core component of program review and institutional planning.

The program review model was revised for spring 2013 implementation with adaptations for student services, instruction, and learning support centers. The new template requires that analysis of SLO assessment and student success data be more closely tied to Institutional Priorities and the College Mission. Analysis comprises a case statement for subsequent resource allocation (e.g., faculty or staff positions, equipment, and facilities improvements). The Student Success and Core Program Indicators template was also revised to improve ease of use.

The College has addressed this recommendation.

College Recommendation #3

In order to meet distance education accreditation standards and ACCJC distance education policy the college must evaluate the educational effectiveness of electronically delivered courses including assessment of student learning outcomes, student retention, and student and faculty satisfaction. As a result of the site visit, it was determined that the college may have several certificates and degrees where 50% or more of the requirements are delivered via distance learning. The team recommends that the college notify the Accrediting commission and submit a substantive change proposal which will validate the program's adherence to the accreditation standards. (Standards II.A.1.b,d, II.B.1, II.B.2, 2.a, II.C.1, II.C.2.c)

With regard to Recommendation 3, at the time of the October 2008 report, the college will demonstrate significant progress in evaluating distance learning courses and establish a plan to complete reviews by October 2009.

Response to College Recommendation #3

The College completed a comprehensive evaluation of its distance education program in 2008, which included an assessment of student learning outcomes, student achievement in both online and telecourses, and faculty and student satisfaction surveys. This evaluation was reported in the Follow-up Report, Additional Documentation, December 2008. The key method for analyzing student achievement was a delivery-mode comparison study of online and telecourses with their comparable face-to-face mode courses. Conducted by the Office of Planning, Research, and Institutional Effectiveness (PRIE), this study of student indicators included data disaggregated by ethnicity, gender, and age and spanned three consecutive fall semesters. Since nearly 60 percent of students earning degrees or certificates complete at least one distance education course, the need to identify and address the achievement gap between on-site and on-line student achievement remains a priority for the institution.

This work formed the basis for the College's Substantive Change Proposal Instructional Mode of Delivery: Distance Education. In February 2010, the Committee on Substantive Change of the ACCJC Commission approved CSM's proposal to offer 57 degrees and 29 certificates which meet the 50 percent threshold for distance mode of delivery.

On March 18, 2013, ACCJC's Committee on Substantive Change approved CSM's second substantive change proposal.

The College has addressed this recommendation and partially meets Standards. (See 2013 Recommendation 4.1)

College Recommendation #4

The team recommends that College of San Mateo utilize data on student achievement across all ethnic groups, designs programs and services and assigns the necessary resources to improve the retention of all students. (Standards II.B.3, II.B.4)

With regard to Recommendation 4, at the time of the October 2008 report, the college will demonstrate that current student achievement data is analyzed across ethnic groups and will have a procedure in place to routinely analyze such data in the future.

Response to College Recommendation #4

The Office of Planning, Research, and Institutional Effectiveness has published extensive disaggregated data and analysis of student success outcomes in various institutional research reports, including the longitudinal tracking of student progression beyond basic skills. Use of the data is now pervasive in CSM's program review and other planning processes. The College has

identified achievement gaps at both the program and institutional level and has designed and implemented programs as a direct result of an analysis of disaggregated student achievement data. Through its integrated planning efforts, the College has allocated resources to support efforts aimed at improving student outcomes and addressing achievement gaps among underrepresented groups.

The College has addressed this recommendation.

College Recommendation #5

In order to fully meet Standard II.C, the college must complete a comprehensive evaluation of the learning support services provided to include Assistive Technology Center, Biology Computer Lab, Business Micro-computer Lab, Business Students Lab, Chemistry Study Center, Computer and Information Science Lab, English 800 Lab, Foreign Language Center, Integrated Science Lab, Math Resource Center, Multimedia Lab, Nursing Lab, Physical Education lab, Reading and ESL Center, Speech Lab and Writing Center. (Standards II.C.1.a,c, II.2.) [Resolution required by October 15, 2009 Progress Report.]

College Response to Recommendation #5

The College reported significant progress in meeting this recommendation in its Follow-up Report, October 2008. It reported complete resolution in its Follow-up Report, October 2009, citing the completion of a comprehensive evaluation of the 17 learning centers operating at the time. The new program review instrument created for this process included assessment of learning support center SLOs, assessment of institutional (General Education) SLOs, qualitative data about student satisfaction, and quantitative disaggregated data about student performance outcomes in each center.

Additional improvements to a program review process for the learning support centers have been implemented as a result of the establishment of a Learning Support Center Coordination Committee in 2011 and its subsequent inclusion as an official standing committee of the Academic Senate. The Academic Senate President and the Director of the new Learning Center (which opened in 2011) have coordinated collaboration among the lead faculty, students, and staff for the learning support centers operating in 2013.

The College has addressed the recommendation, resolved the deficiencies, and meets Standards.

District Recommendation #6

The team recommends that the District develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving stated student learning outcomes. (Standard III.A.1.c.)

Response to District Recommendation #6

The District has revised the Dean's Assessment of Teaching Responsibilities in the faculty evaluation instrument to include the dean's observations regarding faculty responsibilities with respect to developing and assessing student learning outcomes.

The College has fully implemented the revised language in its evaluation process for faculty. Furthermore, all management and supervisory personnel are evaluated on "job knowledge" and "functional job knowledge" which include the expectation that managers adhere to accreditation Standards and rules and regulations concerning employee evaluations.

The College has addressed the recommendation, resolved the deficiencies, and meets Standards.

College Recommendation #7

In order to ensure the sustainability of its infrastructure, the college must calculate the real costs of facilities ownership, including technology, over the next ten years and then identify reliable and ongoing revenue that will fund the significant increase in the operating budget. (III,B.2.a)

Response to Recommendation #7

The College has completely renovated the campus since 2007. Renovation has included new building construction, renovation of existing buildings, and the acquisition of new furniture, fixtures, equipment, and technology. The College has collaborated with District Facilities to ensure that all facilities, furniture and fixtures, equipment, and technology acquisitions incorporate the total costs of ownership. The District and the College have identified and have implemented several strategies to ensure that the real costs of facilities ownership are incorporated with regard to the College's infrastructure. The College and the District have implemented three major strategies to provide reasonable assurance that the College's long-term infrastructure needs will be met.

As a result of the College's Technology Plan: 2009/10 to 2012/13 as well as the SMCCCD Strategic Plan for Information Technology: 2012-2016, the District has set aside funds for equipment and technology replacement totaling \$11 million for the next five years. College of San Mateo received its first allocation of \$733,000 in 2012. The District has established a Long Range Instructional and Institutional Equipment Planning Team for ongoing review of equipment replacement needs and available resources.

The College has addressed the recommendation, resolved the deficiencies, and meets the Standard.

College Recommendation #8

The College should establish a systematic, reflective process for, and a regular cycle of evaluation for its governance structures, processes, and committees to ensure that such organization structuring continues to serve the needs of the College. IV A. 5.

Response to Recommendation #8

The College has established formal mechanisms to assess the effectiveness of its ongoing planning and resource allocation processes and governance structures. These assessment mechanisms are part of the College's planning process. The College has assessed the efficacy of its planning systems at both the institution and program review level and has implemented changes, including changes to its committee structure, as a result.

The Institutional Planning Committee (IPC) serves as the primary planning committee at the College. As part of its mission, IPC is charged with implementing, assessing, and revising the College's institutional planning processes as needed. IPC has used both formative and summative mechanisms to assess the College's institutional planning processes. IPC has relied on institutional research, and has established an ongoing, self-reflective dialog regarding the College's planning processes.

The College has also reviewed the role of College Council, which is one of the College's primary participatory governance bodies. Beginning in the spring 2012, members of College Council engaged in a facilitated, self-reflective dialog, which included a focus group, on the role of College Council.

The proposed mission and purpose of College Council will be vetted with the college community in the fall 2013 semester.

The College has addressed the recommendation, resolved the deficiencies, and meets Standards.

District Recommendation # 9

In order to fully meet Accreditation Standards and improve effectiveness of evaluation in the college and district, it is recommended that:

- a. The board of trustees should regularly evaluate its "rules and regulations" and revise them as necessary (Standard IV.B.1.e)*
- b. In order to fully meet Standards regarding district evaluation procedures, while the district has clearly defined rules and regulations for the hiring and evaluation of the chancellor, that same clarity of process should be extended to evaluating college presidents, therefore the district should develop rules and regulations for the evaluation of college presidents. (Standards IV.B, B.1,j)*
- c. The districts and colleges should collaborate to implement a process to regularly evaluate the de-lineation of functions and widely communicate those findings in order to enhance the college's effectiveness and institutional success. (Standards IV.B.3.g)*

Note: The San Mateo County Community College District now uses “policies and procedures” for its former “rules and regulations.”

College Response to District Recommendation #9

Board of Trustees Policy 2.06 specifies that the Board shall “review each policy on a six-year schedule” and that any changes “will be brought to the appropriate consultative group....”

In June 2008 the Board of Trustees added Rules and Regulations (now Policies and Procedures) Section 2.03, College President, to address evaluation of the College presidents. This policy has been fully implemented. The Chancellor and the Board of Trustees evaluate each college president annually based on the president’s achievement of mutually agreed upon goals.

The District Shared Participatory Council, which consists of constituency representatives from each college and the District, approved a process for evaluating delineation of functions. The process calls for a three-year review cycle, which began in spring 2010. The Vice-Chancellor of Educational Services was responsible for convening a Delineation of Functions Review Committee, which consists of District and College personnel. A draft Delineation of Functions document was developed in 2010. At College of San Mateo, the draft was shared with College Council for review and feedback. Constituency representatives on College Council were asked to obtain feedback from their representative constituencies. A final draft of the function map was adopted based upon feedback from all three colleges.

The three colleges reviewed the Delineation of Functions document in 2013 and are in continued discussion of proposed changes in anticipation of a 2014 revision.

The College has addressed the recommendation, resolved the deficiencies, and meets Standards.

District Recommendation #10

In order to fully meet Standards regarding district evaluation procedures, while the district has clearly de-fined rules and regulations for the hiring and evaluation of the chancellor, the same clarity of process should be extended to evaluating college presidents. (Standards IV.B, B.1.j)

College Response to District Recommendation #10

In June 2008 the Board of Trustees added Rules and Regulations (now Policies and Procedures) Section 2.03, College President, to address evaluation of the College presidents. This policy has been fully implemented. The Chancellor and the Board of Trustees evaluate each college president annually based on the president’s achievement of mutually agreed upon goals.

The College has addressed the recommendation, resolved the deficiencies, and meets Standards.

Review of Eligibility Requirements

1. Authority

The evaluation team confirmed that College of San Mateo is a public, two-year community college, degree granting institution operated by authority of the State of California, the Board of Governors of the California Community Colleges, and the San Mateo County Community College District. It is currently accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

2. Mission

The evaluation team confirmed that in May 2012, a revision to the College of San Mateo Mission Statement was reviewed by College Council, the Institutional Planning Committee, and the campus community at large. The San Mateo County Community College Board of Trustees approved the revised statement in June 2012. The current statement is found in the general information section of the College Catalog and accessible through the CSM's website. The mission statement reflects the institutions commitment to student learning and cultural diversity.

3. Governing Board

The evaluation team confirmed that the San Mateo County Community College District (SMCCCD), which includes College of San Mateo, is governed by a six-member Board of Trustees which derives its legal authority to operate as a degree-granting institution from California Education Code §70902. Five trustees are elected at large by county voters and one student trustee is elected by the colleges' associated students' entities. The Board makes policy for the district and the college and exercises oversight of its operations through its delegated authority to the Chancellor and the President. The team confirmed the existence of Board policies and procedures. The Board adheres to its conflict of interest policy (BP 2-45). To the best of the team's knowledge, no Board member has employment, family, or personal financial interests related to the College or the District.

4. Chief Executive Officer

The chief executive officer of the College is appointed by the Board of Trustees. College of San Mateo's chief executive officer is President Michael Claire, whose primary responsibility is to the institution. He also reports directly to the SMCCCD chief executive officer, Chancellor Ron Galatolo. President Claire was appointed in 2007.

5. Administrative Capacity

The team ascertained that, in general, College of San Mateo has sufficient administrative staff to support its mission and purpose. The administration at the College is comprised of the President, the Vice President of Instruction, the Vice President of Student Services, the Vice President of

Administrative Services (vacant at the time of the visit), eight deans, and four academic supervisors (directors).

6. Operational Status

Approximately 10,000 students are enrolled each semester in a variety of face-to-face mode and distance education courses. Programs lead to associate degrees and certificates of achievement and specialization and include general education preparation for transfer to baccalaureate institutions. In fall 2012, 80 percent of all course enrollments were in transferable courses, of which 22 percent are designated career and technical education (CTE). In addition, 18 percent of all CSM students were enrolled in at least one online course.

7. Degrees

The College's Catalog, 2012-2013, lists 157 different programs, of which 48 percent (76) lead to an associate degree and 51 percent (81) lead to a certificate. Associate degrees typically require 60 units and are two academic years in length. Associate degrees also now include an associate of arts (AA-T) and an associate of science (AS-T) and are offered in 11 majors for a transfer pathway to a California State University (CSU) campus. The College also awards certificates of achievement (upon completion of 18 designated units) and certificates of specialization (fewer than 18 units).

8. Educational Programs

The visiting team verified that College of San Mateo's educational programs are congruent with its Mission, are based on recognized fields of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degree, certificate, and transfer-preparation programs offered. Comprehensive information about its programs, courses, and transfer agreements is updated annually in the College Catalog (available online and in hard copy).

9. Academic Credit

The awarding of academic credit at College of San Mateo is based on Title 5, Section §55002.5 of the California Code of Regulations. All curricula are reviewed by CSM's Committee on Instruction (COI) every six years while CTE courses are reviewed every two years. COI advises the Vice President of Instruction and makes recommendations to the Board of Trustees concerning curriculum and instructional procedures. The College uses the Carnegie unit as a basis to define the credit hour. For example, a three-unit lecture course requires a minimum of three lecture hours per week plus six hours of homework per week for a semester-length course.

10. Student Learning Achievement

College of San Mateo is still currently engaged in defining, publishing, and assessing expected student learning and achievement outcomes (SLOs and SAOs) for each course and program and for institution-level (General Education) SLOs. CSM assesses SLOs through a variety of

methods, and there is dialog about assessment results where they exist. Through regular and systematic assessment, CSM is demonstrating that students achieve these outcomes. SLOs are also indicated on some but not all course outlines provided to students.

11. General Education

College of San Mateo incorporates into its degree programs from 26 to 36 units of General Education distributed among the major areas of knowledge; these areas ensure breadth of outlook and contribute to a balanced education. CSM's Catalog, 2012-2013, details CSM's philosophy of General Education along with information about the General Education competency requirements in mathematics/quantitative reasoning, information competency, and English.

12. Academic Freedom

The San Mateo County Community College District, which includes College of San Mateo, is dedicated to maintaining a climate of academic freedom and encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses the College's belief in inquiry, informed debate, and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking, and to help them understand conflicting opinions.

13. Faculty

The College of San Mateo faculty, as of spring 2013, is comprised of 122 full-time contract faculty (107 instructional and 15 non-instructional) as well as 266 adjunct or hourly faculty (237 instructional and 29 non-instructional). The degrees and length of college service for full-time faculty are listed in CSM's College Catalog, 2012-2013. Faculty responsibilities include the development and review of curriculum and assessment of learning.

14. Student Services

The visiting team verified the College of San Mateo provides appropriate student services and student learning support programs to its diverse student body in order to facilitate access, progress, and success. Student services uses a student-centered service model. Major areas of student services are as follows: Admissions and Records, Articulation, Assessment Center, Financial Aid and Scholarships, Advising and Matriculation, CalWORKs, Career Services, Child Development Center, Counseling Services, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Health Services Center, High School Enrollment Programs, International Student Center, Multicultural Center, Psychological Services, Student Employment, Student Life, Transfer Services, and Veterans Services. The College's services and programs for students are consistent with its Mission.

15. Admissions

College of San Mateo's admissions policies and practices are consistent with its Mission, District Board of Trustees' policy, the California Education Code, and Title 5 regulations. Information about admission to programs with limited enrollment is found in the admissions section of CSM's Catalog, 2012-2013, every term's Schedule of Classes, and online.

16. Information and Learning Resources

College of San Mateo and San Mateo County Community College District support students and employees with a wide range of information and learning resources. The CSM Library, through its physical facilities and collections and through its online resources, provides students with access to information in electronic and printed form. In addition, the multi-purpose Learning Center and the 13 discipline-specific learning support centers provide students with tutoring, computer access, specialized software applications, subject-matter resources, and specialized equipment. The Library and learning support centers' computers, software, and network access (including wireless) are supported by the SMCCCD Information Technology Services (ITS). ITS also provides ongoing support for the distance learning course management system and for such online resources as Google Apps for Education and iTunesU.

17. Financial Resources

College of San Mateo's financial resources currently come through several sources: the State of California, local taxes, tuition, grants, federal funds, and a variety of revenue-generating auxiliary services. SMCCCD is supported through a "basic aid" model in which funding is not FTES-based but generated by local taxes. Both the District and the College maintain contingency reserves to ensure budget stability. The College has sufficient resources to support its Mission and to monitor and improve institutional effectiveness.

18. Financial Accountability

An independent certified accounting firm conducts year-end audits of the San Mateo County Community College District, which includes College of San Mateo. These audits, conducted in accordance with generally accepted audit standards, include a review of the previous year's recommendations, financial documents, expenditures, and internal control processes. If an audit yields an exception, the exception is responded to in a report to the auditors and to the Board of Trustees [Elig-21].

19. Institutional Planning and Evaluation

The overarching goals of CSM's institutional planning system are to ensure that the College fulfills its stated Mission; that the College meets the needs of students by establishing, measuring, and assessing student learning outcomes (SLOs); that the College engages in actions, based upon quantitative and qualitative data, which result in the continuous improvement of institutional effectiveness; and that resources are aligned so that the College can achieve its goals and objectives.

In 2008 CSM implemented an evidence-based integrated planning model that promotes these goals. Key components of the model have included the development and adoption of the following:

- Educational Master Plan, 2008, and the Educational Master Plan: Information Update, 2012
- Institutional Priorities 2008-2013
- College Index, 2008/2009-2012/2013
- Program Review model that assesses SLOs and other student success measures
- Realignment of Institutional Planning Committees to support integrated planning and participatory governance

20. Public Information

College of San Mateo annually reviews and publishes in its Catalog and Schedule of Classes and/or publishes on its website accurate information regarding admission, rules and regulations, degrees, costs and refunds, grievance procedures, academic credentials of faculty and administrators, and other information concerning College functions. The Mission Statement addresses the College's purposes and objectives.

21. Relations with the Accrediting Commission

The SMCCCD Board of Trustees assures that College of San Mateo adheres to the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges; describes itself in the same manner to all its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission.

Compliance with Commission Policies

The team reviewed each of the following Commission policies to ascertain that the College of San Mateo is in compliance.

Policy on Distance Education and on Correspondence Education

The College adheres to state and federal regulations regarding distance learning as well as ACCJC accreditation Standards and commission policies. The College ensures that equal rigor, breadth, and quality apply to all its course offerings, regardless of delivery mode. Student learning outcomes (SLOs) are the same, for example, regardless of whether the course is offered solely online or in a face-to-face mode. Instructional methodologies, pedagogies, and technologies are appropriate and the same course objectives are achieved as in a face-to-face mode. Furthermore, the ACCJC has approved two Substantive Change Proposals Mode of Delivery: Distance Education (2010, 2013) submitted by College of San Mateo.

College of San Mateo is in compliance with ACCJC's Policy on Distance Education and on Correspondence Education.

Policy with Institutional Compliance with Title IV

The College exercises diligence in keeping loan default rates at an acceptably low level, and the U.S. Department of Education has taken no negative actions against the College. Further, the College of San Mateo submits reports to the National Student Loan Data System, as required by regulation.

Thus, the College of San Mateo is in compliance with Title IV and, therefore, ACCJC's Policy on Institutional Compliance with Title IV.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

College of San Mateo complies with all legal and regulatory practices relating to recruitment and admissions. The College uses the Catalog and the Schedule of Classes as the primary media to convey information about its educational programs and services. The College uses iterative processes to ensure that content, style, and format are developed and reviewed by staff in various units and at various levels throughout the College in order to ensure accuracy, clarity, and currency. The Catalog, Schedule of Classes, and other official publications are available in both print and electronic format. The Catalog is the publication containing the most comprehensive information about the College, including the information detailed in ACCJC's Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status; information on institutional and program student learning outcomes; and gainful employment information.

College of San Mateo is in compliance with ACCJC’s Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

Policy on Institutional Degrees and Credits

The District’s Board Policy 6.12, Definition of Courses, specifically states that “course units of credit shall be based on a pre-specified relationship between the number of units and hours, the type of instruction, and performance criteria (Title 5, Section 55002.5).” The College uses the Carnegie unit as a basis to define the credit hour. For example, a three-unit lecture course requires a minimum of three lecture hours per week plus six hours of homework (or six hours of a combination of homework and to-be-arranged hours) per week for a semester-length course. One unit of credit for a laboratory course requires a minimum of three hours of laboratory work per week per semester.

The College Catalog explicitly states AA, AS, AA-T, and AS-T requirements and indicates that graduation from College of San Mateo with an associate degree is based upon the completion of 60 units of lower-division college-level work [Cert-3]. The AA and AS degrees must demonstrate content and breadth in the following areas: American History & Institutions, CA State & Local Government; Language and Rationality; Physical Education Activity Classes; and additional General Education requirements in the areas of Natural Science, Social Science, Humanities, and Career Exploration and Self-Development.

College of San Mateo is in compliance with ACCJC’s Policy on Institutional Degrees and Credits.

Policy on Institutional Integrity and Ethics

College of San Mateo upholds and protects the integrity of its practices through the Mission Statement and its embedded Institutional Priorities, the Diversity Statement, the District’s Policies and Procedures, compliance with the California Education Code, and compliance with other relevant regulatory requirements.

College of San Mateo complies with all requirements of the Accrediting Commission for Community and Junior Colleges and has processes to ensure that information submitted is current, complete, and accurate. The San Mateo Community College District has in place policies and procedures to ensure academic honesty through, for example, Guidelines Addressing Cheating and Plagiarism, detailed in the Catalog; its integrity in hiring, Chapter 2 of Board Policies; and prevention of conflict of interest (Board Policy 2.45, Conflict of Interest). The College uses iterative processes to ensure that its statements are honest, accurate, and clear. The Catalog and the website have clear statements about the College’s accreditation status, program-specific accrediting information, and licensure information.

College of San Mateo is in compliance with ACCJC's Policy on Institutional Integrity and Ethics.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College of San Mateo does not have contractual relationships with non-regionally accredited organizations.

Policy on Student and Public Complaints against Institutions

The College of San Mateo publishes directions for filing complaints directly to ACCJC on the college website in the accreditation status section. The website includes a direct weblink to the ACCJC complaint policy site.

Standard I: Institutional Mission and Effectiveness

Standard IA -- Mission

General Observations

The College of San Mateo demonstrates a strong commitment to its mission that emphasizes achievement of student learning. The mission statement emphasizes the analysis of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished. The institution has also been consistent in communicating the mission statement both internally and externally.

Findings and Evidence

The mission statement defines the institution's purposes, its intended student population, and its commitment to achieving student learning. The mission statement includes its Institutional Priorities:

- Improve Student Success
- Promote Academic Excellence
- Promote Relevant, High-Quality Programs and Services
- Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
- Enhance Institutional Dialogue

The College's intended students are the residents of San Mateo County and the Greater Bay Area Region. It was mentioned in interviews conducted by the visiting team that there were some discussions about including international students in the mission statement because of the growing international student program. However, that recommendation never made it into the final form of the mission statement because of the relatively small numbers of international students served by the College as compared to the total student body. The College also developed a *Diversity Statement* that is closely tied to its mission statement. The *Diversity Statement* is linked to the college integrated planning process as it is used by the Institutional Planning and Budget Committee (IPBC) to drive planning, assessment, and evaluation of funding of diversity efforts for the purpose of improving student learning, achievement, and success. *N.B.: the former college planning committee and budget committee has been merged to now be the Institutional Planning and Budget Committee.* (I.A)

The mission statement is reviewed every three years. The last review of the mission took place in February 2011 by the IPBC, which is responsible for overseeing college planning processes. After it was reviewed and revised by various constituency groups, the campus formally accepted it at the College Council, a body that has oversight of the campus governance processes. The Academic Senate Governing Council, the Committee on Instruction, College Council, the College Assessment Committee, and the IBPC, all evaluate the extent to which the College effectively achieves its mission.

In addition, the college also engages in systematic assessment of institutional data such as achievement data from its *College Index*, by various institutional planning committees and the IPBC to ensure alignment with the mission statement. Such assessments resulted in the allocation of resources to various projects such as the *Puente* and *Reading Apprenticeship*. The San Mateo Community College District (SMCCD) Board of Trustees adopted the mission statement in June 2012. The mission statement is published in the catalog and the College website. The mission statement does not appear on the agendas of its committee (e.g., College Council, Integrated Planning and Budget Committee, Academic Senate) or its class schedules. (I.A.2)

Through its *Integrated Planning Calendar 2005/2006 to 2016/2017*, the College has established a three-year review cycle for its mission statement. In the three-year review cycle, the mission statement will be reviewed by the IPBC that includes members of the college constituents. The ongoing research, through the Office of Planning, Research, and Institutional Effectiveness (PRIE), allows the College to review the mission statement when needed. The College also conducts program reviews on a regular basis. These program reviews ensure that programs of the College are aligned with the mission statement. The results of the program review are sent to the IPBC that is used to guide revisions of the mission statement. One example given in interviews was the elimination of life-long learning from the mission statement. While an important component to the College, it was decided to move life-long learning to community services so that more funds could be used to provide classes in Basic Skills, Career Technical Education, and Transfer. In the Self Evaluation Report, the College identified a Plan for Improvement that stated that “[B]y fall 2013, the College will revise the administrative services program review model to align, where appropriate, with the new program review guidelines for instruction, student services, and learning support centers implemented in the spring 2013 program review cycle.” Program review is intended to assure that programs and services are aligned with the institutional mission. (I.A.1,I.A.3)

The mission statement specifies five Institutional Priorities. These priorities, and the diversity statement, help to drive the planning process at both the institutional and the program level. This mechanism is discussed in the *Overview of Institutional Planning for Continuous Improvement of Student Success*. The purpose of the *2008-2013 College of San Mateo Institutional Priorities* was to provide direction by which the College could meet its mission. (I.A.4)

Conclusion

The College’s mission statement defines the College’s educational purpose and is central to its decision making process. The mission statement is reviewed every three years by the IPBC and other constituency groups (e.g., Academic Senate, classified staff, etc.). The College identified administrative services as an area for improvement in its *Self Evaluation*. However, while the plan for improvement was originally targeted for fall 2013 as a date for a revision to the administrative services program review, the visiting team found this date was revised to fall 2014. (I.A, I.A.1)

The SMCCD Board of Trustees approved the mission statement in June 2012. While the mission statement is published and made available to the campus community in its catalog and

electronically on its website, the College could increase the mission statement's visibility by including it in other places (e.g., meeting agendas, class schedules). (I.A.2)

The College reviews the mission in a three-year review cycle, which includes consultation with all constituencies. The mission statement's five Institutional Priorities and the accompanying Diversity Statement help to drive the planning process at both the institutional and program level. (I.A.3, I.A.4)

Recommendations

College Recommendation 1

In order to increase effectiveness, the team recommends that the college complete its stated planning agenda to align its administrative services program review model to its mission, based on the guidelines/criteria established by the IPBC in spring 2013 program review cycle. (I.A.1 and II.A.2.)

Standard I: Institutional Mission and Effectiveness

Standard 1B-Institutional Effectiveness

General Observations

College of San Mateo (CSM) has been actively engaged in building, modifying, and sustaining a robust integrated planning cycle that is linked to institutional and program planning and the assessment and evaluation of student learning outcomes. The College is committed to gathering evidence for the purpose of continuous institutional and program improvement in student achievement and success. The administration, faculty, classified staff and students demonstrate a deep concern for the welfare of students, as data from the CSM Student Climate and Satisfaction Survey indicate that over 90 percent of the students at the College rated their overall experience positively at the College.

It is in this culture of openness, collegiality, and collaboration that CSM has made significant progress to link the College mission statement with five institutional priorities that drive the planning, assessment, and evaluation processes embedded in its integrated planning efforts. These institutional priorities guide parallel planning cycles that identify institutional and program level initiatives and plans that are prioritized through the departments, divisions, and the Institutional Planning and Budget Committee (IPBC) in pursuit of continuous program and/or institutional improvement. (I.B).

Findings and Evidence

The visiting team found the College of San Mateo to be actively engaged in developing, monitoring, and modifying its processes to ensure that student learning and student achievement is assessed, evaluated, and improved. The college has identified five key institutional priorities that are directly linked to the college mission statement. These institutional priorities were vetted through the Institutional Planning and Budget Committee (IPBC), the focal planning constituent-based group of the college. The institutional priorities for 2008-2013 are:

- Improve Student Success
- Promote Academic Excellence
- Promote Relevant, High-Quality Programs and Services
- Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
- Enhance Institutional Dialog

The College has been in the process of integrating its key institutional plans through two parallel planning cycles, one focusing on institutional priorities derived from the IPBC and the other identifying priorities at the program level linked to the program review process. The college has identified several institutional planning ad hoc committees over the course of the past several years that have addressed various student needs. As mentioned above, recently the College merged the Budget Planning Committee with the Institutional Planning Committee (IPC) and, beginning in fall 2013, the IPC is now referred to as the Institutional Planning and Budget Committee (IPBC). The College now has two committees linked to the IPBC, the Diversity in

Action Group (DIAG) and the Distance Education and Educational Technology Committee (DEETC). The College has created the organizational capacity to support institutional research through the Office of Planning, Research, and Institutional Effectiveness (PRIE).

The PRIE consists of four staff, a dean, a coordinator of planning, a programmer analyst, and office assistant. This office organizes and analyzes data that promotes evidence-based planning and decision-making throughout the institution. One key responsibility of the PRIE is to monitor, assess and update the College Index, an annual report that identifies key institutional indicators and outcome measures that are linked to the five institutional priorities. The PRIE identifies gaps that are related to student learning and student achievement that are shared with the IBPC for their consideration. These and other gaps identified at the program review level process trigger dialogue among faculty, staff, and administrators that leads to the prioritization of funding requests.

The Institutional Planning and Budget Committee (IBPC) with support from the Office of Planning, Research, and Institutional Effectiveness (PRIE) has established an integrated planning cycle that focuses on student learning and student achievement at its core. Scheduled planning cycles are in place at the program and institutional planning levels. At the institutional level, the IBPC identifies plans and initiatives for the purpose of institutional improvement. For example, during the team visit, a group of faculty, staff, and administrators presented an institutional proposal to consider establishing a learning community program targeting African-American students called UMOJA. The proposal was developed after an institutional assessment of college data revealed that student achievement outcome measures for African-American students were in need of improvement.

The PRIE has created the College Index, a document that includes measurable indicators with benchmark data that are modified annually in order to measure student achievement and outcomes. All indicators are linked to the five institutional priorities linked to the college mission statement. The IBPC holds a semi-annual retreat to review and analyze college performance in relation to the measurable indicators. The IBPC reviews the benchmark data in the College Index semi-annually, and revises it as needed.

Program reviews are submitted annually by department faculty in consultation with their deans. The faculty use program review data to modify plans that are linked to improving student learning and achievement and make funding requests pertaining to personnel, equipment, and other needs. The Institutional Budget & Planning Committee (IBPC) reads all program reviews to identify themes and trends across the College that may be addressed at the institutional level. For example, the IBPC approved an institutional proposal to re-establish the *Puente Project* at the College. The proposal was forward to the IBPC after it engaged in dialogue with constituent groups represented at the IBPC. As the need for the *Puente Project* was established by the IBPC, it was also identified as a need by the Counseling Department in its program review and was forwarded as a priority to be funded in the resource allocation process. (I.B.1)

It is evident to the visiting team that members representing constituent groups participating in the various committees and task forces work in a collegial and collaborative manner. Notes from IBPC meetings reflect dialogue that is respectful regardless of divergent points of view. The

team observed that at an IBPC meeting all members of the committee demonstrated open and constructive behavior that contributed to a focused and positive environment that promoted open dialogue (I.B.2).

In 2011, the PRIE developed and revised an Integrated Planning Calendar that includes a college Planning Cycle for academic years 2005-2006 through 2016-2017. The Calendar indicates how often a particular activity or plan is expected to occur and be completed. For example, Program Review is an activity that is expected to occur annually, whereas the college mission statement and the Diversity in Action Plan are reviewed every three years. (I.B.3)

In 2008-2009, the IBPC developed and implemented the College Educational Master Plan, Enrollment Management Plan, Distance Education Plan, Diversity in Action Plan, and Technology Plan. Each of these plans identified goals and objectives linked to the five institutional priorities connected to the college mission statement. Institutional initiatives, such as the Honors Project, are linked to college Institutional Student Learning Outcomes.

The IBPC identified other institutional initiatives based on an analysis of gaps in student achievement and success. These initiatives were vetted with faculty, classified staff, and administrators associated with the IBPC leading to action steps that enabled the college to support the Learning Center, Math Boost, and a Summer Bridge Program.

During the team visit, after meeting with members of the IBPC and PRIE, the team was able to clarify the planning diagram in the Self-Evaluation Report, that the College measures its effectiveness in achieving its goals by adhering to a planning and evaluation cycle which continuously assesses its efficacy based on ongoing analysis and evaluation of data. Program level needs are identified and prioritized by division faculty and deans through the program review process. These are forwarded to the Instructional Administrators Council and the Student Services Council in order to determine program review requests that are recommended for funding. The Academic Senate President or his or her designee participates in this process. Thereafter, the President's Cabinet, consisting of the college president and the three vice presidents who supervise Instruction, Student Services, and Administrative Services review program review requests for funding with the understanding that the College President makes a final determination on these requests. The College Council, consisting of representatives of the Academic Senate, Associated Students, Classified Staff, and Management Council reviews the process used to approve program review requests for new faculty and instructional materials to ensure that participatory governance processes were followed. (I.B.3)

Constituent groups representing the Academic Senate, CSEA bargaining unit representing classified staff, the Associated Students of College of San Mateo, and the Management Council participate in institutional and program planning. However, the 2012 Employee Campus Climate and Satisfaction Survey noted concern with the participatory governance process as only 58.5 percent of the faculty believed that shared governance was "working well". Furthermore, 68.5 percent of faculty observed that institutional planning processes were effective and only 61 percent of classified staff indicated an understanding of these processes. In order to address these concerns, the College is in the process of completing a comprehensive Planning and Decision Making Manual by fall semester 2013. (I.B.4)

Documented outcomes assessment results can be found readily on the PRIE website. The website contains an “Institutional Research” link on the website that lead to a wide variety of survey results and data that is used for planning, assessment, and evaluation purposes. Members of the campus community have the opportunity to gain assistance by completing the Request for Assistance form on the PRIE website. Information from collected data is shared with a variety of constituent groups, including the San Mateo Community College District Board of Trustees. (I.B.5)

The IBPC uses the College Index to determine student achievement benchmarks or institution-set standards that are linked to the five institutional priorities. Requests for funding at the institutional and program levels must be linked to one or more of these priorities. In response to the ACCJC Action Letter of 2007, the program review process was changed with significant input from Academic Senate. In spring semester 2012, the Academic Senate conducted an assessment of the process that yielded some frustration with the form itself and the need for greater use of program reviews beyond the allocation of resources. (I.B.6)

The College relies on survey instruments as the primary tool for assessing campus climate and student and employee satisfaction. A College Assessment Committee is in place that engages in dialogue addressing how assessment instruments are linked to measuring outcomes, and in particular, institutional student learning outcomes. Moreover, the program review process is evaluated annually by the Academic Senate which has resulted in changes to the program review process. (I.B.7)

Conclusion

College of San Mateo (CSM) has developed a sophisticated Integrated Planning Cycle that focuses on student achievement and student learning. The College community has engaged constituent-based leaders representing the Academic Senate, classified staff, students, and administration, with guidance from the College president, to be involved in making adjustments to the planning model that it has developed (I.B).

The College has made significant progress on nurturing the Institutional Planning and Budget Committee (formerly the Institutional Planning Committee) and other groups to make the CSM Integrated Planning Cycle effective at linking the College Mission Statement with Institutional Priorities that drive the assessment and evaluation of planning at the program and institutional levels. (I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7)

The Office of Planning, Research, and Institutional Effectiveness (PRIE) has provided the College valuable support in its effort to improve student learning, achievement, and success. The team was impressed with the level of engagement that this Office demonstrated in the dialogue associated with College planning, assessment, and evaluation. (I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7)

In order to address concerns relative to the understanding of College institutional planning processes, the team encourages the College to develop and implement multiple approaches and

to enhance communication with constituent groups in order to improve campus understanding of institutional planning processes. (I.B.4)

The College meets the Standard, but can ensure its effectiveness by completing the activities identified in its 2008-2013 planning cycle.

Recommendations

College Recommendation 2:

To increase the effectiveness in meeting the Standard, the team recommends that the College immediately complete the process of assessing and evaluating its activities of the 2008-2013 planning cycle for the purpose of improving student learning and student achievement. (I.B, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, and I.B.7)

Standard II—Student Learning Programs and Services

Standard IIA—Instructional Programs

General Observations

College of San Mateo is part of the San Mateo County Community College District, a three-college district. College of San Mateo has served the diverse educational, economic, social and cultural community of San Mateo County for 92 years, first at San Mateo High School with 35 students. The campus, now located 20 miles south of San Francisco, opened in 1963. The College currently serves approximately 10,000 culturally and linguistically diverse students. The College is also authorized under federal law to enroll non-immigrant international students. It is an open access institution with a comprehensive curriculum including basic skills, career and technical programs, and transfer preparation. In addition, the college houses the Moore Regional Public Safety Center, a training center for law enforcement agencies comprising the South Bay Regional Public Safety Consortium.

Two bond measures, Measure C and Measure A, have made possible the redesign of the campus to include new buildings and renovated facilities. Several of buildings on the 153-acre campus are environmentally sustainable.

The institution offers high quality instructional programs, leading to degrees, certificates, employment, or transfer, serving and meeting the needs of a diverse student body. The comprehensive curriculum spanning transfer courses, career and technical education, and basic skills is offered through multiple modalities and pedagogical approaches. Unique populations are served within special projects designed to meet their specific needs. This compendium of diverse offerings is in alignment with the institutional mission and diversity statements as well as the five institutional priorities. The CSM *Distance Education Plan 2009-2012* does not list a specific mission for Distance Education (DE), but access and high-quality offerings are cited as the aspects of the program that support the overall college mission statement. The plan contains a thorough analysis of student data that identifies the DE population and its needs. The processes for evaluating DE are similar to those for other programs and services, relying heavily on surveys although student retention and success data is available through the PRIE. Distance Education is currently under the direct supervision of the Vice President of Instruction (VPI) although the visiting team received information during various interviews that the College plans to hire an academic dean to oversee DE and learning support. (II.A.)

The College currently offers 65 Associate of Art (AA) and Associate of Science (AS) degrees and eleven Associate degrees for transfer (AA-T or AS-T), as well as 81 certificates of achievement, specialization, and accomplishment in a variety of disciplines, including CTE fields. (Without overlap, there are 72 Associate degrees and certificates of achievement programs.) College of San Mateo (CSM) has been offering distance education (DE) in a variety of modalities to increase access and serve students since 1964, starting with telecourses. Since 2010, the DE courses have moved to online and hybrid formats only. In the 2012-13 catalog, 65 out of 75 degrees offered (87%) were substantially online. All associate degree GE requirements except physical education are fully online or hybrid, as are associate degree for transfer GE

requirements. ACCJC has accepted two substantive change proposals from CSM for 50% or more of a degree or certificate online, one in 2010 and a second in 2013. Systematic institutional research is conducted by the Office of Planning, Research, and Institutional Effectiveness (PRIE), providing data emanating from internal and external scans. In addition to the external scans conducted by PRIE, Industry Advisory Councils assist in CTE curriculum development and program planning.

Placement test results are employed to determine readiness for course success; students can test at any college within the district and be placed into curriculum at whichever college they decide to attend. Ongoing assessment of SLOs and annual program review provide integrated data for decision-making purposes.

Findings and Evidence

The College mission statement prioritizes the diverse “educational, economic, social, and cultural needs of its students and the community.” The visiting team verified that the Office of Planning Research and Institutional Effectiveness (PRIE) provides disaggregated data regarding college student populations, student achievement, enrollment trends, awards earned, transfer patterns, program outcomes, and other data, maintaining a *College Index*, a *2008 Educational Master Plan: Informational Update 2012*, and a comprehensive *Fact Book*. The district provides support through the SMCCCD Office of Educational Services and Planning, publishing a *SMCCCD Fact Book* annually as well. (II.A.1.a)

While only 67.9 percent of SLOs are regularly assessed, faculty who are engaged and conducting these assessments use the results for improvements in their programs (e.g., Math - how to show work; English – sentence writing). According to staff interviews, disciplines with no full-time faculty are receiving support from colleagues to develop and assess course SLOs. In addition, the college has allocated funds for staff support to faculty who need TracDAT assistance. TracDAT is a computer program which archives the methods used for assessment of SLOs, the results of those assessments, action steps taken to address any deficiencies, and the effectiveness of those action steps. (II.A.1.c)

Industry advisory councils inform CTE curriculum development and program planning (e.g., electronics). Course prerequisites are enforced automatically at the time of registration. A notable exception occurs when course prerequisites vary across the colleges of the district. Staff interviews confirm that faculty engage in dialog regarding this issue and are encouraged to develop a solution which honors registration priorities and is also equitable to all students. The College has set standards for student achievement in course completion, retention, degree completion, transfer rate, and certificate completion for improvement. Standards were determined through the Institutional Planning and Budget Committee (IPBC) working with the PRIE office. The College has met all set standards for internal improvement (i.e., completion, retention, degree, and certificate completion.). The college has not met the target for external transfer rates, suggesting a need to focus on support of student transfer planning. Institution-set standards are a future agenda item for the Institutional Planning and Budget Committee (IPBC). (II.A.1.c; II.A.2.f)

The College has a variety of DE portals and sites to assist students in preparing for and selecting online courses. The distance education overview webpage partially functions as student training and preparation, and the distance education resource center featured on that webpage offers student help desk support three days per week. DEETC members stated in an interview that faculty who teach online are considered responsible for training their students. According to survey results, only 29.5% of students had visited the DE website, and 81.9% became aware of DE offerings via the catalog or schedule. Many of the courses offered through alternative modes of delivery are also offered in traditional modes. Because nearly 60 percent of students earning degrees or certificates complete at least one distance education course, the need to address the achievement gap between on-site and on-line student achievement remains a priority for the institution. (II.A.1.a, II.A.1.b)

The updated *Educational Master Plan* identifies student profiles, enrollment history and trends, student learning outcomes, degrees and majors, and student services and other supports, as well as other data related to the external community. It includes the *College Index*, which offers data related to the five institutional priorities and other data sets.

While the Planning, Research and Institutional Effectiveness Office (PRIE) mission is to “foster institutional effectiveness by providing a variety of information, analysis, training, research, and planning tools that support operations...”, data are not used consistently by all disciplines, especially at the program, degree and certificate, and general education levels. Recommendation #2 of the previous comprehensive evaluation team visit (2007) stated: “The college should expeditiously complete the development of course, certificate and degree student learning outcomes...” The visiting team confirmed that while course-level outcomes have been completed and can be found on the course outline of record, there is uncertainty as to whether or not all outcomes are being assessed. For example, Electronics 111 course outline has 14 student learning outcomes, which also serve as the course objectives. (II.A.2.a, b)

The scope of college programs and curriculum reflects the demographics and needs of the local community (e.g., Chinese and Spanish language, ESL courses, Middle College, International Students, Athletics). The *Puente* program was recently approved and funded to return to the campus, and *CSM Umoja* was proposed to IPBC during the site visit (IPBC meeting). Thirteen discipline-specific learning support centers provide support to students in a variety of locations. The College also has a central Learning/Tutoring Center adjacent to the Student Center, adding general tutoring to existing subject-specific tutoring labs in response to student requests. The visiting team found that assessment of the integration of the learning centers with instructional programs is not robust, relying solely upon student surveys with a low response rate. The institution offers courses in both face-to-face and distance modes, including hybrid as well as completely online curriculum. Curriculum approval procedures adhere to requirements set forth by the state Chancellor’s Office. In the traditional face-to-face setting, the visiting team confirmed that SMART (i.e., technology mediated) classrooms are used to enhance delivery. Faculty who teach in the distance mode are offered faculty development training in distance mode delivery (Structures Training in Online Teaching). Faculty are responsible for working with the instructional designer and using the *DE Handbook* to develop effective teaching and assessment methods for their online courses. There is a DSPP/DSRC office that faculty can consult with on accessibility, accommodations, and learning styles. All faculty receive the same

shell/template with a common layout and features. From courses sampled, it appears there is sufficient instructor-initiated contact to consider courses online, rather than correspondence courses. The PRIE staff has provided ample data at the course level regarding online success and retention, and program reviews show SLOs defined for most disciplines. Assessment is lagging in some areas, and there are few plans for improvement in the program reviews sampled by the visiting team. (II.A.2.d, e)

Nevertheless, student learning outcomes discrepancies are evident between the traditional and distance modes in some areas. A plan to narrow the achievement gap is needed. For example, in Math 110 there is a 63.9 percent retention rate in the distance mode, while the traditional mode has a 76.7 percent retention rate. Likewise, in the same course there is a 16.5 percent success rate in the distance mode and a 56.5 percent success rate in the traditional mode. (It must be noted that there are three sections in the distance mode and 22 in the traditional mode; n=133 in the distance mode, and n=790 in the traditional mode.) In Music 202, there is a 55.7 percent success rate in the distance mode and an 83.8 percent in the traditional mode. Adequate student support and student services need to be enhanced. In addition, the team reviewed Basic Skills outcomes data and noted a sharp drop in student success and retention. This is an area for the PRIE office to investigate. (II.A.2.a, c, d, e)

Distance Education is supported at the College and district levels with training provided by the district and local support and professional development led by a trained instructional designer. To reduce redundancy and maximize the college's ability to respond to new technology, the Distance Education Committee and the Technology Advisory Committee merged to form the Distance Education and Educational Technology Committee (DEETC). The U.S. Department of Education's requisite for Distance Education regarding verification and protection of student identity has also been met. Student success and retention online varies greatly by discipline. This may be a reflection of the decentralized structure of the DE program, wherein division deans take responsibility for assuring quality of instruction. In interviews, there was no answer when asked what training division deans receive in order to assure quality online instruction, other than being told the deans are aware of the *DE Handbook*. While there are substantial success gaps in core curriculum, the overall success rate gap for online and onsite courses over three fall semesters (2009-11) is small (58.6 percent online, 63 percent traditional). It would be fair to state that student needs and learning styles are being met in some areas, but not all. (II.A.1. b, d)

CSM faculty confirms that curriculum development is based upon assessment of needs within the community and student population. PRIE provides quantitative and qualitative data, publishing annual updates of key indicators and student success data. The *Educational Master Plan* was updated in 2012, using the data to inform progress on student success, student outcomes, and achievement of degrees and certificates. Faculty use program review to integrate the assessment of student learning outcomes and data from PRIE to analyze when curriculum is in need of change and to guide implementation. New courses are submitted to the Committee on Instruction with a rationale for need, its relationship to evolving career opportunities, and course placement within the program well described. The visiting team confirmed that the Committee on Instruction reviews the means of delivery and the method of instruction when courses are developed and/or updated. SLO assessment is ongoing, if not complete, across the college. SLOs are defined in 97.5 percent of regularly scheduled courses; only 67.9 percent are assessed

in an ongoing cycle. Of the 72 programs offered at the college, 76.4 percent have defined SLOs and 69.4 percent are being assessed regularly and monitored by the SLO Coordinator. A random sampling of online courses across the disciplines showed syllabi SLOs that generally matched the course outline of record. In some cases, there were learning objectives, and it was unclear if they are the same as SLOs, or if they are assessed. PRIE has extensive and disaggregated data for online student success and retention at the course level compared to traditional instruction from 2009-11. SLO assessment data is housed in the TracDAT system and online courses are evaluated within disciplines, not separately. SLOs seemed to be identified for course and program samples, but some assessments weren't evident, nor were improvement plans. In the program review for mathematics, for example, it was noted that there is about a 40% gap in success between online and onsite students in math 110, elementary algebra. The conclusion in the program review was that some students don't do well online, and strategies for improvement were not part of plans for the next year. (II.A.2)

It is noteworthy that all 32 student learning and support services have SLOs and all are also regularly assessed. The five Institutional Learning Outcomes have SLOs which are being assessed with survey data. These data were difficult to access due to problems with the TracDAT system. The college is working to increase its reliance on data to drive decision-making at all levels of planning. (II.A.1, II.A.2.b, c, e, f)

The College began a discussion of student learning outcomes with college-wide dialog in 2004. In 2005, the Committee on Instruction revised the course outline of record to include a section on student learning outcomes, requiring regular review at least every six years. During technical review, the SLO coordinator reviews proposed course SLOs. The Academic Senate supports placement of SLOs on all course syllabi, a practice not uniformly in place. Development of Institutional (General Education) SLOs was facilitated by the College Assessment Committee and adopted by the Academic Senate Governing Council in spring 2013. Institutional SLOs are assessed annually, using the *Student Campus Climate and Satisfaction Survey*, with strong positive student responses. Degrees and certificates are assessed via survey when students apply for graduation or certificate completion. The Self Evaluation Report indicates that several years of data will be required for meaningful interpretation of data to occur. Because this may be directly related to the low student response rate, it is suggested that another form of data collection be developed to ensure student feedback is obtained and utilized in a timely manner. (II.A.1.c; II.A.2.e)

At the program level, the 2013-2014 Catalog lists AA/AS Degree and Certificate Programs. Among other programs, the College did not provide Student Learning Outcomes for its Accounting, Business, History, or Psychology programs in its fall 2013-2014 Catalog. Therefore, since CSM has defined SLOs for 97.5 percent of all courses, and ongoing assessment is demonstrated for 67.9 percent of the 1010 courses listed in the 2012-2013 Catalog, and 69.4 percent of its certificate and degree programs, the institution does not yet completely award credit based on student achievement of the course and program-stated outcomes. (II.A.2.f, h, i)

The General Education philosophy is stated in the College Catalog. "Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world." Five General Education/Institutional Learning

Outcomes have been established: Effective Communication (the ability of students to write, read, speak, and listen in order to communicate effectively); Quantitative Skills (the ability of students to perform quantitative analysis, using appropriate resources); Critical Thinking (the ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines); Social Awareness and Diversity (the ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present); and Ethical Responsibility/Effective Citizenship (the ability of students to make judgments with respect to individual conduct, based on systems of values). Information competency is required as well and is handled through coursework, BUSW 530, CIS 110, DGME 100, DGME 102, LIBR 100 or LIBR 105 or obtaining a minimum grade of 70 percent on the Information Competency Proficiency Examination. (II.A.3.a,b,c)

To assess the associate degrees, transfer General Education pattern/Institutional Learning Outcomes, the Student Campus Climate and Satisfaction Survey is utilized for program level assessment and Institutional Learning Outcomes, which also serve as general education outcomes. Ten percent of students responded in 2012. (II.A.2.f; II.A.3)

Whether in traditional or distance modes, the Committee on Instruction approves all course outlines of record. Prerequisites undergo content review. Recommended preparation is also indicated to make students aware of skills necessary for success in a course. Student Learning Outcomes are required on the course syllabi; however, not all course syllabi sampled by the visiting team found SLOs included. (II.A.2; II.A.6)

Institutional priorities address relevance of programs and integrated planning, fiscal stability and efficient use of resources. Program review and discussion of the *Educational Master Plan* inform the establishment of new programs at Institutional Planning and Budget Committee level. For example, the *Puente Program* was reinstated fall 2012, and *Writing in the End Zone*, a program to help athletes, was created to help educationally disadvantaged student/athletes and others. The *Honors Project*, introduced fall 2012 was developed for transfer-bound students as a learning community. (II.A.2.e,f)

On the other end of the spectrum, faculty confirm that program discontinuance is considered through processes including the Program Improvement and Viability (PIV) process. Made necessary by budget cuts and after a consultation with stakeholders, the college President made the recommendation for program discontinuance of American Sign Language, Horticulture, Italian, and Japanese. In each case, the PRIE office worked with faculty and staff to ensure that students enrolled within a program designated for discontinuance are able to complete their academic goals in a timely manner. When a program is eliminated, entry-level course offerings are curtailed so students may no longer commence a program that is being phased out. (II.A.6.b)

Departmental course or program examinations are sometimes used for SLO assessment. In mathematics, for example, common questions are included in final examinations for SLO assessment purposes. Credit is awarded based on demonstration of mastery of course content as determined by the instructor of record. TracDAT is used to demonstrate achievement of stated Student Learning Outcomes at the program level. All degree programs include focused study in

at least one area of inquiry, as indicated in the 2013-2014 College Catalog. All online degree programs mirror the traditional ones in terms of focused study and competencies. CSM provides clear and accurate information about DE courses and programs through several avenues: The class schedule and college catalog, the district-wide Distance Education Gateway webpage, and the CSM DE webpage. The home page of the CSM website has a helpful A-Z index that makes finding information on distance education quick and accurate. (II.A.3.4, II.A.3.5, II.A.3.6) (II.A.2.g, h, i; II.A.4)

The Academic Senate is the oversight group of the Assessment Committee. Program review documents are reviewed every spring. All CTE programs meet with an Industry Advisory Council at CSM, whose members provide feedback to program coordinators. Licensure exam pass rates are reviewed for Cosmetology, Dental Assisting, Fire Technology/EMT, and Nursing. The college has an improvement plan to develop a comprehensive assessment of needs within CTE programs, including evaluating student perceptions, job trends, emerging industry needs, and the feasibility of new programs. This is appropriate as there appears to be no plan to improve the pass rate on the cosmetology written exam (66%). There also appears to be no analysis of the contributing factors (e.g., reading/writing levels) or plans for improvement of the pass rate. (II.A.2.b, II.A.5)

Prospective students receive clear and accurate information about educational courses and programs and transfer policies in the college catalog and on the website. The catalog is also revised and published in print and online versions annually. Course Syllabi also contain the student learning outcomes. However, in some cases, the outcomes on the syllabus do not match the outcomes on the Course Outline of Record. In a few cases there are also no outcomes on the syllabus (e.g., Chinese). Transfer of credit policies and articulation agreements are in place to support students who move between colleges. The District Transcript Evaluation Service is a method to evaluate coursework completed outside of SMCCCD. The results appear in DegreeWorks and are accessible to students, counselors and admissions and records degree evaluators. (II.A.6.a; II.B.1) (II.A.6) (II.A.6.c).

There is a Board Policy for academic freedom (BP 6.35), which is on the SMCCCD website and published in the *CSM Faculty Handbook 2012-2013*. Faculty distinguish between personal conviction and professionally accepted views in a discipline. This is reflected in the *Statement of Personal Ethics* in the *CSM Faculty Handbook 2012-2013*. There are also clear expectations related to student honesty published in the College Catalog and referred to in the Schedule of Classes. (II.A.7.b) (II.A.7) (II.A.7.a)

The College Diversity Statement and policies regarding ethical behavior, respect for diversity and fair treatment are available through the College and District websites and the handbooks for faculty and students. There are no curricula offerings in foreign locations. (II.A.7.c). (II.A.8)

Conclusion

The College has tried to respond completely to recommendation #2 made by the evaluation team of 2007. However, although the College has made commendable efforts in data gathering and has increased the size and scope of PRIE, it is unclear as to how data are used in improving

student learning and success. Some recent efforts seem to target the improvement in outcomes for specific student groups; the use of data is improving.

Despite the college's acknowledgment that it has not yet provided SLOs for all courses, certificate, and degree programs, CSM has no self-identified plans for improvement for any of the relevant standards. The Self Evaluation Report notes that the college is considering "a grid for gathering SLO and assessment data and information from faculty and the use of classified staff support for the clerical process of archiving this data," yet it has "no plans for improvement" with respect to the Standard. (II.A.1.b.; II.A.2; II.A.2.b; II.A.2.e; II.A.2.f; II.A.3; II.A.6)

CSM's methodology for assessing certificate, program, and Institutional/GE Learning Outcomes yields data from a small, unrepresentative sample of the total student population. Certificate, program, and Institutional Learning Outcomes are measured by a voluntary, student self-satisfaction survey, without objective measurements of success. While this methodology produces only limited results, "alternative methods can be really labor intensive," according to the minutes of an All-college Meeting "Review and Assessment of Institutional Student Learning Outcomes," dated 14 September 2012. Moreover, the student response rate for these surveys is too small to permit meaningful interpretation and cannot serve as a guide for planning and improvement. For example, one student responded to the English Department's SLO assessment in summer-fall 2012, and only four students responded to the Biology: Pre-Nursing AS degree program in the same period. In 2012-13, only 723 students responded to the College's "Assessed SLO Attainment" out of nearly 10,000 enrolled, or about 7 percent of the total.

Program Review is a systematic and evidence-based process of self-study, evaluation, and improvement. College of San Mateo's Program Review builds on the regular assessment of Student Learning Outcomes at the course, program, and institutional levels; institutional research that presents student success and achievement data disaggregated to permit identification of possible achievement gaps across demographic groups and multiple modes of instruction; and additional factors such as changes in student populations, state-wide initiatives, transfer requirements, Industry Advisory Council recommendations, and workforce development needs. However, a more robust analysis and assessment is needed for program-level and Institutional Learning Outcomes. (II.A.1.a, c; II.A.2.a, b, c, e, f, h, i; II.A.3; II.A.6; II.A.8, and Eligibility Requirement 10)

The revision of SLO's seems to be driven by the six-year cycle of course outline updates as opposed to the three-year cycle of student learning outcome assessment cycles (SLOACs). The closing of the loop on assessments is unaddressed, or at a minimum, unclear. The College promises that SLO "Survey responses will be tallied for each academic year and posted on the College website for current and prospective students, the public, and faculty and administrators," but so far has not done so.

Regarding Student Success and Retention in Basic Skills, over a three-year period, student success has dropped by an average of 26.8 percent in basic skills areas (College Index). According to the Dean of PRIE, this is due to a change in state-mandated metrics and is not reflective of the actual shift in success in Basic Skills. In the last year, IPBC has appointed a "Math Task Force" consisting of counseling and math faculty, high school counselors, and the dean of counseling to assess the achievement gap in basic math. The group made its recommendations to IPBC in Spring 2013, among which were a spotlight on supplemental instruction, and a summer bridge program to prepare incoming students for the math placement test. These efforts are commendable.

Recommendations

College Recommendation 3

To order to meet the standard, the team recommends that the College complete and assess SLOs for all courses, programs, certificates and degrees, linking them to Institutional Learning Outcomes. Further, the team recommends implementing multiple modes of assessment for certificates and degrees. The College should utilize multiple modes of assessment for the Learning Centers in order to integrate academic support services with the instructional programs. (II.A.1.a,c; II.A.2.a,b,c,e,f,h,i; II.A.6; II.A.3.a; ER 10)

College Recommendation 4

In order to increase effectiveness, the team recommends that

1. the College update the assessment plan for Distance Education, by using data to develop interventions to close the achievement gap between face-to-face traditional courses and distance courses in required core courses and provide academic support services to students enrolled in distance education. (II.A.1.b; II.C.1.a)
2. the college align the administrative program review with the new program review guidelines for instruction, student services, and learning support centers. (II.A.1; II.A.2)
3. the College develop a comprehensive plan for assessing the information needs of CTE programs, including evaluating student perceptions, job trends, emerging industry needs, and the feasibility of new programs. (II.A.2.a)

Standard II—Student Learning Programs and Services

Standard IIB-Student Support Services

General Observations

The College of San Mateo (CSM) provides a wide range of student support services that are aligned with the College mission statement and its five institutional priorities. The College identifies 25 departments, programs and services designed to address student needs with a focus on achieving student success and achievement. Key student support services include Admissions and Records, Financial Aid, Counseling, and special programs such as the Puente Project and the Veterans Resource and Opportunity Center.

The Student Services Division is managed by the Vice President of Student Services, and she is a member of the President's Cabinet consisting of the President and the Vice Presidents of Instruction and Administrative Services. The programs and departments in the division and others that provide student support such as the Learning Center have identified student learning outcomes that are assessed and evaluated through an annual program review process. Most of the student support services offices are easily accessible and are located in the College Center (Building 10), near the center of the campus. With the passage of Bond Measure A in 2005, the college constructed the College Center in 2011, centralizing many of the student support services in one location. This has enabled students to be served more efficiently and equitably. CSM also provides extensive information about all student services through its distance education website. Some services can be accessed and utilized completely online, including admissions and registration, the bookstore, orientation, and library services. There is additional information about services available primarily onsite, including counseling, tutoring and placement testing.

Students are genuinely enthused about being a part of the college community. Survey data results indicating consistently high levels of satisfaction with the college were corroborated by the team after interacting with students informally on campus. The Student Services Division demonstrates that careful thought and planning are fundamental in their efforts to improve student learning, achievement, and student success.

Findings and Evidence

The College regularly collects survey data to measure student satisfaction levels with student support services. The Office of Planning, Research, and Institutional Effectiveness (PRIE) provides quantitative and qualitative data derived primarily from the CSM Student Climate and Satisfaction Survey that measures the degree to which learning outcomes are being achieved. Surveys are distributed and data is collected annually. Satisfaction levels with customer service for most of the departments and programs that provide student support services hovers over 90 percent, an impressive outcome. The survey is distributed annually to students and 1,000 students (13 percent) responded to the 2012 survey. The survey data indicate that students feel welcome and respected and that their overall experience at the college is very positive. Progress

or lack thereof in improving student satisfaction levels is compared annually in order to assess trends annually in satisfaction levels with student support services. (II.B)

The College does a very good job of ensuring that all students, regardless of their physical location or through on-line or web channels, receive the same level of quality services. These services are offered through various means including the web portal (WebSMART) and Degree Works, a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools that help students process and view degree audits that show progress toward earning degrees and/or certificates, and a Transcript Evaluation Service connected to Degree Works. The quality and accessibility of student support services support key institutional priorities derived from the college mission statement including “improving student success” and “promoting high quality programs and services”. Students are clearly informed on the college website on how to enroll by clicking on the “Future Students” link of the opening page and then selecting the “how to enroll” link on the succeeding page. A virtual tour with streaming video highlighting the quality of the institution is available to students in order to learn more about the college. (II.B.1)

The college catalog is precise, accurate and current and is available in printed and on-line formats. General information such as the academic freedom statement, gainful employment, and student grievance procedures, in addition to transfer and major policies affecting students, are provided to students. It is impressive to note that the College Catalog and Schedule of Classes are produced in tandem through an iterative process that assures consistency in information in both publications. Multiple offices, including the Office of Community Relations and Marketing and the Offices of Instruction, Student Services, and Matriculation work collaboratively to achieve this outcome. (II.B.2.a, b, c, d)

The College analyzes the needs of its students primarily through the CSM Student Climate and Satisfaction Survey. This survey has been distributed annually since 2009 and is used to comparatively measure trends in levels of satisfaction with student support services. The survey instrument has been helpful at assessing student needs that contribute to institutional and program level dialogue. Although the Self Evaluation Report referred to some work in qualitative assessment pertaining to student support services, the team suggests that the PRIE consider expanding its efforts to encourage more qualitative assessment and evaluation (e.g. focus groups). (II.B.3)

It is evident that student learning outcomes and assessments are in place and that decisions regarding the allocation of resources is linked to the annual program review process. At the institutional level, the learning support needs of students are identified through the Institutional Planning & Budgeting Committee (IPBC) and prioritized for allocation purposes. For example, the IBPC created two task forces, one focusing on math and the other focusing on part-time and working students. These task forces have put together a report that included preliminary findings based on relevant data. These reports will serve as the basis for the IPBC to consider prioritizing resources to address the needs of students in basic skills math courses and part-time and evening students enrolled at the college. A current action plan is not ready for implementation as assignments are being made to consider follow-up strategies. This should remain an institutional priority. (II.B.3)

The college demonstrates with ample evidence that it provides comprehensive and reliable services to students on and off campus. The College catalog and schedule of classes are available online. Students enrolled in online courses and other students who may have limited ability to avail themselves of campus student support services have a variety of ways to access student support services. Students are able to apply to the college through CCCApply (which is also available in Spanish) and students have 24/7 access to an online knowledge database labeled “Ask the Bulldog”. Students can also schedule testing online through the student portal (WebSMART), and the college provides students an online orientation. (II.B.3.a)

Student life programs are focused on promoting personal and civic responsibility, with multiple strong examples cited in the self-evaluation. The team met with students who provided multiple examples of student programming that is intentionally designed to promote personal growth and development of civic leadership skills. The Student Senate supports multiple clubs that promote community involvement and development of advocacy skills. Student development managers use Rational Leadership and Social Change Models as platforms for program development and students report success and satisfaction with the Office of Student Life. The visiting team found multiple examples of faculty integrating community volunteer activities within the curriculum. Faculty serves as advisers for clubs within their disciplines, modeling engagement for students. Students noted the loss of a formal Service Learning Program as a “gap” in the educational opportunities at CSM. They also are engaged in difficult discussions around issues of diversity, a challenging yet vital student development experience. (II.B.3.b)

The Student Services Division conducts qualitative and quantitative evaluations of its many programs, relying heavily on the CSM Student Climate and Satisfaction Survey. Response rates remain low. Counseling faculty and staff meet regularly to review and discuss counseling services, using case studies to illuminate best practices. Six instructional faculty serve as academic or athletic faculty advisors, trained by the Dean of Counseling and given release time, to work with students in their disciplines. A clear delineation of roles is maintained. SARS allows counselors to prepare for appointments, increasing efficacy, and yields records of student-defined goals for counseling appointments. In response to the 2008 Educational Master Plan, Counseling initiated two online advising and counseling services, using email, web conferencing, and telephone modalities. Technology is being threaded throughout counseling and advising services, increasing access for students. (II.B.3.c)

The College has established a Diversity in Action Group (DIAG), an institutional planning group linked to the Institutional Planning & Budgeting Committee (IPBC), charged with ensuring that unity through diversity is among the College's highest priorities. The College Mission Statement and the College Diversity Statement drive the efforts of DIAG to identify gaps in student achievement and success for intended diverse groups. The DIAG develops institutional plans and proposals that address these gaps that are considered and prioritized by the IPC for resource allocation purposes. (II.B.3.d)

The College uses *ACCUPLACER* and *COMPASS* computerized testing services, both selected by discipline faculty and approved by the California Community College Chancellor's Office. Discipline faculty select all assessment instruments, conduct validation studies, and develop cut scores with the assistance of counseling faculty. English courses at the basic skills level across

the district have different course numbers. Mathematics faculty have agreed upon the same curriculum but use different cut scores and different multiple measures are applied. From the student's perspective, there is no negative impact, as placement scores from any college in the district are accepted and used for placement at their college of choice. In spring 2013, the District Matriculation Committee was merged with the District Enrollment Services Committee. The goal of this change was to bring placement more fully under the responsibility of the faculty. The team reports that the College supports faculty primacy in assessment and placement. (II.B.3.e)

The college maintains records permanently, securely, and confidentially in the Admissions and Records, Financial Aid, and Vice President of Student Services Offices. Access to records is provided to staff with limits depending on staff position level and related duties. Student assistants do not have access to records and are limited to access of their own records with password protection access through the student portal (*WebSMART*). All student discipline records are maintained electronically and confidentially through a web-based conduct management application called *Advocate*. Students are made aware of the Student Complaint Procedures on the College website, College Catalog and Schedule of Classes. (II.B.3.f) The evaluation report asserts that 100 percent of all program level SLOs for student support services are being assessed and evaluated annually through the annual comprehensive program review process that was initiated in academic year 2012-13. The depth and quality of the program reviews varies between programs. For example, the Admissions and Records and Counseling Department clearly identify, assess and evaluate SLOs and are very thorough in determining student satisfaction levels with these services. Although the depth of the dialogue associated with the identification, assessment and evaluation of outcomes seems to vary among the departments and programs providing student support services, it is occurring. It is suggested that the college expand more robust dialog about outcomes assessment to the other units of student services. (II.B.4)

Conclusions

Student support services at College of San Mateo are actively engaged in supporting the College Mission Statement, Institutional Priorities, and the College Integrated Planning Cycle. Student support services are well managed with the leadership of the Vice President of Student Services working collaboratively with Instruction and the college as a whole to promote efforts that support student learning, student achievement, and student success.

The team is impressed with the high degree to which student support services contribute to a campus environment in which students feel welcome and respected. It is evident that students are engaged with each other particularly in the College Center. Moreover, the College continues to find ways to serve students efficiently through the ongoing expansion of technology.

The College meets this Standard.

Recommendation

None.

Standard II—Student Learning Programs and Services

Standard IIC—Library and Learning Support Services

General Observations

College of San Mateo’s library and learning resources support student learning and contribute to student success. The library contributes to the active student life environment through Maker Space cultural events and the Athletes as Readers and Leaders partnership. CSM has a very unusual structure in both library services and learning centers. The library is part of the large Peninsula Library System (PLS), which is primarily local public libraries; however, PLS staff are located in the district ITS department, an arrangement that is described as economically beneficial. In addition, College of San Mateo librarians and library staff serve as members of several PLS committees. Library services include searching the PLS system online catalog for materials including reserve textbooks, e-books, and online databases. The library has a YouTube channel with helpful tutorials on research and information competency. There are credit library courses for students, and faculty can schedule workshops and group orientations. The library advisory committee, a subcommittee of the Academic Senate, meets regularly.

There are 13 discipline specific learning centers, in addition to the main cross-disciplinary Learning Center (LC) and the library. There was no cross-disciplinary tutoring offered for many years, which led to the growth of decentralized faculty-driven, discipline-specific centers. The LC was planned since 2007, and became fully operational with trained peer tutors offering one-on-one and group tutoring in fall 2012. Other activities that occur in the LC include student success workshops and test proctoring. The other thirteen centers discipline-specific centers include the Accounting Skills Center, Communication Studies Center, Integrated Science Center, and Nursing Skills Center. There is a Learning Support Centers Coordination Committee that has created a common SLO for all the centers.

Findings and Evidence

Library services and resources are sufficient in quantity, depth and variety to support the institution’s programs and activities in various formats to serve all students, regardless of their location. Learning support centers are sufficient to support the institutions programs and serve students onsite. Students have access to library services, the Learning Center which functions as a cross-disciplinary tutorial center and computer lab, and 13 discipline-specific learning support centers. In spite of the number of centers, support for online students is very limited, as is acknowledged in a self-identified plan for improvement. Assessment of SLOs is weak for library services and all learning centers. Program reviews are present, but assessment rests primarily on student satisfaction and perception of: 1) whether the students are aware of and know how to use the centers, and 2) whether the centers were “helpful”. The library studies (course) SLOs are better defined, with disaggregated data informing outcomes. There is a substantial gap in student success between the online (48.1%) and onsite (75.4%) versions of the library studies course. Many discipline-specific center program reviews cite staff dissatisfaction with “unacceptable” hours and staffing levels. (II.C, II.C.1.)

CSM faculty, librarians and learning support staff select and maintain educational equipment and materials to support student learning. The library has a collection of electronic resources to serve students in any location, and students have access to public library collections throughout San Mateo County via the electronic catalog. Technology for students in centers located in newer buildings is excellent, as observed in the Communications Studies Center and Learning Center. The recently opened Learning Center utilizes a wide variety of onsite resources, and has ambitious plans for improving services to online students through social media, online tutoring and recorded lectures in the future. (II.C.1.a)

CSM provides ongoing instruction so that users of the library and support services can develop skills in information competency. Evidence of this is in the number of library instruction sections in the course schedules and the library information competency webpage. The College provides adequate access to the library both online and onsite, through electronic services and 57 open hours weekly. The cross-disciplinary Learning Center is open 56.5 hours per week and provides adequate access onsite. The discipline-specific centers have a wide range of hours and services, ranging from 4 hours per week in the Anatomy and Physiology Center to nearly 40 in the Business Computer Center. There is little or no evidence of online student support provided by the centers, other than limited faculty access online through the Writing Center. (II.C.1.b,c)

The library and learning support centers and resources are secured through multiple systems including theft deterrent systems, locking cabinets, fire alarm systems, and surveillance cameras. In addition, there is a district-wide Public Safety Service that patrols all areas of the campus. The library participates in a number of contractual and consortia relationships for the provision of cataloging, electronic databases from the Community College Consortium, and the Peninsula Library shared integrated library system. Some assessment is offered in the form of product reviews from the Community College Consortium, and these arrangements are cost-effective. (II.C.1.d, e)

There is an evaluation process for the library and learning centers to determine adequacy in meeting student needs. The quantitative data presented through program review informs planning and resource requests for program improvement. The qualitative data relies on student surveys and does not reflect (in most cases) data-based evidence on how the center and/or service contributes to student achievement, or analysis for improvement plans. (II.C.2)

Conclusion

The CSM library and learning centers are sufficient to support the institution's instructional programs and student activities onsite. The College provides access and training for library services online and onsite, and for most learning centers onsite. Student satisfaction with the library and library services in the annual satisfaction surveys is high, with 92-93% agreeing the resources are adequate and reflect the needs of the students. Student satisfaction with most learning centers is also high, but the response rate is extremely small in some cases. The College does not fully meet the standard.

Recommendation

See College Recommendations 3 & 4.

Standard III — Resources

Standard IIIA — Human Resources

General Observations

College of San Mateo has standardized hiring practices in place, per District policies and procedures 2.09 and 2.10, described on the Human Resources website. The website also presents listings of employment opportunities, employment forms, employment policies, and information about compensation and benefits. Job descriptions are well-established and are used in advertising open positions.

The College's human resources operational support is housed and coordinated at the District Office by a Vice Chancellor of Employee Relations and Human Resources, supported by a fully staffed Human Resources department. Hiring recommendations and employee evaluations originate at the College, according to selection procedures and evaluation processes established by the District. The District's Human Resources department works collegially with staff at the College to review and update Human Resources policies and procedures as needed. The policies in place ensure adequate numbers of staff that are qualified and meet the demographic needs of the community served by the College.

The District bargains collectively with three employee organizations: San Mateo Community College Federation of Teachers (AFT Local 1493), California School Employees Association Chapter 33 (CSEA Chapter 33), and American Federation of State, County, and Municipal Employees Local 829, Council 57 (AFSCME Local 829). The District has recently concluded negotiations with all three bargaining units.

During the period since the previous comprehensive accreditation visit (2007), the District, its three colleges, and the AFT have endeavored to address Standard III.A.1.c, which specifies that "Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes." In order to make progress, and by the mutual agreement of the parties, a District Performance Evaluation Task Force was established and empowered to resolve this issue, along with other evaluation matters.

Findings and Evidence

The visiting team ascertained that the College employs personnel who are qualified by appropriate education, training and experience, judging from the information provided in the College Catalog, Human Resources procedures for selection, and other evidence. The vast majority of full-time faculty possess master's degrees, and some possess doctoral degrees in their discipline. The College adheres to the Minimum Qualifications established by the California Community Colleges Chancellor's Office and the statewide Academic Senate. Audits have identified a couple of isolated instances of part-time faculty who were found not to be demonstrably qualified in their assigned disciplines according to the state's minimum qualifications for faculty—one of these in the more distant past, and one more recently that is being addressed through the District's equivalency process at the time of the team visit.

Classified staff and managers are hired using well-established selection procedures that include job announcements that list required and preferred qualifications, and balanced committees whose charge includes evaluating the preparation of candidates for the specific responsibilities of the role. Hiring committees for faculty not only screen resumes and transcripts, but ensure teaching ability and subject matter knowledge through interview questions and teaching demonstrations. Jobs are advertised via the District website, and also in applicable publications such as the *Chronicle of Higher Education*, Craigslist, the northern California Higher Education Recruitment Consortium, and CalJobs. Selection procedures are well known by employees; selection committees are trained consistently; and Equal Employment Opportunity rules are consistently enforced. Hiring committees receive a training handbook from Human Resources, which includes policies and procedures for hiring new faculty, classified staff, and administrators. A staff member from the District provides orientation to all hiring committee members and serves as a resource on each committee. The policies promote equal access, equal employment opportunity, and equal and fair treatment of all candidates for positions, and selection processes ensure full and equitable implementation of the policies. According to the campus climate and satisfaction survey of 2012, 56 percent of classified staff indicated agreement that their job description accurately reflects what they currently do in their job—indicating a possible area for improvement. (III.A.1, III.A.1.a)

Evaluations of employees are well designed overall, and appear to be conducted regularly. Survey data confirm that employees understand the methods of evaluation and that the elements of evaluation are applied consistently. Faculty evaluation procedures have recently been under review, partly to clarify the role of student learning outcomes in faculty evaluation, and partly to create policies and procedures for the evaluation of teaching in distance education courses (an assessment of distance education in fall 2010 called for enhancement of quality control measures). (III.A.1b) During the evaluation visit, the District Team verified that agreement had been reached by the Performance Evaluation Task Force to include student learning outcomes as a required component of a faculty member's self-evaluation, which is part of the overall, official faculty evaluation performed by the dean. Although yet to be ratified as part of the Collective Bargaining Agreement, this practice is already in place, based upon the task force's agreement and the Chancellor's approval. Evaluations of classified staff members who are directly responsible for student learning often include goals that involve improvement of student learning, and documentation of progress on those goals. (III.A.1.c)

The College acknowledges that reductions in staffing have occurred recently as a result of statewide fiscal difficulties, but maintains that it has sufficient faculty and staff to operate the College effectively, albeit with reduced course offerings for the last couple of years. As of Spring 2012, only 51 percent of classified staff and 52 percent of faculty felt that their work area was adequately staffed. The College presents convincing evidence that it is effectively tracking staffing levels, but survey data indicate a collective judgment among faculty and administrators that work units are not adequately staffed. Nevertheless, the College's ability to maintain learning centers, and to create a new central learning center, would indicate adequate staffing levels even during the fiscal downturn; and the College looks to the improved state budget to relieve staffing pressure. The President has indicated that he plans to increase the level of faculty staffing for the coming year. (III.A.2)

Personnel policies and procedures are well established and understood by employees. These policies and procedures are structured to ensure fairness in employment practices. Personnel records are securely kept at the District Human Resources office, with the exception of adjunct faculty records, which are kept in division offices. District staff responsible for Human Resource express confidence in the security of division office files. Additionally, the College and District have established an institutional code of ethics for all categories of employees, as evidenced by Board Policy 2.21. (III.A.1.d) (III.A.3.a,b)

The District's hiring policies incorporate sensitivity to diversity, and Equal Employment Opportunity rules and guidelines are adhered to strictly. College faculty, staff and students confirm in survey data that a value for diverse perspectives pervades the College. Both College and District monitor distribution of employees as well as students and the local population served by ethnicity, age, disability, gender and other applicable categories. (III.A.4.a,b,c)

The College and District provide regular professional development opportunities for employees, consistent with its mission and linked to identified teaching/learning and institutional needs. The College has provided staffing to coordinate professional development, and flex days have included presentations on innovative and successful programs. Faculty and staff consistently indicate that professional development opportunities provided to them are appropriate to their job responsibilities. Program-related professional development is integrated into the program review cycle, and thus subject annually to evaluation at the department level. Annual surveys are conducted to evaluate professional development programs that are College or District wide. The College web pages devoted to professional development are models of clarity and helpfulness, and they give good evidence of an institution that cares deeply about its employees. (III.A.5.a,b)

Needs for staffing are assessed at the department level through program review. The College has a rigorous process to identify and prioritize needs for full-time faculty positions, using relevant data generated by the Office of Planning, Research and Institutional Effectiveness and incorporating findings from student learning outcomes. Classified staffing needs are identified in program review, then reviewed by the President's Cabinet as well as the Institutional Planning Council and the Budget Planning Committee. Administrative openings are reviewed by the President, using a needs assessment by his Cabinet. It is not clear that these prioritization and allocation processes are themselves evaluated for effectiveness, nor are there specific criteria used in the latter processes that relate explicitly to mission or institutional priorities. The District has created a template to guide a status update on its institutional staffing plan, but the evidence does not show that the status update has been populated with data or findings. The most recent District staffing plan shows updates for 2011-12, not for 2012-13 or 2013-14. (III.A.6)

Conclusion

The College has highly qualified faculty and staff, whose qualifications are matched to their job responsibilities. Job descriptions exist to clarify roles and responsibilities, but they may not all be up-to-date, or have not been reviewed recently to determine that they are (job descriptions are reviewed and updated on an as-needed basis). Hiring processes are established that meet the Standard, and staff are trained to ensure equity and fairness in hiring. Performance evaluation processes for all categories of employees are well established, and are judged appropriate by the vast

majority of participants. Employee evaluations are monitored on a regular schedule, with supervisors being reminded of the need to complete evaluations by a specific deadline.

Classified staff evaluations are well established. As for faculty evaluations, the District and the College have made an effective and concerted effort, with the assistance of the Collective Bargaining Agent, to resolve a difficult long-standing matter, which has resolved a conflict between the Standards of Accreditation on the one hand and legal issues associated with collective bargaining on the other. The determination of the Chancellor to resolve this dilemma was matched by the cooperation of the institutional and union participants. Now that this major step has been taken, it is important for the District and College to communicate this agreement in a formal manner and ensure its full implementation. (III.A.1.c)

The College exhibits profound and pervasive respect for diversity and differences, and uses sound procedures to ensure fairness in hiring. The College also does an outstanding job of providing effective professional development for employees. The College is to be commended on its well organized and robust program of professional development opportunities. (III.A.3, III.A.4) The College is adequately staffed, although there remains a feeling among faculty and administrators that their staffing levels have been too low. The College has a plan to increase faculty staffing in the near future. Prioritization processes for staffing the College are well integrated with overall institutional planning and are aligned with the College mission and strategic goals. It is not clear, however, that staffing prioritization and allocation processes have been specifically evaluated for effectiveness. (III.A.2, III.A.6)

Recommendations

District Recommendation 1

In order to increase effectiveness, the District and Colleges should broadly communicate the modification of the evaluation process for faculty and others directly responsible for student progress, which includes student learning outcomes, and ensure that the process is fully implemented. (III.A.1.c)

Standard III – Resources

Standard IIIB - Physical Resources

General Observations

The College of San Mateo (CSM) was opened in 1963. Since that time the facilities have evolved to its current configuration of 21 buildings around a central quad. The College and District Facility Master Plans have guided the development of the College's facilities. These plans are informed by the College's other planning processes (i.e., educational master plan, technology plan, etc.). Future projects for the College include renovation projects to further support instruction, student services, accessibility, energy efficiency, and campus life. Team member's visits to some classrooms indicate the need to update the technology in the classrooms in some of the older buildings. However, for the most part the College's facilities, in their design and maintenance, support its Mission, contribute to the effectiveness of its programs and services and clearly communicate the College's student-centered and service orientation.

The development and maintenance of the College's physical resources is a District responsibility. The College and District work together to maintain, upgrade, and replace its physical resources in a manner that assures efficient utilization and continued quality. The College has sufficient systems in place to assure the safety of its personnel and facilities. College membership on District committees and the assignment of a facilities director and other maintenance and operations staff to the College contribute to effective communication and quality of services.

Findings and Evidence

Direct observation, the review of evidence and interviews by the College and District visiting teams indicate that San Mateo Community College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. Planning for major projects is guided by the SMCCCD 2011 Facilities Master Plan and is aligned with recommendations articulated in the campus master plans and program reviews. (III.B.1)

The District has been engaged in a comprehensive Capital Improvement Program (CIP) since 2001. The development of the SMCCCD Facilities Master Plan, along with campus Facilities Master Plans for each of the campuses, has provided the District with the framework for its two successful capital bond measures, passed by the voters in the amount of \$675 million, and has served as the basis for a possible future bond measure. Maintenance of existing facilities is assured through the Facilities Management program review, assessments, and operational processes. Interviews and a review of documents validated that physical resource needs identified in program review are prioritized at the unit then at the college-level for funding through the annual district allocation, Bond Funded Emergency Building Repair Fund and/or Small Project Fund or for consideration in the Facilities Master Planning process. (III.B.1.a)

The District ensures the safety of its physical resources through its District's Facilities and Public Safety staff, District Safety Committee and the Facilities Safety Task Force. The review of

documents by the College and District visiting teams confirms that the District, along with the College, has conducted multiple facilities and safety– related assessments and has implemented changes when needed in response. Emergency preparedness and other safety-related training and drills are also conducted regularly. The District and College assure the safety and sufficiency of off-campus locations through the structure and language of the contracts specifying expectations and responsibilities of the external partner and through the College’s administrative structure. Campus climate data indicates employees and students are satisfied with the College’s facilities. (III.B.1.b)

In 2003, the District engaged a consultant to conduct a physical survey of the campuses. The data was entered into the State Chancellor’s Office Facilities Database, allowing facilities planners at the District to create reports on facilities condition indices, plan projects, maintain a space inventory, and track funding of approved projects. This database is updated as conditions change. The College’s annual campus climate surveys help the College determine the degree to which it is meeting the physical resource needs of its programs and services. (III.B.2)

Long-range capital plans are guided by the Facilities Master Plan, and are updated as funding becomes available. When developing long-range capital improvement plans, the District considers all components of the overall cost such as architectural design, construction and equipment costs, and maintenance and operations issues such as sustainability, energy consumption, staffing, and cleaning. In order to ensure the sustainability of new facilities, the District and its colleges collaborated to reallocate \$2 million for additional staffing. In addition, the District included a 15 year warrantee requirement for all furniture and equipment purchased with Bond funds. The District has also recently formed a Long Range Instructional and Institutional Equipment Planning Team to identify replacement needs and establish funding support based on available resources. (III.B.2.a)

Facilities planning for major capital projects are guided by the SMCCCD Facilities Master Plan. A review of documentation confirms that the 2011 Facilities Master Plan priorities are aligned with the planning assumptions and recommendations articulated in campus Educational Master Plan. This evidence, combined with interviews of College and District employee, confirmed that planning for physical resources, including equipment, is integrated into the institutional planning processes. (III.B.2.b)

Conclusion

The College and District meet the Standard and has fully addressed Recommendation 7 from the previous comprehensive evaluation (2007). The San Mateo Community College District has provided facilities support to its three campuses that would be a source of pride for any community college. The master planning process in place at the District is a collaborative process integrating campus planning for the delivery of educational programs, for providing an environment conducive for student learning, and addressing safety and code requirements. The San Mateo Community College District and its three campuses should be commended for their efforts in building campus facilities to meet their respective educational mission.

Recommendations: None

Standard III – Resources

Standard IIC – Technology Resources

General Observations

Technology at the College of San Mateo is managed at the SMCCCD district level. The District Information Technology Services (ITS) provides technology to meet the learning, teaching, communications, operational, and research needs of the College. Technology needs are identified through program review and through prioritization in the *District Strategic Plan for Information Technology 2012-16*.

SMCCCD passed a parcel tax and two general obligation bond measures, in 2001 and 2005, that provide much of the funding for new technology. The District offers a variety of technology services, professional support, facilities, hardware, and software to enhance the effectiveness of college operations. Systems include the WebSMART portal for students and faculty and the Banner software system. Upgrades include expanding the wireless network, a new telephone system, SMART classrooms, infrastructure, and learning center computers. In addition, a technology infrastructure has been implemented to assist students starting with registration through to student services. Standards have been developed for educational technology as part of the bond measures construction and modernization plans.

CSM offers courses for students to receive training in educational technology in the Business, Computer and Information Science, and Library departments. Trainings for faculty related to WebACCESS and distance education are available through the Distance Education Resource Center. A part-time instructional designer is available to work with faculty one-on-one or in small groups. Adobe workshops were offered at the district level in 2011. Structured Training for Online Teaching (STOT) is operated at the district level. There are off-campus opportunities for training available to staff, such as the California Community College Banner Group (3CBG). The program review process allows requests for new, upgrade, replacement, maintenance, or repair of technology. The district maintains and secures technology systems through a variety of malware and anti-virus software, network safeguards, security/surveillance systems, and backup and recovery including an emergency generator.

Planning for technology seems to occur primarily at the district level, as evidenced in the *District Strategic Plan for Information Technology 2012-16*. A Long-Range Instructional and Institutional Equipment Planning Team was formed to meet quarterly to review technology replacement needs and establish funding support. The Distance Education and Educational Technology Committee (DEETC) is credited with working to integrate institutional planning and educational technology. The Institutional Planning and Budget Committee is identified as the body to recommend resource allocation for high priority plans and initiatives, including technology.

Findings and Evidence

Technology resources are used to support student learning programs and services at CSM. High-quality, current technology is in evidence in some classrooms, many learning centers, and labs.

Technology needs are identified in the program review process in addition to institutional plans. The effectiveness of technology needs is primarily evaluated through faculty, staff, and student satisfaction surveys. Recent student satisfaction rate is 94.6 percent to the statement that computer equipment is up to date which is reflective of how effective the college is in meeting its technology needs. According to the Self Evaluation Report, the merged distance education and educational technology committee (DEETC) was working on a plan for fall 2013, but there is no evidence this committee is meeting. The last DEETC agenda is from May 2013. A draft Distance Education plan 2013-2017 plan was provided to the team at the time of the visit. The plan appears to be an update of a previous plan. Committee members reported that their focus is Distance Education, and they don't currently plan for other education technology. (III.C)

Technology needs are identified through program review and institutional plans, and then, following the planning process, are forwarded to the IPBC. CSM has relied on funding from a variety of sources to meet technology needs, primarily bond funding. ITS developed a *Strategic Plan for Information Technology 2012-16*; however, in looking at the plan appendices, most items end by 2013 and one project listed is to do a 4-year update of the Plan in 2012, which the team could not ascertain if it had occurred at all. A Long-Range Instructional and Institutional Equipment Planning Team was formed to meet quarterly to review technology replacement needs and establish funding support. There was no record of this district-level team found in listings of district or college committees. This team is mentioned in the *Strategic Plan for Information Technology*. (III.C.1)

Technology services, equipment and support enhance the operation and effectiveness of the College. Bond Measures C and A have allowed the District to improve infrastructure, wireless connectivity, the telephone system, and create and advance web-based applications such as WebSMART. WebACCESS, the Moodle-based distance learning platform hosted off-site by Moodlerooms. Safety, privacy, and identity authentication for online systems have all been addressed. A high degree of satisfaction from staff, faculty, and administrators is evident in climate surveys from 2012, which seem to be the main form of technology assessment. (III.C.1.a)

CSM offers courses, onsite and online, in several disciplines including Business, Computer and Information Science, and Library Studies for students to receive training in information technology. There are both onsite (e.g., Distance Education Resource Center) and off-site opportunities for faculty technology training. At the district level, Structured Training for Online Teaching (STOT) is offered to a limited number of teachers through an application process. There is no mandatory training requirement to teach online. Sessions that are broadly available include best practices with the instructional designer and a *Distance Education Handbook* for online faculty. The division deans are responsible to ensure that faculty comply with regulations and have the necessary training for teaching online. (III.C.1.b)

The district revised its *Strategic Plan for Information Technology 2012-2016* in July 2012. The plan has an Equipment Replacement Strategy for 2012-2013 to replace older computers in selected classrooms across the district. There is no evidence of a replacement plan past that date at either the district or the college level. It is unclear whether a technology obsolescence/replacement schedule exists; it does not appear to be part of the District *Strategic*

Plan for Information Technology. While the district ITS determined replacement costs for computers at the various campuses in the district, there does not seem to be a technology specific total cost of ownership analysis. Such real costs could include, in addition to the replacement costs, the cost of consumables (e.g., batteries and toners), personnel cost of maintaining technology, infrastructure, and the replacement costs associated with peripherals (e.g., keyboards and mice). Programs and services can request technology through the program review process for new, upgrade, replacement, maintenance, or repair. Planning coordination between the college and the district is attributed to the Long Range Instructional and Institutional Equipment Planning Team. There was no evidence of agendas and minutes from the planning team. In interviews, the team was informed that technology communication between the district and the college occurs at instructional administrators meetings. However, no evidence was found to support that. The team was informed from a variety of sources that the reliability of systems is very good, and it was observed that technology equipment for the most part is current and well-maintained. (III.C.1.c)

Technology resources are distributed across disciplines and departments to serve programs and services. A number of examples of technology upgrades were observed, but it is unclear if they occurred as part of program review or other planning processes. Planning processes described in the Self Evaluation Report include the Long-Range Instructional and Institutional Planning Team meetings, the program review process which includes the new IBPC committee, and technology needs identified by institutional committees (e.g., DEETC). At the district level, the Director of Information Technology Services works with the College Presidents and the District Chancellor to set the broad priorities for technology resources. Eleven million dollars has been “set aside” by the District for technology funding over the next five years using bond measure funding. There appears to be no evidence for planning or funding past 2016-2017. (III.C.1.d)

The Distance Education and Educational Technology Committee (DEETC) is credited with working to integrate institutional planning and technology; however, there is no evidence that this committee is currently meeting. In the draft *Distance Education Plan 2013-2017*, presented to the team upon arrival at the college, there are four goals listed to integrate technology in institutional planning. Some of these goals include creating more integrated and accessible online support services for students, and to create training in online delivery and support for staff and administrators. These goals are linked to the *SMCCD Strategic Plan*, the *CSM Educational Master Plan 2008*, and *CSM Strategic Plan 2008 -2013*. There appears to be no evidence beyond student and staff/faculty satisfaction surveys that technology planning is evaluated. (III.C.2)

Conclusion

Instructional and student support technology is centralized at the District-level with a close, customer-service working relationship with the College to address campus needs. The District uses a variety of technological resources throughout the breadth of its programs, services, and administration. Bond measure finding has allowed the college to upgrade technology in a wide variety of institutional and educational applications. The district provides quality training opportunities to students, faculty, and staff. Student surveys indicate their satisfaction with equipment is high. (III.C.1) (III.C.1.a) (III.C.1.b)

There are a number of technology plans and processes that lead to prioritization and allocation of technology resources. These include the program review process, the *Strategic Plan for Information Technology*, the *Distance Education Plan*, recommendations from the DEETC committee, instructional administrator meetings, and prioritization through the Long-Range Instructional and Institutional Equipment Planning Team. It is apparent from interviews and evidence that the relationship of these groups to each other, the staff understanding of technology planning processes other than the program review, the currency of the technology plans, and the transparency of technology prioritization is unclear to CSM faculty and staff. Assessment of technology plans and processes is based primarily on satisfaction surveys. (III.C.1.c.) (III.C.2)

Recommendations

College Recommendation 5

In order to increase effectiveness, the team recommends the college evaluate technology planning. The evaluation process should include assessing the manner in which technology planning is documented, and assuring that technology needs in program and service areas are met effectively. (III.C.1, III.C.1.c, III.C.2)

Standard III--Resources

Standard IIID-- Financial Resources

General Observations

As the result of reducing its expenditure budget during California's severe fiscal crisis, pursuing revenue enhancement measures, and carrying out careful planning, the San Mateo County Community College District is in a strong and healthy financial position. The District holds reserves in excess of the reserve level required by the California Community Colleges Chancellor's Office and general accounting practices. The District's 2012-2013 beginning balance was \$19,601,580, which includes a contingency reserve of \$5,884,069, which is at the State recommended minimum reserve of 5%. More importantly, the beginning balance includes an unallocated reserve of \$2,377,303 and the 2011-12 campus ending balances. For the College of San Mateo, that ending balance was \$1,803,047. As one of three colleges in the San Mateo Community College District, the College of San Mateo has an annual budget, including benefits, of \$24,524,741 in unrestricted funds and \$8,354,169 in restricted funds as of July 1, 2013. The passage of a parcel tax measure, Measure G, provides additional resources for District and College initiatives, including greater student success support through the addition of class sections and counselors. The District manages and plans for its long-term liabilities as well as its short-term liabilities. The District employs a Resource Allocation Model that serves as the expenditure plan. This model is integrated with District and College planning processes that are grounded in the participatory governance process under the leadership of the College President.

Findings and Evidence

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The visiting team validated that the College is guided by the Mission Statement and Institutional Priorities, resource allocation decisions at both the College and District levels are integrated into their Institutional Planning Cycle as evidenced in the College of San Mateo Resource Allocation Narrative. Based on assessments at both the institution and program levels, resource allocation decisions are made in the context of the College's Mission Statement and Institutional Priorities. Financial planning at the district level is linked to the College planning process. (III.D.1.a,b,d)

Interviews with District personnel validates that an annual assessment of probable financial resources begins at the District level. The District Committee on Budget and Finance includes representatives from all three colleges in the District. The committee is responsible for making recommendations and evaluating resource allocation policies and budget processes. The committee considers budget assumptions, reviews revenue sources, prepares budget scenarios for short- and long-term planning, and integrates the District strategic plan into the budget. (III.D.1.c)

The District's resource allocation model was developed by the District Committee on Budget and Finance approximately six years ago. It was vetted by District and College representatives prior to being formally approved by the District Participatory Governance Committee. The Resource Allocation Model serves as the vehicle for allocating resources for ongoing

expenditures such as personnel and benefits, addresses long-term liabilities, including post-retirement medical benefits, and allocates funding for District priorities identified in the District Strategic Plan. The Resource Allocation Model is an FTES-based model. The model is reviewed by the District Committee on Budget and Finance annually, and changes are made as needed. (III.D.1.d)

The District Executive Vice Chancellor is currently working with the District Committee on Budget and Finance to create a new Resource Allocation Model which will incorporate San Mateo County Community College District's new Basic Aid ("community support") status, address Redevelopment Agency revenue, and the sunset of Measure G, the parcel tax. The assessed value of property in the San Mateo Community College District increased 6 percent in 2013-2014, which will provide the District with more property tax revenue in which to operate the District. Further increases are projected for the future. (III.D.1.c,d))

The District Chancellor along with the District Executive Vice Chancellor communicates budget information throughout the District. Through the District Committee on Budget and Finance to the College's Institutional Planning and Budget Committee (IPBC), budget and resource allocation data and information are communicated. Presentations are made on a monthly basis through the participatory governance committees regarding budget updates. A new Resource Allocation Model is being explored in order to address the changes to the District's funding sources. Budget information is available on the District's web site and also communicated at each public Board Meeting by the Chancellor and the Executive Vice Chancellor. At the beginning of each academic year, the Chancellor addresses the District and College staffs and provides updates on the status of the budget. At the College, the College President and the College Budget Officer provide regular updates to the College Institutional Planning and Budget Committee about District allocations. (III.D.1.d; III.D.2, III.D.2.b,c)

Services offered to the Colleges of the San Mateo County Community College District by the District include facilities maintenance and operations, information technology support, public safety, purchasing, payroll, accounting, banking, insurance, and human resources. By centralizing these operations, greater resource efficiencies are achieved for the District and the Colleges that it serves. The most recent example of this took place in 2009 when the public safety was centralized. One Director oversees all of the college public safety operations and assigns staff based on student population. Twenty-four-hour coverage is possible with this new centralization without additional staff. Similarly, with facilities operations, centralization has proven to be more efficient and coordinated. The three Colleges collectively reduced their budgets by \$2 million, thereby enabling the augmentation of the District facilities and operations budget for on-going preventive maintenance at the Colleges. (III.D.1.b, III.D.2.e)

The College of San Mateo's Educational Master Plan is presented each fall to the Institutional Planning and Budgeting Committee (IPBC) that reviews and revises its goals as necessary. In the budget and hiring processes, the College relies on the elements of the master plan to provide direction as to how to expend resources. The IPBC oversees the planning and budgeting process and timelines for these activities. These processes and timelines are described in the College of San Mateo's Participatory Governance Manual. Financial planning at the college is integrated with institutional planning. The decisions made by the IPBC are broadly communicated through

open meetings, posted meeting minutes, email and through division discussions as evidenced in a meeting of the OPBC meeting. (III.D.1, 1.a)

The District passed two General Obligation bond measures and a four-year parcel tax. The parcel tax funds are divided evenly among the three colleges in the District. The College of San Mateo uses the parcel tax funds primarily to support additional course section offerings and adjunct counseling. An oversight committee receives regular reports on the use of the parcel tax funds and their impact on the college and students. In addition to the bond measure proceeds and the parcel tax funds, the college receives funding from Federal and State grants and periodically holds revenue generating events. (III.D.1.b, III.D.2.d)

The District budgets and plans for payment of long-term debt, short-term debt and future liabilities. The District established both a revocable and an irrevocable trust fund for post-retirement benefits to cover the cost of medical insurance costs for retirees. The District has set aside \$43 million toward its \$125 million retiree liability. Setting aside these funds towards the District's long-term liability has helped the District in many ways, including a strong credit rating. In fact, the San Mateo County Community College District holds the highest bond credit for Community Colleges in the State, largely due to its strong financial and management practices. The District uses the California Community Colleges Sound Fiscal Management Self-Assessment check list as a barometer for the fiscal health of the institution and as a guide to maintain long- and short-term fiscal stability. The Board of Trustees has developed 37 District policies that outline sound financial practices to be followed by the District and colleges. These policies are reviewed and revised as necessary on a regular basis. (III.D.1.c, III. D.3.c,d,e)

The Institutional Planning and Budgeting Council is the committee that oversees the budget and planning process. The planning and budgeting process follows and subscribes to the College Educational Master Plan, the College Instructional Program Review Plan, and the College Student Services Program Review Plan. These plans respond to ACCJC recommendations and facilitate the accreditation plan. Faculty, staff, and students all participate at some level in the planning and budgeting process and the program review process. The College has four representatives on the District Committee on Budget and Finance. Evidence of these meeting and the collaboration between the District and the colleges are in the meeting minutes on the District Committee on Budget and Finance website. College planning and budgets are based on their mission and goals. (III.D.1.d, III.D.4)

The College has adopted a four-phase approach in assessing available financial resources and expenditure requirements. Phase one, as outlined in the Budget Planning Calendar, begins in September of the year prior to the budget year with a review of the prior year's actual versus projected budget. It culminates in the fourth phase which occurs in September of the budget year with a final estimate of projected expenses for the budget year as evidenced in the College of San Mateo Annual Budget Planning Calendar. The IPBC meets regularly to assess College expenditures and monitor budget to actual expenditures to ensure that College expenditures are in-line with the budget. With the recent change from a dependency on State funding to funding based on attainment of basic aid status, it seems evident that this change in funding base will have a positive impact on the financial stability of the District and its impact on the College, both short-term and long-term. (III.D.2.b,c)

The District prepares three-year financial projections and works with the College on its allocations. The District uses its reserves to avoid large expenditure reductions in any one year. The District has sufficient funds to meet its needs and for emergencies. The District's ending balance has ranged from 14% to 18% over the last four years. Parcel tax revenue and redevelopment tax revenue in addition to the revenue derived from its recent Basic Aid status recently have greatly enhanced the financial strength and stability of the District. (III.D.3.a)

A District Long-Range Instructional and Institutional Equipment Planning Team was formed in 2011 to assess the condition of existing equipment and technology at the three campuses. The District allocates \$400,000 annually to each college for a five-year period to enable the Colleges to purchase and replace classroom equipment. The District Information Technology unit finances the upgrades and changes to the College's instructional labs. The District Information Technology staff works with the college staff to determine what instructional labs need upgrading and the most appropriate technology to upgrade to. (III.D.1.c, III.D.2.d,c, 3.e)

The District uses the Banner financial accounting system to record financial transactions. Inherent in the system are approval controls. Various reports and queries can be run on the Banner system. The District has an internal audit committee that reviews and audits procedures such as cash handling, use of purchasing cards, conference and travel, and asset tracking. An independent CPA firm conducts an annual audit on all of the District's financial records. The annual audits are presented to the Board of Trustees. The District has not had any reportable audit findings during the past three years as evidenced by the audit reports. There have, however, been a few compliance findings on programs, with follow-up conducted by District and College staff. . In addition, the College Internal Audit Group reviews the College's internal controls on a regular basis. (III.D.2.a,b,c; III.D.3.b,h)

The SMCCCD Board of Trustees has developed policies and procedures for the district and the college. These policies and procedures help to ensure sound financial practices and to provide a framework for financial stability. These policies are reviewed and updated, as necessary, on a regular basis. During the past year, the District has supported reviews of the Office of Financial Aid, Admissions and Records, and Cashiers, and has completed program reviews of its Accounting, Payroll, General Services and Facilities Departments and is using the information gathered to develop action plans for improvements on training and customer service. To assure financial stability, the District prepares financial projects going out three years and maintains reserves to address financial emergencies. (III.D.3.a.,b,c,d,e,g,h)

Risk management is a function of the District. The District procures insurance for property, casualty, liability, and employees to protect College and District assets from losses. The District has established a reserve for worker's compensation claims that are incurred but not reported and has an actuarial study made every two years to substantiate reserves and set rates. The College offers on-going emergency training for faculty, staff, and students to reduce risk. (III.D.3.a)

The Office of Financial Aid at the College is responsible for monitoring the student loan default rate. The College of San Mateo's official two-year Cohort Default Rate for 2010 is a very low 2% on 50 borrowers entering repayment and one defaulting within the two-year monitoring period as evidenced in the College of San Mateo two-year loan default rate. The college requires students to

complete entrance counseling each year and exit counseling at the end of their program to help keep the default rate low. The Financial Aid Office staff counsels students individually when approaching their loan limit. The Cañada College Financial Aid Office worked with the District to create the San Mateo County Community College District Default Prevention and Management Plan for Federal Direct Loans. This is included in the Financial Aid Policies and Procedures Manual. (III.D.3.f)

Contractual agreements are consistent with the mission and goals of the College San Mateo and are reviewed by both the College Business Office and the District. Contracts are set for services consistent with the college's mission and goals. Policies and procedures regarding contracts are developed and implemented in compliance with Education Code, Public Contracts Code, and Civil Code. Only the Chancellor and the Executive-Vice Chancellor and their designees are authorized to sign contracts for the District. (III.D.3.g)

The College's financial resource planning is integrated with institutional planning. Program reviews occur concurrently with the institutional planning cycle where each department or unit assesses previous year's accomplishments. The Institutional Planning and Budget Committee reviews all program reviews and identifies and prioritizes specific funding requests. The District also performs program reviews and incorporates their assessments into their plans. (III.D.4)

Conclusion

The San Mateo Community College District and the College of San Mateo are financially sound with substantial reserves. The District resource allocation model allocates resources for ongoing expenses and addresses long- and short-term liabilities. Resource allocation is tied to the District Strategic Plan and is currently based on FTES. However, in light of moving to Basic Aid Funding, the District is assessing its allocation model and is considering moving to a model that provides funding for college basic services and provides additional funding for differential funding to meet specific college program needs. The District provides centralized services supporting the campuses in facility operations, information technology, purchasing, payroll, accounting, banking, insurance, risk management, and human resources. The District has been very responsive to campus needs in all of these support areas, and the College of San Mateo is very satisfied with the services that are provided and funded by the District. External audits have been void of any financial or internal control findings for the last three years, a clear testament of a very sound financial management.

Recommendations

None

Standard IV — Leadership and Governance

Standard IVA — Decision-Making Roles and Processes

General Observations

The College has a structure and culture that encourages participation from all constituencies, including faculty, classified staff, administration and students. Participation is outlined in Board Policies and constituency contracts, and reinforced in various college documents. The College's committee structure and decision-making processes provide multiple opportunities for input from these constituencies.

The College governance committees hold regular meetings, post agendas, and for the most part post their minutes online. In addition, the President, who serves on several of the key decision-making committees, communicates information to the college through emails, presentations, walk-about, and newsletters. Strategic Planning Committee membership on District and College committees facilitates communication between the District Committees and the College.

The effectiveness of the College's decision-making processes would be enhanced if the College clearly and completely documented its governance and decision-making processes. Currently information about these processes is housed in four separate documents (*Compendium of Committees*, the 1993 *Implementing Shared Governance* document, the *Faculty Handbook*, and the *Overview of Integrated Planning Document*). A review of these documents indicates they present different aspects of the College's processes, but when taken together, do not cover all aspects of the College's processes.

Findings and Evidence

The San Mateo County Community college District (SMCCD) governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated leadership responsibilities of the governing board, chancellor, and college presidents. The governing board for the District fully supports the Chancellor and provides him the resources to be effective in his position. Interviews with Board members and the Chancellor indicate that they have a close and mutually-supportive working relationship. This relationship has afforded the District the ability to move forward on several District Strategic priorities. (IV.A.1)

The College's Mission statement expresses its commitment to academic excellence, student success, institutional planning and continuous improvement. The College's goals and values are clearly articulated and reinforced in various College processes and documents. The College has defined key indicators and tracks its performance relative to those indicators. The College's planning and decision-making structure was modified in spring 2012 to enhance efficiency. Interviews with committee chairs of the suspended committees and a review of the Institutional Planning and Budget Committee (IPBC) indicate that this review process was collegial and has strengthened the College's processes. The planning and decision-making structure provides multiple opportunities for staff and faculty participation through program review, participatory governance committees, and physical and online suggestion boxes. The team verified that

several changes had occurred as a result of the College's planning and decision-making processes. For example, the review process resulted in the merging of the former Institutional Budget Committee and the Institutional Planning Committee to be the Institutional Planning and Budget Committee (IPBC). The campus climate survey, however, indicates that a significant portion of the College does not thoroughly understand the College's planning structure so does not fully understand how they can participate and influence institutional change. The College has noted this and has written a planning agenda item to address this issue. A review of the first draft of the document (dated 10/17/13) indicates that this document will help clarify the College's processes. However, the College needs to address other aspects of the College's processes in this document. (IV.A.1)

The Board has in place a policy (2.08) that ensures effective participation by all College constituency groups. Additionally the District, through Policy 2.05, established a District Academic Senate (DAS) with faculty representation from all three Colleges that provides an avenue of communication between the Governing Board and District faculty for recommendations agreed upon by all individual College Academic Senates. Board members also interact with the three College presidents at retreats, Board meetings, and other meetings and solicit their input on important decisions that affect the District and their individual Colleges. Board Policy 2.05 also defines the Board's role on the California participatory governance 10+1 areas of academic and professional matters and relies primarily upon the faculty at the three Colleges for input on those areas with which faculty have primacy. (IV.A.2)

Furthermore Board Policy 2.08 established the District Participatory Governance Council (DPGC) which "ensures faculty, staff, and students the right to participate effectively in District and College governance and the opportunity to express their opinions at the campus and District levels and to ensure that these opinions are given every reasonable consideration." The council is composed of twenty representatives, including five Faculty, five Administrators, five Classified, and five students from across the 3 Colleges. Membership on the committee also includes members from each of the respective bargaining groups. The Chancellor is responsible for addressing and forwarding DPGC recommendations to the Board. (IV.A.2.a)

The College has established and implemented written policies providing for faculty, staff, administrator and student participation in decision-making processes. There are multiple examples of how these processes have led to institutional changes designed to enhance student learning and success. For example, unlike in the past, the faculty prioritization process and the instructional equipment allocations are now linked to program review analyses and justification. The College's commitment to participatory decision-making is outlined in its Mission. Board policy defines the faculty, staff, and student representative organizations in participatory governance structure. Student involvement is particularly addressed in Board policies and in the Constitution of the Associated Students of College of San Mateo (ASCSM). A brief review of committee minutes and the observation of an IPBC meeting showed a pattern of participation, engagement and data-driven dialog by members of the College community. (IV.A.2.a)

Documentation regarding the College's participatory governance and decision-making processes is somewhat confusing and incomplete. As mentioned previously, there are currently four documents that provide information about some aspects of the College's processes. One of these

documents is currently being reviewed and modified, and another document was updated just prior to our visit. This may explain in part the somewhat negative evaluation of participatory governance reflected in the campus climate survey. One of the College's planning agenda items is to create and disseminate more information about its processes in a new *Planning and Decision Making Manual*. A review of the first draft of the document (dated 10/17/13) indicates the document will help clarify the College's process. This review also indicates the College needs to address other aspects of the College's processes in this document. The College may also want to consider integrating all other documentation into this one comprehensive source. (IV.A.2.a)

The Academic Senate and its subcommittees (Academic Standards and Professional Development Committees) formulate recommendations about student learning programs and services constituted by faculty-only or heavily faculty-dominant. The charges of these committees and subcommittees are described in the College of San Mateo 2013 Compendium of Committees and in the Faculty Handbook. The visiting team was able to verify that most Committees have reviewed their mission and purpose and made modification as needed. However it was very difficult to ascertain and verify whether the individual committee missions and purposes are reviewed and updated on a regular basis. (IV.A.2.b)

The Board develops goals at an annual retreat that is attended by the Chancellor, district staff, and the individual college presidents as well as being open to the public. The Chancellor, district staff, and college presidents are responsible for disseminating the goals developed at the retreat to the individual colleges. The Board makes public its agendas and meeting minutes as well as Board Policies and Administrative Procedures on a public website. Additionally, the Board has a regular special topics agenda item on "Innovations in Teaching, Learning and Support Services," where individual colleges can highlight best practices and new programs in presentations to the Board. (IV.A.3)

Board Policy provides a foundation for the College's governance structures and identifies and affirms the roles of each of the College's constituency groups. The 2013 Compendium of Committees indicates that the College has four institutional planning committees, thirteen other standing committees, six administrative groups, seven Academic Senate committees, and five previous committees that were suspended as of the 2012-13 academic year. The College also convenes task-groups or ad-hoc committees at times to accomplish particular tasks. Examples include the Task Force to improve student success in basic skills math, the Performance Evaluation Task Force, and the 2010 ad-hoc steering committee to coordinate a campus-wide dialog to establish criteria to prioritize College educational efforts. (IV.A.3)

Despite the unofficial documentation (draft versions) and details about the College's governance structures and processes, a review of the meeting notes indicates that members of the committees provide the opportunity for employees to discuss ideas and work together for the good of the institution. There are multiple examples of changes at the institution that have occurred as a result (such as the Five-in-Five Initiative). Communication between the committees is ensured by strategic linkages in committee membership as well as standing agenda items for committee updates. Communication from the committees to the College community is accomplished

through the use of all-College and district-wide meetings and emails from the College President and other leaders. (IV.A.3)

The Board formed the San Mateo County Community College District (SMCCCD) Accreditation Coordinating Council to support the accreditation process district-wide and to keep the governing board apprised of accreditation progress and activities. Regular presentations are made to the Board on accreditation activities. (IV.A.4)

There has been a vacancy on the Governing Board for six months since a member of the board resigned due to ill health. Board members acknowledged that they tried but were unsuccessful in reaching agreement on an individual to appoint to the position even though there were twelve applications. Thus, the vacant seat will be decided by election in November 2013. (IV.A.4) Interviews conducted with three members of the five-member Governing Board provided evidence that the Board actively engages with the individual Colleges to solicit their input in their decision-making processes. Board members affirmed that they felt they were kept well-informed about accreditation activities. They acknowledged reviewing several drafts of each individual College's Self Evaluation Report and receiving the final versions for approval. (IV.A.4)

A review of the recent reports submitted by the College indicates that the College has responded expeditiously and honestly to the recommendations and requirements of the Accreditation Commission. Information on the College's website seems to be accurate, and measures of institutional quality can be found on the Planning, Research and Institutional Effectiveness website. The College's website also contains information about the College and program accreditation organizations. Communications with ACCJC are available on the College's Accreditation Oversight Committee website. Student learning outcomes are also available online. The College also has thirteen active advisory councils, and a review of the website indicates that these committees did meet at least once in the previous academic year. The team validated that the College is meeting the United States Department of Education Requirements (see page 24 of this report). (IV.A.4)

Summary reports of surveys conducted District-wide as part of a program review process for Information Technology Services and Accounting, Payroll, Purchasing, Human Resources, and Facilities were provided in addition to the actual surveys. The summary reports provided responses from the represented service areas on each of the survey questions. Although District staff members were aware of the surveys, it was not clearly apparent in some of the interviews with District staff regarding how they used the survey results to improve practices. The summary reports for the surveys are available on the District website. (IV.A.5)

The College has charged the Institutional Planning and Budget Committee (IPBC) with the role of implementing, assessing and revising the College's institutional planning processes as needed. Similarly, the College Council is responsible for monitoring that the College's decision-making processes are being implemented appropriately and to audit the overall impact of those processes. There is evidence that in spring 2012 the IPBC evaluated the planning structure and committees that had been implemented in 2008 in response to the previous Accreditation recommendations. As a result, several modifications in the College's planning and decision-

making structure were recommended and implemented. In addition, the College Council engaged in a two-day focus group session during which time members evaluated their function and charge and identified changes that needed to be made. A review of these processes shows they were data-driven, thoughtful, and reflective. Meeting minutes also support the Self Evaluation Report's assertion that the College continually evaluates the effectiveness of its planning and governance processes both at the meta- and committee-level. However, based on the evidence presented and interviews with the College President and the Planning, Research and Institutional Effectiveness staff, there appears to be no documentation of these evaluations. This lack of documentation of the reviews and the decision-making structures suggests that the College needs to carefully document and communicate the processes it uses to regularly review and modify (as needed) its governance and planning and decision-making processes. (IV.A.5)

Conclusion

The College has a robust and effective planning and decision-making process that is constantly evolving as the systems are developed, implemented, and assessed. There is evidence that the College assesses its planning and decision-making process and modifies them to enhance their effectiveness. Interviews with various employees indicate that the College's processes are well understood and can be explained by individuals directly responsible for implementing these processes. However, the documentation of these processes is fragmented, confusing and incomplete, and there is evidence that the broader College community does not fully understand the processes. The work of the College committees is communicated to the broader College via reports and the minutes and agendas posted on the College's website. The work of the District committees is difficult to assess due to the fact that their recent minutes and agendas are only viewable to committee members. However, interviews with College employees indicate they are functioning effectively according to the charges. In addition, shared membership on District and College Committees helps ensure communication between the College and the District.

Recommendations

College Recommendation 6

In order to enhance its effectiveness, the College should complete its planning agenda items related to its new Planning and Decision-Making Manual. The contents of this document should be expanded to:

1. clarify the relationships between the institutional planning, program planning, and the budget allocation processes; (IV.A.1, IV.A.2., IV.A.2.a),
2. clarify the resource allocation processes (including the criteria that is used in these processes); (IV.A.1, IV.A.2., IV.A.2.a),
3. clarify the linkages between the College and District planning and decision-making processes (where appropriate); (IV.A.1, IV.A.2., IV.A.2.a), and
4. describe the process and timeline by which the College evaluates its processes under the proposed Institutional Effectiveness Audit process currently under development and the review of committees' charges. (IV.A.5)

Standard IV — Leadership and Governance

Standard IVB — Board and Administrative Organization

General Observations

The College of San Mateo is one of three colleges in the San Mateo County Community College District, and the District is governed by a Board of Trustees consisting of six Trustees, five of whom are elected at large by the citizens of the county, and one of whom is a Student Trustee elected by student representatives of the three Colleges. Currently one of the Trustee seats is vacant following the resignation of one of the publicly-elected trustees for health reasons. Most of the Trustees have served on the Board for many years, the most recently elected non-student member having been elected ten years ago. The Chancellor supervises the Presidents of each of the three Colleges and a District Office staff including several Vice Chancellors and other support staff. The Chancellor has served as CEO of the District since 2001, and the President has served as the institutional CEO since 2007. (IV.B, IV.B.3.e)

Changes to the District's Delineation of Functions Map have been proposed and are under discussion. In addition, collective bargaining agreements have been ratified setting new terms for employee compensation. The District Strategic Plan is currently being updated. (IV.B.3.a, IV.B.3.g)

At the College of San Mateo, one of the two vice presidents has recently retired, and an interim administrator has taken her place; accreditation liaison duties have shifted to the Vice President of Student Services, along with some administrative services duties. At the time of the team visit, the College was poised to hire a new Vice President of Administrative Services (a third vice president position), along with a Dean of Academic Support to oversee learning support centers and to assist in support of planning activities. The District has recently shifted its state funding status from 'revenue limit' to 'basic aid.' Partly as a result of this change in funding structure, the District is reviewing its resource allocation model and is discussing whether to renew a parcel tax approved by local voters during the state fiscal downturn.

Findings and Evidence

The SMCCCD Board of Trustees is responsible for governing and setting direction for the entire District, including the assurance of financial stability, responsibility for the quality of programs and services, and for the effectiveness of student learning. The Board is independent, and the individuals and constituencies of the College communities clearly respect the authority of the Board. There is a policy for selecting the chief executive (BP 2.02.1), and a set of policies and procedures that is posted on the District website. One of these, 6.01, is a philosophy and purpose policy that makes reference to the educational mission of the District and establishes a process for regular review of "Core Values and Principles." The 2012 "reaffirmation" of this policy makes reference to the educational/learning purpose of the institution. The Board has set clear, up-to-date, and ambitious goals for itself. The Board also has policies outlining its duties and responsibilities, its philosophy and purpose, mission, values, and principles. The SMCCCD Strategic Plan and Mission combined with the Board's annual goals provide additional guidance regarding the Board's role in assuring program quality, institutional integrity, and the effectiveness of student learning programs and

services. Specific policies with regard to Educational Programs and Students Services also inform their efforts to ensure institutional quality. (IV.B, IV.B.1, IV.B.1.a, IV.B.1.b)

As a publicly-elected governing board, the Trustees are representative of the public interest. Moreover, the Board invites public input through its public comment sections on regular meeting agendas. Board members are actively involved in a variety of community organizations as well as serving on this District's Board. In addition to the statements made in the institutional Self Evaluation Report, a sampling of recent Board minutes confirms that the Board acts in concert. District visiting team members attended a meeting of the Board of Trustees and observed their thorough discussion of community opinions and needs regarding the three colleges of the District. For the Board's five publicly-elected seats, there is policy in accordance with statute regarding the election process and timelines to ensure staggered terms of office. Under the California Voting Rights Act, requiring a determination regarding redistricting, the Board is considering the creation of a geographic-area representation board model in lieu of the current at-large election method, and has determined to resolve this question after the Trustee vacancy is filled by election. (IV.B.1.a)

Because the SMCCCD is a public institution, none of the Board members has a financial interest in the institution. The Board has appropriate policies concerning conflict of interest, Board ethics, and related matters. All board members submit conflict of interest statements annually, and there is no evidence of conflicts of interest on the Board, nor of any undue influence or pressure. The long tenure of the current Board members, the Board agendas and minutes, and the Board's "Core Principles and Values" document provide evidence that the Board functions as an independent policy-making and final decision-making body. The stability of the Board also would indicate that members serve the public interest and act consistently with the Board policies regarding Board behavior and ethics. (IV.B.1.c, IV.B.1.h)

The Board establishes policies consistent with the District's mission. The Board is clearly committed to institutional effectiveness and has policies and processes consistent with this commitment. The Board is informed about specific data regarding student success through documents and reports provided at Board meetings. The Board receives monthly reports from the College Presidents. An on-site review of SMCCCD reports indicates that these reports contain updates on new programs, facilities, activities, as well as accounts of individual student and employee success. The Board reviews financial statements regularly and receives quarterly updates on the financial health of the District and a mid-year budget report. The Self Evaluation Report indicates that enrollment reports are presented each semester to the Board and refers to the Board's support of an integrated strategic planning model that incorporates an institutional research component. (IV.B.1.b)

The policies that govern the Board's actions are available online. There are specific policies that outline the Board's size, duties, responsibilities, structures, and operating procedures. The Board has established a regular cycle for review of its policies, and periodically updates its policies. Board agendas and minutes indicate that the Board actions are consistent with its policies. The Board has ultimate responsibility and authority for achievement of the institution's mission. It publishes bylaws and policies on its website, along with contact information so that members of the public may inquire about policies and actions of the Board. (IV.B.1.c, IV.B.1.d, IV.B.1.e)

The Board's policy on Trustee roles and responsibilities indicates that Trustees should be knowledgeable of the mission of community colleges, and that they should "engage in ongoing development." It also indicates that they should commit "to a trustee education program that includes new trustee orientation" and to "study sessions ... and other activities that foster trustee education." Numerous study sessions have occurred recently, but the Board does not have a formal, codified program for board development or new member orientation. According to the institutional Self Evaluation Report, new Board members are encouraged to attend the CCLC New Trustee Orientation program, and Board members indicated to the Team that they plan to ensure that the new Trustee will be provided a program of orientation. Evidence provided to the Team indicates that Trustees have participated in relevant conferences and feel that they should undertake more of these professional development activities. (IV.B.1.f)

The Board's awareness of, and commitment to, the Accreditation Standards is reflected in part by the alignment of their Self-Evaluation instrument with the Accreditation Standards. According to Board policy, each board member completes a self-evaluation form that examines 10 areas of governance. Tabulated results are then shared with the Board and discussed at a public Board meeting. The most recent Board Self-Evaluation was conducted in March 2013. With few exceptions, the Board routinely conducts its Self-Evaluation on an annual basis. (IV.B.1.g)

Through study sessions at Board meetings and documents, the Board has become knowledgeable about the Accreditation Standards and the efforts made by the Colleges to address the Standards and fulfill recommendations. The District has a coordinating council chaired by the Vice Chancellor for Educational Services and Planning, which has ensured there are ample opportunities for the Board to be informed about the College's progress and about the accreditation process generally. The Board receives regular reports on the College's accreditation-related processes and approves all accreditation-related documents. All Board members received and reviewed a copy of the ACCJC PowerPoint presentation "Accreditation and Trustee Roles and Responsibilities" and the updated *Guide to Accreditation for Board Members* in September of 2012. They also participated in an extensive Trustee Training Session on accreditation in February 2013. Conference attendance has provided other opportunities for Board members to learn about accreditation. (IV.B.1.i)

The Board has a policy that establishes the process for selecting the District Chancellor, and another policy that includes a method of evaluation of the Chancellor. The Board also has established a comparable policy for the method of evaluation for each of the college presidents. The visiting team verified that these policies have been fully and consistently implemented. The Board also has written procedures for selecting and evaluating the District Chancellor, who is the chief executive officer of the District. Due to the Chancellor's long tenure, there has not been a need to implement the selection process since 2001. The Board has used the evaluation process, with evaluative discussions having occurred as recently as September 2013. The Chancellor is evaluated based on goals mutually agreed upon by the Board of Trustees and the Chancellor, together with an established instrument. There is also a clearly defined process for selecting and evaluating the college presidents. The most recent Presidential searches and hires in the District adhered to these processes. (IV.B.1.j)

Board Policy 8.02 delegates administrative authority to the Chancellor to supervise general business procedures to assure proper administration of property and contracts, the budget, audit and accounting of funds, the acquisition of supplies, equipment and property, and the protection of assets and individuals. It appears that the Board abides by this delegation of authority and that they are properly engaged at the policy level. The visiting team concluded that the Board has fully delegated responsibility to the Chancellor for administering and overseeing the operation of the District. Interviews during the team visit indicated that there is no sense of Board micromanagement of the Chancellor or other administrators that would impede the normal decision-making processes for both the District and the College. (IV.B.1.j)

Board Policy 8.02 authorizes the Chancellor to delegate his powers and duties to authorized personnel. The policy also states that the Presidents of the Colleges are responsible to the Chancellor for the development of all aspects of the educational and student services programs of and for the administration and operations at their Colleges. Board Policy 2.0 states that each college president, as the college Chief Executive Officer, is responsible for implementation of District policies at the College. (IV.B.2)

The President plans, oversees and evaluates the administrative structure of the College and delegates authority to administrators and others consistent with their responsibilities. Changes implemented in this area include creating a standing Accreditation Oversight Committee, establishing the PRIE, facilitating the development of the College's current Mission Statement and Institutional Priorities, developing a new College planning structure and process, updating the Educational Master Plan information, implementing the College Index, and reducing and restructuring the administrative team in response to the recent budgetary issues. (IV.B.2.a,b)

The President implements his leadership in part by his membership in various groups, including the President's Cabinet (comprised of the President and the two vice Presidents), the President's Council (comprised of the President, his direct reports and the Academic, Classified and Associated Student Body Presidents), the Management Council (comprised of 21 College and District administrators), the College Council (a participatory governance committee), and the Institutional Planning and Budget Committee (a participatory governance committee). The President's involvement in these groups provides a mechanism by which he can ensure that resource allocation decisions are informed by data and consistent with the College's planning processes and plans. It also provides him with multiple opportunities to communicate institutional values, goals and directions. (IV.B.2.b)

The College has invested considerable resources in developing the capacity to provide data to inform the College's planning and decision-making processes. This investment demonstrates the President's commitment to developing a culture of evidence and a focus on student learning and achievement at the College. PRIE supplies data to inform program review, supports the assessment of programs and general education learning outcomes, facilitates the implementation and analysis of the annual campus climate surveys and updates the College Index on an annual basis. The membership of PRIE staff on many of the College's planning and decision-making groups helps ensure that these processes informed by data. (IV.B.2.b)

A review of the program review model and several completed program reviews indicate that student achievement and outcomes assessment data are foundational to the College's program review model. This data leads to the development of plans designed to improve the program and the identification of resources needed to implement those plans. Interviews with College personnel confirmed that a collegial process is used to prioritize personnel, equipment, facilities and technology needs identified in the program reviews at the unit then college-level. This prioritized list is forwarded to President's Cabinet for final approval, then to College Council which has the responsibility of assuring that the process has been followed. Base funding for technology, equipment and non-capital facilities is provided by a District allocation. The IPBC allocates funding for staffing and other institutional initiatives (such as Puente and the Math Boost program) through the College's Institutional Resource Allocation Process. Funding for these initiatives comes from the College's discretionary funding sources. (IV.B.2.b)

The Institutional Planning and Budget Committee (IPBC) is primarily responsible for evaluating the institution's planning efforts, and the President's membership on this committee provides the opportunity for him to establish procedures to evaluate the institution's planning efforts. IPBC meeting minutes confirm that the planning structure has been evaluated and modified and that the IPBC is involved in ongoing dialogs about institutional effectiveness. The College has created a comprehensive annual planning calendar which was provided as evidence to the team. This calendar clearly documents the timelines for assessment of the participatory governance process. Observation of the 10/22/13 Institutional Planning and Budget Committee revealed that the College is just now planning to implement the steps needed to close the loop on many aspects of its six-year institutional planning processes. (IV.B.2.b)

In addition to his participation in the aforementioned committees, the President meets individually with the Presidents of the Academic Senate and Associated Students and on an ad hoc basis with representatives of the classified staff union. He also communicates with the College community via opening-day addresses, all-College meetings, the dissemination of his monthly Board reports, a weekly bulletin and email. A review of several of these communications indicate that he uses these opportunities to highlight happenings and people on campus and to share information and data related to three broad goals he has for the College. Observations of the President's interactions with other college personnel indicate that he is approachable and well-respected. (IV.B.2.b)

The President directly supervises and has delegated authority for the major functions of the College to the Vice President of Instruction, the Vice President of Student Services, and three key lead personnel in the areas of budget management; planning and research; and marketing, outreach and public relations. The President meets with and facilitates the evaluation of all personnel who report to him and reviews the evaluations of all other administrative personnel. This structure allows the President to effectively control budget and expenditures. It also provides the mechanisms by which he can be assured that statutes, regulations and the governing board regulations are enforced and that institutional practices are consistent with the College's mission and policies. (IV.B.2.c) (IV.B.2.d)

Interviews with the President and other college personnel indicate that the President is involved with the local community, serving as a board member on the San Mateo Chamber of Commerce,

the Rotary Club, and as a founding member of the Economic Development Growth Enterprise. He also regularly engages in conversations with High School principals through semi-annual meetings and at an annual Principals Breakfast. As a result of these efforts the College is engaged in collaborative research efforts with the San Mateo Union High School District and Hillsdale High School. The President's commitment to internal and external communication is also demonstrated by his reorganization and expansion of the Community Relations and Marketing department. (IV.B.2.e)

In 2007, the District Shared Governance Council created the District's first functional mapping document. In 2008, the District convened a Delineation of Functions Review Committee (DFRC) to assume responsibility for updating this map as needed. A review of minutes indicates that the 2007 document has been reviewed in 2010 and in 2013. However, it appears that the 2013 document has not yet been officially adopted by the Chancellor's Council. (IV.B.3.a)

A review of the District's website and documents indicates that the District provides centralized support for the College in the areas of business services, facilities planning and operations, public safety, human resources and employee relations, educational services and planning, information technology services, auxiliary services, and community and governmental relations. The visiting Team reviewed documents indicating that various District functions have evaluated their services, including Facilities Planning and Operations, Facilities Maintenance and Operations, Administrative Services, and Auxiliary Services. There is no documentation, however, describing the review process and timelines for the ongoing review of all District services. (IV.B.3.b,g)

Documents and interviews with District personnel indicate that the District implemented its current Resource Allocation Model in 2006-07. This model has been evaluated and modified based on recommendations made by the District Committee on Budget and Finance (DCBF). Currently approximately 85% of the District's resources are provided to the Colleges and 80% of the District's revenues are allocated based on set formulas. The District budgeting process is responsive to the needs of the Colleges as identified by program review. Now that the District is a Basic Aid district, the DCBF is considering a revision of the Resource Allocation Model that would provide a base-funding component and not only include FTES criteria but also the use of outcomes-based incentives in the distribution. (IV.B.3.c)

The College and District expenditure processes and procedures provide adequate financial control mechanisms. The District has established a College Internal Audit Group to review and revise procedures for expenditure processes that do not flow through Banner, and to verify that expenditures are legitimate expenses. District audits have produced no adverse financial findings and the District has a positive ending balance and necessary reserves. Finally, the District has Bond and Measure G Citizens' Oversight Committees to ensure these dollars are spent appropriately. (IV.B.3.d)

The Chancellor provides the college presidents with the full responsibility and authority for all aspects of the educational and student services programs and for the administration and operations at their colleges. The Chancellor also holds the presidents accountable for their performance through the annual administrative performance evaluation process. A review of the

evaluation instrument shows that this evaluation is based primarily on the degree to which the President has achieved his or her stated goals. The Chancellor's interactions with the College Presidents during meetings and his review of information presented in their monthly Board reports provide additional opportunities for the Chancellor to assess their effectiveness. (IV.B.3.e)

Various structures provide opportunities for the District and College to work together. Meeting schedules and minutes indicate that the Presidents meet weekly with the Chancellor via their membership on the Chancellor's Cabinet and Chancellor's Council. Other District committees, including the District Research Council, the Distance Education Advisory Committee, and the District Joint VP Council, provide additional opportunities for the District and College to work together. The visiting team experienced some difficulty in evaluating the effectiveness of some District committees due to the fact that their recent meeting minutes and materials are on SharePoint and only available to committee members. (IV.B.3.f)

As noted, the District engages in a regular assessment and modification of its Functional Mapping. In addition, the District departments assessed their services during the past accreditation cycle. Board minutes confirmed that the Board conducts an annual Self-Evaluation to evaluate its effectiveness, regularly reviews the District's Policies, and reviews progress on its goals and objectives each spring. The District Participatory Governance Committee and other governance and administrative groups also provide mechanisms for evaluating the District's procedures, governance, processes, and relevant Board policies. (IV.B.3.g)

Conclusion

The College meets the Standard due to responsible stewardship by the District's Board of Trustees, the District Chancellor, and the College President. The Board understands and fulfills its role in establishing policies to assure quality, integrity, and effectiveness of student learning and educational programs and services. The Board acts in accordance with its policies, and delegates authority and responsibility appropriately to the Chancellor, who in turn delegates authority and responsibility to the College President for the operation of the College. Programs, services, and CEOs are evaluated in accordance with the Standard and policy. Financial support is adequate, with appropriate review and participation. Leadership and governance operate effectively within the SMCCCD and the institution.

Recommendations

District Recommendation 1

In order to increase effectiveness, the District and Colleges should broadly communicate the modification of the evaluation process for faculty and others directly responsible for student progress, which includes student learning outcomes, and ensure that the process is fully implemented. (III.A.1.c)

District Recommendation 2

In order to improve institutional effectiveness, the Board of Trustees should develop goals for increasing its professional development and orientation of new Trustees. (IV.B.1.f)

District Recommendation 3

In order to improve institutional effectiveness, the District should establish a regular cycle for the evaluation of its services and provide documentation regarding the outcomes of the evaluations.

(IV.B.3.b, IV.B.3.g)