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23

INSTITUTIONAL SELF EVALUATION MIDTERM REPORT

October 16, 2023



College of San Mateo

Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Richard Storti, Acting President
College of San Mateo
1700 W. Hillsdale Blvd.
San Mateo, CA 94402

I certify there was broad participation by the campus community and I believe this report accurately reflects the nature and substance of this institution.

Signatures:

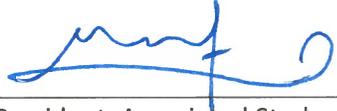
		9/13/23
Lisa Petrides	President, Board of Trustees San Mateo County Community College District	Date
		9/13/23
Melissa Moreno	Interim Chancellor, San Mateo County Community College District	Date
		8/31/2023
Richard Storti	Acting President, College of San Mateo	Date
		30 Aug 2023
Monique Nakagawa	Accreditation Liaison Officer	Date
		8/30/23
Todd Windisch	President, Academic Senate	Date
		8/30/2023
Fauzi Hamadeh	President, Classified Senate	Date
		8/30/2023
Enzo Ferreira	President, Associated Students	Date

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Report Preparation

Development of the 2023 Midterm Report

Upon receipt of the ACCJC action letter on January 27, 2020, the President's Cabinet and Faculty Academic Senate began to create and implement a plan for improvement regarding the single recommendation for "regular and substantive contact." Initial conversations and drafts for the policy on regular and substantive interaction began in the Curriculum Committee and moved to the Distance Education Advisory Committee (DEAC), where a finalized policy was created and recommended for approval to the Faculty Academic Senate. The vice president of instruction and the dean of Academic Support and Learning Technologies (ASLT), who is responsible for DE, have regularly updated the president about progress in addressing this recommendation.

The dean of planning, research, innovation, and effectiveness (PRIE), as the accreditation liaison officer (ALO), chairs the Accreditation Oversight Committee, and has provided regular updates to the committee about progress in addressing this recommendation. Membership in this group reflects the various participatory-governance constituencies. CSM's Distance Education Advisory Committee (DEAC) also provided progress updates directly to Academic Senate, Classified Senate, and the Institutional Planning Committee (IPC).

A Midterm Report writing team, a working group of the Accreditation Oversight Committee, drafted the 2023 Midterm Report in late spring and early summer of 2023. In July 2023, the Accreditation Oversight Committee reviewed and edited the report and distributed it in August 2023 to the Associated Students' leadership, Academic Senate's Governing Council, and IPC to be shared with its constituent groups. In August 2023, the committee publicized the draft report and requested feedback from the College community at large via "CSM Announcements," a weekly e-mail communication sent out by the College ([RP 1](#)). In August and early September 2023, the ALO and the lead writer for the Midterm Report attended Academic Senate, Associated Students, and IPC meetings to provide an overview of the report and to gather feedback. As Classified Senate did not meet during this timeframe, the report was sent to these members directly, requesting review of the report and feedback. After collecting feedback, the writing team made final edits and finalized the report in September 2023.

Following college-wide review and CSM leadership certification, the San Mateo County Community College District (SMCCCD) Board of Trustees reviewed and certified the 2023 Midterm Report at its September 13, 2023, meeting ([RP 2](#)).

Contributors to the Report

Subject-Matter Expertise

CSM's president, vice president of instruction, and ALO requested contributions from a number of subject-matter experts and support personnel in preparing the 2023 Midterm Report.

They include, among others:

Administrative Support

- The Office of Community Relations & Marketing has provided a variety of visual communications, web, and other technical expertise to assist in the development of the 2023 Midterm Report.
- The PRIE Office has led the coordination of the Midterm Report by providing organizational support, including planning, document preparation, data collection, web management of resources, and quantitative and qualitative analysis. PRIE's dean, as ALO, served as the chair of the Accreditation Oversight Committee. PRIE's administrative assistant worked closely with the lead writer to help organize, format, and edit the report; she led work related to citations and links to evidence.

Midterm Report Writing Team

Lead Writer

- Faculty, ESL (who is a former CSM dean, language arts)

Content Writers

- Dean, academic support and learning technologies
- Interim dean, PRIE
- Director of pathways and promise
- Director of workforce development
- Faculty SLO coordinators
- Instructional technologist

Editors

- Administrative assistant, PRIE
- Interim dean, PRIE (ALO and chair, Accreditation Oversight Committee)
- Student life & leadership assistant (also, president of Classified Senate)
- Vice president of instruction

Governance and Other Groups Consulted

- Academic Senate leadership
- Accreditation Oversight Committee
- Associated Students of CSM leadership

- Classified Senate leadership
- Committee for Teaching and Learning (CTL)
- Distance Education Advisory Committee (DEAC)
- Institutional Planning Committee (IPC)

Plans Arising from the Self-Evaluation Process

This section is N/A; the College did not self-identify any plans to strengthen alignment with the Standards.

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement

The 2019 External Evaluation Report ([DE 1](#)) included three commendations and one recommendation for compliance to meet Standard II.A.2, “Policy on Distance Education and Correspondence Education.” The commission reaffirmed College of San Mateo’s accreditation for 18 months, while asking for a follow-up report from the College in March 2021.

College of San Mateo submitted a Follow-Up Report in February 2021 ([DE 2](#)), which addressed the one recommendation for compliance. After a follow-up visit in April 2021 ([DE 3](#)), the Peer Review Team verified that College of San Mateo had addressed the recommendation and the Commission reaffirmed accreditation ([DE 4](#)) based on the follow-up reports of the College and external evaluation team.

The remainder of this section of the Midterm Report summarizes the work completed to date in connection with the recommendation for improvement to meet Standard II.A.2.

To meet the standard, the team recommended that the college establish a policy defining regular and substantive instructor-initiated contact with students for Distance Education courses. The team recommended that the college provide professional development opportunities for faculty to ensure distance education courses include regular and substantive instructor-student interaction.

Policies

The Distance Education Advisory Committee (DEAC), a subcommittee of the Faculty Academic Senate, reviewed college policies to ensure expectations regarding regular and substantive interaction were clearly identified and supported the highest standards for student learning.

College of San Mateo Policy on Regular and Substantive Contact (2020-2021) ([DE 5](#))

The CSM Distance Education Advisory Committee (DEAC) approved this policy on May 12, 2020, effective May 2020. This robust document outlined specific requirements on how to satisfy the regular and substantive contact policy for online and partially online courses. Definitions and appendices included examples of how faculty could meet both the regular and substantive pieces of the policy for various types of contact. Also included in the policy was a recommendation to create a separate training requirement policy from the requirements that had been appended to the policy.

College of San Mateo Policy on Regular and Substantive Interaction ([DE 6](#))

In January 2021, CSM updated its Policy on Regular and Substantive Contact and renamed it to the Policy on Regular and Substantive Interaction (RSI) to align it more closely to the intent and purpose of federal guidance as communicated in the April 2020 Proposed Rulemaking

documentation and to the language in the local course design rubrics that are in use at the college. New definitions provided for regular interactions and for substantive interactions. In response to faculty feedback that the earlier policy was too prescriptive, the revised policy modified certain requirements and removed the minimum number of interactions required each week.

CSM Distance Education Training Requirements (DE 7)

To follow up on an earlier recommendation, the college adopted Appendix D from the initial RSI policy as a separate policy on distance education training requirements.

Professional Development

The CSM DE team has offered a variety of professional development opportunities to provide instructional faculty support in regular and substantive interaction:

Regular and Substantive Interaction Online Course

Initially offered in summer 2020, this course was updated for summer 2021 with the adoption of the “Policy on Regular and Substantive Interaction.”

- *Description:* The online course reviews policy, definitions, examples of interactions, quiz, and discussion about one aspect faculty would like to enhance
- *Format:* One-time, five-hour, self-paced course
- *Date(s):* On-going
- *Compensation:* Upon completion, faculty receive a \$300 stipend
- *Participants:* 355 faculty members have completed training

Quality Online Teaching and Learning Course (QOTL) (Level 1)

- *Description:* The course introduces Canvas tools in the context of practical strategies for design, development, and management of an online course. Participants have an opportunity to review the basics of online/hybrid course development and practice the use of Canvas tools through hands-on exercises.
- *Format:* The training is fully-online/asynchronous with assignments that build over 6 weeks.
- *Date(s):* On-going
- *Participants:* 261 faculty members have completed training

Quality Online Teaching and Learning Course (QOTL) (Level 2)

- *Description:* QOTL 2 is a five-week advanced online teaching training open to faculty, who have been teaching fully online, or hybrid, courses for more than three years. It builds on QOTL 1 and goes beyond the content in that course. The goal is to invite participants to look at an existing course and re-imagine any components that they feel could be improved upon and/or enhanced. This training is designed to fit individual needs by utilizing a “choose your own adventure” format.
- *Format:* It is offered fully online/asynchronously; the time commitment varies according to faculty needs.

- *Date(s)*: On-going
- *Participants*: 27 faculty members have completed training

Peer Online Course Review (POCR)

- *Purpose*: As part of the District initiative to become a “home college” and an eventual “teaching college” member of the California Virtual Campus (CVC) Course Exchange program, the DE team pulled together a team of experienced online faculty, instructional designers, and instructional technologist to take the @ONE POCR online course.
- *Description*: This course provided the POCR Review team training in reviewing and aligning online courses with the Online Education Initiative (OEI) Course Design Rubric. This will help the DE team as they develop CSM’s local POCR review process and work to align CSM online courses to the rubric and receive the “Quality Assured” badging in the CVC Course Exchange.
- *Format*: Online for four-weeks
- *Date(s)*: Summer and fall of 2022

Microcourses & Microlearning: 2022-2023

SMCCCD Microcourse: Instructor Feedback ([DE 8](#))

- *Facilitators*: SMCCCD instructional design team
- *Description*: When given effectively, feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson or assignment. Learning how to provide informational feedback that is individualized, relevant, and appropriate for where students currently are in their learning takes time and is a skill that must be developed. Instructors should consider several variables when preparing to give students feedback. During this microcourse, instructors explore strategic choices that influence the effectiveness of informational feedback to support student learning.
- *Format*: One-hour, self-paced asynchronous microcourse. Launched in spring 2023.

Microlearning Sessions

- *Facilitators*: Two instructional designers
- *Description*: Microlearning sessions were launched in fall 2022 to integrate professional development opportunities into spaces where faculty were already gathered for different purposes, such as division meetings.
- *Format*: Microlearning sessions range from 20 to 45 minutes, depending on the division.

The following list highlights microlearning sessions focused on RSI-related topics:

Title	Description
Integrating mid-semester student feedback to your course (DE 9)	The session focused on mid-semester student evaluations to obtain timely feedback from students and incorporate their voices into pedagogical decisions and course design. Two types of support are offered to faculty who wish to gather mid-semester student feedback: 1) customizable anonymous student survey, ready to be imported to Canvas and 2) roundtable discussion, moderated by an instructional designer.
Developing your instructor social presence (DE 11)	The session focused on strategies to develop and nurture a warm, compassionate instructor social presence in the classroom, especially in online courses. Content and resources were developed from the humanized instruction framework (DE 10), by Michelle Pacansky-Brock.
Balancing timely feedback (DE 12)	The session focused on strategies to provide timely, comprehensive feedback to students, while balancing the instructor's workload. Some of the strategies included providing group feedback for certain assignments, determining the level of feedback needed for different assignments/assessments, and dedicating some of the class time to provide and discuss feedback.
Lunch & Learn Community (DE 13)	This session provided an opportunity for faculty to get together and reflect on topics of common interest. This specific session focused on developing and sustaining a warm, inviting social presence, as a key component of positive and inclusive classroom climates. These are delivered as 30-minute lunch & learn community sessions.

College- and District-wide professional development (“flex”) days

The following sessions were offered at college- and district-wide professional development days.

Title	Description
<i>Academic Year 2021-22</i>	
Distance Education Recap, Updates and What’s to Come at CSM/SMCCCD (DE 14)	Facilitated by two instructional technologists, this session includes an interactive presentation with student panel/student videos focusing on accessibility/equity issues they have experienced in the remote learning environment. Participants are provided with brief demos of various educational technology tools to address student challenges to enhance teaching and create a more inclusive learning environment.
Bringing Your Whole Self to Class: A Faculty Conversation on Instructor Social Presence and Sustained Student Engagement (DE 15)	Moderated by two instructional designers with district-wide faculty participants from business, English as a Second Language, history, journalism, social sciences, and mathematics.
Anyone Out There? Fostering Inclusive Synchronous Spaces by Leveraging Zoom Features (DE 16)	Facilitated by four members of the DE team (instructional designers and technologists) and one digital media faculty member. Description: “Feel like you’re talking to an empty Zoom room? Wonder whether anyone is really there? Join the CSM DE team in a workshop that will help your Zoom classes or meetings be more inclusive and interactive.”
<i>Academic Year 2022-23</i>	
Choose Your Own Ed-Venture: A Faculty Professional Development Showcase (DE 17)	Facilitated by two instructional designers. Description: “Every semester, the District Distance Education team facilitates trainings for faculty to enhance their pedagogical expertise. For example: ‘Have you heard of QOTL (Quality Online Teaching & Learning) – Level 2 or ITS training on multimodal

Title	Description
	classroom technology? During this presentation, you will hear from CSM faculty training participants. Attendees have an opportunity to get inspiration from peers and share ongoing training needs.”

DE Team/Human Resources

The CSM DE team has grown in the last several years, resulting in increased capacity to provide resources to instructional faculty.

- In fall 2020, one instructional designer and one instructional technologist joined the team.
- In fall 2021, two full-time, permanent instructional designers were hired to create a larger team consisting of two instructional designers, two instructional technologists, and one part time DE coordinator. ([DE 18](#))

Budget

While federal Higher Education Emergency Relief Funds (HEERF) paid for much of the training in academic years 2020-2021 and 2021-2022, the DE team requested permanent funds to be part of their operational budget as part of the fall 2022 college-wide resource request process.

Student Learning and Outcomes

CSM has observed improvement in its institutional effectiveness as a result of providing these added supports to instructional faculty. Structurally, the college has invested in the formation of a highly adaptable DE team with members trained and ready to serve the ever-changing landscape of online learning. This team helps facilitate regular faculty training in online instruction and already hundreds of faculty members have gained additional skills, including confidence, in providing regular and substantive contact for students in online courses. With an infrastructure (staffing, budget, policies, training, etc.) now in place to ensure robust online student learning and outcomes, the college is well positioned to make positive impacts in these areas.

Reflection on Improving Institutional Performance

Student Learning Outcomes (Standard I.B.2)

Strengths

In 2016, the SLO faculty coordinator conducted a survey of department and program leads to gather feedback on how best to move ahead with meaningful assessment in future years. From these data gathered from 35 departments, she identified several key findings that helped drive CSM's assessment cycle to become more authentic and integrated into college culture. This new culture would be distinct from the assessment represented by traditional grading. College of San Mateo has since that time made a transition to a department-driven assessment paradigm, where SLO assessment is woven into CSM's two-year program review cycle. The 2023 cycle will be the third program review to have taken place using this new lens.

The new approach empowers specific programs and departments to prioritize and to focus upon assessment of a particular aspect of their course SLOs during a review cycle. Programs and departments may also consider drafting new SLOs for new courses or SLO revisions for existing courses. This is a strength of CSM's process because, rather than a scattershot approach, this method allows for a more focused, in-depth assessment of a few areas needing improvement in a program, resulting in a well-defined and manageable workload that supports implementation and assessment, and thereby student learning and success.

At the college level, CSM's creation of an all-inclusive, collaborative culture of inquiry and assessment is another strength. This is exemplified by a culminating program review activity that was introduced in spring 2022: a college-wide review of program review and SLO assessments that we call the "Great Read." The intent of the "Great Read" is to identify patterns across the college and to foster meaningful conversations about CSM's various program assessments to make improvements, including promoting cross-campus collaborations and basing faculty professional development on needs revealed during this reflective process. Teams representing a mix of CSM faculty, classified staff, and administrators from the Institutional Planning Committee (IPC) participated in the "Great Read" during the spring semester of the second year, facilitated by CSM's Committee on Teaching & Learning (CTL) and Academic Senate. In the spring 2022 "Great Read," this feedback was collectively captured on Google Jamboards. ([SLO 1](#))

The incoming and prior SLO faculty coordinators shared the "Great Read" findings with the college community at a fall 2022 hybrid flex event attended by 40 faculty, some on Zoom. ([SLO 2](#))

Another strength is having a dedicated faculty coordinator to help support the process. Current SLO Faculty Coordinator Lau supports the assessment process on a continual basis with outreach to individual programs and by offering presentations, workshops, and Q&A sessions as

a part of flex days, division meetings, and more. For instance, the April 2023 flex event presented faculty with an opportunity to receive feedback on their ongoing assessment projects prior to the fall 2023 submission deadline. ([SLO 3](#))

In the last several years, CSM has learned to become more agile and more open to embracing new approaches and to experimenting with flexible structures to support a culture of regular and meaningful assessment. By incorporating assessment into already existing college structures with the support of our participatory governance bodies, CSM has found ways to capitalize on collective insights and to work together as a college community toward the shared goals of improving teaching and learning.

Growth Opportunities

The SLO faculty coordinator and CTL, comprised of a mix of faculty, staff, and administrators, have prioritized streamlining the “Great Read” process so that there is greater engagement with more stakeholders. This year, the CTL held multiple meetings to discuss the process of program review. One key finding has been the need for communication around assessment of SLOs in the “Great Read” process. Our process is not new, but it has changed in the last few years during the same time that faculty had to make great pivots in their work due to the COVID-19 pandemic. Workload capacity issues and information overload can make it difficult for some employees to participate fully, particularly for those departments or programs whose program review falls on a single faculty member or coordinator. ([SLO 4](#)) As a result, the SLO faculty coordinator and PRIE are prioritizing support to small departments undergoing program review and assessment.

The current process has members of CTL read through program review and then discuss patterns and differences across programs. Members of IPC do the same and pass these comments along to the CTL for further consideration. In the future, CTL members will identify how to best communicate the work of the “Great Read” to the college and to make the process more accessible to a greater number of faculty, classified staff, and administrators. A more streamlined process could be more engaging, while helping small programs and departments with meaningful assistance with SLO assessment.

Another growth opportunity is expansion of program review to include program review for all student service programs. In July 2023, all student service program managers and deans attended a two-day assessment planning retreat led by Dr. Jill Dunlap, Senior Director of Research, Policy, and Civic Engagement at the National Association of Student Personnel Administrators (NASPA). Attendees received an overview of assessment, reviewed and refined their service area outcomes, learned how to set outcome goals and to develop assessment plans, and identified data sources and college and community resources. Future work will focus on student services program review design and further development of a continuous improvement process.

Improvements

CSM's assessment model is a part of the college's continuous improvement cycle. The following examples provide a snapshot of successful interventions undertaken in recent years as a result of assessment data reflection, including programs offering foundational general education (GE) courses, learning communities, and career education.

English

Outcomes assessment data

Experiential data revealed that composition students consistently struggle with completing essay assignments and require additional support in this area. Outcomes data revealed continued equity gaps in success rates, particularly for certain ethnic/racial groups.

Course improvements

To address these issues, faculty discussed the best ways to assist students, particularly students belonging to groups who demonstrate disproportionate learning outcomes, with completing their essay assignments in composition courses. English faculty chose to focus to pilot and assess labor-based equitable grading practices ([SLO 5](#)).

Thus far, the labor-based grading pilot data are encouraging. The English department has agreed to adapt and to continue to use labor-based grading based on in-depth department reflections on its pros and cons and a review of student essay grades during the pilot.

To assist students with completing their essays, faculty identified a need to devote more in-class time to drafting and workshopping that would provide students the resources they need to write and revise their essays. Anecdotal evidence from the past year suggest that these measures are helping student success, while a comprehensive data evaluation will take place in fall 2023. In 2021 the department requested a cart of laptops to provide technology and a mobile writing lab that could be shared by the department to overcome potential access issues, however the cart was not awarded. The laptop cart was again requested the following year and was approved and ordered in spring 2023. Future assessments will examine the impact of this intervention ([SLO 6](#)).

Mathematics

Outcomes assessment data

The 2017 passage of California Assembly Bill 705 (AB 705), which required community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, prompted mathematics faculty to look more closely at disaggregated outcomes of their courses. Faculty were particularly concerned about how to provide students with the support they needed. A look at success rates is described in their 2021 narrative ([SLO 7](#)).

Course improvements

Mathematics faculty undertook a number of interventions to provide support. For instance, after the introduction of support courses, mathematics faculty found the equity gaps in the elementary probability and statistics course begin to shrink. After integrating embedded tutoring into mathematics courses, success rates also improved ([SLO 7](#)).

Digital media*Outcomes assessment data*

Digital media faculty assessed the broadcasting program SLOs in the 2021 program review cycle and determined that the changing information landscape required new methods of teaching and website evaluation for digital age misinformation.

Course improvements

After assessment the department responded by developing new materials for teaching and evaluating website design ([SLO 8](#)).

Learning communities*Outcomes assessment data*

Learning communities are completing their first two-year program review cycle. For the first time, SLOs are being evaluated in the context of learning communities.

Course improvements

One example is in the Puente learning community. The faculty teaching the linked Puente English 105 course is improving student access by building out hybrid resources to help close completion gaps and to promote student success overall. Faculty will assess data upon completion of this activity ([SLO 9](#)).

Nursing*Outcomes assessment data*

Nursing program SLOs are largely assessed based on the percentage of graduates who pass the National Council Licensure Exam (NCLEX) exam. CSM strives for 90 percent or more of its graduates to pass and the program has achieved this high pass rate in prior years. However, in 2020, fewer than 90 percent of CSM graduates passed the exam. One explanation was that the COVID-19 pandemic possibly impacted graduates and the program pass rate.

Course improvements

The department is reviewing ways to prioritize the learning of test-taking writing skills and will recommend an appropriate intervention based on their review to help a greater number of graduates pass the NCLEX exam ([SLO 10](#)).

Assessment

Challenges

One challenge for SLO assessment has been the timely use of data – including having the ability to receive, understand, and assess the data in enough time to create an appropriate plan and to begin acting upon it– during the program review cycle. Another has been helping programs and departments with feasible design of assessment projects, which stem from capacity issues and a lack of faculty and staff expertise in conducting these kinds of assessments.

College Response

CSM has recently created and staffed a new administrative position in CSM’s PRIE Office to provide the infrastructure needed to support CSM’s culture of continuous improvement. The research inquiry and institutional effectiveness manager ([SLO 11](#)) will work directly in collaboration with Academic Senate and provide robust support for inquiry and assessment projects, including helping increase access to and interpretation of data for program review.

CSM’s “Great Read” process of assessment will continue to be reviewed for greater participation and with the aim of finding creative ways to gauge interdisciplinary learning. One way may be to ask for participation by multiple departments in distributing student surveys that ask about overall institutional learning competencies.

Institution Set Standards (Standard I.B.3)

CSM has recently adjusted its method of measuring some college metrics and initiated a number of interventions to improve student outcomes.

Measurement of floor standards and stretch goals

Prior to 2023, the college set institutional standards and goals using the following methods:

- Floor standard: average of prior three years of actuals
- Stretch goal: floor standard plus five percentage points

Although systematic, the methods lacked a methodological basis and were at best arbitrary. Starting with the 2023 ACCJC annual report, the college is using the Research and Planning (RP) Group’s standard deviation method using historical data, detailed in its resource paper, “Target-setting Strategies and Considerations.” ([ISS 1](#)) Adoption of this method aligns the College’s target setting with a statewide norm.

Initiatives to Improve Outcomes

To improve student outcomes in enrollment, retention, and completion, the college has undertaken a number of initiatives targeting equity, basic needs, high school to college transitions, and professional development.

Equity

CSM has launched new learning communities in its strategy to eliminate equity gaps among historically underserved populations. Learning communities support minoritized communities by creating a cohorted peer-learning environment and by delivering a culturally sustaining pedagogy with targeted learning supports. Some recently established learning communities include Katipunan for Filipinx/Filipinx-American students ([ISS 2](#)), IX in Action for women and female-identifying athletes ([ISS 3](#)), and Bulldog Mathletics, a cohorted mathematics program for football players, a majority of whom are Black/African American or Polynesian.

Basic needs

The COVID-19 pandemic has brought to the fore the critical role of basic needs in student success. Recognizing that the college's success depends upon the students' well-being, the college has increased student supports aimed at basic needs. In 2022 the college district teamed with state Senator Josh Becker to pass Senate Bill 893 (SB 893), which allows the District to waive tuition, and for low-income students fees, for San Mateo County residents, thereby increasing economic access to the college. ([ISS 4](#)) To address food, emergency shelter, financial coaching, and a number of other supports, the college has partnered with United Way to provide the SparkPoint program to students and to the greater community. ([ISS 5](#)) When the pandemic forced instruction online, the college faced the latest iteration of the digital divide: No longer was it a question of whether students had access to the internet, but of the quality of that access. CSM has responded with loans of laptops, wifi hotspots, and other technologies to students and to staff. ([ISS 6](#)) More recently, with the resumption of in-person instruction, the college has eased student transportation needs with free round-trip Lyft rides to campus ([ISS 7](#)) and with a free shuttle to and from Bay Area Rapid Transit (BART), a regional heavy-rail system connecting five of the nine San Francisco Bay Area counties. ([ISS 8](#))

Improved high school to college transitions

CSM has expanded its Dual Enrollment/College and Career Access Pathways program to introduce a greater number of high school students to college-level coursework and to give students a head start on their college and workforce careers. ([ISS 9](#))

Enhanced professional development

As noted earlier in the "Response to recommendations for improvement," the college has established several DE professional development courses, including those for regular and substantive interaction ([ISS 10](#)) and Quality Online Teaching and Learning Courses (levels 1 and 2) ([ISS 10](#)) for faculty to develop the skills necessary to develop online courses. In spring 2023, the college was awarded a Culturally Relevant Pedagogy and Practice grant, with

which it will launch the Redesign for Equity and Accessibility Lab (REAL) to address equity gaps in retention and completion by training faculty in culturally responsive course design.

Informing constituents

All ACCJC reports have been shared with the college community. The annual reports are reviewed with senior leadership at the president's cabinet meetings. The reports are also shared with the Accreditation Oversight Committee ([ISS 11](#) and [ISS 12](#)) and posted to the Accreditation website. ([FR 1](#)) ([ISS 13](#)) Finally, as noted in the "Report Preparation" section, drafts of this Midterm Report were shared with the college community and agendaized with college participatory governance groups – including Academic Senate, Classified Senate, Associated Students of CSM, Institutional Planning Committee – for review and feedback in early fall 2023.

Reflection on trends in data for institution-set standards ([ISS 13](#))

Metric	Actual for AY 2021- 2022	Met floor standard?	Achieved stretch goal?	Comments
Course completion	80%	Yes	No	Although we have not achieved our stretch goal, our course completion rate has increased by four percentage points in two years.
Certificate completion	335	No	No	<p>Three factors have affected the goals and actuals:</p> <ol style="list-style-type: none"> 1. In 2019-20, the college stopped automatically awarding certificates, causing the certificate count to drop dramatically. Because the college sets its standards using a three year historic average, there is a delay in setting reasonable standards relative to the actuals. 2. CSM had been mistakenly including low-unit certificates in its reported count, which inflated our counts by 50-60%. 3. The COVID-19 pandemic onset in spring 2020 interrupted students' academic progress. <p>We are joining the other colleges in our district in a social media campaign to target stopped-out students to encourage them to return to college.</p>

Degrees awarded	885	Some	No	<p>2020-21 saw a one-year surge (18%) in the number of degrees awarded, from 852 to 1,007. We believe students who had interrupted their studies due to the spring 2020 pandemic onset, returned in 2020-21 to complete their degrees, thus temporarily driving up the degree count.</p> <p>In 2021-22, the degree count (885) remains well below our pre-pandemic (2018-19) count of 950 awards.</p> <p>We are joining the other colleges in our district in a social media campaign to target stopped-out students to encourage them to return to college.</p>
Transfer	685	Some	No	<p>In academic years 2019-20 and 2020-21, the college met its floor standards. Only in academic year 2021-22 did the college not meet its floor standard, which we believe is due to COVID-19 pandemic consequences, such as reduced enrollment and students' interrupted academic progress.</p>

Licensure exam pass rates	Varies, see annual report	2 out of 3 programs	No	<p>Both the cosmetology and nursing programs met their floor standards despite the challenges posed by the COVID-19 pandemic.</p> <p>The dental assisting program did not meet its floor standard. In the 2021-22 program review, faculty stated that the pandemic pivot to remote instruction impacted student learning and practice. They cited students' inability to work on live patients as a big challenge. Faculty viewed DE QOTL training as key to addressing this difficulty, stating, "We all grew to be more innovative and imaginative with our teaching techniques."</p>
CTE employment rates	Varies, see annual report	9 out of 14 programs	6 out of 14 programs	<p>A majority of programs met their floor standards.</p> <p>Of the five programs that did not meet their floor standards, three were within 1-2 percentage points. The other two were in occupations hard-hit by the COVID-19 pandemic: cosmetology and human resources management, whose students mostly work in small and retail businesses.</p>

Quality Focus Reports

Promise Scholars / CUNY ASAP Replication Program

In its 2019 quality focus essay, CSM highlighted the Promise Scholars Program as one of the ways that its guided pathways initiative was “supporting our students’ aspirations,” one of several CSM institutional priorities. Since then, the college has invested a number of resources into growing the Promise Scholars Program to ensure students complete their educational goals.

Goals

The Promise Scholars Program, modeled after City University of New York Accelerated Study in Associate Programs (CUNY ASAP), has a goal of serving 950 students, up from the prior goal of 750. To do so, the college plans to begin an annual reflection upon the effectiveness of the program by establishing a comparison group; reviewing data relative to academic benchmarks established by semester for each cohort; working with engagement data to reflect upon how this translates to student success; working with local enrollment reports to individualize the student experience; and implementing the ASAP student satisfaction survey. As articulated earlier in the 2019 quality focus essay, the goal is to increase completion rates as follows:

- All degrees and certificates are being included in the program
- 2-year graduation associate/certificate attainment rate: 35 percent
- 2.5-year graduation associate/certificate attainment rate: 45 percent
- 3-year graduation associate/certificate attainment rate: 55 percent

Outcomes Achieved

The Promise Scholars program has made great strides in the last few years in meeting its goals to grow the program to serve 950 Promise Scholars annually. These include:

Participating in CUNY ASAP replication technical assistance calls to ensure fidelity to the ASAP model

The Promise Scholars program completed three years of technical assistance calls with CUNY ASAP replication team from 2018-2021. In conclusion, the team’s work was summarized in a fidelity-to-the-model assessment. ([PM 1](#))

Expanding the Promise Scholars counseling team to match the required 150:1 student counselor ratio

During the 2021 academic year, the Promise Scholars team hired five tenure-track counselors to meet the goal of matching 150:1 student counselor ratio. In addition, the program has two additional adjunct counselors. ([PM 2](#))

Ensure students access to full-time coursework by creating cohorted classes in mathematics, English, communications, counseling, and interdisciplinary courses.

Students in the Promise Scholars Program receive priority registration every semester that they are in the program. This allows students to have access to a wide availability of courses that may not otherwise be available to them. Promise Scholars are also able to register for Promise cohorted courses, including courses in mathematics, English, communications, counseling, and interdisciplinary courses.

For the fall 2022 semester, Promise offered three English cohorted courses, two communication courses, two mathematics courses, and seven interdisciplinary courses. The spring 2023 semester included four English cohorted courses, two communication courses, and two mathematics courses. ([PM 3](#))

Improve fall-to-spring and fall-to-fall persistence rates

The goal of the Promise Scholars Program is to increase student retention, persistence, and graduation rates. In its first year, Promise achieved a fall-to-fall persistence rate of 81 percent. ([PM 4](#))

Increase the number of students accessing financial aid through the required FAFSA or Dream Act application

During the 2022-23 academic year, over 80 percent of Promise Scholars completed their Free Application for Free Student Aid (FAFSA) or Dream Act application.

Increase scholarship opportunities

During the past two years, an average of over 60% of Promise Scholars received scholarship funds from the San Mateo County Community College Foundation (“Foundation”), in addition to their Promise scholarship.

The program has also provided workshops to support students through the Foundation scholarship application process, as well as support for other community-supported scholarships.

Build out career and transfer related counseling sessions:

In fall 2021, the Promise Scholars counseling team developed online modules focused on career and transfer readiness via Canvas. ([PM 5](#); [PM 6](#)) The workshops have been offered to Promise scholars every semester.

Establish data collection and reporting mechanisms to ensure student persistence and completion

The following reports were established in 2018-19 academic year specifically for the Promise Scholars Program:

- cohort counts
- combined section success rates
- inactive cohort validation
- applicants
- course enrollment list
- program review
- student profile
- financial aid application outreach

The team has refined the reports over the years to provide just-in-time information to support programming and student needs. In addition, the Promise team were early adopters of a new student relationship management system called the Student Success Link (SSL). The SSL provides a number of reports related to counseling appointments ([PM 7](#)).

Connect students to resources and opportunities across campus by establishing a central Promise Scholars office

During the summer of 2022, the Promise team was relocated to the campus college center. This move is key in continuing to support Promise students, as the Promise team is now centrally located with access to valuable resources including the admissions office, the financial aid office and other special programs that support Promise students ([PM 8](#)).

The new location, known as the Promise Center, has provided a safe space for Promise students to meet with Promise staff, including a retention specialist and a financial aid program services coordinator. The Promise Center is where students are able to check in for their counseling appointments with their Promise counselor, study, and utilize technology, including access to five desktop computers.

Student Learning and Student Achievement

The goals and data sets noted above have helped guide the Promise Scholars team to intentionally prioritize accepting the following student groups into the program first: first-generation students, low-income students, homeless students, and former foster youth students. This has impacted the make-up of the Promise cohort as demonstrated in the data points listed above. ([PM 4](#)) For example, the Promise Scholars program has 16 percent points more first-generation college students in the program compared to the college-wide number (63.2 percent vs. 47 percent, respectively). Additionally, we exceed the college-wide numbers for ethnicity groups participating in the program. The Promise Scholars program has sought to prioritize supporting completion for first-generation students and those Black, indigenous, and

people of color (BIPOC) students. The overwhelming majority of Promise Scholars are enrolled directly from high school; we serve a low number of students ranging in age from 25-34 years old and 35 years old and above. Additionally, the Promise Scholars Program graduated 49.8 percent of Cohort 1 within three years (compared to the college-wide average of 41 percent). Of the 316 graduates, 26 percent identify as Hispanic or Mexican/Mexican-America/Chicano. This number is in the range of Latinx representation within the program. Of the graduating cohort, 45.3 percent are first-generation college students.

Also noteworthy is the support provided by the Promise team to help implement two budding learning communities that have emerged from the work of members of the Promise Scholars team: Katipunan (KTP) and Brothers Empowering Brothers (BEB). Promise has assisted in their implementation by funding coordination time, program development, and student recruitment. This support is a direct result of the Promise team's early identification that Latinx males had the lowest persistence within the program compared to students from other demographics. At the same time, the Promise team also acknowledged a lack of dedicated support and community space for Filipinx students, a steadily growing population at CSM. For these reasons, we have supported our team members in creating and shaping KTP and BEB. Students in each program are also part of the Promise Scholars Program.

Next Steps

Going into our sixth year of replication, the CSM Promise team is focused on sustaining program momentum and objectives.

Last year, the team pushed to establish strong retention practices (with the onboarding of a second retention specialist) and hone the systems that the team uses to provide just-in-time support. Some examples of this include Promise Talks (one-on-one conversations with students who are at risk of dropping out); establishing documentation of the Promise Talks that includes benchmarks and objectives for student to remain accountable to; and a new model for retention specialists to pair with counselors for weekly retention support of their caseload.

Talk of expansion has been postponed with the launch of the District's Free College Initiative in spring 2023.

Improving Job Placement Success with the Workforce Hub

In addition to improving student connections with the academic community, in its 2019 Quality Focus Essay, CSM prioritized connecting students to "satisfying and meaningful careers" with the launch of a Workforce Hub as part of its Guided Pathways efforts. Since then, the COVID-19 pandemic and the resulting employment landscape has prompted the Workforce team to retool its approach to engaging students, faculty, and employers.

In 2019, CSM's Workforce Hub was beginning to rollout across campus. CSM's Career Services, under the Counseling Division, already offered and continues to deliver robust services

regarding career exploration, internship and job search assistance for the general CSM student community. These services include career counseling appointments, career awareness events (e.g., career workshops and speaker events featuring professionals from different industries), internship and career connections through campus-wide career and internship fairs, and for-credit classes on career assessment and job search. The Workforce Hub aimed to expand student connections beyond Career Services to target specific career education programs and focuses on developing and expanding employer relations in specific programs of study. For these targeted programs, the Workforce Hub has arranged on-site company tours, a variety of career development workshops, and cooperative education opportunities.

A physical space had recently been planned to house the core team, with a space included to offer student workshops and support one-on-one student meetings with staff to provide resume and cover letter assistance, conduct employment assessments, engage in mock interviews, and use computer stations to find internship and job opportunities aligned with students' fields of study. Construction of this new location was set to begin the following year but was put on hold when the COVID-19 pandemic hit. Construction commenced in 2022 and is anticipated to be complete in spring 2024.

Since the CSM's post-pandemic return to campus, flexibility and adaptation have been key to keeping up with the demands of an ever-changing employment landscape. With this in mind, college leadership reimaged the Workforce Hub and its direction. Workforce Hub team members have transitioned to a newly developed unit of the College dedicated to advancing work focused on community engagement, postsecondary matriculation, and workforce development. This new unit, Strategic Initiatives & Economic Development (SIED), consists of one executive director, one director of high school transition and dual enrollment, one director of workforce development, three program services coordinators, one retention specialist, and one adult education transition coordinator. ([WF 1](#)) Due to staffing turnover from the previous Workforce Hub team, the director of workforce development is currently assigned to supporting workforce development activities including grant management, career preparation and job and internship placement; however, the college has approved an additional program services coordinator position that will be dedicated to supporting this work. Hiring for this position is anticipated by September 2023.

Priorities of the new SIED unit include support for the alignment of career education programs with in-demand industry skills, the rollout of programming to support paid internships and the expansion of work-based learning opportunities for students, and a strong focus on supporting dual enrollment programming for high school and adult school students to ensure stronger access to college and equitable educational outcomes for disproportionately-represented student populations. Currently, the SIED team is housed in the College Center (building 10), which is accessible to students seeking support. It is anticipated that several SIED team members will move to the newly-constructed Workforce Hub space in spring 2024.

Despite the numerous challenges that the COVID-19 pandemic presented, including significant drops in enrollment and economic turmoil that presented some of the highest rates of

unemployment that San Mateo County residents have experienced in decades, the college's Workforce Hub team continued to work to ensure that students could find employment opportunities and access virtual on campus services.

Goal update 1: CSM bridges the gap between students and employers

In response to employer-demanded skills training for students, the Workforce Hub team worked to develop several key trainings and workshops to enhance students' technical skills and workforce readiness.

First, the Workforce Hub team worked to establish a career development training series which was offered virtually during the COVID-19 pandemic, and in a hybrid format when the College campus re-opened after being impacted by COVID-19 pandemic shutdowns:

Virtual & in-person student career development training series

To support continuity of services throughout the COVID-19 pandemic, the Workforce Hub team developed an ongoing virtual training series focused on career preparation and development for students. The topics included, but were not limited to, searching for jobs and internships aligned with students' fields of study, resume and cover letter development, interview preparation, and overcoming imposter syndrome ([WF 2](#)). This drop-in training series was offered virtually and in-person and was designed to help students develop the skills and knowledge they need to be successful in their current and future careers, and navigate the challenges of the job search process. Trainings lasted approximately one to two hours each and could be completed on a drop-in basis; students were encouraged to complete the entire series but it was not required. The training series was well-received by faculty and promoted to students as a valuable resource. In order to ensure that training reached a wide breadth of students across campus, the Workforce Hub team also partnered with the college's Promise Program and various learning communities to offer the training to participating students. Moving forward, we intend to integrate and pilot customized programming for select academic and career communities (ACCs) across the campus, beginning in fall 2024.

Drop-in career support office hours

In addition to the career development training series, one-on-one drop-in support was offered to students at designated days and times throughout the semester. Support was provided to students seeking assistance with cover letter and resume design, LinkedIn profile development, interview preparation, and navigating the job search. Students were also connected with basic needs services such as CSM's SparkPoint center for financial coaching and food options. ([WF 3](#), [WF 4](#))

The Workforce Hub team also recognized a technical skill gap for high-demand, high-wage job opportunities across San Mateo County with a focus on cloud computing. Training is

designed to support community members and students seeking to reskill and advance in current jobs or switch careers.

Launch of Amazon Web Services cloud computing training

In response to the significant number of displaced workers, including CSM's student population, the Workforce Hub team partnered with San Mateo Adult School, the San Mateo County Community College District's office of Community, Continuing, and Corporate Education, and Amazon Web Services (AWS) to provide free, non-technical training for community members seeking to earn industry recognized credentials, including AWS cloud practitioner and solutions architect certifications. Training can be completed in 10 to 14 weeks respectively, and is offered in a fully virtual format designed for students of all technical skill levels. Trainings are offered synchronously on Friday evenings to meet the needs of working adults. Its first cohort launched in November 2020. To date, approximately 100 students have completed training. As part of these efforts, Amazon Web Services provided career preparation training to program participants, and local employers were engaged for career and internship fairs that students could access once completing their training. The program has continued to grow, and was recently awarded state funding in partnership with the county's local workforce development board, NOVA Works. Moving into the spring 2024 semester, the program will be offered with partner schools across the San Mateo County Adult Education Consortium, which will scale training to previously unserved areas including Half Moon Bay, and north and south San Mateo County.

Goal update 2: Workforce Hub will establish a clear pathway to gainful employment by:

- Matching student and employer objectives
- Minimizing the time/cost to enter the workforce
- Enhancing partnerships with business and industry
- Increasing responsiveness to labor market demands
- Increasing internships opportunities
- Collaborating with CSM career counseling staff
- Improving career placement at a livable wage

College of San Mateo's Workforce Hub team has actively worked to ensure that students could understand the career landscape and attain employment and internship opportunities aligned with their fields of study. Throughout the COVID-19 pandemic and into 2023 the team has taken significant steps toward realizing this goal including:

District-wide virtual "Connect to Careers" event

In July 2020, San Mateo County was experiencing peak unemployment rates. Data showed ([WF 5](#)) that of those impacted, women and people of color were experiencing unemployment and underemployment at disproportional rates. In response, the Workforce Hub team collaborated with its sister colleges in the district, Skyline College and Cañada College, to support a virtual panel discussion with local employers seeking to hire students

from business and accounting pathways across the District ([WF 6](#)). Representatives from Tesla, Amazon, and BPM, shared career advice with students and provided overviews of various employment opportunities available, and shared information on how to apply and prepare for interviews. A total of 186 students attended the event. The event served as a pilot that launched several similar events that were offered at College of San Mateo ([WF 7](#)).

Implementation of Jobspeaker job board

In 2020, College of San Mateo's Workforce Hub team worked to implement a new interactive job board for its students. Jobspeaker provides curated job and internship recommendations to students based on majors and courses completed at the college. The team worked with Jobspeaker to map learning outcomes and skills from career education course directly into its platform. When students complete a specific course and update their profile in Jobspeaker, new job opportunities will be presented based on new skills attained. ([WF 8](#)) In addition, the platform recognizes key words within specific job postings that students may be interested in and utilizes artificial intelligence to scan student resumes to ensure that keywords are included to ensure a higher chance for invitations to interview. The platform also allows for better tracking of job placement outcomes, which is a priority set by the district board of trustees, and the California community college chancellor's office. The college has piloted the Jobspeaker platform, and has preliminary yet incomplete data on job placement; however, we intend on developing processes that incentivize students and employers to report job connections that help the College better track its efforts to support employer connections with students.

Goal update 3: The Workforce Hub matches student and employer objectives

Establishment of cooperative education program

In November 2022, College of San Mateo launched its cooperative education (COOP) program. This program offers students the opportunity to earn elective units of credit for work experience. Employed students establish written job-related goals with their work supervisors which are submitted to the assigned cooperative education Instructor. The cooperative education student must work in the established goal areas and make measurable progress on each written goal during the course of the semester.

At the end of the semester, the student submits timesheets that reflect the hours worked during the semester. Student and supervisor evaluations of the written goals are completed at the end of the semester.

Upon completion of the program students will be able to:

- Gain realistic work experience that is meaningfully related to the student's college study program
- Acquire knowledge, skills, and attitudes essential for successful employment

- Demonstrate an increase in confidence and positive self-image through a worthwhile on-the-job experience
- Develop a professional network and clarify career goals
- Fulfill the “experience required” stipulation associated with many job openings

Cooperative education units apply toward the following:

- Social security benefits
- Insurance
- Financial aid

Students may earn a total of 16 COOP units at the college. A total of 16 units are transferable to the California State Universities (CSU) system. Students enrolled in the college’s COOP 670 course receive credit for work experience related to their major field or to their established career goal. ([WF 9](#), [WF 10](#)) Students must attend one orientation which is offered the first three weeks of each semester. Each unit requires 75 hours per unit for paid work and 60 hours per unit for unpaid work during the semester. The goal is to support the attainment of college credit for relevant experience in the workforce. College of San Mateo’s current COOP 670 course is a general course open to all students, though moving forward, the college will explore offering specific offerings of COOP for each of CSM’s academic and career communities to better tailor training to a student’s field of study.

Fiscal Reporting

As demonstrated by the most recent Annual Fiscal Report ([FR 1](#)), the College is meeting its goals and is not on enhanced fiscal monitoring.

Appendix A: Evidence and References

RP 1	4A_RP1_Campus_Announcement
RP 2	4A_RP2_SMCCCD_BOT_Agenda
DE 1	6A_DE1_External_Evaluation
DE 2	6A_DE2_Follow_Up_Report
DE 3	6A_DE3_Follow_Up_Visit
DE 4	6A_DE4_ACCJC_Letter_2021
DE 5	6A1_DE5_RegSubst_Contact
DE 6	6A1_DE6_RegSubst_Interact
DE 7	6A1_DE7_Training_Req_2020
DE 8	6A2_DE8_Micro_Instruct
DE 9	6A2_DE9_MidSem_Student
DE 10	6A2_DE10_HOL_by_Michelle_PB
DE 11	6A2_DE11_Microlearn_Dev_ISP
DE 12	6A2_DE12_Microlearn_BTF
DE 13	6A2_DE13_Lunch_Learn_Comm
DE 14	6A2_DE14_Dist_Edu_Updates
DE 15	6A2_DE15_Instruct_Presence
DE 16	6A2_DE16_Inclus_Synch_Space
DE 17	6A2_DE17_Faculty_PD_Shwcase
DE 18	6A3_DE18_Dist_Edu_Org_Chart
SLO 1	6B1A_SLO1_Jmbrds_Great_Read
SLO 2	6B1A_SLO2_Flex_Day_Cal_2022
SLO 3	6B1A_SLO3_Flex_Day_Cal_2023
SLO 4	6B1B_SLO4_CTL_Geat_Read
SLO 5	6B1C_SLO5_Engl_Dept_Mtg
SLO 6	6B1C_SLO6_Engl_Prog_Rview
SLO 7	6B1C_SLO7_Math_Assess_2021
SLO 8	6B1C_SLO8_Digital_Media
SLO 9	6B1C_SLO9_Puente_Prog_Rview
SLO 10	6B1C_SLO10_Nurs_Prog_Rview
SLO 11	6B1D_SLO11_Research_Inq_IE
ISS 1	6B2_ISS1_RP_Group_RAC
ISS 2	6B2_ISS2_Katipunan
ISS 3	6B2_ISS3_IX_In_Action
ISS 4	6B2_ISS4_Free_Collge_SMCCCD
ISS 5	6B2_ISS5_SparkPoint
ISS 6	6B2_ISS6_Tech_Services
ISS 7	6B2_ISS7_Lyft_Rides
ISS 8	6B2_ISS8_CSM_Shuttle
ISS 9	6B2_ISS9_Dual_Enroll_Prog

ISS 10	6B2_ISS10_Dist_Edu_Training
ISS 11	6B2_ISS11_Accred_Memo_2023
ISS 12	6B2_ISS12_AOC_Minutes_2022
ISS 13	6B2_ISS13_Annual_Rpt_2023
ISS 14	6B2_ISS14_Dentl_Prog_Review
PM 1	6C1C_PM1_Prom_Scholars_FTMA
PM 2	6C1C_PM2_Prom_Scholars_Team
PM 3	6C1C_PM3_Cohort_Courses
PM 4	6C1C_PM4_Prom_Prog_Data
PM 5	6C1C_PM5_Xfer_Module_Ex1
PM 6	6C1C_PM6_Xfer_Module_Ex2
PM 7	6C1C_PM7_Studnt_Succss_Appt
PM 8	6C1C_PM8_Building_10_Plan
WF 1	6C2_WF1_SIED_Org_Chart
WF 2	6C2A_WF2_Career_Dev_Train
WF 3	6C2A_WF3_Workforce_Flyer
WF 4	6C1A_WF4_March_Hub_Events
WF 5	6C2B_WF5_Georgetown_Univ
WF 6	6C2B_WF6_Connct_Career_Flyr
WF 7	6C2B_WF7_Connct_Career_Tech
WF 8	6C2B_WF8_Jobspeaker_Board , (see skills section)
WF 9	6C2C_WF9_Internship_Exp
WF 10	6C2C_WF10_Coop_Edu_Essay
FR 1	6D_FR1_Annual_Fisc_Rpt_2023