

## *Standard Three: Institutional Effectiveness*

**The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.**

### **Standard 3A: Institutional Research and Evaluation**

*3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.*

*3A.2 The institution provides the necessary resources for effective research and evaluation.*

#### **Description**

The College of San Mateo Office of Articulation and Research engages in a variety of activities supporting college and district-wide research and systematic, formal program review.

Approximately 40 percent of the research conducted by the Office of Articulation and Research is state-mandated research on various aspects of matriculation, in addition to studies of student equity, performance outcomes, and student success. The office reviews all prerequisite validation data that must be filed as mandated by Title 5.

State-mandated research also includes all validation studies of assessment instruments used to assist in the placement of students in English composition, English as a Second Language, and reading courses at the college. Up until 1998, the office conducted a significant proportion of the validation studies of placement instruments for Skyline and Cañada Colleges, as well. The office also provides analyses of transfer rates for the district.

Beyond that, the Office of Articulation and Research conducts research studies that involve surveys of college personnel and students, as well as longitudinal analysis of student academic performance and progress. In addition to having done student and staff surveys for the purpose of eliciting information to be used in the present accreditation self-study process, the office publishes numerous *CSM Research Briefs* (Ref. 3.1) regarding

program effectiveness and student outcomes. Since the 1995 accreditation self-study was done, these have included student academic performance in math (1998), in ESL (1995, 1997, 1999), and in English (1998); student progress with respect to transfer (1995, 1996, 1999, 2000); degrees and certificates awarded (1996); distance learning (1997); course completion (1998, 1999); placement test outcomes (1999); the Puente project (2000); and enrollment trends (2000). *CSM Research Briefs* are widely distributed throughout the college community.

The Office of Articulation and Research also provides selected data, such as the results of surveys, that are used to inform formal program review. To date, the office has assisted in the preparation of all the program reviews for student services programs. Survey results concerning measurements of student success and the status of the college's programs and services are frequently presented in executive summaries for the San Mateo County Community College District board of trustees.

In addition, the Office of Articulation and Research has provided assistance both in the development of grant proposals and the implementation of externally supported projects. During the last six years, the college has been awarded several grants from public agencies and foundations, each with requirements to demonstrate measurable performance outcomes and conduct project evaluation. In 1999-2000, for example, the college received three awards from the California Community Colleges Chancellor's Office to study various aspects of campus climate, basic skills mathematics, and pre-transfer level composition, including student equity. The office has been instrumental not only in the development of these grant proposals but in research design and retrieval of pertinent data associated with the projects.

Beyond the services of the Office of Articulation and Research, the college also uses the services of the district Office of Research and Technology to obtain basic information and analyses related to enrollments, student demographics, program review, teaching WSCH, FTE, and load. Much of this information is accessible through the district's home page, <http://www.smccd.net>. District and college research functions work cooperatively to avoid duplication of research efforts and to leverage resources where possible.

From 1995 to 1997, the staff of the Office of Articulation and Research consisted of the dean of articulation and research and a program director, supporting institutional research needs as well as all articulation agreements with the California State University and University of California systems and selected private baccalaureate institutions. In 1997, its staff was expanded to include a program services coordinator, whose duties are dedicated to maintaining, renewing, and initiating new articulation agreements. The office also periodically employs student assistants who input data for maintaining articulation agreements, as well as for large surveys, and external consultants who assist in research associated with several externally funded projects.

In 1996, as a result of the loss of one dean's position in student services, the Office of Articulation and Research also became responsible for reinstatement of students, retroactive withdrawals, disruptive students, and the college health center.

## **Appraisal**

The Office of Articulation and Research faces a large agenda with limited resources of time and trained personnel. It endeavors to maintain a balance between conducting state-mandated accountability studies of matriculation and student access and success and fulfilling the increasing demands by both the district and the college for quantitative and qualitative data on student performance outcomes.

Generally, the office publishes three *CSM Research Briefs* a semester. There is no formal process governing the choice of subjects, though they are topics of general interest to the institution and are written for a broad campus audience. These studies, frequently prompted by an administrative request for information at the college or district level, are important contributions to the institution's understanding of the effectiveness of its programs and services, but due to limited resources the studies cannot be conducted and published on a regular schedule.

The office receives an increasing number of inquiries about a range of topics, including enrollment trends, demographics, and student performance outcomes data, from college and district personnel. While new data retrieval tools have allowed both the college and district research functions to become more responsive to requests for information, campus requests are directed primarily to the Office of Articulation and Research.

The large number of requests suggests that the Office of Articulation and Research is perceived by the college community as the repository and distribution source for all institutional data and information. The office must turn down internal ad hoc inquiries about institutional data approximately ten times a semester as a result of limited staff and time. The nature of some requests for information also suggests that members of the college community do not possess a uniform understanding of the complexity of data retrieval or its time-consuming nature.

The college's efforts to externally fund new programs and research about student performance outcomes have also strained the resources of the Office of Articulation and Research at both proposal writing and project implementation stages. While grant funds partially underwrite additional part-time research staff, the office must supervise the design of survey instruments and ensure the integrity of the data collection and analysis.

The disparate nature and increasing number of oversight responsibilities assigned to the Office of Articulation and Research adversely impacts its ability to meet the growing demands for institutional research and contributes to confusion among college staff about the office's functions, resources, and primary mandates.

To meet demands for institutional data and to provide more uniform and public access to such data, the college should consider implementing a comprehensive on-line, Internet-accessible college “fact book.” Such data could be available through the college Web site and linked to district-wide institutional data maintained on the district’s Web site. A review of the Office of Articulation and Research could assist in evaluating the feasibility of maintaining online institutional data and information while examining the appropriateness of the office’s available resources and varied oversight responsibilities.

## **Plan**

Review the responsibilities, objectives, priorities, and resource needs of the Office of Articulation and Research.

Publish and maintain an institutional "fact book," accessible through district and college Web links, to meet some of the demands for institutional data and to provide more uniform and public access to such data.

***3A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.***

***3A.4 The institution provides evidence that its program evaluation leads to improvement of programs and services.***

## **Description**

One means through which the college evaluates its success in accomplishing its mission is through the yearly development and revision of the document *On-Going Institutional Ambitions and College Goals* (Ref. 3.2). Success in meeting the objectives cited in this document—each tied to portions of the college mission—is evaluated on an ongoing basis by College Council.

Another important means of evaluating how well College of San Mateo accomplishes its mission and purposes is through its formal program review process, adopted in 1993 (Ref. 3.3). It consists of a six-year cyclical plan for review of all instructional and student services programs to assess their effectiveness. Typically, the process involves faculty, administrators, and staff who are most responsible for a program and focuses on student learning outcomes and the direct benefits of services received. The district’s Office of the Assistant Chancellor for Research and Technology assists in program review by gathering, compiling, and analyzing relevant data, such as FTES and productivity (e.g. WSCH/FTE), as well as student completion rates.

In order to improve the efficiency and efficacy of program review in evaluating how well the college accomplishes its missions and purposes, in the fall of 1999, the college instructional deans prepared a new draft of the program review document, modeled after Skyline College's recently revised program review (Ref. 3.4). The revised document, which streamlines the process and recommends both three- and six-year cycles, proposes program review as a joint responsibility of the program's faculty (assisted by the appropriate dean), the appropriate vice president, and College Council. If this program review process is implemented, the Committee on Instruction would review academic and curriculum matters as needed, and the Student Development Committee would review student matters and policies affected by program review, as needed. Approval of the new program review document by College Council and support from the Academic Senate are now being sought.

## **Appraisal**

The majority of the college faculty and administrators seem to believe that the college's program review is relatively effective in the college's accomplishment of its mission and purposes. The 1999 *Faculty/Administration Survey* (Ref. 3.5) revealed the following:

- 71.8 percent of respondents agreed that review of programs and services is integrated into the college planning process;
- 65 percent agreed that services and programs are reviewed regularly using a process that is objective and consistent; and
- 57.3 percent agreed that the program review process is effective in evaluating the strengths and weaknesses of college services and programs.

The deans as a group find value in program review. In individual interviews with members of the Standard Three committee, the college vice presidents and deans cited several opportunities for faculty and staff that arise out of program review, among them the opportunities to articulate common goals and objectives; to analyze how those goals reflect the district's mission and the institution's *On-Going Institutional Ambitions and College Goals*; to support enrollment management; and to articulate needs for equipment, facilities, and staff. In addition, the program review process has helped increase the faculty's understanding of standard measurements of productivity, e.g. WSCH/FTE. In general, recommendations coming out of program review that do not require additional resources are implemented.

However, implementation of the formal program review process has been inconsistent among the divisions, departments, and programs. One instructional division has not conducted any formal review. Several other instructional and student services programs have completed program reviews later than their assigned dates on the rotation cycle.

One weakness of the present program review process that was cited by several deans is the challenge of conducting program review within departments that are comprised entirely of adjunct faculty or a sole full-time faculty member. Another problem deans cited

is the six-year cycle; the process does not take place often enough to respond effectively to occupational trends or to account for staffing changes that result from retirement. The consistent problem cited by both faculty and administrators is what appears to be a lack of correlation between program evaluation and the allocation of scarce resources for such things as faculty and staff positions, facilities, and equipment.

While the survey data indicate a relatively positive attitude about the program evaluation process, many faculty view the current program review process as a difficult and tedious task, the primary purpose of which is to comply with a state reporting mandate. The lack of apparent follow-up and confusion about the consequences of program review, for example, reinforce the sense among many faculty that the process is a compliance activity, one which faculty must shoe-horn in among myriad other activities.

Many faculty feel that program review should provide a format for learning and reflection—that is, it should provide formative evaluation. Ideally, a revised program review process could provide opportunities to explore research in pedagogical issues; to improve enrollment, student success, retention, and persistence; and to update curriculum and services in response to changing community needs and demographics.

The Governing Council of the Academic Senate has supported revision of the process and emphasized the need for program review to be tied to institutional planning and resource allocation activities (Ref. 3.6).

## **Plan**

Revise the formal program review process, seeking broad-based support for creating a model that responds flexibly to changing community needs and that is explicitly linked to college-wide planning and resource allocation.

## **Standard 3B: Institutional Planning**

**3B.1** *The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.*

### **Description**

Formal college planning generally involves students, faculty, staff, and administrators. Participation in planning processes primarily occurs through membership on Academic Senate, administrative, and standing institutional committees. As needed, ad hoc task groups with appropriate representation are convened to address specific planning issues.

In addition to being involved in College of San Mateo planning, college faculty, staff, and administrators also participate in district-level planning through membership on various district committees, such as District Shared Governance Council, the District Research Council, the District Information Technology Committee, the District Instructional Council, and the Information Technology Services Advisory Committee. Recommendations for broad policy changes at the district level are forwarded for consideration and action by the San Mateo County Community College District board of trustees.

Descriptions of the purpose and membership of the various college committees, including those involved in planning processes, like College Council, are included in the *Faculty Handbook* (Ref. 3.7), which is updated yearly.

### ***3B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.***

#### **Description**

With representatives from the Academic Senate, the Associated Students, the classified staff, and Management Council, College Council serves as the principal forum in which the college addresses issues related to planning, program evaluation, and budget.

The college document titled *On-Going Institutional Ambitions and College Goals* articulates overarching goals and objectives. Revised yearly and reviewed regularly by College Council, the document identifies institutional priorities to improve facilities, administrative functions, instructional and student services programs, and fund-raising and institutional advancement efforts. The goals and objectives are given timelines, and individuals are assigned responsibility for the completion of goals and objectives.

The institutional priorities stated in the document are the result of, in part, a collaborative effort to develop goals at the division level. The divisions have autonomy in the collaborative processes by which they identify their priorities. Generally, faculty and staff articulate needs and rank goals (e.g. requests for new resources or faculty positions) and communicate those goals to their respective deans. Then the instructional and student services deans and respective vice presidents develop hiring or equipment priorities, for example, which are forwarded to College Council and the president for review and approval.

Various planning documents also influence the development of college priorities. *Technology for 21st Century Learning* (Ref. 3.8) has been a significant planning document and is currently being updated by an ad hoc committee of faculty and administrators. The *Student Equity Plan* (Ref. 3.9) has identified several issues pertaining to student success. The San Mateo County Community College District's *Admissions*

*and Records Task Force Report* (Ref. 3.10) included various planning recommendations for improving services and efficiency at both college and district levels. The *Report of the Enrollment Management Task Force* (Ref. 3.11) has addressed means to manage enrollment, informing the development of college goals in this area. And, finally, the *Plan for Institutional Advancement* (Ref. 3.12) has further helped in setting college goals, and the college is now implementing several of the plan's recommendations.

To assist in planning efforts, the college has pursued opportunities for external funding to further institutional research, to identify goals for student performance outcomes and student equity, to enhance program evaluation, to build capacity for institutional advancement, and to improve internal communications. For example, recent planning and research projects funded by the state Chancellor's Office focus on student success curriculum, campus climate, basic skills mathematics, and pre-transfer level English. Ultimately, the college anticipates that each project will provide information useful in setting college priorities and goals.

***3B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.***

**Description**

College Council is the principal college-wide forum in which institutional planning efforts are reviewed in relation to progress in meeting the goals and objectives outlined in the annually revised *On-Going Institutional Ambitions and College Goals*. As was mentioned above, various individuals/entities are assigned responsibility for the accomplishment of the specific goals and objectives.

With regard to curricular matters, the Committee on Instruction is responsible for planning and implementation of changes to improve curriculum. In 1999, that committee revised requirements for approval of new curriculum, with a greater emphasis on validating prerequisites and explicitly identifying course objectives, among other things. The 1999 fall semester witnessed a significant decline in the number of courses approved by the committee; 86 courses were approved in the fall of 1997, 94 courses in the fall of 1998, and 7 courses in the fall of 1999.

Planning and changes for occupational programs rely upon the assistance of external advisory groups to maintain current programs and services and to meet changing licensure requirements. Advisory group recommendations that lead to development of revised or new curriculum are summarized for the board of trustees every other year. In addition, the technology division, which is primarily made up of occupational programs, has developed a strategic plan to help ensure program currency (Ref. 3.13).

To make recommendations for funding college needs identified by *On-Going Institutional Ambitions and College Goals* and to plan for the next fiscal year is the responsibility of the Budget Subcommittee of College Council. Budgetary planning is, in part, influenced by emerging information from the district about budgetary projections for the forthcoming fiscal year and by the monitoring of expenditures as they occur.

Human resources planning for new faculty positions (either as a result of retirements or emerging or shifting program needs) originates in individual departments. The instructional and student services deans then make recommendations to the appropriate deans' group, which in turn prioritizes recommendations for submission to College Council. Requests for classified staff positions are addressed by the Budget Subcommittee of College Council and President's Cabinet on an ad hoc basis.

The college officially maintains two committees concerned with aspects of the physical plant: the Accessibility/Americans with Disabilities Act Committee and the Safety Committee. However, facilities planning is largely conducted at the district level. In June 1994, the district embarked on an educational and facilities master planning process intended to extend the goals of the district's *Vision 2000* (Ref. 3.14) planning document to the district's long-range facilities planning. The three-year process produced several planning documents: *San Mateo Community College District 1994-95 Educational/Facilities Planning Project Outlook Papers* (Ref. 3.15); *Baseline Information for Master Planning* (Ref. 3.16); *Educational/Facilities Planning Project: Phase One Final Report* (Ref. 3.17), which contains recommendations for instructional and student services planning; and *Phase II—Educational/Facilities Plan Report* (Ref. 3.18), which contains recommendations about the physical plants of each of the district's three colleges. Recommendations from the reports helped in the development of the facilities bond measure in 1999, which failed by a very narrow margin.

### **Appraisal (3B.1, 3B.2, 3B.3)**

Since its last reaffirmation of accreditation in 1995, the college has made progress in establishing and defining its planning efforts through the work of College Council and the development of *On-Going Institutional Ambitions and College Goals*. In fact, the majority of faculty and administrators feel that institutional planning is effective. When asked in the *Faculty/Administration Survey* to evaluate the effectiveness of the college's organization "for systematic short- and long-range planning," 10.9 percent of respondents marked "Very Effective"; 54.7 percent "Effective"; 25 percent "Ineffective"; and 9.4 percent "Very Ineffective."

However, yearly college goals are organized temporally, and priorities among the categories are not explicitly identified.

In general, planning is not yet integrated within the college through a formal institutional strategic plan nor is it integrated between the college and the district. Recommendations made by the district-wide facilities and educational master planning process and the

Admissions and Records Task Force, for example, are not tightly linked to the development of college goals, though they do serve to guide management decisions as opportunities arise.

The college recognizes that the use of a variety of accurate information and institutional data is critical to effective, integrated planning and has encouraged a more uniform awareness of the need for information to build genuine rationales for change and for the plans to implement such change. To augment limited internal resources, the college has pursued externally funded means to collect accurate information about its internal climate, student success, and emerging environmental trends.

In addition, the college's ability to address goals and develop priorities depends ultimately on the availability of resources; reliable budgetary forecasting is critical. After an unexpected large ending balance occurred for the fiscal year 1998-1999, new budget monitoring was implemented, and a revised format for management decision making was developed and piloted. The result is tighter budget control and improved multi-year projections.

The unexpected significant decrease in the number of new courses approved by the Committee on Instruction in the fall of 1999 has significant implications for the institution as a whole, particularly enrollment management and curriculum reform efforts. This decrease needs to be evaluated in relation to other planning efforts and, most importantly, college goals.

Institutional planning which explicitly links, evaluates, and integrates critical individual planning efforts is needed. To integrate planning efforts more effectively, the college should consider designating a group or institutional function as responsible for strategic planning, coordinating planning activities internally and externally, and ensuring broad college participation in planning.

The newly appointed college president has expressed a commitment to tighten integration among planning efforts as well as to improve long- and short-range strategic planning for the college.

## **Plan**

Designate a group or college function to be responsible for major strategic planning efforts and their internal coordination and for exploring means to improve coordination with the district and with auxiliary or related organizations.

Publish, and update as needed, a description of college planning processes, a coordinated planning calendar, and college strategies for integrating planning activities.

## **Standard 3C: Institutional Outcomes Assessment**

### **3C.1 *The institution specifies intended institutional outcomes and has clear documentation of their achievement.***

#### **Description**

Annually, the college develops institutional goals, or desired institutional outcomes, which are published by College Council as *On-Going Institutional Ambitions and College Goals*. Responsibility for achievement of the goals and dates by which that achievement should be made are explicitly established, and progress in meeting goals and the objectives which further them is reported regularly to College Council. The document is amended as tasks are successfully completed and new institutional opportunities or constraints are identified.

The instructional divisions have autonomy in developing their own division-specific goals. For example, the language arts division develops goals yearly, while the technology division has developed a strategic planning process that identifies goals relevant to maintaining currency in occupational offerings.

Occupational programs maintain external advisory committees to which student success data are reported, including information about the number of students certified or licensed and placed in jobs. In addition, advisory group recommendations that lead to the development of revised or new curriculum are summarized for the board of trustees approximately every other year.

During the last several years, a number of administrators and faculty have engaged in various activities that measure student performance outcomes. In 1999, the externally funded Integrated Science Center conducted a comparative study of student persistence and course completion rates in science courses as part of its effort to institutionalize the center (Ref. 3.19). Similar studies measuring the success of students enrolled in the Workplace Wellness program, a program offered through adapted physical education, have been conducted from 1996 to 2000.

For the past two years, faculty from the sciences, computer information science, English, reading, and mathematics have been working collaboratively to collect accurate information about student performance outcomes in pre-transfer level curriculum as well as engaging in professional development activities focused on assessment. They have established a list serv, <http://learning@pls.lib.ca.us>, in which they exchange findings and explore new methodologies. Their activities are partially underwritten by three California Community Colleges Chancellor's Office grants: *Mathematics Success: Basic Skills and Beyond* (Ref. 3.20), *Understanding the Developing Writer* (Ref. 3.21), and

*Mathematics Gatekeeper Courses: Successful Practices* (Ref. 3.22). Results of these research initiatives will be distributed locally and statewide.

**3C.2 *The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.***

**Description**

The college communicates quality assurance to the public in several ways. Traditional methods include the *Catalog*, *Schedule of Classes*, and program brochures. The college publishes *CSM Scene* (Ref. 3.23), a semi-annual newsletter directed at high school students, instructors, and counselors in feeder schools that contains such data as student transfer and completion rates. Some of this data is also included in the college transfer center brochure. Several open house events are held to provide general college and program-specific information to prospective students and the general public. Increased mailings of the *Schedule of Classes* and program information, as well as the establishment of a college Web site, <http://gocsm.net>, have expanded the volume of information communicated and the visibility of the college.

KCSM also provides a significant venue for communicating to the public matters of quality assurance about both the college and the district. For example, promotional spots about the Emeritus Institute reach people who would not customarily review the college *Schedule of Classes* or *Catalog*.

*CSM Research Briefs*, distributed on campus and to the public, provide information about a range of institutional and student performance outcomes. Reports are also made to the board of trustees based upon data reported in *CSM Research Briefs*, as well as upon recommendations that result from program review.

External advisory groups, which meet once a semester or once a year, are another vehicle for communicating quality assurance to the public; advisory groups are regularly apprised of changes in student demographics, course and program completion, and job placement.

In the process of developing the planning document *Plan for Institutional Advancement: College of San Mateo*, community leaders were asked their perceptions of College of San Mateo's success in communicating effectively to the public. The respondents cited the need to provide more information about the college as a community resource for education and training; its successful partnerships with business, industry, and nonprofits; student success stories; and the changing profile of students and their needs. These responses echo those previously cited by the *Community Needs Assessment* (Ref. 3.24) as well as findings from the Enrollment Management Task Force.

Acting upon these recommendations, the college has now established a new marketing communications project director position as part of an effort to augment staff in the Office of Public Relations and Marketing Communications. Since 1997, that office has been allocated additional funds to promote more effective external communication and to develop a strategic plan to improve the college's marketing efforts (Ref. 3.25).

**3C.3 *The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.***

**Description**

College of San Mateo uses both informal and formal methods for assessing its efforts in this area. Departments and divisions meet periodically to determine needs, identify concerns, and review recommendations resulting from formal program review and external advisory groups. Instructional and student services administrators meet regularly to evaluate progress in meeting college goals, while Management Council is a forum for formative evaluation of programs and services and planning initiatives. President's Cabinet participates in periodic retreats for purposes of planning and evaluation. College Council reviews and modifies *On-Going Institutional Ambitions and College Goals* on an ongoing basis.

Since the last accreditation self-study, the college has examined the utility of several institutional evaluation and planning processes. Evaluation of faculty has been simplified and streamlined, and formal program review is now undergoing revision. Updating of the 1995 technology planning document, *Technology for the 21st Century*, is currently underway, using recommendations from the district's *Information Technology Report* (Ref. 3.26). And, the Academic Senate revised its bylaws in the spring of 2000 (Ref. 3.27).

To augment its ability to assess institutional effectiveness, the college has pursued external funding in specific areas. As has been mentioned, the college is engaging in the assessment of discipline-specific student performance outcomes and in the summer of 2000 concluded a research study of campus climate, *Assessing Campus Climate* (Ref. 3.28), funded by the state Chancellor's Office. The *Plan for Institutional Advancement: College of San Mateo* was also underwritten externally, and many of its recommendations are now being implemented.

**Appraisal (3C.1, 3C.2, 3C.3)**

Since the last accreditation self-study, the college has made progress in supporting the measurement of outcomes, particularly in the area of gathering and analyzing student performance outcomes data (e.g., course completion and persistence rates). The work of a cross-disciplinary group of administrators and faculty to develop skills in program assessment and conduct outcomes-based research is commendable. As the discipline-specific research projects cited above are completed, the college has a genuine opportunity to adapt them as models for assessment elsewhere on campus.

The college accurately measures and reports upon standard measures of student success (e.g., rates of transfer, degrees and certificates earned, course completing and persistence). It has declared goals for Partnership for Excellence allocation. However, it has not explicitly articulated desirable institutional outcomes. The college faces both the need for and the challenge of establishing intended institutional outcomes that are widely understood and supported by the college community.

The allocation of additional resources to the Office of Public Relations and Marketing Communications and planning for institutional advancement have enabled the college to communicate more effectively with the community.

However, the continued enrollment decline suggests the college should evaluate not only the adequacy of resources available to the Office of Public Relations and Marketing Communications but also should create new opportunities to communicate widely the results of internal evaluation, student performance outcomes assessment, and collaborations with business, industry, public agencies, and service organizations. The online "fact book," recommended above, could become one venue for such communication.

Moreover, the continued enrollment decline suggests that the college needs to assess its programs and services broadly in relation to current community trends. The public needs to view the college as the institution of choice in fulfilling a variety of needs and interests and as a college capable of evolving as those needs and interests change over time.

The college should, therefore, continue its efforts to revise and modify its institutional evaluation and planning processes. The outcome of a revised program review process may, in particular, improve the college's ability to measure its institutional effectiveness while guiding appropriate modification of course offerings, programs, and services.

As mentioned above, the college should evaluate its research efforts, their effect on institutional decision making, and the range of responsibilities assigned to the Office of Articulation and Research. It should continue to examine its planning and evaluation processes as well. As the college considers designating a group or function dedicated to integrated, strategic planning, it should also consider establishing a formative evaluation process that explicitly measures the effectiveness of its planning efforts.

The newly appointed college president has in the past, in her role as vice president for instruction, supported many individual college efforts to measure the efficacy of instructional programs and related services and has also expressed the commitment to broad assessment of institutional effectiveness and to promoting a climate responsive to evolving community needs.

## **Plan**

Continue to support faculty efforts to engage in assessment studies which measure student performance outcomes.

Evaluate the resources available to augment external marketing efforts, particularly as they pertain to measurable outcomes assessment of college programs and services.

Evaluate a means to establish intended, explicitly defined, institutional outcomes which are responsive to changing community needs.

## **Standard Three Document References**

- 3.1 CSM Research Briefs, 1995-2000
- 3.2 College of San Mateo On-Going Institutional Ambitions and 2000-01 College Goals
- 3.3 Program Review Documents
- 3.4 Skyline College Program Review Self Study
- 3.5 CSM Faculty/Administration Survey, Summer 1999
- 3.6 Academic Senate Governing Council Minutes, March 14, 2000; ASCSM Summary, March 28, 2000
- 3.7 College of San Mateo (CSM) Faculty Handbook, 2000-2001
- 3.8 Technology for 21<sup>st</sup> Century Learning, Fall 1995
- 3.9 College of San Mateo Student Equity Plan, December 1993; Student Equity Plan - Development and Progress to Date, September 1996
- 3.10 San Mateo County Community College District (SMCCCD) Admissions and Records Task Force Report, December 1996

- 3.11 Report of the Enrollment Management Task Force, February 1997
- 3.12 Plan for Institutional Advancement: College of San Mateo, March 1999 through December 2001
- 3.13 CSM Technology Division Strategic Plan Update, October 1999
- 3.14 Vision 2000, SMCCCD
- 3.15 SMCCCD 1994-95 Educational/Facilities Planning Project Outlook Papers, Summer/Fall 1994
- 3.16 Outlook Papers: Baseline Information for Master Planning, Spring/Fall 1994
- 3.17 SMCCCD Educational/Facilities Master Planning Project: Phase One Final Report, September 1996
- 3.18 SMCCCD Phase II–Educational/Facilities Master Plan Report, June 1997
- 3.19 College of San Mateo’s Integrated Science Center, David and Lucile Packard Foundation Grant #99-6174 Final Report, February 2000
- 3.20 Fund for Instructional Improvement Grant Agreement: Mathematics Success: Basic Skills and Beyond, 1999
- 3.21 Fund for Instructional Improvement Grant Agreement: Understanding the Developing Writer, 1999
- 3.22 Fund for Student Success Grant Agreement: Mathematics Gatekeeper Courses: Successful Practices, 2000
- 3.23 CSM Scene
- 3.24 Community Needs Assessment, 1996
- 3.25 1999 Marketing Plan, Public Relations and Marketing Communications Office, College of San Mateo, February 1999
- 3.26 SMCCCD Information Technology Report, January 1999
- 3.27 By-Laws of the Academic Senate of College of San Mateo, 2000-01
- 3.28 Fund for Student Success Grant Agreement: Assessing Campus Climate, 1998