

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A Mission

I.A

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The college has a mission statement (Ref. 1) that defines its purpose, intended student population, and commitment to achieving student learning. The current Mission Statement was developed and approved in 2001 and, in line with the plan from the 2001 Accreditation Self Study (Ref. 2), has been reviewed each year in order to accommodate the increasing rate of change in the student population and in community needs. The Board of Trustees approved the most recent revision to the Mission Statement in 2007.

College of San Mateo Mission Statement:

College of San Mateo, the first community college in San Mateo County, is an open-access, student-focused, teaching and learning institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. By offering comprehensive, quality programs and services and by measuring student learning, College of San Mateo educates students to participate successfully in a changing world.

The college's Mission Statement articulates that its educational purpose is to serve the diverse educational, economic, social, and cultural needs of its students and the community. It was designed to be both broad and inclusive in terms of its purpose and intended student population. It states that College of San Mateo is an open-access institution, which acknowledges that it serves any student interested in attending, and it further indicates that San Mateo County is the primary service area. The final sentence of the Mission Statement reflects the college's commitment to achieving student learning, addressing campus-wide efforts in establishing and assessing student learning outcomes. Finally, it should be noted that the mission has three companion statements reflecting values, vision, and diversity—Values Statement, Vision Statement, and Diversity Statement (Ref. 3, 4, 5)—that further define the college's underlying principles. The Mission Statement was intentionally written to be succinct and should be viewed in

conjunction with the college Vision, Values, and Diversity Statements, which together provide further definition of the character of the institution and the principles that guide it.

The Strategic Planning Committee (Ref. 6), a subcommittee of College Council, developed the Mission, Vision, and Values Statements; College Council is the college's shared governance body. These statements were then reviewed and discussed by College Council. Its members discussed them with constituent groups for additional input to the statements to ensure that they included relevance to student learning. The Strategic Planning Committee took this additional information and drafted the final statements for presentation to the council. College Council adopted the Mission Statement in December 2001 and updated the statement in February 2005 following the same process (Ref. 35). The Vision Statement was adopted in February 2002 and revised in April 2004. The Values Statement was adopted in April 2002. The Diversity Statement, developed by an ad hoc diversity committee, was adopted in March 2002. The Mission Statement, along with the companion Vision, Values, and Diversity Statements, is published in the College Catalog (Ref. 7), which is available in hard copy and on the college website under "All Students, Schedule & Catalog" (Ref. 8) and the CSM Internal website (Ref. 9). Copies of these statements are also framed and placed in many public areas of the college, such as division offices and the administration building's main conference room.

The Mission Statement was revised in 2005, as indicated above, to include student learning outcomes in the statement (Ref. 10). The second sentence of the Mission Statement, "By offering comprehensive, quality programs and services and by measuring student learning, College of San Mateo educates students to participate successfully in a changing world," addresses student learning, and its intent is to articulate that all segments of the campus are engaged in participating in and measuring student learning. Similar emphasis on student learning can also be found in the college's Values Statement, Vision Statement, Student Services Planning Document (Ref. 11), and the college goals, now renamed strategic objectives, enumerated in the CSM Strategic Plan 2006-2008 (Ref. 25).

In 2004, College of San Mateo established a College Assessment Committee (Ref. 13) as an independent committee of the College of San Mateo Academic Senate. The goal of the College Assessment Committee is to assist faculty and staff in improving teaching and learning at the course, department/program, student services unit, and college level. A specific instructional, student services, and vocational education contact person has been identified in each area, and faculty and staff members can work with these contacts, as well as attend campus student learning outcomes workshops, as they develop their own student learning outcomes as part of their program review cycle. College Assessment Committee membership includes broad campus representation, comprising faculty from various disciplines, administrators, classified employees, and students (Ref. 13).

In May 2005, the College Assessment Committee created a new assessment model, the Student Learning Outcomes Assessment Cycle (Ref. 14), a process that fosters dialogue and is used as a vehicle for continuous educational improvement. The goal of the

assessment cycle is to improve institutional effectiveness based on reliable and relevant assessment.

While the decisions about the development and application of student learning outcomes are a collective responsibility of faculty and administration, the responsibility for the interpretation and local implementation of student learning outcomes is within the purview of individual faculty/departments/programs or student services units.

The Office of Articulation and Research maintains, updates, and makes available to all constituency groups demographic information regarding College of San Mateo's student population (Ref. 15). Administration, faculty, and staff use this information in evaluating enrollment trends and ensuring that the college's learning programs and services adequately match its student population. For example, the Math Department undertook a major review of its basic math and lower division math courses and worked closely with the research office to obtain extensive information to make program revisions.

The Office of Articulation and Research periodically conducts surveys of all College of San Mateo students to obtain student feedback and to help the college improve the quality of its educational programs and services. On College of San Mateo's home page, students can access College of San Mateo Student Services Program Review surveys (Ref. 16) in approximately 20 educational and services areas. Other surveys that assess learning gains also provide useful information for matching programs and services to the student population.

College of San Mateo provides a broad range of learning programs, e.g., courses, majors, certificates, and associate degrees, in the areas of general education, occupational and technical education, transfer, and lifelong learning to meet the needs of its diverse student population. The college also provides student services and academic support programs designed to promote student success, such as academic advising, learning communities, psychological services, Transition to College program, and many others described elsewhere in this self study.

Assessment

College of San Mateo meets this standard. The college acted on the suggestion made in the 2001 visiting team report that College of San Mateo might consider developing its own mission statement. The current college Mission Statement broadly defines College of San Mateo's educational purposes and intended student population and should be viewed in conjunction with the college Vision, Values, and Diversity Statements, which together provide further definition of the principles that guide the institution. The college's commitment to student learning is demonstrated by the progress that has been made and that continues to be made in the development, articulation, and assessment of student learning outcomes throughout the institution (Ref. 10).

Appropriate learning programs and services are aligned with the institution's purposes, character, and student population. The Mission Statement, Strategic Planning Committee, and the College Assessment Committee demonstrate the college's commitment to offering and assessing learning programs in transfer education,

vocational education, general education, basic skills education, community education, and support services.

The college continually ensures that data, research, and student survey reports are accessible and made available from the Office of Articulation and Research (Ref. 57). By doing so, data help drive the planning of programs and services, assuring their relevancy to higher education and to the needs of the community college population. Furthermore, the data support the college's mission and help shape the Student Services Planning Document (Ref. 11) and the college's strategic objectives.

Based on the 2005 accreditation survey of students, it appears that progress is being made in the area of learning, as students report major gains in "understanding myself—my abilities and interests; thinking analytically, logically, and critically; learning how to work with different kinds of people; learning on my own and how to find information that I need" (Ref. 17, section I). In addition, students strongly agree that the college is addressing the needs of its student population and that it is succeeding in achieving the educational purposes outlined in the Mission Statement. For example, 96 percent of students responding agree or strongly agree that "College of San Mateo is supportive of all students regardless of ethnic, gender, religious beliefs, lifestyles, or sexual orientations"; more than 88 percent agree or strongly agree that the intellectual environment in classes is stimulating and challenging; and 72 percent know where they can get help on campus if they have a problem with their classes (Ref. 17, section III, questions 1, 23, 27).

College of San Mateo is distinguished by its collegiality in which faculty, staff, and students seem to get along. Evidence of this type of collegiality and positive interaction is supported in the student responses to the 2005 accreditation survey, where more than 90 percent of the students responding agree or strongly agree that "The CSM environment can be characterized as one of mutual respect between students and faculty (Ref. 17, section III, question 14). The Mission Statement reflects this collegiality in the first sentence: "...is an open-access, student-focused, teaching and learning institution that serves the diverse educational, economic, social and cultural needs of its students and the community."

Plan for Improvement

None needed at this time.

I.A.2

The mission statement is approved by the governing board and published.

Descriptive Summary

The San Mateo County Community College District Board of Trustees approved College of San Mateo's current mission statement in April 2007. The College Mission Statement is published in the College Catalog, appears on the college website (Ref. 8), and is posted in 20 different locations throughout the campus including division offices, the library, and other highly visible areas (Ref. 19). The Mission Statement is also posted on the college's intranet website, CSM Internal (Ref. 9).

Assessment

College of San Mateo meets this standard. The college Mission Statement, approved by the Board of Trustees, is widely publicized and readily available in print material and on the college website and is posted throughout the campus. These methods of dissemination make the Mission Statement easily accessible to prospective and current students and all groups of employees.

Plan for Improvement

None needed at this time.

I.A.3

Using the institution's governing and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

The Strategic Planning Committee, a subcommittee of College Council, which serves as the college's shared governing body, has responsibility for annually reviewing the college Mission Statement to determine if it continues to reflect accurately the college's purpose (Ref. 20). The committee makes its recommendation to College Council (Ref. 21), and if the committee recommends revisions, members of the council are asked to share proposed changes with their constituencies. The constituency groups represented on College Council and the Strategic Planning Committee include the Academic Senate (faculty), Management Council (administration), classified employees, and the Associated Students. These stakeholders provide input to the Strategic Planning Committee, which reviews and considers this input for incorporation into a final draft statement that is presented to College Council for approval. College Council adopted an initial college Mission Statement in December 2001; it was revised in February 2005 to reflect College of San Mateo's campus-wide effort to improve student learning. Both iterations of the document followed the process described above. The Vision and Values Statements are reviewed every other year, and this review follows the same process as the Mission Statement. The Diversity Statement, which an ad hoc diversity committee developed and College Council approved, is reviewed by the Diversity In Action Group (DIAG) on a biennial basis. The Vision Statement was revised in 2004; the Diversity and Values Statements have not been revised to date.

Assessment

College of San Mateo meets this standard. Embedded in the College Planning Calendar (Ref. 22) is the review of the college Mission Statement by the Strategic Planning Committee each February, which is the beginning of the annual planning process. The review is conducted using the college's participatory governing process that includes input from all of the college constituent groups with College Council members serving as the conduits for feedback. Information that is considered in this review includes changes in the state or local educational climate. The review and process to update the Mission Statement and also the Vision and Values Statements are documented in meeting summaries of College Council and the Strategic Planning Committee (Ref. 20, 21). Although the Mission Statement and three companion statements are reviewed

annually, they are not updated every year, but only when warranted. The 2005 accreditation surveys reveal that 92 percent of responding faculty and administration (Ref. 31, question 4) and 89 percent of responding classified staff (Ref. 41, question 22) are aware that the college Mission Statement is reviewed and updated on a regular basis.

Plan for Improvement

None needed at this time.

I.A.4

The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The college Mission Statement, originally developed in 2001, is central to the strategic planning process as it served as the basis for the initial development of the college Vision, Values, and Diversity Statements, which, together with the Mission Statement, guide the institution's direction. The Mission Statement also informs the next step in the planning process, which is the identification and development of annual college goals and action steps. The college goals (now strategic objectives) and action steps are developed each year by the Strategic Planning Committee in consultation with College Council using the same process that was followed in the development of the college Mission, Vision, and Values Statements. This process is graphically represented in the Strategic Planning Model (Ref. 24). In fall 2006, in order to better reflect the long-term nature of the college planning cycle, the document, CSM Strategic Plan, 2006-2008, was developed; it includes the current plan, accomplishments of the previous year, and the planning model and history of strategic planning at the college (Ref. 25).

In addition, the Mission Statement provides guidance in the development of new institutional plans and processes. A recent example is in the Enrollment Management Plan (Ref. 26) that was accepted by College Council in September 2004 (Ref. 21), which clearly states that the work of the Enrollment Management Committee was informed by and is committed to the guiding principles of the Mission Statement. The mission is directly linked to college decision-making processes in that all program reviews require departments and units to address how each supports the mission of the college. Applicability to the college mission is also inherent in the request for hiring of new faculty (Ref. 29) and in the instructional Program Improvement and Viability (PIV) process (Ref. 30).

Assessment

College of San Mateo meets this standard. Since the last re-accreditation, the college has made significant progress in the area of planning. There is a very clear relationship that links the college mission with the development of strategic objectives and planning processes. The mission guides the work of the Strategic Planning Committee and College Council, and it serves as the fundamental framework within which institutional plans are developed. The mission is also linked with critical decision-making processes including program review, the hiring of new faculty, and the program improvement process. According to the 2005 accreditation surveys of faculty and administration and of classified staff, 86 percent of responding faculty and administration and 94 percent of

responding classified staff agree that College of San Mateo's Mission Statement guides institutional planning and decision making (Ref. 31, question 15; Ref. 41, question 8). In addressing a recommendation in the 2001 visiting team report, the college has not only designated a group to be responsible for major strategic planning efforts through the Strategic Planning Committee but also published its strategic planning process and related planning information in the document Strategic Plan, 2006-2008 (Ref. 25).

Plan for Improvement

None needed at this time.

I.B Improving Institutional Effectiveness

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The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Dialogue about continuous improvement of student learning and institutional processes takes place frequently across the campus in various venues. Organizational structure at the college provides for regular dialogue to occur in scheduled meetings of various bodies. While there are many additional groups that participate in ongoing, collegial, self-reflective dialog about continuous improvement of student learning and institutional processes at College of San Mateo, the bodies discussed below are the major entities for dialog within the formal organizational structure of the college. College Council is the foremost shared governance body. Academic Senate bodies include Governing Council and its two principal committees, the Assessment Committee and the Committee on Instruction. Administrative bodies include Management Council, Instructional Administrators, and Student Services Administrators. The student body is the Associated Students of College of San Mateo (ASCSM). Classified staff, although not organized as a formal body, has representation on College Council.

College Council—As stated in the College of San Mateo Compendium of Institutional Committees (Ref. 32), College Council “[f]osters the achievement of the goals and purposes of shared governance at CSM; facilitates the implementation of shared governance throughout the College in a way that recognizes and respects the functions and responsibilities of the four governance constituencies: The Academic Senate, Associated Students, classified staff, and Management Council; serves as the principal forum in which the college addresses issues related to planning and program review; and

participates in the development of the institutional budget and in giving advice to the administration on college-wide budget decisions.” The council’s membership consists of the college president, vice presidents, and the presidents of the Academic Senate and the Associated Students, and up to eleven additional members; each constituent group has four members. This 16-member group meets every first and third Wednesday of the month during the regular school year.

College Council has two principal committees, the Strategic Planning Committee and the Budget Subcommittee. College Council members volunteer to serve on these committees, which are also representative of each of the four constituency groups (Ref. 6, 33). In addition, others—not members of College Council—are invited to serve. The Strategic Planning Committee annually reviews the Mission Statement and accompanying documents and annual goals and activities. Recommendations from this committee are presented to College Council for review by constituencies prior to approval by the council (Ref. 21). Based upon budget analysis, the Budget Subcommittee makes recommendations to College Council, at which time constituencies are again given an opportunity to review and suggest revisions prior to approval by the council. The dean of administrative services, who serves as the college’s budget officer, is chair of the Budget Subcommittee and an ad hoc member of College Council. College Council and its committees use consensus building as the principal method for decision making after the model set forth in the Charter and Bylaws of the College of San Mateo College Council (Ref. 34).

Academic Senate—Governing Council, which is the policy-making body of the Academic Senate, consists of the Academic Senate Executive Committee, elected by the faculty-at-large, and of elected representatives from each division. At its monthly meetings the Governing Council addresses curricular issues and questions concerning academic freedom (Ref. 35). If the continued existence of an academic program is in question, it forms a program viability committee to examine the situation and report on it. Program review is within the purview of Governing Council. In fall 2005, a committee of the Academic Senate was formed, including two instructional deans, to review and revise the instructional program review document (Ref. 28).

The College Assessment Committee (CAC) consists of appointed representatives from administration, faculty, classified staff, and the student body (Ref. 13) and reports to the Academic Senate. Since its formation in fall 2004, CAC has devoted particular attention to guiding the college’s approach to student learning outcomes (SLOs) and their assessment and to facilitating the college community in becoming more knowledgeable about SLOs. In this connection, CAC sponsored an open forum on institutional SLOs in March 2005, two all-day workshops on developing course-level SLOs in April 2005, and a district-wide “How-to-Assess Workshop” in February 2006, among other activities (Ref. 10). During fall 2006 and spring 2007, CAC again sponsored a number of workshops to facilitate development of SLOs and their assessment. The committee determined that electronic portfolios would be one way to assess the institutional student learning outcomes and that student surveys would provide an indirect measure of learning outcomes (Ref. 10).

The Committee on Instruction is another committee of the Academic Senate that plays an important role in improving student learning (Ref. 36). It consists of faculty representatives elected from each division who serve two-year terms, administrators as non-voting members, as well as a representative of the Associated Students. At its monthly meeting, the committee “[a]dvises the vice president, instruction, concerning curriculum and instructional procedures, long-range educational priorities and curriculum planning, establishes new courses and programs after consideration of the effect on overall college curriculum, [and] establishes procedures for dropping courses or programs from the curriculum and removal from the catalog” (Ref. 46). In addition, the committee also provides a forum for addressing other issues such as GE breadth requirements, student learning outcomes in course outlines, distance education, and diversity in the curriculum (Ref. 36).

Administration—Management Council “serves as both an advisory group to the president and as the group designated to implement policies and procedures adopted by the president, the District, and the Board of Trustees” (Ref. 32). In its deliberations, this group considers campus climate, facilities, and general college improvement, among other things. The council, which meets twice a month, consists of the president, vice presidents, deans, academic supervisors, and the director of marketing and public relations. Managers develop the agendas for the meetings, and each manager takes notes at each meeting on action items relevant to his/her college responsibility.

The Instructional Administrators meet twice a month. This group consists of the vice president of instruction and the college instructional administrators and also includes the dean of counseling/advising and matriculation. It addresses departmental and program needs, faculty needs, and all instructional issues. The meeting agendas are developed by the vice president of instruction in consultation with the instructional administrators; each administrator takes his/her own notes.

A third administrative body which facilitates dialogue is the twice monthly meeting of Student Services Administrators, which includes the vice president of student services, two student services deans, one director, and the dean of articulation and research. This entity “reviews, recommends, and coordinates student services matters for the college.” The vice president of student services primarily develops agendas, and each manager takes his/her own notes; at the end of each semester, summary notes of the meetings are distributed to both student services and senior college administrators.

Associated Students—Students actively participate on virtually all significant college committees as representatives appointed by the Associated Students Senate. Most importantly, four student representatives sit on College Council, and students are also asked to serve on the Strategic Planning and Budget committees, as well as on all significant college and district committees. The Academic Senate invites students to attend meetings of their Governing Council in order to provide student perspectives. The Associated Students Senate meetings record both agendas and minutes.

One of the most important venues for dialogue about continuous improvement of student learning and institutional processes is at the departmental and unit level through the program review process (Ref. 28, 37). Faculty and staff, as appropriate, meet to

discuss and reflect upon the required data for this review prior to writing the report. Beginning fall 2006, the instructional annual program review document includes program goals; student learning outcomes; assessment results; enrollment analysis; curriculum revisions; and program needs (personnel, equipment, furniture, software, instructional materials, and facilities). The student services program review document, reviewed annually, includes number of students served/types of services provided; significant unit accomplishments; relationship of significant unit accomplishments to the Student Services Planning Document, 2005-2007 (Ref. 11); results of student surveys for each unit; results of student learning outcomes assessment for each unit; strategies and accomplishments used by each unit to foster a climate where diversity is recognized and valued; and anticipated goals, needs, and recommendations for the next year. The instructional and student services program review documents are the basis for continuous improvement of student learning through college programs and services.

Assessment

College of San Mateo meets this standard. According to the 2005 accreditation survey responses of faculty and administrators (Ref. 31), of classified staff (Ref. 41), and of students (Ref. 17), those who participate in the college governance process are aware of the ongoing, collegial, and self-reflective dialogue about the continuous improvement of student learning and institutional processes that occur on the campus. Those who serve in a representative capacity on governance bodies such as College Council regularly report to and seek feedback from their constituencies. Reaching consensus as the principal method for decision making, College Council and its committees require that individuals be self-reflective. Each individual must determine if he/she can agree to a course of action that others on College Council are recommending. This self-reflection extends to the constituency group represented by the particular individual as the group considers issues under discussion. While operating on a consensus basis is not the most efficient way to do business, it ensures that all groups at the college have a voice in the decision-making process. College Council serves as a model for self-reflective, collegial, on-going dialogue for other groups to emulate, whether or not these groups use a voting or consensus model to continuously improve processes and learning.

Faculty and staff, where appropriate, also participate with colleagues at the departmental and unit level for ongoing improvement to student learning. They work together to develop the annual program reviews, which specify what is working well and what needs to be improved. Through program review, completed by 89 percent of instructional programs and 100 percent of student services units in 2006, needs are documented and requests for resources are made. Program review is also the vehicle by which faculty discuss their progress with assessment of student learning outcomes.

Faculty, staff, and students who do not participate in the college governance process are not always aware of the extent to which ongoing and self-reflective dialogue is occurring at the college. The 2005 accreditation survey of faculty and administrators (Ref. 31, questions 22, 10, 9) indicates that 78 percent of faculty and administrators responding agree or strongly agree that instructional programs are assessed, reviewed, and modified regularly; 66 percent agree or strongly agree that strategic planning is used to identify needed areas of improvement and set goals for institutional change; and 66 percent agree

or strongly agree that college goals are regularly assessed and results shared with campus constituencies. Responses from classified staff were less positive. According to the 2005 accreditation survey of classified staff (Ref. 41, questions 4, 7, 8), only 32 percent agree or strongly agree that classified staff have adequate opportunity to participate in the development of financial plans and budgets; 51 percent agree or strongly agree that all constituency groups work collaboratively towards the achievement of college goals; and 47 percent agree or strongly agree that College of San Mateo actively encourages classified staff participation in the decision-making process.

Because the disparity between the responses of faculty and administrators on the one hand, and those of classified staff on the other hand, was a matter of concern, an accreditation follow-up survey of classified staff was conducted in 2006 (Ref. 38). It included questions asking for suggestions to improve decision making and shared governance. Only 50 percent of classified staff respondents are interested in creating a classified senate and in participating in such a body (Ref. 38, question 1). These results do not seem to indicate a need to create a classified senate at this time, but this option may be reviewed again in future years.

However, in this follow-up survey 67 percent of the respondents answered “yes” to an online discussion group for classified staff (Ref. 38, question 3). Many respondents indicated that information is not being communicated readily to classified staff and that they do not have a mechanism for communication as a constituent group. To address this need for communication, a classified email distribution list has been developed and is being used by the Classified Planning Committee to disseminate information and encourage ongoing dialogue about college events and issues. The Classified Planning Committee serves in an advisory capacity to the president on issues related to classified staff. Classified staff representatives on shared governance bodies are able to use this distribution list to share information with their constituents and receive feedback.

Plan for Improvement

None needed at this time.

I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

College of San Mateo’s Mission, Vision, Values, and Diversity Statements (Ref. 1, 3, 4, 5) serve as direct guides and foundation statements, providing distinct direction for the college when creating its goals (Ref. 12) as an educational institution of higher learning. It should be noted that as of fall 2006 the college refers to its goals as strategic objectives.

New goal, i.e., strategic objective, development begins with the college’s Strategic Planning Committee, which was formed in summer 2001 to improve internal planning

pursuant to a recommendation in the 2001 visiting team report (Ref. 39). The committee creates goals that are consistent with the four foundation statements. The goals are then sent to College Council for an independent review with members seeking input from their respective groups along the way; ultimately, College Council approves the goals. College Council and the Strategic Planning Committee (Ref. 6, 40) are comprised of representatives from College of San Mateo's four constituencies—students, classified staff, faculty, and administrators—demonstrating the college's commitment to its policy of shared governance.

Each goal has attendant action steps (Ref. 12), which are created from the college's goals by the Strategic Planning Committee and College Council. The action steps are specific ways in which the college hopes to achieve its broader goals; these action steps are specifically articulated in clear language, including the party responsible for carrying them out, completion dates, and, beginning spring 2007, funding that may be needed to accomplish the tasks.

Once approved, strategic objectives and action steps are posted on College of San Mateo's intranet site (Ref. 9) for viewing by the entire campus. Also, the agendas and summaries of all College Council meetings are posted on CSM Internal under Resources and References (Ref. 9) for viewing by the entire campus to allow broad-based understanding of the college goals, annual action steps, and the process that produced them.

Each year, on a regular schedule, existing goals and their attendant action steps are reviewed by the Strategic Planning Committee and College Council for measurable progress while revised goals and action steps for the next year are being developed. The document resulting from this process has evolved over time and presently takes the form of the CSM Strategic Plan, 2006-2008 (Ref. 25).

Assessment

College of San Mateo meets this standard. Continuously and systematically, the college identifies, creates, implements, monitors, and updates strategic objectives and action steps consistent with its stated purposes in its four foundation statements. This is done with the involvement of all college constituency groups, pursuant to the college's strong shared-governance policy. Through this process, strategic objectives and action steps are widely publicized, offering the entire campus community ample opportunity to be informed about and contribute to the creation and implementation of objectives and steps. On the college's intranet site, CSM Internal, a regular section titled "Contact us with your feedback" provides an opportunity to comment on college strategic objectives and action steps and on other items as well; College Council meeting summaries are also posted on CSM Internal. Feedback on CSM Internal is forwarded to the President's Office; however, most comments come through the members of College Council.

College of San Mateo faculty and administrators, as well as classified staff, agree that all constituency groups work collaboratively toward the achievement of the goals, according to the 2005 accreditation survey responses of faculty and administrators (Ref. 31, question 7) and of classified staff (Ref. 41, question 7). Additionally, almost two-thirds

of the faculty responding to the accreditation survey agree or strongly agree that college goals are regularly assessed and results shared with campus constituencies. Almost half, about 47 percent, of classified staff agree or strongly agree. Significantly, although they have equal shared-governance representation and access to view widely disseminated information about goals and action steps, 33 percent of classified staff stated that they do not know whether college goals are regularly assessed and results shared with campus constituencies. After receiving feedback on this issue from the 2006 accreditation follow-up survey of classified staff (Ref. 38), an email distribution list for classified staff was developed and implemented to enable better communication between classified staff representatives and members of their constituency.

Plan for Improvement

None needed at this time.

I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

Annually, the college embarks on a comprehensive strategic planning process that includes assessing its Mission, Vision, Values, and Diversity Statements (Ref. 1, 3, 4, 5) and its goals, i.e., strategic objectives, and actions steps (Ref. 12), in an effort to continuously improve as an institution of higher learning. The process, based on the college's Strategic Planning Model (Ref. 24, page 3), was developed pursuant to a recommendation in the 2001 visiting team report (Ref. 39), completed in spring 2002, and later revised in 2006. The model incorporates all campus planning documents and activities.

Each year, the shared governance Strategic Planning Committee of College Council reviews College of San Mateo's foundation statements for their continued and specific relevance to its primary function as an institution of higher learning. The committee reviews the strategic objectives every two years but reviews their attendant action steps annually to determine whether they are still aligned with the statements and can be reasonably achieved. If necessary, the committee makes changes and proposes them to College Council for review by constituencies and approval by consensus. College Council systematically and regularly reviews approved action steps for progress throughout the year.

To assist with strategic planning and improve programs and services, College of San Mateo draws on a number of institutional plans, including the Technology Plan (Ref. 42), the Enrollment Management Plan (Ref. 26), the FTES Growth Plan (Ref. 43), and the Facilities Master Plan (Ref. 44); the latter plan has been completed since the college submitted its accreditation midterm report in 2004. Additionally, there are plans for various college areas, such as student services (Ref. 45) and program reviews, both instructional and student services (Ref. 28, 37).

College resources are determined by state funding, which is dispersed to CSM through the district's resource allocation model. How these resources are allocated at CSM is determined after a review of institutional plans, program reviews, and funds needed to accomplish college strategic objectives and action steps. Various needs and proposals are reviewed for reasonableness and availability of resources to ensure they are consistent with CSM's foundation statements. President's Cabinet, Budget Subcommittee (a committee of College Council), and College Council conduct the review, and each entity has a part in the decision-making process. Although final responsibility for making decisions lies with the president, the college strives for, and usually achieves, consensus on resource allocation. All members of the President's Cabinet are members of the Strategic Planning Committee to ensure that the institutional planning process is tied to the financial planning process. President's Cabinet consists of the president, vice presidents of instruction and student services, and the dean of administrative services.

Resource allocation in the areas of instruction and student services, for example, involves each program in the instructional divisions and each unit in student services preparing program reviews. These reviews are a key to allocation of resources, providing information to evaluate requests for hiring new faculty and staff and for purchasing equipment. Along with program review, the college developed a Program Improvement and Vitality document (Ref. 30), which looks at instructional programs that may need upgrading, innovation, restructuring, or elimination.

Key to maintaining institutional effectiveness and to supporting a climate of evidence, the college has made available to its programs, departments, and student services units information obtained from the college's Office of Articulation and Research. Examples include enrollment data and trends, load (efficiency), persistence rates, and course completion rates. Areas of the college are responsible for analyzing the data and incorporating this analysis into the process of setting goals and action steps. Goals are established collaboratively with faculty, staff, and administration.

Assessment

College of San Mateo meets this standard. The college has made significant progress since 2001 to develop and implement the model for planning and evaluation of programs and services. CSM has implemented a planning model, which is aligned with its foundation statements (Ref. 24). During 2006-2007, the Strategic Planning Committee recommended that funding sources be included in the model and tied directly to each action step; this work has been completed. This additional information will assist the college in determining whether it has adequate resources to implement these steps.

According to the 2005 accreditation surveys of faculty and administrators (Ref. 31, question 10), and of classified staff (Ref. 41, question 10), 66 percent of the faculty and administrators responding agree or strongly agree that "strategic planning is used to identify needed areas of improvement and set goals for institutional change." Among classified staff who responded, almost half, 49 percent, agree or strongly agree. A

significant number of classified staff survey respondents, 33 percent, however, said they didn't know whether strategic planning is used to identify needed areas of improvement and set goals for institutional change. This was the case even though the classified staff has equal shared-governance representation in the decision-making processes on campus. To improve information dissemination to classified staff, an email distribution list has been created and implemented so that classified staff representatives to College Council can more easily communicate information to this constituency.

Plan for Improvement

None needed at this time.

I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

College Council and its committees, Budget and Strategic Planning (Ref. 32), serve as the principal forum in which the college addresses issues related to planning and program review. Broad involvement is guaranteed as all appropriate constituencies are represented on each body.

College Council fosters the achievement of the goals and purposes of shared governance at College of San Mateo (Ref. 1, 3, 4, 5); facilitates the implementation of shared governance throughout the college in a way that recognizes and respects the functions and responsibilities of the four governance constituencies: the Academic Senate, Associated Students, classified staff, and Management Council (Ref. 32); and participates in the development of the institutional budget. Progress reports of activities completed to achieve annual goals are made to College Council on a regular basis (Ref. 21). Upon completion of a planning cycle, College Council reviews what has been accomplished in the current academic year and modifies, if necessary, strategic objectives or goals and activities developed for the next academic year so as to continually improve institutional effectiveness. Examples of this broad-based planning process include new full-time faculty and instructional equipment.

The allocation of new full-time faculty positions begins with program review, in which departments/programs/units identify positions requested and provide data to support these requests. One or two Instructional Administrators' meetings focus entirely on discussion of the full-time faculty positions requested by each division/unit of the college. Deans and directors seek input from the faculty and, in some cases, staff before bringing their division/unit requests to the table. All regular members of the instructional administrators group, including the dean of counseling/advising and matriculation, as well as the president of the college's Academic Senate attend these meetings. When discussing the positions requested, the instructional division deans, dean of counseling/advising and matriculation, director of library services, and director of nursing provide justifications for positions requested in priority order for the division/unit.

The vice president of instruction informs the group of the number of new faculty positions that the budget is able to support for the next academic year, based upon budget projections. The deans, directors, and the Academic Senate president vote to identify a prioritized list for the full-time faculty positions. Usually this list includes a few more positions than the number indicated by the vice president of instruction, so that additional allocations can be made if it is later determined that the budget can support additional positions. This prioritized list of full-time faculty positions is then presented to College Council for discussion and approval. In this way the college seeks to improve its effectiveness in planning and allocating limited resources for new faculty.

Allocation of funds for instructional equipment, including equipment for career classes in student services, occurs in much the same manner as the process used for full-time faculty positions. Again, faculty and staff in departments, programs, and units begin the process by requesting instructional equipment funds through program reviews. The deans, directors, and president of the Academic Senate meet to discuss the prioritized equipment lists for the divisions/units. When instructional equipment funds are not sufficient to support all needs, each division/unit reduces its request according to the priority predetermined by faculty and staff within the division/unit. The resulting instructional equipment allocation by program/unit is presented to College Council for discussion and approval. Again, this process helps the college be more effective in its distribution of limited resources.

The 2001 Accreditation Self Study included a plan to “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” (Ref. 2). This plan has been accomplished. Both the instructional and student services program review processes (Ref. 28, 37) are linked to college-wide planning and resource allocation. As indicated earlier, the identification of department/program/unit resource needs begins with program review, and resources are not allocated to departments/programs/units that do not complete an annual review. Program review has become an important process for the entire college community.

The 2001 Accreditation Self Study (Ref. 2) also included a plan to “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 services.” This also has been accomplished with the use of College Council and the Strategic Planning and Budget committees and implementation of the planning model developed since 2001. A second plan to “publish, and update as needed, a description of college planning processes, a coordinated planning calendar, and college strategies for integrating planning activities” has also been accomplished with the publication in fall 2006 of the document CSM Strategic Plan, 2006-2008 (Ref. 25) and the creation of the college’s intranet website, CSM Internal (Ref. 9), where summaries of College Council meetings and planning documents are posted for review by the entire college community.

Assessment

College of San Mateo meets this standard. As described in previous sections of this standard, the planning process is broad-based with opportunities for input by all constituencies. Input to the planning process is through constituent representatives on College Council, the shared governance and central planning body of the college. Based on the 2005 accreditation survey responses of faculty and administrators (Ref. 31, questions 14, 6, 7) and of classified staff (Ref. 41, questions 14, 6, 7), 62 percent of faculty and administrators and 42 percent of classified staff feel that the shared governance process is working well at College of San Mateo. However, there is a clear disparity in how different employee groups perceive their roles, as 74 percent of faculty and administrators but only 41 percent of classified staff feel that their role is clearly defined. All groups, however, were in general agreement that the constituency groups work collaboratively towards the achievement of college goals.

Although the majority of individuals surveyed feel they have a role in shared governance, the survey reflects a lack of participation regarding budgetary decisions. Only 45 percent of faculty and administrators and 36 percent of classified staff feel that budgetary decisions are based upon input from all college constituencies. In addition, of faculty and administrators surveyed, 54 percent feel they have an adequate opportunity to participate in the development of financial plans and budget; however, only 32 percent of classified staff feels adequately involved. These responses regarding input to budgetary decisions may reflect, in part, the fact that the annual college budget is a fixed amount of dollars, determined by state apportionment and the local district allocation model.

When faculty and administrators were asked in the 2006 accreditation follow-up survey to suggest policies and practices to improve decision-making and shared governance processes, responses varied greatly. A few suggestions were made to improve communication such as to use CSM Internal for more substantial information, to involve the Academic Senate and faculty at the earliest level of decision-making, and to follow up with constituency representatives to make sure they are reporting back to their constituencies. Some of these suggestions as well as other responses to this question have been used to improve communication; for example, CSM Internal has been revamped and now contains a considerable amount of information (Ref. 19).

The 2006 accreditation follow-up survey of classified staff (Ref. 38) was in part an effort to determine why classified staff felt their role was not clearly defined and that they were not adequately involved in budget decisions or development of budget and financial plans. The results of this later survey indicated that lack of communication among classified staff was a key factor in the responses made to the fall 2005 accreditation survey. To address this communication problem, an email distribution list for classified staff was created in fall 2006.

Plan for Improvement

None needed at this time.

I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

College of San Mateo delivers assessment results to various groups to provide the college community with timely and accurate information for decision making and evaluation. The Office of Articulation and Research engages in a variety of activities supporting college and district-wide research for systematic program improvement, strategic planning, institutional effectiveness, and formal program review. Approximately 40 percent of the research conducted by the office is state-mandated research on various aspects of matriculation. In addition, studies of student equity, performance outcomes, and student success are conducted with results posted on the college intranet (Ref. 47). The office reviews all prerequisite validation data that must be filed as mandated by Title V.

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, reading courses, and math placement at the college. The office also provides analyses of transfer rates for the college and district. In addition, the office responds to federal-mandated research including Integrated Postsecondary Education Data System (IPEDS) reporting, Student-Right-To-Know reporting requirements relating to crime statistics, transfer and degree-completion rates, and gender equity in athletics data.

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 student and staff surveys for accreditation completed in 2005 and 2006, the office publishes numerous CSM Research Briefs regarding program effectiveness and student outcomes. Since the last accreditation self study was done, these have included to date: student academic performance in math, ESL, and English; student progress with respect to transfer; educational goals; retention; learning outcomes; degrees and certificates awarded; distance learning; course completion; placement test outcomes; the Puente Project; enrollment trends; F-1 Visa students; demographic profiles of students; curriculum change; concurrently enrolled students; completion and persistence of English basic skills students; and student usage of technology. CSM Research Briefs are widely distributed throughout the college community, including posting on the college intranet.

The office also provides selected data such as the results of surveys that are used to inform formal program review. To date, it has assisted in the preparation of all the program reviews for student services and many instructional programs. This effort includes individually tailored online surveys for all student services programs. The responsible faculty members develop instructional program surveys. Assessment results are frequently included in the executive summaries prepared for the San Mateo County Community College District Board of Trustees concerning measurements of student success and the status of the college's programs and services. In addition, the office has

created a template for identifying and gathering data in support of assessing student learning outcomes for all student services programs.

For nearly 10 years, the Office of Articulation and Research has worked closely with the Institutional Development Office and instructional departments and programs and student services units to secure grants from public agencies and foundations. This effort involves supplying research data and information in support of grant applications. More importantly, the office supplies measurable performance outcomes and conducts project evaluations associated with grants.

The college also uses the district Office of Articulation and Research to obtain basic information and analyses related to enrollments, student demographics, program review, teaching WSCH, FTE, and load (Ref. 48). Much of this information is accessible through the district's home page. District and college research functions work cooperatively to avoid duplication of research efforts and to leverage resources where possible. Recently, the college produced WSCH, FTE, and load reports tailored to the unique information and strategic planning needs of specific instructional programs. These reports are intended to supplement the district reports currently available.

The office receives a steadily increasing number of inquiries from college and district personnel about a range of topics, including enrollment trends, demographics, campus climate, and student performance outcomes data. In addition, requests for information are received from San Mateo County high schools regarding the performance of recent high school graduates. While new data retrieval tools are now available for use by faculty, staff, and administrators, most requests for information continue to be primarily directed to the Office of Articulation and Research.

The Office of Articulation and Research is structured to serve as the repository and distribution source for most institutional data and information pertaining to students and instructional programs. A recently growing demand for information has come in the form of requests to create and implement online surveys of students, faculty, staff, and the community, and the office has created nearly 50 different surveys addressing a wide variety of topics over the past few years (Ref. 16).

The college and district offices maintain robust websites (Ref. 47, 48) containing information and data regarding college programs, students, and educational outcomes. The college website, e-mails, and the campus intranet have been the main vehicles for informing both internal and external groups. Information available includes the following: demographics, historical enrollment trends, WSCH/FTE/LOAD data, transfer data, degree completion and transfer rates, persistence, course completion, and a variety of ad hoc research studies (Ref. 47, 48).

The college communicates quality assurance to the public in several ways. Traditional methods include the College Catalog (Ref. 7), Schedule of Classes (Ref. 49), and program brochures (Ref. 50). Open house events are held to provide general college and program-specific information to prospective students and the general public. Increased mailings of the academic schedule and program information as well as the establishment of a college website have expanded the volume of information communicated. The

college also publishes and distributes a newsletter, CSM Currents (Ref. 53), twice each year. This is mailed to each household within the college service area, distributed throughout the college campus to each employee, and mailed to all College of San Mateo alumni. KCSM-FM and TV also provides a significant venue for communicating matters of quality assurance to the public about both the college and the district. For example, promotional spots about the Emeritus Institute reach people who would not customarily review the college's class schedule or catalog. Research Briefs (Ref. 54) are distributed to the public and on campus, via the college intranet, providing information about a range of institutional and student performance outcomes. Reports are also made to the Board of Trustees based upon data reported in Research Briefs as well as upon recommendations that result from program review.

College Council, College Assessment Committee, and the Office of Articulation and Research continue to redefine and implement assessment criteria to measure institutional quality, specifically with regard to program and course student learning outcomes (Ref. 21, 55, 57).

Assessment

College of San Mateo meets this standard. Through the Office of Articulation and Research, information is communicated to the various constituencies regarding progress on student access and services, collaboration and partnerships, adapting and fostering change, student transfer, workforce development, college-level skills, diversity, and technology. Qualitative and quantitative measures are included in the reports. The office staff coordinates most of the reports and provides quantitative measures to support the presentation of the indicators. The office responds to a large agenda with limited resources of time and trained personnel.

Determining how effectively the college communicates information about institutional quality to the public is a challenge. The official vehicle for communicating articulation agreements is on the state-wide database of transfer admission agreements hosted by the UC and CSU system-wide offices for all California Community Colleges: www.assist.org. The college does not keep track of how many students visit this website for information regarding CSM-specific articulation agreements. Measuring the number of hits on a website including click-through patterns does not provide meaningful information. Most or all of the college-related information is made available in hard copy and on the internet. The problem is that there is no simple feedback loop between the college and the public.

Members of the high school liaison staff have made use of a number of Research Briefs, especially those which highlight college transfer and AA/AS degree and certificate completion rates. These Research Briefs are widely used in outreach materials. It is difficult to directly link, in cause and effect terms, the use of these Research Briefs to enrollment trends. More often, the Research Briefs are used to summarize work that the Office of Articulation and Research conducts with the faculty. For example, the office staff did a considerable amount of tracking and associated data analysis for English composition faculty when they revised their composition and reading curriculum. The Research Brief, which published the results of this work, was done after the fact (Ref.

54). The office staff recently completed an analysis and report on the success and persistence of students enrolled in CSM's Writing in the End Zone learning community. Study findings indicated increased academic success for English basic skills students as measured by successful course completion and persistence into the next level of English. The dissemination of these findings was shared with the campus community in a Research Brief; the findings are intended to stimulate increased interest in developing additional learning communities by faculty in other disciplines.

A survey of the San Mateo County business community via an instrument distributed through the San Mateo County Area Chamber of Commerce was conducted in the spring of 2005; overall, the survey asked business leaders to rate how the college is doing in educating students. In addition, it probed their opinion regarding the extent to which CSM students acquire the various skills the community judges to be of importance. The problem of surveying and obtaining feedback from the community at large in a systematic way is costly and difficult. The college should be and could be doing more to obtain this feedback from the community in the future. One way to begin would be to build something into the CSM college website that would provide a feedback loop for the public.

Plan for Improvement

- Include a feedback loop for the public in the CSM website.
- Seek additional ways to obtain quality assurance feedback from the local community.

I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

At the core of the institutional planning and resource allocation processes is the information generated through program review. The new annual instructional program review process, approved by Governing Council in May 2006, links program review with strategic planning (Ref. 28). Annual and long-term goals are formulated and supported by student learning outcomes at the program level; enrollment data is studied and interpreted to identify enrollment trends; curriculum changes are considered based on such data; and personnel, equipment, and facility needs are identified to support program goals and potential curricular changes. Student services administrators, faculty, and staff do likewise, following a program review process that has undergone extensive revision since 1992 (Ref. 56) with the most recent modification made in 2004-05 to include SLO findings and implications. On an annual basis, student services staff thoroughly analyze the state of each program and supply a description of the program and services provided to students; number of students served; significant accomplishments for the previous year; summary of the annual student survey and implications for future delivery of services; summary of assessment of student learning outcomes and implications for future delivery of services; strategies and accomplishments that fostered a climate where

diversity is recognized and valued; and the next year's goals, needs, and recommendations (Ref. 37).

An instructional program review summary document is made available to College Council (Ref. 23). Informed by this and other program reviews, the Office of Instruction makes college-wide resource recommendations to College Council regarding allocation of equipment funds and the prioritizing of new faculty positions (Ref. 21). These recommendations represent the culmination of thorough discussions and deliberations at Instructional Administrators' meetings where instructional division deans, the dean of counseling/advising and matriculation, the director of the library services, the director of nursing, and the president of the Academic Senate participate equally in the process.

Each year the college Strategic Planning Committee reviews the college Mission Statement and goals, now called strategic objectives, makes recommendations for revisions, develops action steps, and forwards them to College Council for approval (Ref. 12, 20). When necessary or possible, the budget is revised to fulfill the proposed plans through the College Budget Subcommittee and College Council.

Institutional research studies are conducted by the Office of Articulation and Research and are used to inform strategic planning (Ref. 57). CSM believes strategic planning, supported by institutional research, will better serve the college to improve student academic success. During the past four years, for example, program studies have been conducted in the instructional areas of math, English, administration of justice, architecture, and broadcast and electronic media. Such studies provide useful insights for strategic planning at both the institutional and program levels. Additionally, during the past five years the Office of Articulation and Research has published 19 Research Briefs that study topics including CSM Student Enrollment Patterns; Transfer Pathways: Where Do CSM Transfer Students Enroll?; Distance Learning Coursework: A CSM Profile; and CSM Student Academic Success: Successful Course Completion Rates (Ref. 54). The Research Briefs are intended to support college-wide planning efforts and foster effective institutional change in order to meet students' diverse needs.

Assessment

College of San Mateo meets this standard. Considering that program review is at the core of strategic planning, faculty participation in program reviews is crucial. In 2001-2002 only 40 percent of instructional programs conducted a program review. In 2002-2003 that number was increased to 68 percent. In 2004-2005 and 2006-2007, the participation rate reached 89 percent. Since 2000-2001 when student services implemented an annual program review process, each student services unit has completed an annual program review.

This is significant progress. Program review for both instruction and student services has undergone major modifications since 1992. Both program review processes were on a six-year cycle at that time. During 2000-2001 for student services and 2001-2002 for instructional programs, the review process was revised to be completed annually and incorporate department/program/unit recommendations with the college's resource

allocation processes. These changes were in response to a recommendation in the 2001 visiting team report to revise program review to link program review recommendations to the budgeting process and to ensure that all programs participate. As noted above, the program review documents now link this process to strategic planning and resource allocation, and the participation rate is extremely high and increasing annually.

More than 80 percent of those responding to the 2005 accreditation surveys of faculty and administrators (Ref. 31, questions 1, 2, 22) and of classified staff (Ref. 41, questions 1, 2) feel that College of San Mateo actively works toward fulfilling its vision and mission. Also, more than 68 percent of both groups feel that the college Mission Statement guides institutional planning and decision making. Significantly, 78 percent of faculty and administrators feel that instructional programs are assessed, reviewed, and modified regularly.

Plan for Improvement

None needed at this time.

I.B.7

The institution assesses its evaluation mechanisms through a systemic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The college uses both informal and formal methods for assessing its evaluation mechanisms. 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. Members of Management Council participate in retreats once or twice a year for purposes of planning and evaluation. College Council reviews and modifies college strategic objectives and action steps on an ongoing basis (Ref. 21).

Since the last accreditation self study, the college has examined the usefulness of several institutional evaluation and planning processes. For example, evaluation of faculty has been simplified and streamlined, and formal program review in instruction was reviewed and revised in May 2006. The college Technology Plan was last approved by College Council in 2003; currently, the members of the Technology Advisory Committee are reviewing an updated draft of the plan. The Academic Senate reviews and updates its by-laws as necessary; the most current revision took place in fall 2003.

To augment its ability to assess institutional effectiveness, the college has adopted the strategy of pursuing external funding in specific areas. As cited above, the college is engaging in the assessment of discipline-specific student performance outcomes. The Plan for Institutional Advancement at College of San Mateo (Ref. 18) was created by an external source, and many of its recommendations are now being implemented.

As a critical means of evaluating how well College of San Mateo accomplishes its mission and purposes, a formal program review process was first adopted in 1992-1993 and has undergone extensive revision since that time. It currently consists of an annual plan for review of all instructional and student services programs to assess their effectiveness. The findings of program review are routinely used to substantiate requests for faculty hiring and instructional equipment requests. Program reviews are used to support staff hiring and program development in the student services area.

In the past, the district Office of the Assistant Chancellor for Research and Technology assisted 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. Effective spring 2006, College of San Mateo's Office of Articulation and Research has compiled this information in a format more specific to the unique needs and characteristics of college instructional programs. This information is made available to the college community on the Office of Articulation and Research's webpage (Ref. 47).

The Office of Articulation and Research also assists with the program review of student services programs. After evaluating the information needs with the pertinent program staff, the office assists in preparation of the final program review documents and subsequent executive summaries. The office maintains the online surveys for student services units where student feedback is gathered in support of program review. The Office of Articulation and Research solicits student responses twice per year and provides an annual summary of responses to student services units.

Assessment

College of San Mateo meets this standard. Since the 2001 Accreditation Self Study, the college has made progress in supporting the measurement of outcomes, particularly in the area of gathering and analyzing student learning outcomes data. The work of the cross-disciplinary group of administrators and faculty to develop skills in program assessment and conduct outcomes-based research is noteworthy. As the discipline-specific research projects cited above are completed, the college has a genuine opportunity to adopt and adapt them as models for assessment elsewhere on campus.

The college measures and reports upon standard measures of student success, e.g. rates of transfer, degrees and certificates earned, the progression of basic skills students, and course completion and persistence. In fall 2006, the college completed its development of institutional student learning outcomes, i.e. ISLOs.

The lack of enrollment growth since the last accreditation suggests the college needs to broadly assess its programs and services in relation to current community trends. The college needs to develop consistent methods of capturing community needs, articulate those needs as useful qualitative and quantitative data, and assess how CSM effectively communicates the value of its programs to the community. The public as a whole should view the college as the institution of choice for a range of interests and as an institution capable of evolving as those needs and interests change over time. Under the direction of the college's new president, various efforts are underway to address the lack of enrollment growth.

The college continues its efforts to revise and modify its institutional evaluation and planning processes. The revised program review process and further revisions over time should improve the college's ability to measure its institutional effectiveness while guiding appropriate modification of course offerings, programs, and services. This is a key tool used to measure whether there has been improvement in programs and services. Program review is used to determine whether academic programs should be retained or discontinued. The college also needs to continue to evaluate its research efforts, their effect on institutional decision making, and the range of responsibilities assigned to the Office of Articulation and Research. The college needs to continue to examine the effectiveness of its planning and evaluation processes as well.

The new, as well as the recently retired, presidents of the college support the many individual efforts of administrators, faculty, and staff to measure the efficacy of instructional and student services programs and related services. The college is committed to broad assessment of institutional effectiveness and to promoting a climate responsive to evolving community needs.

Plan for Improvement

- Develop the capacity to systematically measure community needs in ways that can usefully inform program review and student learning outcomes evaluation processes throughout the college.

Evidence – Standard I

Ref. #	Title of Document	Source
1	College of San Mateo Mission Statement	< http://www.smccd.net/accounts/csmaccredit/resources/mission.html >
2	2001 Accreditation Self Study	< http://www.smccd.net/accounts/csmaccredit/archives/report.html >
3	College of San Mateo Values Statement	< http://www.smccd.net/accounts/csmaccredit/resources/mission.html >
4	College of San Mateo Vision Statement	< http://www.smccd.net/accounts/csmaccredit/resources/mission.html >
5	College of San Mateo Diversity Statement	< http://www.smccd.net/accounts/csmaccredit/resources/mission.html >
6	Strategic Planning Committee Membership (Agenda 2/1/07)	< http://collegeofsanmateo.edu/csminternal/committees/committees%20file%20folder/Strategic%20Planning%2012.7.06%20summary.doc >
7	College of San Mateo Catalog, 2006-2007	< http://collegeofsanmateo.edu/webpages/default.asp?WebPgID=202&CatID=5 >
8	College of San Mateo website	< http://www.collegeofsanmateo.edu >
9	College of San Mateo Internal, Resources	< http://www.collegeofsanmateo.edu/csminternal/?url=resources/reference.html >
10	History of Student Learning Outcomes at	< http://www.smccd.edu/accounts/csmsloac/docs_studentlearn/SLO_History.pdf >

	College of San Mateo	
11	Student Services Planning Document, 2005-2007	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/05-07 SSPD Accomp in 05-06.doc >
12	College of San Mateo Strategic Objectives & Action Steps, 2006-2007	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Strategic Objectives & Action Steps 06-07.pdf >
13	College Assessment Committee Membership	< http://www.collegeofsanmateo.edu/SLOAC/docs_main/main Assmt Committee Members .pdf >
14	Student Learning Outcomes Assessment Cycle	< http://www.collegeofsanmateo.edu/SLOAC/docs_studentlearn/studentlearn_SLO_Assessment_Cycle.pdf >
15	Office of Articulation and Research, Demographics	< http://www.smccd.edu/accounts/csmresearch/DemographicIndex.html >
16	College of San Mateo Accreditation-Related Surveys	< http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys.html >
17	CSM Accreditation Survey – Students, Fall 2005	< http://www.collegeofsanmateo.edu/research/Accreditation%20Related%20Surveys/Students/Student_All_Survey_Items.pdf >
18	Plan for Institutional Advancement at College of San Mateo	Hard copy available in standard box
19	College of San Mateo Internal	< http://www.collegeofsanmateo.edu/csminternal/ >
20	Strategic Planning Committee Meeting Summaries	< http://collegeofsanmateo.edu/csminternal/committees/committees_file_folder/Strategic Planning 12.7.06_summary.doc >
21	College Council Meeting Agendas	< http://collegeofsanmateo.edu/csminternal/committees/committees_file_folder/College Council agenda archive.pdf >
22	College Planning Calendar	Hard copy available in standard box
23	College of San Mateo Instructional Program Review Summary	< http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/Program%20Review%20Grid%20(2006-07).doc >
24	Strategic Planning Model	< http://www.smccd.net/accounts/csmaccredit/resources/CSMStrategicPlan2006.pdf >
25	CSM Strategic Plan, 2006-2008	< http://www.collegeofsanmateo.edu/webpages/images/strat_plan_06.pdf >
26	Enrollment Management Plan	< http://collegeofsanmateo.edu/csminternal/images/Enroll Management 04-05 plan.pdf >
27	College Council Meeting Minutes	< http://collegeofsanmateo.edu/csminternal/committees/committees_file_folder/cc_minutes.htm >
28	Annual Program Review Document	< http://collegeofsanmateo.edu/csminternal/?url=resources/reference.html >

29	Request for New Full Time Faculty Position	Hard copy available in standard box
30	College of San Mateo Program Viability Suggested Process	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Program_Viability_Suggested_Process.doc >
31	CSM Accreditation Survey - Faculty and Administration, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Accreditation_Related_Surveys/Faculty/Faculty_All_Responses.pdf >
32	CSM Compendium of Institutional Committees	< http://collegeofsanmateo.edu/csminternal/default.asp?url=resources/reference.html >
33	Budget Subcommittee Membership	< http://collegeofsanmateo.edu/csminternal/committees/committees_file_folder/Budget_sub_meeting_archived_notes_.pdf >
34	Implementing Shared Governance, December 1993, Sec. 4	Hard copy available in standard box
35	Governing Council Meeting Summaries	< http://www.smccd.net/accounts/csmacademycsenate/ >
36	Committee on Instruction Agendas and Minutes	< http://www.smccd.net/accounts/csmcoi/Minutespage.htm >
37	Student Services Program Review Form	< http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/Stu_Serv_Prog_Rev_Model_2006-07.pdf >
38	CSM Accreditation Follow-up Survey - Classified Staff, Fall 2006	< http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Staff/followup.pdf >
39	Institutional Planning in the 2001 Evaluation Report, College of San Mateo	< http://www.smccd.edu/accounts/csmaccredit/archives/Accred_Evaluation_Report_2001.pdf >
40	College Council Membership	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Compendium_of_Committees.pdf >
41	CSM Accreditation Survey - Classified Staff, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Accreditation_Related_Surveys/Staff/Staff_Std_1.pdf >
42	College of San Mateo Technology Plan, 2002-2005	< http://www.smccd.net/portal/csmtac/CSM_Technology_Plan_20022005/techplan.pdf >
43	College of San Mateo FTES Growth Plan, 2005-2007	< http://www.smccd.net/accounts/csmaccredit/resources/csmreports/CSM_FTES_Growth_Plan_05_07.pdf >
44	2006 Facilities Master Plan	< http://www.smccd.edu/accounts/facilities/planconstruct/MasterPlan_final_report_081406.pdf >
45	Student Services Planning Document, 2005-2007	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/05-

		07%20SSPD%20Accomp%20in%2005-06.doc>
46	Committee on Instruction	< http://www.smccd.net/accounts/csmcoi/ >
47	College of San Mateo Intranet, Office of Institutional Research	< http://collegeofsanmateo.edu/research/ >
48	District Office of Research and Technology	< http://www.smccd.edu/accounts/doresearch >
49	College of San Mateo Schedule of Classes	< http://collegeofsanmateo.edu/webpages/catalog-schedule/fall_07_csm_schedule.pdf >
50	Program Brochure - samples	Hard copy available in standard box
53	CSM Currents, Fall 2006	< http://collegeofsanmateo.edu/csminternal/resources/resources%20file%20folder/Currents_Fall_2006.pdf >
54	College of San Mateo Research Briefs	< http://www.smccd.net/accounts/csmresearch/resbriefs.html >
55	College Assessment Committee – Student Learning Outcomes	< http://www.smccd.edu/accounts/csmsloac/sl_sloac.htm >
56	History of Student Service Program Review	Hard copy available in standard box
57	Office of Articulation and Research	< http://www.smccd.net/accounts/csmresearch/ >