

## *Abstract of the Report*

### **Standard One: Institutional Mission**

*The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.*

College of San Mateo's mission statement, which is the same as that of the San Mateo County Community College District, was last revised in the fall of 1998 and adopted by the board of trustees in January of 1999.

The preamble of the mission statement defines the college as one of three in the San Mateo County Community College District, which is "committed to leadership by providing quality education and promoting life-long learning in partnership with its community and its surrounding educational institutions."

Following the preamble, the mission statement outlines seven broad-based goals, which state the college's educational purposes, among them to provide preparation for transfer, to offer degree and certificate programs, to provide community and contract education, to assist in the acquisition of basic skills, and to offer a range of student services to assist students in the pursuit of their educational and career goals.

The mission statement calls attention to the rich diversity of San Mateo County and states the college's commitment to reflect that diversity in its student body and staff. Finally, the mission statement also states a commitment to the active participation "in the continuing development of the California Community Colleges as an integral and effective component of the structure of public higher education in the State."

The means by which the mission statement is implemented at College of San Mateo is through *On-Going Institutional Ambitions and College Goals*, the annually modified document that guides college planning and decision making.

### **Standard Two: Institutional Integrity**

*The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in the pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.*

College of San Mateo strives to represent itself honestly to its constituencies and the public. The college *Catalog* is updated and published annually, and a *Schedule of Classes* is published for each semester and summer session, containing updated,

accurate information. The college Web site, <http://gocsm.net>, also provides comprehensive information. Every attempt is made to ensure the accuracy of advertisements and press releases used to publicize the college.

The college's board-adopted Statement on Academic Freedom is published in the college *Catalog* and the *Faculty Handbook*. District administrative procedures, including the faculty evaluation processes and student grievance procedures, help to ensure academic honesty and responsibility. The subject of plagiarism, however, should be dealt with in greater detail in the *Catalog* and the *Schedule of Classes*.

The college strives to demonstrate understanding of and concern for issues of equity and diversity in several ways, among them through policy statements, outreach efforts, myriad student support programs and services, and college hiring practices. Moreover, an in-depth, multi-faceted campus climate survey, underwritten by a grant from the California Community College's Chancellor's Office, was undertaken in 1999-2000 in an effort to accurately assess the climate at College of San Mateo. A vast majority of students surveyed agreed that the college demonstrates a commitment to meeting the needs of part-time students, evening students, older returning students, students from under-represented populations, and students with disabilities. However, the college staff, especially administrators and faculty, do not presently reflect the increasing diversity of the student population, and the college is aware of the need for more aggressive recruitment of members of historically under-represented groups in the hiring of faculty, administrators, and staff.

Finally, College of San Mateo also strives to maintain integrity in its athletic programs and in its relationship with its accrediting commission and other external agencies through its compliance with all regulations and its regular evaluation and revision of policies, practices, and publications.

### **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 are validated by objective evidence.*

College of San Mateo has improved its integration of research with evaluation and planning since the last accreditation reaffirmation in 1995. The college Office of Articulation and Research engages in a variety of activities supporting college and district-wide research and systematic, formal program review. That office conducts state-mandated research as well as research studies involving surveys and longitudinal analysis of student academic performance and progress, publishes *CSM Research Briefs* on program effectiveness and student outcomes, provides data that inform program review, and provides assistance both in the development of grant

proposals and the implementation of externally supported projects. However, the office has to meet these and other demands with limited resources of time and personnel, and a review of its responsibilities, objectives, priorities, and resource needs is in order. Meanwhile, an Internet-accessible college “fact book” would help in meeting demands for institutional data and provide more uniform and public access to such data.

The primary 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* and through its formal program review process. While the majority of faculty and administrators believe that program review is relatively effective, implementation has been inconsistent among divisions, departments, and programs. Many faculty see program review as a difficult, tedious compliance activity; they are unaware of any follow-up and confused about the consequences of program review. In order to improve the efficiency and efficacy of program review in evaluating how well the college accomplishes its mission and purposes, in the fall of 1999 a revised, streamlined program review process was proposed; presently, approval of the new program review process by College Council and support from the Academic Senate are being sought.

Institutional planning generally involves students, faculty, staff, and administrators via Academic Senate, administrative, and standing institutional committees, as well as ad hoc groups convened to address specific planning issues. College Council, comprised of representatives from all four constituent groups, serves as the principal forum in which the college addresses issues related to planning, program evaluation, and budget. This body annually revises and regularly reviews the document *On-Going Institutional Ambitions and College Goals*, which articulates the college’s overarching goals and objectives resulting, in part, from a collaborative effort to develop goals at the division level.

The development of college priorities is also influenced by various planning documents, among them *Technology for 21<sup>st</sup> Century Learning*, the *Student Equity Plan*, the district’s *Admissions and Records Task Force Report*, the *Enrollment Management Task Force Report*, the *Plan for Institutional Advancement*, and the *Educational/Facilities Master Plan*.

Despite all this, planning is not yet integrated within the college through a formal institutional strategic plan nor is it integrated between the college and the district. The college is aware that institutional planning which explicitly links, evaluates, and integrates individual planning efforts is needed.

Desired institutional outcomes are contained in *On-Going Institutional Ambitions and College Goals*, while instructional divisions have autonomy in developing their own division-specific goals. Since the last accreditation team visit, the college has made progress in supporting the measurement of outcomes, particularly in the area of gathering and analyzing student performance outcomes data. During the past several

years, a number of administrators and faculty have engaged in various activities which measure student performance outcomes. However, the college faces both the need for and the challenge of establishing intended institutional outcomes which are widely understood and supported by the college community. In addition, enrollment decline suggests that the college needs to broadly assess its programs and services 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.

#### **Standard Four: Educational Programs**

*The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented or by whom taught.*

College of San Mateo serves a culturally, ethnically, and socioeconomically diverse student body with different levels of preparedness for college-level work. To meet the needs of this diverse student population, the college offers general education courses at the remedial, developmental, and transfer levels, certificate programs, and courses through community and corporate education. The college's success is demonstrated by the fact that its student transfer rate is the eighth highest out of twenty-three community colleges in the Bay Area and its associate degree and certificate completion rate the fourth highest. The college has numerous specialized programs, such as the honors program, the re-entry program, and the Puente program, but there is presently no program in place specifically to support African American students.

The college offers traditional eighteen-week, on-campus courses weekdays and weekends, short courses, telecourses, and online courses, as well as courses at off-campus sites, thereby increasing access and providing venues for specialized training. Programs and courses are designed so that students may accomplish them in a timely manner, with students able to complete most programs in two years, given that they are enrolled at least full time and successfully complete all units. Most courses in degree and certificate programs are offered each semester or, in low-enrollment programs, cyclically in order to ensure a possible two-year completion. Recently, however, several disciplines—computer information science, English, physics, and reading—have encountered difficulty in finding qualified full-time and adjunct faculty; this has compromised the ability of those divisions to offer enough sections of developmental and transfer level courses in these disciplines to meet student demand.

College of San Mateo offers 84 associate degree programs, 120 transfer programs, and 44 certificate programs. All courses offered at College of San Mateo are approved by the Committee on Instruction, which ensures that courses meet Title 5

guidelines and also college expectations for course progression and program coherence. Faculty, administrators, and students surveyed were in general agreement that the college is successful in providing vocational/occupational instruction and general education courses, and the vast majority of students responded that program requirements are clear and reasonable.

Official course outlines, prepared by faculty and approved by the Committee on Instruction, identify the expected learning outcomes for all courses offered for degree and certificate programs. While these course outlines are readily available in division offices and the Office of Instruction, students rarely see the official course outlines and must rely on instructors' incorporating a statement of expected learning outcomes into their syllabi. Except with vocational and occupational programs, learning outcomes are measured by a course grade, a reflection of an instructor's evaluation of the student in relation to course objectives. However, during the 1999-2000 academic year, the college received three grants to measure learning outcomes in remedial mathematics and developmental writing. If rates of completion are a measure of community college effectiveness, College of San Mateo is effective: data indicate that its students successfully complete their coursework at a higher rate (two to three percentage points) than that of their counterparts at all other California community colleges.

College of San Mateo requires a component of general education for all degree programs, and, in accordance with Title 5, the philosophy and rationale for the general education component are stated in the *Catalog* under general education requirements for an associate degree and in the college/district mission statement. The general education program is designed to introduce students to major areas of knowledge in order to provide them with a broad and balanced educational experience, with courses required in the social sciences, the natural sciences, the humanities, and career exploration, as well as in the specific areas of American history and institutions, California state and local government, language and rationality, health science, and physical education. Although the college does not require students to take courses that involve information technology or that focus on cultural diversity, course offerings provide students many opportunities to develop in both areas.

College of San Mateo has clearly defined processes for establishing and evaluating its educational programs. The faculty have primacy in the establishment of educational programs. Program evaluation, also faculty driven, is achieved through the college's program review process, which requires the review of every program once every six years. Once the review of a program is complete, the program review document is submitted to the appropriate dean and the appropriate vice president and then to a subcommittee of College Council, which prepares a response to the recommendations and issues raised in the review. These recommendations are then considered during the budget development process. However, concerns about the present program review process focus on its regularity, objectivity, and consistency. Presently under consideration is a revised program review document that calls for the incorporation of

recommendations coming out of the program review process into the college's hiring and budget processes.

Among the ways in which College of San Mateo ensures the quality of instruction, academic rigor, and educational effectiveness for all courses, including those involving distance learning, are information in the *Faculty Handbook*, flex activities, faculty evaluation procedures, the Committee on Instruction's course approval process, and program review. Results from surveys of faculty, administrators, and students indicate that all three groups believe that the college is offering quality education, with respondents reporting significant satisfaction with the quality of teaching and instruction.

### **Standard Five: Student Support and Development**

***The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.***

The general standards for admission to College of San Mateo comply with state law. The college maintains an open enrollment policy, and the college's nondiscrimination policy, which is published in Spanish, Tagalog, and Chinese, as well as English, in both the college *Catalog* and *Schedule of Classes*, applies to admission and all other aspects of attendance at the college.

Access to College of San Mateo is facilitated and encouraged in a number of ways, including through the wide dissemination (via direct mail, high school career centers, libraries, and the College of San Mateo Web site) of various publications throughout the service area. Online admission is scheduled for the spring of 2001.

The *Schedule of Classes* and *Catalog*, which are provided to all students, contain comprehensive information about college programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

The college uses a variety of formal and informal methods to identify the educational needs of and appropriate services for its student population through its admission procedures, assessment/placement testing, orientation process, counseling and advising services, and student surveys and questionnaires. Career and life planning classes are offered to address issues such as college orientation, educational strategies, and career awareness. For students who need academic support, writing, reading, and math skills labs are offered through academic division programs. Additionally, students are encouraged to use specialized services such as Extended

Opportunity Programs and Services, the Multicultural Center, Disabled Students Programs and Services, the Career Services Center, and the Tutoring Center.

New students, except those who are exempted from matriculation requirements or who meet other criteria stated in the *Schedule of Classes* and *Catalog*, are required to take the college placement tests before meeting with a counselor or advisor for educational planning. College of San Mateo's current assessment instruments are approved by the state Chancellor's Office and meet standardized testing criteria designed to minimize or eliminate cultural or linguistic bias, are normed on the appropriate populations, and yield valid and reliable information. Placement test accommodations are provided for students who have physical, visual, communication, or learning disabilities, and appropriate placement tests are also available for students with limited English ability.

College of San Mateo provides other services, beyond placement testing, to its students. General counseling and academic advisement are available on campus by appointment or in the drop-in counseling center, which maintains flexible hours to serve both day and evening students and is located close to other student services, such as financial aid, the health center, admissions and records, the testing center, the international student center, and psychological services. Since the last accreditation self-study, the district has implemented touch-tone telephone registration. Furthermore, students not able to get to the college in person may access information about an increasing number of programs and services over the Internet, and some academic programs offer online academic advisement. However, the college Web site needs improvements, among them greater ease in navigation, and regular updating. Also, the online advisement needs to be evaluated and, if appropriate, expanded, and standards and procedures for those services need to be developed and implemented.

College of San Mateo has a history of involving students in planning and evaluating student support and development services; moreover, students have the opportunity to be appointed to almost every college committee except those dealing with professional staff development.

In addition, the college maintains a campus climate supportive of its diverse population by celebrating the community's rich cultural diversity through 45 active college clubs that appeal to students' career interests, ethnic and cultural heritages, social/political concerns, sports interests, and need for social and academic support. This supportive campus climate is also maintained through offering student services targeted to specific student populations and through mentorship and other specialized programs. Yet, the college could improve its campus climate, especially in light of the declining enrollment, by instituting customer service training for all faculty and staff who regularly interact with students.

College of San Mateo promotes a co-curricular environment that fosters intellectual, ethical, and personal development as well as personal and civic responsibility through

the activities of the Associated Students, community outreach, health programs and services, and intercollegiate sports.

Finally, the college is very successful in its systematic evaluation of the appropriateness, adequacy, and effectiveness of its student services. The results of the evaluation are used as a basis for improvement, as evidenced in the consistent, complete, and timely program reviews of the student services programs and in the careful monitoring of the status of the recommendations resulting from those program reviews.

### **Standard Six: Information and Learning Resources**

*Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.*

Information and learning resources and services at College of San Mateo consist of the following five areas: Technological Support Services, Library and Library Learning Center, Departmental Open Access Computer Labs, Distance Learning Support Services, and Tutoring Services.

Technological Support Services include the San Mateo County Community College District's Information Technology Services (ITS), the district's Centers for Teaching and Learning (CTL), and the Instructional Technology Service and Support Group (ITSSG). Information Technology Services has overall responsibility for administrative computing functions and advises on other computing matters. The Centers for Teaching and Learning provide computer training and support for administrators, faculty, and staff, with a branch of the Centers for Teaching and Learning on each campus. The Instructional Technology Service and Support Group is responsible for maintaining the college computer and media equipment as well as delivering equipment to classrooms and laboratories.

The 1995 document *Technology for 21<sup>st</sup> Century Learning: A Plan for Technology and Learning at College of San Mateo* served as a vision statement, and almost all of its goals have now been met. The need for the 1995 plan to be updated is being addressed through the creation of the Campus Computing Committee.

Computing accessibility for administrators, faculty, and staff varies, with not all full-time faculty having computers on their desks, and the computers in use represent a wide range of models, ages, and abilities. While the college Center for Teaching and Learning provides very good support, there is a need for expanded training for faculty and staff, and members of the Instructional Technology Service and Support Group report that they are not as well trained as they would like to be.

The Library and Library Learning Center are housed in Building 9, which since the last accreditation reaffirmation has undergone extensive rebuilding, at the cost of approximately \$4 million. The improvements, which include a new state-of-the-art telecommunications infrastructure, permitted the creation of the Library Learning Center on the lower level, which houses the Open Access Computer Lab, the Language Laboratory, the Distance Learning Center, and the Tutoring Center.

The library houses print collections, non-print collections, the United States Federal Depository Library, and various special collections, as well as providing computer access to various electronic information resources and materials. The college is a member of the Peninsula Library System, which includes Cañada and Skyline Colleges and more than thirty hospital and public libraries and branches in San Mateo County.

Since the last reaffirmation of accreditation, a full-time librarian has been added to the staff. Among other services, library staff train students in using the library and are developing additional training materials in a variety of formats. However, staff report that they would like more training in using the computerized equipment and more opportunities to update and maintain their skills through training.

The coordinator of the library reports that, in general, the library has insufficient acquisition funds and much of the book collection is outdated, with only 5 percent of the items being more recent than 1994.

Twenty-seven computer laboratories established by various academic departments are located in eleven buildings across campus, with fourteen of them offering some open access to all registered College of San Mateo students, providing workstations for Internet access and general computing needs; these are referred to as the Departmental Open Access Computer Labs in this self-study report. The twelve departmental labs have available both PCs and Macintoshes, most of them with access to printers. The optical fiber network, installed since the last accreditation visit, reaches all college classroom and office buildings, extending Internet access to the vast majority of these computers.

While the computers are generally sufficient to meet students' needs, there is little collaboration among divisions on computer lab planning, lab coordination is not uniform, and no published guide or single Web-based guide exists showing the location and hours of open labs. Moreover, divisions frequently have failed to consider technical support when planning lab development and expansion or failed to include such support in their budgeting, resulting in inadequate maintenance of lab equipment and software.

Distance Learning Support Services are offered by the Distance Learning Office, KCSM-TV, the San Mateo County Community College District, the library, the Library Learning Center, and various campus computer labs in support of courses that are offered as telecourses or as online courses. KCSM-TV, which is licensed to the

district, provides broadcast and cablecast services for telecourses. The Distance Learning Office creates a broadcast schedule as part of each course's orientation session packet, and the schedule is also in each month's KCSM-TV program guide, on the KCSM-TV Web site (which is linked with the CSM home page), and in the *Schedule of Classes*.

College support for telecourses is strong and effective; good efforts are made by the Distance Learning Office to actively support instructors and students, with the college providing a sufficient number of alternative options to fully support any telecourse student. Online instructors receive assistance or support from the Distance Learning Office upon request, but there are few requests. Online courses are fully supported by the district's network equipment and telecommunications capabilities, and students have easy access to computers if they need one to use when enrolled in an online class.

However, the lack of planning and assessment for distance learning limits the college's ability to respond effectively to change and new opportunities. A distance learning advisory group charged with the responsibility for ongoing planning and assessment, as well as budget recommendations, would be useful.

Tutoring Services are offered in most subjects and are available to students enrolled at the college. However, no tutoring is available during evenings and on Saturdays even though more students attend College of San Mateo at these times than on weekdays during the day.

The Tutoring Center, located in the lower level of Building 9, provides most of the tutoring, but several divisions also provide tutoring in discipline-specific subject areas. Each tutoring area seems adequately equipped with basic resources and equipment; however, the opportunities for use of tutorial software programs and online tutoring resources have not been explored by the college, and there are no plans in place to do so.

Also, faculty should be more involved in the process of hiring student tutors for the Tutoring Center, and that hiring process should be more structured and formal to ensure high quality tutors. No general tutor training is provided for any of the tutors working in the discipline-specific tutoring centers, and no formal assessment of tutor effectiveness is performed. Little to no information is collected about the tutor and tutee populations or about the frequency of use of the centers.

In addition, there needs to be regular and substantive communication among the various tutoring center coordinators and between the tutoring centers and the faculty of students served by the centers.

## **Standard Seven: Faculty and Staff**

*The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.*

In 1999-2000, College of San Mateo had a full-time equivalent (FTE) of 468 employees, of which 313 FTE were faculty, 140 FTE classified staff, and 15 FTE administration. As of the fall of 2000, the academic staff is comprised of 161 full-time contract faculty; 21 post-retirement or part-time contract faculty who are teaching or counseling part-time; and 332 adjunct faculty. All faculty meet or exceed the appropriate minimum qualifications, and survey results indicate general satisfaction with college faculty.

The college has established clear policies and procedures for the selection of all faculty and staff. Since the last reaffirmation of accreditation, the selection procedures for full-time faculty have been revised. The majority of college faculty and administrators seem to have confidence in the hiring process.

With regard to staffing levels, there is a major concern with the level of full-time staffing for classified support.

Also, there is widespread concern among faculty, staff, and administrators regarding the difficulty the college has in attracting diverse and qualified candidate pools. Many believe that the college's current recruiting practices are inadequate, and this concern has been compounded by the ongoing increase in housing costs in San Mateo County and the Bay Area in general, which makes recruiting and eventually hiring qualified administrators, faculty, and staff even more challenging.

Evaluation processes for College of San Mateo faculty, which are conducted in accordance with a policy agreement resulting from the mandates of AB 1725, seek to assess teaching effectiveness, scholarship and other activities appropriate to the faculty member's area of expertise, and participation in college/district service or other responsibilities. In response to concerns about the cumbersomeness of the evaluation process in place at the time of the last accreditation self-study, the permanent, tenured faculty evaluation process has been simplified. Also, guidelines for the evaluation of regular non-classroom faculty have also been approved and will be formally implemented in the 2000-2001 academic year. Faculty seem generally satisfied with how their evaluations are conducted.

The evaluation of classified staff is initiated and monitored by the district Office of Human Resources but conducted and followed up on by the appropriate college supervisor. Classified staff appear generally dissatisfied with how their evaluations

are conducted, with fewer than half of those surveyed agreeing that their evaluations are formal, systematic, and conducted at the stated intervals. Administrators undergo annual evaluations that include the establishment of individual goals and objectives and an assessment of their achievement at year-end; in addition, after the first two years of employment and thereafter every three years, administrators undergo a comprehensive evaluation of performance involving selected peers, faculty, and staff. Administrators, like faculty, seem generally satisfied with how their evaluations are conducted.

The college and district provide various opportunities to the college staff to pursue professional development, with programs for retraining and professional growth available to faculty, administrators, and classified staff. Staff development programs are planned by committees representing each constituency and are available to all College of San Mateo employees.

Faculty have three sources of funds for their professional development, with funds available for both long- and short-term projects, among them to attend local, state, and national conferences and workshops, conduct research to update curriculum, learn advanced technical skills, work in industry to strengthen ties with the business community, write articles and textbooks, pursue advanced degrees, and enroll in classes for academic growth. Additional opportunities for professional growth are provided by five flex days per academic year. While recent activity suggests that college faculty take advantage of professional development opportunities, faculty seem less than satisfied with staff development.

Classified staff and administrators also have opportunities for professional development. While classified staff generally feel that they have sufficient opportunities to attend conferences and workshops, they are not satisfied with the level of computer training they have received.

The San Mateo County Community College District and its three colleges have adopted several policies for equity in employment, non-discrimination, and affirmative action. The college works with the district Office of Human Resources to assess and report its achievement of employment equity objectives. The college has been less successful than it would like in its achievement of diversity and in its goal that all faculty and staff complete affirmative action training.

### **Standard Eight: Physical Resources**

***The institution has sufficient and appropriate physical resources to support its purposes and goals.***

College of San Mateo is located on a 153-acre site atop the hills of San Mateo, overlooking San Francisco Bay. Approximately 11,000 day, evening, and weekend students enjoy an environment that enhances educational opportunity.

Since the last accreditation, the college has successfully undertaken numerous facilities improvements in an attempt to ensure adequate physical resources to support its educational programs and services. Some of these improvements have been wiring all classrooms for the Internet, renovation of the choral room, conversion of several classrooms into computer and other labs, establishment of an Integrated Science Center, and renovation of space formerly used by the machine tool program into a digital media lab to accommodate multimedia, photography, technical art and graphics, music, and broadcast and electronic media programs. The library building has undergone extensive seismic upgrading, asbestos removal, and remodeling to improve accessibility, as well as general remodeling. New lighting, heating, ventilation, and air-conditioning systems, improved electrical service, and a state-of-the-art telecommunications infrastructure have been installed.

Meanwhile, the district's *Five-Year Construction Plan for 2001-2005* for College of San Mateo has been submitted to the state Chancellor's Office; this project includes seismic retrofitting and will bring together student services (admissions and records, counseling, health services, financial aid, and other programs and services) in Buildings 5 and 6, adjacent to food service, student activities, and meeting areas.

The management, maintenance, and operation of the physical facilities at the college are centrally controlled by the facilities, maintenance, and operations department at the district. Decisions regarding policies, procedures, funding, and personnel issues are made at the district for dissemination to college facilities departments. The district submits to the college president an annual *Five-Year Scheduled Maintenance Plan*, addressing such maintenance concerns as roof repairs, lighting improvements, and attention to heating, ventilation, and air conditioning.

The facilities department at College of San Mateo consists of a supervisor, an office assistant, six maintenance personnel, seven groundskeepers, and nineteen custodians. Routine maintenance and operations are scheduled and executed through a work request system. However, evidence continues to grow suggesting that there is a critical need to re-evaluate the number and size of the tasks charged to the facilities planning and operations department at the college. Also, there is a need to strengthen communication between the district and college facilities departments and the college staff to ensure reasonable response time to inquiries regarding emergency repairs, routine maintenance, and project status.

While some improvements have been made, many college buildings and rooms are still in need of upgrades, remodeling, or enlargement to enhance the learning environment. A detailed plan describing college facilities needs is contained in the *1997 San Mateo County Community College District Phase II—Educational/Facilities Master Plan Report*; however, funding for this plan has not yet been identified.

College of San Mateo maintains plans, offices, and committees related to physical facilities in accordance with state and federal laws and established board policy. The college has been successful in making improvements in accordance with the *Review*

*of Campus for Physical Accessibility at College of San Mateo.* While the campus is generally safe, there are concerns about several safety issues, including the need for emergency phones on every floor of classroom buildings and in the parking lots and for increased and effective lighting throughout the campus, the fire alarm system, and problematic door locks. Also, there are health concerns with regard to asbestos and complaints of temperature, noise, and structural damage in numerous buildings, as well as concerns about the condition of restrooms.

The selection, maintenance, inventory, and replacement of equipment are handled differently in the instructional, student support services, and facilities areas. The college has done a good job of keeping computer equipment and software a high enough priority to support computer labs for instructional programs and to support student services. The maintenance of computer equipment is improving with the addition of more computer support staff technicians; however, other equipment on campus may take days, weeks, or months to get fixed. Unfortunately, the college and district facilities departments do not have in place a systematic plan for replacement of equipment, vehicles, and furnishings.

The board of trustees is currently studying a number of options for financing the meeting of the needs identified in the *San Mateo County Community College District Phase II–Educational/Facilities Master Plan Report*. A general obligation bond measure of approximately \$164 million to be used to renovate facilities was taken to the voters in November of 1999 and narrowly defeated. Despite the failure of that bond measure, several goals related to facilities identified in the College of San Mateo’s *On-Going Institutional Ambitions and College Goals* for 1999-2000 were, nonetheless, completed.

### **Standard Nine: Financial Resources**

***The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.***

Planning has taken on much greater significance for College of San Mateo since its 1995 accreditation site visit. Planning is linked directly to resource availability, resource allocation, and the generation of substantial increases in successful fund-raising over this same period of time.

Financial planning at the college incorporates college and district information and is guided by annual goals that are published in the San Mateo County Community College District’s annual budget book and the college’s *On-Going Institutional Ambitions and College Goals*. The estimated cost of accomplishing the institutional goals may actually exceed the anticipated available general fund unrestricted and

restricted allocation. To accomplish goals beyond initial available funding, the college seeks supplemental funding if the goals are determined to be of the highest priority and if delayed financial support may lead to greater problems for the institution.

The district's *Education/Facilities Master Plan* ties facilities master planning to educational needs. Long-range planning has been greatly enhanced by research such as the *Community Needs Assessment*, which provides a picture of the college's current status and of the role the college needs to play in its communities in the future.

The annual final budget book describes in a comprehensive manner how the budget is created as well as describing district-wide budget processes, such as setting priorities and allocating funds. The college has processes for financial planning and budget development, and, for the most part, the guidelines are comprehensive. However, there is not a single manual or location where all guidelines and procedures can be found, and this may create difficulty in the training of new employees.

Employees have opportunities to participate in both long-range and day-to-day financial decision making. Yet, the majority of employees still feel that budget information needs to be communicated more effectively to faculty, staff, and students.

The district uses the Banner computerized financial system that allows departmental staff to initiate expenditures and, through a series of oversight opportunities, provides for checks and balances to ensure funds are available and being appropriately used. Institutional procedures are in place for effective oversight of financial aid, externally funded programs, contractual relationships, auxiliary organizations and foundations, and institutional investments.

The college's financial stability is tied to that of the district. Financial obligations are clearly identified and segregated in the district's annual budget as carry-over commitments and special appropriations. The district's associate chancellor is responsible for developing district risk management policies and procedures. The primary objective is to effectively manage and assess risk throughout the district in order to be prepared financially. The San Mateo County Community College District's general fund unrestricted budget includes a reserve for contingency of 4 percent of estimated income to address the occurrence of unexpected events of major proportion, a percentage well within the state Chancellor's Office guidelines for what is considered to be a healthy, viable unrestricted reserve. As part of the district, the college is protected by this reserve in case of a major financial emergency, and there are plans in place for responding to small financial emergencies or unexpected occurrences.

## **Standard Ten: Governance and Administration**

*The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.*

The governing board of the San Mateo County Community College District—which includes Skyline College, College of San Mateo, and Cañada College—is a six-member board of trustees, five of whom are elected at large by county voters and one of whom is a student trustee elected by students. The board is gender-mixed but lacks representation of ethnic minorities, except in the student trustee seat. Staggered four-year terms provide continuity to the board; the student trustee, who has an advisory vote, is selected annually through the Associated Students election procedure. The board meets twice monthly and holds one meeting a year at each of the district's three colleges.

While new educational programs or changes are initiated by the college faculty or administration, the governing board gives final approval for changes and additions to educational programs and courses. The board receives regular presentations or information reports at board meetings from faculty and students regarding individual programs. The board, through its adoption of the *Educational/Facilities Master Plan*, provides assurance that physical facilities will meet future educational program needs. In addition to ensuring the quality of programs and facilities to support these programs, the board reviews the proposed budget for the district and the individual colleges and approves a final budget that meets state requirements for adoption.

The broad institutional policies that govern operations of the district and the colleges are found in the district's *Rules and Regulations*. Additions or amendments to this document are adopted by the board, which also reviews changes in the organizational structure of the colleges and district. The board has been conscientious in the evaluation and review of district policies. Since the early 1990s, a comprehensive review of each chapter of *Rules and Regulations* has been undertaken, and six of the eight chapters have been reviewed, with a number of significant changes having been recommended to the board.

The board has been conscientious as well in its selection and evaluation of senior administrators. The chancellor is evaluated annually by the governing board based upon mutually agreed upon goals and objectives. The chancellor uses a similar process in evaluating the college presidents, and the presidents' evaluations are shared with the board.

Sections of the policies of the governing board which address the board's composition, scope, responsibilities, and ethical conduct uphold Western Association

of Schools and Colleges standards and comply with Community College League of California recommendations. Board members are invited to participate in the process for the reaffirmation of accreditation and receive regular updates throughout the accreditation process at board meetings. Although the electorate has the final judgment as to the performance of the board members, the board has implemented a policy of annual self-evaluation; also, board members participate in professional development workshops and conferences and on state and local education-related committees.

At the college level, the institutional chief executive officer, the College of San Mateo president, provides leadership to define institutional goals, develop action plans, and establish priorities. The president works with the administrative offices to implement budget-related priorities while managing the institution's resources and ensures that statutes, regulations, and board policies are properly implemented.

College Council serves as the main body for consultation, its membership consisting of representatives from each of the four constituency groups: students, classified staff, faculty, and administration. In its consultative role, College Council considers and acts on recommendations from faculty, staff, and student governing bodies and makes recommendations to the college president on long-range and immediate policy matters, including institutional planning and budget, rather than on operational detail. However, despite the fact that the College Council, via its Budget Subcommittee, plays a role in budget development, matters related to the college budget and planning do not seem widely communicated among, or understood by, college constituency groups.

College of San Mateo's administrative structure reflects the institution's purpose, size, and complexity. The college administration is organized and staffed to reflect the college's position as the largest in the three-college district. Despite enrollment decline, the college administration's organizational structure remains generally unchanged since the last self-study. The number of deans, however, has been reduced from eleven to ten.

District policies governing administrative hiring processes are designed to ensure that college administrators are qualified by training and experience. College administrators are represented in institutional governance through membership on College Council, President's Cabinet, Management Council, and other institutional committees. Management Council, which meets once or twice a month, has been effective in keeping college administrators informed of issues and policies which affect the campus as a whole, and administrative representatives on College Council regularly report back to the division deans.

College of San Mateo faculty are represented in institutional governance through the Academic Senate, College Council, and other Academic Senate and institutional committees. The faculty have primacy in academic and professional matters, as exercised through the Committee on Instruction, the Student Development

Committee, the Professional Personnel Committee, College Council, District Shared Governance Council, and the faculty hiring process. The Academic Senate exercises its power and responsibilities through its Governing Council, which consists of the elected executive committee and elected representatives from each division. There is an ongoing concern for the development of broader faculty participation in college- and district-wide activities and a feeling that the institution needs to provide greater incentives for faculty participation.

While provision for the “effective participation” of classified staff and students can be found in the California *Code of Regulations*, there is no single expression in writing of college policy about the role of classified staff and students in institutional governance. Despite the absence of a formal organization, classified staff continue to participate actively in governance on various levels and are represented on administrative and classified selection committees, as well as on many institutional committees, serving on College Council and on District Shared Governance Council. However, classified staff seem to be less than satisfied with their voice in policy-making and college financial planning.

All enrolled students are represented through the elected student government, known as the Associated Students of College of San Mateo. The Associated Students operates under a constitution and bylaws which provide for the election of officers each spring to the Student Senate, the governing body of the Associated Students. The Associated Students assists students in working within the college framework, provides a learning experience in participatory governance, and represents student interests on college committees.

The chancellor, the chief executive officer of the San Mateo County Community College District, directs the operations of the district through District Shared Governance Council and other district committees, the associate chancellor, the assistant chancellors, the college presidents, and administrative staff. The chancellor communicates through regular correspondence with the governing board and through district-wide distribution of reports and newsletters, as well as through his speech on the opening day of the academic year, in which he outlines major issues and initiatives facing the district. While there are a district administrative structure and various established forums for the discussion of issues, College of San Mateo faculty and administration are not well satisfied that their perspectives are being considered in decision making. Division deans, who in the end are responsible for direct implementation of Chancellor’s Office directives and often have to provide the rationale for such policies, are not actively involved in decision making at the district level. Also, faculty and staff at the college are often hard-pressed to explain the significance of important changes in institutional practice mandated at the district level.

The district appears to maintain clear delineation between the operational responsibilities and functions of the district and those of the colleges. While District Shared Governance Council serves as the participatory governance mechanism for all

constituencies at the college and the Chancellor's Office, there is no formal faculty, staff, or student representation at the district level in the budget development and planning process.

The Chancellor's Office is a service organization to the three colleges, providing centralized support in areas of administrative services; human resources; community and government relations; facilities, maintenance, and operations; information technology services; and employer-employee relations. While centralized services result in coordination and effective leveraging of cost, centralization has also resulted in a perception among College of San Mateo employees of mediocre or poor service. Of special concern are facilities, maintenance, and operations, human resources, and information technology services.