

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.

Standard 4A: General Provisions

4A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Description

College of San Mateo's mission statement (Ref. 4.1) reflects the goals and priorities of the San Mateo County Community College District, Title 5, and the California Education Code. In part, it states that the college will do the following: provide a breadth of educational opportunities and experiences; provide lower division programs to enable students to transfer to baccalaureate institutions; provide occupational education and training programs; and provide developmental and remedial education in language and computational skills.

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, College of San Mateo offers general education courses for transfer, remedial and developmental courses, certificate programs, and courses through community and corporate education.

In addition, College of San Mateo offers various innovative programs to meet the specific needs of certain groups of students. For example, the honors program provides students of exceptional ability with challenging classes appropriate to their level. San Mateo Middle College High School takes selected high school students and introduces them to a collegiate environment, allowing them to complete their last two years of high school on the College of San Mateo campus. Through the re-entry program, designed for individuals whose college education has been postponed or interrupted, students have access to classes and a variety of services to

meet their needs. The Puente program is designed to increase the number of students, especially Latino/Latina students, transferring to four-year institutions. The interdisciplinary global studies program was initiated in the fall of 2000 (Ref. 4.2).

Further, College of San Mateo offers a variety of community education classes and summer youth programs through the Office of Corporate and Community Education, a district-wide function since 1994. Throughout each of the past five years, the self-supporting community education program has increased the number of course offerings, and enrollments continue to grow steadily with average annual enrollments of 5,000. The winter-spring 2000 edition of *Community Education*, distributed through the Office of Corporate and Community Education, contained 338 courses, of which 75 were new classes in categories such as arts and crafts, business and computers, online classes, cooking, fitness and recreation, SAT/CBEST preparation, and travel, trips, and tours (Ref. 4.3). In addition, the College for Kids and the music and fine arts youth programs are offered for three weeks each summer. Also, the Office of Corporate and Community Education delivers consulting services and training programs to local employers who need to upgrade employee skills and enhance their organizations' competitiveness.

Appraisal

College of San Mateo is successfully providing an education beyond the high school level for its students. The September 1999 issue of *CSM Research Briefs* (Ref. 4.4) reported that the transfer rate for 1998 was 36.3 percent, the eighth highest in the San Francisco Bay Area, an indication that the transfer program is succeeding. The associate degree and certificate completion rate was 39.9 percent, the fourth highest out of 23 community colleges in the Bay Area.

College of San Mateo has a demonstrated commitment to remedial and developmental education. Specifically, the college offers developmental and remedial courses in mathematics, writing, and reading. Recently the college received three grants from the California Community Colleges Chancellor's Office, one focusing on English and two focusing on mathematics. The research connected with these grants should generate documented data suggesting ways to implement further successful strategies for providing useful remedial and developmental courses in these disciplines.

While the college has a number of specialized programs that serve the diverse student body—such as the honors program, the Middle College High School, the re-entry program, and the Puente program—there is no program developed specifically to support African American students.

Plan

Use the information gained from the three grants to strengthen remedial and developmental courses in mathematics and writing.

Begin an academic mentoring/counseling program that specifically supports African American students.

4A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Description

College of San Mateo offers frequent and flexible access to education by offering courses on weekdays between 7:00 a.m. and 10:00 p.m. as well as on weekends. College of San Mateo schedules courses in a number of different formats, including short courses, telecourses, and online courses. Telecourses are offered in twenty different disciplines, and online courses are offered in five disciplines. The Distance Learning Office provides support staff and study materials.

College of San Mateo also offers courses at off-campus sites. The social science division offers ethnic studies and sociology courses at the Martin Luther King, Jr., Center in north San Mateo and non-transfer history courses at the San Mateo Senior Center. The creative arts division offered horticulture courses at the Foster City Recreation Center. The entire apprenticeship program in the technology division is conducted off site. Plumbers, steamfitters, and refrigeration workers meet in Burlingame; electricians, paramedics, and hazardous materials workers meet in San Carlos; and sprinkler fitters meet in Hayward.

The technology division provides the in-service fire academy for San Mateo County, which is conducted at various firehouses and other facilities in accordance with particular training needs. The physical education division holds one class in fitness activities at the Peninsula Regent, a senior citizens' residence, and an adapted physical education class at Chope hospital. The math/science, the social science, and the language arts divisions have attempted to offer classes in Foster City. Some of these classes were cancelled due to low enrollment, and others were not offered in succeeding semesters because they were under-enrolled.

Programs and courses at College of San Mateo are designed so that students may complete them in a timely manner. A student may finish most of the programs in two years, given that he or she is enrolled at least full time and successfully completes all units. Most courses in degree and certificate programs are offered each semester. However, in programs with lower enrollments, the policy is to offer courses cyclically in order to ensure a possible two-year completion.

Appraisal

With the wide variety of course offering and scheduled times, including short courses, telecourses, and online courses, College of San Mateo is providing students adequate access to educational programs. In the 1999 College of San Mateo *Student Satisfaction Survey* (Ref. 4.5), about 87 percent of students indicated satisfaction with course offerings and agreed with the statement, "I am able to register for classes I need with few conflicts." Furthermore, 83.7 percent of students indicated that courses are scheduled at convenient times.

Plan

Formalize and publish the process of cyclical course offerings in order to enable students to plan adequately.

4A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

Instructional deans, department chairs, faculty, and student services staff work with students in discontinued or modified programs to make sure they are accommodated in a reasonable way. The changes in a program must first be approved by the Committee on Instruction. Every effort is then made to inform students of these changes in a timely manner: the instructors are asked to announce the changes in their classes and the information is also posted at appropriate division offices. If appropriate, students are directed to comparable classes, first within the district and then at other nearby colleges and universities. If an entire program is so low in enrollment as to be considered for cancellation, the program is slowly phased out by not accepting an entering class.

An example of a program that has made appropriate arrangements for change is the electronics program, which continues to use existing curriculum but has reorganized the degree options to reflect industry needs more closely. Another example is the aeronautics program, which saw a decline in enrollment; as a result, an entering class was not accepted, and the program began to be phased out. When the program later saw growth, the process was reversed and the program was continued. A program that has been discontinued is machine tool technology, whose elimination did go to the board of trustees for approval. In this case, enrollment was so low that only the courses that were needed to support other programs were retained; the rest

of the program was cancelled outright, and the few students who were affected were directed to nearby colleges.

More recently, the English department made significant changes to the prerequisites for English 100 and English 800. Reading 801 was added as a prerequisite to English 800, and Reading 802 was added as a prerequisite for English 100. In the spring of 1999, following approval of the prerequisites during the fall 1998 semester, the dean of the language arts division distributed information packets to instructors teaching classes one level below the classes with the new prerequisites. She asked that the instructors inform all students of the new reading prerequisite so that they could adjust their spring or summer 1999 schedules to prepare for the change, effective in the fall of 1999. The language arts division dean also informed counselors and academic advisors, and the prerequisites were published in the fall 1999 *Schedule of Classes*.

Appraisal

There have been some problems with communicating changes to all affected students. While the procedure outlined in the description was carefully followed in making the prerequisite changes for the English courses, some students informally voiced concerns to a number of faculty, the language arts division dean, and the chair of the Committee on Instruction. The principal concern was about the length of time students were given to make adjustment in their educational plans.

There is no formal policy detailing a process for the elimination of programs for reasons other than, or in addition to, low enrollment.

Plan

Develop a formal policy that states the process for the elimination of programs.

4A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Description

College of San Mateo supports its educational mission with a staff of 161 full-time and 332 adjunct faculty. These instructors are supported by 159 staff in administrative, classified, and technical positions. However, some disciplines—for example, computer information science, English, physics, and reading—are currently experiencing a shortage of qualified applicants for existing positions.

College of San Mateo spends approximately 50 percent of its budget on classroom instruction. After College of San Mateo receives its allocation from the district, a budget-building process involves deans, President's Cabinet, and College Council. In consultation with their divisions, deans present requests for full-time faculty positions, new or increased classified positions, instructional equipment, and supplies. President's Cabinet and College Council make final recommendations about allocating the requested funds, and the president makes a final determination.

The college Center for Teaching and Learning supports the instructional program by training faculty members in the use of software and by providing cutting-edge computers and software for faculty use.

The college has recently completed various projects upgrading the physical support of educational programs, such as seismic retrofitting of the library. During this project, the library was substantially redesigned with new space for audio-visual laboratories, a proposed Center for Teaching and Learning classroom, and high-speed computer connection with the county library system.

Additionally, College of San Mateo recently upgraded the computer laboratories in various disciplines and has nearly completed connecting these and other computer laboratories, classrooms, and offices to the fiber-optic high-speed backbone for complete computer and Internet access to support instruction. The college also provides several computer-driven video projector carts for use in classrooms. These carts use a wireless modem system, but they can also be connected to the fiber-optic system on campus. The district and the college assist faculty in obtaining computers with the objective of providing every full-time faculty member with a desktop computer and fiber-optic connection.

The college has completed the first phase of the renovation of the multi-purpose choral room, including new seats and flooring. Completing the upgrade to this facility will provide the college with an excellent large multimedia venue. Also, a new digital media lab has replaced a former machine tool classroom.

The college uses several off-campus sites, such as the Crystal Springs Rehabilitation Center, the Martin Luther King, Jr., Center, and the San Mateo Senior Center. The college has program-specific sites to support instruction in nursing (local hospitals) and administration of justice (Coyote Point firearms range). These off-campus sites increase accessibility and provide venues for specialized training.

Appraisal

In the last several semesters, the inability to attract, adequately compensate, and retain qualified full-time and adjunct instructors in computer information science,

English, physics, and reading has compromised the affected divisions' ability to offer enough sections of developmental and transfer level courses to meet student demand.

Though it is an objective in the College of San Mateo technology plan (Ref. 4.6), there is no full-time college coordinator of instructional technology. Instead, College of San Mateo has shared technology coordination with the other two district colleges under the leadership of the district's Information Technology Services (ITS).

The library offers state-of-the-art facilities and computers to support the instructional program and has hired a reference and electronic resource librarian. Ninety percent of College of San Mateo students responding to the 1999 *Student Satisfaction Survey* indicated that they were satisfied or somewhat satisfied with the adequacy of library services.

Also, 84.8 percent of the respondents to that survey indicated that they were satisfied or somewhat satisfied with the adequacy of computer labs.

Plan

Modify the current hiring process to allow for quick, flexible hiring in disciplines such as English and computer information science, where there are acute shortages of qualified instructors.

Consistent with the College of San Mateo technology plan, increase facilities, equipment, and staff support for technology.

4A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Description

Counselors' educational training at the graduate level prepares them for counseling at the community college level. Academic advisors, who are teaching faculty with part of their time assigned to student services, work closely with a counseling mentor to learn about the educational planning process, College of San Mateo programs and requirements, university transfer requirements, and career paths upon program completion. The *Counselor/Advisor Handbook* (Ref. 4.7) containing college forms and pertinent information regarding advisement is also provided to counselors and advisors. All counselors' and advisors' offices are equipped with

computers to facilitate access to Banner data, ASSIST course articulation information, and the Web.

The dean of counseling/advising and matriculation meets separately once a month with each of the following groups: the counselor advisory committee, counselors and academic advisors, and counseling services, which is a group comprised of the full-time counselors. With these groups the dean discusses policies and procedures, programs and services, and counseling issues. In addition, the dean meets with counselors, but not all academic advisors, individually on a monthly basis.

Appraisal

The *Student Satisfaction Survey* indicated that students were generally satisfied with the quality of counseling they receive. Of the respondents, 79.3 percent agreed that their academic advisor is knowledgeable about their program requirements, and 82 percent agreed that their academic advisor is knowledgeable about transfer requirements.

Plan

None

Standard 4B: Degree and Certificate Programs

4B.1 *The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.*

Description

College of San Mateo recognizes the district's mission statement, published in the College of San Mateo *Catalog* (Ref. 4.8), as the college's public statement of its mission. The mission statement includes the commitment to provide a breadth of educational opportunities and experiences, lower division transfer programs, occupational education and training directed toward career development, developmental and remedial education in language and computational skills, and self-supporting community education classes and contract education.

To fulfill the commitments summarized above, College of San Mateo offers a range of degrees and programs through flexible scheduling and a variety of modes of

instructional delivery, including telecourses and online instruction. Specifically, the college offers 84 A.A./A.S. degree programs, 120 transfer programs, and 44 certificate programs. In addition to certificates awarded upon successful completion of selected occupational programs, certificates of completion are also awarded upon successful completion of designated courses (usually totaling from eight to thirteen units) in a specific field.

The Committee on Instruction, which approves all courses offered at College of San Mateo, ensures that courses meet Title 5 guidelines and also College of San Mateo expectations for course progression and program coherence. In designing transfer courses, faculty design courses to conform to the required number of hours per semester and the number of units earned for comparable courses at institutions with which the course will be articulated. The dean of articulation and research then oversees the articulation of College of San Mateo courses with the California State University system, the University of California system, and other appropriate institutions. Appropriate courses become a part of the Intersegmental General Education Transfer Curriculum (IGETC) grouping. Faculty members research the requirements of comparable courses at the two other colleges in the district and also at transfer institutions.

Accrediting boards frequently set mandated requirements for vocational programs, including the number of semester hours and the number of units assigned. In addition, some occupational programs require an endorsement from the regional occupational deans and final approval from the curriculum specialist in the California Community Colleges Chancellor's Office. In other cases, local advisory committees recommend the number of hours needed for each course based on the skills to be acquired.

Appraisal

Through the wide variety of degrees and programs available to students, as listed in the 1999-2000 *Catalog*, College of San Mateo demonstrates its commitment to a breadth of educational opportunities, transfer level programs, remedial and developmental education, vocational education, and lifelong learning. This evidence from *Catalog* listings is reinforced by the fact that more than 90 percent of respondents to the *Student Satisfaction Survey* felt satisfied that the college provides a good variety of courses. Of the respondents, 92.9 percent indicated that the vocational/occupational instruction is excellent. Further, 89.9 percent of the respondents to the 1999 College of San Mateo *Faculty/ Administration Survey* (Ref. 4.9) were satisfied that "General education courses are offered in sufficient number and at various times for students to complete their programs in a reasonable period of time." And, 86.1 percent agreed or strongly agreed that "Courses in the major field are offered in sufficient number and at various times for students to complete their program."

By offering courses at nontraditional hours, in a learning environment that recognizes a diversity of learning styles, through varied modes of instructional delivery, and at off-campus sites when appropriate and feasible, the college demonstrates its commitment to accommodating the needs of a diverse student population.

Plan

None

4B.2 *The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.*

Description

Degree and certificate programs are identified in the College of San Mateo *Catalog* under the heading Major Requirements. Included in this section of the *Catalog* is information about recommended high school preparation, career opportunities, major requirements, suggested electives, transfer programs, certificate programs, and certificates of completion, and specific courses are listed for each major. Office of Instruction staff and division deans check this information yearly for accuracy. Another source of information, also checked yearly for accuracy, is the *Schedule of Classes*, which includes the College of San Mateo distance learning guide.

The college also disseminates information through its Web site; *CSM Scene*, targeted for high school students; *Career Programs*, designed for those interested in occupational and vocational programs; outreach cards; and brochures and fliers developed by divisions to describe programs and, in some cases, specific courses.

Appraisal

Major requirements, as listed in the *Catalog*, demonstrate that indeed the majority of courses meeting those requirements must come from the discipline in which the major is received. In some cases, courses from closely related fields are also accepted as partial fulfillment of the requirements for a major. In addition, general education requirements are a part of majors.

When asked whether “program requirements are clear and reasonable,” 90.4 percent of the College of San Mateo students surveyed indicated satisfaction. The *Catalog* text, which is proofread by appropriate college personnel for accuracy, states

requirements for degrees and certificates in detail and is the most complete resource for students and others seeking information about these requirements. In less detailed form, students may find information about degrees and certificates online and in the printed material listed in the description section above. The telecourse coordinator is preparing a detailed guide that will indicate how students can earn transfer credits by enrolling in weekend, evening, and distance learning courses. This guide will be especially helpful to nontraditional students who cannot attend classes during weekdays.

Plan

None

4B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Description

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. Official course outlines contain specific identification of learning outcomes and are readily available to faculty in division offices and the Office of Instruction. Staff from other educational institutions may receive a copy of a course outline upon request. However, students rarely see the official course outlines; therefore, they must rely on instructors' incorporating a statement of expected learning outcomes into their syllabi.

Currently the college does not administer a comprehensive test or other instrument to measure learning outcomes as related to degrees. Except with vocational and occupational programs, learning outcomes are known as measured by a course grade, a reflection of an instructor's evaluation of the student in relation to the course objectives. However, during the 1999-2000 academic year the college received three grants to measure the learning outcomes in remedial mathematics and writing.

Appraisal

Although administrators, faculty, and classified staff in division offices have ready access to official course outlines, students do not. Therefore, students must rely on instructors to communicate the expected learning outcomes through course syllabi

and other means. The absence of complaints from students provides some indication that this information is being conveyed by the instructors.

According to the May 1998 issue of *CSM Research Briefs* (Ref. 4.10), “rates of course completion are among the most commonly agreed upon measures of community college effectiveness.” Data indicate that College of San Mateo students “successfully complete their coursework at a greater rate (two to three percentage points) than that of their counterparts at all other California Community Colleges.”

Plan

None

4B.4 *All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.*

Description

Degree programs at College of San Mateo are based on the completion of 60 units of lower division college level work. The *Catalog* states the requirements, including residence and scholarship (minimum grade point) requirements, general education requirements, competency requirements in mathematics and English, and at least 18 units in the major, 15 of which must be taken at College of San Mateo. The general education requirement introduces students to social science, written and oral communication, mathematics, critical thinking, health science, physical and life sciences, the humanities, government, and career exploration and self-development, thus exposing students to broad areas of knowledge and their theories and methods of inquiry.

Appraisal

The 60-unit degree program with a strong general education requirement ensures that students become acquainted with broad areas of knowledge. In the *Student Satisfaction Survey*, 91.5 percent of respondents indicated satisfaction with the variety of courses at the college. Further, the 18-unit minimum requirement for the major ensures that students have received focused study in at least one area of inquiry or established interdisciplinary core.

Plan

None

4B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Description

Students receiving degrees must satisfy the English competency requirement in one of two ways: by completion of English 100 (a transfer level English course) with a grade of C or higher, or by completion of English 800 (a pre-transfer level course) or English 400 (for non-native speakers) *and* placement in Reading 420, based on the reading placement test, or completion of Reading 802 with a grade of C or higher. Competency in computation is demonstrated by students' successful completion of, at a minimum, Math 110 (Elementary Algebra). Further, the language and rationality requirement for the general education requirement includes choices in mathematics, English, literature, speech communication, and courses using analytical thinking in a number of disciplines.

Appraisal

The majority of faculty and administrators seem generally confident that English and mathematics competency requirements ensure that students are competent in the use of language and computation. In the *Faculty/Administration Survey*, 72 percent of the respondents agreed that College of San Mateo ensures that students who graduate have achieved an appropriate level of reading and writing competency, and 75.4 percent agreed with the statement that the college ensures "that students who graduate have achieved an appropriate level of math competency."

Plan

None

4B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Description

Vocational and/or occupational programs requiring licensure and/or certification—such as cosmetology, dental assisting, real estate, computer repair, aeronautics, electronics, administration of justice, fire technology, broadcast engineering, and nursing—have documented evidence of student exam success rates.

In addition, vocational and occupational programs have advisory committees, which ensure that courses and programs are meeting the needs and standards of the local industry base, and beyond the formal advisory committees, many adjunct faculty who work in the field are strong resources, providing useful, practical input for their programs.

In other cases, faculty serve in community organizations that allow them the opportunity to have a two-way exchange between College of San Mateo's programs and the vocational area in the community. For example, the coordinator of fire technology serves in the San Mateo County Fire Training Officers Organization, and the coordinator of the administration of justice program serves on the San Mateo County Police Officers Training Organization.

Appraisal

Through licensure and certification procedures, the use of advisory committees, and the awarding of grades, College of San Mateo adequately documents the technical and professional competence of students completing vocational and occupational programs.

Plan

None

Standard 4C: General Education

4C.1 *The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.*

Description

College of San Mateo requires a component of general education for all degree programs. All essential information about these degree programs, including general education requirements, is presented in the college *Catalog*. In addition, the

Catalog also presents the general education requirements for both the California State University system and the University of California system, as well as general education patterns for twenty other independent colleges and universities.

The *Catalog* is reviewed and updated annually by faculty and the staff of the Offices of Articulation and Research, Student Services, and Instruction. Course descriptions are updated in the Office of Instruction as changes are accepted by the Committee on Instruction.

Appraisal

A majority of students responding to the *Student Satisfaction Survey* indicated their satisfaction with the clarity of program requirements: 90.4 percent described themselves as either “Satisfied/Very Satisfied” or “Somewhat Satisfied.” In response to the statement concerning clarity of policies and procedures regarding course selections, 57.7 percent of the respondents described themselves as “Satisfied/Very Satisfied,” while 34.9 percent considered themselves “Somewhat Satisfied.”

Plan

None

4C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Description

In accordance with Title 5, the philosophy and rationale for the general education component are stated in the *Catalog* under the general education requirements for an associate degree and in the mission statement, according to which the college will "provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement."

The appropriateness of courses for the general education component is determined in the following way. The faculty member proposing a new course, after researching comparable courses at four-year and other two-year institutions, together with the division dean and faculty within the discipline, decides whether to ask that a course be considered applicable to an associate degree. If the faculty and dean of a division propose that a course be applicable to an associate degree, that fact is indicated on the official course outline, which is forwarded to the Committee

on Instruction. The Committee on Instruction then scrutinizes the course outline to determine the course's appropriateness to the general education component of the degree. The provisions of Title 5 and the criteria of the four-year institutions receiving College of San Mateo transfer students determine which courses are included in the general education list for the A.A./A.S. degree.

Appraisal

The rationale for the general education program at College of San Mateo is clearly presented in the mission statement as well as in the *Catalog* section on A.A./A.S. degree requirements.

College of San Mateo has not developed a separate list of criteria for determining the applicability of a course for the A.A./A.S. degree; instead, the college relies on the criteria used by the institutions receiving College of San Mateo transfer students.

Plan

None

4C.3 *The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.*

Description

The general education program at College of San Mateo is designed to introduce students to major areas of knowledge in order to provide them with a broad and balanced educational experience. 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, allow College of San Mateo students to develop their potential as learners and as citizens. In completing the required units in the area of language and rationality, students have the opportunity to improve their ability to think analytically, read critically, and communicate effectively both in oral and written modes, while courses in American history and institutions and in California state and local government prepare students for their role in society.

Students may select various ways to meet the general education requirements for the A.A./A.S. degree. New courses in the areas of natural science, social science, humanities, and career exploration expand the opportunities for students to discover their interests, to tailor the degree pattern to meet transfer requirements, to develop an appreciation for the arts, and to recognize the value of cultural diversity. Courses in a variety of disciplines allow students to develop their ability to use information technology while learning course content.

Although College of San Mateo 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.

Students have the opportunity to develop facility in using information technology in a number of ways. They can take courses, for example in computer and information science, which can be used to satisfy requirements in math/quantitative reasoning as well as in communication and analytical thinking and in the career exploration and self-development segment of general education. A number of courses require students to use software packages and/or the Internet as they master course content. Among these courses are Biology 110, 210, 250, and 260; Earth Systems 150; Physics 150, 210, and 250; Geology 100 and 210; Meteorology 101; and some sections of English 100 and 165. Furthermore, all students enrolled in chemistry must master a software package to complete their lab assignments. Also, sections of mathematics courses are taught in dedicated computer classrooms. As of the 2000-2001 academic year, students can choose to complete general education requirements through online courses in computer and information science, English, mathematics, and political science. Moreover, students can make use of technology in dedicated computer labs that support their work in business, English, reading, speech communication, science, and mathematics. Computers are available to students for individual use in the Library Learning Center; however, smaller programs, such as foreign languages, which do not as yet have separate dedicated labs, may not have access to computers on which their specific software packages can be installed.

As more instructional staff members communicate with their students via e-mail and as more general education courses are offered online, students will have further opportunities to use computer technology for mastering course content, for communicating with instructors, for submitting homework online, and for completing research.

The general education program allows students to develop their affective capabilities by completing courses that satisfy area requirements. For example, students may take Business 101 and 102 (Human Relations) to satisfy the social science requirement, or they may enroll in courses like Speech 120 (Interpersonal Communication) to complete three units of the language and rationality requirement.

Students at College of San Mateo also have many opportunities to develop an appreciation for cultural diversity. A comparison of the 1994-1995 college *Catalog* (Ref. 4.11) with the 1999-2000 *Catalog* reveals the addition of courses in a variety of disciplines that expand these opportunities. Literature 240 (Latino Literature) and Literature 265 (Asian-American Literature) have been added to the list of courses used to satisfy part of the language and rationality requirement, while Anthropology 120 (Race, Ethnicity, Gender and Class), Anthropology 360 (Indians of North America), Ethnic Studies 300 (Introduction to La Raza Studies), and Ethnic Studies 360 (The Peoples and Cultures of Polynesia: An Introduction) supplement the list of courses which may be taken to complete the social science requirement. Also added since the last accreditation self-study is Arabic, which, like the other modern language offerings, may be taken to satisfy the humanities requirement.

Also since the last self-study, new offerings included under career exploration and self-development greatly expand the opportunities for students to discover their career interests.

Since the last self-study, the college has added a number of new programs and courses which offer students opportunities to understand their world and society better. New programs such as global studies, earth systems, broadcast and electronic media, and human services and additional courses in such disciplines as geology (Geology 118, Natural Disasters, and Geology 125, History of Life), meteorology (Meteorology 101, a lab class to accompany Meteorology 100), and oceanography (Oceanography 101, a lab/field study course to accompany Oceanography 100) make it possible for students to become better informed about the larger social and natural environment and, thus, more effective citizens.

Appraisal

A majority of students responding to the *Student Satisfaction Survey* indicated their satisfaction with the opportunity to experience intellectual growth at College of San Mateo; of those surveyed, 59.6 percent described themselves as “very satisfied” and 34.4 percent as “somewhat satisfied” with that opportunity.

While students have many opportunities to develop an appreciation for the arts by taking introductory classes, performance-based fine arts classes are not included in the humanities list. Even though the California State Universities allow arts classes such as Art 207 (Life Drawing), Art 350 (Visual Perception), and Art 351 (Beginning Black and White Photography), as well as Film Production 461, 462, 464, and 465, to fulfill the arts requirement, of these courses, the College of San Mateo general education program allows only Art 350.

When asked whether the college’s educational programs developed their intellectual skills, their technological facility, their affective/creative capabilities, their social attitudes and their appreciation for cultural diversity, all of which are intended to

make them effective learners and citizens, respondents to the *Student Satisfaction Survey* indicated high satisfaction. In that survey, 92.9 percent of respondents indicated satisfaction with the quality of the vocational and technology programs, and 86.4 percent agreed that the college helps them reach their educational goals.

The faculty and administrators' responses mirrored the student responses. For example, in the *Faculty/Administration Survey*, 93.5 percent of respondents agreed with the statement, "I am pleased with the quality of teaching and instruction here." Respondents also thought that the college is very effective when it comes to ensuring that students are acquiring a basic knowledge of the humanities, arts, social sciences, and natural sciences. Of the respondents, 91.4 percent thought that the college is effective in providing sufficient academic preparation for students to transfer to a four-year college. And, 95 percent considered the college effective in providing opportunities for students to prepare for specific vocational/technical careers.

Despite these high ratings, faculty are open to curricular changes that will increase student success. For example, in order to increase student retention and success in composition courses, reading prerequisites have been added for English 800 and English 100. In addition, the English composition faculty have been meeting regularly to standardize writing competencies and have administered standardized final exams which they grade as a group.

The *Faculty/Administration Survey* revealed lower levels of satisfaction related to the number of computers, their maintenance, the sufficiency of technical support, and student accessibility to computers. On the other hand, in the *Student Satisfaction Survey*, students indicated satisfaction with the adequacy, accessibility, and currency of computer lab facilities.

Plan

Consider whether the existing list of courses satisfying the humanities requirement should be expanded to include some performance-based arts classes, such as those currently accepted by the California State University system.

4C.4 *Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.*

Description

The language and rationality component of the general education program requires that students complete at least one composition course and one course in either

literature or speech communication. Many of the language arts courses listed will also satisfy the communication and analytical thinking component; however, to complete the critical analysis/logical thinking component, students may choose to complete one course from a list that includes other disciplines: business, computer and information science, economics, mathematics, philosophy, and social science.

While the California State University requirements include completion of a course in oral communication, College of San Mateo students can earn the associate degree without having completed such a course.

To demonstrate competence in English, students must earn at least a grade of C in English 100, or they must earn a grade of C or higher in English 800 or 400 while demonstrating competence in reading by either completing Reading 802 with a grade of C or higher or by placing in Reading 420.

In its general education section, the *Catalog* does not list separately courses that will allow students to demonstrate competence in scientific reasoning but includes such courses under the category titled Competency Requirements for the degree. Students may demonstrate competence in math/quantitative reasoning in a number of ways. If they choose to do so by completing a math or other appropriate course, they must earn at least a C in that course.

Students are required to maintain a minimum grade point average of 2.0 in their major and a 2.0 average in courses taken at College of San Mateo and submitted as part of their last 60 units; however, students may receive a D in a general education course and still graduate.

Appraisal

Since exit competency tests are prohibited by the state Education Code, student competency is demonstrated by successful completion of course work. In order to ensure that students achieve competency, faculty in both the math and English departments are currently involved in research projects. Three faculty in the math department are working on a project to determine the skills of students completing Math 811, Arithmetic Review, the prerequisite for Math 110, Beginning Algebra, and to investigate whether the revised Math 811, formerly a self-paced course, better prepares students for the algebra course.

Faculty in the English department are currently investigating whether the recently instituted lab requirement for English 800, Writing Development, results in higher completion rates for this course. Preliminary research results indicate that more students are completing English 800 than did so when the lab was not a requirement: the course completion rate is 90 percent for those students who complete two to three of the tutorials as compared with a 60 percent completion rate for students in English 800 before the lab requirement was implemented. Moreover,

among those students completing at least two tutorials, fewer are getting a course grade of D, and the number of students getting A's, B's, and C's has increased. These preliminary data suggest that the English 800 lab is a way to enhance classroom performance and ensure competence.

Meanwhile, also to ensure student competence, faculty teaching writing to both native and non-native students have been working together to standardize course expectations and grading. New teachers receive packets with “anchor” essays and focus statements in an attempt to ensure that the teachers know the expectations and requirements for the courses they are assigned to teach. Subcommittees made up of faculty who regularly teach English 801, 800, 100, 165, and 400 have met to formally synchronize grading standards, and teachers of these courses are voluntarily giving uniform essay final exams and grading the essays as a group, ensuring that each student essay is evaluated by at least two faculty. In these ways faculty are attempting to ensure that students completing courses in the general education program achieve competence.

Plan

Consider whether the associate degree language and rationality requirements should be modified so that all students are required to complete a course in speech communication.

Standard 4D: Curriculum and Instruction

4D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Description

The faculty have primacy for the establishment of educational programs at College of San Mateo. A number of situations may motivate faculty to develop or modify the programs—for example, faculty interest in a subject, student demand, student employment opportunities, transfer requirements, or an assignment to develop a new course. Furthermore, faculty receive suggestions from counselors, college committees, community advisory boards, and division deans regarding the establishment or modification of the programs.

Currently the college program review process requires the review of every program once every six years. Instructional program review includes an overview of the program and information about curricular offerings, enrollment and performance

trends, FTE and WSCH/FTE (load), faculty and staff, facilities, equipment, materials and maintenance, and budget requests (4.12). An executive summary accompanies the full report. According to the college's *Procedure for Analysis and Review of Program Review Documents* (Ref. 4.13), once the review of the program is complete and the program review document is submitted to the appropriate dean and the appropriate vice president, a subcommittee of College Council reviews the document. The subcommittee prepares a response to the recommendations and issues raised in the review. The appropriate vice president, instructional deans or student services deans, and the College Council Budget Subcommittee consider these recommendations during the budget development process.

Appraisal

Respondents to the *Faculty/Administration Survey* acknowledged that the faculty play a significant role in the establishment and evaluation of the college's educational programs but expressed some concern about the role of faculty in the hiring of faculty and in the setting of institutional policies. Also in that survey, administrators and faculty reported a fairly low rate of satisfaction with the current program review process. Particular concerns focused on the regularity, objectivity, and consistency of the program review process. The low rate of satisfaction may be a reflection of the fact that only two-thirds of the instructional programs at College of San Mateo have conducted and completed program review.

According to the then-vice president for instruction, not all programs participated in program review because some faculty members were dissatisfied with the process, as reported to division deans. Specifically the respondents to the *Faculty/Administration Survey* indicated that the recommendations coming from the present program review procedure are not connected to other critical decision-making processes, such as hiring and budget. Presently the college's Academic Senate is reviewing a revised program review document, which includes changes calling for the incorporation of recommendations coming out of the program review process into the college's hiring and budget processes.

Plan

Adopt a revised program review document that ties recommendations from the program review process directly into the college's faculty hiring and budget development processes.

4D.2 *The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.*

Description

At College of San Mateo, several mechanisms exist to ensure the quality of instruction, academic rigor, and educational effectiveness. First, the *Faculty Handbook* (Ref. 4.14) provides faculty with information on student learning styles, tips on using visual aids, classroom research techniques, information about adult learning (with specific suggestions about curriculum design), information on teaching under-prepared students, and classroom processes—all aimed to aid instructors to help students succeed.

Flex day workshops and interactive activities focusing on topics such as the use of new technology, classroom assessment, and innovations in curriculum, also help ensure the quality of instruction (Ref. 4.15).

A third method for ensuring quality involves the faculty evaluation procedures, which occur on a regular basis for new contract full-time faculty, tenured full-time faculty, and adjunct faculty. In general, the evaluations give feedback to instructors from other faculty, students, and administrators to improve the instructors' effectiveness within their discipline and in conformity with campus academic standards.

The Committee on Instruction serves as another check on quality and rigor. The course approval process established by the Committee on Instruction at College of San Mateo encourages faculty input at every step, beginning with faculty consultation at the discipline level and proceeding to approval or disapproval by the Committee on Instruction. The Committee on Instruction uses the statewide Academic Senate's *Stylistic Considerations in Writing Course Outlines of Record* (Ref. 4.16) for course approval, which illustrates model course outlines that integrate course objectives with appropriate methods of delivery, assignments, evaluation, and content. In addition, the official course approval forms alert the faculty to the rigorous academic standards needed for course approval (Ref. 4.17). Members of the Committee on Instruction work closely with the faculty from their divisions, giving feedback on whether course outlines meet the standards and rigor of the new guidelines and offering comments on clarity, integration of objectives with modes of instructional delivery, assignments and methods of evaluation, and validation form rationale.

Distance education courses, from telecourses to online courses, are approved separately, using forms and a policy based on the statewide Academic Senate documents *Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning* (Ref. 4.18) and *Stylistic Considerations in Writing Course Outlines of Record*.

Other checks on rigor and standards are prerequisites, corequisites, and recommended preparations, which are approved by the Committee on Instruction and appropriately validated. The enrollment limitations advise students about their preparedness for courses and their potential to complete courses successfully.

Finally, the program review process specifically asks faculty to evaluate their present curricular offerings using such variables as demographics, enrollment, retention, persistence, advancement, community economics, currency, and budgetary factors. Responding to questions of this nature allows faculty to gauge their effectiveness and thereby establish and/or change course and program offerings.

Appraisal

The effectiveness of the various mechanisms mentioned above—the *Faculty Handbook*, flex activities, faculty evaluations, new guidelines for official course outlines, prerequisites and corequisites, and program review—is difficult to measure directly. However, all of these are meant to ensure quality of instruction, academic rigor, and educational effectiveness, whether by providing relevant information on student learning, by the periodic revision of courses, by the periodic reviewing of faculty teaching practices, or by the thoughtful preparation of course outlines during the development of new courses. Results from the surveys of faculty, administrators, and students indicate that all three of these groups believe that the college is offering quality education. Respondents reported significant satisfaction with the quality of teaching and instruction.

Plan

None

4D.3 *The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.*

Description

The evaluation of student performance in course work is based upon course requirements found in the official course outlines kept in the Office of Instruction and division offices. Also, instructors provide students with an explanation of evaluation criteria in their course syllabi, including weight given to examinations, quizzes, papers, reports, assignments, and projects, as well as other factors. Student performance or achievement is based upon definitions of the standard A, B, C, D, F, CR, and NC grades described in the *Catalog*. Credit awarded is consistent with the commonly accepted Carnegie unit and is in compliance with the California Education Code, which specifies the minimum number of hours a class must meet for each unit of credit. Student learning or achievement is determined by faculty, who assess student performance in the light of course objectives and expectations.

In addition to the awarding of credit under normal circumstances, the *Catalog* outlines a number of ways in which a student might receive credit, including completion of work needed to alleviate an incomplete, credit by examination, credit for repeated courses, and grade alleviation for a student who has received a D, F, or NC.

Also, faculty in English and English as a Second Language have established specific criteria and standards for awarding grades in each level of composition. These grading criteria serve as guidelines for instructors teaching those courses.

Appraisal

At the beginning of the semester, instructors review course requirements and evaluation criteria in class, usually discussing orally what is described in the course syllabus and responding to students' questions regarding grading policy. The faculty evaluation process includes the instructor's submission of a portfolio that contains syllabi for courses the instructor is teaching; these syllabi are expected to include the instructor's grading policy. Such monitoring of grading policies helps to ensure that stated grading standards are published in syllabi. The standard grade definitions used are accepted by faculty and students as an adequate measure of student learning and are accepted by other post-secondary institutions.

Plan

None

4D.4 *The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.*

Description

The college policy for awarding transfer credit is clearly stated in the *Catalog*. Transfer of credit from other accredited collegiate institutions is based on official college transcripts. Students educated in other countries may have their transcripts certified through the International Education Research Foundation, Inc.

To facilitate the transferability of its courses, College of San Mateo has articulation agreements with public and private four-year colleges and universities, which are maintained in a database that is updated regularly by the dean of articulation and research. Also, the college participates in the California Articulation Number system (CAN), with CAN numbers and the College of San Mateo equivalents appearing in the *Catalog*.

College of San Mateo has established articulation agreements with private universities, University of California campuses, and California State University campuses. The University of California and California State University articulation agreements can be accessed via the Web site www.assist.org. This site is the official source for California articulation and student transfer information. In addition, College of San Mateo also has guaranteed admission agreements with several schools, among them UC Davis, UC Riverside, UC Santa Cruz, College of Notre Dame, University of San Francisco, and Santa Clara University. These agreements ensure that any student who completes specific requirements at College of San Mateo is guaranteed admission to the four-year institution.

Appraisal

College of San Mateo conscientiously handles student transfers to and from the college. Transcripts of incoming students are carefully evaluated, and articulation agreements are in place to assist students transferring from the college to public and private four-year colleges and universities.

Plan

None

4D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Description

College of San Mateo provides an instructional environment that accommodates various learning styles matched with appropriate delivery systems. Many courses today are still offered primarily through the lecture format, although even “lecture” classes are increasingly interactive. Many faculty use discussions, small-group work, demonstrations, modeling, student presentations, and independent work.

One alternative delivery system used at College of San Mateo is distance learning, which appeals to and meets the needs of the self-motivated, autonomous learner. One type of distance learning at the college is Web-assisted courses, with lecture and the Internet serving as the main vehicles of delivery. Another type is telecourses, which have some required on-campus meetings to allow for more traditional types of interaction. A distance learning guide for students is included in the *Schedule of Classes*.

In vocational programs such as aeronautics, cosmetology, and administration of justice, other modes of instruction are used. Here, hands-on learning is supplemented by lecture, demonstration, small-group work, and one-on-one instruction. Moreover, because of the nature of these programs that are overseen by state licensing agencies, students frequently spend most of the day in class, thus experiencing a total-immersion environment. Other programs, such as nursing and dental assisting, parallel the vocational offerings by having balanced amounts of lecture and practical experience. In these programs, lab work is strictly mandated, with learning outcomes regulated by state licensing agencies.

Labs provide flexible learning environments and experiences related to specific disciplines. In creative arts offerings—for example, music, painting, drawing, and ceramics studios—studio work emphasizes the student's ability to be innovative. Science labs train students to focus on prediction, control, observation, demonstration, and measurement. In labs in both science and the arts, innovation and critical thinking are encouraged.

Other kinds of labs, like the computer, writing, and speech labs, focus on types of work where students manipulate word processing programs, where students practice and refine composition skill, and where students refine their public speaking abilities with the latest technology.

Cooperative Education welcomes students of any major to turn their work experience into academic credit, provided that the students follow the course objectives. Students studying French, Italian, and Spanish may want to enroll in the American Institute for Foreign Study (AIFS) programs in which the college participates in France, Italy, Spain, and Costa Rica. Finally, some lab science courses, like marine biology and horticulture, require field trips so that students can experience firsthand the knowledge they acquire in class.

Finally, faculty use videotapes, overhead transparencies, computer demonstrations and simulations, and audiotapes in order to adapt to the various learning styles of their students.

Appraisal

College of San Mateo has made significant changes in the areas of range of delivery and mode of instruction since the last accreditation report. During the fall of 1998, based on *Recommendations from the Task Force on Enrollment Management* (Ref. 4.19), the Committee on Instruction approved a record number of new courses (Ref. 4.20). Many of those new courses were online, Web-assisted, and telecourses, all of which enhanced accessibility for students. In addition, new labs were approved to supplement and enrich existing courses.

Plan

None

4D.6 The institution provides evidence that all courses and programs—both credit and non-credit—whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Description

The design, approval, administration, and periodic evaluation of credit courses and programs at College of San Mateo follow well-established procedures, many of which have been outlined in previous sections of this standard. First, all course outline forms for both experimental and permanent courses have a set of corresponding instructions that inform the faculty about the process of submitting a course for approval and the content that should be included in the course outline. The approval process begins with the faculty member's consultation with his/her discipline colleagues, followed by suggestions from other faculty in the division. The course outline forms require a number of reviewers—the division's faculty representative on the Committee on Instruction, the division dean, the library director, and if necessary the dean of articulation and research—before being forwarded for approval to the Committee on Instruction. To help this process proceed smoothly, during the summer of 1999, the chair of the Committee on Instruction sent a memo concerning course content, the approval process, and course outline standards to all faculty (Ref. 4.21).

In contrast, the contract and community education courses follow a different approval procedure. Community education courses are not offered for college credit and are directly approved by the board of trustees since these courses are organized at the district level and offered as district, not college, courses. The continuing and

community education program also offers contract education courses, many of which are taught using the course outlines approved by the Committee on Instruction. Contract education courses that have not been approved by the Committee on Instruction do not have the same certification as those courses that have been approved, which, of course, affects their status as credit or non-degree applicable credit.

Another specialized group of courses, offered under the aegis of the South Bay Regional Public Safety Training Consortium, has its own approval process. The consortium offers a number of courses in fire and police academy work and in-service training programs through participating entities such as San Mateo County, West Valley/Mission, and San Jose/Evergreen community college districts. The San Mateo district has participated in the consortium for three years, primarily offering police training and specifically providing classroom and scenario training space. Since all the curricula in the public safety training is mandated by Peace Officers Standards and Training (POST) and evaluated by this oversight agency, the Committee on Instruction accepts these curricula as received, with no modifications or changes.

When course outlines are submitted to the Committee on Instruction, the committee reviews the course outlines, provides suggestions for modification when necessary, and then when merited approves the outline. The Committee on Instruction checks on the completeness, quality, and rigor of the content of the course outline. More importantly, the committee brings its college-wide perspective to the course offering under discussion, looking for problems in content duplication and inconsistency, to mention just a few.

Courses that have not been offered in three years are banked (deleted from the *Catalog* listing of active course offerings). Reinstating a course that has been inactive for three or more years requires that the course undergo a new approval process.

Regular evaluation of a program's courses occurs during the cyclical program review process. All courses and programs are scheduled for review on a six-year basis. Evaluation may be initiated sooner if the University of California or California State University campuses with which College of San Mateo has articulation agreements inform College of San Mateo that a specific course outline needs to be updated.

Because College of San Mateo does not offer noncredit courses, that aspect of this standard is not applicable.

Appraisal

College of San Mateo has well-established institutional practices for the development, approval, administration, and periodic evaluation of its courses and

programs. Of the respondents to the *Faculty/Administration Survey*, 85.2 percent were satisfied that the faculty are sufficiently involved in work done by committees such as the Committee on Instruction. However, only 57.3 percent of the same respondents thought that the program review process is effective. In the revision of the program review process currently underway, the college is attempting to address concerns about program review.

Plan

Conclude the program review document revision that is currently underway.

4D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on “Principles of Good Practice in Distance Learning.”

Description

The Subcommittee on Distance Learning, an ad hoc committee of the Committee on Instruction, recommended a policy and accompanying forms that would cover electronic delivery systems; that policy and related forms were adopted by the Committee on Instruction in the spring of 1999. The policy and forms for courses offered through electronic delivery systems were based on a study and discussion of the *Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning*, *Stylistic Considerations in Writing Course Outlines of Record*, and the Title 5 wording governing “regular effective contact.”

Online courses, both new and converted lecture courses, must have an integrated curriculum, following the *Stylistic Considerations in Writing Course Outlines of Record*; must be separately reviewed by discipline and technical experts; and must demonstrate “regular effective contact,” using the set of guidelines developed by the Subcommittee on Distance Learning.

Appraisal

The Subcommittee on Distance Learning incorporated the principles of good practice in developing a policy for offering curricula through the electronic delivery systems. The Committee on Instruction has taken into consideration the latest memos and guidelines from the statewide Academic Senate, particularly the directive from the California Community Colleges Chancellor’s Office asking local senates to define “regular effective contact” and to adopt a separate approval process for online courses. College of San Mateo has defined “regular effective contact” to mean some direct face-to-face or electronic contact between the instructor and students for all distance education courses.

Plan

None

4D.8 *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.*

College of San Mateo does not offer curricula in foreign locations to students other than U.S. nationals.

Standard Four Document References

- 4.1 San Mateo County Community College District (SMCCCD) Mission Statement
- 4.2 College of San Mateo (CSM) Schedule of Classes, Fall 2000
- 4.3 Community Education Schedule of Classes, Winter-Spring 2000
- 4.4 CSM Research Briefs, Volume 9, Number 1, September 1999
- 4.5 CSM Student Satisfaction Survey, Summer 1999
- 4.6 Technology for 21st Century Learning, Fall 1995
- 4.7 CSM Counselor/Advisor Handbook, 1999-2000
- 4.8 CSM Catalog, 2000-2001
- 4.9 CSM Faculty/Administration Survey, Summer 1999
- 4.10 CSM Research Briefs, Volume 7, Number 3, May 1998
- 4.11 CSM Catalog, 1994-95
- 4.12 Program Review Document
- 4.13 Procedure for Analysis and Review of Program Review Documents
- 4.14 CSM Faculty Handbook
- 4.15 Flex Menus

- 4.16 Stylistic Considerations in Writing Course Outlines of Record
- 4.17 Course Approval Forms
- 4.18 Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning
- 4.19 Report of the Enrollment Management Task Force, February 1997
- 4.20 List of Courses Sent to the Board of Trustees for Approval, Spring 1999
- 4.21 Memo from Chair, Committee on Instruction, July 16, 1999