

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.

Standard 5.1

The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Description

College of San Mateo publishes admissions policies and procedures consistent with the California Education Code, Title 5 regulations, district board policy, and the district/college mission statement. Information about these policies and procedures is made available via the College of San Mateo *Catalog* (Ref. 5.1) and *Schedule of Classes* (Ref. 5.2), the college Web site, <http://gocsm.net>, and concurrent enrollment forms and brochures.

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

The College of San Mateo matriculation plan (Ref. 5.3), based on the state matriculation plan, was instituted in the 1987-1988 academic year and has been regularly updated since then. Information on the application for admission enables staff to determine the matriculation-exemption status of new and returning students. All matriculating students are mailed information about the appropriate steps to follow in the admissions process. Special information and assistance are offered to certain student groups (e.g., ethnic and language minority students and those with disabilities). Priority registration is available to both Extended Opportunity Programs and Services (EOPS) and Disabled Students Programs and Services (DSPS) students.

Admission to programs with limited enrollment (i.e., cosmetology and nursing) requires submission of a supplementary application to the specific department;

complete instructions for the application process can be found in the college *Catalog* and on program application forms, which can be obtained from the cosmetology and nursing department offices.

Appraisal

Access for admission to College of San Mateo is facilitated and encouraged in a number of ways, including 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. The college admissions office and high school relations counselor assist prospective students in completing the college application process on and off campus throughout the year. Day and evening services are available to accommodate the diverse needs of students. Online admission is scheduled to be available in 2001. Students seem well satisfied with admissions practices and personnel, with 88 percent of respondents to the 1999 College of San Mateo *Student Satisfaction Survey* (Ref. 5.4) expressing satisfaction with the accuracy of the portrayal of the college by admissions counselors in their recruitment and 90 percent responding that they were satisfied that the admissions staff are knowledgeable.

The Office of Public Relations and Marketing Communications works very closely with the Office of Admissions and Records to ensure that admission policies and procedures, consistent with Title 5 regulations, are clearly and consistently articulated in various publications, including the *Catalog* and *Schedule of Classes*; College of San Mateo has received several commendations for the content and presentation of these publications. While college publications are not available in languages other than English, the Office of Admissions and Records has produced a Spanish version of the application for admission to improve Spanish-speakers' access for admission.

The college effectively publishes and distributes information about its admissions policies. Direct mailing to every resident in the College of San Mateo service area, application workshops provided by outreach counseling staff, and the college Web site have helped to ensure that the community receives appropriate and timely admissions information to facilitate early application and subsequent enrollment at the college.

The Office of Admissions and Records has been working on implementing the recommendations contained in the 1996 San Mateo County Community College District *Admissions and Records Task Force Report* (Ref. 5.5). Included is the recommendation of Web access for students, enabling online application for admission, special program application (for cosmetology and nursing), financial aid application and registration, fee payment, grade reports, and transcript requests. The district plans to pilot a new Banner Web site for spring 2001 registration. The *Task Force Report* also recommended customer service training so that the staff can

develop the necessary knowledge, materials, and resources to do their job well and the necessary interpersonal skills to effectively serve the wide variety of individuals they encounter. In all, the report made 15 recommendations: 3 have been realized, 8 have been partially realized, and 4 have not been realized.

Admission screening for students applying to the cosmetology and nursing programs, both of which require a supplemental application, is consistent with Title 5 regulations. In recent years, the San Mateo County Community College District *Rules and Regulations* and corresponding procedures of the San Mateo County Community College District have been reviewed and updated to reflect accurate and consistent implementation of Title 5 regulations.

Plan

Provide customer service training to the Office of Admissions and Records staff.

Standard 5.2

The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Description

The *Schedule of Classes* and *Catalog* contain comprehensive information about College of San Mateo programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures; these documents are provided to all students. Much of this content is also covered in both the college's student orientation program and in its career and life planning classes. The *Schedule of Classes* for summer session and for fall and spring semesters is mailed prior to registration to all continuing students (students enrolled at College of San Mateo the previous semester), as well as to the residences in the College of San Mateo service area. The *Schedule of Classes* is available online and free at the campus bookstore, recreation centers, libraries, high schools, and other academic and corporate institutions; it is also available free upon request through the college's public information office. The college *Catalog* is also available from the public information office, online at <http://www.collegesource.org>, or at the college bookstore for a nominal fee. A coupon for ordering a *Catalog* is contained in each *Schedule of Classes*.

The *Catalog* is provided free to all new matriculating students as part of College of San Mateo's orientation program, and students exempt from matriculation

requirements may access it online or buy a copy from the bookstore; if they have limited funds, they may obtain a free copy from the Student Activities Office. The college also provides information about its programs and services through its Web site and several outreach efforts, including application/college workshops, financial aid workshops, Disabled Students Programs and Services orientations, Extended Opportunity Programs and Services orientations, athletic recruitment, parent events, community and career fairs, campus clubs, and KCSM radio and television.

Appraisal

Students who responded to the *Student Satisfaction Survey* were generally well satisfied with the information they received regarding enrollment processes; 87 percent indicated that they were able to register for classes they needed with few conflicts, and 78 percent indicated that channels for expressing student complaints are readily available. A majority, 84 percent, of students surveyed felt they seldom get the “run-around” when seeking campus information, and 90 percent were satisfied with the clarity and reasonableness of the college’s program requirements. This has no doubt helped contribute to the college’s achievement of an overall associate degree/certificate completion rate of 39.9 percent, higher than the statewide average of 34.3 percent.

Currently, there is an extensive array of online information available from the college Web site regarding campus policies and procedures in the areas of admissions; late registration; enrollment fee waivers; crime awareness and campus security; student conduct and disciplinary action, sexual harassment, a drug-free campus, off-campus field trips/excursions, nondiscrimination, student right-to-know, and student grievances and appeals; and student rights, including privacy rights. While the Web site includes information about deadlines for enrollment fee refunds, a credit and refund policy statement is not available on the college policy home page. Also, while A.A./A.S. degree requirements are clearly outlined in the college *Catalog* and partially listed (excluding major requirements) in the fall and spring semester *Schedule of Classes*, A.A./A.S. degree requirements are not currently listed on the college Web site. While the Web site has a uniform look and quite a bit of information, that information is not always up-to-date.

Plan

Develop a plan for maintaining and updating the college Web site.

Standard 5.3

The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Description

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. Each semester data are gathered about students' basic skills levels, educational goals, major courses of study, and hours of employment and are used by counselors and advisors to develop educational goals and appropriate referrals consistent with identified student needs. Career and life planning classes are offered to address issues such as college orientation, educational strategies, and career awareness. For students who need support in classes, 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. These services are described in the College of San Mateo *Catalog* and *Schedule of Classes*.

Extended Opportunity Programs and Services and Disabled Students Programs and Services, two of the programs offered to students through student services, are designed to address specific educational needs of the college's diverse and special populations. These two programs are categorically funded, with specific guidelines for eligibility and services. Students may be referred to these programs by counselors, instructors, and staff, or students can refer themselves directly. Moreover, some students are identified for the Disabled Students Programs and Services program by the college testing office, which administers the Computerized Assessment and Placement Program (CAPP) questionnaire prior to each placement test. During the 1999 summer and fall testing sessions, 4 percent of incoming students indicated interest in the learning disabilities program. Those students were contacted and invited to meet with a learning disabilities staff member.

The College of San Mateo Extended Opportunity Programs and Services program, which served 374 students during the 1999 fall semester and 278 students during the spring semester of 2000, is supported by three faculty and two classified staff members and is located in Building 20. Students participating in this program must carry 12 units, qualify for the Board of Governors Enrollment Fee Waiver, have completed fewer than 70 units of college-level courses, and meet educational and low income guidelines. Services available to students in this program include counseling, transportation and book fees, tutoring, and mentoring. To stay in the program, students must maintain a 2.0 grade point average and meet with the program's counseling staff at least three times each semester.

The Multicultural Center functions as a part of the general counseling program and has as its purpose recruiting and serving students who need additional support due to scholastic, social, and economic disadvantages. A coordinator and two bilingual counselors provide academic counseling and educational planning to help students

identify and reach their goals, as well as referrals to college resources such as the Transfer Center, the Financial Aid Office, and Student Activities programs.

The College of San Mateo Disabled Students Programs and Services program, which serves students with verifiable disabilities who need educational accommodations to help them succeed in college, provided services for 675 students in the 1998-99 academic year, according to the Disabled Students Programs and Services program review report (Ref. 5.6). The program's services include counseling, note taking, reader services, mobility assistance, special parking permits, assistance with classroom access, orientation to the campus, test accommodations, assistive technology classes, adapted physical education classes, and learning disability assessments. Students with disabilities are regularly referred to the various tutoring centers on campus; in addition, specialized tutoring is available on a case-by-case basis. Qualified students are encouraged to meet with the program's staff prior to the start of the semester so that appropriate support services can be determined. A new student orientation is offered to familiarize incoming students with the program. Student data and services for all Disabled Students Programs and Services centers are collected and reported yearly to the California Community Colleges Chancellor's Office.

Services for disabled students are available in several locations at the college.

- The Disabled Student Center, located in Building 16, is staffed by a full-time counselor/specialist and one part-time office assistant. The program focuses on facilitating access, academic assistance, and general orientation.
- The Learning Disability Center, soon to be relocated in Building 16, is staffed by a full-time office assistant and one full-time specialist who conducts learning disability evaluations and develops educational plans and services for students based upon their specific limitations.
- The Assistive Technology Center, also soon to be relocated in Building 16, is staffed by one full-time specialist and offers students specialized training in the use of assistive hardware and software.
- Adapted physical education classes are held in Building 8 and in the college swimming pools, and students are referred to this program by medical staff, instructors, and counselors. Two full-time instructors, one part-time instructor, and several instructional aides and assistants staff the adapted physical education classes, which are designed to help improve students' level of physical fitness, with progress monitored and tracked for completion and success. All services are provided by the physical education division through classes such as aquatic exercise, weight training, back care, advanced weightlifting, and specialized assessment classes.
- The Transition to College program, located in Building 15, provides educational support for students with psychological disabilities. A part-time counselor provides academic and disability management counseling and liaison with community resources. Classes offered include orientation to college, study skills, and disability management. In addition, several interns and student assistants provide peer counseling and educational coaching.

- The Workplace Wellness program, located in Building 8, was created to address the needs of those individuals within the community who are at risk of losing or not maintaining physical ability on the job. Assessment procedures, goal identification, and classes track student success, and the adapted physical education staff collect and report student data and services as required by the grant which made the program possible.

The Career Services Center houses a comprehensive career center. Services include career counseling, career courses, a resource center connected to the Web, the cooperative education office, the transfer center, and a job placement office. The Career Services Center is the site of employer interviews as well as the hub for CalWORKS and CSM Connects and is linked to the local community through the One-Stop Centers for San Mateo County. The Career Services Center serves all students and is uniquely situated to assist students on an individual-appointment or group basis. A primary goal of the center is to better prepare students for the changing workplace by increasing their understanding of the relationship between education and employment and by improving their career and educational decision making skills.

The Tutoring Center, located in the Library Learning Center on the lower level of Building 9, provides students with tutoring on a drop-in basis, one-on-one, or in small groups. According to the center's coordinator, 4 to 5 percent of the student population receives tutoring services, and presently 85 tutoring hours per week are available for tutoring in all subject areas. (The Tutoring Center is covered in more detail in Standard Six: Library and Learning Resources.)

In addition to the above-mentioned autonomous programs and services, a variety of classes and services offered through the college's instructional divisions further support students' educational needs, a few examples of which are the following:

- The Math Resource Center, established in the fall of 1999, provides tutorial support for students taking an array of math classes and is staffed by instructors, several instructional aides, and student tutors. Based on evaluations and surveys, the center's staff expect its services to continue and improve.
- English 850, Writing Workshop, is offered as a class by the English department and staffed by English and English as a Second Language instructors, one part-time instructional aide, and several student assistants. Meeting individually with instructors, students can improve their writing skills by working on class assignments or on specific skill-building activities.
- English 853, Writing Instruction with Computer Resources, is another class offered by the English department. It is staffed by a full-time instructional aide, student assistants, and several instructors, who are available to assist students in any part of the writing process. Most students who enroll in the class hear about it through class presentations or word-of-mouth or are referred by counselors and instructors. As part of the class, students learn how to use computers to research and write essays and to communicate with teachers through e-mail, as well as learning skills for Internet access and use.

Appraisal

Taken as a whole, the college appears to be successful in identifying student needs and in establishing programs and services to meet those needs. Students who are at-risk have opportunities to reach their educational goals and attain personal success through the use of College of San Mateo's special programs, services, and classes.

Students have indicated their satisfaction through the *Student Satisfaction Survey* administered in 1999 and through interviews conducted as part of formal program reviews and site visits. Of the respondents to the student survey, 86 percent believed that tutoring services are readily available on campus; 94 percent agreed that the college demonstrates a commitment to meeting the needs of students with disabilities; and 93 percent agreed that the college is committed to meeting the needs of under-represented students. In the 1999 College of San Mateo *Classified Staff Survey* (Ref. 5.7), 77 percent of respondents agreed that the college fosters an educational environment supportive of ethnic minority students, and 92 percent of the respondents to the *Faculty/Administration Survey* (Ref. 5.8) felt that the college has been very effective in providing support services for students with disabilities.

Appraisal of the Extended Opportunity Programs and Services and Disabled Students Programs and Services programs is also possible through the recommendations resulting from the California Community Colleges Chancellor's Office site reviews of those two programs in October 1999 and November 1999, respectively. To address the recommendation that Disabled Students Programs and Services centralize, the college has begun the process of remodeling two rooms that will house the Disabled Student Center, the Learning Disabilities Center, and the Assistive Technology Center. In response to the recommendation that Extended Opportunity Programs and Services expand its outreach and visibility, a variety of activities have been initiated: a summer college readiness program, high school and community center visits, and campus presentations to basic skills and English as a Second Language classes. Program staff are also following up on BOGG-eligible students and those who express interest in the Extended Opportunity Programs and Services program on the college application form. Program staff report an increase of enrollment from previous years. Meanwhile, through questionnaires and interviews conducted as part of the state Chancellor's Office review, students reported that the services of Extended Opportunity Programs and Services and Disabled Students Programs and Services had been a factor in their success and cited a high degree of satisfaction with the staffs' knowledge and follow-through of services.

Plan

None

Standard 5.4

The institution involves students, as appropriate, in planning and evaluating student support and development services.

Description

College of San Mateo has a history of involving students in planning and evaluating student support and development services. Students have the opportunity to be appointed to almost every college committee except those dealing with professional staff development. During the 1999-2000 academic year, students appointed by the Associated Students participated on the following committees:

- College Council, which facilitates the implementation of shared governance throughout the college and serves as the principal forum in which the college addresses issues related to planning and program review;
- Governing Council, which serves as the policy-making body of the faculty's Academic Senate;
- The Student Development Committee, which explores issues affecting students, especially the areas covered by the matriculation plan and implementation of the student equity plan;
- Committee on Instruction, which advises the vice president for instruction concerning curriculum and instructional procedures, long-range educational priorities, and curriculum planning;
- The College Auxiliary Services Advisory Committee, which assists in maximizing customer satisfaction with the bookstore and food services operations; and
- The Safety Committee, which promotes a safe institutional environment for staff and students and reviews plans for major disasters.

In addition, students are invited to participate on the screening committees for administrative positions, including college president, vice presidents, and deans, and at least one student was assigned by the Associated Students to work on each of the standard committees for this accreditation self-study.

Appraisal

The bylaws of the Associated Students contain procedures by which the Associated Students president can appoint students to college committees. Committee representatives report to the Associated Student Senate meetings, the minutes of which are published for the student body. However, the college does not have an official written policy pertaining to students serving on committees. Efforts are being made by the district Associated Students to advance a proposal for an official policy regarding the inclusion of students in the committee process and their responsibilities as members of college committees.

The student services program review for student activities done in 1995 called attention to the need for committees to accommodate students who have complex class schedules and work hours likely to prevent them from serving on committees. While student participation on college committees varies from year to year and student to student, the president of the Academic Senate Governing Council and chair of the Committee on Instruction reported that during the 1999-2000 academic year the attendance of their student members was exceptionally good and that the students contributed positively during the meetings.

Even though no surveys or research studies have been conducted on students regarding their role on committees, it is generally felt by the Student Activities Office staff that students feel that their involvement on committees does affect committee deliberations and outcomes.

In addition to students having a voice through committee membership, students also make their opinions known through informal campus polls and ballots. In the spring of 2000, for example, students were polled to determine their opinion regarding midterm grades versus an "early alert" system to measure within-term academic progress.

Students also play a very significant role in the planning of various student support services. Of particular note, the students are responsible for creating an annual Volunteer Fair which links students with more than 60 volunteer agencies in the San Francisco Bay area. Students also sponsor a number of major annual outreach programs, such as Raza Day, African American High School Day, and Polynesian High School Youth Forum, all-day activities that attract from 400 to 700 at-risk high school students. These outreach projects are organized entirely by students. Students also played a major role in the conception and implementation of the policies and procedures for the sale of student body cards, and students are presently in the process of developing an intramural sports program and an alumni association, which are scheduled to be launched during the 2000-2001 academic year.

Plan

Develop and administer student surveys to determine student perceptions about the degree to which they believe their role on committees affects the deliberations or outcomes of the committees' work.

Develop an official written policy pertaining to students serving on committees.

Standard 5.5

Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Description

Admission to College of San Mateo is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from instruction. The college maintains an open enrollment policy and does not require test scores for admission.

The college nondiscrimination policy published in the *Catalog* and *Schedule of Classes* applies to admission and all aspects of matriculation, including assessment instruments and placement practices. Exceptions to the usual admission policy exist for the cosmetology and nursing programs, which have special admission requirements consistent with established criteria and other California community colleges.

The college follows closely the standards for admission required by the California Education Code, and in past years a good effort has been made to accommodate and mainstream students with disabilities and social disadvantages. Admissions staff and counselors are aware of specialized programs and services for students. Information cards and brochures are available in the admissions and counseling offices. Orientation and assistance is offered to students with special needs, and students can receive assistance early in the admissions process, as well as during counseling and advisement sessions. The college instituted SMART, the district touch-tone telephone registration system, in 1995, with a Spanish translation added in 1999. Disabled Students Programs and Services staff often assist students in accessing SMART, and a teletypewriter is available for student use in the Disabled Student Center.

New students, except those who are exempted from matriculation requirements or who meet other criteria (such as a 3, 4, or 5 on an appropriate AP exam) 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. The English, reading, and mathematics test placements are used in combination with other relevant information in this 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.

The District Matriculation Advisory Committee—comprised of the vice presidents for student services, the matriculation coordinators, and other faculty, students, and

administrators—oversees the evaluation and effectiveness of placement tests; however, in accordance with the *Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges*, 3rd Edition, revised January 1998 (Ref. 5.9), the final responsibility for proper use of assessment instruments, procedures, and resulting scores rests with college faculty. As needed, and in consultation with the committee, faculty review tests that have been approved by the California Community Colleges Chancellor's Office and select those instruments best suited to the three district colleges' curricula and student populations.

Information concerning the location, dates, and times for placement tests appears in the *Schedule of Classes*. 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. Students may take the reading and English tests only once, but they may retake the same level mathematics test, one time only. Student test result reports are computerized and maintained for three years.

The college uses the following assessment instruments, which have the full approval of the state Chancellor's Office, to make placement recommendations for appropriate English, reading, and mathematics classes:

- The Companion to the Computerized Placement Test (CPT) for course placement in reading and English (English course placement is based on a combination of the scores of two tests: reading comprehension and sentence skills);
- An English as a Second Language writing test for composition course placement for non-native speakers of English;
- The Secondary Level English Proficiency (SLEP) test for reading and conversation/speech course placement for non-native speakers of English;
- The Mathematics Diagnostic Testing Project (MDTP) test for mathematics course placement for pre-algebra, elementary and intermediate algebra, and precalculus.

Placement tests are intended, of course, to measure skills that closely relate to academic success. When students believe that the placement test results do not accurately measure their academic ability, they may challenge these results. A guideline for challenging reading or English placement is available in the language arts division office. Students who wish to challenge their math placement are directed to talk with the dean of math/science.

Appraisal

Assessment instruments and placement practices seem to be effective at College of San Mateo. According to the 1999 assessment program review (5.10), longitudinal data indicate that College of San Mateo students complete the courses into which

they are originally placed at higher rates than those of their statewide counterparts. In addition, College of San Mateo students' progress beyond basic skills coursework is above the statewide average. Moreover, 83 percent of the respondents to the *Faculty/Administration Survey* indicated that the placement tests are effective when assessing new students' skill levels in math, writing, and reading and that test results provide appropriate course selection. In addition, 90 percent of the respondents to the *Student Satisfaction Survey* felt that the assessment and course placement procedure is reasonable.

Plan

None

Standard 5.6

The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Description

College of San Mateo provides services to students in many ways. General counseling and academic advisement are available on campus with individual counselors or in the drop-in counseling center, which maintains flexible hours to serve both day and evening students and is located in Building 1, close to a number of other student services offices, such as financial aid, academic advising and counseling, the health center, admissions and records, the international student center, and psychological services. All of these offices are accessible for students who have physical disabilities; offices located on the second floor are accessible by elevator. Moreover, the 1998 program review of the Disabled Students Programs and Services program reported that "there are appropriately marked and sized accessible parking spaces in lots around the campus so that students and visitors with disabilities can access the campus fairly easily. The College provides numerous spaces near the DSP&S Office for students to attend classes and receive services."

If they are enrolled in online courses and/or are not able to get to the college in person, students may access information about an increasing number of programs and services via the Internet. During the 1999-2000 academic year, 787 students were enrolled in 30 online courses at College of San Mateo, and the demand for distance learning courses is expected to continue. Some academic departments, such as computer and information science, offer online academic advisement. Moreover, e-counseling services were provided in the fall of 2000 by a full-time counselor, and the goal is to expand this service in the spring of 2001. An online

orientation course is in the development phase, with plans for its implementation in the fall of 2001.

Appraisal

Students report many positive impressions about services at College of San Mateo. From 79.6 percent to 93 percent of respondents to the *Student Satisfaction Survey* reported satisfaction with services provided by the Financial Aid Office, the Career Services Center, the Tutoring Center, counseling and advisement, and the Office of Admissions and Records. Of the students responding, 87.6 percent reported that academic support services adequately meet their needs. Moreover, the 1998 Disabled Students Programs and Services program review commendations include the statement that “students with learning disabilities reported being highly satisfied with services provided through DSP&S.” Of the respondents to the *Faculty/Administration Survey*, 77.1 percent agreed that the college is effective in providing academic counseling services to students, and 86.6 percent and 86.3 percent agreed that the college is effective in providing career and personal counseling services, respectively.

One drawback to easy accessibility, however, has been that student services centers are located in various parts of the campus. Plans are in progress to establish closer proximity of student services programs.

While many College of San Mateo counselors/advisors answer student inquiries via e-mail on an individual basis, the demand for services exceeds their ability to respond. The development of an online matriculation and advisement framework that will support continuous responsiveness to students is important to providing more timely information through an alternative delivery method.

Plan

Evaluate Web-based advisement and counseling services and develop standards and procedures for those services.

Standard 5.7

The institution, in keeping with its mission, creates and maintains a campus climate, which serves and supports its diverse student population.

Description

The College of San Mateo *Report of the Enrollment Management Task Force* (Ref. 5.11) acknowledged that a healthy campus climate encourages a sense of belonging,

ownership, and pride among students. One of the primary ways in which College of San Mateo maintains a campus climate supportive of its diverse population is by celebrating the community's rich diversity through 45 active college clubs that appeal to students' career interests, ethnic and cultural heritage, social/political concerns, sports interests, and need for social and academic support. The Student Activities Office, in conjunction with the college clubs, holds yearly events—such as African American High School Day, the Spring Cultural Festival, Dia de Las Americas, and Chinese Culture Day—the purpose of which is to recognize, draw awareness to, and celebrate diversity.

Part of maintaining a campus climate supportive of a diverse student population is accomplished by offering student services targeted to specific student populations, thereby making students feel they belong at the college. Some of the programs established to meet the needs of the college's diverse students are the following: the Cooperative Agencies Resources for Education (CARE) program, which helps single parents pursue their education; the Extended Opportunity Programs and Services program, which gives qualified students from disadvantaged backgrounds financial and academic support; the Career Services Center, which helps students with career selection, job seeking, and enhancement of their current job skills; the Mary Meta Lazarus Child Development Center, which assists students who have young children (ages 2 ½ through 5) with inexpensive child care; and the Disabled Students Programs and Services program, which offers five support programs to help students who need physical and psychological support. In addition, the Multicultural Center uses bicultural and bilingual counselors to help students achieve their personal and academic goals. Also, the college instituted a Spanish script for touch-tone telephone registration in the spring of 2000 to go with a Spanish language orientation film. Psychological services offers personal counseling to support students in meeting their educational and life goals. In their efforts to best provide support for the college's diverse students, the psychological services staff are committed to selecting counseling interns who represent a wide range of diversity.

Mentorship programs also help the college maintain a climate supportive of the college's diverse students and their unique social and academic needs. The Student and Teacher Excellence through Mentoring (STEM) program connects faculty and staff with students on a personal basis, and the Puente program uses community role models to assist students on their academic pathway to success.

Other programs as well assist in maintaining a campus climate supportive of diverse students' needs. San Mateo Middle College High School, an alternative education collaboration between the San Mateo Union High School District and College of San Mateo, provides a supportive, flexible, academically enriched program for high school juniors and seniors whose needs are not met in the traditional high school setting by offering them college courses along with personal support. AIFS, the foreign study program in which the college participates, gives interested students an opportunity to study abroad while, conversely, the International Student Center

assists international students who have come to this country to study. And, the honors program provides the opportunity for students with outstanding academic achievement to be challenged with specialized, rigorous courses.

To evaluate whether College of San Mateo meets its goal of supporting a campus climate supportive of its diverse population, the *Report of the Enrollment Management Task Force* suggested ongoing assessments of campus climate, which the college has carried out using a variety of means: statistical surveys of faculty, staff, and students; a paper and pencil survey of students; telephone interviews of non-returning students or students who applied for admission but did not follow through in attending the college; focus groups of students who are in student government and those who are not; and “random intercept” one-on-one conversations with students on campus at different times of the day and evening.

Appraisal

In the *Student Satisfaction Survey*, 87.5 percent of the respondents said that they felt a sense of belonging at College of San Mateo. Most students, 87.3 percent, were somewhat to very satisfied that faculty care about them as individuals, and 88.6 percent of respondents felt that the general attitude on campus is one of respect and supportiveness. However, on an item which asked whether the college shows concern for the students as individuals, 18.5 percent felt anywhere from somewhat unsatisfied to not satisfied, and 21.7 percent of students felt some dissatisfaction with security staff, 20.5 percent were not satisfied with their academic advisors’ concern about their success as individuals, and 20 percent believed financial aid awards are not announced in time to be helpful in college planning.

The *Report of the Enrollment Management Task Force* made two recommendations that might, if implemented, have a positive effect on campus climate. One of the recommendations was to establish a high standard of customer service throughout the college through college-sponsored training, with follow-up support for every member of the campus community; the second recommendation was to establish a student information/feedback hotline to accept suggestions on how the college can improve its service. One method for measuring the success of the training and the hotline could be continual campus climate surveys. Similar recommendations were also made in the 1993 *Student Equity Plan* (Ref. 5.12) and in the 1996 *Student Equity Plan – Development and Progress to Date* (Ref. 5.13). To date, neither the college-sponsored training nor the student hotline has been established.

Another issue related to the college’s creating and maintaining a campus climate that will best serve and support its diverse student population is the fact that College of San Mateo’s faculty and administration do not reflect the racial and ethnic backgrounds of the college’s students. While 6.3 percent of the college’s students identify themselves as Filipino, only 1.2 percent of the faculty and 5.9 percent of administrators are Filipino; while 15.6 percent of the students are Hispanic, only 5.8

percent of the faculty and 11.8 percent of administrators are Hispanic; and while 22.1 percent of the students are Asian, only 6.4 percent of the faculty and 5.9 percent of administrators are Asian. In contrast, while 3 percent of the college's students identify themselves as African American, 8.8 percent of the faculty and 5.9 percent of the administrators are African American, and while 46.5 percent of the students are White, 77.8 percent of the faculty and 70.5 percent of administrators are White. The data on gender diversity show that 46.2 percent of the faculty and 52.9 percent of administrators are female compared with a student population that is 51.9 percent female; 53.8 percent of faculty and 47.1 percent of administrators are male, compared with a student population that is 48.1 percent male.

Since the first person a student encounters when coming to the college is likely to be a classified staff member, the college realizes that it is important for classified staff to be diverse, as well. While 3.0 percent of students are African American, 7.3 percent of classified staff are African American; 6.3 percent of students are Filipino, and 6.7 percent of classified staff are Filipino; 15.6 percent of students are Hispanic, and 12.7 percent of classified staff are Hispanic; 22.1 percent of students are Asian, and 10.7 percent of classified staff are Asian; 46.5 percent of students are White, and 58.7 percent of classified staff are White. With regard to gender, 48.1 percent of students are male, and 51.9 female; 34 percent of classified staff are male, and 66 percent female.

Plan

Invest in customer service training for staff to train them to better serve diverse student populations.

Establish a student information/feedback hotline to gather data to improve campus climate.

Continue to work toward greater diversity in hiring so that the racial/ethnic backgrounds of faculty, administrators, and classified staff more closely match the racial/ethnic diversity of College of San Mateo's students.

Standard 5.8

The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Description

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

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

Associated Students of the College of San Mateo (ASCSM) provides co-curricular activities that support personal growth through student government, clubs, and student activities.

The student governing body at College of San Mateo is the Student Senate, which consists of a number of elected and appointed positions that give students the opportunity to learn self-governance, as well as to work with faculty, staff, and administration in shared governance. Students involved in the Student Senate develop leadership skills, learn to work cooperatively, and assume great responsibility in their senate positions. In an effort to assist students in their development of leadership skills, a one unit Career 680 course, Leadership for Service and Social Change, was developed.

In addition to offering students opportunities to participate in student government, Associated Students of College of San Mateo, along with many of the individual campus clubs and organizations, provides a variety of opportunities for students to become involved in community outreach activities. An annual Volunteer Fair is co-sponsored by the students and CSM Connects, a service learning program. At this fair, students connect with non-profit and public agencies and learn of volunteer service opportunities. Beyond this annual Volunteer Fair, individual clubs sponsor community service projects, such as working with Habitat for Humanity, and outreach programs to reach at-risk youth who might not be considering a college education. These outreach events include Raza Day, Polynesian High School Forum, Middle School Day, and African American High School Day.

Giving students practical experience in the management of a food service business, the International Café is operated by the Associated Students of College of San Mateo. By working at the café, students develop skills in the areas of employee relations, public relations, financial systems, accounting, and purchasing.

The Student Activities Office, a drop-in information office located in the Student Center, plans and coordinates a number of events and programs, many of which offer cross-cultural experiences and promote cultural awareness. Additionally, a glance at the list of the college's student clubs and organizations in the *Catalog* reveals that many campus clubs are culturally specific and promote social responsibility. In addition, the Student Activities Office frequently sponsors guest lecturers who speak on current events and political issues. These lectures serve to raise students' awareness, foster critical thinking, and promote social responsibility.

The Student Activities Office also sponsors the publication of the *Monday Morning Blues*, an ad hoc student publication that addresses issues of concern to students. This publication is completely student-run, thus giving students the opportunity to develop skills in areas such as planning, marketing, reporting, and distribution.

Beyond the activities of the Associated Students of College of San Mateo and the Student Activities Office, a second major co-curricular means through which the college fosters intellectual, ethical, and personal development for its students and encourages personal and civic responsibility is through its recently initiated CSM Connects. CSM Connects is coordinated by a full-time counselor and has four components: the community involvement program; service learning; one-shot volunteer community service; and the Volunteer Fair, co-sponsored by the Associated Students and explained above.

The community involvement program, a self-directed course listed in the *Schedule of Classes* under Cooperative Education as COOP 650, enables students to do volunteer community service projects that help them meet their educational objectives.

In the service learning component of CSM Connects, efforts are made to incorporate community service learning experiences into existing courses. Instructors are encouraged to add a volunteer service component to their curriculum; service learning can be any course-related activity in which a student provides volunteer service to a community organization. This is a relatively new program, but a number of faculty training sessions have been offered and the number of involved faculty has grown from six to eighteen over the last year. Small stipends are given to faculty as an honorarium to give recognition and show appreciation for their efforts to incorporate service learning activities into their courses.

The one-shot volunteer community service opportunities and the Volunteer Fair are co-sponsored by the Associated Students and CSM Connects. The one-shot volunteer community service opportunities are periodically planned and coordinated by individual student clubs throughout the year. These projects give students an opportunity to participate in a service project without a tremendous time commitment. At the Volunteer Fair, which is held annually, students have the opportunity to make a short- or long-term commitment to providing volunteer service at a community agency. The one-shot volunteer community service program and the Volunteer Fair give students an opportunity to get involved in community projects.

A third major co-curricular means through which students' intellectual, ethical, and personal development is fostered at College of San Mateo is through its athletic programs and intercollegiate sports, which promote personal development through teamwork, sportsmanship, and personal fitness. Student athletes receive information on living a healthy drug-free life and sign an agreement to be drug-free.

College of San Mateo participates, under the auspices of the California Commission on Athletics and the Coast Conference, in intercollegiate athletics in a variety of sports. Women can participate in cross country, track and field, basketball, softball, and tennis; men can participate in cross country, track and field, football, and

baseball. Through participation in these intercollegiate sports, students develop personally in the areas of teamwork and sportsmanship.

Fourth, students' ethical and personal development, along with their personal responsibility, are supported by the college's health center, which conducts programs and offers services that promote students' responsibility for their own health. This includes students taking advantage of preventive services that are available through the health center, such as family planning, immunizations, and HIV testing and counseling.

In its effort to increase awareness and promote responsible choices, the health center hosts a number of health education and information events, including sponsoring topic-specific health information tables on a monthly basis, giving class presentations, disseminating brochures, and conducting an annual health fair, at which at least 30 different community agencies are represented and make services and prevention literature available to the students. Topics are diverse and include, among others, sexually transmitted diseases, drugs and alcohol, HIV, smoking, cancer, and crisis intervention. The health fair has been a successful event, with over 1000 students attending. Moreover, a number of the college's nursing and dental and medical assisting students help in the planning and implementation of the event, thereby gaining an opportunity to assume civic responsibility through helping to educate their fellow students.

In addition, the health center has been successful in obtaining a grant for the development of a Drug and Alcohol Prevention Program (SPARK), and a dedicated area in the Student Center, visible and accessible to students, has been established as the SPARK Center. Prevention activities have been conducted campus-wide, among them drug-free sponsored events, classroom presentations, and seminars for faculty.

Finally, working in conjunction with the health center, the San Mateo County Health Department held a satellite clinic on campus two days a week. The clinic offered expanded medical services, such as birth control and diagnosis and treatment of sexually transmitted infections. These services encouraged students to be proactive in taking responsibility for their health.

Appraisal

Review of the primary areas that actively foster co-curricular activities indicates that the college has a strong co-curricular environment that fosters intellectual development and promotes student growth in areas of personal and civic responsibility. This is clearly demonstrated by the myriad opportunities available to students to participate in community service projects, shared governance, leadership seminars, community outreach efforts, intercollegiate sports, and healthy lifestyle choices.

This impression has been validated through the 1999 *Classified Staff, Faculty/ Administration*, and *Student Satisfaction Surveys*:

- 91.5 percent of the surveyed classified staff agreed or strongly agreed that the college “offers opportunities for student-oriented social, cultural, and athletic activities”;
- 78 percent of the surveyed faculty and administrators felt that the college is effective or very effective in conducting “a comprehensive student activities program consisting of social, cultural, and athletic activities”; and
- 94 percent of the surveyed students were somewhat satisfied to very satisfied that they are “able to experience intellectual growth here.”

Review of the student activities section of the *Program Review Recommendations and Status* (Ref. 5.14) shows that the Student Activities Office has made progress toward attaining the four goals it identified in its 1994-1995 program review. Two of the goals are directly related to co-curricular activities. One was the development of a leadership course for students. A course was developed and offered; however, there was difficulty in filling the class, due, in part, to the time and schedule demands placed on the student leaders for whom the course was designed. It has been suggested that the length and timing of the course be re-evaluated. The other goal was to increase outreach activities to the community. In fact, outreach activities have increased dramatically with the implementation of new programs such as the College of San Mateo Ambassadors outreach and campus tour program, the Volunteer Fair, individual clubs’ participation in community activities such as Habitat for Humanity, and various club-sponsored campus events such as Raza Day, Polynesian High School Forum, Middle School Day, and African American High School Day.

CSM Connects, while a fairly new program, seems to be successful. The service learning component has been gradually expanding, and the number of involved faculty has grown, with workshops offered during faculty flex days. An obstacle that some faculty have encountered when trying to implement a service project is the need for additional funding; College of San Mateo has obtained a California Community Colleges Chancellor’s Office grant for 2000-2001 to assist in this area.

The Volunteer Fair, which was held for the first time in the spring of 1999, was well attended, with 40 agencies being represented. The actual number of volunteer sign-ups obtained from this effort is not known; however, there was good attendance at the event and the organizations involved were happy with the response they received from the students. The second Volunteer Fair, which was held in the spring of 2000, included more than 60 community organizations and was also very successful.

Intercollegiate sports also seem to be successful in fostering College of San Mateo students’ development and encouraging their sense of responsibility. The transfer rates of the approximately 220 students who participate in the athletic program each year are high, with approximately 70 percent of the student athletes on the football

team transferring and continuing with their academics and athletics. Moreover, all of the second-year student athletes on the women's basketball and softball teams during the 1999-2000 academic year transferred to four-year institutions. And, over the past five years, 60 of 63 sophomore baseball players either transferred to four-year institutions or signed professional contracts.

The success of the athletic teams is impressive. The women's softball and men's baseball teams usually qualify for post-season competition, and athletes in track and field often lead the state in their events, their success enabling many student athletes to receive athletic scholarships to continue their studies and athletics at senior institutions.

The health center also appears to be successful in assisting the college's students in ethical and personal development and in encouraging them to assume personal responsibility. Of the respondents to the *Faculty/Administration Survey*, 98 percent felt that the college is very effective or effective in operating a student health service that includes health maintenance, preventive medicine, and referral services.

According to the *Program Review Recommendations and Status* report, since its 1997-1998 program review, the health center has made progress in all three of its goals: to improve visibility and accessibility, to hire someone to focus on prevention education, and to expand clinical services. Visibility and accessibility were identified as problems in a student survey conducted by the health center in the spring of 1997. Of the students surveyed, 75 percent had never used the health center, and 66 percent were unaware of the location of the health center, on the second floor of Building 1. Visibility and accessibility were helped by the allocation of additional space to the health center on the first floor of Building 1 for use as the San Mateo County satellite clinic; visibility and accessibility have also been improved for the Drug and Alcohol Prevention Program (SPARK), which now has a dedicated area in Building 5. Planning is in progress to move the health center to Building 5, in order to make it more visible and accessible to students.

While the first goal was to improve the visibility and accessibility of the health center, the second goal was to hire someone to focus on prevention education, and this second goal has also been met. Prevention education is being addressed through the work of the SPARK project director, partially funded through the help of a county grant.

The health center's third goal, to expand clinical services, had also been met. Clinical services had been expanded through a collaborative relationship with the San Mateo County Health Department. The medical services offered through the San Mateo County satellite clinic were very well received; while this clinic was operational for only one year, it averaged 80 visits per month, and funding is being sought to ensure that these services continue.

Plan

Evaluate, with the intent of redesigning, the Career 680 course Leadership for Service and Social Change so that more student leaders can take advantage of the class.

Increase faculty awareness of and involvement in CSM Connects.

Make health services even more visible on campus so that students can be better informed and take advantage of the numerous services available to them.

Standard 5.9

Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Description

College of San Mateo student records are maintained in three forms: paper, microfilm, and electronic. Special attention is given to the protection of the confidentiality of records, in full compliance with the Family Educational Rights and Privacy Act and related regulations, with access to student records restricted to selected administrators, faculty advisors/counselors, and classified support staff who have a legitimate professional need for such access. The approval of the dean of admissions and records, officially designated as custodian of records, is required before access to student records is granted to any other employee. Every effort is made to ensure that only appropriate people have access to student records.

Records appropriate for permanent storage that originate on paper are microfilmed to provide backup storage, and copies of microfilm reels are stored in a secured underground location separate from the Office of Admissions and Records. Copies of records stored electronically in the district's administrative computer system are routinely generated at regular intervals and stored at a remote storage facility to provide secure backup in case of fire or other disaster that might affect the San Mateo County Community College District data center. The district maintains off-site storage of database backups that could be used to restore data files destroyed by fire or other local disaster. The exact location of remote storage facilities is not divulged for reasons of security.

Appraisal

College records are maintained in a secure manner that provides adequate backup in the event of a disaster. In the absence of any problems or complaints with regard to

the maintenance of student records, it seems safe to conclude that the college adequately meets this standard.

Plan

None

Standard 5.10

The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Description

College of San Mateo student services programs conduct self-assessments on a six-year program review cycle (1992-1998, 1998-2004). The program review reports are forwarded to College Council for review. Executive summaries of program reviews are forwarded to the district office and presented annually in an information report to the San Mateo County Community College District board of trustees.

In addition to the self-assessments of student services programs, the state Chancellor's Office conducts external assessments for Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), financial aid, and the Mary Meta Lazarus Child Development Center. These reviews are contracted to outside agencies. The latest program reviews of the Disabled Students Programs and Services and Extended Opportunity Programs and Services programs were conducted during the fall of 1999.

Appraisal

The college is very successful in its systematic evaluation of the appropriateness, adequacy, and effectiveness of its student services and does, indeed, use the results of the evaluation as a basis for improvement. Evidence of this is in the consistent, complete, and timely program reviews that have been done of all of the college's student services programs. More evidence is in the attention paid to the monitoring of the status of the recommendations resulting from those program reviews. Student services program review recommendations become goals for the appropriate student services administrator. Some recommendations are acted on immediately, and some are addressed as funding permits; all recommendations continue to be subject to future program reviews.

In December of 1999, the vice president for student services submitted a student services *Program Review Recommendations and Status* report to College Council for review. This seventeen-page report states the recommendations emanating from each of the twelve student services programs' program reviews during the first six-year review cycle and the first year of the second cycle; beneath each recommendation, the report states whether the recommendation has been met, partially met, or not met and includes comments regarding the status of the recommendation. Of the 52 recommendations, 16 have been fully met, 26 have been partially met, and 10 have not been met, awaiting funding or staff time to initiate their implementation.

A good faith effort has been made to use the recommendations from the evaluations as a basis for improvement, and progress continues to be made in meeting them. Lack of funding and logistical problems have often been the causes for delays in progress.

Plan

Update the *Program Review Recommendations and Status* report each year to reflect annual progress in achieving the recommendations.

Standard Five Document References

- 5.1 College of San Mateo (CSM) Catalog, 2000-2001
- 5.2 CSM Schedule of Classes, Fall 2000 and Spring 2001
- 5.3 CSM Matriculation Plan, Revised, Activities, Staffing and Goals, March 1999
- 5.4 CSM Student Satisfaction Survey, Summer 1999
- 5.5 San Mateo County Community College District (SMCCCD) Admissions and Records Task Force Report, December 1996
- 5.6 Disabled Students Programs and Services Program Review, 1998
- 5.7 CSM Classified Staff Survey, Summer 1999
- 5.8 CSM Faculty/Administration Survey, Summer 1999
- 5.9 Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (3rd Edition, Revised January 1998)

- 5.10 Assessment Program Review, 1999
- 5.11 Report of the Enrollment Management Task Force, February 1997; Progress Report on Recommendations from Enrollment Management Task Force, Revised 11/18/97
- 5.12 CSM Student Equity Plan, December 1993
- 5.13 Student Equity Plan - Development and Progress to Date, September 1996
- 5.14 Program Review Recommendations and Status, December 1999