

## **Standard II.B Student Support Services**

### **II.B**

*The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

### **II.B.1**

*The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

### **Descriptive Summary**

College of San Mateo offers quality support services that enhance student learning and achievement. A primary goal of all programs and services is day and evening accessibility and responsiveness to a diverse student body, e.g. diverse cultures, ethnicities, language groups, academic readiness, educational goals, socio-economic status, disabilities, gender, and learning styles, in accordance with the college's Mission Statement (Ref. 9).

Each program and service has an identified lead person for the purpose of coordinating a comprehensive group of quality services in a clear and consistent manner. Currently there are 83 student services personnel (36 faculty, 43 classified, and 4 administrators). The Student Services Leads are a mix of faculty, classified staff, students, and all student services administrators, representing every area of student services. The Student Services Leads group works with college goals, now called strategic objectives (Ref. 8), the Student Services Planning Document (Ref. 11), and unit goals and objectives to create dynamic programs and services to support student success (Ref. 11).

The majority of student services units report directly to the dean of enrollment services and the dean of counseling/advising and matriculation; some counseling-related programs are directly supervised by the director of student support services who reports to the dean of counseling. The deans report directly to the vice president of student services (Ref. 20). There are also units that report directly to the vice president of student services (Ref. 20). Each of the units and services has a website (Ref. 58) and is described below. Financial aid services are currently available to students at CSM Coastside in Half Moon Bay, and other services will be available there in the future as space permits. All student services offices are open during the day Monday through Friday, although many have shorter hours on Friday afternoon. Many offices are also open during evening hours, and some services are available on selected Saturdays. Hours and locations are posted and are also available on the websites.

Admissions and Records, Financial Aid, International Student Program, Veterans

Services, and High School Relations are the responsibility of the dean of enrollment services.

- Admissions and Records, located in Building 1, provides admissions, registration, records maintenance, transcript evaluation, and graduation evaluation services for all students. There are eight classified staff in Admissions and Records (Ref. 24).
- The Financial Aid office provides information on grants, loans, and other forms of assistance and helps students process financial aid applications and paperwork. Financial Aid markets this service throughout the college, local high schools, and the community. Activities such as the Cash for College Day increase the visibility of funding sources for students. The office is located in Building 1. In the Financial Aid office, there are six staff members, including one director, one office assistant, and four financial aid technicians. Recently, Financial Aid opened an outreach office in the Student Center to increase its visibility. A part-time office assistant staffs this center (Ref. 25).
- The International Student Program (ISP) facilitates enrollment of residents of other countries attending College of San Mateo as F-1 Visa students. The office is staffed by a faculty coordinator/advisor and a program services coordinator and is located in Building 1. Eligibility for ISP services is based on several factors that include 1) secondary education background, 2) demonstrated command of English, 3) evidence of sufficient funds to cover tuition fees and living expenses, and 4) medical insurance coverage (Ref. 26).
- Veterans Services assists eligible students to apply for benefits through the Department of Veterans Affairs and the college is authorized by the Veterans Administration to certify students who are completing educational goals at College of San Mateo. The Office of Admissions and Records in Building 1 has two staff members who allocate a portion of their times to veterans' affairs (Ref. 53).
- The High School Relations office provides information and support to high school counselors, career and transfer offices, students, and parents as these students consider and prepare to transition from high school and attend College of San Mateo. The office coordinates College of San Mateo participation in high school college fairs and other high school sponsored programs and activities, as well as the high school concurrent enrollment program. Located in Building 1, the office is staffed by a faculty counselor/coordinator and an hourly recruiter position; increased recruitment is part of the current college FTES growth plan (Ref. 27).

Counseling Center, Assessment Center, Transfer Center, Career Development Center, CSM Connects (service learning program), EOPS/CARE, CalWORKs, Multicultural Center, and Disabled Students Program and Services (DSPS) are the responsibility of the dean of counseling/advising and matriculation. The director of student support is the direct manager for EOPS/CARE, CalWORKs, Multicultural Center, and DSPS.

- Through the Counseling Center, students access academic, career, transfer, and personal counseling assistance. The Counseling Center, the primary location for the delivery of counseling services, is located in Room 128 in a high student-traffic area of Building 5. Services are available during day and evening hours. College of San Mateo has 14 counselors, 7 adjunct counselors, and 12 academic advisors. Of the 14 counselors, one is assigned as the EOPS program counselor/coordinator, and one is evenly split between EOPS and general counseling. Two of the 14 counselors are evenly split between EOPS and the Multicultural Center. One of the 14 counseling faculty is in the DSPS program, and one is a counselor/coordinator in the Career Development Center. Of the remaining eight counselors, five have counseling assignments, and three have instructional assignments teaching career and life planning courses as well as counseling assignments. Two office assistants support counseling services in the center; additional staff providing support for counseling services are located elsewhere (Ref. 28).
- The EOPS/CARE program provides counseling, tutoring, priority registration, assistance with books, transfer fee waivers, study skills workshops, and other “above and beyond” services to students. The staff of the EOPS program includes a counselor/coordinator, four part-time counselors, two program services coordinators, and one short-term hourly EOPS specialist. The center is located in Building 20 (Ref. 32).
- The Multicultural Center is part of the general counseling program and is a service open to all students, regardless of background. The center’s emphasis is the recruitment and sustained enrollment of students who seek to continue their educational opportunities while improving language skills and overcoming social and/or economic disadvantages. Three part-time counselors staff the Multicultural Center; two of these counselors are bilingual. The center is located in Building 20, Room 112/113 (Ref. 33).
- DSPS services are provided through the Disability Resource Center (DRC). The center currently provides assistance to approximately 600 students with various types of disabilities. The DRC is comprised of DSPS counseling services, the Assistive Technology Center, the Learning Disabilities Assessment Center, the Transition to College Program, and Adapted Physical Education.

The Assistive Technology Center provides students with training and access to special technology appropriate to specific disabilities. The Learning Disability Assessment Center conducts individual student assessments and diagnostic testing to determine cognitive strengths and weaknesses, achievement, educational limitations, and suggested accommodations and services. The Transition to College Program offers supported education to students with psychological disabilities. The Adapted Physical Education (APE) program offers students with disabilities the opportunity to improve or maintain a level of physical fitness. APE is a joint program with the PE Division and DSPS.

The DRC is staffed with a DSPS counselor, a learning disabilities specialist, an assistive technology specialist, a program services coordinator, an office assistant, and an instructional aide in the Assistive Technology Center. The DRC is located in Building 16, Room 150 (Ref. 34).

- The Assessment Center conducts the college placement-testing program and provides career interest, study skills, and college readiness assessments that are offered within career and life planning classes. The center supports DSPS and provides placement testing with accommodations as needed. The center works with the Distance Education office providing proctored exams for students by prior arrangement. The Assessment Center is staffed by a program services coordinator and an office assistant and is located in Building 1, Room 130 (Ref. 29).
- Transfer Services provides support to students who plan to transfer to a college or university. Services include counseling, workshops, college and university representative visits, transfer admission agreements, a resource library, field trips to college and universities, transfer activities (college fairs, major days, application days), classroom visits, and the like. Located in Building 5, the Transfer Center is staffed by a program services coordinator and a part-time counselor who is shared with Financial Aid (Ref. 30).
- The Career Development Center offers integrated delivery of services and provides students with experience in self assessment, career exploration, career counseling, employment skill development, job-finding skills, work experience, and service learning experience to support academic and career/life planning. The center is staffed by a career counselor/coordinator and three program services coordinators and is located in Building T1 next to Building 1 (Ref. 31).

The Child Development Center, Health Center, Psychological Services, Student Government and Activities, and the Scholarship Office are the responsibility of the vice president of student services.

- The Mary Meta Lazarus Child Development Center provides a high quality early care and education program for approximately 50 children, 2 ½ to 5 years old. Priority is given to low-income student-parents who meet the eligibility criteria set by the California Department of Education's Child Development Division. Fees for eligible families are based on a sliding scale. Student-parents, faculty, and staff who do not qualify for subsidized child care may also enroll and pay a full tuition fee when space is available. The staff includes a faculty coordinator, two master teachers, three teachers, one associate teacher, and four student assistants (Ref. 35).
- The Health Center provides services to students including physicals, lab work, some prescription medication, birth control, sexually transmitted disease information, immunizations, blood pressure testing, first aid, referrals, and general health counseling and information. The Health Center organizes activities and

events to raise awareness about health issues. The Health Center, located in Building 1, is staffed by a health center coordinator, one part-time nurse, a part-time hourly physician, a part-time hourly health educator, and an office assistant (Ref. 36).

- Through Psychological Services, students can access psychological counseling for issues that include, but are not limited to, crisis intervention, stress, family, lifestyle choices, and relationships. Referrals to other on- and off-campus resources are available. Staff members include one psychologist, two part-time psychologists, and an average of eight graduate psychological interns per year from various local universities (Ref. 37).
- The Student Activities Office supports extracurricular and college life activities and events. The office also supports the activities of the Associated Students of College of San Mateo (ASCMSM), the student governing body. Student Activities provides student organizations and ASCMSM clerical and logistical support and guidance as students develop, promote, and stage activities and events. The office is also a general information location for the campus community and the public, and provides information about local housing opportunities, student center facility scheduling, transportation, and campus postings. A coordinator of student activities, an accounting technician, an office assistant, and a part-time office assistant staff the office, located in Building 5, (Ref. 38).
- The Scholarship Office assists students to explore, apply for, and secure financial support in the form of scholarships. It is located in Building 1 and is staffed by a program services coordinator (Ref. 39).

### Assessment

College of San Mateo meets this standard. Each program and service attempts to collect evaluative data from students as a part of ongoing reflection and evaluation about the quality of these programs and services. Each semester, all CSM students are sent an email inviting their participation in the biannual survey of student services programs. Student surveys are also available on each unit's website. Survey responses are analyzed every year. While most programs have experienced relatively low levels of student participation in evaluation processes in the past, a preliminary look at the 2006-07 responses shows some good gains in student feedback rates. Overall, CSM students who do respond to the student services program review surveys exhibit very high levels of satisfaction with the quality of various student services programs and the accompanying delivery of services (Ref. 62, question 1; Ref. 63, question 1; Ref. 64, question 1; Ref. 65, question 1; Ref. 66, question 1; Ref. 67, question 3; Ref. 68, question 3; Ref. 69, question 1; Ref. 70, question 1; Ref. 71, question 1; Ref. 72, question 1; Ref. 22, question 1; Ref. 73, question 1; Ref. 74, question 1; Ref. 52, question 1; Ref. 2, question 1; Ref. 4, question 3). This relatively high level of satisfaction was confirmed by the 2005 accreditation survey of students (Ref. 61, section III, questions 3, 19; section V, questions 1, 8, 15, 16, 19, 21, 22, 24). Program and services staff, however, must continue to explore methods to increase feedback and student input in the ongoing effort to maintain dynamic, quality, responsive services.

As part of the college's overall student learning outcomes (SLOs) initiative, each unit within student services began developing departmental SLOs in 2003-2004. Since then, each unit has submitted draft and refined versions of SLOs using templates adapted and developed by the college researcher and a faculty counseling department member who had released time to work on student services SLOs. A new template was developed for 2005-2006 (Ref. 60). All units submit progress reports on their annual SLOs by the end of each academic year. Each departmental SLO is aligned with a college goal, thus tying together the CSM Mission Statement (Ref. 9), CSM Strategic Plan, 2006-2008 (Ref. 8), Student Services Planning Document (Ref. 11), and the Student Services SLOs (Ref. 17). In this way, student services supports student learning at CSM.

In fall 2001, the leads group in student services developed a Student Services Planning Document (SSPD) (Ref. 11). The plan, which is based on a two-year time frame but revised annually, consists of action steps, time frames, and lead persons responsible for each of the action steps. Each year a summary of the accomplishments resulting from the SSPD action steps is compiled (Ref. 14). Beginning with the 2003-2005 version of the SSPD, the plan's goals have become aligned with the college goals (Ref. 8).

Since 1992, each student services unit has been responsible for generating a program review. These reviews began on a six-year cycle; in 2000-2001, however, student services moved to an annual program review model. The reviews assess the current state of each program and the accomplishments in each unit, especially in relation to the Student Services Planning Document. These program reviews, which draw information from customized online surveys developed by the college researcher, provide qualitative and quantitative feedback to each area (Ref. 12).

When asked about hours of availability, most students responding rated the student services units as good to very good. However, evening students in particular expressed an interest in seeing a wider variety of services available. During the add/drop period at the start of the fall and spring semesters, Admissions and Records, Counseling Center, and Financial Aid student services units are open Saturday mornings. During the first two weeks of the semester, these and other areas also remain open past the normal hours. However, these extended hours are not standard across student services and have sometimes proven frustrating to students who are able to access only some services and not others. When student services are all located in the new building, B10N, coordination of hours for service to students will be much easier.

Students are continuing to increase their use of the web for a variety of enrollment services. On average, from fall 2005 through spring 2007, 64 percent of College of San Mateo's applications were submitted via the web. Registration information to locate open classes has been made easier for students and counselors to access. District Information Technology Services (ITS) now provides an "open section" listing, which is updated daily and posted to the district's online WebSMART system (Ref. 7). In general, students responding expressed a desire to see WebSMART availability expanded to 24 hours, to see an increased availability of forms and documents online, and to see more frequently updated class enrollment information, i.e. number of students enrolled, enrollment limit, etc. (Ref. 21, question 9). ITS has been addressing

these issues; in spring 2006, WebSMART was made available 22 hours per day, down only from 2 AM to 4 AM. Open class sections are posted and updated daily on the CSM homepage.

E-signatures, which eliminate the need for a printed signature page as part of the admissions application, is one of the new features for students who apply using the state-wide CCC Apply system (Ref. 13). College of San Mateo is now linked to the National Student Clearinghouse, which enables students to download their current or entire enrollment history, as well as print out an enrollment verification certificate (Ref. 23).

### Plan for Improvement

- Identify ways to broaden the amount and depth of program and service feedback received from students.

### II.B.2

*The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

#### *a. General Information*

- *Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

#### *b. Requirements*

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

#### *c. Major Policies Affecting Students*

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

#### *d. Locations or publications where other policies may be found*

### Descriptive Summary

The College Catalog, published annually, is the document of record of college and academic policy. The catalog includes the college's Mission and Diversity Statements, Statement on Academic Freedom, and Nondiscrimination and Sexual Harassment Policies (Ref. 1, pages 3-10). Academic course, program, and degree offerings are stated (Ref. 1), as well as the academic calendar and program lengths (Ref. 1, pages 1-2). Instructional resources and student services information are included (Ref. 1, pages 37, 43). District and college administrator names are published (Ref. 1, pages 1-2), as well as full-time faculty names and academic degrees (Ref. 1, pages 179-183). Names of the governing board members are listed on the first page. The college's official name, address, phone number, and website address are prominently displayed on the back cover.

Requirements for both new and transfer student admission, acceptance of transfer credits, fee and refund policies, and other financial obligations are available in the College Catalog (Ref. 1, pages 10-14). Current graduation requirements for the A.A./A.S. degree (Ref. 1, pages 62-65), major requirements for all certificates and degrees (Ref. 1, pages 68-97), and both CSU and UC General Education transfer requirement patterns (Ref. 1, pages 46-56) are included as well.

The Student Handbook, which includes major policies affecting students, is a part of the College Catalog. Statements on academic honesty, grievance and appeal policies, and student financial aid information are provided in this area (Ref. 1, pages 16-21).

Academic regulations and policies are published in their entirety in the College Catalog but are in condensed form in the Schedule of Classes in order to save space; however, there is a statement in the class schedule that directs the reader to where the complete policy can be obtained. The catalog and class schedule are available in an alternate format through College of San Mateo's Disabled Students Program and Services (DSPS).

All district policies are published in the District Rules and Regulations, available for viewing or download on the district portal website (Ref. 10).

College of San Mateo also provides a website where students regularly seek information (Ref. 5). The website provides a downloadable version of the College Catalog, along with current information for course registration, event listings, and direct links to a number of departmental websites and WebSMART, the district online registration system. Changes and additional information that come in after print deadlines are posted on the website, ensuring that it is the most up-to-date and current of College of San Mateo's publications.

### Assessment

College of San Mateo meets this standard. The catalog accurately and precisely provides general college information and policies; however, academic program requirements are not always up-to-date and are sometimes difficult to understand. Detailed surveys were

administered to both a focus group of 67 students and all CSM counselors/advisors. Results indicated that although a majority of respondents felt that the catalog clearly stated A.A./A.S. degree and certificate requirements, there are inaccuracies, typographical errors, and requirement areas that are difficult to read (Ref. 18, question 1C, F5; Ref. 19, question 1C, F5). As a result of what was learned from the focus group and faculty, a working group comprised of counseling faculty has been created. Its task is to realign and clarify the information in the catalog under Major and Certificate Requirements. A model for listing certificate, associate degree, and transfer information, adopted by this group, presents this information in a consistent and clear manner. Furthermore, the group is checking the currency of the academic program information as part of this task. Changes will appear in the 2007-2008 catalog.

In order to ensure currency and accuracy, the production process for both the catalog and class schedule incorporates three rounds of review and edit. Publication content is divided into three categories: instruction, student services, and articulation and research; each of these areas of the college and its constituencies provide the updated material and corrections. Edits are then forwarded to the Public Relations and Marketing Communications office for layout. Each section is then returned to each area office to review the updated section as it appears after layout. Finally, the publication production team reviews the entire catalog and class schedule followed by a blue-line proof of the publication by staff in Public Relations and Marketing Communications. Website updates immediately follow those in the printed publications. As soon as files for each publication are forwarded to the printer, the same files are posted on College of San Mateo's website.

Unit website update is not part of this process, but is the responsibility of each individual unit. Although the college website (Ref. 5) currently is more structured, organized, and up-to-date than at the time of the last self-study in 2001, individual unit webpage production has not yet been tied into the public relations and marketing process. In an effort to improve website production and ensure a process for maintenance of the website, a full-time college web coordinator was hired in spring 2006. The goal of this endeavor is to improve navigation of the college website by incorporating a college-wide look and feel, which will extend to websites at the unit level. This uniform design will also facilitate website maintenance.

#### Plan for Improvement

None needed at this time.

### **II.B.3**

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

#### **II.B.3.a**

*The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

### Descriptive Summary

College of San Mateo recruits and enrolls a diverse group of students. The entire matriculation pathway is characterized by concern for student access, retention, progress, learning, and success. The college systematically assesses student support services and uses student learning outcomes, faculty and staff input, and other measures in order to improve the quality and effectiveness of services. Particular attention is paid to the matriculation process.

The college online enrollment management system, WebSMART (Ref. 7), allows students to complete the admissions application, retrieve student records and information, register for classes, and manage their enrollment. WebSMART facilitates easy access to the admissions and enrollment process since it is web-based and available 22/7; currently, the system is not available between 2:00 AM and 4:00 AM of each day. WebSMART student accounts provide access to academic records, placement test results, registration activities, enrollment and degree verification, transcript requests, and the means to pay enrollment fees, order books, update information related to educational goals and college major, and update personal contact information. The college website (Ref. 5) and information and student publications (Ref. 1, 3) advise students of their responsibility to manage their enrollment functions and to use the WebSMART resource to keep track of their enrollment, grades, assessments, fees, personal contact information, and academic standing.

Admissions and Records office staff is available to assist all students, and special assistance is available to students needing it; for example, currently bilingual services are available from A&R staff who speak Croatian, Mandarin, Myanmar and Spanish; additional languages spoken by staff in the Financial Aid Office include Hindi, Tagalong, and Vietnamese. As a response to a suggestion in the 2001 visiting team report, staff in the Admissions and Records has engaged in customer service training. Admissions and Records staff have participated in a college program called CSM Cares that focuses on teaching staff how to help students navigate college programs and services as well as how to provide basic customer service information. In addition, staff members participate in department meetings, matriculation trainings, and other training programs as offered. All Admissions and Records policies and regulations adhere to district, state, and federal rules and regulations.

The Assessment Center provides centralized services for college placement testing and assessment needs. Students make appointments to complete placement testing requirements via computerized placement tests or paper/pencil testing. Staff members collaborate with the Disability Resource Center to provide placement testing accommodations as requested. Each year in the spring semester, the Assessment Center conducts testing at high school campuses for the convenience of high school seniors transitioning to College of San Mateo and concurrently enrolled high school students. Each spring Assessment Center staff coordinate a special matriculation program for incoming high school seniors. The Assessment Center also works with the Career Development Center to provide other assessments that include, but are not limited to, the Myers-Briggs, Strong Interest, Self-Directed Search, as well as study skills and

college readiness assessments. For students in distance education courses who may need alternate testing supervision, test proctoring can be arranged in the Assessment Center. Finally, the Assessment Center serves as a centralized location for students to receive prerequisite information and submit Prerequisite Equivalency Forms for review and decision.

Counseling services are available to all students enrolled in College of San Mateo. Enrolled students can schedule a 30 or 60 minute counseling appointment. Students select the counselor or advisor with whom they wish to work based on educational interests, majors, or scheduling convenience. In response to a suggestion in the 2001 visiting team report, the type of services counseling faculty and academic advisors provide is identified in the catalog (Ref. 1, page 38) and in the Counseling Orientation Guide & Workbook (Ref. 40). Counselors are defined as generalists able to assist students who are undecided and students with broad ranges of interests, majors, and educational goals. Faculty advisors are defined as discipline experts who are knowledgeable about career paths and academic planning related to the department or discipline.

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 economic, social, linguistic, and educational disadvantages. Bilingual and bicultural counselors provide counseling and educational planning to help students identify and reach their goals, as well as make referrals to college resources such as Transfer Center and Career Services, Financial Aid, and Student Activities programs (Ref. 33).

In early 2007, the Board of Trustees held a study session focused primarily on counseling, during which several challenges for meeting the multiple needs of a diverse student population were discussed. Student services faculty and managers at all three colleges are currently participating in efforts to identify and implement new strategies to better ensure student success and to make increased use of technology to do so. Among these strategies is the implementation district-wide of an electronic early alert program, noted below, for students who are, or may be, in academic difficulty.

The college provides orientation activities in several modes. One mode is an online college orientation (Ref. 42). Another is a downloadable document, College of San Mateo's Counseling Orientation Guide & Workbook (Ref. 40). A third is a number of courses designed by counseling faculty that provide a thorough orientation process and greater learning opportunities related to college success and educational goals, e.g. Transfer Planning, How to Choose a Major, How to Achieve a Certificate or Associate Degree, College Planning, Newcomer Orientation (for recent immigrants and ESL students), College Study Skills, Test Taking Strategies, Career Assessment, Job Hunting Skills, Leadership and Service Learning, Introduction to Scholarships, and Introduction to Financial Aid. During the high demand registration periods, counseling department staff work with students individually or in small groups to further reinforce the orientation processes and information.

Counselors and advisors practice strategies that support early intervention. Students on probationary, reinstated, or dismissal status due to low grade point average or

completion rate receive letters or postcards at least once a semester that provide information about counseling and career and life planning classes (Ref. 1, pages 7-8). Beginning fall 2007, WebSMART will include an electronic early alert program for use by instructional faculty. Faculty can click on the names of enrolled students and use a drop down menu to provide information about class performance issues. Using WebSMART, faculty can email the information to the student and to the Office of Counseling/Advising and Matriculation for follow-up.

The Office of Counseling/Advising and Matriculation provides a transcript evaluation service for students and counselors (Ref. 24). During their first semester in attendance at College of San Mateo, incoming students who have completed coursework at other colleges and universities are encouraged to request a formal evaluation of previous coursework and have it applied to the following College of San Mateo educational goals: 1) College of San Mateo certificate requirements, 2) College of San Mateo associate degree general education, 3) College of San Mateo associate degree major requirements, 4) California State University General Education Certification, or 5) Intersegmental General Education Transfer Curriculum (Ref. 41).

Career and major exploration, career counseling, student employment, cooperative education work experience, CSM Connects (service learning), and a career and life planning resource library are available for students, staff, and faculty in the Career Development Center, located in a high student-traffic area. Students are encouraged to drop in for service or to schedule an appointment for future services. Counselors and advisors refer students to the center for self assessment, career exploration, career counseling, employment skill development, work experience, and service learning experiences to support academic and career/life planning. The center links students to college certificate, associate degree, and transfer programs for academic planning, career development, and employment opportunities. Staff in the center, when working with students who are undecided about educational and career goals, help students to actively participate in decision making and academic and career planning.

Focused counseling services are also offered to students as part of the matriculation process. Extended Opportunity Programs and Services (EOPS) and Disabled Students Program and Services (DSPS), two of the programs offered to students through student services, are designed to address specific educational needs of two of the college's diverse and special populations. These two programs are categorically funded with specific guidelines for eligibility and services. Students can self identify or may be referred to these programs by counselors, instructors, or staff.

Students participating in EOPS must meet educational, income, and unit guidelines. Qualifying students are those who receive the Board of Governor's Fee Waiver, have completed less than 70 degree-applicable units, are working on basic skills in math, English, or reading, and are full-time students. Services available to students include individualized counseling, priority registration, assistance purchasing textbooks, transportation assistance, transfer fee waivers, tutoring, study skills workshops, and a computer lab and study area. To remain in the program, students must comply with the EOPS Mutual Responsibility Contract that requires students to meet with their EOPS

counselor three times a semester, complete three academic progress reports, maintain a 2.0 GPA, and complete a career and life planning course.

DSPS serves students with disabilities in need of educational accommodations to help them succeed in college. Services are designed to support and enhance the educational development of students and help them determine and achieve their educational and career goals. Staff members work to verify disabilities, provide educational support services, and recommend accommodations. DSPS faculty work with students to review strengths, limitations, and accommodation needs (Ref. 34). A career course is offered to DSPS students to teach them how to manage disabilities in an educational environment and provide them with college success tools and strategies.

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 by providing specialized lab and tutoring experiences. For example:

- The Math Resource Center provides tutorial support for students taking math classes. It is open daily and staffed by instructors, several instructional aides, and student tutors.
- 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 writing skills by working on class assignments or on specific skill-building activities with staff support.
- Reading/ESL Center is staffed by instructors, instructional aides, and student tutors so students can receive personalized attention to build and improve English language skills.
- Integrated Science Center is a study and research center for science disciplines. It is staffed by instructors and student assistants who facilitate study groups and one-on-one tutoring, as well as individual research.

### Assessment

College of San Mateo meets this standard. By using a variety of methods, the college identifies the educational needs of students and delivers appropriate services and programs through the matriculation components of admission, assessment, orientation, counseling and advising, and follow-up, as well as through other specialized programs and services. According to the 2005 accreditation survey of students, 73 percent of those responding agree or strongly agree that counselors are available to students when they need them, and 81 percent said they know which courses they need to graduate or to transfer (Ref. 61, section III, questions 3, 20). Sixty-three percent of students feel they are notified early if they are doing poorly in class (Ref. 61, section III, question 22).

The college and district participate in the California Community College Apply (CCC Apply) online application system supported by XAP Corporation. This convenient online application tool interfaces with Banner, the district student database, to create a new level of instant access to the admissions process. According to the dean of enrollment services, in 2005-2006 more than 95 percent of all registration was completed using WebSMART. The WebSMART system continues to be updated and improved to include additional services and become more student-friendly; when seeking in-person assistance, 87 percent of students responding to the 2005 accreditation survey of students feel that admissions and records staff are helpful to them (Ref. 61, section III, question 19).

The admission application and matriculation services and activities are provided year-round to allow students to complete matriculation throughout the year. Approximately 2,800 students completed the matriculation process in 2005-2006. Placement testing, prerequisite equivalency procedures, prerequisite challenge procedures, matriculation services, career assessment, study skills, and learning styles information and assessment are also provided year-round.

The career and life planning (CRER) courses are offered to teach students how to succeed in college, how to achieve educational goals, how to research career and life interests, and how to conduct job searches. Courses are offered in modes that include, but are not limited to, traditional semester length, one-half to one-unit short courses available during day, evening, and weekend hours, and hybrid courses that limit on-campus time in favor of online interaction. In 2005-2006 enrollments in CRER courses totaled 2,164 (Ref. 15).

The Career Development Center is a resource and lab site for career and life planning courses and other courses that incorporate career information and experiential service learning. A primary goal of the Career Development Center is to support student access by preparing students to make informed decisions about academic, career, and life goals. By helping students explore and select a major and research skills and abilities related to the major, career options, and employment opportunities, students can increase their understanding of the relationship between education, career, and employment and can improve career and educational decision-making skills.

Students with disabilities are regularly referred to the various tutoring centers on campus; in addition, individualized tutoring is available on a case-by-case basis. Qualified students are encouraged to meet with the program's staff prior to the beginning of the semester so that appropriate support services can be determined and the delivery of the services can be planned. A new student orientation is offered to familiarize incoming students with DSPS. In addition, the Assessment Center works closely with DSPS to offer students information about the program and services.

The quality and effectiveness of student support services are reviewed annually in the program review process and are also addressed through regular student services leads meetings. Each month the leads meet to discuss issues related to programs and services and to share information. Student service administrators also meet, usually twice a month, to review issues and priorities. Each unit of student services provides an annual

report that summarizes the unit's program and services, number of students served and the types of services provided, unit accomplishments for the year, relationship of unit accomplishments with the Student Services Planning Document, summary of student surveys and comments, goals for the next year, unit needs and recommendations, notable accomplishments, implications for future planning and service delivery, and additional comments (Ref. 12).

In response to a suggestion in the 2001 visiting team report, student services will in the near future be consolidated in one location. The 2006 Facilities Master Plan (Ref. 54) calls for the permanent location of all student services in a new student services building in the center of the campus. This new building will be a "one-stop-shop" for students and place all student services, as well as the cafeteria and bookstore, in a location central to student traffic and adjacent to classrooms and instructional faculty offices.

#### Plan for Improvement

None needed at this time.

#### **II.B.3.b**

*The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

#### Descriptive Summary

Several programs and services at College of San Mateo are of special note in promoting an environment that encourages personal and civic responsibility, and intellectual, aesthetic, and personal development of all of its students.

The Student Activities Office and the Associated Students of College of San Mateo provide rich co-curricular and extra-curricular programs that support civic responsibility, leadership development, and personal growth.

College of San Mateo athletics and intercollegiate sports facilitate personal development and responsibility through participation in sports. Student athletes maintain progress toward an educational goal, carry a full-unit load, and maintain a 2.0 cumulative grade point average to compete on a college athletic team.

The Career Development Center includes career services, student employment, CSM Connects (service learning), and Cooperative Work Experience Education. Each of these services offers a broad range of activities to support personal responsibility and development. Activities include workshops, guest speakers, college fairs, and career and major research and discussion. CSM Connects is a program that promotes personal and civic responsibility through volunteerism, service learning, and leadership development opportunities and internships for students.

The College Health Center is a comprehensive program that provides health care and emergency services to students. It also provides health education that includes support and information on issues such as diet and nutrition, exercise and healthy living, smoking cessation, drug and alcohol counseling and referral, safe sex and HIV, and

stress and addictions. It also offers programs that promote student awareness and responsible choices and behaviors.

The Diversity In Action Group (DIAG) includes faculty, staff, administration, and students as members. The group works to support and enhance diversity awareness and cultural competence for the college community. DIAG facilitates speaker series, student conferences, and other activities that promote diversity awareness.

College of San Mateo Learning Communities (LCOM) have developed instructional and student services faculty partnerships to support student learning, retention, and persistence. Learning communities are available for basic skills as well as university transfer-level students.

### Assessment

College of San Mateo meets this standard. The Student Activities Office and the Associated Students, athletics and intramural sports, Career Development Center, CSM Connects, Diversity In Action Group, the Health Center, and the Learning Communities programs give specific opportunities to students to develop personal and civic responsibility. According to the 2005 accreditation survey of students, respondents feel that they have made gains in clarifying their personal values and ethical standards and in becoming informed voters (Ref. 61, section I, questions 13, 23). Eighty-eight percent of students responding also agree or strongly agree that overall the intellectual environment at College of San Mateo is stimulating and challenging (Ref. 61, section III, question 23).

The student governing body at College of San Mateo is the Associated Students of College of San Mateo (ASCSM) and includes the Student Senate and Inter-Club Council. Members of the Student Senate are elected or appointed; the senate gives students direct experience with a role in college governance. Students work with a college and district constitution, bylaws, Robert's Rules of Order, and student-developed processes and procedures to effectively participate in school and district governance and in a range of intellectual and social activities. Through the Student Senate and club activities, students learn how to develop, coordinate, implement, and evaluate programs, activities, and services that support personal growth, cultural and diversity awareness, college life, and student success at the college. Students involved in the senate develop leadership skills, learn to work cooperatively, learn how to function in a governance and college system, and assume responsibility. Student clubs, through the Inter-Club Council, provide a broad range of activities, services, and events at the college to entertain, educate, serve students, and promote a strong student life experience (Ref. 38).

Men's football and baseball; women's basketball, water polo, softball, and tennis; men's and women's cross country and track and field; and men's and women's swim teams enrich the college experience for student athletes and offer experience and instruction in teamwork and sportsmanship. The athletic program, which enhances student and college connections, promotes a sense of college life for program participants and the student body as a whole.

The CSM Connects program provides service learning and leadership experiences and promotes participation in community and civic groups and organizations. A course, Service Learning and Leadership, is part of the program and assists students to identify and volunteer for community service projects, teaches the value of giving back to the community, and facilitates college major and career exploration. The program also supports the integration of service learning into existing courses and assists instructional faculty to develop and monitor course-related service learning activities. The program collaborates with career services and co-sponsors career, employment, and volunteer fairs and activities.

The Health Center provides issue-specific brochures and specific health service opportunities, sponsors presentations, and provides an annual health fair where, on average, 30 community agencies offer services and prevention literature to students. The Health Center provides specific support to students on issues such as sexually-transmitted diseases, drugs and alcohol, HIV, smoking, cancer, birth control, and crisis intervention (Ref. 36).

The Diversity In Action Group (DIAG) invites to the college a range of speakers that includes authors, professors, researchers, and political activists who stimulate intellectual awareness and personal development. Professors are encouraged to bring their classes to events and incorporate topics into class discussions.

Students who select to participate in one of the college learning communities have experiences that support intellectual growth and development. Several learning communities are in place to support and meet the needs of basic skills students. In these communities, the basic skills English or mathematics course is paired with a counseling course. The faculty members integrate writing and reading or mathematics skills with college success and study skills support. There are three basic skills learning communities: ASSET (Algebra Success Strategies Educational Team with Math 111, CRER 122, and Math 880); Keys to the Kingdom (English 828 and CRER 120); and Rising Scholars (English 828, Reading 825 or 830, CRER 121, CRER 122, LIBR 100, optional Ethnic Studies course selection, English 838, Reading 830 or 400, and a mathematics course selection). The Rising Scholars learning community is supported by faculty who intend to build into it mentorship experiences and additional counseling support through the Multicultural Center.

#### Plan for Improvement

None needed at this time.

#### II.B.3.c

*The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

#### Descriptive Summary

College of San Mateo provides counseling and advising services in the following areas:

- Counseling and Transfer Center, Building 5, Room 128
- Career Development Center, Temporary Building 1
- Multicultural Center, Building 20
- Extended Opportunity Program and Services (EOPS), Building 20
- Disabled Students Program and Services (DSPS), Building 16, Room 150
- Financial Aid, Building 1, Second Floor
- International Student Program, Building 1, Second Floor
- Learning Communities (taught throughout the campus)
- Psychological Services, Building 1, Second Floor
- High School Outreach, Building 1, First Floor

Counseling faculty members are generalists and provide academic, transfer, career, and personal counseling. They assist students to identify and understand their interests, goals, motivations, and strengths and to move confidently toward informed decisions that include educational and career planning. Counseling faculty work with students who experience academic difficulty and assist them to become aware of academic skills and success strategies. Counseling faculty in the Extended Opportunity Program and Services provide “above and beyond” services that include student success workshops, retreats, and mentoring support. Counselors teach career and life planning courses that provide students with learning experiences related to college success and educational and career goal setting. Advising faculty members are available to assist students in understanding certificates and majors in their discipline or department area. They provide students with career information and educational planning in their areas of discipline expertise (Ref. 40).

Students are encouraged to use counseling and advising services. Information about services is posted throughout campus. Information about counseling services is distributed to instructional faculty each semester. Through the matriculation intake process (Ref. 42) students are encouraged to participate in matriculation follow-up services and to use counseling services to discuss, at length, interests, academic history, motivation, strengths, concerns, educational options, and goals. Students receive a College of San Mateo Orientation Guide & Workbook to assist them to understand how the college system works and how to use counseling services to identify and achieve educational goals (Ref. 40).

### Assessment

College of San Mateo meets this standard. All counseling units use SARS GRID, an appointment and electronic note and record-keeping program. Students can schedule same-day appointments or appointments within a two-week period. Using SARS, students identify the reasons for meeting with a counselor or advisor. With this SARS feature, counselors and advisors can prepare prior to the scheduled meeting so that the meeting time is productive. SARS is the vehicle for maintaining electronic counseling notes and records. SARS allows for alert messages to provide information related to immediate student needs or issues. Any information that cannot be housed in the SARS program, such as student educational plans or degree/certificate evaluation sheets, counseling correspondence regarding academic standing mailed to a student, transcript evaluations, course substitutes, incoming transcripts, AP test results, academic

renewal information, and the like, are scanned into the Banner WebXtender program and are available to counselors and advisors (Ref. 41). This access to information about students' educational history allows for the maintenance of comprehensive counseling records and establishes and maintains a continuity of information and service provided to students. Through SARS, counselors and advisors can also record SLO assessment information. As a response to a suggestion in the 2001 visiting team report, electronic student educational plans (SEP) were launched in spring 2007. A counselor and student can work on the electronic version of the SEP, and it can then be downloaded for the student and/or emailed to the student and emailed to the Counseling Center to be downloaded into the student's WebXtender file.

Counselors and advisors help students identify educational goals; select courses; create student educational plans; monitor academic progress; facilitate goal clarification; and they assist with transfer planning, career exploration, college success, and graduation planning. They support campus-wide efforts to increase enrollment, retention, graduation, and transfer rates. Students, not surprisingly, tend to think of counseling primarily during registration periods. A more even distribution of the use of counseling/advising services is desirable, however. It is anticipated that with more online services and ongoing availability of matriculation services, students will use counseling services throughout the semester. In 2005-2006, there were 13,405 counseling and advising appointments scheduled by students (Ref. 15).

To improve services, a group of counselors, advisors, and staff created a brief interview path to use with students who call to schedule an appointment but do not select a specific counselor or advisor. The interview is designed to help staff make the best counselor or advisor connection for the student.

All students who are in dismissal status must meet with a counselor to enroll in the subsequent term. Counselors take this opportunity to review academic behaviors that affect student success, discuss goals and interests, review obstacles to success, provide information about how to get back into academic good standing, support the development of basic skills, and select prescribed courses for enrollment.

Counselors and advisors attend monthly meetings that provide information, training, and updates. They also receive timely information via email. At the beginning of each year, counselors and advisors receive a Counselor and Advisor Resource Binder (Ref. 41) that includes the following essential information: General College and Counseling Information; Placement Test and Assessment Information; Counselor Tools – Banner, SARS, WebXtender, Matriculation Curriculum Updates; Associate Degree and Certificate Information; CSU Information; UC Information; Admissions and Records Information; CSM Nursing Program; Transcript Evaluation Service; and other miscellaneous items.

In response to a suggestion in the 2001 visiting team report, a document was drafted in June 2005 that delineates the roles of counseling faculty and faculty advisors. This information is included in the College Catalog (Ref. 1, page 38) and College of San Mateo's Counseling Orientation Guide & Workbook (Ref. 40). The Counseling and Advising Resource Binder also identifies the roles and responsibilities of counselors and

faculty advisors. Faculty advisors are required to take a series of career modules as part of their training in addition to attending monthly meetings held throughout the academic year for both counselors and faculty advisors.

Counseling faculty participate in peer review every third year. Initially, they complete a standard review; the next scheduled review is a comprehensive review that requires detailed information and a portfolio that evaluates professional responsibilities, professional growth, committee participation, and colleague and student evaluations.

### Plan for Improvement

None needed at this time.

### **II.B.3.d**

*The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

### Descriptive Summary

College of San Mateo acknowledges that a healthy campus climate encourages a sense of belonging, ownership, and pride among students and staff. 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 approximately 45 active college clubs that appeal to students' career interests, ethnic and cultural heritage, social and political concerns, sports interests, and social and academic support needs. The Student Activities Office, in conjunction with college clubs, conducts many yearly events, the purpose of which is to recognize, draw awareness to, and celebrate diversity (Ref. 38).

Another part of maintaining a campus climate supportive of a diverse student population is accomplished by offering student services targeted to specific student populations, thereby creating a feeling of belonging and connection to the college. Some of the programs established to meet the needs of the college's diverse students are the Cooperative Agencies Resources for Education (CARE) program and the Extended Opportunity Program and Services (EOPS) (Ref. 32). EOPS offers a summer bridge program that supports students as they transition from high school to college; in addition, it engages in very active outreach directed to educationally disadvantaged youth. The Mary Meta Lazarus Child Development Center (Ref. 35) assists students who have young children, 2½ through 5 years old, with inexpensive child care. The Disabled Students Program and Services (DSPS) (Ref. 34) offers support to students who need educational, physical, and psychological support. The Multicultural Center (Ref. 33) has bilingual and bicultural counselors who assist students to identify and achieve personal and academic goals. The counseling and advising program includes bicultural and bilingual faculty to support students. Career and life planning curriculum taught by counseling faculty includes diversity awareness. Psychological Services (Ref. 37) offers personal and crisis counseling to students. In an effort to provide the best match for the college's diverse student body, the psychological services staff is committed to selecting interns who represent a wide range of cultural and ethnic diversity.

Diversity In Action Group (DIAG) provides leadership and support for college-wide discussion and activities that focus on supporting student success. DIAG engages faculty, staff, and students in lectures, workshops, and focus groups that work to broaden worldviews and perspectives in order to enhance an understanding of and appreciation for diverse populations and student-related issues. DIAG also works with student groups to coordinate outreach functions to encourage college planning.

Other programs contribute to maintaining a campus climate supportive of diverse student needs. The San Mateo Middle College High School is an alternative educational collaboration between the San Mateo Union High School District and College of San Mateo that 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. The study abroad program, AIFS, in which the college participates, gives interested students an opportunity to study abroad. The International Students Office (Ref. 26) assists international students who have come to College of San Mateo from abroad to study. The Honors Program provides the opportunity for students with outstanding academic achievement to be challenged with specialized and rigorous courses.

### Assessment

College of San Mateo meets this standard. According to the 2005 accreditation survey of students, those responding feel that they are making gains in becoming familiar with different cultures, philosophies, and the range of human diversity, as well as making gains in learning to work with different kinds of people (Ref. 61, section I, questions 6 and 3). Ninety-six percent of students feel CSM is supportive of all students, regardless of ethnicity, gender, religious beliefs, life styles, or sexual orientation (Ref. 61, section III, question 1).

The Student Equity Plan (Ref. 43) for College of San Mateo provides demographic data that reveals significant changes in the student population. In 1990, Asian, Filipino, African-American, and Hispanic students made up 32 percent of the student population. In 2006, these students made up 49 percent of the student population (Ref. 59). Programs, services, and staff in such areas as student activities, EOPS, Multicultural Center, career and transfer services, outreach services, learning communities, and members of the Diversity In Action Group work to support and enhance student understanding and appreciation of diversity. In addition, college efforts are ongoing to staff programs and services with employees that mirror student demographics. Currently, of the 83 student services personnel, 6 are Asian, 4 Filipino, 10 African-American, and 11 Hispanic; taken together these staff members make up 32 percent of all student services personnel.

The college's research office produces Research Briefs (Ref. 45) that address the changes and trends in the college's student population. The Enrollment Management Committee uses this information in developing appropriate recruitment and retention plans.

### Plan for Improvement

None needed at this time.

### II.B.3.e

*The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

### Descriptive Summary

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 (Ref. 1, page 7) and class schedule (Ref. 3, page 18) applies to admission and all aspects of matriculation, including assessment instruments and placement practices. Exceptions to the usual admission policy exist for the cosmetology, apprenticeship, and concurrently enrolled high school student and nursing programs, which have special admission requirements consistent with established criteria at other California community colleges.

New students, except those who are exempted from matriculation requirements or who meet other criteria such as 3, 4, or 5 on an appropriate Advanced Placement (AP) exam or a minimum score of 580 on the SAT-I verbal, as stated in the catalog (Ref. 1, page 43) and on the Assessment Center website (Ref. 29), 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.

Information concerning the location, dates, and times for placement tests appears in the Schedule of Classes and college website. Computerized assessment became available to students late in fall 2004. The paper version is also still in use. 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 (Ref. 1, page 39). Students may take the reading and English tests only once but may retake, one time only, the same level mathematics test. Student test result reports are computerized and maintained for two years.

The college uses the following assessment instruments, which have the full approval of the state Chancellor's Office (Ref. 46), 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.
- ACCUPLACER Reading Comprehension and Sentence Structure. 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 is a locally developed and locally managed assessment instrument.
- The Secondary Level English Proficiency (SLEP) test for reading and conversation/speech course placement is for non-native speakers of English.
- The Computerized and Manual Mathematics Diagnostic Testing Project (MDTP) test for mathematics course placement, for pre-algebra, elementary and intermediate algebra, and pre-calculus.

Placement tests are intended 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, English, or math pre-requisites is available on the forms page on the college website (Ref. 55). Students who wish to challenge their reading or English placement scores are directed to contact the Language Arts Division. Students who wish to challenge their math placement are directed to talk with the dean of math and science.

### Assessment

College of San Mateo meets this standard. The college follows closely the standards for admission required by the California Education Code, and in past years a strong 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. The class schedule includes information about specialized services and is available in the admissions and counseling offices. Orientation and assistance is offered to all students including those with special needs, and students can receive assistance early in the admissions process as well as during counseling and advisement sessions. In 2002, the college instituted WebSMART, the district web-based registration system. Disabled Students Program and Services staff members often assist students in accessing WebSMART, and a TTY/TDD is available for student use in the Disability Resource Center.

College of San Mateo's current assessment instruments are periodically reviewed and approved by the state chancellor's office, 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 (Ref. 46, 48, 49).

The District Matriculation Advisory Committee is chaired by one of the three district colleges' vice-presidents of student services and is comprised of the matriculation coordinators and other faculty, students, and administrators. It 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 4th Edition, revised March 2001 (Ref. 47), 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 members 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. During fall 2005, meetings were held with the English faculty to discuss possible alternatives to the existing assessment instrument. After reviewing placement test data and engaging in extensive discussion, the English faculty voted to continue using the existing instrument. Similar meetings were held with ESL faculty, and they decided to keep the existing assessment instruments. An extensive review of the locally-managed ESL assessment instruments—writing sample and a multiple choice exam—was conducted and submitted for approval to the state chancellor's office. The college has received full approval for the use of this locally-managed ESL assessment instrument (Ref. 48, 49).

Assessment instruments and placement practices seem to be effective at College of San Mateo. According to the 2004-2005 Assessment/Testing Program Review (Ref. 16), the annual student survey conducted by assessment staff indicated that 78 percent and 81 percent of respondents consider their English and math placement test scores, respectively, to be accurate measures of their skills. This program review, as one of the strategies to foster a climate in which diversity is recognized and valued, also included the notation that in order to assist ESL students in choosing the appropriate test, the testing staff had worked with the ESL Department to create an ESL questionnaire and information flyer for distribution to students (Ref. 16). According to student services unit program improvement surveys, 94 percent of the respondents felt that the overall quality of the placement testing process is excellent to fair, indicating that the majority of these students are satisfied with the process (Ref. 22, question 1).

#### Plan for Improvement

None needed at this time.

#### **II.B.3.f**

*The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

#### Descriptive Summary

College of San Mateo maintains student records permanently, securely, and confidentially in three forms: paper, microfilm, and electronic, i.e. Banner and WebXtender. The dean of enrollment services is the official custodian of records, and his approval is needed before access to student records is granted to any employee. Currently selected administrators, faculty, counselors/advisors, and classified support staff who have a legitimate professional need are granted access. Student workers may be granted limited access to student records in a few areas such as counseling. All student workers are required at the time of hire to sign a statement of responsibility for maintaining the confidentiality of student records. Special attention is given to the protection of the confidentiality of records in full compliance with the Family Educational Rights and Privacy Act (FERPA). The FERPA guidelines are published in the Schedule of Classes (Ref. 3, page 18) and College Catalog (Ref. 1, pages 7-8) and posted on the college website (Ref. 6). A full copy of FERPA is available in the Office of Admissions and Records.

College of San Mateo has kept microfilm and bound hard copies of student academic records from the college's inception through the summer of 1981. Student records from fall 1981 to the present are stored electronically through Banner, the district-wide student database. Since fall 2000, College of San Mateo has used WebXtender as its document-imaging system and has converted paper records to scanned images (Ref. 41, tab 3, page 15). Sets of microfilm and paper records are stored in a secure 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 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.

In cooperation with the district and its sister colleges, College of San Mateo has recognized the trend toward greater computer use and responded to the needs of students for greater access to their own information through the development of WebSMART. As a secured area within the college website (Ref. 5), WebSMART access requires a user identification number and personal identification number (PIN).

#### Assessment

College of San Mateo meets this standard. College of San Mateo records are maintained in a secure manner that provides adequate backup. Every effort is made to ensure that only appropriate people have access to student records. In response to national concerns regarding identity security, in fall 2003, College of San Mateo moved from the use of social security numbers to the use of automatically generated student identification numbers, called G numbers, as a means of identifying students. In lieu of social security numbers, these identification numbers are used for WebSMART access, on printed classroom rosters, and by college faculty and classified staff when accessing student records.

#### Plan for Improvement

None needed at this time.

#### **II.B.4**

*The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

#### Descriptive summary

The college relies upon multiple processes to gauge student satisfaction and equity in the areas of access, transfer, course completion beyond ESL and basic skills, degree and certificate completion, and matriculation services. Student services are assessed, reviewed, and refined through a number of instruments including the college Matriculation and Student Equity Plans, updated in 2005 and 2006, respectively, and annual program reviews, student services planning documents, and student learning outcomes reports.

The Matriculation Plan (Ref. 44) outlines how the college supports students so that they may reach their academic goals. Student services administrators, with input from the Student Development Committee, a group of faculty from various disciplines together with classified staff and administrators, examine matriculation services at various points of entry throughout the college including, but not limited to, Admissions and Records, Assessment Center, counseling services, Financial Aid, EOPS/CARE, DSPS, the Multicultural Center, and High School Relations.

Nearly 14 years ago, under the leadership of the vice president of student services, College of San Mateo developed and piloted a six-year program review cycle. Commencing in 1992-1993 through 1997-1998, each student services unit was reviewed once, completing the first cycle. The second cycle began in 1998-1999 and continued through 2001. In 2001, as a response to a suggestion in the 2001 visiting team report, student services established and implemented an annual program review (Ref. 12). A template developed by the dean of articulation and research, in consultation with the student services program leads, was completed at the end of the academic year. In 2004-2005 modifications were made to include student learning outcome findings and implications (Ref. 17).

Program leads prepared for the advent of student learning outcomes in a series of meetings during the 2003-2004 academic year. At the annual fall retreat, the leads participated in an in-service training facilitated by an ACCJC representative on the broadening of accreditation standards from student achievement to the inclusion of student learning outcomes (SLOs). Throughout the semester, staff collaborated on the development of student learning outcomes based upon the mission of their respective programs, identified assessment methods, and established cycles of evaluation. A revised student learning outcomes template was developed, and each unit completed a student learning outcomes report in June 2005 (Ref. 17). This process was instrumental in assisting units in identifying gaps in service, refining outcomes based upon evaluated data, and determining implications for future program service delivery. In 2005-2006, the template was revised again, and each unit used it to complete a June 2006 SLO report.

First developed in fall 2001, the Student Services Planning Document (SSPD) (Ref. 11) is a two-year plan delineating how student services will address college goals, now called strategic objectives, in the areas of programs and services; enrollment management; diversity; assessment; staff recruitment, retention, development and recognition; institutional planning and resources; and facilities. The two-year plan is updated at the annual lead's retreat. Working collaboratively, staff members outline specific action steps under each goal, determine a timeframe for completion, and identify the person or persons responsible for implementation. Revisions are made annually, and the entire plan is revisited every two years. To date, there have been three iterations of this document: 2001-2003, 2003-2005, and 2005-2007. Each year at the request of the President's Office, the vice president of student services summarizes the achievements made in meeting the college's strategic objectives. In addition, the annual online publication of Key Accomplishments highlights the achievements in student services

for that year; Key Accomplishments is distributed to the college community by the vice president of student services (Ref. 51).

Data gathered through online student surveys, unit focus groups, and pre- and post-assessments combined with a variety of webpage feedback opportunities, as well as the campus-wide CSM Listens (Ref. 50) program, assist the college in furthering its goal to provide excellent programs and services that are responsive to the identified needs of its constituents. Online surveys, developed by the Office of Articulation and Research in concert with each student services unit and first identified in the 2003-2005 Student Services Planning Document (Ref. 11), offer students a year-round vehicle to give feedback on programs and services. Surveys are brief and include inquiries on student satisfaction, services most utilized, and services students would like to receive. Results are tabulated each spring and forwarded to program directors and/or coordinators for consideration and response in the annual program review process, and comments are routed to the appropriate college personnel for action.

All student services programs and services have also developed unit websites; most include email links so that readers may offer suggestions, ask questions, and voice concerns. An identified program staff person responds to these inquiries. Student services units that are better able to identify and capture their populations build pre/post assessments into their workshops, classes, and services. Several units have conducted focus groups consisting of small numbers of program participants. The information gathered provides supplemental assessment data. Finally, CSM Listens (Ref. 50) suggestion boxes and cards are placed strategically throughout the campus. Anyone may anonymously comment on any aspect of campus life at any time.

The college is responsible for the Student Equity Plan (Ref. 43), and student services staff members have taken the lead in implementing it. This plan is revised periodically by the Student Development Committee, which reviews and assesses college progress in the areas of access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. Several findings have emerged from the most recent report:

- With regard to access, in 1990, 66 percent of the student population was White; in 2006 that number had declined by 41 percent; Asian, Filipino, African-American, and Hispanic students now make up 49 percent of the student population. There has been an 81 percent increase in Hispanic students, a 50 percent increase in Asian students, and a 40 percent increase in Filipino students (Ref. 59).
- While course completion rates are stable, averaging nearly 72 percent and therefore higher than the state-wide average, rates are lower for Hispanics, Filipinos, and African-Americans. Additionally, the decentralization of tutorial services has resulted in dissatisfaction with services to basic skills students who cite limited staff availability and hours of operation as concerns.
- With regard to ESL and basic skills completion, students who place in basic skills and/or ESL courses generally do not matriculate to college level courses. While

rates are low for all students beginning at this level, they are significantly lower for Hispanic, African-American, and Filipino students.

- Over an 11-year period, student numbers have remained relatively stable; however, associate degrees have declined from 57 percent to 40 percent while certificates have increased from 43 percent to 60 percent. A notable increase exists in the number of Asian and Hispanic students earning degrees; conversely, a decrease exists in the number of White students doing so. Completion numbers improved with the introduction of a Certificate of Completion option in addition to the Certificate of Achievement already available.
- The college has experienced a substantial decrease in the number of student transfers from 1989-1990 to 2003-2004; CSU transfers have declined from 83 percent to 76 percent while UC transfers have decreased 19 percent. Transfer rates of Hispanic students are up 117 percent while the number of Whites transferring has decreased by 32 percent. The overall transfer rate, as opposed to the number of transferring students, remains higher than the state-wide average.

### Assessment

College of San Mateo meets this standard. Continuous efforts are made to streamline steps to become a College of San Mateo student. For example, students are able to apply online for admission and for the Board of Governors' Fee Waiver, to complete orientation, and to enroll for classes. Student services forms are available on the college website (Ref. 5). Placement tests services have been expanded with the establishment of the Assessment Center, which offers computerized placement testing. A Matriculation Ticket makes enrollment steps easy to follow for students unfamiliar with the process (Ref. 56).

All student services units undergo an annual program review (Ref. 12) at the end of each academic year. Units are required to respond to a number of inquiries including summary description of programs and services, number of students served and types of services provided, significant accomplishments, relationship of unit accomplishments to the current Student Services Planning Document (Ref. 11), results of annual student survey and student learning outcomes assessment, implications for future delivery of services, strategies that foster a climate that recognizes and values diversity, anticipated goals for the upcoming year based on program review findings, and identified unit needs and recommendations.

The annual program reviews, combined with the student learning outcomes reports (Ref. 17), enables units to enhance services and develop programs that are responsive to the needs of students. For example, EOPS/CARE developed an online student Monthly Progress Report. Students may now access and submit the report online rather than coming into the office each month to pick up the form, complete it, and turn it in. This enhancement is a direct result of feedback from the units' student satisfaction survey.

The student learning outcomes reports, submitted in concert with the program review documents, identify the specific outcome to be assessed, the assessment instrument, data collection procedures, and a summary of key findings. Units rely on this data not only to strengthen services and make adjustments to program delivery but also to refine learning outcomes. For example, the Career Development Center staff needed to adjust their learning outcomes and assessment process because they found the assessment tool used lacked clarity and the data collected did not adequately measure the learning outcome. Staff members have since adjusted both the tool and their data collection procedures.

Also critical to this process is the ascertainment of gaps in service delivery and expected outcomes as well as challenges in assessment. Once identified, staff may collaborate to develop creative solutions, investigate new instruments, or re-evaluate the relevance of the outcome. For example, the DSPS survey instrument overwhelmed students even though it helped to identify gaps in service delivery. Because of this difficulty, the survey was revised, and the SLOs were refined.

In their program review reports, most student services units incorporated a combination of direct and indirect assessment tools such as pre/post exams, focus groups, individual interviews, and completed rubrics. Others integrated anecdotal evidence such as stories, letters, thank you cards, and emails. Online student satisfaction surveys, developed for all units and available to students throughout the year, provided some information; however, responses have been historically low. To augment this data, units created additional survey instruments distributed through mailings or in-person while students were waiting for services. Units that were better able to capture their participants had higher survey completion rates.

To aid staff in this ongoing process, the college has offered a number of workshops designed to cultivate an understanding of learning outcomes and promote a collective culture of evidence that supports academic and student support services stated outcomes. In order to assist student services staff, a counselor has been assigned part time to serve as a resource on the development, implementation, and assessment of student learning outcomes. Periodic reports provide updates to student services administrators on the progress of stated goals, outcome assessments, evaluation cycles, and timelines.

Several college groups are working to address disparities in student progression beyond ESL and basic skills and to increase transfer numbers for all College of San Mateo students. The Diversity In Action Group, an institutional committee that is advisory to the president, has created the Rising Scholars Program, a new learning community that began in fall 2006 (Ref. 57). It is designed to address the needs of underserved populations and improve matriculation for students beginning in basic skills math and English (ENGL 828) courses (Ref. 57). Additionally, counseling services has initiated Keys to the Kingdom, a learning community targeting general students enrolled in basic skills English courses. While both learning communities include a counseling component, the Rising Scholars program specifically seeks to incorporate retention activities and services for its participants.

In response to concerns uncovered during the development of the college Student Equity Plan (Ref. 43), the Student Support Team, an ad hoc group of student support services and instructional staff, is continuing to advocate for a centralized learning center that focuses on student academic development, study skills, tutorial services, and instructor training. In the meantime, students may access tutorial assistance in the math, reading, writing, speech, and science labs available on campus. Rotating faculty members and/or instructional aides staff labs and provide academic support to students.

The Student Development Committee, formerly the Student Equity Committee, and a subcommittee of the Academic Senate, has had the primary responsibility for drafting the Student Equity Plan (Ref. 43). The plan identifies examples of excellence as well as areas that need to be strengthened; the committee is also responsible for updating the plan.

The Student Equity Plan has identified areas of need for the college to address. Student services staff members are currently addressing three of these areas of need. To increase access, outreach services, and enrollment, a college recruiter has been hired to develop campus and community activities.

To increase the number of transfer students to four-year colleges and universities, particularly historically underrepresented students, the Transfer Center is working with EOPS and the Multicultural Center counselors to identify underrepresented students interested in transferring to the University of California at Berkeley; UCB will select students who demonstrate academic promise and mentor them through their community college experience and the UC application process. In spring 2007, EOPS/CARE staff took approximately 30 students on a tour of six southern California campuses including UCLA, UC Santa Barbara, USC, and Cal State Long Beach. In spring 2007, EOPS also held Senior Day, which targeted African-American, Polynesian, and Latino students from three feeder high schools. Students attending Senior Day rotated through three workshops addressing professor expectations, becoming a CSM student, and student experiences.

To increase collaboration with instructional programs and strengthen academic support services to enhance learning for basic skills students, a variety of learning communities have been developed. In particular, the Rising Scholars program offers a first year experience to basic skills students of color, provides academic and social support services—counseling, orientation, group activities—and assists students in matriculating to college-level English. Writing Across the End Zone targets athletes who place in pre-transfer-level English, many of whom are students of color.

CSM Listens (Ref. 50) was instituted several years ago at College of San Mateo. It is a process that allows students to give feedback by email, phone, or postcard. The project director in the Public Relations and Marketing Communications office reviews the content and determines which division, department, or program should be notified. The feedback is passed on to the appropriate manager. The student may be contacted directly, if a name, mailing address, or phone number is provided. A file and log are kept of all comments. For example, a CalWORKS student identified herself and shared

her concerns on a CSM Listens card. The Public Relations and Marketing Communications office emailed the comment to the director who contacted the student regarding her concerns and then reported the positive outcome back to public relations office. The project director has reported that responses by managers to the suggestions made by students have been excellent.

Whenever possible, student services units collaborate to ensure that students are receiving timely, correct, and relevant information and services. For example, Financial Aid works closely with student support services such as EOPS/CARE to locate and fund eligible students for federal aid, as well as refer students receiving federal aid to the appropriate student and academic support program. Monthly leads' meetings help make these conversations on collaboration seamless in that each unit has an opportunity to dialogue about upcoming events and student opportunities, share SLO assessment strategies and challenges, follow-up informally on student referrals, and receive in-service trainings.

### Plan for Improvement

- Seek ways to refine, develop, and improve direct methods of assessing student learning in student services programs.

### Evidence – Standard II.B

Ref. #	Title of Document	Source
1	College of San Mateo Catalog 2006-2007	< <a href="http://collegeofsanmateo.edu/files/01_cat_0607.pdf">http://collegeofsanmateo.edu/files/01_cat_0607.pdf</a> >
2	CSM Student Services Program Improvement Surveys, 2003-2006, Student Employment	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/Student%20Employment/student_employment_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/Student%20Employment/student_employment_results.pdf</a> >
3	College of San Mateo Schedule of Classes	< <a href="http://collegeofsanmateo.edu/webpages/default.asp?WebPgID=172&amp;CatID=5">http://collegeofsanmateo.edu/webpages/default.asp?WebPgID=172&amp;CatID=5</a> >
4	CSM Student Services Program Improvement Surveys, 2003-2006, Student with Assigned Counselor	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/Student%20With%20Assigned%20Counselor/student_w_Assigned_counselor_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/Student%20With%20Assigned%20Counselor/student_w_Assigned_counselor_results.pdf</a> >
5	College of San Mateo Website	< <a href="http://collegeofsanmateo.edu/">http://collegeofsanmateo.edu/</a> >
6	CSM Website – Privacy Rights of Students Policy	< <a href="http://www.collegeofsanmateo.edu/webpages/default.asp?webpgid=362#20">http://www.collegeofsanmateo.edu/webpages/default.asp?webpgid=362#20</a> >
7	WebSMART	< <a href="https://websmart.smccd.edu/">https://websmart.smccd.edu/</a> >
8	College of San Mateo Strategic Plan 2006-2008	< <a href="http://www.smccd.net/accounts/csmaccredit/resources/CSMStrategicPlan2006.pdf">http://www.smccd.net/accounts/csmaccredit/resources/CSMStrategicPlan2006.pdf</a> >
9	College of San Mateo Mission Statement – Vision and Values	< <a href="http://www.smccd.net/accounts/csmaccredit/resources/mission.html">http://www.smccd.net/accounts/csmaccredit/resources/mission.html</a> >

10	SMCCCD District Web Portal	< <a href="http://www.smccd.edu/accounts/portal/">http://www.smccd.edu/accounts/portal/</a> >
11	Student Services Planning Document	< <a href="http://collegeofsanmateo.edu/csminternal/resources/reference_backup/05-07%20SSPD%20Accomp%20in%2005-06.doc">http://collegeofsanmateo.edu/csminternal/resources/reference_backup/05-07%20SSPD%20Accomp%20in%2005-06.doc</a> >
12	Students Services Program Review	< <a href="http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/StudentServicesProgramReview.html">http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/StudentServicesProgramReview.html</a> >
13	Admissions & Records Program Review, 2004-05	< <a href="http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/2004-05.pdf">http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/2004-05.pdf</a> >
14	Student Services Planning Document (2005-06) Accomplishments	< <a href="http://www.smccd.edu/accounts/csmresearch/">http://www.smccd.edu/accounts/csmresearch/</a> >
15	Counseling Services Program Review	< <a href="http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/StudentServicesProgramReview.html">http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/StudentServicesProgramReview.html</a> >
16	Assessment/Testing Program Review, 2004-05	< <a href="http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/StudentServicesProgramReview.html">http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/StudentServicesProgramReview.html</a> >
17	Student Services Student Learning Outcomes	< <a href="http://www.collegeofsanmateo.edu/SLOAC/sl_sservices.htm">http://www.collegeofsanmateo.edu/SLOAC/sl_sservices.htm</a> >
18	CSM Accreditation Survey – Students, “Accessing Information from Campus Publications,” Spring 2006	< <a href="http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys/Accessing/student_survey_CL.pdf">http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys/Accessing/student_survey_CL.pdf</a> >
19	CSM Accreditation Survey – Counselors/Advisors, “Accessing Information from Campus Publications,” Spring 2006	< <a href="http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys/Accessing/counselor_survey_CL.pdf">http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys/Accessing/counselor_survey_CL.pdf</a> >
20	Student Services Organization and Leads Meeting Chart 2006-07	< <a href="http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Org Chart 06-07.doc">http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Org Chart 06-07.doc</a> >
21	CSM Student Service Program Improvement Surveys 2003-2006, Admissions & Records (Narrative Comments to Open-Ended Questions)	< <a href="http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys/StudentServices/AdmissionsandRecords/AR.doc">http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys/StudentServices/AdmissionsandRecords/AR.doc</a> >
22	CSM Student Services Program Improvement	< <a href="http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys/StudentServices/Placement">http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys/StudentServices/Placement</a> >

	Surveys 2003-2006, Placement Test	<a href="#">test/Placement test results.pdf</a> >
23	National Student Clearinghouse Website	< <a href="http://www.nslc.org/">http://www.nslc.org/</a> >
24	College of San Mateo Admissions & Records Website	< <a href="http://collegeofsanmateo.edu/research/StudentServices/AandR/index.html">http://collegeofsanmateo.edu/research/StudentServices/AandR/index.html</a> >
25	College of San Mateo Financial Aid Services Website	< <a href="http://www.collegeofsanmateo.edu/finaid/">http://www.collegeofsanmateo.edu/finaid/</a> >
26	College of San Mateo International Students Website	< <a href="http://collegeofsanmateo.edu/research/StudentServices/international/">http://collegeofsanmateo.edu/research/StudentServices/international/</a> >
27	College of San Mateo High School Relations Website	< <a href="http://collegeofsanmateo.edu/research/StudentServices/csmhsrelations/index.html">http://collegeofsanmateo.edu/research/StudentServices/csmhsrelations/index.html</a> >
28	College of San Mateo Counseling Services Website	< <a href="http://collegeofsanmateo.edu/research/StudentServices/Counseling/index.html">http://collegeofsanmateo.edu/research/StudentServices/Counseling/index.html</a> >
29	College of San Mateo Assessment Center Website	< <a href="http://collegeofsanmateo.edu/research/StudentServices/Assessment/index.html">http://collegeofsanmateo.edu/research/StudentServices/Assessment/index.html</a> >
30	College of San Mateo Transfer Services Website	< <a href="http://www.collegeofsanmateo.edu/transfer/">http://www.collegeofsanmateo.edu/transfer/</a> >
31	College of San Mateo Career Development Center Website	< <a href="http://www.collegeofsanmateo.edu/career/">http://www.collegeofsanmateo.edu/career/</a> >
32	College of San Mateo EOPS/CARE Website	< <a href="http://www.smccd.net/accounts/csmceops/">http://www.smccd.net/accounts/csmceops/</a> >
33	College of San Mateo Multicultural Center Website	< <a href="http://collegeofsanmateo.edu/research/StudentServices/multicultural/index.html">http://collegeofsanmateo.edu/research/StudentServices/multicultural/index.html</a> >
34	College of San Mateo Disabled Students Program & Services Website	< <a href="http://collegeofsanmateo.edu/webpages/quicklink.asp?WebPgID=276">http://collegeofsanmateo.edu/webpages/quicklink.asp?WebPgID=276</a> >
35	College of San Mateo Mary Meta Lazarus Child Development Center Website	< <a href="http://collegeofsanmateo.edu/childcenter/">http://collegeofsanmateo.edu/childcenter/</a> >
36	College of San Mateo Student Health Services Website	< <a href="http://www.smccd.net/accounts/csmhealth/">http://www.smccd.net/accounts/csmhealth/</a> >
37	College of San Mateo Student Health Center Psychological Services	< <a href="http://www.smccd.net/accounts/csmhealth/psychServices.html">http://www.smccd.net/accounts/csmhealth/psychServices.html</a> >

	Website	
38	College Of San Mateo Student Activities Office Website	< <a href="http://collegeofsanmateo.edu/studentactivities">http://collegeofsanmateo.edu/studentactivities</a> >
39	College of San Mateo Scholarship Website	< <a href="http://www.collegeofsanmateo.edu/finaid/scholarships.html">http://www.collegeofsanmateo.edu/finaid/scholarships.html</a> >
40	College of San Mateo Counseling Orientation Guide & Workbook	< <a href="http://www.smccd.edu/accounts/csmcounselor/csmorientationguideworkbook.pdf">http://www.smccd.edu/accounts/csmcounselor/csmorientationguideworkbook.pdf</a> >
41	Counselor and Advisor Resource Binder	Hard copy available in standard box
42	College of San Mateo Online Orientation	< <a href="http://collegeofsanmateo.edu/orientation/">http://collegeofsanmateo.edu/orientation/</a> >
43	College of San Mateo Student Equity Plan	< <a href="http://www.smccd.net/accounts/csmresearch/student_equity/student_equity_plan.pdf">http://www.smccd.net/accounts/csmresearch/student_equity/student_equity_plan.pdf</a> >
44	CSM Matriculation Plan-2005	< <a href="http://www.smccd.net/accounts/csmresearch/">http://www.smccd.net/accounts/csmresearch/</a> >
45	Research Briefs	< <a href="http://www.smccd.net/accounts/csmresearch/resbriefs.html">http://www.smccd.net/accounts/csmresearch/resbriefs.html</a> >
46	Chancellor's Office California Community Colleges Assessment Instrument Approval Status Summary, July 2005	Hard copy available in standard box
47	Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges 4 <sup>th</sup> Edition, revised, March 2001	Hard copy available in standard box
48	Chancellor's Office California Community Colleges Request for Renewal of a Locally Managed Assessment Instrument College of San Mateo (Submitted: April 09, 2006)	Hard copy available in standard box
49	Chancellor's Office California Community Colleges Request for Renewal of a Locally Managed Assessment Instrument College of	Hard copy available in standard box

	San Mateo (Submitted: April 15, 2005)	
50	CSM Listens Response Form	< <a href="http://www.smccd.net/accounts/newcsm/webpages/default.asp?webpgid=365">http://www.smccd.net/accounts/newcsm/webpages/default.asp?webpgid=365</a> >
51	Student Services Key Accomplishments Publication	< <a href="http://www.smccd.net/accounts/csmresearch/studentservices/pdf/key_accomplishment.pdf">http://www.smccd.net/accounts/csmresearch/studentservices/pdf/key_accomplishment.pdf</a> >
52	CSM Student Services Program Improvement Surveys, 2003-2006, Student Activities	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/Student%20Activities/student_activities_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Student Activities/student_activities_results.pdf</a> >
53	Veteran's Webpages	< <a href="http://collegeofsanmateo.edu/webpages/default.asp?WebPgID=279&amp;CatID=10">http://collegeofsanmateo.edu/webpages/default.asp?WebPgID=279&amp;CatID=10</a> >
54	2006 Facilities Master Plan	< <a href="http://www.smccd.edu/accounts/facilities/planconstruct/MasterPlan_final_report_081406.pdf">http://www.smccd.edu/accounts/facilities/planconstruct/MasterPlan_final_report_081406.pdf</a> >
55	College of San Mateo Prerequisite Information Sheet	< <a href="http://collegeofsanmateo.edu/forms/FORMS/Prerequisite%20Challenge%20Petition%20update.pdf">http://collegeofsanmateo.edu/forms/FORMS/Prerequisite Challenge Petition update.pdf</a> >
56	Matriculation Ticket	< <a href="http://collegeofsanmateo.edu/forms/fillable%20forms/matriculation%20ticket%20-spring%202005.pdf">http://collegeofsanmateo.edu/forms/fillable%20forms/matriculation%20ticket%20-spring%202005.pdf</a> >
57	Rising Scholars Program	< <a href="http://www.smccd.net/accounts/csmcom/RisingScholars/RisingScholars.htm">http://www.smccd.net/accounts/csmcom/RisingScholars/RisingScholars.htm</a> >
58	Student Services Online	< <a href="http://collegeofsanmateo.edu/research/StudentServices/index.html">http://collegeofsanmateo.edu/research/StudentServices/index.html</a> >
59	CSM Student Ethnicity: Fall 1990 vs. Fall 2006	Hard copy available in standard box
60	Students Services SLO Progress Report and Template	< <a href="http://www.smccd.net/accounts/csmresearch/studentserviceslo.htm">http://www.smccd.net/accounts/csmresearch/studentserviceslo.htm</a> >
61	CSM Accreditation Survey – Students, Fall 2005	< <a href="http://www.collegeofsanmateo.edu/research/Accreditation%20Related%20Surveys/Students/Student%20All%20Survey%20Items.pdf">http://www.collegeofsanmateo.edu/research/Accreditation Related Surveys/Students/Student All Survey Items.pdf</a> >
62	CSM Student Services Program Improvement Surveys, 2003-2006, Admissions and Records	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/Admissions%20and%20Records/AR_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Admissions and Records/AR_results.pdf</a> >
63	CSM Student Services Program Improvement Surveys, 2003-2006, CalWORKS	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/CalWORKS/Calwork_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/CalWORKS/Calwork_results.pdf</a> >
64	CSM Student Services Program Improvement Surveys, 2003-2006, Career Center	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/Career%20Center/Career_center_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Career Center/Career_center_results.pdf</a> >
65	CSM Student Services Program Improvement	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/Cooperative">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Cooperative</a> >

	Surveys, 2003-2006, Cooperative Work Experience Education (CWEE)	<a href="#">Work Experience Education/Cooperative Work Experience Education.pdf</a> >
66	CSM Student Services Program Improvement Surveys, 2003-2006, CSM Connects	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/CSM%20Connects/CSM_Connects_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/CSM Connects/CSM_Connects_results.pdf</a> >
67	CSM Student Services Program Improvement Surveys, 2003-2006, Drop In Counseling	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/Drop-in%20Counseling/Drop-in_Counseling_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Student%20Services/ Drop-in%20Counseling/Drop- in_Counseling_results.pdf</a> >
68	CSM Student Services Program Improvement Surveys, 2003-2006, EOPS	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/EOPS/EOPS.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/EOPS/EOPS.pdf</a> >
69	CSM Student Services Program Improvement Surveys, 2003-2006, Financial Aid	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Financial Aid/Financial aid_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Financial Aid/Financial aid_results.pdf</a> >
70	CSM Student Services Program Improvement Surveys, 2003-2006, Health Center	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Health Center/Health center_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Health Center/Health center_results.pdf</a> >
71	CSM Student Services Program Improvement Surveys, 2003-2006, International Students	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/International Students/International students_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/International Students/International students_results.pdf</a> >
72	CSM Student Services Program Improvement Surveys, 2003-2006, Multicultural Center	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Multicultural Center/Multicultural center_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Multicultural Center/Multicultural center_results.pdf</a> >
73	CSM Student Services Program Improvement Surveys, 2003-2006, Scholarships	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Scholarship/Scholarship_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Scholarship/Scholarship_results.pdf</a> >
74	CSM Student Services Program Improvement Surveys, 2003-2006, Students with Disabilities	< <a href="http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Student Disabilities/student disabilities_results.pdf">http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Student Services/Student Disabilities/student disabilities_results.pdf</a> >