

Planning Summary

College of San Mateo, using a shared governance process, develops and adopts goals and action steps each year. For the 2000-2001 academic year, the goals are in five areas: managing enrollment; effecting institutional change; improving facilities, grounds, and equipment; promoting institutional advancement; and improving organizational systems.

In addition to the development and implementation of college goals and ambitions in these five areas, the college has adopted plans for, among other things, budget development, technology, student equity, matriculation, and educational programs. Student services and instructional programs undergo formal review on a regular cycle. At present, however, these plans and program reviews and the college goals are not well integrated, and neither the plans nor program reviews are clearly tied to budget development.

One of the goals for 2000-2001 is to develop an overall college strategic planning process. The college will examine the existing plans to determine areas of overlap and to identify issues that are not currently addressed. Most importantly, the plans will be integrated into the budget development process.

A review of the plans that have evolved out of College of San Mateo's accreditation self-study process reveals that many of them fall under the five areas mentioned above. While all of the plans listed below will be taken into account in the strategic planning process and ultimately integrated into college planning, those plans that are consistent with the current college goals will be implemented first.

Standard One: Institutional Mission

Standard 1.4

Review the mission statement annually. In order to accommodate the increasing rate of change in the student population and community needs, extensively review the mission statement, with the possibility of updating it, every three years,

Standard Two: Institutional Integrity

Standard 2.1

Hire a Webmaster, or equivalent, to redesign and maintain the Web site.

Standard 2.5

Strengthen the college's commitment to academic honesty in the following ways:

- Define "plagiarism" in the Student Handbook section of the *Catalog* and give examples of it so that students clearly understand what it is;
- Include the words "Cheating" and "Plagiarism" in the index of the *Catalog* for easy reference to the appropriate pages in the Student Handbook section;
- Review, and possibly revise, the Guidelines for Dealing with Cheating and Plagiarism in the *Faculty Handbook*;
- Provide faculty with staff development workshops offering help in ways to establish "beyond a reasonable doubt" that cheating or plagiarism has occurred, as well as ways to deal with academic dishonesty in a positive and professional manner.

Standard 2.6

Pursue more aggressive recruiting of members of historically under-represented groups in the hiring of faculty, staff, and administrators, with the goal of their more closely reflecting the student population the college serves.

Provide regular training opportunities for all staff to ensure that they will become more sensitive to and continually aware of issues of diversity and will be better able to serve students of varying backgrounds and perspectives.

Standard Three: Institutional Effectiveness

Standard 3A: Institutional Research and Evaluation

Review the responsibilities, objectives, priorities, and resource needs of the Office of Articulation and Research.

Publish and maintain an institutional "fact book," accessible through district and college Web links, to meet some of the demands for institutional data and to provide more uniform and public access to such data.

Revise the formal program review process, seeking broad-based support for creating a model that responds flexibly to changing community needs and that is explicitly linked to college-wide planning and resource allocation.

Standard 3B: Institutional Planning

Designate a group or college function to be responsible for major strategic planning efforts and their internal coordination and for exploring means to improve coordination with the district and with auxiliary or related organizations.

Publish, and update as needed, a description of college planning processes, a coordinated planning calendar, and college strategies for integrating planning activities.

Standard 3C: Institutional Outcomes Assessment

Continue to support faculty efforts to engage in assessment studies which measure student performance outcomes.

Evaluate the resources available to augment external marketing efforts, particularly as they pertain to measurable outcomes assessment of college programs and services.

Evaluate a means to establish intended, explicitly defined, institutional outcomes which are responsive to changing community needs.

Standard Four: Educational Programs

Standard 4A: General Provisions

Use the information gained from the three recent grants from the California Community Colleges Chancellor's Office, one focusing on English and two on mathematics, to strengthen remedial and developmental courses in mathematics and writing.

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

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

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

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

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

Standard 4C: General Education

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

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

Standard 4D: Curriculum and Instruction

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

Conclude the revision of the program review document that is currently underway.

Standard Five: Student Support and Development

Standard 5.1

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

Standard 5.2

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

Standard 5.4

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

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

Standard 5.6

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

Standard 5.7

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

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

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

Standard 5.8

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

Increase faculty awareness of and involvement in CSM Connects.

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

Standard 5.10

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

Standard Six: Information and Learning Resources

Standard 6.2

Monitor the effectiveness of and satisfaction with Instructional Technology Service and Support Group services under the new district management structure.

Review the method by which purchases of college media equipment are authorized, to assure proper use of resources and provide for effective faculty involvement in selecting equipment.

Have the Library Advisory Committee develop a method to increase classroom faculty involvement in library acquisitions and discards.

Design and implement procedures to facilitate communication and coordination of tutoring centers and to improve tutorial services at the college.

Standard 6.3

Review policies to see whether more faculty can be provided with computers at their desks.

Evaluate the expanded hours of the library and Library Learning Center, surveying users to determine what days and times are most useful to them.

Redesign the library Web pages to include links to the Peninsula Library System catalog.

Provide off-campus access to the electronic databases on the Web to students, administrators, faculty, and staff.

Create a printed guide and easily accessible Web page, including a map, of all open computer labs on campus, listing hours of open access and software available in each lab.

Expand the hours of all tutoring centers to assist evening students; the Tutoring Center hours should include Saturdays.

Increase public relations and advertising for all tutoring centers.

Standard 6.4

Explore establishing a college instructional lab manager.

Develop a systematic training program for the student assistants in all computer labs.

Design and implement a comprehensive tutor training and tutoring services assessment program.

Standard 6.5

Review and/or establish college and district services and plans to ensure adequate maintenance and upgrading of computer equipment in computer laboratories.

Establish a realistic, ongoing library budget provided by the college to assure maintenance and improvement of the library collections and to provide adequate staff time for computer maintenance in the library and Library Learning Center.

Review building security measures, including distribution of keys.

Alter the college and division funding procedures in order to shorten the time from proposal to allocation of funds for the departmental open access computer labs.

Explore options for increasing funding to improve the quantity and quality of tutorial services the college provides.

Provide budget information in advance of the academic year to all tutoring centers.

Standard 6.7

Develop a process to regularly assess college needs for, and satisfaction with, district-managed technological support services.

In conducting the comprehensive program review of the library and Library Learning Center, ensure that all the staff members in those areas are informed about the review and adequately involved in the review process.

Improve communication between the library and Library Learning Center and the rest of the college.

Establish a survey instrument and process to assure regular, ongoing assessment of the library and Library Learning Center by students, staff, faculty, and administrators.

Develop a means of more accurately assessing and providing for existing and future technical support and maintenance needs, and for accommodating those needs within the new district organizational and service framework.

Develop a central lab planning and coordination process to make the departmental open access computer labs more uniform in their quality of service and to make them more multi-use.

Establish a distance learning advisory group, which would have the responsibility for ongoing planning and assessment as well as budget recommendations.

Design and implement a formal and comprehensive assessment plan for all tutor services.

Standard Seven: Faculty and Staff

Standard 7A: Qualifications and Selection

Assess classified staffing and fill needs within budget constraints.

Evaluate the effectiveness of existing recruiting methods and make improvements as needed.

Standard 7B: Evaluation

Ensure that classified evaluations are conducted in a systematic manner and at stated intervals.

Explore the possibility for more adequate procedures for evaluation of faculty who teach courses that are offered using an alternative mode of delivery.

Standard 7C: Staff Development

Employ a systematic and timely approach for the training of classified staff and administrators in the district's administrative computing systems.

Standard 7D: General Personnel Provisions

Maintain and update all personnel policies, procedures, and forms on the district's Intranet to ensure that the most current version of these documents is used.

Encourage more college employees complete formal affirmative action training.

Standard Eight: Physical Resources

Standard 8.1

Make the completion of the project to remodel Buildings 5/6 a priority.

Study reallocation of space and scheduling for underused facilities.

Standard 8.2

Strengthen communication between the district's and college's facilities departments and the college staff to ensure reasonable response time to inquiries regarding emergency repairs, routine maintenance, and/or project status.

Re-evaluate the number and size of the tasks charged to the college facilities department, for the purpose of providing the necessary staff to effectively perform the duties and responsibilities of the department.

Provide college facilities supervisors the flexibility and authority to monitor campus projects and to develop a facilities/maintenance budget that they administer.

Standard 8.3

Develop measurable performance guidelines for facilities staff to ensure a clean, safe, comfortable, and welcoming environment for students, faculty, staff, administrators, and guests.

Develop a plan to complete projects as identified in the *Review of Campus for Physical Accessibility at College of San Mateo* and for the removal of asbestos from campus facilities.

Install a new fire alarm system to effectively provide fire safety monitoring for the campus.

Provide a handicapped parking area adjacent to Building 9 large enough to accommodate the high volume of visitors to this multi-purpose building.

Standard 8.4

Develop a comprehensive plan for updating, acquiring, and replacing equipment in a timely manner, using the existing shared governance structure.

Standard 8.5

Establish an institutional facilities planning committee comprised of faculty, staff, students, and administrators to study, recommend, and prioritize major/minor projects.

Standard Nine: Financial Resources

Standard 9A: Financial Planning

Research other capital facilities funding options, such as those described in the *Facilities Needs Fact Sheet*, which include allocating additional general fund dollars to capital improvements and selling surplus land owned by the district and/or submitting more funding requests to the state and further increasing donor fund-raising activity.

Develop a centralized document available to anyone interested in financial planning, budget development, and fiscal procedures or create a master list of budget guidelines, stating where those guidelines can be found or from whom they can be requested.

Improve in-house communication of budget information through the shared governance representative process and through institutional reports.

Standard 9B: Financial Management

Implement the infrastructure required to support external fund-raising.

Standard Ten: Governance and Administration

Standard 10A: Governing Board

Explore ways to encourage potential board members who represent groups historically under represented in higher education in San Mateo County to run for board seats.

Make available at board meetings a brochure summarizing the provisions of the Ralph M. Brown Act.

Standard 10B: Institutional Administration and Governance

Publicize College Council meetings, agendas, and discussions or actions.

Revise operations and composition of the Budget Subcommittee in order to make the budget process better understood by college constituencies.

Monitor and make adjustments, as needed, in the college administrative structure in light of changes in enrollment and/or degree of effective management.

Increase reassigned time to the Academic Senate from the current total of .4 FTE per semester for the Academic Senate president and .2 FTE per year for the Committee on Instruction chair or designee.

Communicate the rationale for adopted Academic Senate or institutional policies and procedures.

Develop better communication channels on the part of the Academic Senate to create expeditious implementation of policies and procedures.

Provide reassigned time and substitutes for classified staff who are active in governance.

Consult with students as to their availability to serve on Academic Senate and institutional committees and, as reasonably as possible, work around that availability.

Standard 10C: Multi-College Districts and/or Systems

Schedule more meetings with the chancellor at the college so that he can communicate priorities to the administration, faculty, staff, and students.

Include representatives of the faculty and classified senates in Chancellor's Council and in meetings involving district planning and budget.

Explore the possibility of providing reassigned time to support a viable district curriculum committee.

Include representatives of all constituencies in district budget development.

Define clear reporting relations between college operations and district services so that all parties understand duties, responsibilities, and timelines.