

## **Planning Agenda**

### **Standard I**

#### I.B.5

- Include a feedback loop for the public in the CSM website
- Seek additional ways to obtain quality assurance feedback from the local community.

#### I.B.7

- Develop the capacity to systematically measure community needs in ways that can usefully inform program review and student learning outcomes evaluation processes throughout the college.

### **Standard II.A**

#### II.A.1.b

- Identify ways to strengthen distance learning, Honors, and Global Studies programs.

#### II.A.2.b

- Identify additional academic programs that would benefit from consultation with advisory boards and encourage the establishment of new advisory boards where appropriate.

#### II.A.2.c

- Develop an evaluation instrument for distance learning that parallels the existing evaluation instrument for classroom teaching; this evaluation instrument will then need to be negotiated to become part of the faculty contract.

#### II.A.3.b

- Review the current general education requirements and begin a discussion of whether a computer literacy requirement should be included and whether to directly address information competency as a requirement.

#### II.A.5

- Consider using employer surveys as a potential source of data for assessment for vocational programs, as appropriate.
- Consider establishing advisory committees for all vocational programs.

### **Standard II.B**

#### II.B.1

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

#### II.B.4

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

### **Standard II.C**

#### II.C.1.a

- Review the adequacy of staffing and materials budgets.
- Update the Library Information Technology Plan.

#### II.C.1.b

- Implement Web 2.0 technologies to improve access to information competency instruction for both on-campus and distance education students.

II.C.1.c

- Investigate sources of funding to increase library hours.
- Investigate options for implementing electronic reserves.

II.C.1.d

- Assess existing overhead and book-stack lighting.

II.C.2

- Investigate more fully the discrepancies between faculty and students regarding the adequacy of library resources.

**Standard III.A**

III.A.1.c

- Work with Human Resources staff and collective bargaining representatives to include SLOs as a component in the evaluation process, as appropriate.

III.A.1.d

- Work with college and district personnel to develop a code of professional ethics for non-teaching personnel.

III.A.4.a

- Clarify the roles of the college's Equal Opportunity Advisory Committee and the district coordinator of diversity training.

III.A.5.b

- Develop a mechanism to evaluate and, if needed, improve the college's professional development programs.

**Standard III.B**

III.B.2.a

- Develop a long-term educational master plan that is linked to the college's facilities master plan.

**Standard III.C**

III.C.1

- Explore ways to assure adequate funding for technology and related needs.

III.C.1.c

- Explore alternative funding sources for equipment and technical support through partnerships or sponsorships with foundations, corporations, or individuals.
- Establish a budgetary commitment to ongoing funding for the continued replacement of older technology.

**Standard III.D**

III.D.3

- Develop and implement annual program reviews for the areas comprising institutional support services.

**Standard IV.A**

None needed at this time.

**Standard IV.B**

IV.B.3.a

- Work with the district to publicize the location of existing information about district roles, responsibilities, and services.

IV.B.3.b

- Use facilities program review data to support and illustrate the need for additional staff.

IV.B.3.g

- Work with the district to assess the newly created function map and evaluate its value as a tool to delineate and communicate governing and decision-making structures.