

MIDTERM REPORT

College of San Mateo

1700 West Hillsdale Boulevard
San Mateo, CA 94402

Submitted to
the Accrediting Commission
for Community and Junior Colleges
Western Association of Schools and Colleges

March 2004

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College of San Mateo

Statement of Midterm Report Preparation

In the spring of 2001, College of San Mateo (CSM) underwent a comprehensive site visit by a team from the Accrediting Commission for Community and Junior colleges (ACCJC) for the purpose of re-accreditation.

This Midterm Report, submitted in the third year following the team site visit, addresses the college's responses to the evaluation team's recommendations, as well as to the college's self-identified issues in the planning agenda section of the 2000-2001 self-study.

CSM's Midterm Report was prepared by an English professor with re-assigned time for the project. Beginning in early fall of 2003 and working under the direction of the college accreditation liaison officer, she conducted in-person, e-mail, and phone interviews with various college and district administrators, faculty, and staff and collected data and documentation of progress on the team's recommendations. Those consulted in this collection of information and documentation were the following:

Shirley Kelly, President, College of San Mateo
Patricia Griffin, Vice President for Student Services
Grace Sonner, Vice President for Instruction
Tom Diskin, President of Academic Senate
George Kramm, Chair of the Committee on Instruction
John Sewart, Dean of Articulation and Research
Henry Villareal, Dean of Admissions and Records
Susan Estes, Dean of Language Arts
Timothy Karas, Electronic Information Resources Librarian
Virgil Stanford, Dean of Administrative Services
Carol Green, San Mateo County Community College District (SMCCCD) Director of Human Resources
Harry Joel, SMCCCD Vice Chancellor of Human Resources
Gus Petropoulos, SMCCCD Assistant Chancellor, Research and Technology (Retired)

In addition, early in the fall of 2003, a memo was sent to all Standards co-chairs and Standards committee members who had worked on the 2000-2001 self-study, soliciting information related to progress on the college's self-identified issues, as set forth in the Plans from the 2000-2001 self-study. The following administrators, faculty, and classified staff submitted information and documents related to the self-identified issues:

Administrators: Albert Acena, Michael Claire, Gary Dilley, Susan Estes, Robert Kowerski, Grace Sonner
Faculty: David Danielson, Timothy Karas, Robert Komars, George Kramm, Matthew Leddy, Milla McConnell-Tuite, Catherine Motoyama, Marie Paparelli, Susan Petit, Carol Wills
Classified Staff: Valerie Anderson, Frederick Lee

A report on the working draft of this Midterm Report and on the process involved in its creation was presented to College Council, College of San Mateo's shared governance body, on December 3, 2003.

The final draft of the Midterm Report was given to members of College Council on January 16, 2004, for their review, and their January 21, 2004, meeting was dedicated to discussion of and comment on the report.

The final Midterm Report was submitted to the San Mateo County Community College District Board of Trustees at their February 25, 2004, meeting for their review.

Signed:

Shirley J. Kelly
President, College of San Mateo

Midterm Report

College of San Mateo (CSM) underwent a site visit in March of 2001, and its accreditation was reaffirmed. As required by the accrediting commission, the college submitted an Interim Report in October 2002 and is now submitting a Midterm Report addressing the following areas:

- I. Responses to team recommendations and commission action letter;
- II. Summary discussion of self-identified issues.

I. Responses to Team Recommendations and Commission Action Letter

Recommendation One: Institutional Planning

The college should develop a comprehensive strategic plan that incorporates the results of all campus planning activities.

College of San Mateo has made significant progress on improving its internal planning and presently has in place a successful comprehensive strategic planning process that incorporates the results of all campus planning activities.

As the CSM Interim Report of October 2002 stated, in the summer of 2001 the Strategic Planning Committee, a sub-committee of College Council, the college's shared governance body, was formed. Seeking input from the four Council constituencies—students, classified staff, faculty, and administrators—the Strategic Planning Committee developed the College of San Mateo Strategic Planning Model (Attachment 1). This model was completed in the spring of 2002 and presently guides college planning.

As can be seen, the Strategic Planning Model relies heavily on unit plans from the four areas of the college—Instruction, Student Services, Administrative Services, and the President’s Office—and on program review. Research and evaluation are built into the process.

The College Council Calendar 2003-04 (Attachment 2) provides the timeline for planning activities, and the College of San Mateo COLLEGE GOALS, 2003-04 document (Attachment 3) outlines the annual goals by action steps, lead(s), completion date, and progress, to more effectively identify and target measurable outcomes and more explicitly link goals with budget development processes. The Strategic Planning Committee drafts the annual goals and action steps, which are developed in a timely manner to accommodate the district’s overall planning process.

A college Technology Plan for 2002-2005 has been developed (Attachment 4). A college enrollment management plan, presently being developed by a newly formed Enrollment Management Committee, is expected to be completed in the spring of 2004, using the already drafted enrollment management plans created during 2002-2003 by instruction and student services subcommittees (Attachments 5 and 6).

Formal written plans for human resources and facilities have not been completed. The human resources plan, which was addressing needs primarily for classified staff and faculty, was put on hold in 2003 due to a district-wide freeze on faculty hiring and the district-wide implementation of a managed hiring process for classified staff, both of which were necessitated by severe budget constrictions. The vice presidents for instruction and student services will be revisiting a college human resources plan in the spring of 2004.

Facilities planning is ongoing as the college works to complete projects funded by the passage of a general obligation bond measure in the fall of 2001. College Council, with representation from the four college constituencies, serves as the institutional facilities oversight committee and reviews facilities and construction projects. As can be seen by looking at the College Council Calendar 2003-04 (Attachment 2), “Facilities update” is a standing agenda item. Moreover, under Goal 6 – Facilities in the College of San Mateo, College Goals, 2003-04 document (Attachment 3) are five Action Steps to ensure that members of the campus community are kept informed about developments in facilities construction and renovation projects; among these are area-specific as well as all-college meetings to ensure participation of all interested and affected college community members in facilities decisions.

Recommendation Two: Integration of Institutional Research, Planning and Evaluation
The college should support the development of a “campus climate of evidence” in which institutional research supports planning and decision-making and yields fuller understanding of both the college and the community it serves.

Significant changes have been made, as the Interim Report pointed out, to support the development of a climate of evidence at College of San Mateo.

First, to help ensure that institutional research more effectively and equitably supports both program-specific and college-wide planning processes, the dean of articulation and research now reports directly to the college president while also coordinating research activities with the two vice presidents (Attachment 7). Presently, the dean meets with the president weekly to set research priorities. In addition, the dean now devotes his time almost solely to institutional and community research, and he supervises two classified staff members, one of whom is responsible

for matriculation-related research and one of whom is responsible for articulation and other research work.

Research results are published in *Research Briefs* that are available on-line using a Quick Link from the College of San Mateo Web site. The manner in which research supports planning is demonstrated by the outcomes of the data presented in the September and December 2003 *Research Briefs*. The September 2003 *Brief* reports on a study undertaken with English faculty that led to the complete revamping of not only English department but also reading department courses and curricula; the December 2003 *Brief* reports on a study of CSM students' use of the Internet and suggests the importance of offering various services to students on-line, which will help inform further provision of on-line services.

In addition to research being conducted at the college, the district Chancellor's Office has commissioned for the entire district a three-part Enrollment Simulation and Planning study, the purpose of which is to "Analyze fluctuations in college enrollment....Assess college service levels....Model and forecast future district enrollments." A Final Report/Draft, dated September 2002, contains findings from Phase 1 of the project and was presented to College of San Mateo Management Council in December of 2002. The report has been used by managers and committees for planning.

Also in support of the development of a "campus climate of evidence," the college Academic Assessment Committee was formed in the 2002-2003 academic year. The committee includes the college president, the vice president for instruction, two division deans, and four faculty from various disciplines. The committee will begin its work in the spring of 2004. Preliminary activities will include a meeting with a WASC official on outcomes assessment and a hands-on workshop for faculty. In addition, College Council has agreed to develop strategies for the integration of outcomes assessment into planning and decision making.

In the student services area, in the fall of 2003 a WASC official attended a retreat for student services leads to provide an overview for developing student learning outcomes for student services, where appropriate. Meanwhile, each area of student services is reviewing its objectives and identifying possible student learning outcomes for all student service areas. Also, in 2002-2003 each area in student services developed a student satisfaction survey specifically for that area. Students respond to the surveys on-line, and the surveys give baseline data on students' levels of satisfaction with college services.

Finally, a district research committee has been formed to coordinate the three district colleges' research efforts to obtain consistent data to support college and district planning. CSM's dean of articulation and research serves on that committee.

Recommendation Three: Program Review

The college should fully implement its self-study plan regarding program review. Strong faculty and administration leadership is needed to ensure that all programs participate and do so in a timely manner. Also, a clear pathway needs to be established that links program review recommendations to the budgeting process.

Program review is now being much more fully implemented and is more closely linked to the budgeting process.

Faculty working under the authority of the Academic Senate and with the dean of articulation and research have developed new program review documents and processes, as outlined in the Interim Report. In 2002-03, all twenty-three of the student services programs and forty-five of the instructional programs—approximately sixty-eight percent of the instructional programs, a significant increase over the forty percent for 2001-02—completed program reviews. These program reviews were used in resource allocation; for example, instructional programs failing to submit program reviews did not receive funding for instructional equipment, nor were they granted full-time faculty positions before the hiring freeze.

Under the Strategic Planning Model, discussed under Recommendation One, instructional and student services program reviews directly support the development of college goals and relate, through the vice presidents for instruction and student services and the College Council budget subcommittee, to college budgeting. The process is in place, but because of the dire budget situation this link exists more in theory than in practice; however, information contained in program reviews was one of the components used to identify instructional programs currently on hiatus.

Recommendation Four: Enrollment Management

In coordination with recommendations relating to institutional planning, the college should develop and implement an effective enrollment management plan based on current and projected data about the college service area and students the college can serve. The plan should address declining student enrollments, changing demographics, and current instructional needs of the community.

Despite the fact that enrollment data for the fall of 2003 reveal a decline in students when compared with the fall of 2002, College of San Mateo shows the lowest decline of the three district colleges and still shows a 3.7% increase in enrollment (960 more students) over the fall of 2001. No doubt the significant reductions in course sections and the placing of some academic programs on hiatus, both due to budget constraints, contributed to the enrollment decrease in the fall of 2003.

As discussed under Recommendation One, the college is presently in the process of developing a comprehensive enrollment management plan. To date, preliminary enrollment management documents have been drafted by two subcommittees; one was composed of student services personnel and chaired by the dean of admissions and records while the other was composed of instruction personnel and chaired by the dean of the language arts division.

A newly formed Enrollment Management Committee, with members from the four college constituencies (administration, faculty, staff, and students), is charged with reviewing the two subcommittees' draft documents (Attachments 5 and 6) and developing a comprehensive college-wide enrollment management plan, expected to be completed in the spring of 2004.

Recommendation Five: Technology Plan

The college should develop a long-range technology plan and a mechanism for its periodic updating.

In November of 2002, a Technology Planning Committee—led by the newly appointed electronic resources information librarian, who has experience in instructional technology planning, and composed of administration, faculty, classified staff, and students—began work on a technology

plan. That plan, College of San Mateo Technology Plan 2002-2005, has been completed (Attachment 4).

The plan helps the college prioritize needs and set goals for technology and allows for more prudent and fiscally responsible budgeting for technology. The plan created a standing college Technology Advisory Committee, made up of administrators, faculty, classified staff, and students. The Technology Advisory Committee is “charged with gathering information on the status and needs of technology on campus and providing prioritized lists for the budget process” (Technology Plan 2).

The technology plan will be updated on a two-year cycle by the Technology Planning Committee, an ad hoc subcommittee of the Technology Advisory Committee.

Recommendation Six: Diversity

The college should address the challenges of diversity not simply as a matter of recruitment and affirmative action, but more fully as an issue of campus climate.

Since the 2001 site visit, College of San Mateo has addressed the challenges of diversity in several ways.

The new college mission, vision, and values statements (Attachments 8, 9, 10), all adopted by College Council during the 2001-02 academic year, acknowledge our desire to serve our diverse community and to foster “sensitivity to, respect for and appreciation of” the diversity among students, staff, and faculty. Moreover, in March 2002 College Council adopted a specific diversity statement (Attachment 11), which, together with the other statements, is published in the college catalog and posted on the college Web site.

In addition, diversity has been stated as one of the college goals for the last three years. As the 2003-04 College Goals statement (Attachment 2) points out, six Action Steps are being taken this academic year to encourage “tolerance, mutual respect, and the free exchange of ideas,” and for three of these steps, the college president is the designated lead, setting the tone that diversity is an important institutional goal.

The President’s Lecture Series: Diverse by Design, now in its third year and featuring three speakers each semester; monthly Campus Conversations on Diversity, led by two college psychologists and offering a more personal opportunity to discuss specific topics related to diversity; and the opportunity annually for selected employees to participate in a two-day training program through the Museum of Tolerance in Los Angeles are among the ongoing college activities promoting sensitivity to and respect for diversity.

Also, the college has formed a College Diversity Advisory Committee, and the Academic Senate has as one of its 2003-04 goals to “build in [to the program review] student equity indicators & student success by gender and ethnicity” and to update the college’s Student Equity Plan. Among other important issues that the Senate is working on is further incorporation of diversity into the curriculum (Attachment 12).

At the district level, a committee dealing with various aspects of diversity has long been in existence; part of the committee’s charge is to develop policies and training for screening and tenure review committees.

Recommendation Seven: Training Related to Employee Evaluation Procedures

The district should conduct regular training for supervisors of classified staff and meet the obligation to initiate and guide the staff evaluation processes so that they are timely and consistent, and the college administration should follow through in conducting those evaluations.

The district human resources department has been in a state of transition, with the present vice chancellor for human resources having been hired in May 2002 and with three senior human resources staff members having retired between December 2002 and December 2003. Meanwhile, human resources personnel have had to spend considerable time working out early retirement and voluntary separation incentives in response to the district's economic crisis.

Nonetheless, as was reported in the October 2002 Interim Report, the district has significantly improved its internal procedures with respect to classified staff evaluation. It has updated its computer database records on classified staff and improved its mechanism for advising supervisors when classified employee evaluations are to be performed. To improve the completion rate, the office of human resources is encouraging efforts to make supervisor completion of employee evaluations part of the supervisors' evaluations by senior managers.

Also to improve evaluation completion rates, the district human resources department has developed a new, simplified form that is presently under review by district and college administrators. If approved, a revised evaluation process will be implemented in 2004, and all managers will be trained in the use of the new process. Moreover, the district dean of special projects and the vice chancellor in charge of human resources will begin implementing a monthly managers' forum in February 2004 to train managers in a variety of human resources-related matters, including performance evaluation. It is anticipated that all managers will be trained by the end of 2004.

Recommendation Eight: Financial Resources

The college should develop a long-range financial plan (two to three years). The plan needs to reflect a realistic estimate of enrollment and estimate of resources. This planning should take place in coordination with the college's overall planning activities.

The college as yet has not developed a long-range financial plan for three primary reasons. First, shortly after the March 2001 site visit, in May of 2001 the college's chief financial officer retired. The college was then served by an interim financial officer for twenty months, after which time the present dean of administrative services, who previously served at a college out of state, assumed the post in February of 2003.

Second, shortly after the dean assumed his post, the state, district, and college were faced with severe budget crises. Thus, his time and resources have gone to dealing with the difficult budget challenges these continuing crises have presented. And, given the state's political and economic instability, any long-range financial plan could be relatively meaningless at this point, as it is very difficult to estimate either enrollment or resources give the current situation in the state.

Third, for the past several years, the district has been uncertain about whether it will become a basic aid district, and these uncertainties have made long-range financial planning difficult.

The college understands, however, the importance of developing a long-range financial plan. We hope that under the new governor the state will achieve greater economic stability, and as more state budget stability is achieved, the college will use the existing process to do long-range financial planning, beyond the current practice of fiscal-year planning already in place.

That long-range financial planning will take place, as annual financial planning does now, with the leadership of the dean of administrative services, in conjunction with the college's budget subcommittee, which he chairs. The budget subcommittee is a subcommittee of College Council; planning and budget are coordinated through College Council.

II. Summary Discussion of Self-Identified Issues

Many of the broad themes that emerged from the planning agendas contained in the College of San Mateo 2000-2001 self-study document have been discussed above, in section I of this midterm report, as the plans and the emerging themes are related to subsequent recommendations made by the visiting team.

Among the themes that emerged from the planning agendas in the 2000-2001 self-study were the need for comprehensive, fully integrated institutional planning; for integration of research, planning and evaluation; for a more efficient, more consistently performed program review process that is tied to institutional planning and budgeting; for an institutional enrollment management plan; for an institutional technology plan; for a long-range financial plan; and for regular, consistent classified staff evaluation.

While the majority of the Plans in the Planning Agenda section of the self-study were covered by the accrediting commission's eight recommendations, many of the other self-identified Plans were tasks, rather than issues related to general themes, and a majority of these tasks have been completed. In fact, under college Goal 5 – Institutional Planning and Resources, of the CSM College Goals, 2003-04 document, Action Step d. is "Continue to respond to accreditation recommendations from the team and the action plans in the self study by identifying and implementing appropriate changes."

The following are some examples of self-identified Plans that are tasks which have been completed:

- Under Standard One: Institutional Mission, the only Plan was to "Review the mission statement," and this resulted in a new college mission statement (Attachment 8);
- Under Standard Two: Institutional Integrity, Plans were "Hire a Webmaster, or equivalent, to redesign and maintain the Web site" and "Strengthen the college's commitment to academic honesty"; in response to these Plans, the college has designated a person to oversee the Web site, and both the Academic Senate and the English department have instituted new guidelines addressing student cheating and plagiarism;
- Under Standard Three: Institutional Effectiveness, many Plans were related to research, assessment, and program review, and these Plans have been addressed in section I of this report;
- Under Standard Four: Educational Programs, Plans addressed assessment, diversity, and program review, all of which have been discussed in the preceding section, and the Plan to "Develop a formal policy that states the process for the elimination of programs" has resulted in the development of a program improvement/discontinuance model document;

- Under Standard Five: Student Support and Development, one Plan was to “Provide customer service training to the Office of Admission and Records staff,” and that has been undertaken through the CSM Cares training program; and, in response to a Plan to “Establish a student information/feedback hotline...” the college has instituted CSM Listens as a means to obtain feedback from students and others to help CSM evaluate and improve services;
- Under Standard Six: Information and Learning Resources, several Plans that are tasks—such as “Redesign the library Web pages...” and “Provide off-campus access to the electronic databases on the Web...”—have been completed;
- Under Standard Seven: Faculty and Staff, several Plans had to do with evaluation of classified employees and with diversity, both of which are general themes covered in the previous section under team Recommendations Six and Seven; one example of a task that was presented as a Plan is “Maintain and update all personnel policies, procedures, and forms on the district’s Intranet...,” and in response, all major policies and personnel forms are now available on-line;
- Under Standard Eight: Physical Resources, Plans that involved tasks like “Re-evaluate the number and size of the tasks charged to the college facilities department...” and “Develop measurable performance guidelines for facilities staff...” have been addressed through numerous studies—the CSM Staffing Summary, Custodial Service Levels, SMCCCD Preventative Maintenance Schedule, and CSM Custodial Assignments—the purpose of which was to assess the degree of staff efficiency in relationship to industry standards, and several Plans under this standard were discussed under Recommendation One above;
- Under Standard Nine: Financial Planning, one Plan was “Improve in-house communication of budget information...,” which is being done through the posting of the budget subcommittee’s agendas and meeting notes on *CSM Internal*, the weekly on-line campus newsletter, and through college budget forums as needed;
- Under Standard Ten: Governance and Administration, Plans that are tasks include “Make available at board meetings a brochure summarizing the provisions of the Ralph M. Brown Act,” and such brochures are now available, and “Publicize College Council meetings, agendas, and discussions and actions,” and this is now done, using *CSM Internal*.

Attachments

1. College of San Mateo Strategic Planning Model
2. College Council Calendar 2003-04
3. College of San Mateo COLLEGE GOALS, 2003-04
4. College of San Mateo Technology Plan 2002-2005
5. Enrollment Management Plan, Instruction Subcommittee (Draft)
6. Enrollment Management Committee, Student Services Subcommittee (Final Draft)
7. College of San Mateo Organizational Chart

8. College of San Mateo Mission Statement
9. College of San Mateo Vision Statement
10. College of San Mateo Values Statement
11. College of San Mateo Diversity Statement
12. Academic Senate College of San Mateo Governing Council Goals for 2003-2004