
Overview of Institutional Planning for Continuous Improvement of Student Success

College of San Mateo
Fall 2012

Updated
Spring 2013

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Integrated Planning Hierarchy

At the apex of College of San Mateo's planning process is its Mission Statement, which drives planning at both the institutional level and the program level and clearly puts student success at the center of the college's planning.

Mission Statement

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. The college is an open-access, student-centered institution that serves the diverse educational, economic, social and cultural needs of its students and the community. College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. It uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement. Its programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community.

To achieve this mission, the college has adopted the following Institutional Priorities:

- Improve Student Success
- Promote Academic Excellence
- Promote Relevant, High-Quality Programs and Services
- Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
- Enhance Institutional Dialog

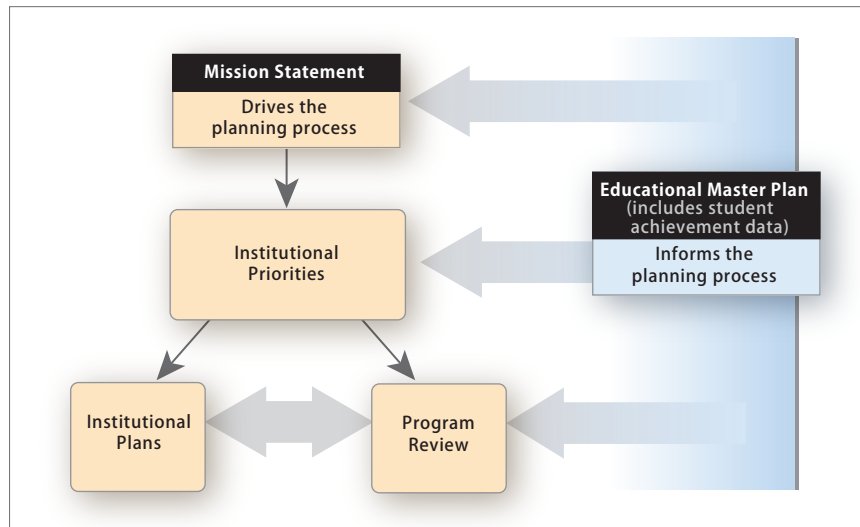


Figure 1: The Integrated Planning Hierarchy

These Institutional Priorities, in turn, lead to the development of institutional plans and initiatives and to annual assessment in program reviews, including the assessment of student learning outcomes. The Educational Master Plan, a document based on quantitative and qualitative data and information, informs planning at all three levels.

College of San Mateo has two simultaneous planning cycles: an institutional planning cycle and a program planning cycle. These cycles intersect during institutional budgeting and resource allocation in order to fund institutional and program improvement. The outcomes of initiatives and efforts for institutional and program improvement are measured and assessed, and the cycle begins again.

Institutional Planning Cycle

The institutional planning cycle is designed to result in continuous improvement and can, therefore, be visualized as “beginning” and “ending” with assessment. With students and their success at its center, institutional planning draws heavily on SLO assessment and program review through the identification of themes and trends emerging from the program reviews. Initially discussed and prioritized at the division or unit level, these trends and themes are then forwarded to the Institutional Planning Committee, where they are prioritized at the college level based on the Institutional Priorities and then used to update institutional plans and develop initiatives, which, in turn, inform budgeting and resource allocation. The impact on student success is then measured and assessed, and the cycle begins again.

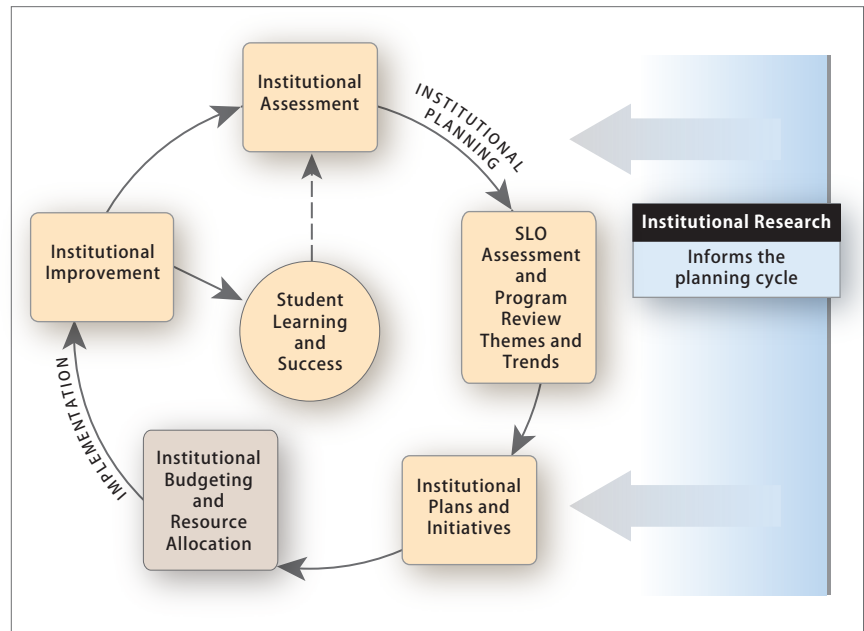


Figure 2: The Institutional-Level Planning Cycle

Program Planning Cycle

Occurring concurrently with the institutional planning cycle is the program-level planning cycle, documented primarily through the program review process. Program review draws heavily on results from SLO assessment at the course and program levels and thus is centered on student success. Also informing program review is institutional research that includes data and information about student demographics, program efficiency, mode of course delivery, and other student achievement data.

As mentioned above, themes and trends identified through program review are forwarded to the Institutional Planning Committee as part of the institutional planning cycle.

Requests for specific funding to sustain or improve programs become part of institutional budgeting and resource allocation and, therefore, intersect with the institutional planning cycle. Funding requests address the following needs identified in program review: professional enrichment to develop faculty expertise in teaching and learning, full-time faculty staffing, classified staffing, facilities, instructional equipment, and instructional materials. Within program review, each program must state how the funding requests support the college's Mission Statement and Institutional Priorities. Funding requests are granted or denied.

The impact of the allocation or the denial of funding is then made evident in the program improvement step of the cycle.

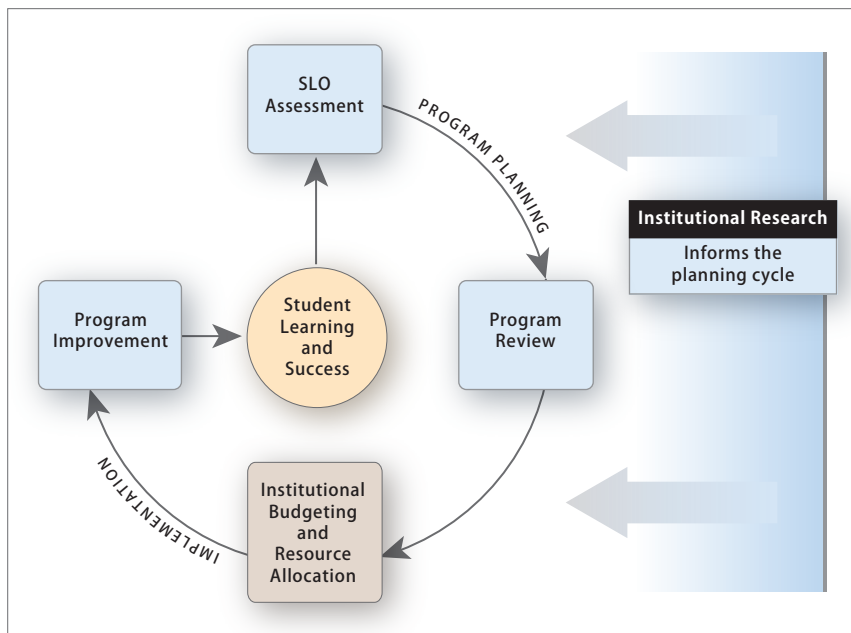


Figure 3: The Program-Level Planning Cycle

During the writing of the next program review, programs must explain how granted funding was used to improve or sustain the program, specifically addressing the college's mission, Institutional Priorities, and course and program SLO assessment. Programs denied funding must explain the impact of this outcome on the program, again relating the impact to the college's mission, Institutional Priorities, and SLO assessment.

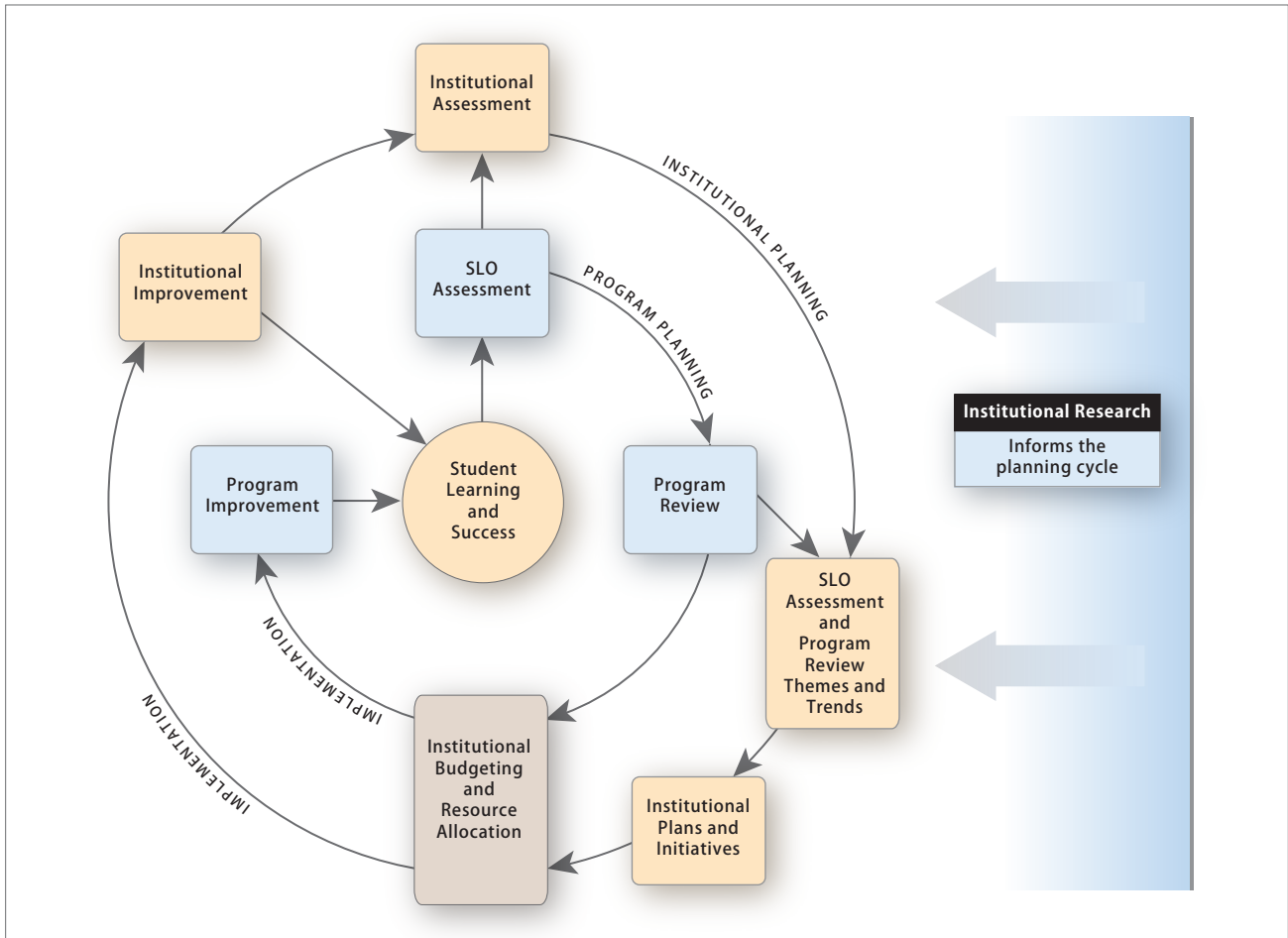


Figure 4: The Integrated Planning Cycle

Integrated Planning Cycle

The integration of the institutional planning cycle and the program planning cycle is shown above. Both cycles are informed by evidence from institutional data and information, much of which is captured in the Educational Master Plan. Student success is at the center of both planning cycles and is the criterion against which continuous improvement is measured and assessed.

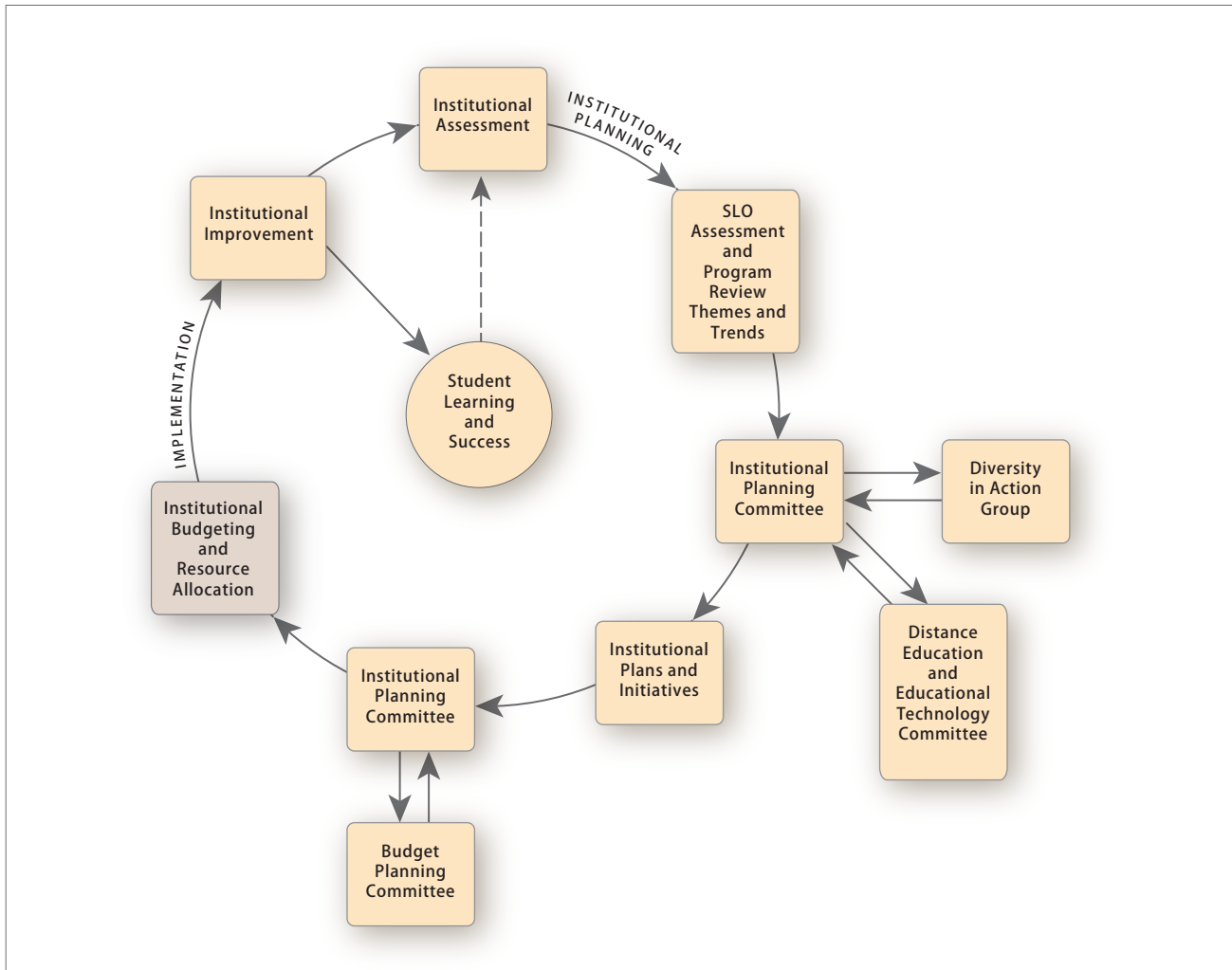


Figure 5: Institutional Planning Committees in relation to the institutional planning process

Institutional Planning Committees

The Institutional Planning Committee (IPC) has overarching stewardship for the ongoing implementation and assessment of College of San Mateo’s institutional planning process. It also ensures that relevant segments from the program-level planning cycle, particularly SLO assessment, analysis of student achievement outcomes, and the trends and themes from program review,

are integrated into the college’s institutional planning. Therefore, the membership of IPC is deliberately broad based so that faculty, classified staff, students, and administration have genuine, direct input into participatory planning and decision making.

Reporting directly to IPC are three committees: the Diversity in Action Group (DIAG), the Budget Planning Committee (BPC), and

the Distance Education and Educational Technology Committee (DEETC).

Institutional Plans

The development and implementation of institutional plans reflect the planning hierarchy.

IPC is responsible for guiding the scheduled review and, if needed, revision of the Mission Statement, Institutional Priorities, and the Diversity Statement. IPC also receives relevant data and information from the program-level planning cycle, particularly from program review. Together, the Mission Statement, Institutional Priorities, the Diversity Statement, SLO assessment, student achievement data, and themes and trends from program review lead to the development of institutional plans and initiatives, which in turn drive the development and implementation of specific plans through the Diversity in Action Group, the Budget Planning Committee, and the Distance Education and Educational Technology Committee. IPC also oversees the Facilities Master Plan.

The Diversity in Action Group produces the Diversity in Action Plan, whose primary focus is to ensure that unity through diversity is among the college's highest priorities, as reflected in the Diversity Statement, developed and reviewed through IPC.

Diversity Statement

College of San Mateo maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves. As an academic institution, the college fosters a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. The college abides by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

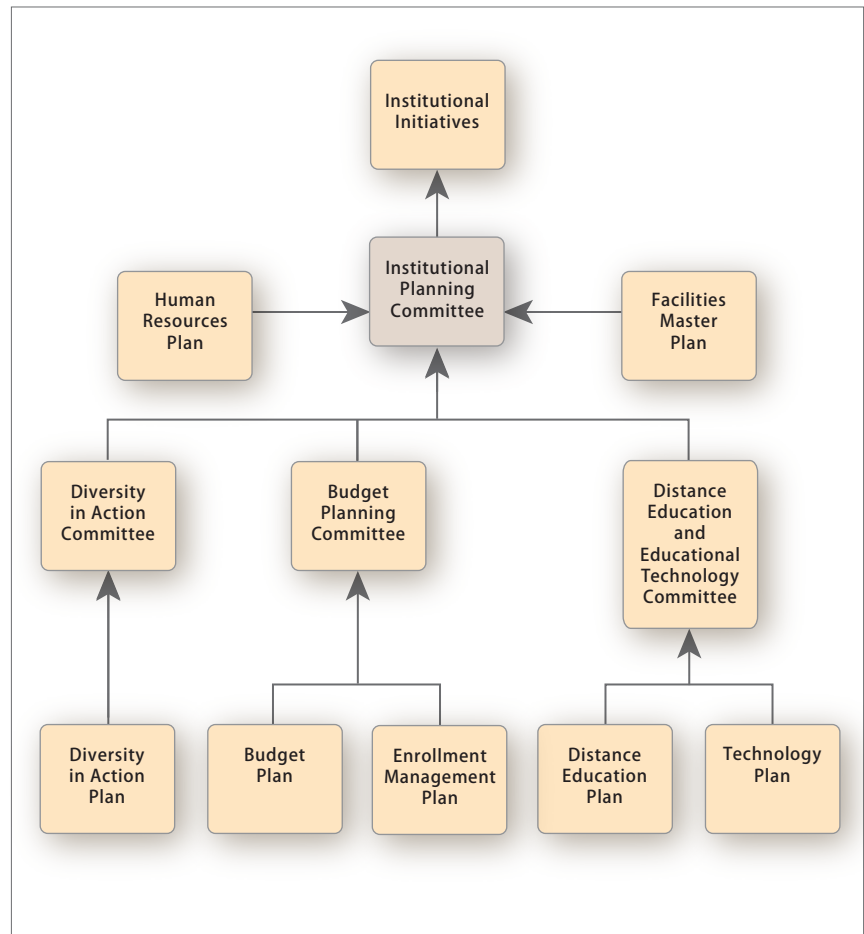


Figure 6: Institutional Plans in relation to the institutional committees

The Diversity in Action Plan includes specific action steps and activities designed to assure that the college's operational decisions at all levels support the college's commitment to diversity and student success.

The Budget Planning Committee's mission is to ensure that the college maintains fiscal stability and that financial resources are allocated in accordance with the Mission Statement and Institutional Priorities, which guide the institutional plans and initiatives. BPC is responsible for two plans: the Budget Plan and the Enrollment Management Plan.

The Distance Education and Educational Technology Committee creates a framework to facilitate the delivery of distance learning instruction in response to student and community needs. DEETC is responsible for two plans: the Distance Education Plan and the Technology Plan.

Academic Senate Committees

The Academic Senate has primacy in academic and professional matters as defined in Title 5, Section 53200, and has established committees to address these matters: Committee on Instruction, the Basic Skills Initiative Committee [to be proposed as a possible Senate committee], the Library Advisory Committee, the College Assessment Committee (CAC), and the Learning Support Centers Coordination Committee.

Fundamental to College of San Mateo’s program-level planning cycle is program review. The Academic Senate is responsible for the development, implementation, and completion of program review for instructional programs, student services programs, the library, and the learning support centers. Through program review, faculty report their assessment of student learning outcomes and evaluation of student achievement data. At the division or unit level, faculty and staff identify trends and themes from program review and forward them to IPC, where they become part of the institutional-level planning process.

Program review also identifies needed resources and funding requests: professional enrichment for faculty, full-time faculty staffing, classified staffing, facilities, instructional equipment, and instructional materials. These specific requests enter the institutional-level planning cycle through institutional budgeting and resources allocation. Requests for resources for professional enrichment for faculty, full-time faculty staffing, and classified staffing are part of the college’s human resources planning.

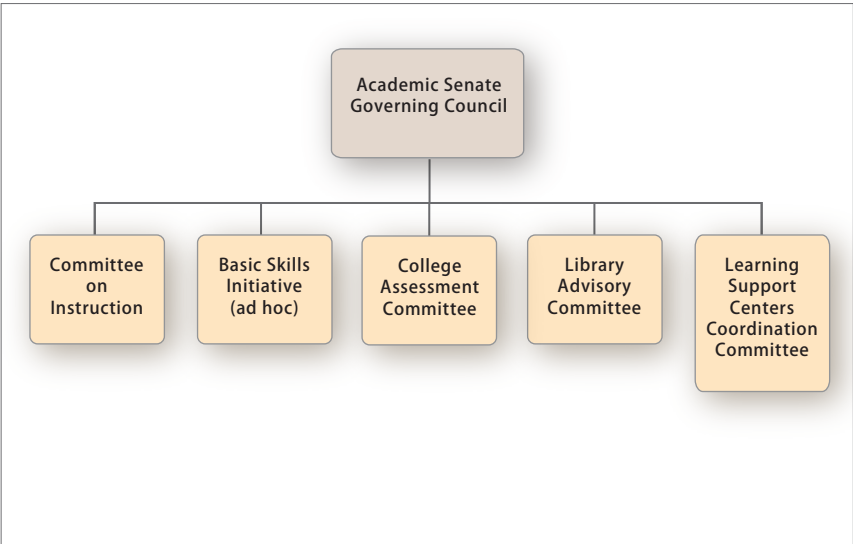


Figure 7: Academic Senate Committees

College Council

Through the participatory governance process, the College President receives recommendations from the Academic Senate and from the Institutional Planning Committee. College Council, with representation from all college constituencies, oversees participatory governance at all levels of the college, and conducts the scheduled institutional effectiveness audit.

In addition, the Accreditation Oversight Committee informs College Council. The Accreditation Oversight Committee coordinates the college's ongoing activities related to accreditation and provides open communication between the Accreditation Oversight Committee and the college community.

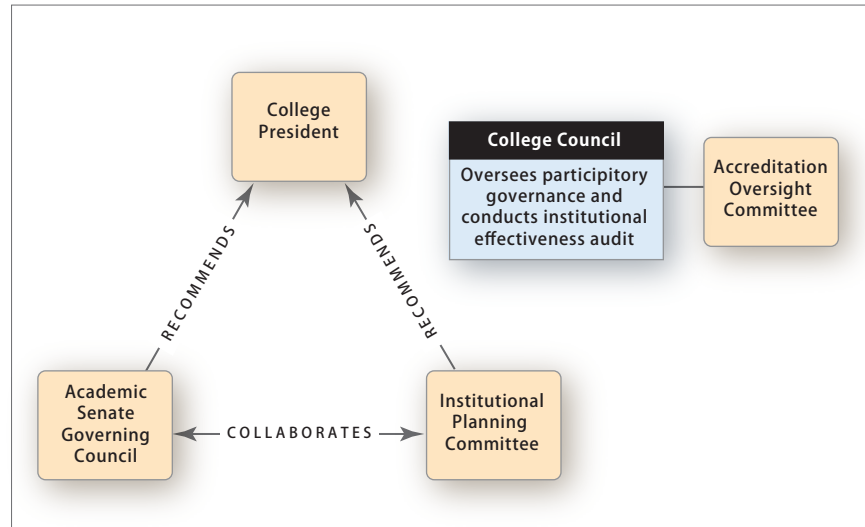


Figure 8: Participatory Governance

Human, Physical, and Technology Resource Allocations as Part of the Integrated Planning Cycle

College of San Mateo has processes and procedures in place for allocating human resources, physical resources, and technology resources. These processes are tied directly to program review. Two examples are given in this *Overview of Institutional Planning*.

Full-time Faculty Positions

Outlined on this page is the process for identifying new full-time faculty positions for the succeeding academic year. The following steps occur during the fall semester.

On the College President's recommendation, the Budget Planning Committee recommends the number of new full-time faculty positions to be filled for the following academic year. An established process is then followed to identify the departments/programs which will receive full-time positions.

Departments/programs identify needed full-time faculty positions through the program review document. If a department or program does not complete the program review document, it is not eligible to request a full-time faculty position.

Each division meets and prioritizes its faculty position requests.

The instructional administrators, the Dean of Counseling, and the President of the Academic Senate review, discuss, and prioritize on a college-wide basis the requests. As a result of the prioritization, the recommendation to hire faculty in specific disciplines or programs is forwarded to President's Cabinet.

The Vice President of Instruction takes the recommendations to President's Cabinet for

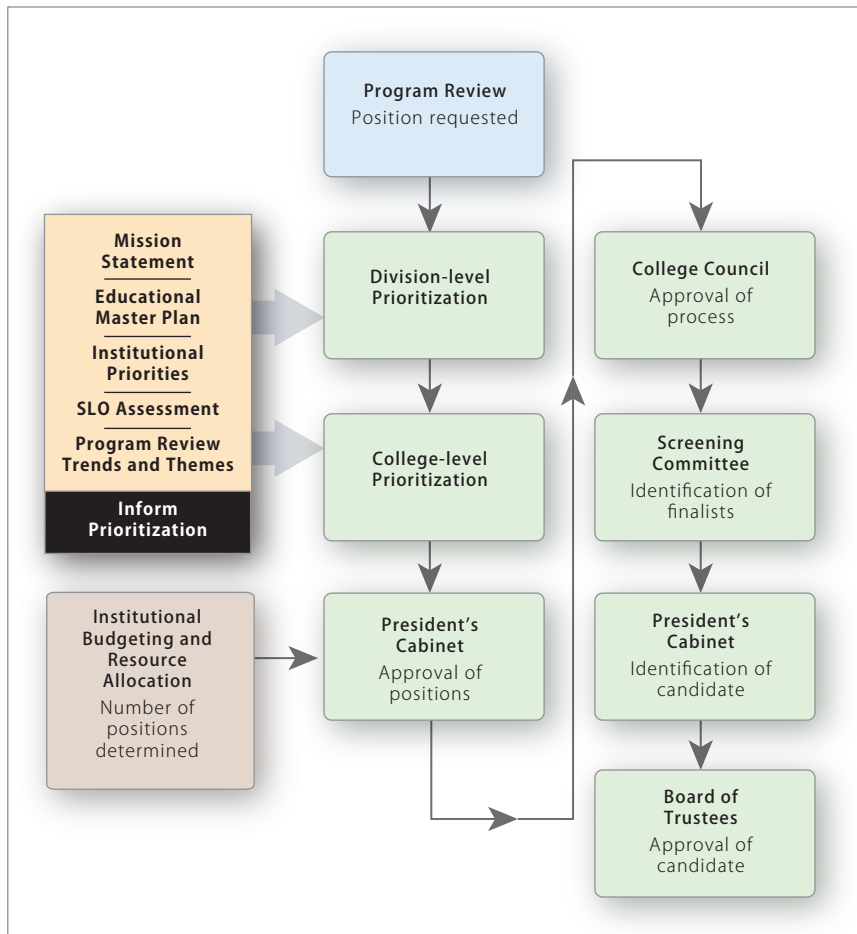


Figure 9: Process for Identification of Full-time Faculty Positions

a recommendation concerning approval. If approval for the recommended positions is received from President's Cabinet, the Vice President of Instruction then takes the list of approved recommended positions to College Council for its approval of the participatory governance process followed in the identification of the full-time faculty positions.

Upon approval of the participatory governance process, the College President makes the final determination to recommend to the Board of Trustees the filling of the designated full-time faculty positions.

Departments, with Academic Senate approval, then determine the composition of screening committees. During the spring semester, the positions are advertised, applicants are interviewed by the screening committees and then by President's Cabinet with members of each screening committee in attendance, and successful finalists are offered positions.

If there are no successful finalists for a position, then the search usually continues for another semester.

Instructional Materials Funding

Outlined on this page is the process for allocating instructional materials funds received from the State each academic year.

Departments/programs identify their instructional materials funding requests through the program review document. If a department or program does not complete the program review document, it is not eligible to request funding for instructional materials.

Each division meets and prioritizes the instructional materials funding requests for the division.

The instructional administrators, the Dean of Counseling, and the President of the Academic Senate review, discuss, and allocate on a college-wide basis the submitted requests.

The Vice President of Instruction takes the recommended requests for funding to President's Cabinet for a recommendation concerning approval.

President's Cabinet makes a final decision about the allocation of instructional materials funds based on the recommended requests forwarded by the Vice President of Instruction.

The Vice President of Instruction takes the approved allocation of instructional materials funds to College Council for its approval of the participatory governance process followed in the determination of the allocation.

Upon approval of the participatory governance process, the Vice President of Instruction distributes the approved allocations to the divisions.

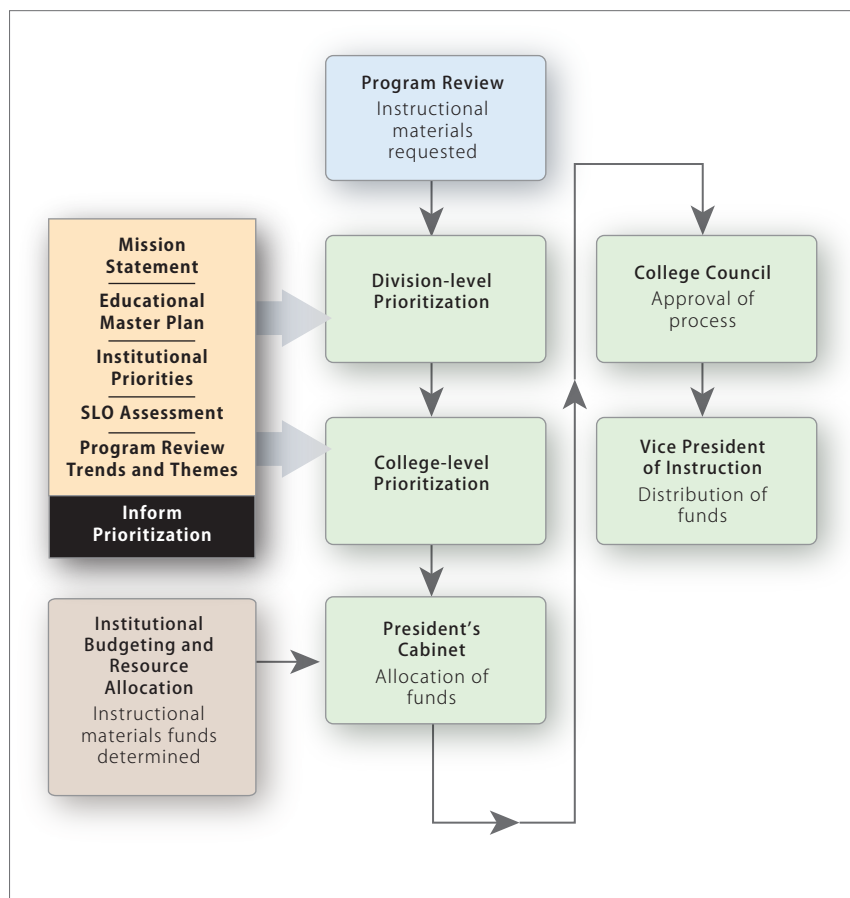


Figure 10: Process for Allocation of Instructional Materials Funds

District Mission Statement

The San Mateo County Community College District Mission Statement and related planning documents reflect a two-way relationship with College of San Mateo's Mission Statement, Institutional Planning Priorities, and related planning documents. During the development of the District's planning documents, the Board of Trustees, the Chancellor, and district committees refer to planning documents from the three colleges in order to ensure that there is a collegial and collaborative partnership between the District and the three colleges.

As a result, the San Mateo County Community College District Mission Statement affirms and reflects the overarching foundational philosophy and educational principles of the District and its three colleges. Supported by the Board of Trustees' Reaffirmation of Core Values and Principles, revised in June 2012, and the 2012-2013 Board Goals, the District's student-centered core mission is clearly defined as providing student access and success through transfer education and career and technical education. Basic skills courses are offered to help students attain the core mission.

In order to achieve the core mission, the District's Mission Statement, the Board's Reaffirmation of Core Values and Principles, and the 2012-2013 Board Goals indicate commitment to academic excellence, participatory governance, fiscal stability, effective institutional research, celebration of diversity, and responsiveness to community needs—common themes also running through College of San Mateo's Mission Statement, Institutional Priorities, Diversity Statement, and initiatives and plans.

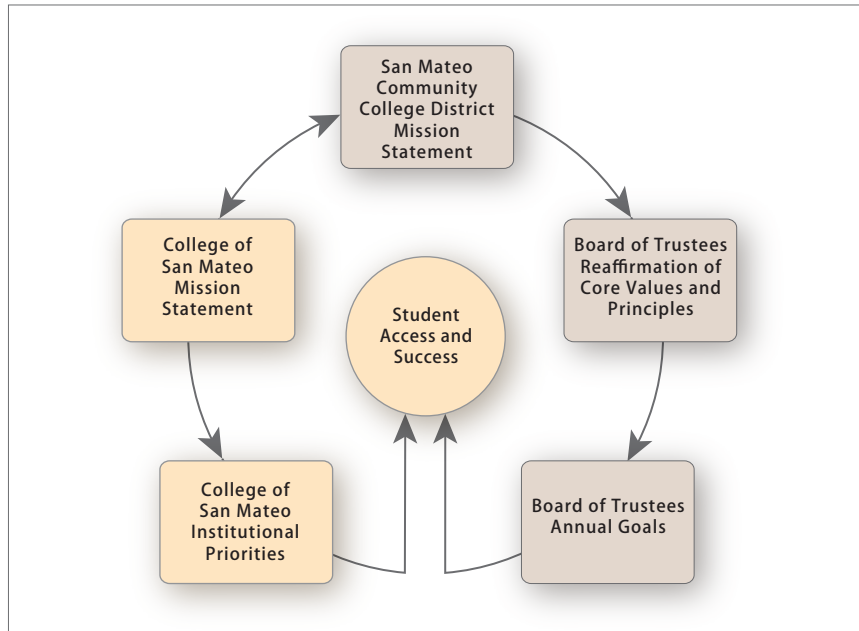


Figure 11: Relationship of District Mission to College of San Mateo's Institutional Planning Process