

College of San Mateo

Planning Manual

2015-2016

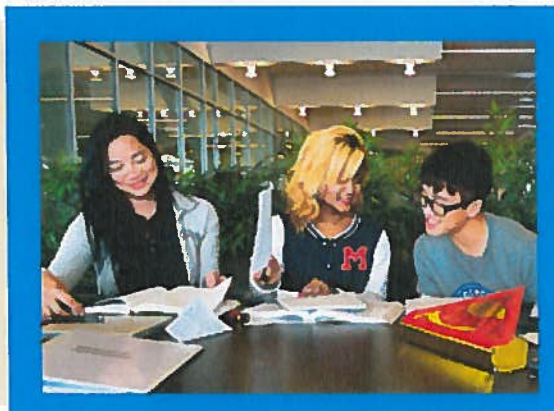
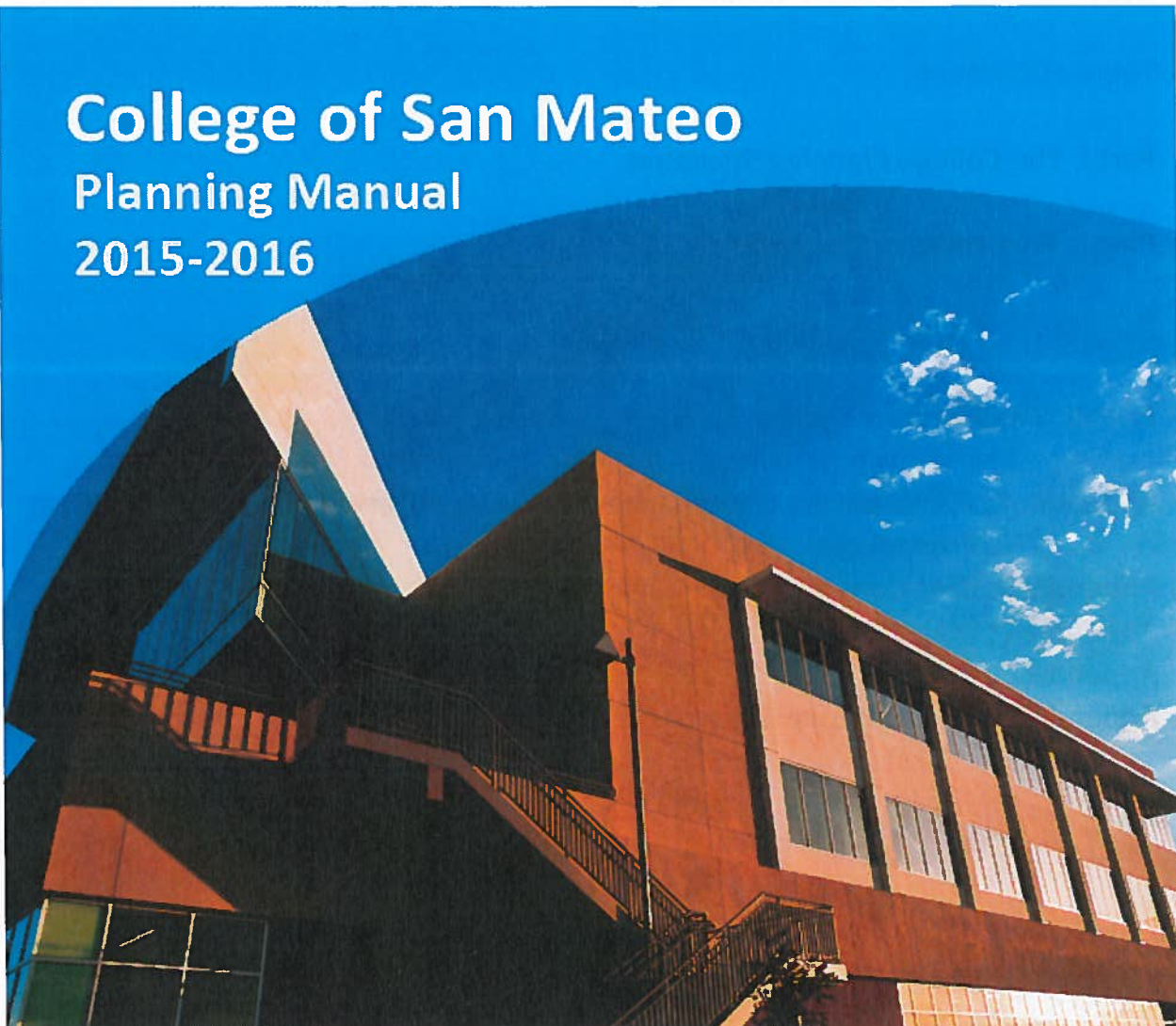


Table of Contents

Part I: The College Planning Structure

Part II: Participatory Governance

Part III: The College Committee Structure

Part IV: The Planning Cycle

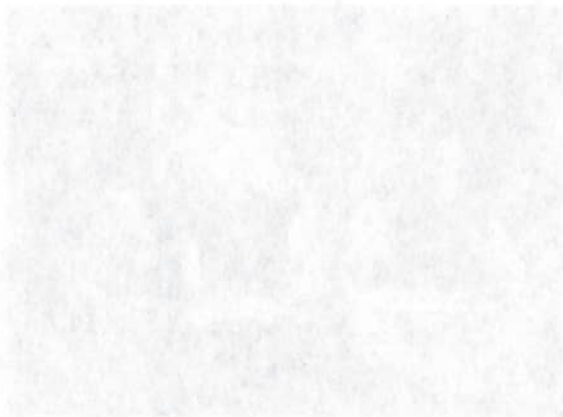
Appendix A: Participatory Governance Roles, Organization Charts, and General Procedures

Appendix B: CSM Committees

Appendix C: Major College Decisions: Detailed Procedures

Appendix D: Code of Ethics

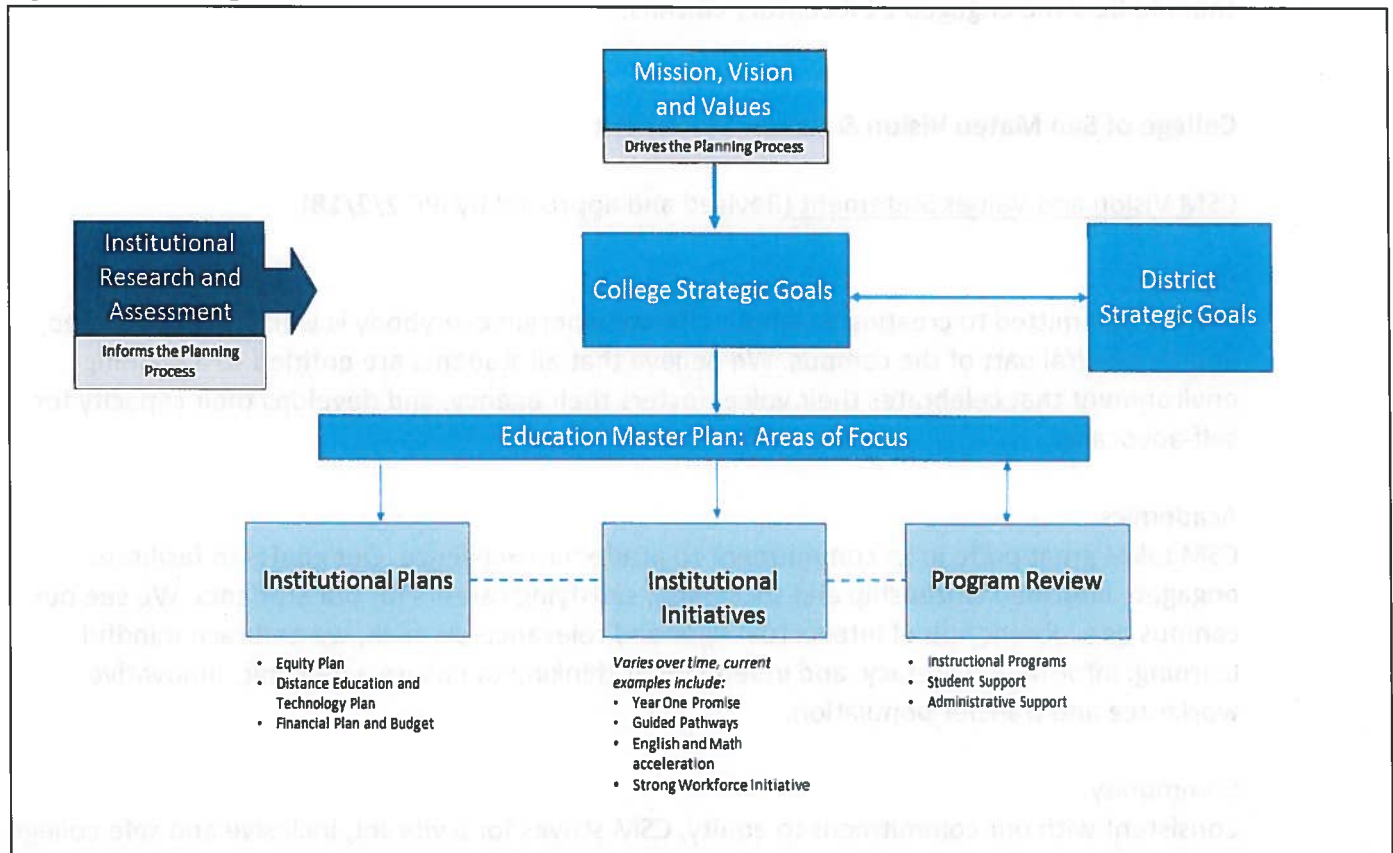
Appendix E: Participatory Governance Training Programs



Part I: The College Planning Structure

The College’s planning and decision-making process ensures that the College fulfills its stated mission, vision and values, engages in actions that result in improvement of institutional effectiveness, and allocates resources to achieve its goals. The College’s Mission Statement drives planning at both the institutional and program levels, placing student success at the center of the planning efforts. **Figure 1** summarizes the structure of the College’s Planning and Decision Making System:

Figure 1: Planning Structure



Each element of the College’s planning structure is discussed below:

College of San Mateo Mission

CSM Mission (Revised and approved by IPC 2/2/18)

College of San Mateo is committed to serving the broad educational needs of the local community, as well as the Bay Area and world community. Our goal is to foster student success while celebrating the cultural diversity of our campus. Providing effective and accessible pathways, we aim to ensure equitable opportunities for all of our students and to empower them to become engaged 21st century citizens.

College of San Mateo Vision & Values Statement

CSM Vision and Values Statement (Revised and approved by IPC 2/2/18)

Equity

We are committed to creating a campus climate wherein everybody is welcome, celebrated, and an integral part of the campus. We believe that all students are entitled to a learning environment that celebrates their voice, fosters their agency, and develops their capacity for self-advocacy.

Academics

CSM takes great pride in its commitment to academic excellence. Our goal is to facilitate engaged, informed citizenship and successful, satisfying careers for our students. We see our campus as a vibrant hub of intellectual rigor and relevance. As such, we embrace mindful learning, information literacy, and independent thinking to ensure a dynamic, innovative workforce and transfer population.

Community

Consistent with our commitment to equity, CSM strives for a vibrant, inclusive and safe college community. In support of this, we must recruit and retain a diverse faculty and staff and foster professional development informed by critical pedagogy and aligned with our college mission. Together, we aim to create an environment that fosters collegiality and empowers our students to reach their full potential inside and outside the classroom.

Governance

Because the college's success is intricately linked to the collective wisdom and values of its students, faculty, staff, and administrators, we strive for an inclusive, collaborative, and transparent decision-making process and governance. To this end, we strive to ensure that communication is multidirectional and incorporates feedback from the entire campus community.

Institutional Research

The College's planning process relies on comprehensive institutional research. Quantitative and qualitative information are used to make evidence-based decisions and to assess outcomes at both the institution and the program level. The College maintains a formal research agenda and also conducts project-specific research. Assessment data are used to monitor the results of institution-level and program-level actions and to inform future decision making.

College Strategic Goals

The College's *Strategic Goals* are developed by the Integrated Planning Committee (IPC) and can be thought of as the major objectives that the College would like to achieve over the next 5 years. Strategic goals are designed to help the College fulfill its Mission, Vision and Values. The 2018-2023 College's Strategic Goals are:

- Improve Student Success
- Promote Academic Excellence
- Develop Responsive High-Quality Programs and Services
- Support Professional Development
- Ensure Fiscal Stability and Efficient Use of Resources
- Enhance Institutional Dialog

District Strategic Goals

District Strategic Goals were developed in collaboration with each college through the participatory governance process and have been adopted by the Board of Trustees. The District Strategic Goals are:

- Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success
- Establish And Expand Relationships with School Districts, 4-year College Partners, and Community-based Organizations to Increase Higher Education Attainment In San Mateo County
- Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success
- Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

District Strategic Goals and College of San Mateo Strategic Goals are connected as follows:

College Strategic Goals:						
District Strategic Goals:	Improve Student Success	Promote Academic Excellence	Develop Responsive High-Quality Programs & Services	Support Professional Development	Ensure Fiscal Stability and Efficient use of Resources	Enhance Institutional Dialog
Develop and strengthen educational offerings, etc.	X	X	X	X		
Establish and expand relationships, etc.	X	X	X	X		
Increase program delivery options, etc.	X	X	X	X		
Ensure necessary resources are available, etc.	X	X	X	X	X	

Educational Master Plan: Areas of Focus

A number of “areas of focus” have been identified as a result of the Educational Master Plan (EMP) revision process. Areas of focus are specific in defining how the College intends to achieve its strategic goals over the next five years. Area of Focus include:

Placeholder for Areas of Focus.

Institutional Plans and Initiatives

Institutional plans and institutional initiatives effect large groups of students and are designed to help the College pursue one of more of its areas of focus and also achieve its long-term strategic goals.

Institutional Plans vs Institutional Initiatives

Institutional plans are designed to create the operational capacity that enables the College to address areas of focus and its strategic goals in a systematic, on-going manner. Institutional plans provide a framework to identify, align, and prioritize specific actions. The planning horizon for all institutional plans is five years and all institutional plan goals and objectives are addressed over this timeframe. Currently, the College has established three major institutional plans:

- The Equity Plan
- The Distance Education and Educational Technology Plan
- The Strategic Financial Plan (Fall 2018)

Institutional initiatives are planning efforts that also address areas of focus and strategic goals, but in a more directed way. In general, initiatives are shorter in duration and address specific issues identified through institutional research, statewide initiatives, and student learning outcomes and assessment. Institutional initiatives are typically funded by one-time funds at the start of the initiative. Once established, initiatives are periodically assessed and successful initiatives are funded by a combination of on-going funds which may include the college general fund, district innovation funds, and on-going funds from restricted state funding sources such as Equity, BSI, and Strong Workforce. Examples of current and past initiatives include:

Current Initiatives:

- The Year One Promise
- Guided Pathways
- Student Equity (consolidated plan)
- Strong Workforce Plan/Career Guidance/Placement
- Early College/Dual Enrollment
- Online Educational Resource Project (OER)
- SparkPoint

Past Initiatives (all are now on-going programs)

- Math Supplemental Instruction
- Math and Science Jams
- Umoja, Puente, MANA, and Year One Learning Communities
- Project Change
- Food Pantry
- Learning Center

Program Review

Program Review is conducted at the program-level for instructional programs, student services, and administrative services. Program Review is the mechanism to identify the program-level resources necessary to improve student learning and to execute program goals. Program-level resources include full-time faculty, classified staff, equipment, supplies, student assistants, and small capital projects.

Finally, the Integrated Planning Committee (IPC) reviews all program reviews for common themes and trends across multiple programs. This analysis serves as input and feedback regarding the College's areas of focus and strategic goals, with a goal of ensuring that College's collective planning efforts are both "top down" and "bottom up".

Part II: Participatory Governance

College of San Mateo defines (participatory) governance as a set of structures and processes that:

- involve the genuine participation of faculty, classified staff, students, and administrators; and
- effectively capture their collective wisdom and voice to reach the best recommendation(s) for the decision maker(s) and for the good of the campus community

Constituency Groups

CSM uses a constituency-based model to gather input for most College decisions. The four constituencies are the faculty, the classified staff, students, and administration. The Academic Senate represents the faculty, the Classified Senate represents the classified staff, The Associated Students (ASCSM) represents the students and Management Council represents the administration.

Participatory Governance Roles

District Rules and Regulations 2.08 specifies the formal participatory governance roles for each constituency. The Academic Senate is ultimately responsible for making recommendations to the Board of Trustees on academic and professional matters. The college president is responsible for making recommendations to Board through the District Chancellor on non-academic matters.

The Board of Trustees has final decision making authority on all recommendations. A student trustee represents the official voice of the students to the Board of Trustees and maintains an advisory vote to the Board on all public matters.

While the Academic Senate and college president have the final authority for making formal recommendations it is the intent of both the Academic Senate and the college president to develop an inclusive participatory governance structure and culture where students, faculty, classified staff, and administrators have an opportunity to provide input on significant College decisions.

It's important to state that participatory governance does not mean shared decision making. Neither the Academic Senate nor college president are required to accept recommendations from the participatory governance process. Rather, participatory governance provides a formal mechanism for each constituency to weigh in on matters that affect the College. Whenever there is a significant departure from a recommendation the decision maker has an obligation to provide a rationale for the decision.

Fortunately, the culture at CSM is one of collaboration and consensus. Major recommendations are fully vetted and most recommendations are accepted. However, there have been times when decision makers have not accepted a recommendation and/or have altered a recommendation; there will be times in the future where this will be the case as well. Finally, there are many routine and/or operational decisions that do not require the formality of the participatory governance process.

Appendix A provides additional details regarding participatory governance and the specific functions of the Academic Senate, the Classified Senate, the Associated Students, and Management Council. **Appendix C** lists details concerning all major college recommendations and decisions; where they originate, where they are discussed and deliberated, and the final decision maker for each recommendation.

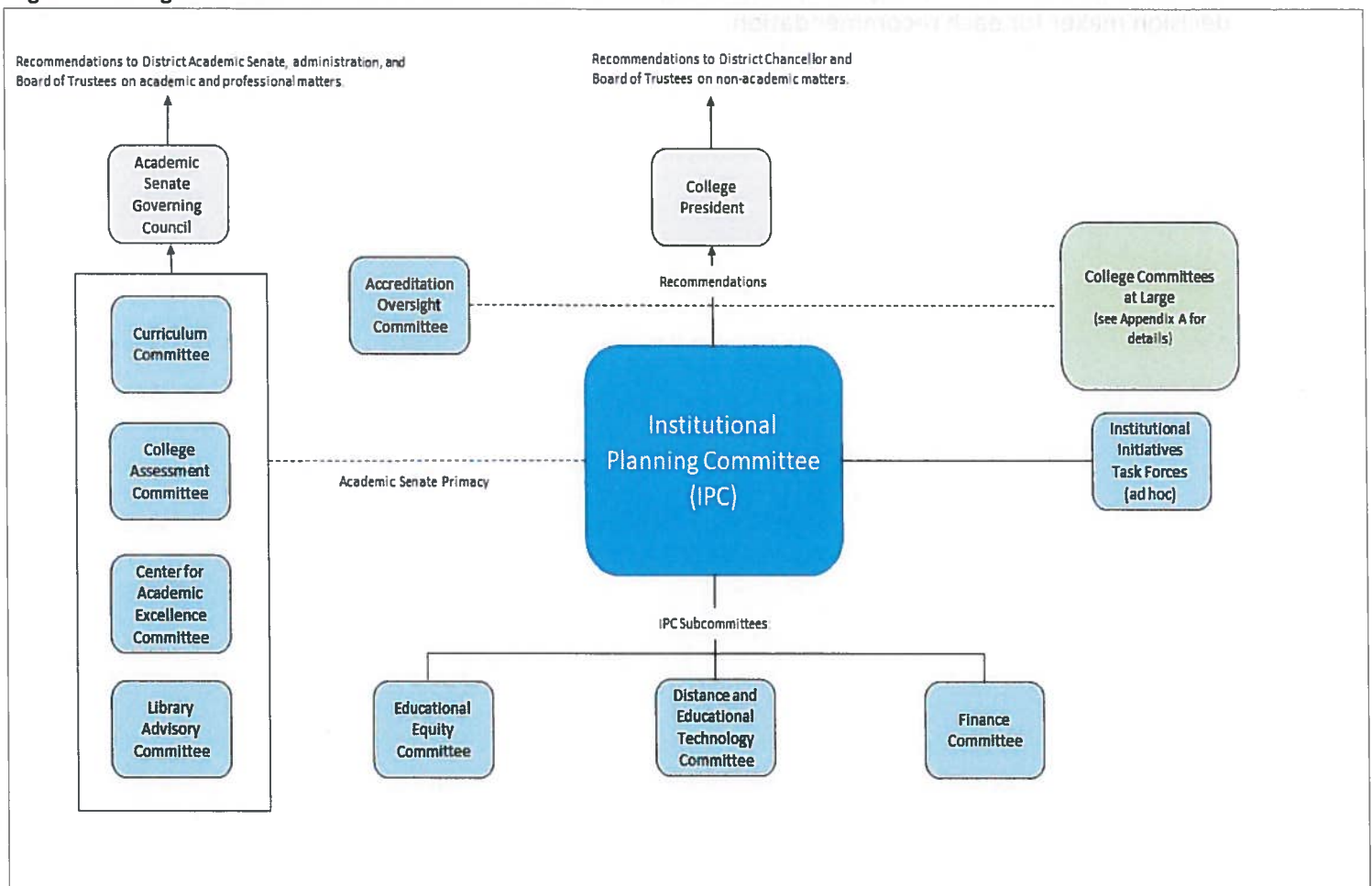


The Institutional Planning Committee (IPC) is the key planning committee for the college. The IPC is responsible for the development and implementation of the college's strategic plan. The IPC also develops and oversees progress on strategic goals, identifies and oversees institutional initiatives, and ensures that the college's governance process is effective.

Part 3: The College Committee Structure

Institutional planning is conducted through a formal participatory governance structure as documented in **Figure 2**. Currently, the College has a total of XX committees. **Appendix B** provides detailed descriptions of the purpose, functions, authority and membership structure of each committee.

Figure 2 - College Committee Structure



Institutional Planning Committee and IPC Subcommittees

The Institutional Planning Committee (IPC) is the key planning committee for the College. The mission of IPC is to ensure the implementation and ongoing assessment of the institutional planning process. IPC also develops and assesses progress on strategic goals, identifies and assesses institutional initiatives, and ensures that the participatory governance process is

properly followed across all participatory governance committees. All four constituencies are represented on IPC. Thus, IPC serves as a conduit and “clearinghouse” for institutional planning for all constituency groups. Three subcommittees report to IPC. Each subcommittee is responsible for the development and implementation of the College’s institutional plans:

IPC Sub-Committee	Institutional Plan
Educational Equity Committee	Equity Plan
Distance and Educational Technology Committee	Distance Education and Technology Plan
Finance Committee (Fall 2018)	Financial Plan and Budget

The Academic Senate Governing Council and Academic Senate Committees

The Academic Senate Governing Council represents the faculty on academic and professional matters (10+1). Additional details concerning the Academic Senate Governing Council can be found in **Appendix B**. The Governing Council has established the following committees to help carry out the work of the Academic Senate: Curriculum Committee, College Assessment Committee, Center for Academic Excellence Committee, and the Library Advisory Committee.

Institutional Initiatives Task Forces

IPC may establish an ad hoc taskforce as needed to address a particular institutional need. Membership of a task force will vary according to the nature of the initiative. Appointments are made by consensus from IPC in consultation with each campus constituency group. IPC provides a specific charge and a general timeline for complete or reporting for each task force that is created. Tasks forces are disbanded once the work of the task force is complete.

Accreditation Oversight Committee

The Accreditation Oversight Committee is a committee at-large. The role of the committee is to work with the College Accreditation Liaison Officer to coordinate activities related to accreditation.

College Committees At-Large

Several college committees have been established that provide various services to the college. In some cases, a committee is established in accordance with a college or a district policy. Most non-routine committee recommendations are made to the college president. A full listing of at-large committees can be found in **Appendix B**.

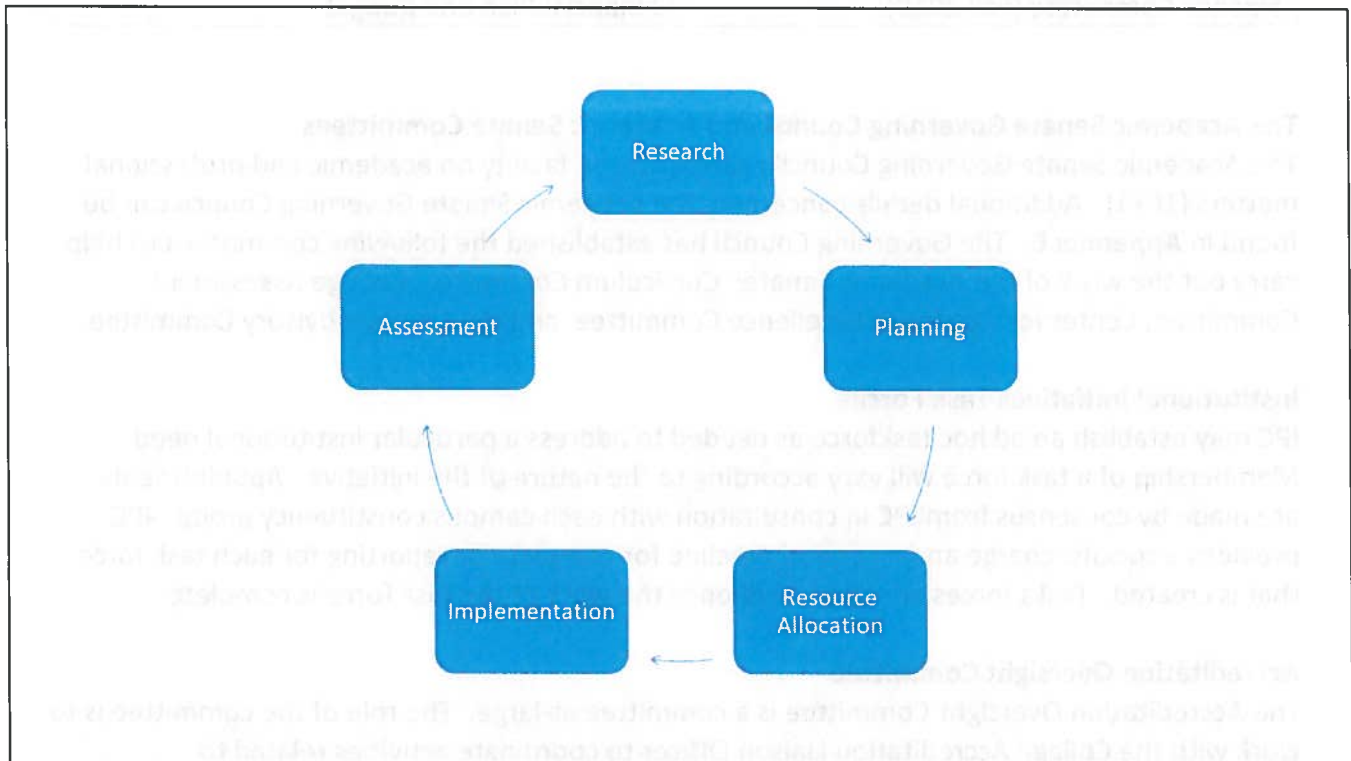
Part 4: The Planning Cycle

The College’s planning cycle describes the sequence of steps for institutional planning and program review. The College uses both an annual planning cycle and a longer planning cycle for program review and institutional plans. The Institutional Planning Committee maintains a

master annual planning calendar, a long-term planning calendar, and a schedule of program review. These documents can be found in **Appendix C**.

The College planning cycle consists of five distinct activities: institutional research, planning, resource allocation, implementation, and assessment which is summarized in **Figure 3**. These five basic activities are the same for institutional planning and program review.

Figure 3 - The Planning Cycle



Each activity of the planning cycle is described below:

Institutional Research

The College’s institutional planning and program review processes rely on comprehensive institutional research. Quantitative and qualitative information are used to make evidence-based decisions and to assess outcomes at both the institution and the program level. The College maintains a formal research agenda and also conducts project-specific research. Assessment data are used to monitor the results of institution-level and program-level actions and to inform future decision making.

Planning

The College uses its planning structure (**Figure 1**) and its committee structure (**Figure 2**) to develop and update institutional plans and to identify and prioritize institutional initiatives in accordance with strategic goals and areas of focus.

The Institutional Planning Committee reviews each institutional plan, as well as existing initiatives and new potential initiatives, and their related goals, objectives, and action steps.

Action steps that require financial resources in a given year for each plan and initiative are assessed by IPC. Also, various options with different levels of costs may be offered as alternatives. Because resources are limited, IPC will prioritize action steps and/or select cost alternatives. By prioritizing action steps, the IPC ensures that the action steps that are most important to addressing the College's areas of focus and long-term strategic goals are funded, and that financial planning and budgeting is integrated with institutional planning.

Occurring concurrently the institutional planning cycle is the program-level planning cycle, documented primarily through the program review process (see **Figure 5**). Program review draws heavily on information 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 CTE gainful employment; updates on course outline revisions and curriculum development; and recommendations from CTE advisory committees.

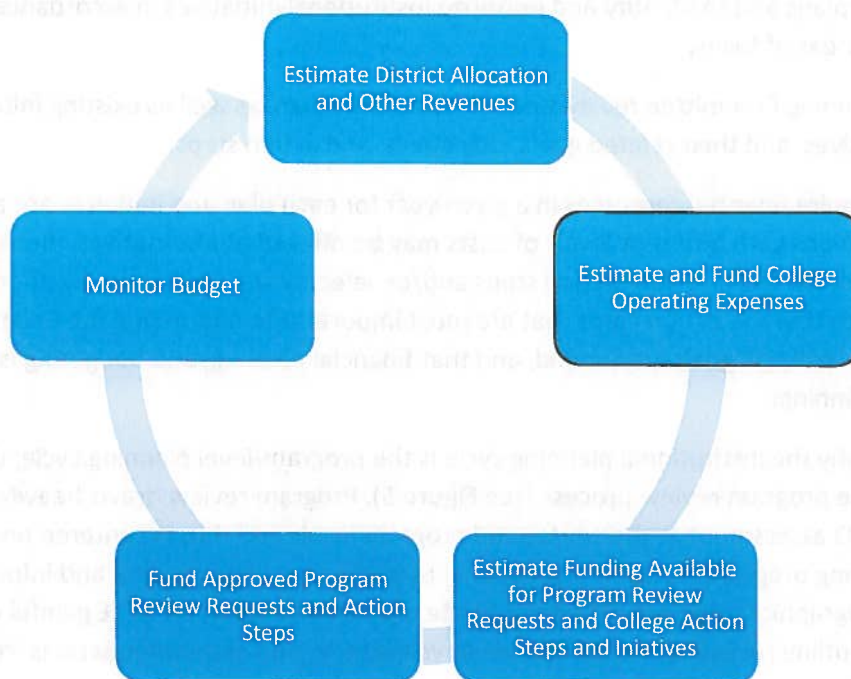
Institutional planning and program review are highly integrated. Program Review aligns with institutional plans because program review addresses the College Mission, Vision, Values and Strategic Goals. At the same time, program review for all departments are reviewed by IPC annually to identify common trends and themes across departments. A trend or theme may relate to an operational issue, a student learning outcome, or both. This information is used to assess progress on institutional plans and initiatives, modify institutional plans and initiatives, or identify new initiatives.

Resource Allocation

Resource allocation is the process of forecasting the district allocation and other revenues, estimating and funding the College's normal operating expenditures, estimating funds available for program review requests and action steps from plans and initiatives, funding approved program review requests, funding the College's established prioritized action steps and initiatives, and monitoring all College budgets (**Figure 4**).

Resource allocation is linked explicitly to the College's planning process because program review, student learning outcomes and assessment, and prioritized action steps and initiatives drive the allocation of resources. The College also engages in long-term financial planning to assure long-term fiscal integrity and disseminates financial information to the College community on a regular basis. The College's resource allocation process is described in further detail in the *Resource Allocation Narrative* (note: this will be available by Fall 18').

Figure 4: The Resource Allocation Process



Implementation

Program plans, approved College action steps, and institutional plans and initiatives are implemented throughout the academic year. Specific departments, committees, and/or individuals are assigned tasks and timelines for completion. All institutional planning committees including the various initiative task forces provide an update of their progress. Finally, individual departments update program review plans noting progress against goals.

Assessment (note: table needs review and update)

Assessment occurs at both the institutional planning and program planning levels. Assessment data is used as feedback in conjunction with other research data for both institutional and program planning. Measurable outcomes and related assessment mechanisms are designed into every element of the College’s planning process.

To assure continuous quality improvement, the results of assessment are used to assist the College in identifying areas of improvement and to inform planning and decision-making at the program and institution levels.

The following table summarizes the major assessment activities for the College:

College Assessment Activities:

Level	Item	Description
Institution	Institutional Effectiveness Indicators (College Index)	The College has established indicators with benchmarks for each Institutional Priority. Collectively, these indicators are known as the College Index. This index can be found in Part IV of the manual. The College measures and assesses progress on these indicators on an annual basis. The results of these assessments provide feedback on the effectiveness of College actions and allow the College to take corrective actions if necessary.
Institution	Institutional Student Learning Outcomes	With extensive input from the campus community, the College Assessment Committee has identified institutional student learning outcomes; the College measures and assesses attainment of institutional learning outcomes on an annual basis.
Institution	Institutional Planning Process	The College has established processes to assess the efficacy of the planning process itself. The IPC as well as the institutional planning committees perform a self-assessment on an annual basis. In addition, the IPC regularly review the planning structure and planning systems and have made changes to these systems as necessary.
Institution	College Initiatives	As mentioned above, various College initiatives may be undertaken to respond to a particular concern or need. Outcomes are established for each College initiative and are assessed at intervals defined by the initiative.
Institution	Institutional Plan Progress	Each institutional planning committee measures its progress against goals and objectives on an annual basis. This information is reported to IPC and to the College at-large. If goals or objectives are not attained, then corrective action is taken and/or the goal or objective is modified to reflect what is attainable.

<p>Program</p>	<p>Student Learning Outcomes</p>	<p>Student Learning Outcomes have been developed at the course, program, certificate, and institutional (general education) level. The College Assessment Committee (CAC) is an independent subcommittee of the College of San Mateo Academic Senate and provides guidance and support regarding student learning outcomes and assessment.</p>
<p>Program</p>	<p>Program Plans</p>	<p>Program plans are reviewed during each Program Review to assess progress against prior goals and objectives.</p>

Integrated Planning

The College’s institutional planning processes, program review process, and resource allocation processes are aligned and integrated. **Figure 5** documents the integration of institutional planning, program review, and resource allocation within the context of the College planning cycle of research, planning, resource allocation, implementation and assessment. Finally, as noted above, the College’s strategic goals are linked to District strategic goals.

Figure 5: Integrated Planning Structure

