

***2008-2013***

***College of San Mateo***

***Strategic Plan***



## FROM THE PRESIDENT

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*Dear College of San Mateo Community:*

*The College of San Mateo 2008-2013 Strategic Plan is the result of extensive collaboration, dialogue, and hard work. Thanks to the wide participation of our campus community, we have an overarching planning document to guide college priorities and initiatives over the next six years. The Strategic Plan complements the San Mateo County Community College District Strategic Plan, and also provides an overarching framework for the College of San Mateo Educational Master Plan, which was completed in Fall 2008.*



*The Strategic Plan consists of nine overarching goals which are presented in the following pages along with their associated objectives, desired outcomes, and success indicators and measures.*

*The Strategic Plan and the Educational Master Plan will serve as guides for divisions as they develop their annual work plans and complete their program reviews. Each division will have the opportunity to identify action steps appropriate for their division to meet a specific objective of the Strategic Plan and to articulate action steps from the Program Review. This will ensure that we are all moving forward toward common goals, while providing opportunities for creativity and innovation within divisions to accomplish these goals.*

*I am grateful for all who have participated in these planning activities. They took seriously their role in providing guidance to the college for years to come.*

*Michael Claire*

A handwritten signature in black ink that reads "Michael Claire". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

*President, College of San Mateo*

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## INTRODUCTION TO CSM'S INTEGRATED INSTITUTIONAL PLANNING

The overarching goals of College of San Mateo's (CSM) institutional planning efforts are to ensure that the College meets the needs of students by establishing and measuring student learning outcomes, that the college responds to the ever-changing educational needs of the community at large, and that resources are aligned so that the College can achieve these goals. Inherent in the College's planning system is a well-defined integration of key institution plans (see below), a reliance on internal and external data to inform decision-making, and to facilitate evaluation at all levels in the organization, transparent and predictable planning processes, and mechanisms to evaluate the effectiveness of decisions made, as well as the planning process itself.

### Integrated Plans

The College's *Strategic Plan*, the *Educational Master Plan*, and *Program Review*, which addresses student learning outcomes and assessment, form the core of CSM's planning efforts. Taken together these three planning processes drive the direction of CSM and provide an explicit link between other institution-level plans, College programs and services, and student learning. (See Figure A below.) A description of each plan is described in the Educational Master Plan. In addition, the *Institutional Planning Calendar, 2008*, illustrates the planning cycle. (See page 4.)

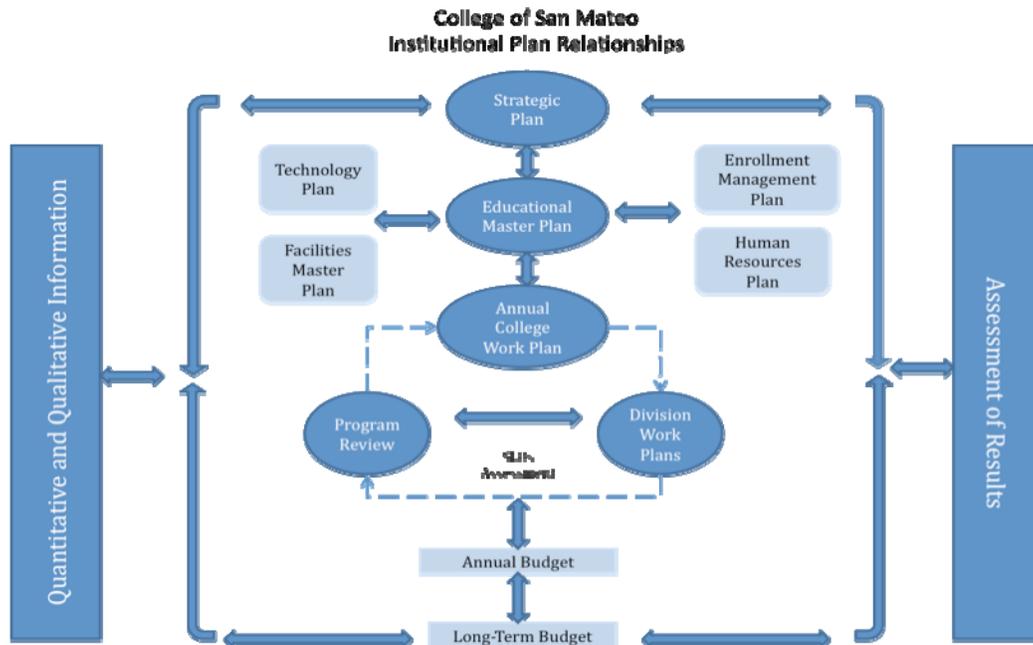


Figure A

## College of San Mateo Institutional Planning Calendar

### STRATEGIC PLANNING YEAR 2008/09

Work Plan Activity	Responsible	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Develop Upcoming Unit Work Plan	Units		AY 07/08										
Submit Draft Upcoming Unit Work Plan	Units									AY 08/09			
Review Draft Upcoming Unit Work Plans	IPC										AY 08/09		
Prioritize Unit Work Plan Budget	IPC										AY 08/09		
Fund Unit Work Plans	BPC										AY 08/09		
Submit/Assess Previous Year End Work Plan	Units											AY 08/09	
New Work Plan activity begins	Units		FY 09/10										
Review Year End Work Plan Report	IPC		AY 08/09										
Midyear Review of Current Work Plan	Units							AY 09/10					
Program Review Activity	Responsible	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Submit Annual Program Update	Units									3/25			
Prioritize Faculty Position Requests	Deans				AY 08/09								
Prioritize Instructional Equipment Requests	Deans				AY 08/09								
Prioritize Instructional materials Requests	Deans				AY 08/09								
Prioritize Classified Position Requests	Mgmt. Council				AY 08/09								
Classified Hiring Process Begins	Units					AY 08/09							
Faculty Hiring Process Begins	Units					AY 08/09							
I.E./Instruct. Materials Equip. Purchasing	Units						AY 08/09						
Submission 3 Year Program Review	Units									3/25			
P.I.V. Activities	Responsible	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
PIV Assessment process begins	Senate/Pres/VP										AY 09/10		
Data Collection for PIV	Units/PRIE											AY 09/10	
PIV Process Begins	Units		AY 09/10										
PIV Due	Units								AY 09/10				
Institutional Planning Activities	Responsible	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Evaluate Vision, Mission, Values, Goals	IPC			AY 08/09									
Develop Institutional Effectiveness Calendar	IPC/PRIE												
Assess BSI Planning Matrix	BSI Comte											AY 08/09	
BSI Project Summary Reports	BSI Comte											AY 08/09	
Develop Enrollment Management Plan	PIO					AY 08/09							
Assess Enrollment Management Plan	PIO											AY 08/09	
Plan Student Learning Outcomes	Units		AY 08/09										
Assess Student Learning Outcomes	Units										AY 08/09		
Develop Human Resources Plan	HR Comte												
Assess Technology Plan	Tech Comte												
EMP Data collection/review begins	PRIE								AY 09/10				
Environmental scans included in EMP	PRIE	AY 09/10											
Dev. EMP Plan Assumptions/Recommendations	IPC		AY 09/10										
EMP document released to college	PRIE			AY 09/10									
Budget Activities	Responsible	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Build Preliminary Budget	BPC			AY 09/10									
Update Upcoming Fiscal Budget	BPC						FY 09/10						
Finalize Upcoming Budget	BPC										FY 09/10		
Review Current Fiscal Year	BPC				FY 08/09				FY 08/09				
Review Year-end Budget	BPC											FY 08/09	
Approve Number of Positions (fac/class/admin)	BPC				AY 08/09								
<b>Budget</b>			<b>Planning</b>						<b>Evaluation</b>				

BPC: Budget Planning Committee, CC: College Council, IPC: Institutional Planning Committee, PRIE: Planning, Research & Institutional Effectiveness, Units consist of faculty, staff, deans

FY: Fiscal Year - July 1 - June 30; AY: Academic Year - August - June (Summer/Fall/Spring terms)

### Overview

CSM's *Strategic Plan* provides the overall direction for the College to enable CSM to meet its mission, vision, and values. The *Strategic Plan* is a six-year planning document. By the end of the first three-year cycle, all of the stated objectives will be completed and new objectives will be identified. Some objectives have been identified for an accelerated completion date, within one or two years, and are specifically identified in the plan. There is also an opportunity to review the objectives annually and modify, as needed, as new institutional opportunities and challenges emerge.

The Institutional Planning Committee (IPC) is responsible for developing and monitoring the *Strategic Plan*. For all objectives, the first year of the planning cycle will serve as the baseline year from which the College will measure progress toward achieving the objectives. At the end of the Fall 2008 semester, the IPC will review the baseline data provided by the Office of Planning, Research, and Institutional Effectiveness (PRIE) and further refine the indicators and measures established for the objectives by establishing appropriate rates of change for each indicator.

### **Annual Institutional Effectiveness Reporting**

At the end of each year, the IPC will conduct an evaluation of the indicators and make modifications where appropriate. IPC, with assistance from PRIE, will prepare a year-end report on institutional effectiveness that details CSM's success in meeting its goals using these indicators. Results will be disseminated broadly to the college community.

### Strategic Plan Goals

The *Strategic Plan* evolved from the 2006-2008 Strategic Planning document that was approved by the College Council and had served as CSM's overarching planning document. In the 2008-2013 iteration, overarching goals have been revised for clarity and to ensure alignment with District goals. For example, one previous goal, *Institutional Planning and Effectiveness*, has been divided into two parts (Goal 6: *Institutional Planning and Effectiveness* and Goal 7: *Institutional Resources*) to ensure that the College has a specific goal dedicated to developing an integrated resource allocation model explicitly linked with institutional plans, budget development, program review, and organizational outcomes. The addition of one new goal (Goal 9: *Communication*), supports genuine, participatory, broad-based written and oral dialogue to ensure that the College's integrated planning processes are known, understood, accepted, and engaged by all campus constituencies.

## Strategic Plan Objectives

The *Strategic Plan* includes “SMART” objectives: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-bound. The planning cycle that governs how objectives will be measured include the following:

- For all objectives, the first year of the three-year planning cycle (2008-09) will serve as the baseline year from which CSM will measure progress toward achieving the objectives;
- At the end of the Fall 2008 semester, the IPC will review the baseline data provided by PRIE and further refine the indicators and measures established for the objectives by identifying appropriate rates of change for each indicator;
- At the conclusion of each academic year, the IPC will conduct an evaluation of the indicators and make modifications where appropriate; and
- A year-end Institutional Effectiveness report that reviews CSM’s success in meeting the objectives will be prepared by PRIE and the IPC each year of the three-year cycle and disseminated to the College community. This report will review CSM’s organizational effectiveness based on key indicators.

## Desired Outcomes

Each objective in the *Strategic Plan* has a desired outcome. At the end of each year, in the three year cycle, IPC in conjunction with PRIE will conduct an assessment to determine if the desired outcomes have been achieved and as need conduct a gap analysis. Results will be reported in the annual Institutional Effectiveness report.

## Indicators and Measures

The *Strategic Plan* has recommended specific ways to measure the attainment of the objectives. While there are many ways to measure progress, it is ideal to find a measurement that does not require undue resources to be obtained.

At the end of the 2008-2009 academic year, PRIE will establish baseline data and develop an institutional scorecard that shows at a quick glance CSM’s progress in reaching its desired outcomes.

## Suggested Workplan Action Steps

Each goal and set of objectives in the *Strategic Plan* is followed by a series of “suggested action steps” or “strategies” which illustrate ways in which objectives might be met. Action steps and strategies are more specific than objectives and are undertaken at the division level, typically the individual department or a collaboration of individuals among departments.

## OTHER RELATED PLANNING DOCUMENTS

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### *Program Review*

Substantial modifications have been made to Program Review and adopted by the Academic Senate in Fall 2008. A comprehensive Program Review will be completed every three years and will include the following sections for data analysis and narrative responses:

- description of the program;
- student learning outcomes;
- evaluation of data, including WSCH, FTEF, and productivity factors;
- student success evaluation and analysis, including success and retention data;
- reflective assessment of internal and external factors and program/student success;
- goals and outcomes;
- summary of resources needed to reach program action steps;
- course outlines; and
- feedback from an advisory and consultation team.

PRIE will provide a standardized data set of core program success indicators to the faculty which will form the basis of quantitative data (indicated above) to be analyzed.

Specifically required in the Program Review process is the identification of student learning outcomes and/or the assessment of student learning outcomes results in requests for human resources, instructional equipment, and instructional materials. The Program Review process results in the identification of action steps, which will be included in the division's annual work plan.

An abbreviated annual Program Review will be conducted when divisions and departments make yearly requests for new positions, equipment, and other resources.

### *Annual College Work Plan*

The *Annual College Work Plan* serves as the collection point for all annual work plans regardless of source. The *Annual College Work Plan* provides the specific actions that the College will take within a given academic year to address the goals and objectives of all other institution-level plans. Furthermore, the *Annual College Work Plan* provides a means to align unit level plans and Program Review so that specific actions and activities are consistent with the College *Strategic Plan* and *Educational Master Plan*. The *Annual Work Plan* is compiled and prioritized by the *Institutional Planning Committee* and is approved by College Council.

## *Division Workplans*

Each division will complete an annual work plan, a part of a process aligned with Program Review:

- Divisions will develop their annual work plans over the course of an academic year to parallel the Program Review process. This will help ensure that as Program Review is underway, it informs a division's annual work plan action steps.
- When completing the annual work plan, each division will identify action steps taken from Program Review that meet one or more objectives of the *Strategic Plan*.
- Each action step identifies those responsible for completing the action step, the desired outcome, the completion date, and the required resources, if any.
- At the end of each academic year and in January divisions will review their progress in meeting the goals indicated in their work plans and conduct a gap analysis as necessary.
- Divisions will determine if action items have been completed, deleted or are in progress and whether the desired outcome has been achieved.
- An annual evaluation of all the work plans will be completed by the Institutional Planning Committee and compiled into the annual College report.

# College Mission, Vision and Values Statements

## College Diversity Statement

### Mission Statement

College of San Mateo, the first community college in San Mateo County, is an open-access, student-focused, teaching and learning institution which serves the diverse educational, economic, social and cultural needs of its students and the community. By offering comprehensive, quality programs and services, and by measuring student learning, College of San Mateo educates students to participate successfully in a changing world.

### Vision Statement

It is our belief that we must continue to build on our strengths to provide an educational experience that, within College of San Mateo's mission, is appropriate to the needs of our students.

College of San Mateo will prepare students to be informed, active, engaged citizens in a global society.

College of San Mateo will continue its commitment to robust programs in transfer, occupational education, basic skills and lifelong learning.

College of San Mateo will recruit, support and retain the best faculty, staff and administrators.

College of San Mateo will strengthen partnerships with businesses and industry and other educational institutions.

College of San Mateo will nurture a campus climate that is inviting and intellectually stimulating to all students and staff.

College of San Mateo will endorse, support and actively pursue a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve, the professionals with whom we serve and the subject matter we impart.

College of San Mateo will create a supportive learning environment that maximizes the synergy between instruction and student support services.

College of San Mateo will demonstrate a conscious effort to support student in- and out-of-class learning, measure that learning, assess how well learning is occurring and make changes to improve student learning.

College of San Mateo will support institutional needs identified through program review for updating facilities and equipment to enhance learning environments.

College of San Mateo will promote institutional advancement as a means to increase visibility and funding for program support.

College of San Mateo will promote institutional effectiveness based on research, planning, resource management and evaluation.

### Values Statement

College of San Mateo is a vital community resource. We have an individual and collective responsibility to manage this resource and to fulfill our mission and vision to the best of our ability.

To that end,

- we believe in encouraging and motivating students to seek, identify and achieve individual educational goals by providing an intellectually challenging, student-focused environment.
- we believe in supporting open, dynamic and collaborative decision making processes with appropriate representation.
- we believe in fostering sensitivity to, respect for and appreciation of the individual differences among the College's diverse students, faculty and staff.
- we believe that the effectiveness of any College action should be assessed by comparing results against measurable goals and standards.
- we believe in supporting and promoting informed risk taking supported by institutional research and encouraging innovation and creativity in pursuit of College goals.



### Diversity Statement

College of San Mateo endorses, supports and actively pursues a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve, the professionals with whom we serve, and the subject matter we impart. To thrive as an academic institution, we believe we must foster a learning and working environment that encourages multiple perspectives and the free exchange of ideas in an unbiased and non-prejudicial way.

To that end, as we strive to attract students, develop curriculum, diversify staffing, and offer support services, we are consciously guided by our priority to achieve broad inclusiveness and afford equal opportunity to all, without regard to gender, color, race, ethnicity, national origin, religion, age, economic and educational background, sexual orientation, and physical, learning, and psychological differences. We constantly evaluate our progress, and we gratefully acknowledge and welcome the support of the community in our efforts to achieve our goals.

## College of San Mateo Goals, 2008-2013

### ***Goal 1: Programs and Services***

CSM will match its programs and services—and the manner in which they are delivered—to the evolving needs and expectations of our students and the community.

### ***Goal 2: Enrollment Management***

CSM will develop and implement a comprehensive research-based enrollment management initiative that addresses all the stages of enrollment management, including marketing, outreach, recruitment, and retention.

### ***Goal 3: Diversity***

CSM will promote a diverse learning and working environment that encourages tolerance, mutual respect, and the free exchange of ideas.

### ***Goal 4: Assessment***

CSM will ensure continuous quality improvement by integrating and promoting evidence-based assessment throughout the institution.

### ***Goal 5: Staff Recruitment, Retention, Development and Recognition***

CSM will recruit, select, retain, develop, and recognize faculty, staff, and administrators to advance the mission and vision of the college.

### ***Goal 6: Institutional Planning and Effectiveness***

CSM will implement an integrated planning model that promotes transparency in decision making and planning and assesses these processes to ensure institutional effectiveness.

### ***Goal 7: Institutional Resources***

CSM will promote fiscal accountability through an integrated resource allocation model linking institutional plans, budget development, program review, and organizational outcomes. It will also promote fiscal stability and program flexibility through the development of alternative funding sources.

### ***Goal 8: Facilities and Infrastructure***

CSM will support the needs of current and future students for vibrant, flexible, safe, environmentally responsible, and innovative learning environments.

### ***Goal 9: Communication***

CSM will practice authentic, informative, open, and honest written and oral communication in interpersonal, small group, intercultural, and public-discourse contexts, both in interactions within the College community and in interactions with the public.

**Goal 1: Programs and Services**

CSM will match its programs and services—and the manner in which they are delivered—to the evolving needs and expectations of our students and the community.

Objectives for Goal 1:	Desired Outcome:	Indicators and Measures:
<p>1.1 Develop and offer innovative programs and services that address emerging community needs as identified in the Educational Master Plan and through other data and information sources.</p> <p>(Due Date: May, 2009)</p>	<p><i>A variety of innovation programs and services that address emerging community needs</i></p>	<ul style="list-style-type: none"> <li>• <i>Numbers of Basic Skills, vocational, transfer-level, and lifelong learning courses developed</i></li> </ul> <p><b>Standard Student Success Indicators:</b></p> <ul style="list-style-type: none"> <li>• Percentage of change in student success indicators for course completion, retention, and persistence</li> <li>• Percentage of change in graduation rates, including degrees and certificates awarded</li> <li>• Percentage of change in progress through basic skills courses</li> <li>• Percentage of change in progress through the next level of courses</li> <li>• Percentage of change in rates of transfer (UC, CSU, private institutions, etc)</li> </ul> <p><b>Standard Instructional Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>• Increase in enrollment</li> <li>• Improvement in WSCH, FTES, FTEF, and other productivity and efficiency measures</li> </ul> <p><b>Qualitative Indicators:</b></p> <ul style="list-style-type: none"> <li>• Measurement of student and faculty satisfaction through focus groups and surveys</li> </ul>
<p>1.2 Increase the use of alternative instructional and student services delivery modes to serve diverse student needs.</p> <p>(Due Date: May, 2009)</p>	<p><i>An increase in the implementation of alternative modes of delivery designed for a diverse student population</i></p>	<ul style="list-style-type: none"> <li>• Comparison of alternative modes with customary modes using standard student success indicators</li> <li>• Increase in enrollment</li> <li>• Improvement in instructional performance indicators</li> <li>• Student, faculty, and pertinent staff satisfaction through focus groups and/or surveys</li> </ul>

<p>1.3 Pilot and assess non-traditional scheduling patterns and investigate academic calendar options.</p> <p>(Due Date: December, 2009)</p>	<p><i>Non-traditional scheduling patterns are offered and their efficacy and feasibility are assessed</i></p> <p><i>A survey of academic calendar options is conducted and evaluated</i></p>	<ul style="list-style-type: none"> <li>• Comparison of non-traditional with traditional modes using appropriate student success indicators</li> <li>• Comparison of number of enrollments</li> <li>• Improvement in standard instructional performance indicators</li> <li>• Measurement of student, faculty, and pertinent staff satisfaction through focus groups and surveys</li> </ul>
<p>1.4 Participate in cooperative activities with business, industry, government, and other educational institutions to assess and address community workforce development and training needs.</p> <p>(Due Date: May, 2009)</p>	<p><i>New relations with business, industry, government, and other educational institutions would be established to assist CSM in the development of programs that meet the community's current and emerging training and workforce needs</i></p>	<ul style="list-style-type: none"> <li>• Percentage of increase and numbers of courses and programs identified as key needs by labor market data and community needs assessment</li> <li>• Numbers of program graduates prepared for work</li> <li>• Numbers of contacts with external entities</li> <li>• Measurement of participant satisfaction surveys with graduates or course-completers</li> <li>• Measurement of student and faculty satisfaction through focus groups and/or surveys</li> </ul>

**Goal 1**

***Suggested Action Steps:***

**These illustrations are examples of specific strategies that may be adopted to implement an objective. We encourage you and your units to explore these and other strategies and develop strategies most appropriate and pertinent to your unit. A unit workplan would identify one or more key strategies and then identify the subsequent actions steps, timeline, and resources needed to implement the strategy**

- Develop industry advisory committees for each specialty within the Business and Technology Division, to enhance current curricula, recommend additions or deletions to the current course offerings, and assist with the strategic planning process for disciplines that exist in an environment of constant change
- Develop and assess innovative and cutting-edge programs and services, such as the math-science teacher training initiative, Project Aurora; the Health Services program, Project Eagle; the Veteran's Outreach Program; Project Star Gaze and the astronomy community program; Writing Across the Curriculum, Integrative Learning; and Learning Communities, among others
- Identify funding sources to establish programs designed to reach underrepresented student populations, specifically PUENTE and MESA

- Conduct comprehensive analysis of the relationship between course scheduling practices and student enrollment, persistence, and retention
- Develop a flexible scheduling patterns, such as winter-session, afternoon, and expanded summer programs
- Develop a comprehensive distance education associate degree program
- Increase distance education offerings, particularly online offerings, and decrease telecourse options, offering only those courses that have maintained strong enrollments over the past three years
- Continue to expand the use of technology-mediated instruction throughout the curriculum as appropriate
- Develop a plan for improved and coordinated communications with local industry and business
- Develop courses offered through community education and the College curricula to meet the needs of lifelong learners
- Provide adequate opportunities and support to ensure that students acquire relevant information literacy and technological skills to foster success in academic, business, and interpersonal communication
- Provide adequate opportunities and support to ensure that students acquire relevant information literacy and technological skills to foster success in academic and workforce development programs and lifelong learning
- Collaborate with industry partners and transfer institutions to discover and prepare students to meet expectations of information technology literacy in the workforce and in upper division institutions
- Explore establishing a General Education Information Technology Literacy requirement for graduation or relevant certificate programs
- Provide multiple modalities through which students can acquire information literacy and technological skills
- Develop a baseline of desirable general and discipline-based information technology competencies for students
- Provide opportunities for students to acquire practical knowledge of ethical and copyright issues related to technology-based information
- Schedule forums and workshops between student services and instructional faculty and staff to ensure the ongoing integration of services to increase student retention, persistence, and success

- Expand online services for students, including e-advising, online help centers, and web-based appointments with student services personnel
- Provide student services at times that complement instructional offerings. For example, if instructional scheduling patterns change to meet the needs of targeted student populations and nontraditional students (e.g. more evening, weekend, or afternoon offerings), ensure that student services are available to serve students' needs at these times
- Increase the availability of print and electronic information in multiple languages to attract and serve a diverse student population
- Increase and utilize a variety of technology to deliver student support services (e.g. text messaging to cell phones, instant online help systems, increased online services, use of MySpace and Facebook for outreaching to students)
- Establish an advisory committee to identify the student support services needs of lifelong learners
- Complete the redesign of all student services web pages to make them more user-friendly
- Collect and analyze data that identify emerging community needs in the following areas: basic skills, transfer, career technical education, and lifelong learning. As soon as the data are available, they will be incorporated into the Educational Master Plan, which is a dynamic, iterative document, and the data will be used to develop specific action steps
- Implement recommendations listed in CSM's Basic Skills Initiative Plan; expand basic skills courses that combine a counseling career path with instruction
- Institute a First-Year Experience and summer bridge program
- Develop and require a First-Year Experience/Student Success short course
- Expand and improve labs (Math, English 800 Lab, Reading, and ESL Center) and services for developmental/basic skills students
- Implement supplemental instruction
- Expand accessibility of instructional materials for all students (e.g., scanning course readings, captioning, ability to have access with screen reader)
- Expand learning communities and WAC/RAD courses that have been successful

- Develop new learning communities that integrate study skills into the curriculum
- Develop a student publication that encourages students to share their writing; this publication will connect development education students to other students (e.g., Honors Program students), staff, and faculty
- Assess existing integrative learning initiatives (e.g., learning communities and Writing Across the Curriculum) to determine their effectiveness in areas such as enrollment management, student success, student retention, student persistence, and the needs of today's students; based on this assessment, determine whether to expand, maintain, decrease, or eliminate the initiatives
- Revitalize the Honors Program to meet the needs of transfer-level students
- Adjust curriculum offerings based on trends analyses in the EMP
- Assess the Coastside in terms of enrollment management, student retention, student success, and student persistence in order to determine how to tailor the course offerings to community needs
- Survey populations near off-campus sites, such as the King Center, to determine the educational needs of current and potential students served by the sites and expand course offerings at the sites to meet the needs of the diverse populations served by the sites
- Continue working with the District to study the feasibility of implementing a compressed calendar District-wide
- Conduct a comprehensive analysis of the relationship between course scheduling practices and student retention and persistence; modify course scheduling based on the results of the analysis
- Conduct surveys to determine the feasibility of offering classes in the afternoon
  - Determine student demand
  - Develop an afternoon schedule of classes to meet the needs of students
- Develop an experimental short-course Winter-session program
- Conduct a study to determine whether students/potential students would prefer a flexible summer schedule consisting of two five-week sessions, one six-week session, and one-eight week session; modify, if appropriate, the summer schedule
- Develop accelerated certificate and degree programs in Career and Technical Education

- Develop a plan for improved and coordinated communications with local industry and business
- Create additional partnerships between the colleges and with business and industry to create and strengthen programs that adequately prepare students for the modern economy
- Identify emerging workforce development opportunities for CSM and respond to changing job training needs through CSM's Career Technical Education programs and services
- Strengthen course offerings, services, and workplace opportunities that prepare students for the demands of the contemporary workforce
- Assess community and contract education needs
  - Conduct an in-depth study to determine which non-credit courses should be offered through Community Education, and, if indicated, develop a non-credit curriculum through Community Education
- Offer accelerated certificate and degree programs that meet the needs of students enrolled in Career Technical Education Programs

**Goal 2: Enrollment Management**

CSM will develop and implement a comprehensive research-based enrollment management initiative that addresses all the stages of enrollment management, including marketing, outreach, recruitment, and retention.

Objectives for Goal 2	Desired Outcome:	Indicators and Measures:
<p>2.1 Develop and implement a comprehensive strategic marketing plan that is linked to the EMP and integrated into other strategic planning efforts.</p> <p>(Due Date: May, 2009)</p>	<p><i>A comprehensive strategic marketing plan will be developed, integrated with other planning efforts, and implemented</i></p>	<ul style="list-style-type: none"> <li>• Results tracking of marketing strategies</li> <li>• Numbers of print media and electronic communication with the public</li> <li>• Numbers of K-12 outreach contacts</li> <li>• Numbers of general inquiries from the public</li> <li>• Numbers of mailings of College publications</li> <li>• Number and type of hits on the College website</li> <li>• Number of community outreach activities and extent of public contact (e.g. participation in a fair)</li> <li>• Budget allocation for outreach and marketing</li> <li>• Measurement of user satisfaction with publications, outreach activities, website, etc. through focus groups/and or surveys</li> </ul>
<p>2.2 Develop, implement, and institutionalize strategies to recruit prospective non-traditional students through enhanced relationships with K-12 schools, adult schools, local employers, and community agencies.</p> <p>(Due Date: May, 2011)</p>	<p><i>An increase in the implementation of alternative modes of delivery designed for a diverse student population</i></p>	<ul style="list-style-type: none"> <li>• Inventory of type and number of strategies developed</li> <li>• Numbers of outreach and recruiting contacts with target subpopulations</li> <li>• Number of events in local schools or at the CSM campus</li> <li>• Numbers of participants at CSM-hosted events</li> <li>• Improvement in student, faculty, pertinent staff, and community members' perception and satisfaction through focus groups and/or surveys</li> <li>• Increase in enrollment from targeted populations</li> </ul> <p>Community needs assessment will determine additional quantifiable and qualitative measures</p>

<p>2.3 Strengthen relationships and establish events with local primary, junior high, and high school districts to identify prospective students early in their educational careers.</p> <p>(Due Date: May, 2009)</p>	<p><i>Non-traditional scheduling patterns are offered and their efficacy and feasibility are assessed</i></p> <p><i>A survey of academic calendar options is conducted and evaluated</i></p>	<ul style="list-style-type: none"> <li>• Numbers of outreach and recruiting contacts with target subpopulations</li> <li>• Numbers of outreach contact to school personnel</li> <li>• Increase in concurrent enrollment</li> <li>• Increase in the take rate of high school graduates</li> <li>• Improvement in students, faculty, pertinent staff, and community members' satisfaction through focus groups and/or surveys</li> </ul>
<p>2.4 Coordinate programs and schedule offerings strategically within programs and across the college to meet students' needs effectively and maximize enrollment.</p> <p>(Due Date: January, 2010)</p>	<p><i>Programs will be scheduled to meet a variety of student needs effectively, avoiding duplication of efforts, building on collaborative synergy, and improving enrollment</i></p>	<ul style="list-style-type: none"> <li>• Standard Student Success Indicators associated with (disaggregated) demographic variables such as ethnicity, gender, and age</li> <li>• Increase in enrollment</li> <li>• Standard Instructional Performance Indicators</li> <li>• Measurement of student and faculty satisfaction through focus groups and/or surveys</li> </ul>
<p>2.5 Develop and implement strategies to improve student retention and persistence that are tailored for diverse student populations.</p> <p>(Due Date: May, 2009)</p>	<p><i>CSM will adopt a variety of strategies that improve student success among diverse student populations</i></p>	<ul style="list-style-type: none"> <li>• Inventory of type and number of strategies developed</li> <li>• Increase in percentage of students completing basic skills course and moving to the next level (can be associated with academic discipline)</li> <li>• Increase in percentage of students moving out of academic probation</li> <li>• Standard Student Success Indicators associated with (disaggregated) demographic variables such as ethnicity, gender, and age.</li> </ul> <p>Other variables may include numbers of units enrolled or attempted, day or evening status, etc.</p> <ul style="list-style-type: none"> <li>• Measurement of student and faculty satisfaction through focus groups and/or surveys</li> </ul>

<p>2.6 Establish a college-wide strategic FTES growth plan based upon recommendations from the College Budget Planning Committee. Areas for growth will be identified based on college and environmental scan data.</p> <p>(Due Date: May, 2009)</p>	<p><i>An FTES growth plan will be implemented</i></p> <p><i>Increase in FTES</i></p>	<p>FTES, productivity, and efficiency targets must be initially established</p> <ul style="list-style-type: none"> <li>• Increase in enrollment and FTES (enrollment defined as duplicated or unduplicated or by category basic skills vs. G.E. etc.)</li> <li>• Standard Instructional Performance Indicators</li> </ul>
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**Goal 2**

***Suggested Action Steps:***

These illustrations are examples of specific strategies that may be adopted to implement an objective. We encourage you and your units to explore these and other strategies and develop strategies most appropriate and pertinent to your unit. A unit workplan would identify one or more key strategies and then identify the subsequent actions steps, timeline, and resources needed to implement the strategy

- Determine the cause of the decline in the number of degrees and certificates awarded and assess the curriculum and pedagogies that affect the trends
- Use professional development opportunities to develop classroom strategies and pedagogies appropriate for increasingly diverse student populations
- Examine data carefully to determine the appropriate mix of programs, e.g. basic skills, transfer, lifelong learning, and career/technical, to meet the needs of today's students
- Examine programs and courses carefully to determine areas for potential FTES growth and develop a plan to take advantage of the areas for potential growth
- Identify barriers to enrollment within registration, enrollment, and matriculation processes and procedures
- Develop coordinated strategies for identifying workforce development needs
- Develop an outreach plan for identified middle schools

- Use environmental scan to inform schedule offerings (e.g. afternoon college)
- Implement action steps outlined in the Basic Skills Initiative plan that improve student retention
- Develop a mentoring program including summer “camp” for non-traditional, prospective junior high and senior high school students
- Expand outreach efforts to high school and middle schools to increase awareness of post-secondary educational opportunities.
- Establish a Campus Ambassador Program to assist in advertising and marketing information, as well as providing a seamless transition to college.
- Implement bridge courses in the summer designed to assist students in the transition from high school to college
- Establish partnerships between high school and college counselors to explore the reasons for the migration of students to community colleges outside SMCCCD and increase their understanding of transfer curriculum and transfer services available at CSM
- Facilitate direct discussions between CSM faculty and high school faculty
  - Implement plan to utilize CalPASS (California Partnership for Achieving Student Success) initiative to support inter-segmental faculty dialogue
- Increase CSM courses offered at high schools and expand at the high schools where the courses are offered
- Use an environmental scan to inform schedule offerings, e.g., afternoon college, off-campus sites, accelerated courses and accelerated certificate and/or degree programs, distance education
- Coordinate courses and schedule offerings across disciplines to eliminate “duplication of effort”
- Implement actions steps that improve student retention, based on the Basic Skills Initiative Plan
- Focus enrollment planning efforts on the key populations needing to be served as determined by research

**Goal 3: Diversity**

CSM will promote a diverse learning and working environment that encourages tolerance, mutual respect, and the free exchange of ideas.

Objectives for Goal 3	Desired Outcome:	Indicators and Measures:
<p>3.1 Provide instructional, student services, and lifelong learning activities that prepare students to be citizens in a global community</p> <p>(Due Date: May, 2009)</p>	<p><i>CSM will offer instructional, student services, and lifelong learning activities that prepare students to be citizens in a global community</i></p>	<ul style="list-style-type: none"> <li>• Numbers of activities offered that promote objectives</li> <li>• Numbers of participants in activities that promote objective</li> <li>• Pre- and post surveys of students regarding competencies related to global citizenship</li> <li>• Students', faculty, pertinent staff, and community members' satisfaction with activities as measured through focus groups and/or surveys</li> </ul>
<p>3.2 Address the diverse learning needs of our students and implement innovative programs that address the needs of underrepresented and non-traditional students.</p> <p>(Due Date: May, 2009)</p>	<p><i>Innovative programs will be designed and implemented that address the needs of underrepresented and non-traditional students.</i></p>	<ul style="list-style-type: none"> <li>• Standard Student Success Indicators associated with (disaggregated) demographic variables such as ethnicity, gender, and age</li> </ul> <p>Other variables may include numbers of units enrolled or attempted, day or evening status, etc.</p> <ul style="list-style-type: none"> <li>• Increase in enrollment among target populations</li> <li>• Measurement of student and faculty satisfaction through focus groups and/or surveys</li> </ul>
<p>3.3 Promote a campus climate of dialogue and inquiry, and, where appropriate, honor civil disagreement</p> <p>(Due Date: May, 2009)</p>	<p><i>A campus climate of dialogue and inquiry</i></p> <p><i>Excellent organizational climate</i></p>	<ul style="list-style-type: none"> <li>• Surveys of CSM constituencies concerning attributes of campus climate</li> </ul>

<p>3.4 Increase participation in professional development activities for administrators, staff, and faculty that promote cross-cultural communication skills and improved understanding of our students' linguistic and cultural diversity.</p> <p>(Due Date: May, 2009)</p>	<p><i>More faculty, staff, and administrators will participate in professional development activities that promote cross-cultural communication skills and improved understanding of our students' linguistic and cultural diversity</i></p>	<ul style="list-style-type: none"> <li>• Increased rate of participation in designated professional development activities for faculty, staff, and administrators</li> <li>• Measurement of participants' satisfaction with professional development activities satisfaction through focus groups and/or surveys</li> </ul>
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**Goal 3**

***Suggested Action Steps:***

These illustrations are examples of specific strategies that may be adopted to implement an objective. We encourage you and your units to explore these and other strategies and develop strategies most appropriate and pertinent to your unit. A unit workplan would identify one or more key strategies and then identify the subsequent actions steps, timeline, and resources needed to implement the strategy

- Create classroom environments that promote dialogue and inquiry and that honor civil disagreement
- Participate in professional development activities that promote intercultural communication skills
- Offer learning community experiences that connect instruction and student services with important global and social issues
- Work with student groups such as Alpha Gamma Sigma, Phi Theta Kappa, and Associated Students of College of San Mateo to promote respectful collaboration among them
- Identify funding sources to establish programs designed to reach underrepresented student populations, specifically PUENTE and MESA
- Offer a curriculum that prepares students to be citizens in a global community
- Offer courses via a variety of delivery systems including distance education and off-campus sites
- Expand the use of technology-mediated instruction as appropriate

**Goal 4: Assessment**

CSM will ensure continuous quality improvement by integrating and promoting evidence-based assessment throughout the institution.

Objectives for Goal 4	Desired Outcome:	Indicators and Measures:
<p>4.1 Develop, implement, and assess Student Learning Outcomes (SLOs) for general education, programs leading to degrees or certificates, and courses; Student Services programs; and Institutional Support Services</p> <p>(Due Date: Fall, 2008)</p>	<p><i>CSM will develop, implement, and assess SLO's for general education, programs leading to degrees or certificates, and courses; Student Services programs; and Institutional Support Services</i></p>	<ul style="list-style-type: none"> <li>• Numbers of courses and programs which have completed the SLO cycle</li> <li>• Numbers of faculty and staff who have participated in SLOs-related activities</li> </ul>
<p>4.2 Support and use decision making in institutional planning that is informed by institutional research and a variety of quantitative and qualitative information and by the use of outcome measures.</p> <p>(Due Date: Fall, 2008)</p>	<p><i>Decision-making in planning processes is information-rich</i></p>	<ul style="list-style-type: none"> <li>• Inventories of campus planners about the frequency of their use of data, information, and outcome measures</li> <li>• Inventories of College key decision processes</li> <li>• Numbers of participants in training and workshops about how to use institutional research and assessment tools</li> <li>• Numbers of workshops or sessions conducted regarding institutional research, the use of data, and developing skills in informed-decision making</li> <li>• Numbers of users of tools made available online through PRIE and through other venues</li> <li>• Numbers of requests for data and information to PRIE</li> <li>• Measurement of participants' satisfaction with workshops and training through focus groups and/or surveys</li> </ul>

<p>4.3 Provide professional development opportunities for faculty, staff, and administrators concerning the implementation, presentation, and interpretation of all kinds of assessment tools and data.</p> <p>(Due Date: May, 2009)</p>	<p><i>Professional development opportunities will be designed and offered for faculty, staff, and administrators concerning the application, presentation, and interpretation of a variety of assessment tools and data</i></p>	<ul style="list-style-type: none"> <li>• Numbers of participants in training and workshops about how to use institutional research, data, and assessment tools</li> <li>• Numbers of workshops or sessions conducted regarding institutional research, the use of data, and developing skills in informed-decision making</li> <li>• Numbers of users of assessment tools made available online through PRIE and through other venues</li> <li>• Measurement of participants' satisfaction with workshops and training through focus groups and/or surveys</li> </ul>
<p>4.4 Integrate the use of assessment data into all planning processes, making the information readily available and understood by all constituencies</p> <p>(Due Date: Fall, 2008)</p>	<p><i>Planning processes will be informed by a variety of qualitative and quantitative data and information</i></p> <p><i>A variety qualitative and quantitative data and information will be made available through PRIE</i></p> <p><i>Workshops and training will be offered to participants in Program Review and PIV processes as well as other key governance bodies such as College Council</i></p>	<ul style="list-style-type: none"> <li>• Inventories of campus planners about the frequency of their use of data, information, and outcome measures</li> <li>• Inventories of key decision processes</li> <li>• Numbers of workshops or sessions conducted regarding institutional research, the use of data, and developing skills in informed-decision making</li> <li>• Numbers of users of assessment tools made available online through PRIE and through other venues</li> <li>• Measurement of participants' satisfaction with workshops and training through focus groups and/or surveys</li> </ul>

<p>4.5 Develop regular evaluation processes for examining the effectiveness of all assessment efforts.</p> <p>(Due Date: May, 2009)</p>	<p><i>Assessment efforts will be regularly evaluated</i></p>	<ul style="list-style-type: none"> <li>• Inventories of assessments that are conducted about College processes on regular basis</li> <li>• A variety of qualitative measures that includes measurement of participants' satisfaction with assessment efforts through focus groups and/or surveys</li> </ul>
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**Goal 4**

***Suggested Action Steps:***

**These illustrations are examples of specific strategies that may be adopted to implement an objective. We encourage you and your units to explore these and other strategies and develop strategies most appropriate and pertinent to your unit. A unit workplan would identify one or more key strategies and then identify the subsequent actions steps, timeline, and resources needed to implement the strategy**

- Develop coding processes and matrices to collect and analyze reflective responses from integrative learning initiatives
- Establish a Program Improvement and Viability process for Student Services to ensure that student services are responsive to student and community needs
- Complete the development of SLOs for all courses and certificates
- Expand the assessment cycle so that all departments are assessing SLOs for courses and certificates
- Develop a planning calendar for SLO assessment for all departments
- Modify the curriculum and methods of instruction based on evidence presented by the assessment of SLOs
- Use fall Flex Days to provide professional development opportunities related to SLO development and assessment, with a particular focus on assessment
- Provide professional development opportunities related to SLOs throughout the academic year
- Modify the curriculum based on evidence-based research and outcome measures
- Modify teaching methods based on evidence-based research and outcomes measures

**Goal 5: Staff Recruitment, Retention, Development and Recognition**

CSM will recruit, select, retain, develop, and recognize faculty, staff, and administrators to advance the mission and vision of the college.

Objectives for Goal 5	Desired Outcome:	Indicators and Measures:
5.1 Institutionalize a commitment to the recruitment, selection, and retention of a diverse workforce that reflects CSM's community  (Due Date: Fall, 2008)	<i>CSM will actively recruit, select, and retain a diverse workforce</i>  <i>Excellent organizational climate</i>	<ul style="list-style-type: none"> <li>• Measurement of campus climate through focus groups and/or surveys of key constituencies in the college</li> </ul>
5.2 Promote and provide professional development opportunities for faculty and staff  (Due Date: May, 2009)	<i>A variety of professional development activities will be offered.</i>	<ul style="list-style-type: none"> <li>• Numbers of participants in professional development activities</li> <li>• Numbers of professional development activities offered</li> <li>• Measurement of participants' satisfaction with professional development activities through focus groups and/or surveys</li> </ul>
5.3 Offer activities that provide faculty with opportunities to develop a comprehensive toolbox of teaching and learning strategies  (Due Date: May, 2009)	<i>Faculty are equipped with comprehensive strategies that advance teaching and learning</i>	<ul style="list-style-type: none"> <li>• Numbers of participants in professional development activities related to objective</li> <li>• Numbers of professional development activities offered related to objective</li> <li>• Measurement of participants' satisfaction with workshops or professional development activities through focus groups and/or surveys</li> </ul>
5.4 Identify and use strategies that foster a sense of community at CSM  (Due Date: May, 2009)	<i>Strategies and activities that promote a sense of community at CSM are pursued and implemented</i>  <i>High employee morale and excellent organizational climate</i>	<ul style="list-style-type: none"> <li>• Numbers of events, specific activities, and communication strategies related to foster a sense of community.</li> <li>• Measurement of campus climate and morale through focus groups and/or surveys of key constituencies at CSM</li> </ul>

<p>5.5 Recognize faculty and staff achievements and outstanding contributions to the College.</p> <p>(Due Date: Fall, 2008)</p>	<p><i>Faculty and staff achievements and contributions are explicitly acknowledged and recognized by CSM</i></p> <p><i>High employee morale and excellent organizational climate</i></p>	<ul style="list-style-type: none"> <li>• Numbers of events, specific activities, and communication strategies related to acknowledging staff achievement and contributions</li> <li>• Measurement of campus climate and morale through focus groups and/or surveys of key constituencies at CSM</li> </ul>
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**Goal 5**

***Suggested Action Steps:***

These illustrations are examples of specific strategies that may be adopted to implement an objective. We encourage you and your units to explore these and other strategies and develop strategies most appropriate and pertinent to your unit. A unit workplan would identify one or more key strategies and then identify the subsequent actions steps, timeline, and resources needed to implement the strategy

- Work in conjunction with human resources to promote the hiring of faculty and staff who reflect the diversity of CSM's community
- Provide leadership training for all constituencies
- Develop ongoing mentoring program for new faculty and staff
- Provide training for faculty and staff mentors
- Provide training in communication (e.g. interpersonal communication, effective decision making)
- Provide training in participatory governance
- Develop activities that promote high morale
- Provide professional development opportunities and support for faculty, staff, and administrators to acquire relevant information literacy and technological skills to support and enhance teaching and learning in campus-based and distance education courses
- Provide multiple modalities through which faculty and staff can acquire information literacy and technological skills

- Develop a baseline of desirable general and discipline based information technology competencies for faculty, staff, and administrators
- Provide opportunities for faculty, staff, and administrators to acquire practical knowledge of ethical and copyright issues related to technology-based information
- Provide professional development opportunities on a variety of topics for student services personnel, including, but not limited to, customer service and leadership skills
- Institutionalize a commitment to the recruitment, selection, and retention of a diverse workforce that reflects CSM's community
- Develop an expanded mentoring program for new instructional faculty
- Develop a formal mentoring program for new classified staff
- Develop an expanded mentoring program for new instructional administrators
- Support Flex Day activities and other activities focusing on teaching and learning
- Identify and support activities that foster a sense of community among the instructional faculty and staff
- Identify, develop, and support ways of recognizing instructional faculty and staff achievements and outstanding contributions

**Goal 6: Institutional Planning and Effectiveness**

CSM will implement an integrated planning model that promotes transparency in decision making and planning and assesses these processes to ensure institutional effectiveness.

Objectives for Goal 6	Desired Outcome:	Indicators and Measures:
<p>6.1 Educate the campus community about the imperative to integrate and link planning efforts, to adopt evidence-based decision-making processes, and to evaluate their effectiveness</p> <p>(Due Date: Fall, 2008)</p>	<p><i>The campus community will adopt evidence-based decision-making processes and practices that integrate planning efforts</i></p>	<ul style="list-style-type: none"> <li>• Perceptions about integrated planning and participants' abilities to adopted evidence-based decision-making processes will be measured through surveys and/or focus groups</li> </ul>
<p>6.2 Design and adopt the integrated planning model</p> <p>(Due Date: Fall, 2008)</p>	<p><i>Integrated planning model will be implemented</i></p>	<ul style="list-style-type: none"> <li>• Inventories of campus planners about the frequency of their use of data, information, and outcome measures</li> <li>• Inventories of College key decision processes</li> <li>• Numbers of requests for data and information to PRIE</li> <li>• Measurement of participants' satisfaction with workshops and training through focus groups and/or surveys</li> <li>• Measurement of participants' satisfaction with "integrated" planning through focus groups and/or surveys</li> </ul>
<p>6.3 Implement institutional plans at all levels.</p> <p>(Due Date: Fall, 2008)</p>	<p><i>College-wide plans will be effectively implemented</i></p>	<ul style="list-style-type: none"> <li>• Measurement of campus constituencies' satisfaction with and perceptions about integrated planning through focus groups and/or surveys</li> </ul>

<p>6.4 Assess the effectiveness of the planning model and utilize the results of the assessment to make improvements, where needed.</p> <p>(Due Date: May, 2009)</p>	<p><i>The results of the assessment will be used to make needed adjustments in the planning model. The model will be improved to ensure its ongoing effectiveness.</i></p>	<ul style="list-style-type: none"> <li>• Inventories of campus planners about the frequency of their use of data, information, and outcome measures</li> <li>• Inventories of key decision processes</li> <li>• Numbers of workshops or sessions conducted regarding institutional research, the use of data, and developing skills in informed-decision making</li> <li>• Numbers of users of assessment tools made available online through PRIE and through other venues</li> <li>• Measurement of campus constituencies' satisfaction with and perceptions about integrated planning through focus groups and/or surveys</li> </ul>
<p>6.5 Develop an institutional research agenda that is broadly communicated to the College community and that supports evidence-based decision making, planning, and assessment of institutional effectiveness.</p> <p>(Due Date: Fall, 2008)</p>	<p><i>Information about CSM's institutional research will be made available to the College and community at large through a variety of venues—online and in print—and in forms that are digestible and relevant for users involved in planning and assessment processes</i></p>	<ul style="list-style-type: none"> <li>• Inventories of all institutional research activities, including cyclical and ad hoc projects</li> <li>• Inventories of campus planners about the frequency of their use of data, information, and outcome measures</li> <li>• Inventories of key decision processes in which data and information research are used</li> <li>• Frequency of reports for the campus community and the community at large about institutional research and qualitative and quantitative data.</li> <li>• Numbers of users of assessment tools made available online through PRIE and through other venues</li> <li>• Measurement of participants' satisfaction with the availability and relevance of institutional information and data through focus groups and/or surveys</li> </ul>

## *Goal 6*

### *Suggested Action Steps:*

These illustrations are examples of specific strategies that may be adopted to implement an objective. We encourage you and your units to explore these and other strategies and develop strategies most appropriate and pertinent to your unit. A unit workplan would identify one or more key strategies and then identify the subsequent actions steps, timeline, and resources needed to implement the strategy

- Provide information to faculty and staff about the new institutional planning model and planning calendar
- Adopt and implement the new Program Review Model and the Program Improvement and Viability (PIV) process and use these processes for continuous quality improvement of instruction
- Assess the effectiveness of Program Review and the Division Work Plans
- Develop evaluation strategies and guidelines for College committees (e.g. Committee on Instruction, Basic Skills Initiative) to assess effectiveness
- Implement Program Review and Division Work Plans by integrating them with CSM's Strategic Plan, the Educational Master Plan, the Basic Skills Initiative Plan, and other relevant college-wide plans
- Participate in the development of the institutional research agenda, as appropriate, and use evidence-based decision-making, planning, and assessment for Program Review, Division Work Plan, and other activities planned by the instructional Divisions and departments
- Use institutional research that supports evidence-based decision-making, planning, and assessment of the effectiveness of instructional programs
- Provide information to faculty and staff about the new institutional planning model and planning calendar
- Develop evaluation strategies and guidelines for college committees (e.g. Committee on Instruction, Basic Skills Initiative) to assess effectiveness

**Goal 7: Institutional Resources**

CSM will promote fiscal accountability through an integrated resource allocation model linking institutional plans, budget development, program review, and organizational outcomes. It will also promote fiscal stability and program flexibility through the development of alternative funding sources.

Objectives for Goal 7	Desired Outcome:	Indicators and Measures:
<p>7.1 Develop short- and long-range financial plans through transparent processes that consider a variety of information and data indicators.</p> <p>(Due Date: Fall, 2008)</p>	<p><i>CSM will implement short- and long range financial plans effectively</i></p> <p><i>Revenue allocation will encourage flexible planning and address student and community needs, revenue production, and the optimum use of resources</i></p>	<ul style="list-style-type: none"> <li>• Positive fiscal-year ending balance</li> <li>• Increase in funding revenues</li> <li>• Enhanced FTES generation</li> <li>• Measurement of satisfaction among participants in budget planning processes through focus groups and/or surveys</li> </ul>
<p>7.2 Develop and implement a coordinated program of external grants identification, development, preparation, and management.</p> <p>(Due Date: Fall, 2009)</p>	<p><i>Increased revenues through a comprehensive grants program</i></p> <p><i>Effective grants' identification, development, preparation, and management</i></p>	<ul style="list-style-type: none"> <li>• Increase in numbers of grant proposals submitted</li> <li>• Increase in revenue generated by grants</li> <li>• Measurement of satisfaction among participants in development and management processes through focus groups and/or surveys</li> </ul>
<p>7.3 Identify and pursue entrepreneurial efforts that provide new revenues for the college.</p> <p>(Due Date: Fall, 2009)</p>	<p><i>CSM will engage in new entrepreneurial activities and partnerships with the community</i></p>	<ul style="list-style-type: none"> <li>• Procurement and increase in new revenues</li> <li>• Measurement of satisfaction among participants in entrepreneurial efforts through focus groups and/or surveys</li> </ul>

**Goal 7**

**Suggested Action Steps:**

These illustrations are examples of specific strategies that may be adopted to implement an objective. We encourage you and your units to explore these and other strategies and develop strategies most appropriate and pertinent to your unit. A unit workplan would identify one or more key strategies and then identify the subsequent actions steps, timeline, and resources needed to implement the strategy

- Develop professional development and training for the new Budget Planning Committee

- Develop training and information workshops for the College community at large to foster a better understanding of CSM's budget development, planning, and management processes
- Build and execute a short-term budget forecasting and planning model that is integrated into other planning processes
- Develop a 3-year financial plan with a global perspective on college funding streams
- Develop practices and procedures to leverage and expend appropriately CSM donor funds held by the San Mateo County Community Colleges Foundation

**Goal 8: Facilities and Infrastructure**

CSM will support the needs of current and future students for vibrant, flexible, safe, environmentally responsible, and innovative learning environments.

Objectives for Goal 8	Desired Outcome:	Indicators and Measures:
<p>8.1 Develop processes that help to ensure that CSM is a safe environment for its employees, students, and visitors</p> <p>(Due Date: Fall, 2008)</p>	<p><i>CSM will be a safe campus</i></p>	<ul style="list-style-type: none"> <li>• Improvement in campus crime statistics</li> <li>• Measurement of satisfaction or perception among campus populations about the safety of the campus environment through focus groups and/or survey</li> </ul>
<p>8.2 Develop accurate cost-of-ownership assessments for facilities and equipment and recommendations for resources to support preventative maintenance, appropriate facility rehabilitation, and the timely replacement of equipment</p> <p>(Due Date: Fall, 2008)</p>	<p><i>Cost of ownership valuation will be completed and resources identified for facility maintenance, appropriate facility rehabilitation, and the timely replacement of equipment</i></p>	<ul style="list-style-type: none"> <li>• Amount of resources allocated to facility maintenance and rehabilitation, and the timely replacement of equipment</li> <li>• Measurement of satisfaction or perceptions among campus constituencies about the condition and usefulness of facilities and equipment through focus groups and/or surveys</li> </ul>
<p>8.3 Develop and implement a Technology Plan that supports a variety of teaching and learning modes as well as institutional and administrative services</p> <p>(Due Date: Spring, 2009)</p>	<p><i>CSM will adopt a comprehensive Technology Plan</i></p>	<ul style="list-style-type: none"> <li>• Increase in the numbers of technology-mediated courses and services</li> <li>• Measurement of satisfaction or perceptions among all campus constituencies about the effectiveness of technology planning through focus groups and/or surveys</li> </ul>
<p>8.4 Create a transparent process that ensures participation of faculty, staff, students, and administrators in the facilities planning process</p> <p>(Due Date: Fall, 2008)</p>	<p><i>Facilities planning processes are transparent and include all college constituencies</i></p>	<ul style="list-style-type: none"> <li>• Measurement of satisfaction and perceptions among participants in planning processes through focus groups and/or surveys</li> </ul>

### *Goal 8*

#### *Suggested Action Steps:*

These illustrations are examples of specific strategies that may be adopted to implement an objective. We encourage you and your units to explore these and other strategies and develop strategies most appropriate and pertinent to your unit. A unit workplan would identify one or more key strategies and then identify the subsequent actions steps, timeline, and resources needed to implement the strategy

- Address the perception voiced by some students that the campus is not safe, especially in areas perceived to be poorly lit and isolated
- Examine the interactions of CSM security staff with the campus community and provide professional development opportunities as appropriate
- Address the perception that facilities' staff members inadequately respond to campus needs at both College and District levels
- Establish protocols widely-understood by the campus community for responses to non-emergency facilities events and problems
- Update and broadly communicate to the campus community emergency plans and procedures
- To ensure continuous quality improvement, establish processes for "blameless" post-mortem analyses of facilities events, and safety-related incidents
- Establish and broadly communicate to the campus community the decision-making processes involved in the next stage of bond-measure construction and renovations, including:
  - Selection of furniture, fixtures, and equipment
  - Swing space
  - Construction-related disruption of services
  - Building occupancy

**Goal 9: Communication**

CSM will practice authentic, informative, open, and honest written and oral communication in interpersonal, small group, intercultural, and public-discourse contexts, both in interactions within the college community and in interactions with the public.

Objectives for Goal 9	Desired Outcome:	Indicators and Measures:
9.1 Provide professional development opportunities for faculty, staff, and administrators to increase communication skills in interpersonal communication.  (Due Date: Spring, 2009)	<i>Faculty, staff, and administrators will demonstrate improved communication skills in interpersonal communication</i>	<ul style="list-style-type: none"> <li>• Numbers of participants in professional development activities and workshops</li> <li>• Numbers of workshops, training opportunities, or professional development activities offered</li> <li>• Measurement of satisfaction or perceptions among participants about the activities in which they participated through focus groups and/or surveys</li> </ul>
9.2 Provide professional development opportunities for faculty, staff, and administrators to increase communication skills in small group communication.  (Due Date: Spring, 2009)	<i>Faculty, staff, and administrators will demonstrate improved communication skills in small group communication</i>	<ul style="list-style-type: none"> <li>• Numbers of participants in professional development activities and workshops</li> <li>• Numbers of workshops, training opportunities, or professional development activities offered</li> <li>• Measurement of satisfaction or perceptions among participants about the activities in which they participated through focus groups and/or surveys</li> </ul>
9.3 Provide professional development opportunities for faculty, staff, and administrators to increase communication skills in intercultural communication.  (Due Date: Spring, 2009)	<i>Faculty, staff, and administrators will demonstrate improved communication skills in intercultural communication</i>	<ul style="list-style-type: none"> <li>• Numbers of participants in professional development activities and workshops</li> <li>• Numbers of workshops, training opportunities, or professional development activities offered</li> <li>• Measurement of satisfaction or perceptions among participants about the activities in which they participated through focus groups and/or surveys</li> </ul>
9.4 Provide professional development opportunities for faculty, staff, and administrators to increase communication skills in public speaking.  (Due Date: Fall, 2009)	<i>Faculty, staff, and administrators will demonstrate improved communication skills in public speaking</i>	<ul style="list-style-type: none"> <li>• Numbers of participants in professional development activities and workshops</li> <li>• Numbers of workshops, training opportunities, or professional development activities offered</li> <li>• Measurement of satisfaction or perceptions among participants about the activities in which they participated through focus groups and/or surveys</li> </ul>

<p>9.5 Provide professional development opportunities for faculty, staff, and administrators to increase writing skills.</p> <p>(Due Date: Fall, 2009)</p>	<p><i>Faculty, staff, and administrators will demonstrate improved writing skills</i></p>	<ul style="list-style-type: none"> <li>• Numbers of participants in professional development activities and workshops</li> <li>• Numbers of workshops, training opportunities, or professional development activities offered</li> <li>• Measurement of satisfaction or perceptions among participants about the activities in which they participated through focus groups and/or surveys</li> </ul>
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**Goal 9**

***Suggested Action Steps:***

**These illustrations are examples of specific strategies that may be adopted to implement an objective. We encourage you and your units to explore these and other strategies and develop strategies most appropriate and pertinent to your unit. A unit workplan would identify one or more key strategies and then identify the subsequent actions steps, timeline, and resources needed to implement the strategy**

- Participate in professional development activities in order to increase oral and written communication skills and assess the effectiveness of the use of the skills in the classroom
- Offer workshops and other activities focusing on interpersonal communication skills that include the following topics: listening and feedback, perception-checking, stress and conflict resolution, and logical versus emotion reasoning
- Offer workshops and other activities focusing on small-group communication skills that include the following topics: meeting facilitation, effective group decision-making strategies, building consensus, and use of timely feedback to constituents
- Offer workshops and other activities focusing on intercultural communication skills that include the following topics: differences and similarities among cultures' use of language, differences and similarities among cultures' use of nonverbal communication, the influence of cultural values on communication, and ethnocentrism
- Offer workshops and other activities focusing on public speaking skills that include the following topics: audience adaptation and organization; use of logical, emotional, and ethical modes of argument; presentation of visual support; delivery; and use of language
- Offer workshops and other activities focusing on writing skills that include the following topics: audience adaptation and organization; use of logical, emotional, and ethical modes of argument; presentation of graphics; and use of language
- Offer workshops and other activities focusing on specific writing skills for memos, emails, letters, and other forms of written business communication guide for standardization