

**MID-TERM REPORT**  
**COLLEGE OF SAN MATEO**

**Presented to the Western Association of Schools and Colleges**

**November 1997**

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**San Mateo County Community College District**

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College of San Mateo  
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COLLEGE OF SAN MATEO

STATEMENT OF REPORT PREPARATION  
OF THE MID-TERM REPORT

A subcommittee of the original Accreditation Steering Committee prepared a first draft of the Mid-Term Report. The first draft was reviewed by the President of the Academic Senate and the President's cabinet. The comments were incorporated into a subsequent draft, which was shared with and reviewed by the College Council, CSM's shared governance body, the Governing Council of the Academic Senate, and Management Council. Relevant comments were incorporated into the attached, final document, which was approved by the Board of Trustees of the San Mateo County Community College District at its meeting held on Wednesday, October 8, 1997.



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Peter J. Landsberger, President  
College of San Mateo

10/29/97

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Date

## COLLEGE OF SAN MATEO

### MID-TERM REPORT

College of San Mateo underwent a comprehensive accreditation evaluation site visit in April, 1995 and its accreditation was reaffirmed. As required by the Accrediting Commission, the College is now submitting a mid-term report addressing the following areas:

1. Responses to the Team recommendations as outlined in the Accreditation Evaluation Report;
2. Responses to the Commission Action letter dated June 20, 1995, from John C. Petersen to the College; and
3. Discussion of issue identified from the planning agendas as outlined in the College's self-study document.

#### RESPONSES TO TEAM RECOMMENDATIONS

Recommendation 1—Standard One-Institutional Integrity, Purposes, Planning and Effectiveness: The College develop a comprehensive, coordinated institutional planning process to include educational programs, facilities, budget and strategies for alternative funding.

##### Progress

The College has initiated a process to clarify and better document existing planning procedures. As a first step in this effort, it is developing a set of diagrams that will describe how and when important institutional decisions are reached and who is involved. These diagrams are prepared after extensive interviews with decision makers to determine the sequence of information flow and types of decisions. Preliminary charts have been shared with the Instructional Deans and the Governing Council of the Academic Senate. (See additional information on page 7.)

Recommendation 2—Standard One-Institutional Integrity, Purposes, Planning and Effectiveness: The College and District personnel seek ways to improve communication, reduce the number of committees and streamline the process for dealing with various issues.

##### Progress

A significant number of CSM's standing committees are committees of the Academic Senate. CSM's Academic Senate is reviewing its by-laws with an eye toward reducing the number of committees and reconfiguring those that remain to better reflect the principles of shared governance adopted at CSM.

The District Shared Governance Council will study "standards" for appropriate consultation with the objective of maintaining open discussion while ensuring the ability to reach decisions in a timely manner.

Recommendation 3—Standard Two-Educational Programs: The College address the leadership of vocational programs and enhance student opportunities for activities such as workplace literacy, tech-prep, and school-to-career.

**Progress**

The College has redefined the Dean of Technology position to include Collegewide leadership for response to workplace initiatives. Effective Fall 1997, the position has been filled on a permanent basis. In addition, the College has provided release time to a member of the faculty to coordinate the College's Tech Prep activities.

Recommendation 4—Standard Three-Student Services and the Co-Curricular Learning Environment: The College develop and implement a comprehensive enrollment management plan designed to deal with the ongoing enrollment decline.

**Progress**

The College has developed an enrollment management plan covering recruitment, instructional programs, retention, student services and institutional climate. Implementation of the recommendations is on-going. In addition, CSM has expanded the role of the Director of Marketing Communications and Public Relations and has augmented the resources of that department. (See additional information on page 6.)

Recommendation 5—Standard Three-Student Services and the Co-Curricular Learning Environment: The College publish vital student discipline, grievance, and appellate processes in the College schedule of classes and in the College catalog.

**Progress**

The College now includes grievance and discipline procedures in the College catalog. The schedule of classes contains references to appropriate sources of information regarding student discipline and grievance procedures.

Recommendation 6—Standard Four-Faculty and Staff: Current efforts to revise the evaluation process for faculty and classified staff be completed and implemented after adequate training has taken place.

**Progress**

Following a collaborative and participatory process that included the AFT, the Academic Senate, and the Administration, a revised, simplified Faculty Evaluation Process for Classroom Faculty was implemented in Fall 1996. Prior to implementation, training was conducted for all evaluatees, the Peer Review Committees, and the Evaluation Guidance Committees at all three campuses.

Comprehensive classified staff evaluations have become more regularized; managers and supervisors have been trained to do effective performance evaluations; classified staff are now being evaluated annually. The handbook for evaluating managers has been updated and all managers continue to be evaluated annually.

Recommendation 7—Standard Four-Faculty and Staff: Staff development activities for faculty, staff, and management be better coordinated in an effort to facilitate participation, and that as funds become available the breadth of these activities be increased.

#### **Progress**

The College is seeking to expand and better coordinate the breadth of staff and professional development activities through the establishment of a Center for Teaching and Learning in the newly renovated lower level of the College Library.

Recommendation 8—Standard Five-Library and Learning Resources: The College establish a broad-based, comprehensive plan for the acquisition, implementation and integration of instruction and information technologies which should include strategies for alternative funding.

#### **Progress**

The College is continuing to implement its plan, "Technology for 21<sup>st</sup> Century Learning," and has created a Fund for 21<sup>st</sup> Century Learning to seek external funding to help underwrite these efforts. (See page 9 for additional information.)

Recommendation 9—Standard Six-Physical Resources: The College immediately move to complete the removal of barriers for accessibility to handicapped students, and to provide for specialized materials and equipment for handicapped student instruction.

#### **Progress**

As budget permits, the College continues to remove barriers for handicapped accessibility. Renovations to the College's library are completed, and include improved handicapped access via a new ramp and elevator.

Recommendation 10—Standard Six-Physical Resources: The College continue efforts to make the campus safe by working on problems such as asbestos elimination; repair to the campus fire alarm system; updating the College emergency preparedness plan; and improving the campus environment.

#### **Progress**

Working with the District administrator for Buildings and Grounds, CSM continues to address issues of safety, including replacement of the fire alarm system. In addition, the College has hired a new Health Services Coordinator, who will, as part of her explicit assignment, have a

lead role in emergency preparedness and developing a crisis response plan. Asbestos removal and seismic upgrading work has been completed on the Library building. Asbestos removal has also been completed in Building 5, the Student Center and in the top floor of Building 18.

**Recommendation 11**—Standard 7-Financial Resources: The District continue and increase opportunities during the development stages of the budget to provide training, clarity and information relative to the funding of the District allocation model to College staff.

### **Progress**

Over the past several years, the District allocation model has seen several revisions. A new budget allocation model was implemented for 1996-97 which equalizes expenditures/FTES at the Colleges as well as provides a small College factor to account for low enrollment/minimum maintenance funding. It is less complex than earlier versions and therefore easier to understand.

Through various forums, governance groups, and committee meetings, information on the budget and budget process is presented by District and College personnel. The Budget Subcommittee of the College Council has received training in the understanding of the budget.

Within the budget book itself, a section was added which explains the complex mechanism of funding from the State, through the District allocation model, to the local College-level budget development process. This book is disseminated to all administrators, major committee chairs and department offices. Continual improvement in the printed budget book, along with a planned mini-version for possible dissemination to all District employees, is ongoing.

**Recommendation 12**—Standard 7-Financial Resources: Additional training on the new accounting software be provided to staff and timely, accurate information be available in a format understood and usable for campus staff on a routine basis.

### **Progress**

Through a wide collaborative process, a District training format has been designed and implemented. Training sessions are organized and scheduled by each College as needed. Key District personnel are scheduled to assist with training at the sites.

Financial reports are available to all system users in a variety of formats from standardized monthly printed reports to online query tools which provide current information in several formats, many of which have been designed by users.

During Fall 1996, a new query tool, Simplified Data Access (SDA), was introduced to a cross-section pilot group which will enable trained users to access desired data and present it in a user-developed format. Although still in the development stages, pilot users are very complimentary of the new tool.

Recommendation 13—Standard 8-Governance and Administration: A process to improve the relationship among the Chancellor, Board of Trustees and the constituent groups be developed and implemented.

### **Progress**

Since the accreditation visit, formal and informal steps have been taken to increase understanding, communication, and trust between and among the constituencies within the District. Care has been taken to assure that representatives of the Administration inform leaders of various constituencies of pending changes or recommendations prior to implementation. Constituency leaders have been encouraged to share their views with the Administration prior to taking a public stance on an issue. The sharing of this information has resulted in a greater understanding of the issues and a reduction of misinformation.

Formal steps to address participation concerns include shared governance, introduction of a new Districtwide newsletter, and the Educational/Facilities Master Planning process. The planning process was designed to be open and inclusive, allowing time for questioning, dissent, and communication. Participants reflected breadth of representation in disciplines, diversity, gender, and viewpoints. Additionally, the District Shared Governance Council has become a more familiar and consistent forum for consultation. Finally, based on recommendations from the master planning process, a new issues-oriented District newsletter, "Connections," has been established. Its purpose is to keep employees informed about significant issues which affect the future of the District.

The extensive involvement of faculty, staff, and administrators in the Educational/Facilities Master Planning process was designed to reduce concerns about participation. The maturation of the District Shared Governance Council, which contains selected College representatives from the Academic Senate, Associated Students, Classified Senate, and Administration, may be resulting in decreased concerns about participation.

The District and the faculty union agreed to participate in a more collaborative problem solving style of collective bargaining. To this end, both parties agreed to recognize and attempt to address the issues put forward by each participant. As part of this strategy, the District altered the timelines used to project possible compensation increases, readily shared budget information with the faculty union, and engaged in problem solving to address the interests of the faculty union.

Early agreements have been reached with the faculty union during each of the past two years. It is the District's perception that these early settlements have resulted in a more trusting relationship between the parties. The collaborative nature of the problem solving has indicated an understanding of each party's point of view. While this has not resulted in agreement on all issues, it has enhanced the working relationship between groups.



## RESPONSES TO COMMISSION ACTION LETTER

In his letter to CSM's President, Peter Landsberger, dated June 20, 1995, John Petersen outlined a set of four issues that need to be addressed by the College, as well as the entire District. Each issue is listed below, as well as the College's response.

- Enrollment management is a special challenge where changes in numbers and characteristics of the population are changing in ways that affect the colleges of the San Mateo County Community College District in different ways. In concert with others responsible for District planning, the College should consider addressing issues of access, enrollment enhancement, and consequent resource allocation matters.

As a result of steadily declining enrollment, College Goals for 1995-96 included development of a plan to optimize College enrollment, based in part on research about potential students and how they perceive CSM can best serve them. President Peter Landsberger directed that a task force be formed to study and propose solutions to the serious problem of declining enrollment. It was hoped that the task force would approach the issues systematically and would base conclusions on data. It was determined that although anecdotal information can be useful, it should not be the sole basis of a plan. The Enrollment Management Task Force was convened in the Fall of 1995. Faculty, classified staff, students, and administrators were encouraged to join. Over the course of the 1995-96 academic year, the Task Force met approximately twice a month. About twenty-five members attended regularly. Members of the Task Force became well-versed in data about WSCH, loads, FTE, sources of students, trends within divisions and programs, etc. In addition, the Task Force members were informed about on-going college efforts to recruit students and to publicize the college. The group devoted time to brainstorming short term ways of increasing enrollment. Some of these ideas were implemented immediately.

In March, 1996, many members of the Task Force attended a four-day workshop given by Dr. Richard Pappas (President, Lake Michigan Community College) on Target Marketing. Utilizing the tools of the marketing model, participants in the Pappas workshop targeted four market segments and developed marketing plans for each target market.

During the period the Task Force was meeting, a District Master Planning effort was proceeding. It was determined that the District needed to conduct a comprehensive survey of its surrounding communities. A consulting firm, The Resource Group, was selected to carry out a needs assessment of the local community. The community needs assessment consisted of surveys, focus groups and intercept interviews. Opinions were solicited from high school students, current college students, employers, business and community leaders, and educators. The Enrollment Management Task Force had an extensive discussion with The Resource Group about the findings and implications of the findings for the enrollment management plan. Many of the findings were expected by the Task Force – increase our connections with the community, make course offerings more flexible, continue our outreach to high schools, etc. However, the business community's and general community's lack of understanding and knowledge about the institution was surprising to the Task Force. As a result, the section on recruitment and publicity in the plan is much more extensive than had been originally planned.

College goals for 1996-97 and 1997-98 continue to reflect the need to improve the College's enrollment. For 1997-98, one goal is to continue to implement the Enrollment Management plan by, among other things, increasing weekend offerings during the Fall and Spring semesters by at least fifty percent and continuing to supplement the number of classes offered at off-campus sites. The Enrollment Management Task Force has been reconvened to review recommendations and develop strategies.

- The quality and nature of participation in decision making should be examined to address concerns about the number of committees and decision making processes.

Using a participatory process, the College developed a model of shared governance and implemented a College Council in April, 1994. A guiding principle of shared governance at CSM is a commitment by the four governance constituencies (Academic Senate, Classified Senate, Associated Students, Management Council) to ensure that their participation in decision making leads to the most effective, efficient achievement of the college's goals and objectives. The Council has replaced two other groups: the President's Faculty Advisory Committee and Classified Advisory Committee. An outside evaluator, Dr. Lillian Barden, Director of the Intensive Business Administration Program at College of Notre Dame, has studied the College's implementation of shared governance since its inception. Her interim report, "Implementing Shared Governance at College at San Mateo," (dated February 1997) states:

The College of San Mateo, from my observations and experiences, has made significant progress toward implementing shared governance; it has a vocabulary and a core of committed people from all areas who believe involvement is necessary and that shared governance practices can accomplish integration of interests and ultimately improve campus climate and effectiveness. ... There is still a great deal to be accomplished, though the existence and operation of the College Council is an excellent model to be emulated.

The College has given release time to a faculty member to study the College's decision-making processes using several key decisions (e.g. allocation of faculty positions, allocation of instructional equipment money) to analyze College decision-making systems. The faculty member will chart out the steps used in the decision making process; that information will be used to better understand how decisions are made and to help inform the campus community about decision-making processes and procedures.

The Academic Senate is reviewing its by-laws to determine if the present number and configuration of its committees is still the most effective and efficient structure needed. Based on its review, the Senate will re-structure its committees. The Committee on Instruction is reviewing its role in recommending instructional policy to the Vice President of Instruction. Routine, technical course approval procedures are no longer considered by the full Committee, leaving the full Committee more time to discuss and consider broader instructional issues.

- Institutional research, making use of data to provide information to guide planning for the College, is needed. A focus on student learner outcomes could yield information to support and direct program improvement.

The College's Office of Articulation and Research has compiled and distributed research that is proving quite useful to the campus community. Among other activities, the office has designed and administered needs surveys to nursing and telecourse students; designed and administered a Districtwide survey of students regarding interest in CSU upper-division coursework (in conjunction with SFSU's Center for Interinstitutional Collaboration); designed and administered a Districtwide survey of currently enrolled ESL students; disseminated information and other topics of interest to the College community via a publication called CSM Research Briefs. Topics have included: CSM transfer rates; a profile of ESL students at CSM; a profile of CSM engineering majors; and student educational gains at CSM.

1997-98 College goals states: *By April 30, 1998, conduct at least two professional development activities to enhance the ability of the faculty and staff to set measurable learning outcomes and continuously monitor their attainment.* These will be planned for the Spring 1998 semester.

The Community Needs Assessment (described previously on page 6) provided valuable information regarding the scheduling and timing of classes.

- the cumbersome processes by which faculty and staff are evaluated should be reviewed for effectiveness and economy of effort.

Following a collaborative and participatory process that included the AFT, the Academic Senate, and the Administration, a revised, simplified Faculty Evaluation Process for Classroom Faculty was implemented in Fall 1996. By the end of Spring 1998 semester, the faculty evaluation process for all non-teaching faculty should be ready to implement and one-third of the classroom faculty will have been evaluated under the new evaluation system. Prior to implementation, training was conducted for all evaluatees, the Peer Review Committees, and the Evaluation guidance Committees at all three campuses.

As noted on page 3, comprehensive classified staff evaluations have become more regularized; managers and supervisors have been trained to do effective performance evaluations; staff are now being evaluated annually. The handbook for evaluating managers has been updated and all managers continue to be evaluated annually.

## **SUMMARY DISCUSSION OF SELF-IDENTIFIED ISSUE**

Many of the broad themes that emerged from the planning agendas contained in the self-study document have already been identified earlier (e.g., enrollment management, research, shared governance). One additional theme that emerged from the planning was the necessity to seek external funding.

As State funding has become increasingly inadequate to enable CSM to undertake all that it needs to do, the college has adopted a more focused, long-term approach to fundraising and development, which has become an important institutional goal. As a result, during 1995-96, CSM launched two sustained fundraising initiatives—the *Fund for 21<sup>st</sup> Century Learning* and the 75<sup>th</sup> Anniversary campaign.

The *Fund for 21<sup>st</sup> Century Learning* was initially conceived of as a means to help underwrite the implementation of the 1995 report, *Technology for 21<sup>st</sup> Century Learning: A Plan for Technology and Learning at College of San Mateo*. However, it became quickly apparent that the initiative needed to address more globally how the College sustains and engineers institutional change, supporting authentic innovation in CSM's delivery of all programs and services, not exclusively those which rely upon emerging technologies. Similarly, while the 75<sup>th</sup> Anniversary initiative was prompted by the occasion to celebrate the College's history, it too had a wider purpose: not only to remind people of the value "San Mateo Junior College" has provided the community for nearly three generations, but also to raise people's awareness of the programs and services CSM offers today, and to communicate to them some of what the College intends to do to ensure that the next 75 years will be as good as, or better, than the last. Both initiatives were formed with great ambition, but also with limited resources and only minimal infrastructure. Nevertheless, both efforts have raised significant amounts of money and yielded many collateral benefits for the institution, including an enhanced focus on development of an interdisciplinary curriculum.

## COLLEGE OF SAN MATEO INSTITUTIONAL PRIORITIES AND STRATEGIES

COLLEGE OF SAN MATEO seeks to provide a learning environment that propels students towards becoming autonomous learners and able contributors to society and the global economy. It exists to transmit knowledge and to introduce students to the broad outlines of human comprehension and experience, but it must also prepare students for the challenges and demands of the 21<sup>st</sup> Century by giving them:

- superb information, communication, and problem solving skills;
- strong interpersonal skills and the ability to work effectively in teams; and
- a commitment to life-long learning together with an enduring capacity for self-renewal.

COLLEGE OF SAN MATEO also seeks to maintain its tradition of open access—and to do so in a way that makes access genuinely meaningful. The college admits all high school graduates and every adult who has the ability to benefit from instruction, but increasingly students cannot be successful without:

- comprehensive learning resources and support—including, when appropriate, support that is academic, social, psychological, financial, or physical;
- convenient class schedules, formats and locations;
- quality alternatives to the traditional classroom mode of instruction—alternatives that provide good opportunities to learn while overcoming, where possible, the place- and time-bound limitations of the physical classroom; and
- the college's responsiveness to the growing diversity of its community (including race, ethnicity, culture, socio-economic background, age, life experience, disability, academic preparation, etc.) and the imperative to establish a culture of inclusion.

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In striving towards these ambitions, COLLEGE OF SAN MATEO will employ strategies that include:

- interdisciplinary approaches to instruction and student services;
- adept use of information technology—as a set of tools for students and teachers as well as a means of delivery;
- collaborative learning, experiential learning, and other techniques that require team work and active engagement in the learning process;
- a focus on outcomes and demonstrated mastery;
- partnerships with employers, non-profit organizations, community groups and other institutions to enhance existing programs and services, identify new programs for development, and forge collaborations that will benefit society and the shared values and interests of the partners; and
- engagement of the community—friends, alumni, and others—in ways that strengthen awareness of the college's accomplishments and overall support for its efforts.

**COLLEGE OF SAN MATEO**  
ON-GOING INSTITUTIONAL AMBITIONS AND  
1998-99 COLLEGE GOALS  
10/21/98

**Manage Enrollment**

CSM must persistently match its programs and services—and the manner in which they are delivered—to the evolving needs and expectations of the community. If it does so in ways that are perceptible to and well understood by the public, the College's enrollment should grow modestly from year to year, generating for CSM a secure and predictable share of District revenue.

**1998-99 College Goals:**

- *During 1998-99 generate at least 8,100 resident FTES and 420 non-resident FTES.*
- *By December 1, 1998, select an appropriate set of measures to use in monitoring the rates of successful course completion, term-to-term persistence and successful progression of students beyond basic skills. Begin regularly to monitor those rates and the college's progress in improving them.*
- *Initiate, expand, or enhance marketing efforts aimed at specific targets within the following groups: 20-34 year old, part-time, career motivated students; and underrepresented students. In particular:*
  - *Expand the Accelerated Accounting program; launch an Accelerated Business Skills program; upgrade the Business labs in Building 14;*
  - *Upgrade the CIS lab in Building 18 and create a Multimedia lab in Building 27;*
  - *Enhance and expand advertising and publicity for existing programs that address the needs of the targeted groups selected.*
  - *Launch active, grassroots recruitment of underrepresented students within the targeted groups selected.*
- *Continue to implement the Enrollment Management Plan by, among other things:*
  - *continuing to offer (and possibly expanding) between-semester short courses and other non-traditional offerings that reflect more flexible scheduling alternatives, or effectively employ information technology to overcome, where possible, the place- and time-bound limitations of the physical classroom;*
  - *designing and implementing useful professional and staff development opportunities on the subject of "customer service," and the need to identify, and formulate appropriate responses to, students' legitimate service needs and expectations.*

### Effect Institutional Change

Changing circumstances in society, the economy, and the world require CSM to change. Effecting purposeful, adaptive institutional change must therefore be at the heart of the College's ambitions. Among the changes most urgently needed are those that will enhance CSM's ability to:

- provide students a learning environment that propels them toward becoming autonomous, self-regulated learners and able contributors to society and the global economy;
- expand meaningful access to higher education to an increasingly diverse group of students; and
- develop a climate in which diversity is genuinely valued and progress towards becoming more diverse is regularly achieved.

#### **1998-99 College Goals:**

- *Examine the purpose and structure of the Student Equity Committee and, by December 1, 1998, restructure the College's approach to "student equity" so that it focuses more precisely on defining and achieving measurable outcomes related to student access, progress, and attainment of educational goals.*
- *By October 15, 1998, initiate a collaboration with the National Center for Postsecondary Improvement to implement and evaluate an alternative approach to remedial education.*
- *By February 1, 1999, ensure wide distribution on campus of the newly revised standards for accreditation of the Western Association of Schools and Colleges, and begin the effort of preparing an institutional self-study under them.*
- *By March 1, 1999, conduct at least two professional development activities to enhance the ability of the faculty and staff to set measurable learning outcomes and continuously monitor their attainment.*
- *By March 1, 1999, complete a review of the progress to date on implementing the College's Information Technology Plan and update the plan, as needed.*
- *By March 15, 1999, augment the services available from the District-initiated Center for Teaching and Learning by establishing an appropriately staffed teaching/learning resource center for faculty and staff in the lower level of the Library.*
- *Recruit for initial employment in 1999-00, eight full-time faculty members, and in the process of doing so, make progress towards meeting the College's affirmative action goals.*

### Improve Facilities, Grounds and Equipment

CSM must have facilities that are clean, safe, comfortable, welcoming and accessible to a diverse student body, faculty and staff; encourage human interaction and dialogue; and facilitate learning, exploration, inquiry, and debate.

#### **1998-99 College Goals:**

- *By November 1, 1998, determine the best use—in the short term—of the space in Building 5/6 which will become vacant when the San Mateo County Historical Museum moves, and begin work to reconfigure the space for that purpose.*
- *By January 15, 1999, install a new floor and seating in the Choral Room and begin planning for phase 2 of the Choral Room renovation project.*
- *By June 30, 1999, develop a plan for the improvement of signs and other tools for identification and direction finding on campus.*

### Strengthen Fundraising and Development

State support for the College is inadequate to enable the institution to undertake all that it seeks to do. As a consequence, CSM must pursue additional sources of revenue.

#### **1998-99 College Goals:**

- *Produce a community event on campus during spring, 1999.*
- *By December 1, 1998, adopt a plan for the enhancement of institutional advancement efforts at CSM that, among other things, integrates the Fund for 21st Century Learning into a more comprehensive fundraising and development program, strengthens both the Resource Group and the Public Relations and Marketing Communications department.*
- *Continue fundraising and development activities at CSM and, in particular:*
  - *develop a strategy to fund the long-range vision for renovation of Building 5;*
  - *fund the establishment of a resource center for faculty and staff in the lower level of the Library;*
  - *raise at least \$400,000 in external support from individuals, corporations, foundations, and government agencies; and*
  - *secure funding for the completion of the Choral Room renovation project and, if feasible, remodeling of the Theater.*



## Improve Administrative Organization and Systems

Faced with imperatives to effect significant institutional change within a context of limited financial resources, CSM must establish and maintain efficient, well-understood systems. Simultaneously, but in a way that does not fundamentally compromise efficiency or overburden participants, it must also employ effective methods of planning and decision-making throughout the College that involve the genuine participation of faculty, staff, and students, effectively capturing their collective wisdom and voice.

### **1998-99 College Goals:**

- *By September 1, 1998, employ a new KCSM General Manager.*
- *By October 15, 1998, complete the work commenced during 1996-97 to document processes by which the College reaches significant decisions and communicate that information to faculty and staff.*
- *By January 15, 1999, design, produce and distribute a Shared Governance/College Council resource guide.*
- *By February 1, 1999, prepare a combined telephone and personnel directory that, among other things, is enhanced by the inclusion of photographs of the individuals listed in the directory.*
- *By February 1, 1999, complete whatever steps are necessary to formally adopt the Emergency Response Plan prepared during 1997-98 and to make it operational.*
- *By February 15, 1999, complete an assessment that measures how well faculty and staff understand College Council and that gauges their perception of its effectiveness.*
- *By March 1, 1999, complete an up-date of KCSM's strategic plan with particular attention to the elements that will define the station's continuing relationship with the College.*
- *Continue fostering a more student centered environment at CSM by beginning to implement an "Information Center" on campus and other recommendations contained in the A & R Task Force Report.*

**COLLEGE OF SAN MATEO**  
ON-GOING INSTITUTIONAL AMBITIONS AND  
1998-99 COLLEGE GOALS  
8/20/98

Manage Enrollment

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**1998-99 College Goals:**

- *During 1998-99 generate at least 8,100 resident FTES and 380 non-resident FTES.*
- *By December 1, 1998, select an appropriate set of measures to use in monitoring the rates of successful course completion, term-to-term persistence and successful progression of students beyond basic skills. Begin regularly to monitor those rates and the college's progress in improving them.*
- *Initiate, expand, or enhance marketing efforts aimed at specific targets within the following groups: 20-34 year old, part-time, career motivated students; and underrepresented students. In particular:*
  - *Expand the Accelerated Accounting program; launch an Accelerated Business Skills program; upgrade the Business labs in Building 14;*
  - *Upgrade the CIS lab in Building 18 and create a Multimedia lab in Building 27;*
  - *Enhance and expand advertising and publicity for existing programs that address the needs of the targeted groups selected.*
- *Continue to implement the Enrollment Management Plan by, among other things:*
  - *continuing to offer (and possibly expanding) between-semester short courses and other non-traditional offerings that reflect more flexible scheduling alternatives, or effectively employ information technology to overcome, where possible, the place- and time-bound limitations of the physical classroom;*
  - *designing and implementing useful professional and staff development opportunities on the subject of "customer service," and the need to identify, and formulate appropriate responses to, students' legitimate service needs and expectations.*

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- provide students a learning environment that propels them toward becoming autonomous, self-regulated learners and able contributors to society and the global economy;
- expand meaningful access to higher education to an increasingly diverse group of students; and
- develop a climate in which diversity is genuinely valued and progress towards becoming more diverse is regularly achieved.

### *1998-99 College Goals:*

- *Examine the purpose and structure of the Student Equity Committee and, by December 1, 1998, restructure the College's approach to "student equity" so that it focuses more precisely on defining and achieving measurable outcomes related to student access, progress, and attainment of educational goals.*
- *By October 15, 1998, initiate a collaboration with the National Center for Postsecondary Improvement to implement and evaluate an alternative approach to remedial education.*
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- *By March 15, 1999, augment the services available from the District-initiated Center for Teaching and Learning by establishing an appropriately staffed teaching/learning resource center for faculty and staff in the lower level of the Library.*
- *Recruit for initial employment in 1999-00, eight full-time faculty members, and in the process of doing so, make progress towards meeting the College's affirmative action goals.*

Improve Facilities, Grounds and Equipment

CSM must have facilities that are clean, safe, comfortable and welcoming to a diverse student body, faculty and staff; encourage human interaction and dialogue; and facilitate learning, exploration, inquiry, and debate.

1998-99 College Goals:

- By November 1, 1998, determine the best use—in the short term—of the space in Building 5/6 which will become vacant when the San Mateo County Historical Museum moves, and begin work to reconfigure the space for that purpose.
- By January 15, 1999, install a new floor and seating in the Choral Room and begin planning for phase 2 of the Choral Room renovation project.
- By June 30, 1999, develop a plan for the improvement of signs and other tools for identification and direction finding on campus.

Strengthen Fundraising and Development

State support for the College is inadequate to enable the institution to undertake all that it seeks to do. As a consequence, CSM must pursue additional sources of revenue.

1998-99 College Goals:

- *Produce a community event on campus during October 1998.*
- *By December 1, 1998, adopt a plan for the enhancement of institutional advancement efforts at CSM that, among other things, integrates the Fund for 21st Century Learning into a more comprehensive fundraising and development program, strengthens both the Resource Group and the Public Relations and Marketing Communications department.*
- *Continue fundraising and development activities at CSM and:*
  - *develop a strategy to fund the long-range vision for renovation of Building 5;*
  - *fund the establishment of a resource center for faculty and staff in the lower level of the Library;*
  - *raise at least \$400,000 in external support from individuals, corporations, foundations, and government agencies; and*
  - *secure funding for the completion of the Choral Room renovation project and, if feasible, remodeling of the Theater.*

*To delete this goal, see to committee.*

### Improve Administrative Organization and Systems

Faced with imperatives to effect significant institutional change within a context of limited financial resources, CSM must establish and maintain efficient, well-understood systems. Simultaneously, but in a way that does not fundamentally compromise efficiency or over-burden participants, it must also employ effective methods of planning and decision-making throughout the College that involve the genuine participation of faculty, staff, and students, effectively capturing their collective wisdom and voice.

#### **1998-99 College Goals:**

- *By September 1, 1998, employ a new KCSM General Manager.*
- *By October 15, 1998, complete the work commenced during 1996-97 to document processes by which the College reaches significant decisions and communicate that information to faculty and staff.*
- *By January 15, 1999, design, produce and distribute a Shared Governance/College Council resource guide.*
- *By February 1, 1999, prepare a combined telephone and personnel directory that, among other things, is enhanced by the inclusion of photographs of the individuals listed in the directory.*
- *By February 1, 1999, complete whatever steps are necessary to formally adopt the Emergency Response Plan prepared during 1997-98 and, to make it operational.*
- *By March 1, 1999, complete an up-date of KCSM's strategic plan with particular attention to the elements that will define the station's continuing relationship with the College.*
- *Continue fostering a more student centered environment at CSM by beginning to implement an "Information Center" on campus and other recommendations contained in the A & R Task Force Report.*

**COLLEGE OF SAN MATEO**  
**On-Going Institutional Ambitions and**  
**1997-98 College Goals**  
5/19/97

**Manage Enrollment**

CSM must persistently match its programs and services—and the manner in which they are delivered—to the evolving needs and expectations of the community. If it does so in ways that are perceptible to and well understood by the public, the College's enrollment should grow modestly from year to year, generating for CSM a secure and predictable share of District revenue.

***1997-98 College Goals:***

- *During 1997-98 generate at least 50% of total District resident FTES and 330 non-resident FTES.*
- *Initiate, expand, or enhance marketing efforts aimed at specific targets within the following groups: high school students (recent grads/concurrent enrollment); 20-34 year old, part-time, career motivated students; underrepresented students; and international students.*
- *By October 1, 1997, examine the State's attendance accounting rules, and the way in which the College applies them, to ensure that the College consistently claims the maximum allowable FTES.*
- *Continue to implement the Enrollment Management Plan by, among other things:*
  - *increasing weekend offerings during the Fall and Spring Semesters by at least fifty percent; and*
  - *opening a Foster City site to supplement the number of classes offered in Half Moon Bay and other off-campus sites.*

**Effect Institutional Change**

Changing circumstances in society, the economy, and the world require CSM to change. Effecting purposeful, adaptive institutional change must therefore be at the heart of the College's ambitions. Among the changes most urgently needed are those that will enhance CSM's ability to:

- By October 31, 1997, identify and, based on those expectations, meet. In addition, select two year so that they conform to classrooms is completed by
- By April 1, 1998, develop a

State support for the College is in additional sources of revenue.

**1997-98 College Goals:**

- Attract 4,000 or more people remaining 75th Anniversary relationships, good will, and
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- Continue fundraising and

- develop a strategy
- fund the establishment
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expand meaningful access to higher education to an increasingly diverse group of students; and

develop a climate in which diversity is genuinely valued and progress towards becoming more diverse is regularly achieved.

**1997-98 College Goals:**

- Under the guidance of the Committee on Instruction, by November 1, 1997, select twenty to twenty-five courses serving large numbers of CSM's students. Based on that selection, follow-up on the Committee's definition of an autonomous, self-regulated learner by identifying how those courses—or a reasonable subset of them—can be improved to more effectively propel students toward becoming autonomous, self-regulated learners.
- By February 1, 1998, augment the services available from the District-initiated Center for Teaching and Learning by establishing an appropriately staffed teaching/learning resource center for faculty and staff in the lower level of the Library.
- By April 30, 1998, conduct at least two professional development activities to enhance the ability of the faculty and staff to set measurable learning outcomes and continuously monitor their attainment.
- Recruit for initial employment in 1998-99, approximately four full-time faculty members, and in the process of doing so, make progress towards meeting the College's affirmative action goals.

**Improve Facilities, Grounds and Equipment**

CSM must have facilities that are clean, safe, comfortable and welcoming to a diverse student body, faculty and staff; encourage human interaction and dialogue; and facilitate learning, exploration, inquiry, and debate.

**1997-98 College Goals:**

- By August 1, 1997, finalize a plan for the renovation of the Choral Room and set a date for the start of construction.
- By September 30, 1997, negotiate an acceptable agreement under which the San Mateo-Foster City School District will temporarily occupy Building 34 (Temporary Library).

**COLLEGE OF SAN MATEO**  
**On-Going Institutional Ambitions and**  
**1997-98 College Goals**  
5/19/97

**Manage Enrollment**

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**1997-98 College Goals:**

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- *By October 1, 1997, examine the State's attendance accounting rules, and the way in which the College applies them, to ensure that the College consistently claims the maximum allowable FTES.*
- *Continue to implement the Enrollment Management Plan by, among other things:*
  - *increasing weekend offerings during the Fall and Spring Semesters by at least fifty percent; and*
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**COLLEGE OF SAN MATEO**  
ON-GOING INSTITUTIONAL AMBITIONS AND  
1998-99 COLLEGE GOALS  
8/20/98

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**1998-99 College Goals:**

- *During 1998-99 generate at least 8,100 resident FTES and 380 non-resident FTES.*
- *By December 1, 1998, select an appropriate set of measures to use in monitoring the rates of successful course completion, term-to-term persistence and successful progression of students beyond basic skills. Begin regularly to monitor those rates and the college's progress in improving them.*
- *Initiate, expand, or enhance marketing efforts aimed at specific targets within the following groups: 20-34 year old, part-time, career motivated students; and underrepresented students. In particular:*
  - *Expand the Accelerated Accounting program; launch an Accelerated Business Skills program; upgrade the Business labs in Building 14;*
  - *Upgrade the CIS lab in Building 18 and create a Multimedia lab in Building 27;*
  - *Enhance and expand advertising and publicity for existing programs that address the needs of the targeted groups selected.*
- *Continue to implement the Enrollment Management Plan by, among other things:*
  - *continuing to offer (and possibly expanding) between-semester short courses and other non-traditional offerings that reflect more flexible scheduling alternatives, or effectively employ information technology to overcome, where possible, the place- and time-bound limitations of the physical classroom;*
  - *designing and implementing useful professional and staff development opportunities on the subject of "customer service," and the need to identify, and formulate appropriate responses to, students' legitimate service needs and expectations.*

### Effect Institutional Change

Changing circumstances in society, the economy, and the world require CSM to change. Effecting purposeful, adaptive institutional change must therefore be at the heart of the College's ambitions. Among the changes most urgently needed are those that will enhance CSM's ability to:

- provide students a learning environment that propels them toward becoming autonomous, self-regulated learners and able contributors to society and the global economy;
- expand meaningful access to higher education to an increasingly diverse group of students; and
- develop a climate in which diversity is genuinely valued and progress towards becoming more diverse is regularly achieved.

### *1998-99 College Goals:*

- *Examine the purpose and structure of the Student Equity Committee and, by December 1, 1998, restructure the College's approach to "student equity" so that it focuses more precisely on defining and achieving measurable outcomes related to student access, progress, and attainment of educational goals.*
- *By October 15, 1998, initiate a collaboration with the National Center for Postsecondary Improvement to implement and evaluate an alternative approach to remedial education.*
- *By February 1, 1999, ensure wide distribution on campus of the newly revised standards for accreditation of the Western Association of Schools and Colleges, and begin the effort of preparing an institutional self-study under them.*
- *By March 1, 1999, conduct at least two professional development activities to enhance the ability of the faculty and staff to set measurable learning outcomes and continuously monitor their attainment.*
- *By March 1, 1999, complete a review of the progress to date on implementing the College's Information Technology Plan and update the plan, as needed.*
- *By March 15, 1999, augment the services available from the District-initiated Center for Teaching and Learning by establishing an appropriately staffed teaching/learning resource center for faculty and staff in the lower level of the Library.*
- *Recruit for initial employment in 1999-00, eight full-time faculty members, and in the process of doing so, make progress towards meeting the College's affirmative action goals.*

Improve Facilities, Grounds and Equipment

CSM must have facilities that are clean, safe, comfortable and welcoming to a diverse student body, faculty and staff; encourage human interaction and dialogue; and facilitate learning, exploration, inquiry, and debate.

1998-99 College Goals:

- By November 1, 1998, determine the best use—in the short term—of the space in Building 5/6 which will become vacant when the San Mateo County Historical Museum moves, and begin work to reconfigure the space for that purpose.
- By January 15, 1999, install a new floor and seating in the Choral Room and begin planning for phase 2 of the Choral Room renovation project.
- By June 30, 1999, develop a plan for the improvement of signs and other tools for identification and direction finding on campus.

Strengthen Fundraising and Development

State support for the College is inadequate to enable the institution to undertake all that it seeks to do. As a consequence, CSM must pursue additional sources of revenue.

1998-99 College Goals:

- ~~Produce a community event on campus during October 1998.~~ *To date none to committee.*
- By December 1, 1998, adopt a plan for the enhancement of institutional advancement efforts at CSM that, among other things, integrates the Fund for 21st Century Learning into a more comprehensive fundraising and development program, strengthens both the Resource Group and the Public Relations and Marketing Communications department.
- Continue fundraising and development activities at CSM and:
  - develop a strategy to fund the long-range vision for renovation of Building 5;
  - fund the establishment of a resource center for faculty and staff in the lower level of the Library;
  - raise at least \$400,000 in external support from individuals, corporations, foundations, and government agencies; and
  - secure funding for the completion of the Choral Room renovation project and, if feasible, remodeling of the Theater.

Improve Administrative Organization and Systems

Faced with imperatives to effect significant institutional change within a context of limited financial resources, CSM must establish and maintain efficient, well-understood systems. Simultaneously, but in a way that does not fundamentally compromise efficiency or over-burden participants, it must also employ effective methods of planning and decision-making throughout the College that involve the genuine participation of faculty, staff, and students, effectively capturing their collective wisdom and voice.

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- *Continue fostering a more student centered environment at CSM by beginning to implement an "Information Center" on campus and other recommendations contained in the A & R Task Force Report.*

COLLEGE OF SAN MATEO  
On-Going Institutional Ambitions and  
1997-98 College Goals

5/19/97

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- *During 1997-98 generate at least 50% of total District resident FTES and 330 non-resident FTES.*
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- By October 31, 1997, identify the College's expectations regard and, based on those expectations, work with Buildings & Ground meet. In addition, select twelve classrooms to be intensively clean year so that they conform to the new standards. Work with Buila classrooms is completed by May, 1998.
- By April 1, 1998, develop a plan for the improvement of signs at

**Strengthen Fundraising**

State support for the College is inadequate to enable it to undertake all the additional sources of revenue.

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- Attract 4,000 or more people to the "pinnacle" event of the College remaining 75th Anniversary activities by December, 1997; and relationships, good will, and successes the 75th Anniversary general
- By October 1, 1997, adopt a plan for the enhancement of institution integrates the Fund for 21<sup>st</sup> Century Learning into a more comprehensive Resource Group, and adds capacity to the Public Relations Committee
- Continue fundraising and development activities at CSM and, at

- develop a strategy to fund the long-range vision for renovation
- fund the establishment of a resource center for faculty and staff
- raise at least \$400,000 in external support from individuals

**Improve Administrative Operations**

Faced with imperatives to effect significant institutional change within a year, CSM must maintain efficient, well-understood systems. Simultaneously, but in a way

provide students a learning environment that propels them toward becoming autonomous, self-regulated learners and able contributors to society and the global economy;

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develop a climate in which diversity is genuinely valued and progress towards becoming more diverse is regularly achieved.

**1997-98 College Goals:**

- Under the guidance of the Committee on Instruction, by November 1, 1997, select twenty to twenty-five courses serving large numbers of CSM's students. Based on that selection, follow-up on the Committee on Instruction's definition of an autonomous, self-regulated learner by identifying how those courses—or a reasonable subset of them—can be improved to more effectively propel students toward becoming autonomous, self-regulated learners.
- By February 1, 1998, augment the services available from the District-initiated Center for Teaching and Learning by establishing an appropriately staffed teaching/learning resource center for faculty and staff in the lower level of the Library.
- By April 30, 1998, conduct at least two professional development activities to enhance the ability of the faculty and staff to set measurable learning outcomes and continuously monitor their attainment.
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**COLLEGE OF SAN MATEO**  
**On-Going Institutional Ambitions and**  
**1997-98 College Goals**  
5/19/97

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- *By October 31, 1997, identify the College's expectations regarding the cleanliness and appearance of classrooms on campus and, based on those expectations, work with Buildings & Grounds to define a set of reasonable standards classrooms should meet. In addition, select twelve classrooms to be intensively cleaned, painted, and otherwise refurbished during the academic year so that they conform to the new standards. Work with Buildings & Grounds to ensure all required work on the twelve classrooms is completed by May, 1998.*
- *By April 1, 1998, develop a plan for the improvement of signs and other tools for identification and direction finding on campus.*

#### Strengthen Fundraising and Development

State support for the College is inadequate to enable it to undertake all that it seeks to do. As a consequence, CSM must pursue additional sources of revenue.

#### **1997-98 College Goals:**

- *Attract 4,000 or more people to the "pinnacle" event of the College's 75th Anniversary on October 4, 1997; complete all remaining 75th Anniversary activities by December, 1997; and continue appropriate community outreach efforts based on the relationships, good will, and successes the 75th Anniversary generated.*
- *By October 1, 1997, adopt a plan for the enhancement of institutional advancement efforts at CSM that, among other things, integrates the Fund for 21<sup>st</sup> Century Learning into a more comprehensive fundraising and development program, strengthens the Resource Group, and adds capacity to the Public Relations and Marketing Communications department.*
- *Continue fundraising and development activities at CSM and, at a minimum:*
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burden participants, it must also establish effective methods of planning and decision-making throughout the College that involve the genuine participation of faculty, staff, and students, effectively capturing their collective wisdom and voice.

**1997-98 College Goals:**

- *Address the barriers that have restrained the College's ability to initiate an administrative reorganization aimed at enhancing the institution's efficiency, improving internal communication, and better positioning the College to respond effectively to the changing needs and expectations of students and the community.*
- *Build on the work commenced during 1996-97 to document processes by which the College reaches significant decisions and communicate that information to faculty and staff.*
- *Conduct two shared governance training sessions or similar staff development activities.*
- *Prepare a combined telephone and personnel directory that, among other things, is enhanced by the inclusion of photographs of the individuals listed in the directory.*
- *Begin to foster a more student centered environment at CSM by beginning to implement an "Information Center" on campus and other recommendations contained in the A & R Task Force Report.*