

San Luis Obispo County
Community College District

Spring 2014

PROGRESS REPORT -- APPENDIX

*on the San Luis Obispo County Community College District
Strategic Plan 2012-2014 and Operational Plans*

Includes detailed progress through September 30, 2014.

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**San Luis Obispo County Community College District
Strategic Plan 2012-2014
Spring 2014 Progress Report Appendix**

The purpose of the *San Luis Obispo County Community College District Spring 2014 Progress Report Appendix* is to serve as a vehicle for documenting detailed progress on action steps with the conclusion of the *SLOCCCD Strategic Plan 2012-2014*.

**SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT
STRATEGIC PLAN 2012-2014
SPRING 2014 PROGRESS REPORT APPENDIX**

Institutional Goal 1: San Luis Obispo County Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.

Institutional Objective 1.1 Increase the percentage of transfer-directed students who are transfer prepared by 2% annually				
Action Steps for Institutional Objective 1.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p><i>1.1.1. - Develop an ideal semester-by-semester sequence of the courses required for transfer in three majors: engineering, liberal arts, and business administration</i></p> <p><i>- Identify the frequency with which courses required for transfer in these majors are offered by campus site, by delivery method, and by schedule (day, evening, etc.)</i></p>	<p><i>Vice President, Student Services</i></p>	<p><i>December 2012</i></p>	<p><i>Complete for engineering</i></p> <ul style="list-style-type: none"> • <i>October 2012 Workgroup formed through the Enrollment Management Committee.</i> • <i>10/10/2012 Discussed the template for listing course frequency for the prerequisite, core and support courses.</i> • <i>10/15/2012 Template developed and sections added. Template was sent to the Enrollment Management Committee as a sample for the other workgroups involved in Institutional Objectives 1.1 and 1.2.</i> <p><i>Complete for business</i></p> <ul style="list-style-type: none"> • <i>October 2012 Work group formed through the Enrollment Management Committee.</i> • <i>11/7/2012 Meeting took place at the SLO Campus.</i> • <i>11/28/2012 Meeting took place at the SLO Campus.</i> • <i>November 7 – December 4, 2012: Through</i> 	

			<p><i>numerous email messages and phone conversations, list of core, support, and prerequisite courses developed including frequency of each course offering by campus site, by delivery method, and by time of day (day/evening).</i></p> <ul style="list-style-type: none"> • <i>12/4/2012 Completed list sent to Co-Chairs of Enrollment Management Committee.</i> <p><i>Modified for liberal arts.</i></p> <p><i>Liberal Arts: There are 3 Liberal Arts Area of Emphasis Degrees of both Transfer and Non-transfer status, depending on the GE (General Education) pattern a student follows. The major courses are all the same within an emphasis area whether a student is transferring or earning a local (Associate of Arts) degree. The Liberal Arts Area of Emphasis degrees are not degrees that utilize "course sequencing". Sequencing implies that courses must be taken in a specific order because of prerequisite requirements, or because one course builds upon the other in skill level or depth. Courses in the Liberal Arts degrees are interdisciplinary and do not "build" on one another, particularly those in the Social and Behavioral Sciences Emphasis and the Arts and Humanities Emphasis. They can be taken in any order, from any department listed. There is no "line up" of preference.</i></p> <p><i>The emphasis groups will use the template for course frequency, site, day/evening, and delivery method.</i></p> <p><i>Due to the wide variety of course choices listed in these degrees, students will have courses to choose from in fall, spring, and summer, and on</i></p>	
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			<p><i>all campuses.</i></p> <p><i>For future action steps in 1.1 refer to Institutional Objective 1.2 for Liberal Arts Degree progress of both Transfer and Non-Transfer options.</i></p>	
<p><i>1.1.2. - Collaborate with Deans and Division Chairs to develop a two-year cycle commitment regarding the frequency with which the courses required for these three majors will be offered by campus site, delivery method, and schedule</i></p>	<p><i>Vice President, Student Services and Vice President, Academic Affairs</i></p>	<p><i>April 2013</i></p>	<p><i>Complete and ongoing Engineering Transfer:</i></p> <p><i>11/27/2013 Flowchart presented to Enrollment Management Committee</i></p> <p><i>03/26/2013-Flowcharts and course frequency lists approved by the Enrollment Management Committee.</i></p> <p><i>03/29/2013- Flowcharts and course frequency lists sent to the Vice-President of Academic Affairs for distribution to Academic Deans, Counseling and Division Chairs.</i></p> <p><i>Business Transfer:</i></p> <p><i>03/12/2013 Flowchart presented to the Enrollment Management Committee</i></p> <p><i>03/26/2013-Flowcharts and course frequency lists approved by the Enrollment Management Committee.</i></p> <p><i>03/29/2013- Flowcharts and course frequency lists sent to the Vice-President of Academic Affairs for distribution to Academic Deans, Counseling and Division Chairs.</i></p> <p><i>Liberal Arts:</i></p> <p><i>See 1.2</i></p>	

Action Steps for Institutional Objective 1.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.1.3. - Distribute the idealized semester-by-semester sequences of the courses required for transfer in three majors to students in orientation sessions, online, and in the district catalog to assist students in developing their educational plans</p> <p>- Verify that the courses required for transfer are offered as promised each semester</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>By June 2013 and ongoing</p>	<p>Business and Engineering - complete and ongoing</p> <p>April 2013-Documents reviewed by the Vice-President of Academic Affairs, the Vice President of Student Services, Academic Deans, Division Chairs and counselors. Feedback was sent to the Enrollment Management co-chairs. Modifications were made by the work-groups to reflect the feedback.</p> <p>May 14, 2013-Final course frequency lists and flowcharts were endorsed by the Enrollment Management Committee.</p> <p>May 2013- sent to the Vice-President of Academic Affairs and Vice-President of Student Services for campus-wide distribution and for inclusion in the catalog.</p> <p>Liberal Arts – modified and ongoing</p>	
<p>1.1.4. Document the declared majors for fall 2013 first-time students</p>	<p>Director, Institutional Research & Assessment</p>	<p>October 2013 (preliminary) April 2014 (actual)</p>	<p>Complete and ongoing</p>	<p>Action Step 1.1.5 added to address future assessment.</p> <p>Enrollment Management Committee has integrated the semester-by-semester</p>

				<i>sequence of courses for transfer in additional majors.</i>
<i>1.1.5 Track the number of first-time students who entered fall 2013 or later and completed the transfer requirements for engineering, business administration and liberal arts.</i>	<i>Director, Institutional Research & Assessment</i>	<i>June 2015 June 2016 June 2017</i>		

Institutional Objective 1.2				
Increase the percentage of degree- or certificate-directed students who complete degrees or certificates by 2% annually				
Action Steps for Institutional Objective 1.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.2.1. - Develop an ideal semester-by-semester sequence of the courses that are (i) prerequisites for the nursing program and (ii) required for two associate degree majors: Liberal Arts with Social and Behavioral Sciences emphasis and Liberal Arts with Arts and Humanities emphasis</p> <p>- Identify the frequency with which these courses are offered by campus site, by delivery method, and by schedule (day, evening, etc.)</p>	Vice President , Student Services	December 2012	<p>Pre-RN: Complete and ongoing</p> <p>October 2012-Work group formed through the Enrollment Management Committee.</p> <p>Oct. 23: Work Group Meeting</p> <p>Discussed the template for listing course frequency for the prerequisite and core and support courses.</p> <p>November 12-16: Template developed and number of sections filled in. Sent to Enrollment Management Committee Chairs on December 7, 2012.</p> <p>Liberal Arts Modified and ongoing</p> <p>October- 2012 Workgroup identified through Enrollment Management Committee that overlaps with the Liberal Arts Curriculum sub-committees for the Emphasis Groups. The group met and decided that the third emphasis should be added: Liberal Arts with Arts and Humanities emphasis. All 3 Liberal Arts Area of Emphasis Degrees include both Transfer and Non-transfer status, depending on the GE (General Education) pattern a student follows. The major courses are all the same within an emphasis area whether a student is transferring or earning a local (Associate of Arts) degree. Institutional Objective 1.2 work for Liberal Arts "non-transfer" courses will be the same as Objective 1.1 for Liberal Arts</p>	

			<p><i>Degree “transfer” major course progress and will be recorded here.</i></p> <p><i>The Liberal Arts Area of Emphasis degrees are not degrees that utilize “course sequencing”. Sequencing implies that courses must be taken in a specific order because of prerequisite requirements, or because one course builds upon the other in skill level or depth. Courses in the Liberal Arts degrees are interdisciplinary and do not “build” on one another, particularly those in the Social and Behavioral Sciences Emphasis and the Arts and Humanities Emphasis. They can be taken in any order, from any department listed. There is no “line up” of preference.</i></p> <p><i>Due to the wide variety of course choices listed in these degrees, students will have courses to choose from in fall, spring, and summer, and on all campuses.</i></p> <p><i>The emphasis groups will be using the template for course frequency, site, Day/Evening, and delivery method.</i></p>	
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Action Steps for Institutional Objective 1.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.2.2. - Collaborate with Deans and Division Chairs to develop a two-year cycle commitment regarding the frequency with which these will be offered by campus site, delivery method , and schedule</p>	<p>Vice President , Student Services and Vice President , Academic Affairs</p>	<p>April 2013</p>	<p>Pre-RN: Complete and ongoing February 26, 2013- Flowchart and table of course frequencies presented to the Enrollment Management Committee. March 26, 2013-Flowcharts and course frequency lists approved by the Enrollment Management Committee. March 29, 2013- Flowcharts and course frequency lists sent to the Vice-President of Academic Affairs for distribution to Academic Deans, Counseling and Division Chairs.</p> <p>Liberal Arts (Social and Behavior Sciences emphasis): Complete and ongoing March 12, 2013- The table of course frequencies was presented to the Enrollment Management Committee. March 26, 2013-Course frequency list for Social and Behavioral Sciences emphasis was approved by the Enrollment Management Committee. March 29, 2013- Flowcharts and course frequency lists sent to the Vice-President of Academic Affairs for distribution to Academic Deans, Counseling and Division Chairs.</p> <p>Liberal Arts (Arts and Humanities, and Science and Mathematics emphasis): Modified and ongoing Arts and Humanities Area of Emphasis: The degree modifications are were discussed and approved in Curriculum Committee and the BOT.</p>	

Action Steps for Institutional Objective 1.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.2.3. - Distribute the idealized semester-by-semester sequences of these courses required for an associate degree in one of these majors or for program admission to students in orientation sessions, online, and in the district catalog to assist students in developing their educational plans</p> <p>- Verify that the courses are offered as promised each semester</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>By June 2013 and ongoing</p>	<p>April 2013-Documents were reviewed by the Vice-President of Academic Affairs, the Vice- President of Student Services, Academic Deans, Division Chairs and counselors. Feedback was sent to the Enrollment Management co-chairs. Modifications were made by the work-group to reflect the feedback.</p> <p>May 14, 2013-Final course frequency list and flowchart, for Pre-RN, endorsed by the Enrollment Management Committee</p> <p>May 2013- sent to the Vice-President of Academic Affairs and Vice-President of Student Services for campus-wide distribution and for inclusion in the district catalog.</p>	
<p>1.2.4 - Develop an ideal semester by semester sequence of the courses that are required for two associate degree majors: Liberal Arts (Science) and Liberal Arts (Arts & Humanities)</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>December 2013</p>	<p>Modified and ongoing</p>	

Action Steps for Institutional Objective 1.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.2.5 - Collaborate with Deans and Division Chairs to develop a two-year cycle commitment regarding the frequency with which these will be offered by campus site, delivery method and schedule.</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>April 2014</p>	<p>Modified</p> <p>Course frequency was presented to the Enrollment Management Committee.</p> <p>Deans are working with divisions to establish two-year cycles of course offerings.</p>	
<p>1.2.6 - Distribute the idealized semester by semester sequences of these courses required for an associate degree in these two Liberal Arts areas of emphasis in orientation sessions, online, and in the district catalog to assist students in developing their educational plans.</p> <p>- Verify that the courses are offered as promised each semester.</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>June 2014</p>	<p>Modified and ongoing</p> <p>Courses redefined for all three Liberal Arts Degrees and published in catalog.</p>	

Institutional Objective 1.3				
Increase the successful completions in distance education courses by 2% annually.				
Action Steps for Institutional Objective 1.3	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<i>1.3.1. - In collaboration with the Distance Education Committee and drawing from the competency requirements in similar programs at other colleges and universities, draft a checklist of competencies for teaching distance education courses - Include in the checklist low-cost/no-cost options suggesting how faculty could develop competency</i>	<i>Administrative Co-chair of the Distance Education Committee</i>	<i>October 2012</i>	<i>Complete</i>	
<i>1.3.2. - Distribute the draft checklist of faculty competencies for teaching distance education courses to the Academic Affairs Office, the Division Chairs, and the Curriculum Committee for review and feedback - In collaboration with the Distance Education Committee incorporate the feedback as warranted</i>	<i>Administrative Co-chair of the Distance Education Committee</i>	<i>December 2012</i>	<i>Complete</i>	
<i>1.3.3. Present the revised draft checklist of faculty competencies for teaching distance education courses to the Academic Senate Council and College Council for final review and feedback</i>	<i>Administrative Co-chair of the Distance Education Committee</i>	<i>January 2013</i>	<i>Complete</i>	

Action Steps for Institutional Objective 1.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.3.4. - In collaboration with the Distance Education Committee incorporate the feedback as warranted</p> <p>- Encourage Deans and Division Chairs to review the competency checklist with faculty being considered for assignment to distance education courses</p>	<p>Administrative Co-chair of the Distance Education Committee</p>	<p>March 2013</p>	<p>Complete</p> <p>Revised drafts were approved by Academic Senate Council March 22, 2013. Drafts are available on the distance education website http://cuesta.edu/student/aboutacad/distance/fac_de_resources/de_policies.html</p>	
<p>1.3.5. - Collaborate with Academic Affairs Office to determine the current and future usefulness of the faculty competency checklist in the assignment of faculty to distance education courses</p>	<p>Administrative Co-chair of the Distance Education Committee</p>	<p>April 2013</p>	<p>Complete</p>	
<p>1.3.6 - Assess the rates of students' successful completion of courses taught via distance education in fall-to-fall and spring-to-spring comparisons.</p>	<p>Director, Institutional Research and Assessment</p>	<p>Fall 2012 to fall 2013 in April 2014</p>	<p>Complete and ongoing</p>	

Institutional Objective 1.4				
Increase English as a Second Language credit course success and improvement rates by 2% annually				
Action Steps for Institutional Objective 1.4	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.4.1. - Review best practices that have led to documented improvement in students' successful completion of English as a second language credit courses</p> <p>- Collaborate with Student Support and Success Committee to identify an initiative that promises the greatest impact on students' successful completion of English as a second language credit courses</p>	<p>Dean, Academic Affairs/Humanities, and Division Chair, English as a Second Language</p>	<p>November 2012</p>	<p>Complete</p> <p>10/3/2012—10/5/2012: The ESL Division Chair attended the RP Group Strengthening Student Success Conference to identify best practices in use at other community colleges. The Chair attended workshops in the "Rethinking the Developmental Sequence" strand.</p> <p>10/14/2012: The ESL and English Division Chairs and basic skills and ESL faculty met with the Dean of Humanities to discuss initiatives for improving success and improvement rates. The ESL Chair shared two initiatives identified at the Student Success Conference; the first is to increase reading instruction hours in ESL courses. The second initiative is to provide opportunities for acceleration in the program.</p> <p>10/19/2012: At the ESL Division meeting, the ESL Division Chair shared the proposal to teach all sections of ESL 006 as experimental reading and writing courses beginning in spring 2013.</p>	

			<i>This curricular change will be the identified "Best Practice" strategy for this Action Step.</i>	
<i>1.4.2. Develop an implementation plan and timeline including faculty training if needed; how current funds will be used to implement this initiative; and space if needed</i>	<i>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</i>	<i>December 2012</i>	<p><i>Complete</i></p> <p><i>10/26/2012: The ESL Chair and one full-time ESL faculty met to develop a proposal for an accelerated reading and writing ESL curriculum. On 10/29/2012, the ESL Chair shared the proposal with Dean of Humanities and received approval to proceed with the proposal.</i></p> <p><i>11/30/2012: At the ESL faculty meeting, faculty reviewed the curriculum revision model for ESL. Curriculum revision will begin in spring 2013. Since curriculum revision processes take more than a year to complete, ESL 006 will be taught as an experimental reading and writing course in spring 2013. Faculty at other levels will begin the process of increasing reading instruction in their courses. Some faculty may decide to adopt a reading and writing textbook in preparation for the permanent curricular revisions.</i></p> <p><i>*Training in reading instruction will be an important component of the curriculum revision. The ESL Chair will explore potential avenues for such</i></p>	

			<i>training/professional development opportunities.</i>	
<i>1.4.3. Implement the portions of the plan scheduled for spring 2013</i>	<i>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</i>	<i>Spring semester 2013</i>	<i>Complete ESL 006 is taught as an experimental reading and writing course; reading instruction is increased to at least 50% if the course content. Revisions to ESL curriculum begin</i>	
<i>1.4.4. Collaborate with the Student Support and Success Committee to: - Survey students and faculty to assess perceptions of this initiative - Adjust the implementation plan as needed based on feedback</i>	<i>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</i>	<i>May 2013</i>	<i>Complete</i>	

Action Steps for Institutional Objective 1.4	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<i>1.4.5. Compare students' successful completion of English as a second language credit courses in spring 2013 with spring 2012</i>	<i>Director, Institutional Research and Assessment</i>	<i>August 2013</i>	<i>Complete Spring 2012 – 56.5% Spring 2013 – 56.4% Spring 2014—50.7% (down from previous spring term)</i>	
<i>1.4.6. Implement the portions of the plan scheduled for fall 2013</i>	<i>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</i>	<i>Fall semester 2013</i>	<i>Complete</i>	
<i>1.4.7. Collaborate with the Student Support and Success Committee to: - Survey students and faculty to assess perceptions of this initiative - Adjust the implementation plan as needed based on feedback</i>	<i>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</i>	<i>December 2013</i>	<i>Modified Faculty teaching the new reading and writing courses collaborated on and administered final exams. Faculty discussed concerns about the accelerated nature of the new courses and how this might impact success rates, and they shared ideas taken from the AIC Summit in November. Faculty decide to not make any changes in curriculum until after we have more time to analyze data and see how well it is serving our students.</i>	
<i>1.4.8. Compare students' successful completion of English as a second language courses in fall 2013 with fall 2012</i>	<i>Director, Institutional Research and Assessment</i>	<i>April 2014</i>	<i>Complete</i>	

Action Steps for Institutional Objective 1.4	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<i>1.4.9. Implement the portions of the plan scheduled for spring 2014</i>	<i>Dean, Academic Affairs/Humanities, Division Chair, English as a Second Language</i>	<i>Spring semester 2014</i>	<i>Complete</i>	
<i>1.4.10. Collaborate with the Student Support and Success Committee to - Survey students and faculty to assess perceptions of this initiative - Determine the initiative to be implemented in 2014-2015</i>	<i>Dean, Academic Affairs/Humanities, Division Chair, English as a Second Language</i>	<i>May 2014</i>	<i>Complete</i>	
<i>1.4.11. Compare students' successful completion of English as a second language courses in spring 2014 with spring 2013</i>	<i>Director, Institutional Research and Assessment</i>	<i>August 2014</i>	<i>Complete ESL successful course completion data show a drop in success rate from 56.38% in Spring 2013 to 50.71% in Spring 2014.</i>	<i>Adjusted the completion date to reflect when data are available.</i>

Institutional Objective 1.5				
Increase basic skills course success and improvement rates by 2% annually				
Action Steps for Institutional Objective 1.5	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.5.1. - Review best practices that have led to documented improvement in students' successful completion of basic skills courses</p> <p>- Collaborate with discipline faculty to identify the initiative that promises the greatest impact on students' successful completion of basic skills courses</p>	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	November 2012	<p>Complete</p> <p>MATHEMATICS: September 2012- workgroup formed through the mathematics Division. 9/13/2012 Discussed various best practices; Discussed possible curricular changes to pre-algebra; Learned how to access and use the Basic Skills Cohort Tracking Tool on the Chancellor's Office Website.</p> <p>10/11/2012 Math 007 Survey Discussion with draft survey to provide a snapshot of students who intend to go on in math and those who do not; determined frequency of survey; Discussed the Chancellor's data which revealed that 18- to 19-year-old males had the lowest success rate in Math 007; Discussed various strategies to improve the success rate.</p> <p>ENGLISH: August 2012, department discussed retention strategies for ENGL 099 and 156, agreeing to assigning faculty who teach these courses to determine a set of best practices.</p> <p>September 2012—faculty began researching best practices, developing a list of six ideas.</p> <p>October 2012--Two English faculty members attended the RP Group's Student Success Conference and returned to present to the entire division, which supplemented the earlier discussion of best practices.</p> <p>November 2012—the division reviewed the recommended practices, and determined to bring both full-time and adjunct faculty together in a</p>	

			<p><i>professional development project to address student engagement with a strong focus on college-level reading. This project is initiated with an opening week flex activity, but will be supplemented with additional inquiry meetings with faculty in the field.</i></p>	
<p><i>1.5.2. Develop an implementation plan and timeline including faculty training if needed; how current funds will be used to implement this initiative; and space if needed</i></p>	<p><i>English: Dean, Academic Affairs/ Humanities and Division Chair, English</i> <i>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</i></p>	<p><i>December 2012</i></p>	<p><i>Complete</i></p> <p>MATHEMATICS: <i>Fall 2012- Developed MATH 003 and MATH 007 surveys</i> <i>Jan. 2013- administer MATH 003 survey first day of class. Instructors will use results to counsel students regarding course placement, developing goals and Cuesta online orientation.</i> <i>Feb. 2013- administer MATH 007 survey (third week of class) to be used in conjunction with ARCC data.</i> <i>Feb. 2013- develop the mid-semester pilot assessments for MATH 007</i> <i>Mar. 2013- administer the mid-semester Math 007 assessment. Results will be used to identify students who need remediation. Students will be referred to the Academic Support Lab and the PLATO software.</i> <i>Apr. 2013- develop the common pilot final for MATH 007. Develop qualitative surveys to assess student and faculty perceptions of the initiatives for MATH 003 and MATH 007.</i> <i>May 2013- administer the qualitative surveys, (last week of class). Administer the final. Results will be analyzed in Fall 2013.</i></p> <p>ENGLISH: <i>Complete. A flex proposal was developed and submitted to the Faculty Professional Development committee in support of 1.5.1, which reads: "Full and part-time faculty will discuss best practices for</i></p>	

			<i>engaging developmental English students. Results from recent studies related to student engagement will be discussed and pedagogical approaches, especially those related to reading, will be shared by all who attend. Those who come are encouraged to bring their ideas for engaging students, so that others may benefit from their input and knowledge." The event is scheduled for January 16, 2013. The event will be led by Sean Boling, Amy Mooney, Stacy Pointer and Kathryn Zipperian.</i>	
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Action Steps for Institutional Objective 1.5	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.5.3. - Implement the portions of the plan scheduled for spring 2013</p>	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	<p>Spring semester 2013</p>	<p>Complete</p> <p>MATHEMATICS: February- Survey administered to all MATH 007 students. Counselors visited MATH 003 and MATH 007 classes.</p> <p>March 12- Discussed changes to the MATH 007 course outline and possibly combining MATH 003 and MATH 007, analyzing the pros and cons. It was determined that piloting a common assessment and final for MATH 007 for spring 2013 was too ambitious. However, work is beginning toward that end with finals placed on the group drive and MATH 007 instructors identifying problems/features they like.</p>	
<p>1.5.4. - Survey students and faculty to assess perceptions of this initiative</p> <p>- Adjust the implementation plan as needed based on feedback</p>	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	<p>May 2013</p>	<p>Modified. A survey was administered at the end of the spring 2013 semester to assess students' perceptions about the counselor presentation. 77% of the students surveyed found the presentation worthwhile and, as documented in survey responses, many of those students followed up by making an appointment with a counselor, visiting the Financial Aid Office and/or completing online orientation.</p> <p>MATHEMATICS: MATH 007 students were surveyed the last week of spring semester 2013 about the Counselor Presentation, Drop-In Math, and textbook access.</p>	

			<i>Results were presented to the Strategic Plan Math Working Group and the Student Support and Success Committee.</i>	
<i>1.5.5. - Compare students' successful completion of basic skills courses in spring 2013 with spring 2012</i>	<i>Director, Institutional Research and Assessment</i>	<i>June 2013</i>	<i>Complete MATH 007 Spring 2012:65.3% Spring 2013:61.0% MATH 003 Spring 2012:67.8% Spring 2013: 66.7% The Mathematics Division is continuing to monitor the changes in the success rates for MATH 007 and MATH 003. We have employed only a few of the possible strategies to improve success rates by 2% annually. A deeper look at why the success rates have not increased has revealed that students who repeat MATH 007 are not as successful as students who are enrolled in MATH 007 for the first time. The Math Strategic Plan Committee will explore ways in which to target students who repeat Math 007 and how to increase their success rates.</i>	<i>Adjusted the completion date to reflect when data are available.</i>

Action Steps for Institutional Objective 1.5	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
1.5.6. - Implement the portions of the plan scheduled for fall 2013	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	Fall semester 2013	<p>Complete</p> <p>August 13, 2013: MATH 007 instructors met to develop a common final based on the sample problems gathered in May 2013.</p> <p>September 5, 2013: The draft MATH 007 common final was presented and discussed at the Mathematics Division meeting. The division approved to pilot the common final for Fall 2013</p>	
<p>1.5.7. - Survey students and faculty to assess perceptions of this initiative</p> <p>- Adjust the implementation plan as needed based on feedback</p>	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	December 2013	<p>English: Faculty survey complete. Student Survey Modified. Faculty analyzed the 10% drop in student achievement for ENGL 156.</p> <p>Mathematics: Modified.</p> <p>Student survey not administered. Faculty discussed the results of the common final Spring 2014.</p>	
1.5.8. - Compare students' successful completion of basic skills courses in fall 2013 with fall 2012	Director, Institutional Research and Assessment	Fall 2012 to fall 2013 in April 2014	Complete	

Action Steps for Institutional Objective 1.5	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
1.5.9. Implement the portions of the plan scheduled for spring 2014	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	Spring semester 2014	<p>English: Complete</p> <p>Mathematics: Modified and complete.</p>	
<p>1.5.10. - Survey students and faculty to assess perceptions of this initiative</p> <p>- Determine the initiative to be implemented in 2014-2015</p>	<p>English: Dean, Academic Affairs/ Humanities and Division Chair, English</p> <p>Mathematics: Dean, Academic Affairs/ Sciences, Math, etc. and Division Chair, Mathematics</p>	May 2014	<p>English: Modified. In lieu of indirect data from student surveys, the department is again gathering achievement data to see if the 10% drop from the previous year holds steady or improves.</p> <p>Mathematics: Modified and complete. The Math Division did not pursue developing surveys because the work for this Strategic Plan was completed with the administration and analysis of the pilot Math 007 common final. (See Assessment of Institutional Objective 1.5, Mathematics, above.)</p>	
1.5.11. Compare students' successful completion of basic skills courses in spring 2014 with spring 2013	Director, Institutional Research and Assessment	August 2014	Complete	

Institutional Goal 2: San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.

Institutional Objective 2.1				
Increase the capture rate of the local 24-40 age cohort by 2% annually				
Action Steps for Institutional Objective 2.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<i>2.1.1. Appoint representatives of programs that serve adult learners to serve on a task force related to this Institutional Objective</i>	<i>Superintendent/President</i>	<i>October 2013</i>	<i>Complete Task force convened fall 2012</i>	
<i>2.1.2. Collaborate with the Task Force identified in action Step 2.1.1. to develop a marketing campaign targeted to students between the ages of 24 and 40 that includes (i) strategies for wide dissemination of targeted materials, (ii) assignment of responsibility for completing specific tasks, and (iii) a timeline for spring 2014 activities that will promote fall 2014 enrollment</i>	<i>Executive Director, Advancement and Foundation</i>	<i>November 2013</i>	<i>Complete Initiated in spring 2013 with survey created and administered to all current enrolled 24-40 year old student, followed by presentation of survey results to the Enrollment Management Committee. The Student Services Cluster shared results and adjusted service hours to include two evenings per week. The marketing plan was presented to the Enrollment Management Committee and strategies were prioritized in preparation for presentation to the Planning and Budget Committee. There is a link from www.cuesta.edu (the district homepage) to the ReEntry Student Video.</i>	
<i>2.1.3. - Present the marketing</i>	<i>Executive Director, Advancement and</i>	<i>December 2013</i>	<i>Complete</i>	

<i>campaign and implementation plan to Planning and Budget for review and feedback - Incorporate suggested changes in the marketing campaign as warranted</i>	<i>Foundation</i>		<i>Funding allocated by Planning and Budget for Marketing to ReEntry.</i>	
<i>2.1.4. Complete the marketing activities scheduled for spring 2014</i>	<i>Executive Director, Advancement and Foundation</i>	<i>Spring semester 2014</i>	<i>Complete</i>	

Note: Action steps related to this Institutional Objective will be developed for the San Luis Obispo County Community College District Strategic Plan 2014-2017 including (i) a comparison of the percentage of 24- to 40-year-olds enrolled in fall 2014 with the enrollment of this cohort in fall 2013 and (ii) an assessment to determine the parameters of the marketing campaign targeted to 24- to 40-year-olds that will be implemented in fall 2014.

Institutional Objective 2.2a. Increase the local high school capture rate by 2% annually.				
Action Steps for Institutional Objective 2.2a.: Faculty Involvement in High School Visits	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>2.2a.1. - Develop a master schedule of counselors' visits to high schools for spring 2013</p> <p>- Distribute the schedule district-wide and ask for faculty volunteers to accompany the counselor on the high school visits with the ideal of one faculty member who teaches transfer courses and one who teaches career technical education courses to attend each visit</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>October 2012</p>	<p>Complete</p> <p>9/11/2012 - Institutional Objective 2.2a discussed as Enrollment Management Committee agenda item and plan outlined.</p> <p>Master schedule of counselor visits to district high schools developed identifying the team of high school counselors and Cuesta College counselors for each site, and a placeholder for at least one transfer course faculty member and one CTE faculty member.</p> <p>9/20/2012 - E-mail sent on behalf of VPSS Sandee McLaughlin, VPAA Deb Wulff and Academic Senate President Kevin Bontenbal, requesting assistance from Division Chairs in identifying faculty volunteers.</p> <p>10/2/2012 - Follow-up visit to Division Chair meeting to thank faculty volunteers identified to this point and to request additional volunteers.</p> <p>10/12/2012 Superintendent/President Dr. Stork presented the SLOCCCD 2012-1014 Strategic Plan Institutional</p>	

			<p><i>Goals and detail on Institutional Objective 2.2a during the County Office of Education Superintendent meeting – to promote collaboration/cooperation in scheduling Cuesta College team visits to the local high schools.</i></p> <p><i>10/18/2013 Working draft of master schedule, including faculty volunteers, distributed to all named on the master schedule.</i></p>	
<p><i>2.2a.2. Collaborate with the Deans and Divisions Chairs to ensure that each scheduled high school visit includes two faculty</i></p>	<p><i>Vice President, Academic Affairs</i></p>	<p><i>December 2012</i></p>	<p><i>Complete</i></p> <p><i>High School visit schedule adequately populated with instructional faculty – more than two for most high schools. Counselors advised to alert Deans and Division Chairs if additional faculty needed.</i></p>	
<p><i>2.2a.3. Implement the plan in spring 2013 and track participation to ensure that it occurs as promised</i></p>	<p><i>Vice President, Academic Affairs and Vice President, Student Services</i></p>	<p><i>Spring semester 2013</i></p>	<p><i>Complete</i></p> <p><i>3/1/2013 Annual Sid Bennett Counselor’s Conference held on the North County Campus. As part of the program, Cuesta College counselors met with their high school counselor counterparts to discuss details of individual high school visits as related to admissions processes, assessment, orientation and priority registration. Cuesta College instructional faculty reminded of high school visitation dates.</i></p>	<p><i>Added Action Step 2.2a.8 for tracking of high school graduates.</i></p>

Action Steps for Institutional Objective 2.2a.: Faculty Involvement in High School Visits	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>2.2a.4. - Survey college faculty and both college and high school counselors who participated to assess their perceptions of the spring 2013 high school visits and their recommendations for improvements to the program</p> <ul style="list-style-type: none"> - Analyze the survey results and modify strategies for spring 2014 based on that feedback - Present the report to College Council 	<p>Vice President, Academic Affairs and Vice President, Student Services</p>	<p>June 2013</p>	<p>Complete</p> <p>Surveys conducted in May and analyzed June 2013. Presented to Enrollment Management and College Council.</p>	<p>Move the presentation to College Council to October, after presenting to Enrollment Management Committee in September.</p> <p>One recommendation from survey, to strengthen faculty to faculty (Cuesta to K-12) collaboration, is carried forward to the 2014-2017 Strategic Plan.</p>
<p>2.2a.5. - Develop a master schedule of counselors' visits to high schools for spring 2014</p> <ul style="list-style-type: none"> - Distribute the schedule district-wide and ask for faculty volunteers to accompany the counselor on the high school visits with the ideal of one faculty member who teaches transfer courses and one who teaches career technical education courses to attend each visit 	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>October 2013</p>	<p>Complete</p>	

Action Steps for Institutional Objective 2.2a.: Faculty Involvement in High School Visits	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<i>2.2a.6. Collaborate with the Deans and Divisions Chairs to ensure that each scheduled high school visit includes two faculty</i>	<i>Vice President, Academic Affairs</i>	<i>December 2013</i>	<i>Complete</i>	
<i>2.2a.7. Implement the plan in spring 2014 and track participation to ensure that it occurs as promised</i>	<i>Vice President, Academic Affairs and Vice President, Student Services</i>	<i>Spring semester 2014</i>	<i>Complete</i>	<i>Assessment dates added to action step 2.2a8.</i>
<i>2.2a.8 - Track the number of recent high school graduates who enroll at San Luis Obispo County Community College District</i>	<i>Director, Institutional Research and Assessment</i>	<i>September 2013 and ongoing (preliminary) April 2014 and ongoing (actual)</i>	<i>Complete and ongoing</i>	

Institutional Objective 2.2b.				
Increase the local high school capture rate by 2% annually				
Action Steps for Institutional Objective 2.2b: Expand the Edúcate Conference	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<i>2.2b.1. In collaboration with the Latina Leadership Task Force, develop an implementation plan for the Edúcate Conference that includes location, agenda, participants to be invited, strategies to involve district faculty and staff in the event, and a timeline for the preparation tasks</i>	<i>Vice President of Academic Affairs and Executive Dean of North County Campus and South County Center</i>	<i>October 2012</i>	<i>Complete On October 16, 2012 the Edúcate Conference implementation plan was completed in collaboration with the Latina Leadership Network.</i>	
<i>2.2b.2. Establish a multi-year baseline of the number of recent Latino high school graduates who enroll in the district</i>	<i>Director, Institutional Research and Assessment</i>	<i>October 2012</i>	<i>Complete The multi-year baseline is included in the Edúcate Conference Implementation Plan.</i>	
<i>2.2b.3. Review the implementation plan with President's Cabinet and College Council</i>	<i>Vice President of Academic Affairs and Executive Dean of North County Campus and South County Center</i>	<i>November 2012</i>	<i>Complete The Vice President of Academic Affairs reviewed the implementation plan with the President's Cabinet on Wednesday November 21, 2012. The Executive Dean of NCC and SCC reviewed the implementation plan with College Council on November 27, 2012.</i>	
<i>2.2b.4. In collaboration with the Latina Leadership Task Force, implement the plan as scheduled</i>	<i>Vice President of Academic Affairs and Executive Dean of North County Campus and South County Center</i>	<i>Fall and spring semesters 2012-2013</i>	<i>Complete Edúcate Conference occurred March 22, 2013 at Cuesta College's North County Campus.</i>	

Action Steps for Institutional Objective 2.2b: Expand the Educate Conference	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>2.2b.5. - Host the event in collaboration with the Latina Leadership Task Force</p> <p>- Survey participants to assess their perceptions of the conference and their recommendations for improvements to the conference</p> <p>- Analyze the survey results to prepare a report on the conference including a recommendation whether to host a conference in spring 2014</p>	<p>Vice President of Academic Affairs and Executive Dean of North County Campus and South County Center</p>	<p>June 2013</p>	<p>Complete</p> <p>Full report of the conference outcome was presented by the taskforce. Cabinet determined the conference will be hosted at the San Luis Obispo campus in Spring 2014 and led by the Dean of Students.</p>	
<p>2.2b.6. - Present the summary report on the conference to President's Cabinet and College Council</p>	<p>Vice President of Academic Affairs and Executive Dean of North County Campus and South County Center</p>	<p>August 2013</p>	<p>Complete</p> <p>Presented at Cabinet on 8/28/2013 and at College Council on 8/27/2103.</p>	
<p>2.2b.7. Compare the number of recent Latino high school graduates who enroll in the district for fall 2013</p>	<p>Director, Institutional Research and Assessment</p>	<p>September 2013</p>	<p>Complete and ongoing</p>	

Institutional Goal 3: San Luis Obispo County Community College District will assess and improve the quality and effectiveness of its participatory governance and decision-making structures and processes.

Institutional Objective 3.1				
Develop and distribute an institutional decision-making handbook that clarifies and documents the purpose, membership, meeting schedule, and reporting structure of its participatory governance and decision-making bodies.				
Action Steps for Institutional Objective 3.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>3.1.1. - Distribute the proposed definition of categories of groups and committee structure to Planning and Budget, Academic Senate Council, and College Council for review and comment</p> <p>- Determine if expertise external to the district will be consulted on this project</p>	<p>Superintendent/ President</p>	<p>September 2012</p>	<p>Complete</p> <p>The participatory governance task force took a different route toward the completion of Institutional Objective 3.1 after receiving advice from Dr. Eva Conrad in Spring 2012. The taskforce then proceeded to:</p> <ul style="list-style-type: none"> • Draft the preliminary chapters of the handbook, which include the category definitions, flowchart models and narrative descriptions and guidance for effective decision-making and participatory governance • Create a snap-shot of the handbook and present at district-wide integrated planning workshop. Opening Day in August 2012. Feedback was received and modifications were made to accommodate the feedback. <p>Complete the draft San Luis Obispo County Community College District Participatory</p>	

			<i>Governance: Decision-Making and Committee Handbook, which was then sent to the Superintendent/President and Academic Senate President on September 28, 2012.</i>	
<i>3.1.2. - Incorporate feedback into the proposed definition of categories of groups and committee structure - Present the proposal as a recommendation to the Superintendent/President - Charge the committee chairs or co-chairs of each participatory governance and decision-making body to complete by November 15th a standard template that describes the purpose, membership, meeting schedule, and reporting structure of the group</i>	<i>Superintendent/President</i>	<i>October 2012</i>	<i>Complete</i>	
<i>3.1.3. - Draft the preliminary chapters of the Handbook - Review, revise as needed, and integrate the information submitted by the committee chairs or co-chairs to create a complete draft of the Handbook - Distribute the draft Handbook for district-wide review and comment</i>	<i>Superintendent/President</i>	<i>January 2013</i>	<i>Complete 10/16/2012 The Superintendent/President sent the September 28, 2012 draft of the SLOCCCD Decision-Making Handbook to co-chairs of the College Council and Planning and Budget Committee, President of the Cuesta College Classified United Employees, President of the Associated Students of Cuesta College, President of the Cuesta College Management Senate, President of the Academic Senate and requested feedback on or before November 15, 2012.</i>	

Action Steps for Institutional Objective 3.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>3.1.4. - Integrate the feedback as warranted to create the final Handbook - Distribute the draft final Handbook to Planning and Budget, Academic Senate Council, and College Council for review and comment</p>	<p>Superintendent/ President</p>	<p>February 2013</p>	<p>Complete 10/22/2012 The Strategic Planning Committee reviewed this action step and determined that after the integration of feedback it will be brought back to the strategic planning committee before sharing the final draft. Handbook has been distributed district wide in Fall 2012. Further feedback was solicited and received from Planning and Budget, Academic Senate Council, and College Council. The document was accordingly revised.</p>	
<p>3.1.5. - Integrate feedback to prepare the final Handbook - Present the final Handbook as a recommendation to the Superintendent/President</p>	<p>Superintendent/ President</p>	<p>March 2013</p>	<p>Complete After feedback was integrated and additional revisions made, the document was sent back to Academic Senate and Council for approval in February 2013. Additional feedback was provided by Academic Senate and integrated into the document and returned to Academic Senate again for the March 22, 2013 agenda.</p>	
<p>3.1.6. - Ensure online and print publication of the Handbook to facilitate wide distribution</p>	<p>Superintendent/ President</p>	<p>April 2013</p>	<p>Complete San Luis Obispo County Community College District Participatory Governance: Decision-Making and Committee Handbook was taken to the Board of Trustees in April 2013 and was posted online in July 2013.</p>	

Institutional Objective 3.2				
Assess participatory governance and decision-making structures and processes and revise as needed to ensure that the processes are effective, transparent, and include broad participation.				
Action Steps for Institutional Objective 3.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<i>3.2.1. Charge the College Council with the task of developing a task force to assess the district's decision-making and participatory governance processes</i>	<i>Superintendent/President</i>	<i>January 2015</i>	<i>Modified. The Decision-Making and Participatory Governance Handbook was complete fall 2013. Revised completion dates noted.</i>	<i>The timeline for this Institutional Objective was modified in accordance with the SLOCCCD Integrated Planning Manual 2013 timeline (page 34).</i>
<i>3.2.2. Develop and implement a process to gather feedback on the district's decision-making and participatory governance processes</i>	<i>Task Force on Decision-making and Participatory Processes Assessment</i>	<i>February 2015</i>	<i>Modified. The Decision-Making and Participatory Governance Handbook was complete fall 2013. Revised completion dates noted.</i>	
<i>3.2.3. - Use feedback to prepare a Decision-making and Participatory Processes Assessment Report - Forward the Decision-making and Participatory Processes Assessment Report to the Academic Senate Council and College Council</i>	<i>Task Force on Decision-making and Participatory Processes Assessment</i>	<i>March 2015</i>	<i>Modified. The Decision-Making and Participatory Governance Handbook was complete fall 2013. Revised completion dates noted.</i>	
<i>3.2.4. Review the report and provide feedback to the Superintendent/President on the recommendations in that report (if any) for changes to decision-making and participatory governance processes</i>	<i>Academic Senate Council and College Council</i>	<i>April 2015</i>	<i>Modified. The Decision-Making and Participatory Governance Handbook was complete Fall 2013. Revised completion dates noted.</i>	

Action Steps for Institutional Objective 3.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>3.2.5. - Review recommendations for changes to the decision-making and participatory governance processes (if any) in the Assessment Report as well as the feedback from the Academic Senate Council and College Council</p> <p>- Prepare an information report on agreed-upon changes to decision-making and participatory governance processes for the Board of Trustees and the district internal community</p>	<p>Superintendent/ President</p>	<p>May 2015</p>	<p>Modified. The Decision-Making and Participatory Governance Handbook was complete Fall 2013. Revised completion dates noted.</p>	
<p>3.2.6. - Revise the San Luis Obispo County Community College District Decision-Making and Participatory Governance Handbook to reflect all approved changes</p> <p>- Distribute revised document across the district</p>	<p>Executive Director, Advancement and Foundation</p>	<p>June 2015</p>	<p>Modified. The Decision-Making and Participatory Governance Handbook was complete Fall 2013. Revised completion dates noted.</p>	

Institutional Goal 4: San Luis Obispo County Community College District will implement, assess, and improve its integrated planning processes.

Institutional Objective 4.1 Train the internal community about the integrated planning processes.				
Action Steps for Institutional Objective 4.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>4.1.1.- Offer flex days workshops on the integrated planning model that are open to all members of the district community but are required for committee co-chairs</p> <p>- Present the integrated planning model and the manual to a district-wide audience on Fall 2012 Opening Day</p>	<p>Superintendent/ President, Accreditation Liaison Officer, and Academic Senate President</p>	<p>August 2012</p>	<p>Complete and ongoing</p> <p>August 16, 2012 committees/Governance and Integrated Planning Workshop 9:00 am-12:00 pm Room 5401 (96 attendees). All staff and faculty were invited to attend. Committee co-chairs were strongly encouraged to attend. Information is available on the Accreditation Website.</p> <p>August 17, 2012 8:00 - 11:30 am. Fall 2012 Opening Day Presentation</p> <p>PowerPoint is available on the Accreditation Website</p> <p>Workshops were also held August 14, 2013 9:00am – 11:00am and August 14, 2014 9:00am - 12:00pm.</p>	
<p>4.1.2. - Collaborate to develop a 10-minute overview of the integrated planning model that includes the master calendar (see Action Step 4.2.1)</p>	<p>Accreditation Liaison Officer and Academic Senate President</p>	<p>September 2012</p>	<p>Complete and ongoing</p> <p>PowerPoint presentation completed. Available on Share Point and Accreditation</p>	

<p>- Collaborate with Committee Co-Chairs to include this item on one agenda</p>			<p>Website. Collaborated with Co-chairs Planning and Budget, Enrollment Management, College Council and Strategic Planning for first meeting training on Integrated Planning Manual, calendar and committee's responsibilities.</p>	
<p>4.1.3. Deliver the overview of the integrated planning to all key committees, with an emphasis on that committee's role in the planning processes</p>	<p>Accreditation Liaison Officer and Academic Senate President</p>	<p>October 2012</p>	<p>Complete and ongoing</p> <ul style="list-style-type: none"> • 10/12/2012 President's Forum – a one hour presentation reviewing accreditation update and integrated planning open to all district employees and Cuesta College students. Video of the presentation is available on the Forums website. • PowerPoint available on the Accreditation website for key committees and all employees. • The training was completed and the PowerPoint used for training committees was added to Share Point. The Integrated Planning Calendar was posted to Share Point. Email was sent to all co-chairs reminding of responsibilities in the integrated planning process 	

			<p>for 2012-2013.</p> <ul style="list-style-type: none"> • 10/25/2012 presented integrated planning overview to ASCC. 	
<p>4.1.4. Include questions on the integrated planning model in the spring assessment of the planning processes (see the Timeline and Process Chart in the Integrated Planning Manual)</p>	<p>Vice President of Administrative Services and Administrative Co-chair of the Institutional Effectiveness Committee</p>	<p>February 2013</p>	<p>Complete and ongoing</p> <p>The College Council and the Planning and Budget Committee held a joint meeting to assess the district's planning processes. As a result a taskforce was established. (January 22, 2013)</p> <p>The taskforce developed questions for the assessment process and conducted a survey of the district's planning processes. (February 2013)</p>	

Action Steps for Institutional Objective 4.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>4.1.5. - Offer flex days workshops on the integrated planning model that are open to all members of the district community but are required for new committee co-chairs</p> <p>--Present the integrated planning model and the manual to a district-wide audience on Opening Day</p>	<p>Superintendent/ President, Accreditation Liaison Officer, and Academic Senate President</p>	<p>August 2013</p>	<p>Complete and ongoing Flex day workshops open to all personnel were held in August 2013 including the integrated planning model and manual which were featured on 8/14/2013 and during the Opening Day meeting on 8/16/2013.</p>	
<p>4.1.6. - Collaborate to develop a 10-minute overview of the integrated planning model with an emphasis on changes in the planning processes</p> <p>- Collaborate with Committee Co-Chairs to include this item on one agenda</p>	<p>Accreditation Liaison Officer and Academic Senate President</p>	<p>September 2013</p>	<p>Complete and ongoing Posted on the website and in SharePoint. Referenced at the workshop noted in 4.1.5</p>	
<p>4.1.7. Deliver the overview of the integrated planning to all key committees, with an emphasis on changes in the committee's role in the planning processes</p>	<p>Accreditation Liaison Officer and Academic Senate President</p>	<p>October 2013</p>	<p>Complete</p>	
<p>4.1.8 - Assess the district-wide awareness of the integrated planning model. (See the timeline and process chart on assessment of planning processes in the San Luis Obispo County Community College District Integrated Planning Manual.)</p>	<p>Accreditation Liaison Officer and Academic Senate President</p>	<p>Spring 2015</p>		

Institutional Objective 4.2				
Complete all processes outlined in the <i>San Luis Obispo County Community College District Integrated Planning Manual 2012</i> within the identified timeline.				
Action Steps for Institutional Objective 4.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>4.2.1. - Develop a master calendar of all tasks and timelines identified in the <i>Integrated Planning Manual</i></p> <p>- Post the master calendar online and distribute a hard copy in training sessions and to the responsible parties identified in the <i>Integrated Planning Manual</i></p>	Accreditation Liaison Officer	August 2012	Complete and ongoing Calendar prepared, posted on the accreditation website and distributed in training sessions by Accreditation Liaison Officer.	
<p>4.2.2. Call for a progress report on the tasks identified in the master calendar and the first President's Cabinet meeting of each month</p>	Superintendent/President	Each month from August 2012 through May 2014	<p>Complete and ongoing Superintendent/President calls for a progress report on the tasks and members discuss results regularly in Cabinet meetings:</p> <p>2012-2013 Dates: 8/29/2012, 9/5/2012, 9/24/2012, 10/3/2012, 1/9/2013, 2/13/2013, 4/24/2013, 5/29/2013,</p> <p>2013-2014 Dates: 7/24/2013, 8/7/2013, 8/12/2013, 8/28/2013, 9/11/2013, 10/9/2013, 11/6/2013, 2/5/2014, 5/7/2014, 5/29/2014, ongoing.</p>	

Institutional Goal 5: San Luis Obispo County Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries.

Institutional Objective 5.1				
Increase participation at district events for business and civic leaders.				
Action Steps for Institutional Objective 5.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<i>5.1.1. Appoint or identify a group to collaborate with the Executive Director, Advancement and Foundation, on this Institutional Objective</i>	<i>Superintendent/ President</i>	<i>August 2012</i>	<i>Complete Identified the Fundraising Council as the group to collaborate on this Institutional Objective.</i>	
<i>5.1.2. - Collaborate with the group identified in Action Step 5.1.1. to develop a draft inventory of all 2012-2013 activities that distribute invitations to business and civic leaders - Circulate the draft inventory of 2012-2013 activities district-wide and request additions and corrections</i>	<i>Executive Director, Advancement and Foundation</i>	<i>September 2012</i>	<i>Complete 9/11/2012 The Fundraising Council met and discussed strategy and additional sources of input. Draft inventory information was collected from the membership through October 15, 2012.</i>	
<i>5.1.3. - Revise the 2012-2013 inventory based on the feedback - Distribute version 1 of the 2012-2013 inventory district-wide - Request that the leaders of these activities submit an invitation list and attendance list for each activity in fall 2012</i>	<i>Executive Director, Advancement and Foundation</i>	<i>October 2012</i>	<i>Complete 10/23/2012 The Fundraising Council reviewed the revised inventory 10/24/2012 The draft inventory was sent district-wide for feedback and request for invitation and attendance list</i>	
<i>5.1.4. - Distribute version 1 of the 2012-2013 inventory and request revisions and additions to the inventory of 2012-2013 activities that distribute invitations to business and civic leaders</i>	<i>Executive Director, Advancement and Foundation</i>	<i>January 2013</i>	<i>Complete 2/6/2013 Version 1 of the inventory was distributed campus-wide via email for updating – with the addition of a clearer description of 'activities.'</i>	

Action Steps for Institutional Objective 5.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>5.1.5. - Revise the 2012-2013 inventory based on the feedback</p> <ul style="list-style-type: none"> - Distribute version 2 of the 2012-2013 inventory district-wide - Request that the leaders of these activities submit an invitation list and attendance list for each activity in spring 2013 	<p>Executive Director, Advancement and Foundation</p>	<p>February 2013</p>	<p>Complete</p> <p>3/26/2013 The Fundraising Council reviewed the revised inventory at their monthly meeting, after an abbreviated meeting in February due to low attendance.</p> <p>The Executive Director distributed version two with committee input, and then followed up with the activity leaders in April.</p>	
<p>5.1.6. - Analyze the data on the business and civic leaders who were invited and who attended activities in 2012-2013 to (i) set a baseline of participation and (ii) identify if there are local businesses and/or civic organizations that are underrepresented on the invitation and/or attendance lists</p> <ul style="list-style-type: none"> - Determine whether or not to develop and circulate such an inventory for 2013-2014 	<p>Executive Director, Advancement and Foundation in collaboration with the group identified in Action Step 5.1.1.</p>	<p>June 2013</p>	<p>Complete and ongoing for 2013-2014.</p>	

Institutional Objective 5.2				
Increase participation at district events for K-12 districts and universities				
Action Steps for Institutional Objective 5.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
5.2.1. <i>Appoint or identify a group to collaborate with the Vice President, Student Services and Vice President, Academic Affairs on this Institutional Objective</i>	<i>Superintendent/ President</i>	<i>August 2012</i>	<i>Complete</i>	
5.2.2. - <i>Collaborate with the group identified in Action Step 5.2.1. to develop a draft inventory of all 2012-2013 activities that distribute invitations to K-12 districts and universities</i> - <i>Circulate the draft inventory of 2012-2013 activities district-wide and request additions and corrections</i>	<i>Vice President, Student Services and Vice President, Academic Affairs</i>	<i>September 2012</i>	<i>Complete</i> <i>9/11/2012 Institutional Objective 5.2 discussed as Enrollment Management Committee agenda item and plan outlined.</i> <i>9/19/2012 E-mail sent to all members of identified group, soliciting inventory items for their department/division and also requesting group members to research other events that fit the criteria for 5.2 across campus.</i> <i>Compiled 1st draft inventory based on contributions from the group and shared with group to solicit additional district-wide inventory items.</i> <i>9/28 Sent follow-up memo to group members thanking them for their contributions to the inventory and alerting that there will be a group meeting in October to revisit 5.2 criteria with</i>	

			<i>the goal of further refining the draft inventory of all 2012-2013 activities before sending Version 1 to a wider district audience.</i>	
<p><i>5.2.3. - Revise the 2012-2013 inventory based on the feedback</i></p> <ul style="list-style-type: none"> <i>- Distribute version 1 of the 2012-2013 inventory district-wide</i> <i>- Request that the leaders of these activities submit an invitation list and attendance list for each activity in fall 2012</i> 	<p><i>Vice President, Student Services and Vice President, Academic Affairs</i></p>	<p><i>October 2012</i></p>	<p><i>Complete</i></p> <p><i>10/15/2012 Group meeting held to revisit 5.2 criteria and further refine the draft inventory before sending it out as version 1 to a wider district audience.</i></p> <p><i>10/17/2012 E-mail sent distributing Version 1 inventory district-wide to all managers and division chairs with a message that requested that for every event listed, that they submit an invitation list and attendance list for fall 2012 activities. Individual notifications sent to managers, as identified by the 5.2 workgroup, who are most likely to have additional events for the inventory.</i></p> <p><i>IO 5.2 workgroup grid.docx</i></p> <p><i>12/19/2012 VPSS met with Director of Institutional Advancement to discuss concept of "Grab and Go" display to be used for marketing to event attendees.</i></p>	

Action Steps for Institutional Objective 5.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
5.2.4. - Distribute version 1 of the 2012-2013 inventory and request revisions and additions to the inventory of 2012-2013 activities that distribute invitations to K-12 districts and universities	Vice President, Student Services and Vice President, Academic Affairs	January 2013	Complete Vice President Administrative Assistant followed up with individual divisions and departments who previously responded in Version 1 to gather specific information about event attendees.	
5.2.5. - Revise the 2012-2013 inventory based on the feedback - Distribute version 2 of the 2012-2013 inventory district-wide - Request that the leaders of these activities submit an invitation list and attendance list for each activity in spring 2013	Vice President, Student Services and Vice President, Academic Affairs	February 2013	Complete "Grab and Go" display details finalized – graphics and photos selected. Student Services representatives selected four District sponsored K-12 events for targeted marketing efforts with "Grab and Go Display" that have strong high school participation and offer the most robust opportunities for outreach. The vice president's administrative assistant followed up with divisions and departments who previously responded in Version 1 to gather specific information about event attendees for future planning.	

Action Steps for Institutional Objective 5.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>5.2.6. - Analyze the data on the K-12 districts and universities who were invited and who attended activities in 2012-2013 to (i) set a baseline of participation and (ii) identify if there are K-12 districts and/or universities that are underrepresented on the invitation and/or attendance lists</p> <p>- Determine whether or not to develop and circulate such an inventory for 2013-2014</p>	<p>Vice President, Student Services and Vice President, Academic Affairs in collaboration with the group identified in Action Step 5.2.1.</p>	<p>June 2013</p>	<p>Complete</p> <p>Summary report created to document participation levels for all K-12 and university invitees, to district events.</p> <p>Participation with Cal Poly State University was lower than the average K-12 participation rate. Two new partnerships have been developed for the upcoming academic year: (1) Cuesta's top Student Services administrator co-chairing the Neighborhood Wellness/Community Civility Committee with the Cal Poly top Student Affairs Administrator; and (2) Cuesta College participation in the annual Cal Poly Alumni event.</p> <p>Results reflected strong comparable participation from all local K-12 districts with the exception of Shandon which has the smallest high school population and is the most remotely situated.</p> <p>Recommendation: The nearest Cuesta site, the North County Campus, conduct at least two targeted outreach events for Shandon High School students.</p>	

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT OPERATIONAL PLAN PROGRESS REPORTS SPRING 2014

ENROLLMENT MANAGEMENT PLAN 2012-2014

The Enrollment Management Committee addressed seven initiatives during the 2012-2013 academic year. The list of initiatives, along with a timeline for completion, is contained in the Enrollment Management Plan 2012-2014. All strategies in support of the initiatives were completed on or before their due dates. Initiatives included high school outreach, increasing the number of Latino and Latina high school graduates who come to Cuesta College, creating semester by semester course sequencing, increasing the capture rate of 25- to 40-year-olds, and recommending term by term FTES targets. The Enrollment Management Plan supports Strategic Objectives 1.1, 1.2, 2.1, 2.2a and 2.2b. This Plan was assessed at the end of spring 2013.

The Enrollment Management Committee developed four additional initiatives for the 2013-2014 academic year in light of the fact that the committee completed four initiatives the previous year. Initiatives included high school outreach, increasing the number of Latino and Latina high school graduates who come to Cuesta College, creating semester by semester course sequencing, removing barriers to students, and recommending term by term FTES targets. All strategies in support of the initiatives were completed on or before their due dates with the exception of initiative #3 (Identify barriers that limit initial and on-going student enrollment and identifies and prioritizes recommendations to remove barriers) which was completed during the academic year, but after its deadline. The Enrollment Management Plan supports Strategic Objectives 1.1, 1.2, 2.1, 2.2a and 2.2b. This Plan was assessed at the end of spring 2014, informed by the newly created *Strategic Plan 2014-2017*, and revised to align with the new objectives in the *Strategic Plan 2014-2017*. In addition, the revised Enrollment Management Plan sunsets in 2017, mirroring the *Strategic Plan 2014-2017*.

TECHNOLOGY PLAN 2012-2017

The Technology Plan 2012-2017 contains 15 initiatives, each with numerous activities. These initiatives support Strategic Objectives 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, and 5.2. The spring 2014 Progress Report shows that significant work has either begun or been completed on a number of these initiatives. In May, the Technology Committee assessed each activity within each initiative to determine if they should remain, be modified or removed.

TECHNOLOGY PLAN 2012-2017, *continued*

The result of the assessment:

- Student Support and Success
 - Modified 3.3 (Review the content and organization of myCuesta as it pertains to first time students) to include the Cuesta.edu website and added Marketing as a responsible party.
- Sustainability
 - Modified 7.1 (Hire an outside consultant to do a security audit of Cuesta network and system in 2013) to current year and added President's Cabinet as a responsible party.
- Technology Access, Currency and Innovation
 - Removed 8.1 (Technology Committee to develop a prioritized list of buildings and outdoor spaces for wireless).
 - Removed 9.1 (Technology Committee and VP of Academic Affairs to create a faculty forum where information about changing curriculum technologies are brought to light and evaluated). This activity was duplicated in 9.3.

Work accomplished on initiatives:

- Student Support and Success:
 - Significant work was accomplished on the 3SP initiatives
 - Created method to gather and track all student success services
 - Implemented priority registration
 - Implemented a pre-registration questionnaire to gather student educational goals
 - Began implementation of Degreeworks for self-service degree audit and eventual Student Ed Planning
 - Converted to OpenCCCApply to provide better service to applicants
 - Implemented AcademicWorks for scholarship application
- Sustainability
 - Developed 24 month plan to upgrade all computers on campus to a Windows 7 standard.
 - Reorganization of staff to better meet the technology needs of the district.
- Technology Access, Currency and Innovation
 - Upgraded approximately 50% of outdated, unreliable network equipment.

LONG-TERM FISCAL PLAN 2012-2016

Work on three of the four objective of the Long Term Fiscal Plan continued in 2013-2014. It was found that the Mike Hill model for budget tracking was not in alignment with current practice given that the district allows budget managers to move funds within their budgets. Therefore, Fiscal Services went back to its original budget tracking system of quarterly review of actual versus budget in order to project the creditability of the budget and make appropriate changes each quarter. Additionally, this information was used to update the multi-year projections in March 2014 to provide the Planning and Budget Committee and the Board of Trustees with more current information in planning for the next three years. In April 2014 an update assessment of facility conditions was done to be included in a report to the Board of Trustees in June as to the capital needs of the district.

EQUAL EMPLOYMENT OPPORTUNITY PLAN 2012-2015

There are six initiatives for the District's EEO Plan for 2012-2014: making the Equal Employment Opportunity (EEO) Plan available on the Human Resources web page on the District's website, conducting EEO training for individuals on hiring committees, refining the list of community organizations in Appendix A, providing District employees with a copy of the Board's EEO policy and a summary of the EEO Plan, providing all new employees with the same notice, and providing the community organizations in Appendix A with summaries of the report and soliciting their assistance in identifying qualified diverse applicants. All EEO Plan action steps as related to these initiatives are complete or are ongoing. The EEO Plan is reviewed and revised every three years by the EEO Advisory Committee.

RESOURCE DEVELOPMENT PLAN 2012-2013

The Resource Development Plan had four initiatives to work on during the 2012-2013 year. They included: marketing and branding of the college; fundraising; programming and outreach to alumni, donors and the community; and streamlining operations for the advancement offices. With support from the Cuesta College Foundation's Board of Directors and the district's Fundraising Council, all action steps in the initiatives were completed, considered ongoing or amended during the year. The Resource Development Plan supports Strategic Objectives 1.3, 2.1, 2.2b, 3.2, 4.1, 5.1 and 5.2. The plan was reviewed by the Foundation Board of Directors at their May 2013 meeting and following that assessment it was determined that the Cuesta College Foundation would replace the annual Resource Development Plan with the Cuesta College Foundation Strategic Plan 2014-2017.

Evidence

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT SPRING 2014 PROGRESS REPORT

Evidence: Institutional Goal 1

Institutional Objective 1.3

[Distance Education Pedagogical Readiness](#)

[Distance Education Technology Readiness](#)

Institutional Objective 1.4

[ESL 006 Student Pre-Survey Summary](#)

Institutional Objective 1.5

[Counselor Outreach Grid Spring 2013](#)

[Presentation Script](#)

[Student Success Handout](#)

Evidence: Institutional Goal 2

Institutional Objective 2.2

2.2a [Workgroup Grid](#)

2.2b [Implementation Plan Educate Conference](#)

Evidence: Institutional Goal 3

Institutional Objective 3.1

[Participatory Governance: Decision-Making and Committee Handbook](#)

Evidence: Institutional Goal 4

Institutional Objective 4.1

[Annual Committee Integrated Planning Training](#)

Evidence: Institutional Goal 5

Institutional Objective 5.2

[Workgroup Grid](#)