



SPRING 2014 PROGRESS REPORT

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



San Luis Obispo County Community College District

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San Luis Obispo Campus

North County Campus

South County Center

Distance Education

San Luis Obispo County
Community College District



San Luis Obispo County Community College District Vision, Mission, and Values

Mission

Cuesta College is an inclusive institution that inspires diverse student populations to achieve their educational goals. We effectively support students in their efforts to improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce. Through dynamic and challenging learning opportunities, Cuesta College improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

Vision

Cuesta College is dedicated to accessible, high-quality education for the support and enhancement of student success, professional development, and the community we serve.

Values

Access, Success, and Excellence

Letter from the Superintendent/President

The San Luis Obispo County Community College District model of integrated planning is a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. It is through the annual sequence of these planning practices that the district assesses institutional effectiveness and uses those assessments to continually improve the college's services to students. This progress report is an essential component of this planning cycle because provides a vehicle for demonstrating accountability for completing assigned activities and for assessing the district's progress towards achieving its Institutional Goals.

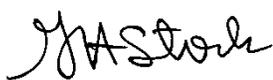
The *San Luis Obispo County Community College District Spring 2014 Progress Report* is the final report on the *San Luis Obispo County Community College District Strategic Plan 2012-2014*. It is the culmination of a tremendous district-wide effort to achieve the Institutional Objectives slated for completion by June 30, 2014.

The compounding strength of the district strategic plan is its influence on extended integrated planning - extending the work toward institutional goals and objectives beyond the action steps cited in this plan. As a component of Institutional Program Planning and Review, divisions and departments across the district annually address how their work supports institutional goals and objectives. Additionally, system-wide attention is being given to Student Support and Success and Student Equity. The Student Support and Success Program Report, as well as the Student Equity Report are treated as operational plans for the purpose of integrated planning. These plans are incorporated in the district planning processes and build on SLOCCCD institutional goals and institutional objectives, thereby extending the impact of the strategic plan.

I would like to commend each person who has contributed to the completion of at least one Action Step or Institutional Objective or who has been a part of the implementation of one of the Operational Plans.

Thank you all who have demonstrated your commitment to our Integrated Planning Process.

Sincerely,



Gilbert H. Stork, Ed.D.
Superintendent/President

This report was produced by

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A detailed *San Luis Obispo County Community College District Spring 2014 Progress Report on the San Luis Obispo County Community College District Strategic Plan 2012-2014 and Operational Plans*, including progress reports on Institutional Goals, Operational Plans, and progress evidence, is available online.

Executive Summary

The San Luis Obispo County Community College District has made significant progress on its *San Luis Obispo County Community College District Strategic Plan 2012-2014*. At the end of the two-year plan, the *Spring 2014 Progress Report* reveals areas of strength and areas that require adjustment, which will be further detailed later in the report.

Improvements have been made in:

- Enhancement of programs and services to promote students' successful transfer requirements, degrees, certificates, and courses;
- Improved response to the needs of the local service area;
- Participatory governance and decision-making;
- Integrated planning process and institutional effectiveness; and
- Increased resource development and community relations.

On September 12, 2013, the superintendent/president convened a district-wide dialogue to revisit data associated with Institutional Objectives to assess first year (2012-2013) performance and to position the district to effectively address the second year of the *San Luis Obispo County Community College District Strategic Plan 2012-2014*. In addition, this session allowed time to prepare a draft of the *San Luis Obispo County Community College District Strategic Plan 2014-2017*.

Introduction

The *San Luis Obispo County Community College District Strategic Plan 2012-2014* is the district's short-term plan. Following the district's model of integrated planning, the strategic plan uses the Institutional Goals identified in the *San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum* to derive Institutional Objectives and Action Steps that describe how those Institutional Goals will be achieved.

San Luis Obispo County Community College District Spring 2014 Progress Report on the San Luis Obispo County Community College District Strategic Plan 2012-2014 and Operational Plans (hereafter referred to as the Spring 2014 Progress Report) documents 2012-2014 Strategic Plan accomplishments.

The *Spring 2014 Progress Report* includes the following components for each Institutional Objective:

- The Rationale that explains why these Action Steps were developed for the Institutional Objective;
- The Data that documents progress toward Institutional Objectives;
- An Assessment that analyzes how effective the Action Steps have been in moving the district closer toward achieving its Institutional Objective; and
- Progress on the Action Steps through June 2014.

Also included in this document are progress summaries for the district's operational plans:

San Luis Obispo County Community College District Enrollment Management Plan 2012-2014

San Luis Obispo County Community College District Technology Plan 2012-2017

San Luis Obispo County Community College District Long-Term Fiscal Plan 2012-2016

San Luis Obispo County Community College District Equal Employment Opportunity Plan 2012-2015

San Luis Obispo County Community College District Resource Development Plan 2012-2013.

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

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.

Rationale for Institutional Goal 1: Institutional Goal 1 is the district's response to Challenge 1 in the *San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum*: How can the district support students in their efforts to complete transfer requirements, degrees and certificates? This challenge is derived from the national and state emphasis on increasing student completion of degrees and certificates and evidence that the overall number of degrees and certificates awarded has decreased significantly over the last seven years (refer to pages 11 and 12 in the *San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum*).

Institutional Objective 1.1

Increase the percentage of transfer-directed students who are transfer prepared by 2% annually

Rationale for Institutional Objective 1.1

In survey results cited in the *San Luis Obispo County Community College District Educational Master Plan 2011-2016* students reported that course scheduling was the most significant barrier to their academic success (refer to Figure 0-29, page 121). These action steps are designed to create clear paths for transfer completion by mapping the schedules for courses required for three of the most popular transfer degrees.

Assessment of Institutional Objective 1.1

In 2013, the performance goal of Institutional Objective 1.1 was met at 32.18%, an increase of two percent. However, the 2014 performance goal was not achieved by a margin of 3.17 percentage points. Note: because this measure tracks student outcomes over six years, the effects of recently completed action steps may not be reflected for several years.

In fall 2012, the courses required for transfer in three majors (Engineering, Liberal Arts, and Business Administration) were analyzed by frequency, site, delivery method, and schedule. In spring 2013, two-year course schedules for Engineering and Business Administration majors were developed. It was determined that two-year course sequencing was not appropriate for Liberal Arts, however the work group revisited and modified course requirements for these degrees. In summer 2013 counselors distributed the two-year schedules for engineering and business in new student orientations. The two-year schedules for Engineering and Business Administration and the course requirements for the three Liberal Arts degrees were published in the 2013-2014 college catalog.

These action steps led to widely publicizing a two-year schedule for courses required to complete two popular majors and the Liberal Arts

degrees. In 2013-2014, the Deans worked with divisions to establish two-year cycles of course offerings. The Vice President of Student Services verified that the two-year schedules and Liberal Arts degree information were widely distributed. The Director of Institutional Research and Assessment tracked the number of first-time students who declare Engineering, Business Administration, or Liberal Arts as their major and, over the next four years, will track the number of first-time students who entered in fall 2013 or later who completed the transfer requirements in these majors.

The processes for developing and marketing course sequencing toward identified majors in the 2012-2014 Strategic Plan serves as a model for effectively addressing Associate Degrees for Transfer (ADT's) course sequencing in Objective 1.1 of the 2014-2017 Strategic Plan.

Action Steps for Institutional Objective 1.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>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 - 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.)</p>	<p>Vice President, Student Services</p>	<p>December 2012</p>	<p>Complete for engineering and business. Modified for liberal arts.</p>	
<p>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</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>April 2013</p>	<p>Complete and ongoing</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>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 sequence of courses for transfer in additional majors.</p>

<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>		
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Institutional Objective 1.2

Increase the percentage of degree- or certificate-directed students who complete degrees or certificates by 2% annually

Rationale for Institutional Objective 1.2

In survey results cited in the *San Luis Obispo County Community College District Educational Master Plan 2011-2016* students reported that course scheduling was the most significant barrier to their academic success (refer to Figure 0-29, page 121). These action steps are designed to create clear paths for degree completion by mapping the schedules for courses required for the most popular associate degree majors.

Assessment of Institutional Objective 1.2

In 2013, the performance goal was met at 23.61%; however, the 2014 annual increase fell short of its goal of 23.28% by a margin of 1.33 percentage points. Note: because this measure tracks student outcomes over six years, the effects of recently completed action steps may not be reflected for several years.

In fall 2012, the prerequisite courses required to apply for the RN program, and the courses required for the Liberal Arts associate degrees were analyzed by frequency, site, delivery method, and schedule. In spring 2013, two-year schedules for R.N. prerequisites were developed. It was determined that course requirements for the three Liberal Arts degrees should be revisited and were subsequently modified. In summer 2013 counselors distributed the two-year schedule for the R.N. prerequisites and the course requirements for the three Liberal Arts degree and this information was published in the 2013-2014 college catalog.

In 2013-2014, the Deans worked with divisions to establish two-year cycles of courses The Vice President of Student Services verified that the R.N. and Liberal Arts course information was widely distributed. The Director of Institutional Research and Assessment tracked the number of first-time students (i) who apply to the RN program and who completed their prerequisites in the district and (ii) who complete Liberal Arts associate degrees.

These Action Steps led to widely publicizing two-year schedules for courses required to fulfill prerequisites for the RN program and courses to complete the Liberal Arts degrees.

The processes for developing and marketing course sequencing toward identified majors in the 2012-14 Strategic 2014 Plan serve as a model for effectively addressing Associate Degrees for Transfer (ADT's) course sequencing in Objective 1.1 of the 2014-17 Strategic Plan.

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>	<p>Vice President , Student Services</p>	<p>December 2012</p>	<p>Pre-RN: Complete and ongoing Liberal Arts Modified and ongoing</p>	
<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>Complete and ongoing</p>	

Action Steps for Institutional Objective 1.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.2.3. - 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>Pre-RN: Complete and ongoing Liberal Arts Modified and ongoing</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.

Rationale for Institutional Objective 1.3

Distance education courses are in high demand by students, however, research indicates that the success rate for students has been lower than for those in traditional classes (http://www.cuesta.edu/aboutcc/documents/inst_research/SUCCESS_FALL.pdf). In the strengths-weaknesses-opportunities-threats analysis sessions held in spring 2010 as part of the development of the *San Luis Obispo County Community College District Strategic Plan 2010-2013*, participants identified training for faculty teaching distance education courses was needed to improve the quality of distance education instruction and thereby increase students' successful completion of distance education courses.

Assessment of Institutional Objective 1.3:

The objective has well surpassed its target increase in both year one (2013) and year two (2014). The annual goal is measured in Fall to Fall and Spring to Spring cohorts. While both cohorts met their performance goal, the fall terms increased by a substantial margin in both years.

The action steps for this objective, combined with additional actions undertaken by the district such as the appointment of year-around technology resource instructors to provide faculty training and assistance have improved the overall quality of instruction in distance education courses, resulting in increased student success.

In fall 2012, the Distance Education Committee drafted sets of technical and pedagogical competencies based on best practices at other colleges and universities. In spring 2013, after review and feedback, final versions of two documents—"Best Practices for Distance Education Technological Readiness for Faculty" and "Best Practices for Distance Education Pedagogical Readiness for Faculty" were approved by the Academic Senate and presented to College Council. Faculty training was conducted in spring 2013 based on the recommendation of these best practices documents.

In May 2013, academic deans, in consultation with the administrative co-chair of the distance education committee, reviewed the two documents and determined that they were useful in going forward with new assignments of faculty who had not previously taught in an online mode. The best practice documents were also determined to be helpful to faculty already engaged in and for those considering teaching online.

These Action Steps led to broad dialogue about best practices in teaching distance education courses. The best practices documents provide guidance to division chairs and academic deans when they make faculty assignments to distance education classes and serve as a framework for potential online instructors.

Action Steps for Institutional Objective 1.3	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>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</p> <p>- Include in the checklist low-cost/no-cost options suggesting how faculty could develop competency</p>	<p>Administrative Co-chair of the Distance Education Committee</p>	<p>October 2012</p>	<p>Complete</p>	
<p>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</p> <p>- In collaboration with the Distance Education Committee incorporate the feedback as warranted</p>	<p>Administrative Co-chair of the Distance Education Committee</p>	<p>December 2012</p>	<p>Complete</p>	
<p>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</p>	<p>Administrative Co-chair of the Distance Education Committee</p>	<p>January 2013</p>	<p>Complete</p>	

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>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

Rationale for Institutional Objective 1.4

SLOCCCD ARCC data cited in the *San Luis Obispo County Community College District Educational Master Plan 2011-2016* indicates that the district is below the state benchmark and peer groups on the measure of English as a Second Language (ESL) student improvement rates. These Actions Steps were designed to improve student success rates in ESL credit courses by implementing a best practice in ESL pedagogy.

Assessment of Institutional Objective 1.4

Success of Objective 1.4 is measured in fall and spring cohorts. In 2013, the fall performance goal of 61.75% was exceeded at 63.27%; however the spring goal of 60.48% fell short by a margin of 3.85 percentage points. The 2014 year success rates for both fall and spring failed to meet their performance goals and, in fact, declined slightly.

Improvement is measured annually of a three-year cohort. The improvement rate for year one (2013) far exceeded its performance goal of 56.91% obtaining 60.00%; the data for year two (2014) will not be available until the close of the 2014 academic year. Note: because this measure tracks student outcomes over three years, the effects of recently completed action steps may not be reflected immediately.

In fall 2012 faculty reviewed best practices in ESL pedagogy and based on that review developed new curriculum as a result. ESL 006, which increased reading instruction to 50% of the course content, was taught as an experimental course in spring 2013.

After major curriculum revisions in 2012-2013, ESL began implementation 2013/2014. The new curriculum increases reading instruction, provides moderate acceleration for students at the intermediate to high-intermediate levels, and provides an additional level of reading and writing with the goal of helping more ESL students obtain certificates and complete degree-applicable and/or college-level courses.

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>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</p>	<p>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</p>	<p>December 2012</p>	<p>Complete</p>	
<p>1.4.3. Implement the portions of the plan scheduled for spring 2013</p>	<p>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</p>	<p>Spring semester 2013</p>	<p>Complete</p>	
<p>1.4.4. Collaborate with the Student Support and Success Committee to:</p> <p>- Survey students and faculty to assess perceptions of this initiative</p> <p>- Adjust the implementation plan as needed based on feedback</p>	<p>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</p>	<p>May 2013</p>	<p>Complete</p>	

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</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>Modified</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>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

Rationale for Institutional Objective 1.5

SLOCCCD ARCC data cited in the *SLOCCCD Educational Master Plan 2011-2016* indicates that the district is below the state benchmark and peer groups on the measure of student improvement rates for English and mathematics. These Action Steps were designed to improve student success rates in credit basic skills courses by implementing at least one best practice in English and mathematics pedagogy.

Assessment of Institutional Objective 1.5

Success of Objective 1.5 is measured in two annual cohorts: fall to fall and spring to spring. In 2013, neither the fall nor the spring cohorts met their performance goal of two percent increase; however the spring cohort did improve over the prior year. In 2014, unfortunately, neither the fall nor the spring cohort met the performance goal of two percent increase.

Improvement is measured annually of a three-year cohort. The improvement rate for year one (2013) achieved its performance goal of 48.96% measuring 50.35%. The data for year two (2014) will not be available until the close of the 2014 academic year. Note: because this measure tracks student outcomes over three years, the effects of recently completed action steps may not be reflected immediately.

Mathematics:

In fall 2012, the Mathematics Division Chair and faculty identified two strategies to improve student success and improvement rates in basic skills mathematics courses:

- (1) The addition of counseling outreach to pre-collegiate classes: Counselors conducted classroom visits in spring 2012 to all MATH 003 and MATH 007 classes during the 3rd and 4th week of the semester, delivering content on strategies for becoming a successful student and referrals to academic support services including counseling and tutoring.
- (2) In fall 2013 the Mathematics Division approved piloting a Math 007 common final and it was administered in all Math 007 classes.

The institutional data from spring 2012 to Spring 2013 showed success rates in Math 003 dropped from 67.8% to 66.7%. For Math 007 they dropped from 65.3% to 61.0%.

The Action Steps led to dialogue among mathematics faculty on the importance of direct counseling to basic skills students as well as the best practice of common assessment in determining outcomes. After further analysis and observation of the diversity of preparedness of the current Math 003 student, the Math department recommends that students should take the assessment exam to enroll in Math 003 to ensure proper course placement. With respect to Math 007, analysis of the common final results pointed to the need for an increase of 1 unit of credit to allow more time to be spent on several topics that are critical for success in later math and science classes. The Math department believes these key changes will improve the success and improvement rates for the basic skills students.

The Mathematics Division analyzed the results of the common final in spring 2014. The results of the common final highlighted deficiencies in students' understanding of fraction arithmetic, percents, simple geometric formulas, order of operations, exponents and polynomial operations. The curriculum covered in Math 007 has increased over the years without a corresponding increase in the number of units for the course. The result has been inconsistent coverage of these topics by instructors, because of time. It is believed that increasing the number of units from 3 to 4 will give instructors the time required to cover these topics to the level of detail required for the students to understand the topics.

English:

In fall 2012, English faculty reviewed best practices and identified two strategies to improve student success and improvement rates in basic skills English courses:

- (1) Provide professional development on the factors that contribute to student successful course completion and retention and
- (2) Increase the number of hours for writing tutors in the Student Success Centers.

In spring 2013, faculty developed a two-hour training presentation on student success, engagement and retention which was attended by all full-time and four part-time English faculty. The training occurred twice and was made available electronically. Four full-time and two part-time faculty implemented at least one strategy to increase student engagement and reading.

The Action Steps led to dialogue among English faculty on the importance of faculty engagement of students and increased reading instruction.

For 2013-14, collaboration with the Student Success Center led to an increase in available English tutors. The Student Success Center Supervisor hired English tutors (not Masters prepared) for the tutoring center and the writing help desk.

In lieu of surveys, the department gathered student achievement data for basic skills success in ENGL 099 and ENGL 156.

English 099 success and retention rates did experience a 1% improvement.

However, for English 156 specifically, while retention rates were unchanged from the previous year, success rates dropped almost 10%, a troubling development as there was a department focus on English 156 improvements in 2012-2013. There is a confounding factor - the introduction of a new English placement tool put 10% more students into English 201A and 5% fewer students into English 156. One explanation for the decreased success rate is that the most academically prepared English 156 students were placed into English 201A, leaving students less academically prepared in English 156. The positive side of this change is that many students bypassed English 156, and since our success rates in 201A still show improvement, students were saved time in their academic journey.

As a result of Division dialogue, it was determined that student success data for English 156 and English 201A would be gathered for one more year before modifying strategies, in order to learn if the shift in success rates is most likely associated with to the new English assessment testing instrument.

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	Complete	
<p>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</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 2012	Complete	

Action Steps for Institutional Objective 1.5	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
1.5.3. - Implement the portions of the plan scheduled for spring 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>	Spring semester 2013	Complete	
<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>	May 2013	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.	
1.5.5. - Compare students' successful completion of basic skills courses in spring 2013 with spring 2012	Director, Institutional Research and Assessment	June 2013	Complete	Adjusted the completion date to reflect when data are available.

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	Complete	
<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.

Rationale for Institutional Goal 2: Institutional Goal 2 is the district's response to Challenge 2: How can the district best serve its changing community and potential pool of students? This challenge is derived from county population projections that college-going ages of 18-25 are expected to decline and that the overall economic downturn has dampened enrollment (refer to pages 12 and 13 in the *San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum*).

Institutional Objective 2.1

Increase the capture rate of the local 24-40 age cohort by 2% annually

Rationale for Institutional Objective 2.1

The *San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum* data projects a downturn of the 18-25 age group in the district (Figure 3-21) as well as a decrease in the number of local high school graduates (Figure 3-5). Additionally, it is anticipated that the number of traditional college age students coming to the district with the goal of transferring to Cal Poly will decrease due to the widening gap between San Luis Obispo County Community College District applicants and acceptance rates at Cal Poly (Figure 3-80). These projections prompted the district to focus on local re-entry age students to expand/maintain the size of its student population.

Assessment of Institutional Objective 2.1

The performance goal of Institutional Objective 2.1 was not met in either 2013 or 2014. The longitudinal data show a five-year trend down from 5.81% in 2010 to 4.68% in 2014.

Action Steps initially scheduled for 2013-2014 were completed in fall 2012 and spring 2013. A task force was identified, a survey of currently enrolled 24- to 40-year-old students was administered and analyzed, and based on those results, a marketing campaign was proposed to the Enrollment Management Committee.

For 2013-2014, the Planning and Budget Committee allocated \$5,000 from its 'strategic initiatives fund' to reentry marketing efforts. Progress was made on the focused initiative of creating reentry student testimonials on the website, as prioritized with the Enrollment Management subcommittee and funded by Planning and Budget. With significant help from the Reentry Committee in identifying students and forming content, a web site of reentry student experiences at Cuesta was created. Because the objective was to be completed by the end of Spring 2014, the assessment will not occur until the next year. Marketing will track 'hits' to the page and click-throughs for relevancy.

Action Steps for Institutional Objective 2.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
2.1.1. <i>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</i>	
2.1.2. <i>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</i>	
2.1.3. <i>- Present the marketing campaign and implementation plan to Planning and Budget for review and feedback - Incorporate suggested changes in the marketing campaign as warranted</i>	<i>Executive Director, Advancement and Foundation</i>	<i>December 2013</i>	<i>Complete</i>	
2.1.4. <i>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

Rationale for Institutional Objective 2.2a

As cited in the *San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum* (Figure 3-5), local high school enrollments and graduates are predicted to decrease prompting the need for San Luis Obispo County Community College District to capture a greater percentage of recent high school graduates in order to maintain its current level of enrollment. These Action Steps were designed to increase high schools students' choice of San Luis Obispo County Community College District as their college choice by increasing students' familiarity with instructional faculty and the programs available at San Luis Obispo County Community College District.

Assessment of Institutional Objective 2.2a

While Institutional Objective 2.2 did not meet its performance goal of 24.49% in 2013, based on preliminary data it appears that the Objective did meet its goal of 24.98% in 2014.

In fall 2012, a master schedule of counselors' spring 2012 visits to high schools was developed and distributed district-wide to solicit instructional faculty volunteers. Each scheduled high school visit included two faculty members with at least one faculty member who teaches transfer courses and one Career Technical Education instructor.

In spring 2013, surveys were administered to college faculty and both high school and college counselors who participated in the spring 2013 high school visits. Survey results pointed to two modifications (i) concentrate the inclusion of instructional faculty on high school special events such as parent nights or college nights where there is more opportunity for information exchange and (ii) encourage dialog between SLOCCCD instructional faculty and school district faculty as related to course articulation and student readiness. The first modification was implemented in Spring 2014. The second suggested modification set the stage for addressing Institutional Objective 5.1 in the 2014-2017 Strategic Plan.

The 2013-2014 year of implementation of this Objective included the added element of Cuesta Promise outreach with local high school students. In response, outreach team composition was expanded even further to include Financial Aid Office representation in the core team.

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>2.2a.2. Collaborate with the Deans and Divisions Chairs to ensure that each scheduled high school visit includes two faculty</p>	<p>Vice President, Academic Affairs</p>	<p>December 2012</p>	<p>Complete</p>	
<p>2.2a.3. Implement the plan in spring 2013 and track participation to ensure that it occurs as promised</p>	<p>Vice President, Academic Affairs and Vice President, Student Services</p>	<p>Spring semester 2013</p>	<p>Complete</p>	<p>Added Action Step 2.2a.8 for tracking of high school graduates.</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>Presented to Enrollment Management and College Council.</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
2.2a.6. Collaborate with the Deans and Divisions Chairs to ensure that each scheduled high school visit includes two faculty	Vice President, Academic Affairs	December 2013	Complete	
2.2a.7. Implement the plan in spring 2014 and track participation to ensure that it occurs as promised	Vice President, Academic Affairs and Vice President, Student Services	Spring semester 2014	Complete	Assessment dates added to action step 2.2a8.
2.2a.8 - Track the number of recent high school graduates who enroll at San Luis Obispo County Community College District	Director, Institutional Research and Assessment	September 2013 and ongoing (preliminary) April 2014 and ongoing (actual)	Complete and ongoing	

Institutional Objective 2.2b.

Increase the local high school capture rate by 2% annually

Rationale for Institutional Objective 2.2b

As cited in the *San Luis Obispo County Community College District Cuesta College Educational Master Plan 2011-2016 Addendum*, local high school enrollments and graduates are predicted to decrease prompting the need for San Luis Obispo County Community College District to capture a greater percentage of graduates in order to maintain its current level of enrollment (Figure 3-5). Additionally, it is projected that the local Latino population will increase over time with all other ethnicities shrinking in proportion (See *San Luis Obispo County Community College District Educational Master Plan 2011-2016*, page 19). The intent of Institutional Objective 2.2b is to increase the enrollment of Latino students from local high schools. These Action Steps are designed to foster the enrollment of Latino students by inviting them to attend an Edúcate Conference on campus.

Assessment of Institutional Objective 2.2b

Institutional Objective 2.2b is the same as Institutional Objective 2.2a, however the assessment of Institutional Objective 2.2b examines the number of recent Latino high school graduates who enroll in the district. Between fall 2011 and fall 2012 (year 1), the number of local, recent Latino high school grads attending Cuesta College increased by 12 students. Likewise, between fall 2012 (year 1) and fall 2013 (year 2), this number increased from 211 to 226 (15 students). Overall, between fall 2009 and fall 2014, the number of recent Latino high school grads enrolling at Cuesta has increased by 20.2%.

This objective was focused on expanding and sustaining the Edúcate Conference. The Conference was expanded in spring 2013 as 270 local Latino high school students attended, far surpassing the 140 attendees in 2012. The number of attendees increased substantially in spring 2014, to over 375 local Latino high school students. In fall 2012, an implementation plan for the Edúcate Conference was endorsed by Cabinet and College Council and funding was identified. In fall 2013, an analysis of the event survey results was presented to Cabinet. As a result, the Dean of Student Services was identified as the administrative lead for the event and Extended Opportunity Program and Services as the program that would annually host the event, in collaboration with the Latina Leadership Network, thereby ensuring sustainability for this successful event.

Action Steps for Institutional Objective 2.2b: Expand the Educate 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 Educate 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</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</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</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</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>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>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.

Rationale for Institutional Goal 3:

In spring 2010 strengths-weaknesses-opportunities-threats analysis sessions were held as part of the preparation of the *San Luis Obispo County Community College District Strategic Plan 2010-2013*. Feedback from the analysis sessions identified revitalized governance and decision-making processes among the district’s opportunities. This feedback prompted the development of the following Strategic Direction on participatory governance in the strategic plan:

Improve the participatory governance process by reinforcing internal communication, collective responsibility and accountability when making institutional decisions.

This Strategic Direction was reframed as an Institutional Goal for the *SLOCCCD Strategic Plan 2012-2014*.

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.

Rationale for Institutional Objective 3.1

A governance and decision-making handbook outlines the collaborative processes that lead to institutional decisions. The purpose of this document is to improve communication and trust across the district by clarifying the roles and responsibilities of various constituent groups. This clarification creates the foundation for describing how the voices of the constituent groups are heard in making decisions. For these reasons, the district developed Action Steps designed to result in the development and distribution of a decision-making handbook.

Assessment of Institutional Objective 3.1:

In fall 2012, a draft of *Participatory Governance: Decision-Making and Committee Handbook* was completed. In spring 2013, the draft was shared district-wide and feedback was incorporated into a final version, which was submitted to the Superintendent/President for approval. The final version of the *SLOCCCD Participatory Governance: Decision-Making and Committee Handbook* was presented as an information item to the San Luis Obispo County Community College District Board of Trustees at the April 2013 meeting.

The final document was posted online in August 2013 for faculty, administrators, staff and students to use as a resource for the purpose, membership, meeting schedule, and reporting structure of the district’s 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>3.1.2. - Incorporate feedback into the proposed definition of categories of groups and committee structure</p> <p>- Present the proposal as a recommendation to the Superintendent/President</p> <p>- 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</p>	<p>Superintendent/President</p>	<p>October 2012</p>	<p>Complete</p>	

Action Steps for Institutional Objective 3.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
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	Superintendent/ President	January 2013	Complete	
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	Superintendent/ President	February 2013	Complete	
3.1.5. - Integrate feedback to prepare the final Handbook - Present the final Handbook as a recommendation to the Superintendent/President	Superintendent/ President	March 2013	Complete	
3.1.6. - Ensure online and print publication of the Handbook to facilitate wide distribution	Superintendent/ President	April 2013	Complete	

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.

Rationale for Institutional Objective 3.2

District expectations for institutional effectiveness rely on assessment and continuous quality improvement. This Institutional Objective initiates such a cycle after allowing time for implementation of the *Participatory Governance: Decision-Making and Committee Handbook*.

Assessment of Institutional Objective 3.2:

The target completion dates for this Institutional Objective were modified in accordance with the SLOCCCD Integrated Planning Manual 2013 timeline.

Action Steps for Institutional Objective 3.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
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	Superintendent/ President	January 2015	Modified. The Decision-Making and Participatory Governance Handbook was complete fall 2013. Revised completion dates noted.	The timeline for this Institutional Objective was modified in accordance with the SLOCCCD Integrated Planning Manual 2013 timeline (page 34).
3.2.2. Develop and implement a process to gather feedback on the district's decision-making and participatory governance processes	Task Force on Decision-making and Participatory Processes Assessment	February 2015	Modified. The Decision-Making and Participatory Governance Handbook was complete fall 2013. Revised completion dates noted.	
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	Task Force on Decision-making and Participatory Processes Assessment	March 2015	Modified. The Decision-Making and Participatory Governance Handbook was complete fall 2013. Revised completion dates noted.	

Action Steps for Institutional Objective 3.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
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	Academic Senate Council and College Council	April 2015	Modified. The Decision-Making and Participatory Governance Handbook was complete Fall 2013. Revised completion dates noted.	
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 - 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	Superintendent/President	May 2015	Modified. The Decision-Making and Participatory Governance Handbook was complete Fall 2013. Revised completion dates noted.	
3.2.6. - Revise the San Luis Obispo County Community College District Decision-Making and Participatory Governance Handbook to reflect all approved changes - Distribute revised document across the district	Executive Director, Advancement and Foundation	June 2015	Modified. The Decision-Making and Participatory Governance Handbook was complete Fall 2013. Revised completion dates noted.	

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

Rationale for Institutional Goal 4: Institutional Goal 4 was developed in response to the recommendations from the fall 2010, fall 2011, and fall 2012 visiting team evaluation reports prepared by representatives of the Accrediting Commission for Community and Junior Colleges.

Institutional Objective 4.1

Train the internal community about the integrated planning processes.

Rationale for Institutional Objective 4.1

This Institutional Objective reflects the district's commitment to sustaining the planning processes described in the *San Luis Obispo County Community College District Integrated Planning Manual 2012*. The Action Steps are designed to provide a step-by-step sequence for the processes outlined in the Integrated Planning Manual.

Assessment of Institutional Objective 4.1:

In 2012-2013, district-wide presentations on the district's revised model for integrated planning were conducted, including flex day, opening day, and key committee presentations. Planning processes and timelines were assessed in spring 2013. The results of the assessment and recommendations were made to the Superintendent/President in spring 2013. The Superintendent/President distributed the results of the assessment district-wide in August 2013.

In 2013-2014, district-wide presentations on the district's revised model for integrated planning were conducted during opening day and flex day. The flex day presentations were mandatory for new committee co-chairs. Changes to the Integrated Planning Model processes were highlighted and presented to each key committee during fall 2013.

These Action Steps led to increased district-wide understanding of the integrated planning processes and timelines. The planning processes and timelines will continue to be assessed and changed as part of the systematic cycle of self-assessment. Changes will continue to be presented at district-wide forums and committee orientations.

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>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>- Collaborate with Committee Co-Chairs to include this item on one agenda</p>	<p>Accreditation Liaison Officer and Academic Senate President</p>	<p>September 2012</p>	<p>Complete and ongoing</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>	
<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>	

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</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</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 *San Luis Obispo County Community College District Integrated Planning Manual 2012* within the identified timelines

Rationale for Institutional Objective 4.2

This Institutional Objective reflects the district’s commitment to sustaining the planning processes described in the *San Luis Obispo County Community College District Integrated Planning Manual 2012*. The Action Steps are designed to provide a step-by-step sequence for the processes outlined in the integrated planning manual.

Assessment of Institutional Objective 4.2

In fall 2012, a master calendar of all tasks and timelines identified in the *San Luis Obispo County Community College District Integrated Planning Manual 2012* was created and was distributed both online and in print to all responsible parties outlined in the integrated planning manual. An update on tasks identified in the master calendar was made a standing item on the Superintendent/President’s Cabinet agenda.

In 2013-2014, the Superintendent/President continued to request updates from Cabinet members of progress on tasks identified in the master calendar. The master calendar is updated each year to ensure that tasks identified in the integrated planning manual are completed according to the timeline.

These Action Steps led to completion of all tasks during the timelines identified in the integrated planning manual during 2012-2014. The calendar will continue to be used to ensure timely completion of future tasks.

<i>Action Steps for Institutional Objective 4.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Action Steps</i>
<i>4.2.1. - Develop a master calendar of all tasks and timelines identified in the Integrated Planning Manual - Post the master calendar online and distribute a hard copy in training sessions and to the responsible parties identified in the Integrated Planning Manual</i>	<i>Accreditation Liaison Officer</i>	<i>August 2012</i>	<i>Complete and ongoing</i>	

Action Steps for Institutional Objective 4.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
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	Superintendent/ President	Each month from August 2012 through May 2014	Complete and ongoing	

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

Rationale for Institutional Goal 5: Institutional Goal 5 was developed in response to Challenge 3 in the *San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum*: How can the district most effectively continue to serve students’ needs for higher education despite external pressures? In the strengths-weaknesses-opportunities-threats analysis sessions held in spring 2010 as part of the development of the *San Luis Obispo County Community College District Strategic Plan 2010-2013* participants recommended that leveraging community partnerships to expand students’ opportunities is more important than ever given the current economic downturn (see pages 15-16).

Institutional Objective 5.1

Increase participation at district events for business and civic leaders.

Rationale for Institutional Objective 5.1

Institutional Objective 5.1 is the district’s commitment to renew and expand its partnerships with all facets of the external community: civic organizations, businesses and industries. The Actions Steps are designed to strengthen local partnerships by increasing community members’ attendance and participation in San Luis Obispo County Community College District events.

Assessment of Institutional Objective 5.1

The Fundraising Council created an inventory of all events that invite representatives of businesses to San Luis Obispo County Community College District events. The inventory was distributed district-wide for validation and after incorporating the feedback, was finalized. The Fundraising Council will next identify events that invite civic and business leaders to attend; proactively invite leaders (aside from general public announcements); track actual attendance; and follow-up on the interaction.

The 2013-2014 inventory is based on items in the district facility scheduling system, and is being tracked in a different manner than the 2012-2013 inventory. The Fall 2013 inventory is complete, and a draft of the Spring inventory will be available for the Spring 2014 progress report.

Assessment of this inventory method has lead to the conclusion that this is not the best method either. Alternatively, coordinating with the offices responsible for engaging with community groups and reviewing press releases are a more effective way to identify activities appropriate for strengthening partnerships.

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</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</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</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</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>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

Rationale for Institutional Objective 5.2

Institutional Objective 5.2 is the district’s commitment to renew and expand its partnerships with all facets of the external educational including K-12 and nearby universities. The Actions Steps are designed to strengthen local partnerships by increasing the attendance and participation in San Luis Obispo County Community College District events by representatives of these institutions.

Assessment of Institutional Objective 5.2

In fall 2012, the Superintendent/President identified a work group for this objective, which then collaborated with the VP of Student Services to create a draft inventory of all 2012-2013 activities that invite K-12 districts and universities to San Luis Obispo County Community College District events. The draft inventory was circulated district-wide for additions and corrections; the draft was revised based on this feedback.

In spring 2013, version 1 was redistributed and additional information solicited regarding invitation lists and actual participants. Attendee data was analyzed and it was determined that outreach events were regularly hosted by divisions and departments across the district, that attendance was strong and that individual local high schools were generally evenly represented. As a result of analyzing the inventory results, attention was given to two areas in 2013-2014 - increased interaction with our smallest high school in Shandon and with Cal Poly State University. The district’s North County Campus now regularly hosts outreach events for Shandon High School students and Cuesta College hosts and co-chairs with Cal Poly, a monthly Community Civility meeting addressing mutual town-gown issues.

It was determined not to develop and circulate such an inventory for 2013-2014.

<i>Action Steps for Institutional Objective 5.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Action Steps</i>
<i>5.2.1. 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>	

Action Steps for Institutional Objective 5.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>5.2.2. - 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</p> <p>- Circulate the draft inventory of 2012-2013 activities district-wide and request additions and corrections</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>September 2012</p>	<p>Complete</p>	
<p>5.2.3. - Revise the 2012-2013 inventory based on the feedback</p> <p>- Distribute version 1 of the 2012-2013 inventory district-wide</p> <p>- Request that the leaders of these activities submit an invitation list and attendance list for each activity in fall 2012</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>October 2012</p>	<p>Complete</p>	
<p>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</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>January 2013</p>	<p>Complete</p>	
<p>5.2.5. - Revise the 2012-2013 inventory based on the feedback</p> <p>- Distribute version 2 of the 2012-2013 inventory district-wide</p> <p>- Request that the leaders of these activities submit an invitation list and attendance list for each activity in spring 2013</p>	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>February 2013</p>	<p>Complete</p>	

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>	

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.

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.

San Luis Obispo County Community College District



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