

San Luis Obispo County Community College District

December 2012

Planning 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 Vision, Mission, and Values

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.

Mission

Cuesta College is an inclusive institution that inspires a diverse student population 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.

Values

Access, Success, and Excellence

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San Luis Obispo County Community College District

December 2012

Strategic Plan 2012-2014 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.

Institutional Objective 1.1

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

Assessment of Institutional Objective 1.1:

2012 Fall Assessment

Semester-by-semester sequence of the courses required for transfer in three majors by frequency, site, delivery method, and schedule

- **Engineering Transfer: Complete.** A work group was established through the Enrollment Management Committee. A list of pre-requisite, core and support courses was generated. A template was developed and tabulated for course frequency, site, Day/Evening and delivery method. An Engineering Transfer Flowchart was developed and presented to the Enrollment Management Committee.
- **Business Transfer: Complete.** A work group was established through the Enrollment Management Committee. A list of pre-requisite, core and support courses was generated. A template was developed and tabulated for course frequency, site, Day/Evening and delivery method.
- **Liberal Arts: Modified.** A work group was established through the Enrollment Management Committee. A third area of emphasis was added: Arts and Humanities. Since Liberal Arts classes are not necessarily sequential and there are numerous pathways students may take, making a semester-by-semester sequencing of courses did not make sense for these degrees. However the emphasis groups will be using the template for course frequency, site, Day/Evening, and delivery method. Since the major courses are all the same within an emphasis area whether a student is transferring or earning a local (Associate of Arts) degree all future reporting will be handled in Institutional Objective 1.2.

2013 Spring Assessment

Semester-by-semester sequences of the courses required for transfer in three majors as distributed to students in orientation, online, and in the district catalog

2013 Fall Assessment

Evidence that the courses required for transfer in three majors are offered as promised in fall 2013

Number of the declared majors for fall 2013 first-time students

2014 Spring Assessment

Evidence that the courses required for transfer in three majors are offered as promised in spring 2014

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>Engineering Transfer: Complete.</p> <ul style="list-style-type: none"> • October 2012 Workgroup formed through the Enrollment Management Committee. • 10/10/2012 Discussed the template for listing course frequency for the prerequisite, core and support courses. • 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. <p>Business Transfer: Complete.</p> <ul style="list-style-type: none"> • October 2012 Work group formed through the Enrollment Management Committee. • 11/7/2012 Meeting took place at the SLO Campus. • 11/28/2012 Meeting took place at the SLO Campus. • November 7 – December 4, 2012: Through 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). • 12/4/2012 Completed list sent to Co-Chairs of Enrollment Management Committee. 	

			<p><i>Liberal Arts: Modified.</i></p> <p>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.</p> <p>The emphasis groups will be using the template for course frequency, site, Day/Evening, and delivery method.</p> <p>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. 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.</p>	<p>In lieu of sequencing, the Liberal Arts Curriculum Sub-Committee and Emphasis Groups are proposing ways to increase enrollment such as website links from the curriculum page to liberal arts degree patterns, adding additional rubric-matched courses, and assisting students in applying for the degrees (since many students “earn” it, but do not apply). This was endorsed by the Enrollment Management Committee at the December 11th meeting.</p> <p>The Emphasis Groups will complete a spreadsheet with</p>
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				the large variety of liberal arts courses mapping the frequency of semesters, campuses, and time of day.
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Action Steps for Institutional Objective 1.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<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>	<i>Vice President, Student Services and Vice President, Academic Affairs</i>	<i>April 2013</i>	<i>Scheduled for completion by plan date.</i>	
<i>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 - Verify that the courses required for transfer are offered as promised each semester</i>	<i>Vice President, Student Services and Vice President, Academic Affairs</i>	<i>By June 2013 and ongoing</i>	<i>Scheduled for completion by plan date.</i>	
<i>1.1.4. Document the declared majors for fall 2013 first-time students</i>	<i>Director, Institutional Research & Assessment</i>	<i>October 2013</i>	<i>Scheduled for completion by plan date.</i>	

Note: The data gathered in Action step 1.1.4. will be used in future years to measure the effectiveness of this strategy for increasing students' successful completion of transfer requirements.

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 1.2

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

Assessment of Institutional Objective 1.2:

2012 Fall Assessment

Semester-by-semester sequence of the courses required for degree completion in two majors and pre-nursing requirements by frequency, site, delivery method, and schedule

- **Pre- RN: Complete.** A work group was established through the Enrollment Management Committee. A list of pre-requisite courses was generated. A template was developed and tabulated for course frequency, site, Day/Evening and delivery method.
- **Liberal Arts: Modified.** A work group was established through the Enrollment Management Committee. A third area of emphasis was added: Arts and Humanities. Since Liberal Arts classes are not necessarily sequential and there are numerous pathways a student may take, making a semester-by-semester sequencing of courses did not make sense for these degrees. However the emphasis groups will be using the template for course frequency, site, Day/Evening, and delivery method.

2013 Spring Assessment

Semester-by-semester sequences of the courses required for degree completion in two majors and pre-nursing requirements as distributed to students in orientation, online, and in the district catalog

2013 Fall Assessment

*Evidence that the courses required for degree completion in two majors and pre-nursing requirements are offered as promised in fall 2013
Number of the declared majors for fall 2013 first-time students*

2014 Spring Assessment

Evidence that the courses required for degree completion in two majors and pre-nursing requirements are offered as promised in spring 2014

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 behavior sciences emphasis and Liberal Arts with mathematics and science emphasis - 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 Course Sequence: Complete October 2012-Work group formed through the Enrollment Management Committee. Oct. 23: Work Group Meeting Discussed the template for listing course frequency for the prerequisite and core and support courses . November 12-16: Template developed and number of sections filled in. Sent to Enrollment Management Committee Chairs on December 7, 2012. Liberal Arts: Modified 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 <u>Arts and Humanities</u> 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 Degree “transfer” major course progress and will be recorded here.</p>	<p>In lieu of sequencing, the Liberal Arts Curriculum Sub-Committee and Emphasis Groups are proposing ways to increase enrollment such as website links from the curriculum page to liberal arts degree patterns, adding rubric-matched courses, and assisting students in applying for the degrees they may have already earned. This was endorsed by the Enrollment Management Committee at the December 11th meeting.</p> <p>The Emphasis Groups will complete a spreadsheet with the large variety of liberal arts courses mapping the frequency of semesters, campuses, and time of day.</p>

			<p>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.</p> <p>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.</p> <p>The emphasis groups will be using the template for course frequency, site, Day/Evening, and delivery method.</p> <p>This Institutional Objective 1.2 for Liberal Arts Degree will show progress of both Transfer and Non-Transfer options.</p>	
<p><i>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</i></p>	<p><i>Vice President, Student Services and Vice President, Academic Affairs</i></p>	<p><i>April 2013</i></p>	<p><i>Scheduled for completion by plan date.</i></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>Scheduled for completion by plan date.</p>	

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 1.3

Increase the successful completions in distance education courses by 2% annually

Assessment of Institutional Objective 1.3:

2012 Fall Assessment

Draft #1 of the checklist of competencies for teaching distance education courses

- **Complete.** The Distance Education Committee approved drafts of technological and pedagogical competencies.

2013 Spring Assessment

Draft #2 of the checklist of competencies for teaching distance education courses

2013 Fall Assessment

Not applicable

2014 Spring Assessment

Not applicable

Action Steps for Institutional Objective 1.3	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p><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</i></p> <p><i>- Include in the checklist low-cost/no-cost options suggesting how faculty could develop competency</i></p>	<p><i>Administrative Co-chair of the Distance Education Committee</i></p>	<p><i>October 2012</i></p>	<p>Complete</p> <ul style="list-style-type: none"> • <i>10/19/2012 The Distance Education Committee approved drafts of technological and pedagogical competencies.</i> • <i>The draft was sent to deans, chairs, and the President of the Academic Senate on November 2. To date, little feedback has been received, though what has been received is generally favorable. The director of Distance Education will remind deans and chairs in early January that feedback on the draft is still welcome.</i> 	

Action Steps for Institutional Objective 1.3	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<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>Scheduled for completion by plan date.</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>Scheduled for completion by plan date.</p>	
<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>Scheduled for completion by plan date.</p>	

Action Steps for Institutional Objective 1.3	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<i>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</i>	<i>Administrative Co-chair of the Distance Education Committee</i>	<i>April 2013</i>	<i>Scheduled for completion by plan date.</i>	

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 1.4

Increase English as a second language credit course success and improvement rates by 2% annually

Assessment of Institutional Objective 1.4:

2012 Fall Assessment

Implementation plan for an initiative that has led to documented improvement in students' successful completion of English as a second language courses

- **Complete.** Plan has been developed; best practices were reviewed by the ESL Chair, ESL division faculty, and the Dean of Humanities. Initiative for increasing student success and improvement rates was identified and implementation plan was approved by the Dean and Vice President of Academic Affairs. Implementation is scheduled for spring 2013.

2013 Spring Assessment

Faculty and student survey results

Rate of successful course completion of English as a second language credit courses for spring 2013 compared to spring 2012

Accountability Reporting for the Community Colleges English as a second language improvement rate in 2012 compared to the 2013 improvement rate

2013 Fall Assessment

Faculty and student survey results

Rate of successful course completion of English as a second language credit courses for fall 2013 compared to fall 2012

2014 Spring Assessment

Faculty and student survey results

Rate of successful course completion of English as a second language credit courses for spring 2014 compared to spring 2013

Accountability Reporting for the Community Colleges English as a second language improvement rate in 2013 compared to the 2012 improvement rate

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> <ul style="list-style-type: none"> • 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. • 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. • 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. This curricular change will be the identified "Best Practice" strategy for this Action Step. • Other ongoing initiatives will be the collaborative Student Learning Outcome and Assessment work between ESL faculty teaching in adjacent levels (e.g. ESL 003/ESL 004 and ESL 015/ESL 025). The new ESL Language Lab has also been identified as an ongoing best practice for increasing success and improvement rates. 	

Action Steps for Institutional Objective 1.4	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
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	Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language	December 2012	<p>Complete.</p> <ul style="list-style-type: none"> • 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. • 10/29/2012: The ESL Chair shared the proposal with Dean of Humanities and received approval to proceed with the proposal. • 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 revisions may take up to a year to be implemented, 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. <p>*Training in reading instruction will be an important component of the curriculum revision. The ESL Chair will explore potential avenues for such training/professional development opportunities.</p>	
1.4.3. Implement the portions of the plan scheduled for spring 2013	Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language	Spring semester 2013	<p>Scheduled for completion by plan date.</p> <ul style="list-style-type: none"> • ESL 006 is taught as an experimental reading and writing course; reading instruction is increased to at least 50% of the course content. • Revisions to ESL curriculum begin; intermediate to advanced courses are revised to focus on reading and writing skills. Separate grammar classes are developed for these levels. To provide acceleration, ESL 003 and 004 are combined into one course and ESL 005 and 006 are combined into one course. 	

Action Steps for Institutional Objective 1.4	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.4.4. Collaborate with the Student Support and Success Committee to:</p> <ul style="list-style-type: none"> - Survey students and faculty to assess perceptions of this initiative - Adjust the implementation plan as needed based on feedback 	<p>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</p>	<p>May 2013</p>	<p>Scheduled for completion by plan date.</p>	
<p>1.4.5. Compare students' successful completion of English as a second language credit courses in spring 2013 with spring 2012</p>	<p>Director, Institutional Research and Assessment</p>	<p>June 2013</p>	<p>Scheduled for completion by plan date.</p>	
<p>1.4.6. Implement the portions of the plan scheduled for fall 2013</p>	<p>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</p>	<p>Fall semester 2013</p>	<p>Scheduled for completion by plan date.</p>	

Action Steps for Institutional Objective 1.4	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>1.4.7. Collaborate with the Student Support and Success Committee to:</p> <ul style="list-style-type: none"> - Survey students and faculty to assess perceptions of this initiative - Adjust the implementation plan as needed based on feedback 	<p>Dean, Academic Affairs/Humanities and Division Chair, English as a Second Language</p>	<p>December 2013</p>	<p>Scheduled for completion by plan date.</p>	

Action Steps for Institutional Objective 1.4	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
1.4.8. Compare students' successful completion of English as a second language courses in fall 2013 with fall 2012	Director, Institutional Research and Assessment	January 2014	Scheduled for completion by plan date.	
1.4.9. Implement the portions of the plan scheduled for spring 2014	Dean, Academic Affairs/Humanities, Division Chair, English as a Second Language	Spring semester 2014	Scheduled for completion by plan date.	
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	Dean, Academic Affairs/Humanities, Division Chair, English as a Second Language	May 2014	Scheduled for completion by plan date.	
1.4.11. Compare students' successful completion of English as a second language courses in spring 2014 with spring 2013	Director, Institutional Research and Assessment	June 2014	Scheduled for completion by plan date.	

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 1.5

Increase basic skills course success and improvement rates by 2% annually

Assessment of Institutional Objective 1.5:

2012 Fall Assessment

Implementation plan for an initiative that has led to documented improvement in students' successful completion of basic skills courses

- **Mathematics: Complete.** A work group was established through the Mathematics Division and meetings were held during the Fall Semester. Best practices were reviewed and the Division decided upon course surveys, common assessments and counseling outreach as the initiatives for improving students' successful completion of basic skills courses. An implementation plan was developed for the Spring 2013 semester .
- **English: Complete.** Best practices were reviewed by the English Division and determined to bring both full-time and adjunct faculty together in a professional development project to address student engagement with a strong focus on college-level reading. An implementation plan was developed for the Spring 2013 semester .

2013 Spring Assessment

Faculty and student survey results

Rate of successful course completion of pre-transfer courses in English and mathematics for spring 2013 compared to spring 2012

Accountability Reporting for the Community Colleges basic skills success and improvement rate in 2012 compared to the 2013 improvement rate with separate data for English, mathematics, and academic skills courses

2013 Fall Assessment

Faculty and student survey results

Rate of successful course completion of basic skills courses for fall 2013 compared to fall 2012

2014 Spring Assessment

Faculty and student survey results

Rate of successful course completion of pre-transfer courses in English and mathematics for spring 2014 compared to spring 2013

Accountability Reporting for the Community Colleges basic skills success and improvement rate in 2012 compared to the 2013 improvement rate with separate data for English, mathematics, and academic skills courses

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>	<p>November 2012</p>	<p>MATHEMATICS: Complete. September 2012- workgroup formed through the mathematics Division.</p> <p>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: Complete. 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 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.</p>	<p>The best practice to be implemented by this strategy is:</p> <p>Engaging adjunct faculty with full-time faculty experts in dialogue concerning retention, engagement and success.</p>

Action Steps for Institutional Objective 1.5	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<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>	<p>December 2012</p>	<p>MATHEMATICS: Complete. Implementation Plan:</p> <ul style="list-style-type: none"> • Fall 2012- Develop Math 003 and math 007 surveys • 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. • Feb. 2013- administer Math 007 survey (3rd week of class) to be used in conjunction with ARCC data. • Feb. 2013- develop the mid-semester pilot assessments for Math 007 • 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. • 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. • May 2013- administer the qualitative surveys, (last week of class). Administer the final. Results will be analyzed in Fall 2013. <p>ENGLISH: 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 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</p>	

			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.	
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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>Scheduled for completion by plan date.</p>	
<p>1.5.4. - Survey students and faculty to assess perceptions of this initiative - 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>Scheduled for completion by plan date.</p>	
<p>1.5.5. Compare students' successful completion of basic skills courses in spring 2013 with spring 2012</p>	<p>Director, Institutional Research and Assessment</p>	<p>June 2013</p>	<p>Scheduled for completion by plan date.</p>	

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	Scheduled for completion by plan date.	
1.5.7. - Survey students and faculty to assess perceptions of this initiative - Adjust the implementation plan as needed based on feedback	<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	Scheduled for completion by plan date.	
1.5.8. Compare students' successful completion of basic skills courses in fall 2013 with fall 2012	Director, Institutional Research and Assessment	January 2014	Scheduled for completion by plan date.	

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	Scheduled for completion by plan date.	
1.5.10. - Survey students and faculty to assess perceptions of this initiative - Determine the initiative to be implemented in 2014 - 2015	<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	Scheduled for completion by plan date.	
1.5.11. Compare students' successful completion of basic skills courses in spring 2014 with spring 2013	Director, Institutional Research and Assessment	June 2014	Scheduled for completion by plan date.	

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

Assessment of Institutional Objective 2.1:

2012 Fall Assessment

Not applicable

- **Modified:** The group began work earlier than identified in the plan. A work group was formed through the Enrollment Management Committee. Meetings were held to discuss ideas for a marketing campaign for the cohort. Course demand data for this cohort was presented to the Enrollment Management Committee. Based on these data the work group will explore services for these students such as expanding evening hours.

2013 Spring Assessment

Not applicable

2013 Fall Assessment

Marketing campaign targeted to students between the ages of 24 to 40

2014 Spring Assessment

List of completed marketing campaign activities targeted to students between the ages of 24 to 40

Action Steps for Institutional Objective 2.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
2.1.1. Appoint representatives of programs that serve adult learners to serve on a task force related to this Institutional Objective	Superintendent/ President	October 2013	Modified. Work began earlier than identified in the plan. <ul style="list-style-type: none"> • October 2012- Work group formed through Enrollment Management Committee 10/12/2012 - Discussed ideas to capture students from this cohort; possible marketing flyers and where they could be posted; Possible video depicting diversity of this group; Admissions and Records provide data to show student need/interests for this population. • 10/30/2012 - Course demand data for the cohort was provided to the Enrollment Management Committee; Based on the data the work 	

			<p>group is also looking at the “services” for these students; such as expanding evening hours.</p> <ul style="list-style-type: none">• 11/27/2012 - Presented a proposal to the Enrollment Management Committee to change the dates in the Enrollment Management Plan to align it with the Strategic Planning dates.	
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Action Steps for Institutional Objective 2.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<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>Scheduled for completion by plan date.</i>	
<i>2.1.3. - Present the marketing campaign and implementation plan to College Council 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>Scheduled for completion by plan date.</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>Scheduled for completion by plan date.</i>	

Note: Action steps related to this Institutional Objective will be developed for the San Luis Obispo County Community College District Strategic Plan 2014 – 2016 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 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 2.2a.

Increase the local high school capture rate by 2% annually

Assessment of Institutional Objective 2.2a.: Faculty Involvement in High School Visits:

2012 Fall Assessment

Strategies and timeline designed to increase concurrent and recent high school graduate enrollment

- **Complete.** Strategy of adding instructional faculty to the high school outreach teams deemed beneficial and timeline achievable. Classroom faculty in transfer courses education and CTE readily volunteered and are being incorporated into outreach activities. In addition to the strategy identified in 2.2a, the Vice President Student Services and College Centers, Counseling Director, counselor lead for outreach and the Director of Admissions and Records met to discuss/implement a second strategy that will be undertaken in concert with that outlined in 2.2a. New local high school students will be able to priority register for classes the same day as they participate in orientation. These are local high school students who will complete assessment and on-line orientation prior to the in-person orientation/registration activities.

2013 Spring Assessment

Rates of concurrent and recent high school graduate enrollment for fall 2012 compared to fall 2011 and for spring 2013 compared to spring 2012

2013 Fall Assessment

Strategies and timeline designed to increase concurrent and recent high school graduate enrollment

2014 Spring Assessment

Rates of concurrent and recent high school graduate enrollment for fall 2013 compared to fall 2012 and for spring 2014 compared to spring 2013

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> <ul style="list-style-type: none"> • 9/11/2012 Institutional Objective 2.2a discussed as Enrollment Management Committee agenda item and plan outlined. • 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. • 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. • 10/2/2012 Follow-up visit to Division Chair meeting to thank faculty volunteers identified to this point and to request additional volunteers. • 10/12/2012 Superintendent/President Dr. Stork presented the SLOCCCD 2012-1014 Strategic Plan Institutional 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. • 10/23/2012 Working draft of master schedule, including faculty volunteers, distributed to all named on the master schedule. 	<p>It is recommended that next year's actions steps formalize the expectation of expanded student services representation.</p> <p>With increased institutional focus on high school visits, the Director of Counseling has taken the initiative to begin including additional student support representation including Student Life and Leadership.</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.2. Collaborate with the Deans and Divisions Chairs to ensure that each scheduled high school visit includes two faculty	Vice President, Academic Affairs	December 2012	<p>Complete</p> <p>Strong response from Divisions. A minimum of two faculty members volunteered for each high school. Cuesta College counselor liaisons are alerting faculty volunteers of the upcoming spring dates for high school visits.</p> <ul style="list-style-type: none"> 12/5/2012 Master Schedule, with instructional faculty listed, shared with Cabinet members. 	
2.2a.3. Implement the plan in spring 2013 and track participation to ensure that it occurs as promised	Vice President, Academic Affairs and Vice President, Student Services	Spring semester 2013	Scheduled for completion by plan date.	
<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> <p>- Analyze the survey results and modify strategies for spring 2014 based on that feedback</p> <p>- Present the report to College Council</p>	Vice President, Academic Affairs and Vice President, Student Services	June 2013	Scheduled for completion by plan date.	

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.5. – Develop a master schedule of counselors' visits to high schools for spring 2014</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 2013</p>	<p>Scheduled for completion by plan date.</p>	
<p>2.2a.6. 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 2013</p>	<p>Scheduled for completion by plan date.</p>	
<p>2.2a.7. Implement the plan in spring 2014 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 2014</p>	<p>Scheduled for completion by plan date.</p>	

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 2.2b.

Increase the local high school capture rate by 2% annually

Assessment of Institutional Objective 2.2b.: Expand the Edúcate Conference

2012 Fall Assessment

Strategies and timeline designed to increase the number of participants in the Edúcate Conference

- *Strategies to increase the number of participants in the Edúcate Conference were devised in several meetings between LLN Chapter members in consultation with Executive Dean of the North County Campus & South County Centers. The strategies were documented in an Implementation Plan that was created on October 16, 2012. Overall, the planning has been regular, the timeline is adequate and has been fully taken advantage of, and all preliminary indications are that the action step of increasing the number of participants in the Conference will be achieved. Baseline data on the number of recent Latino high school graduates who enroll in the district*
- *Cuesta College's Director of Institutional Research provided baseline data on the number of recent Latino high school graduates from San Luis Obispo County high schools who have enrolled in the District.*

2013 Spring Assessment

Survey of Edúcate Conference participants

Report on Edúcate Conference

2013 Fall Assessment

Number of recent Latino high school graduates who enroll in the district for fall 2013

2014 Spring Assessment

To be determined

Action Steps for Institutional Objective 2.2b: Expand the Edúcate Conference	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
2.2b.1. <i>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>	Vice President of Academic Affairs and Executive Dean of North County Campus and South County Center	October 2012	Complete <i>On October 16, 2012 the Edúcate Conference implementation plan was completed in collaboration with the Latina Leadership Network. In 2010, the first Edúcate Conference hosted by Cuesta College attracted 70 students; in 2012, the second Conference attracted 140 students. We are hoping to achieve attendance of 200 students at the 2013 Conference.</i>	
2.2b.2. <i>Establish a multi-year baseline of the number of recent Latino high school graduates who enroll in the district</i>	Director, Institutional Research and Assessment	October 2012	Complete <i>Baseline data on the number of recent Latino high school graduates from San Luis Obispo County high schools that have enrolled in the District follows: 2011-2012 – 242; 2010-2011 – 240; 2009–2010 – 228. It appears that in the most recent two academic years, the number of local Latino high school graduates who enroll in the District has leveled off. Additional data provided by the Director of Institutional Research shows that the number of local Latino high school graduates has increased in the past three academic years from 655 in 2009-2010 to 758 in 2010-2011 and 795 in 2011-2012; however, the college-going rate of this population has decreased each year from 34.8% in 2009-2010 to 31.7% in 2010-2011 and to 30.4% in 2011-2012.</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
2.2b.3. Review the implementation plan with President's Cabinet and College Council	Vice President of Academic Affairs and Executive Dean of North County Campus and South County Center	November 2012	Complete <ul style="list-style-type: none"> • 11/12/12: The Vice President of Academic Affairs reviewed the implementation plan with the President's Cabinet. • 11/27/12: The Executive Dean of NCC and SCC reviewed the implementation plan with College Council. 	
2.2b.4. In collaboration with the Latina Leadership Task Force, implement the plan as scheduled	Vice President of Academic Affairs and Executive Dean of North County Campus and South County Center	Fall and spring semesters 2012-2013	Scheduled for completion by plan date. <ul style="list-style-type: none"> • Regular planning meetings are taking place between LLN members; • Keynote speaker has been confirmed; • Representatives from various Cuesta Programs have been confirmed 	
2.2b.5. – Host the event in collaboration with the Latina Leadership Task Force – Survey participants to assess their perceptions of the conference and their recommendations for improvements to the conference - Analyze the survey results to prepare a report on the conference including a recommendation whether to host a conference in spring 2014	Vice President of Academic Affairs and Executive Dean of North County Campus and South County Center	June 2013	Scheduled for completion by plan date.	

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.6. – Present the summary report on the conference to 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>August 2013</i>	<i>Scheduled for completion by plan date.</i>	
<i>2.2b.7. Compare the number of recent Latino high school graduates who enroll in the district for fall 2013</i>	<i>Director, Institutional Research and Assessment</i>	<i>September 2013</i>	<i>Scheduled for completion by plan date.</i>	

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

Assessment of Institutional Objective 3.1:

2012 Fall Assessment

Proposed definition of categories of groups and committee structure

- **Complete.** Utilizing the work previously completed by a Task Force on Leadership during the prior year, in addition to recommendations made by our planning consultant Dr. Eva Conrad, a draft of the Decision-Making Handbook was completed ahead of schedule. The draft Handbook includes the categories of groups and committee structures.

2013 Spring Assessment

Draft San Luis Obispo County Community College District Decision-Making and Participatory Governance Handbook

2013 Fall Assessment

Final San Luis Obispo County Community College District Decision-Making and Participatory Governance Handbook

Web address for the San Luis Obispo County Community College District Decision-Making and Participatory Governance Handbook

2014 Spring Assessment

Not applicable

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. • Complete the draft San Luis Obispo County Community College District Participatory Governance: Decision-Making and Committee Handbook, which was then sent to the Superintendent/President and Academic Senate President on September 28, 2012. 	

Action Steps for Institutional Objective 3.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>3.1.2. - Incorporate feedback into the proposed definition of categories of groups and committee structure</p> <ul style="list-style-type: none"> - 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 	Superintendent/President	October 2012	N/A See 3.1.1 above	
<p>3.1.3. - Draft the preliminary chapters of the Handbook</p> <ul style="list-style-type: none"> - 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	<p>Complete. See 3.1.1 above.</p> <ul style="list-style-type: none"> • 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. 	

Action Steps for Institutional Objective 3.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
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	Scheduled for completion by plan date. <ul style="list-style-type: none"> 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. 	
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	Scheduled for completion by plan date.	
3.1.6. – Ensure online and print publication of the Handbook to facilitate wide distribution	Superintendent/ President	April 2013	Scheduled for completion by plan date.	

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 3.2

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

Assessment of Institutional Objective 3.2:

2012 Fall Assessment

Not applicable

2013 Spring Assessment

Not applicable

2013 Fall Assessment

Not applicable

2014 Spring Assessment

Completed documents:

- *Spring 2014 Decision-Making and Participatory Governance Processes Assessment Report*
- *Superintendent/President’s information report on agreed-upon changes to the district decision-making and participatory governance processes*
- *San Luis Obispo County Community College District Decision-Making and Participatory Governance Handbook 2014*

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 2014	Scheduled for completion by plan date.	

Action Steps for Institutional Objective 3.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<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 2014</i>	<i>Scheduled for completion by plan date.</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 2014</i>	<i>Scheduled for completion by plan date.</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 2014</i>	<i>Scheduled for completion by plan date.</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 2014</p>	<p>Scheduled for completion by plan date.</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 2014</p>	<p>Scheduled for completion by plan date.</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

Assessment of Institutional Objective 4.1:

2012 Fall Assessment

Handouts distributed during fall flex 2012 presentation and minutes from five committee meetings indicating when the training occurred

- **Complete.** In addition to an opening day presentation, a three-hour integrated planning workshop was presented during flex week with strong attendance. Training conducted with five key committees.

2013 Spring Assessment

Assessment of district-wide awareness of the integrated planning model included in the assessment of planning processes

2013 Fall Assessment

Handouts distributed during fall flex 2013 presentation and minutes from five committee meetings indicating when the training occurred

2014 Spring Assessment

Not applicable

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 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 Accreditation Website.</p> <p>Complete August 17, 2012 8:00 - 11:30 am. Fall 2012 Opening Day Presentation: PowerPoint available on Accreditation Website</p>	

Action Steps for Institutional Objective 4.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<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</p> <p>PowerPoint presentation completed. Available on Share Point and Accreditation Website.</p> <p>Collaborated with Cabinet, 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</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 for 2012-2013. • 10/25/2012 presented integrated planning overview to ASCC. 	

Action Steps for Institutional Objective 4.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
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)	Vice President of Administrative Services and Administrative Co-chair of the Institutional Effectiveness Committee	February 2013	Scheduled for completion by plan date.	
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 - Present the integrated planning model and the manual to a district-wide audience on Opening Day	Superintendent/ President, Accreditation Liaison Officer, and Academic Senate President	August 2013	Scheduled for completion by plan date.	
4.1.6. - Collaborate to develop a 10-minute overview of the integrated planning model with an emphasis on changes in the planning processes - Collaborate with Committee Co-Chairs to include this item on one agenda	Accreditation Liaison Officer and Academic Senate President	September 2013	Scheduled for completion by plan date.	
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	Accreditation Liaison Officer and Academic Senate President	October 2013	Scheduled for completion by plan date.	

Note: The second assessment of the district-wide awareness of the integrated planning model will be in spring 2015 (see the timeline and process chart on assessment of planning processes in the *San Luis Obispo County Community College District Integrated Planning Manual*).

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

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

Assessment of Institutional Objective 4.2:

2012 Fall Assessment

- *August – December minutes of President’s Cabinet meetings*
 - *A review of progress on each action step for a given month is reviewed at the first cabinet meeting of the month and recorded in the cabinet minutes.*
- *Completed document: San Luis Obispo County Community College District Strategic Plan 2014-2016*
 - *The actions steps identified in the Strategic Plan are monitored on a monthly basis as well as the activities outlined in the Integrated Planning Calendar.. These are also recorded in the cabinet minutes on a monthly basis.*

Complete: All action taken as outlined in 2012 Fall Assessment. Regular review at Superintendent/President level increased administrative awareness of all objectives and has assured all tasks are completed on time.

2013 Spring Assessment

- *January – May minutes of President’s Cabinet meetings*
- *Revised District Mission*
- *Inventory of completed Institutional Program Planning and Reviews*
- *For resource allocation: Cluster Priorities and Institutional Priorities*
- *Completed document: Spring 2013 Progress Report on San Luis Obispo County Community College District Strategic Plan*

2013 Fall Assessment

- *August – December minutes of President’s Cabinet meetings*

2014 Spring Assessment

- *January – May minutes of President’s Cabinet meetings*
- *Inventory of completed Institutional Program Planning and Reviews*
- *Completed document: Spring 2014 Progress Report on San Luis Obispo County Community College District Strategic Plan*

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 Integrated Planning Manual</p> <p>- Post the master calendar online and distribute a hard copy in training sessions and to the responsible parties identified in the Integrated Planning Manual</p>	<p>Accreditation Liaison Officer</p>	<p>August 2012</p>	<p>Complete</p> <p>Calendar prepared, posted on the accreditation website and distributed in training sessions by Accreditation Liaison Officer.</p>	<p>Scheduled out for five years.</p>
<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>	<p>Superintendent/President</p>	<p>Each month from August 2012 through May 2014</p>	<p>Complete</p> <p>Superintendent/President calls for a progress report on the tasks and members discuss results in the first Cabinet meeting of the month. 8/29/2012, 9/5/2012, 9/24/2012 10/3/2012, 11/19/2012 and ongoing.</p>	
<p>The action steps, responsible parties and target completion dates identified in the San Luis Obispo County Community College District Integrated Planning Manual 2012 will not be repeated in this document. The timeline and process charts in the Integrated Planning Manual will be used to track completion of these processes and a report of these activities will be included in the annual Progress Reports.</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

Assessment of Institutional Objective 5.1:

2012 Fall Assessment

Version 1 of the 2012-2013 activities that distribute invitations to business and civic leaders

- **Complete.** The process of collecting information was not easy. The business inventory was challenging to compile due to the definition of event and/or activities and some found it limiting to include only invitation-related events. The collection of invitee and attendee lists are much more difficult, as people send the general information about the event without completing the piece on who was invited. The Fundraising Council proved invaluable in the initial compilation and follow up. Response to the district-wide email yielded good data, as it almost doubled the initial list.

2013 Spring Assessment

Version 2 of the 2012-2013 activities that distribute invitations to business and civic leaders

Analysis of business and civic leaders who were invited and who attended activities in 2012-2013

2013 Fall Assessment

To be determined

2014 Spring Assessment

To be determined

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>	Complete <i>Identified the Fundraising Council as the group to collaborate on this Institutional Objective.</i>	

Action Steps for Institutional Objective 5.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>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</p> <p>- Circulate the draft inventory of 2012-2013 activities district-wide and request additions and corrections</p>	Executive Director, Advancement and Foundation	September 2012	<p>Complete</p> <ul style="list-style-type: none"> 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. 	None
<p>5.1.3. - Revise the 2012-2013 inventory based on the feedback</p> <p>- 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</p>	Executive Director, Advancement and Foundation	October 2012	<p>Complete</p> <ul style="list-style-type: none"> 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 11/17/2012 Updated inventory reviewed by Fundraising Council. 	Define specific event types prior to requesting inventory.
<p>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</p>	Executive Director, Advancement and Foundation	January 2013	Scheduled for completion by plan date.	

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>Scheduled for completion by plan date.</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>Scheduled for completion by plan date.</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 5.2

Increase participation at district events for K-12 districts and universities

Assessment of Institutional Objective 5.2:

2012 Fall Assessment

Version 1 of the 2012-2013 activities that distribute invitations to K-12 districts and universities

- **Complete.** Version 1 proved to be difficult to assemble as contributors district-wide submitted many outreach activities beyond the definition provided in 5.2. Once honed down to activities as specified, the work group assessed the list and determined that the focus would be to increase department/division participation in the district events hosted for K-12 districts and universities. For Example - increasing participation by Student Services & Marketing in events hosted by the Music Department and/or Athletics – to provide information about Cuesta College to potential students. Attention will be given to this strategy in spring 2013.

2013 Spring Assessment

Version 2 of the 2012-2013 activities that distribute invitations to K-12 districts and universities

Analysis of K-12 districts and universities that were invited and that attended activities in 2012-2013

2013 Fall Assessment

To be determined

2014 Spring Assessment

To be determined

Action Steps for Institutional Objective 5.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<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>	Complete. <i>The Superintendent/President appointed members of the group.</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> <ul style="list-style-type: none"> • 9/11/2012 Institutional Objective 5.2 discussed as Enrollment Management Committee agenda item and plan outlined. • 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. • Compiled first draft inventory based on contributions from the group and shared with group to solicit additional district-wide inventory items. • 9/28/2012 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 the goal of further refining the draft inventory of all 2012-2013 activities before sending Version 1 to a wider district audience. 	<p>All action steps slated for completion during the academic year 2012-13.</p>

Action Steps for Institutional Objective 5.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>5.2.3. - Revise the 2012-2013 inventory based on the feedback</p> <ul style="list-style-type: none"> - 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 	<p>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>October 2012</p>	<p>Complete</p> <ul style="list-style-type: none"> • 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. • 10/23/2012 E-mail sent distributing the 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. 	
<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>	<ul style="list-style-type: none"> • 12/5/2012 Follow-up phone calls to WED and Financial Aid Offices requesting information to add to the inventory- received and incorporated. <p>Scheduled for completion by plan date.</p>	

Action Steps for Institutional Objective 5.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
<p>5.2.5. - 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>Vice President, Student Services and Vice President, Academic Affairs</p>	<p>February 2013</p>	<p>Scheduled for completion by plan date.</p>	
<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> <ul style="list-style-type: none"> - Determine whether or not to develop and circulate such an inventory for 2013-2014 	<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>Scheduled for completion by plan date.</p>	

San Luis Obispo County Community College District

December 2012

Enrollment Management Plan 2012-2014 Progress Report

EMC Initiative 1: Collaborate with the Academic Senate, Academic Affairs, Student Services, and local area high school leadership to establish routine counseling visits to local high schools for spring 2013 that pair career technical faculty and transfer faculty with counselors.

<i>Strategies for EMC Initiative 1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Action Steps</i>
1.1. Contact local area high school leadership to establish access.	Director of Counseling	October 2012 and each year thereafter	Completed. Director of counseling presented evidence at the September 11, 2012 EMC meeting.	
1.2. Form a work group that includes deans, the Director of Counseling, and faculty to monitor and support the implementation of high school visits.	Director of Counseling	October 2012 and each year thereafter	Completed. Work group composition was reported to the EMC co-chairs in September.	
1.3. Develop a master schedule of local high school visitation dates that is integrated with Scheduling and Reporting System (SARS)	Director of Counseling	February 2013 and each year thereafter	Master Schedule was created and presented to the Enrollment Management Committee at the November 27, 2012 meeting.	
1.4. The work group will give monthly reports to the Enrollment Management Committee containing: <ul style="list-style-type: none"> • A review of the outcomes from local high school visits • Calendar and schedule effectiveness and utilization 	Task group	Monthly beginning in October 2012	Work group status reports were made a standing item on EMC Agendas starting at the October 16, 2012 EMC meeting.	
1.5. Analyze the impact of high school visits through data analysis and results of surveys	Director of Institutional Research	Fall 2013		

EMC Initiative 2: Collaborate with appropriate groups to recommend strategies to increase the number of Latino/Latina high school graduates who may enroll in the San Luis Obispo County Community College District for the 2012-2013 academic year.

<i>Strategies for EMC Initiative 2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Action Steps</i>
2.1. Latina Leadership Network members will provide an overview of state-wide and local program to the Enrollment Management Committee	LLN Representatives and EMC Co-chairs	May 2012	Completed. An update was also presented at the October 16, 2012 EMC meeting.	
2.2. The Enrollment Management Committee will investigate the feasibility of implementing a cultural audit district-wide and implement it if feasible.	EMC Co-chairs	October 2012	Completed. Discussion resulted in a recommendation to continue to gather data, but that a formal cultural audit would be recommended for the 2013-14 academic year.	Cultural audit to be performed during the 2013-14 academic year.
2.3. If a cultural audit is conducted, the results of it will be shared with the Enrollment Management Committee and other appropriate committees	EMC Co-chairs	February 2013	No action required.	
2.4. The Enrollment Management Committee will analyze the feasibility and benefits of the San Luis Obispo County Community College District hosting an annual LLN Conference	EMC Co-chairs	October 2012	Completed. LLN conference was endorsed by the EMC at the October 16, 2012 meeting.	
2.5. Form a workgroup consisting of EMC members, faculty, and staff whose purpose is to coordinate the annual Educate Conference	EMC Co-chairs	Fall 2013	Completed. Work group composition was reported to the EMC co-chairs in September.	
2.6. Workgroup members will attend monthly Latina Leadership Network meetings, reporting on progress to the Enrollment Management Committee beginning in November 2012.	Workgroup Liaison	November 2012	<ul style="list-style-type: none"> Continuing. Educate Conference will take place at the North County Campus on Friday March 22, 2013. Keynote speaker Dean Florez is confirmed. Several Cuesta College Departments have confirmed participation, including Business Education, Business & Entrepreneurship Center, Welding, Criminal Justice, Counseling, Financial Aid, Chemistry, and Biology; 	

			<ul style="list-style-type: none"> • Collaboration is taking place between LLN and Marketing to produce a Latino/Multilingual/Multicultural booklet of Cuesta employees who are bilingual, bicultural, and/or willing to be a point of contact for Latino and other non-native English speaking Cuesta students. • The implementation plan was reviewed with President's Cabinet on November 20th by VP Deborah Wulff; • The implementation plan was reviewed with College Council on November 27th by Executive Dean Gary Rubin 	
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Strategies for EMC Initiative 2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
2.7. The Enrollment Management Committee will analyze whether monetary support for the development/ implementation of the Educate Conference should be given.	EMC Co-chairs	December 2012	Completed. A proposal recommending that the Superintendent President assist with matching Foundation funds was approved at the October 16, 2012 EMC meeting. Funding in the approximate amount of \$15,500 to cover all anticipated expenses of the March 22, 2013 Conference has been secured from various sources including the President's Innovation Fund, the Cuesta College Foundation, Wells Fargo Bank, and CTE Grant Funding.	<i>Funding sources for future conferences will need to be secured. No ongoing stream of funding has been obtained.</i>
2.8. The Enrollment Management Committee will regularly review data of the recent Latino high school graduates who enroll in the San Luis Obispo County Community College District and recommend strategies to increase that number.	EMC Co-chairs	January 2013	The number of SLO County high school Latino graduates who have enrolled at Cuesta College in each of the past three years is as follows: <ul style="list-style-type: none"> • 2011/2012 - 242 • 2010/2011 – 240 • 2009/2010 – 228 This data was reviewed with EMC and included in the Implementation Plan for the Educate Conference.	
2.9. The Enrollment Management Committee will share the strategies to increase the number of Latino high school graduates who enroll in the San Luis Obispo County Community College District with the Latina Leadership Network.	EMC Co-chairs	January 2013		
2.10. The Enrollment Management Committee will annually evaluate the effectiveness of strategies to increase the number of recent Latino high school graduates who enroll in the San Luis Obispo County Community College District and recommend changes to strategies to maximize that number.	EMC Co-chairs	March/April 2013		

EMC Initiative 3: Collaborate with appropriate vice presidents, faculty, deans, and counselors to develop a semester-by-semester sequence of courses required for engineering, liberal arts, and business transfer students.				
<i>Strategies for EMC Initiative 3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Action Steps</i>
3.1. Form a workgroup for engineering course sequence recommendations consisting of engineering and science faculty, a dean, and counselors specializing in engineering transfer.	EMC Co-chairs	October 2012	Completed. Work group composition was reported to the EMC co-chairs in September.	
3.2. Form a workgroup for liberal arts course sequence recommendations consisting of liberal arts faculty, a dean, and counselors specializing in liberal arts transfer.	EMC Co-chairs	October 2012	Completed. Work group composition was reported to the EMC co-chairs in September.	
3.3. Form a workgroup for business course sequence recommendations consisting of business faculty, a dean, and counselors specializing in business transfer.	EMC Co-chairs	October 2012	Completed. Work group composition was reported to the EMC co-chairs in September.	
3.4. Each workgroup will compile a list of core, support, and their associated pre-requisite courses for their major.	EMC Co-chairs	November 2012	Completed. Engineering and Business transfer lists were compiled and discussed at Enrollment Management Committee meetings during November. Also in alignment with the Strategic Plan Institutional Goal #1, templates were developed to 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.) Due to the breadth of courses available to complete Liberal Arts degrees, the EMC approved the core degree patterns as achieving Initiative 3.4 at their meeting on December 11, 2012. The Liberal Arts portion for EMC initiative #3 will be reported in EMC Initiative #5 due to overlap.. See EMC Initiative #5.	

Strategies for EMC Initiative 3	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
3.5. Each workgroup will create a sequential list of courses to complete transfer requirements.	Workgroup Liaison	January 2013	Completed: Engineering Transfer and Business transfer have completed the sequential list of courses and mapping of course frequency for semesters, campus, day and evening. Liberal Arts: See EMC Initiative #5	
3.6. In collaboration with appropriate division chairs, counselors, and deans, a semester-by-semester flowchart of courses is generated by each workgroup.	Workgroup Liaison	Mid-March 2013	In-progress. Flowchart templates were discussed at the Enrollment Management Committee meeting on November 27, 2012. Liberal Arts: See EMC Initiative #5	
3.7. The Enrollment Management Committee submits the endorsed flow charts to the Vice President of Academic Affairs for feedback from the deans and divisions and to the Vice President of Student Services for feedback from the counselors.	EMC Co-chairs	March 2013	Liberal Arts: See EMC Initiative #5	
3.8. After receiving feedback from the appropriate groups, the workgroups make necessary changes (if required).	Workgroup Liaison	April 2013	Liberal Arts: See EMC Initiative #5	
3.9. Each workgroup presents a flowchart of courses to the Enrollment Management Committee for recommended changes until it is endorsed by the committee.	Workgroup Liaison	April 2013	Liberal Arts: See EMC Initiative #5	
3.10. The Enrollment Management Committee presents an idealized semester-by-semester sequence of courses for engineering, liberal arts, and business majors to the Vice President of Student Services and the Vice President of Academic Affairs.	EMC Co-chairs	May 2013	Liberal Arts: See EMC Initiative #5	

EMC Initiative 4: Collaborate with appropriate faculty, deans, and counselors to develop a semester-by-semester sequence of courses of prerequisites for the nursing program.				
Strategies for EMC Initiative 4	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
4.1. Form a workgroup for nursing prerequisite course sequence recommendations consisting of nursing and science faculty, a dean, and counselors specializing in the Nursing and Allied Health certificates.	EMC Co-chairs	October 2012	Completed. Work group composition was reported to the EMC co-chairs in September.	
4.2. Each workgroup will compile a list of core, support, and their associated pre-requisite courses for their major.	Workgroup Liaison	October 2012	Completed. Lists were compiled and discussed at Enrollment Management Committee meetings during November. Also in alignment with the Strategic Plan Institutional Goal #1, templates were developed to Identify the frequency with which courses required for prerequisites for nursing are offered by campus site, by delivery method, and by schedule (day, evening, etc.)	
4.3. Each workgroup will create a sequential list of courses to complete pre-requisite requirements.	Workgroup Liaison	January 2013	In-progress. Work group status reports were made a standing item on EMC Agendas starting at the October 16, 2012 EMC meeting.	
4.4. In collaboration with appropriate division chairs, counselors, and deans, a semester-by-semester flowchart of courses is generated by each workgroup.	Workgroup Liaison	Mid-March 2013	In-progress. Flowchart templates were discussed at the Enrollment Management Committee meeting on November 27, 2012.	
4.5. The Enrollment Management Committee submits the endorsed flow charts to the Vice President of Academic Affairs for feedback from the deans and divisions and to the Vice President of Student Services for feedback from the counselors.	EMC Co-chairs	March 2013		
4.6. After receiving feedback from the appropriate groups, the workgroups make necessary changes (if required).	Workgroup Liaison	April 2013		

<i>Strategies for EMC Initiative 4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Action Steps</i>
4.7. Each workgroup presents a flowchart of courses to the Enrollment Management Committee for recommended changes until it is endorsed by the committee.	Workgroup Liaison	April 2013		
4.8. The Enrollment Management Committee presents an idealized semester-by-semester sequence of courses for nursing pre-requisites to the Vice President of Student Services and the Vice President of Academic Affairs.	EMC Co-chairs	May 2013		

EMC Initiative 5: Collaborate with appropriate faculty, deans, and counselors to develop a semester-by-semester sequence of courses required for Liberal Arts (with social and behavioral sciences emphasis) and Liberal Arts (with mathematics and science emphasis).				
Strategies for EMC Initiative 5	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
5.1. Form a workgroup for Liberal Arts (with social and behavioral sciences emphasis) course sequence recommendations consisting of social and behavioral sciences and liberal arts faculty, a dean, and counselors specializing in Liberal Arts degrees.	EMC Co-chairs	October 2012	Completed. Work group composition was reported to the EMC co-chairs in September. The workgroup identified through EMC overlaps with the Liberal Arts Curriculum sub-committee's Emphasis Groups. The workgroup decided that the third emphasis should be added: Liberal Arts with <u>Arts and Humanities</u> 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 Degree "transfer" major course progress and will be recorded here.	
5.2. Form a workgroup for Liberal Arts (with mathematics and science emphasis) course sequence recommendations consisting of mathematics, sciences, and liberal arts faculty, a dean, and counselors specializing in Liberal Arts degrees.	EMC Co-chairs	October 2012	Completed. Work group composition was reported to the EMC co-chairs in September.	
5.3. Each workgroup will compile a list of core, support, and their associated pre-requisite courses for their major.	EMC Co-chairs	October 2012	Due to the breadth of courses available to complete Liberal Arts degrees, the EMC approved the core degree patterns as achieving Initiative 5.3 at their meeting on December 11, 2012.	

5.4. Each workgroup will create a sequential list of courses to complete pre-requisite requirements.	Workgroup Liaison	January 2013	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.	In lieu of sequencing, the Liberal Arts Curriculum Sub-Committee and Emphasis Groups are proposing ways to increase enrollment such as website links from the curriculum page to liberal arts degree patterns, adding rubric-matched courses, and assisting students in applying for the degrees they may have already earned.
5.5. In collaboration with appropriate division chairs, counselors, and deans, a semester-by-semester flowchart of courses is generated by each workgroup.	Workgroup Liaison	Mid-March 2013	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. The Liberal Arts Emphasis Groups will complete a spreadsheet with the large variety of liberal arts courses mapping the frequency for semesters, campuses, and time of day.	
5.6. The Enrollment Management Committee submits the endorsed flow charts to the Vice President of Academic Affairs for feedback from the deans and divisions and to the Vice President of Student Services for feedback from the counselors.	EMC Co-chairs	March 2013		
5.7. After receiving feedback from the appropriate groups, the workgroups make necessary changes (if required).	Workgroup Liaison	April 2013		
5.8. Each workgroup presents a flowchart of courses to the Enrollment Management Committee for recommended changes until it is endorsed by the committee.	Workgroup Liaison	April 2013		

<i>Strategies for EMC Initiative 5</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Action Steps</i>
5.9. The Enrollment Management Committee presents an idealized semester-by-semester sequence of courses for Liberal Arts (with social and behavioral sciences emphasis) and Liberal Arts (with mathematics and science emphasis) to the Vice President of Student Services and the Vice President of Academic Affairs.	EMC Co-chairs	May 2013		

EMC Initiative 6: Collaborate with appropriate faculty, deans, and counselors to increase the capture rate of the local 24-40 age cohort by 2% annually.				
Strategies for EMC Initiative 6	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Action Steps
6.1. Form a workgroup comprised of faculty, deans, counselors, and a marketing representative.	EMC Co-chairs	October 2012	Completed. Work group composition was reported to the EMC co-chairs in September.	
6.2. Institutional Research provides an overview of course demand and future course demand projections for the 24-40 age cohort.	Director of Institutional Research and EMC Co-chairs	October 2012	Completed in October, 2012.	
6.3. Workgroup will develop a marketing campaign targeting the cohort and present it to the Enrollment Management Committee.	Workgroup Liaison	November 2012	The workgroup recommended that this timeline be modified in light of the timeline established for its completion in the Strategic Plan. The revised timeline was presented and approved by the EMC at the November 27 th meeting.	<i>Modified Date: March 2013</i>
6.4. The Enrollment Management Committee will provide feedback to the workgroup until a final marketing campaign is approved.	EMC Co-chairs	November/ December 2012	The workgroup recommended that this timeline be modified in light of the timeline established for its completion in the Strategic Plan. The revised timeline was presented and approved by the EMC at the November 27 th meeting.	<i>Modified Date: May 2013</i>
6.5. The Enrollment Management Committee presents a recommended marketing campaign to the Planning and Budget Committee for approval.	EMC Co-chairs	November/ December 2012	The workgroup recommended that this timeline be modified in light of the timeline established for its completion in the Strategic Plan. The revised timeline was presented and approved by the EMC at the November 27 th meeting.	<i>Modified Date: September 2013</i>
6.6. The Enrollment Management Committee presents a recommended marketing strategy to the President/ Superintendent for action.	EMC Co-chairs	December 2012	The workgroup recommended that this timeline be modified in light of the timeline established for its completion in the Strategic Plan. The revised timeline was presented and approved by the EMC at the November 27 th meeting.	<i>Modified Date: September 2013</i>

EMC Initiative 7: Collaborate with the office of the Vice President of Administrative Services to recommend term-by-term annual FTES targets to the Planning and Budget Committee and the Office of the Superintendent/President.				
<i>Strategies for EMC Initiative 7</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Action Steps</i>
7.1. Ask the Office of the Vice President of Administrative Services for a report on State budget projections and its effect on apportionment.	EMC Co-chairs	September 2012	Completed. Report given during the August 28, 2012 EMC meeting.	
7.2. Develop proposed term-by-term FTES targets based upon information from the Vice President of Administrative Services that is consistent with the district's Mission, Educational Master Plan, and Strategic Plan. The FTES targets will include term by-term instructional cost projections to generate proposed FTES.	EMC Co-chairs	September 2012	Completed. See the Proposal for FTES Target Recommendations from the Enrollment Management Committee (August 28, 2012 EMC meeting).	
7.3. Present the recommended FTES targets to the Planning and Budget Committee for its endorsement.	EMC Co-chairs	October 2012	Completed. Presented on September 4, 2012.	
7.4. Present the recommended FTES targets to the Superintendent/ President for action.	EMC Co-chairs	October 2012	Completed. Presented in September.	

San Luis Obispo County Community College District

December 2012

Equal Employment Opportunity Plan 2012-2015 Progress Report

Equal Employment Opportunity Plan Initiatives – Progress Report as of December 12, 2012

Initiative	Responsible Party	Progress	Target Completion Date
EEO Plan is available on the Human Resources Website (p.14*).	Executive Director, Human Resources & Labor Relations	The EEO Plan has been posted to the public website and the <i>myCuesta</i> intranet site	Completed Fall 2012.
EEO Office shall conduct training of all individuals involved in the recruitment, screening, selection of personnel regarding Title 5 regulations on equal opportunity employment pursuant to Title 5 § 53003(c)(4) (p. 15*).	Executive Director, Human Resources & Labor Relations	The Cultural Diversity & Student Equity Committee, acting as the EEO Committee, developed an online EEO training which is available on <i>myCuesta</i> . All members of selection committees are expected to complete the training and take the accompanying quiz. Completion is monitored by Human Resources	Training module complete. Online training piloted with managers, supervisors and confidentials and other volunteers in Spring and Summer 2012. Compliance assured for all hiring committee members effective Fall 2012.
Refine Appendix A of the San Luis Obispo County Community College District Equal Employment Opportunity Plan (p.27*)	Cultural Diversity & Student Equity Committee	The Appendix was refined by CDSE prior to publication of the Plan. Organizations will be added or removed, as appropriate, on an annual basis.	Completed for 2012. To be reviewed by September, 2013.
Each year, the district office will provide all employees with a copy of the board's EEO policy statement and a written notice summarizing the components of the district's EEO plan, importance of employees' participation, location where complete copies of the plan are available (p.14*).	Superintendent/President's Office	EEO policy statement and written notice was emailed to all employees in September 2012.	Completed for 2012. To be sent again in Fall, 2013.

Human Resources Office will provide all new employees with a copy of the written notice described above when they commence their employment with the district (p.14).	Executive Director, Human Resources & Labor Relations	All new employees are provided with a copy of the written notice, summarizing the components of the Plan.	Upon hire effective September 2012 and ongoing.
EEO Officer will provide written notice to community and professional organizations concerning the EEO Plan, and shall solicit their assistance in identifying diverse qualified candidates (p. 15*).	Executive Director, Human Resources & Labor Relations		Notice and solicitation to be sent January, 2013.
Human Resources Department will survey the District's workforce composition and monitor applicants form employment on an ongoing basis to evaluate the district's progress in implementing the plan, to provide data needed for the reports required by this plan, and to determine whether any monitored group is underrepresented (p. 16*)	Executive Director, Human Resources & Labor Relations	The District's workforce composition and representation was analyzed for the EEO Plan which was published in March of 2012.	Workforce analysis to be completed annually; next date: Spring 2013.
Update Affirmative Action Plan (BP 1550) to Equal Employment Opportunity (BP 3420) (p.3*).	Executive Director, Human Resources & Labor Relations	The HR Director will draft an update to replace the AA Plan policy with and EEO plan policy, with input from CDSE, College Cabinet, and campus governance groups, and present it to the Board of Trustees for approval.	To be completed Spring 2013.

<p>The San Luis Obispo County Community College District Equal Employment Opportunity Plan shall be reviewed and revised every three years (p. 16*).</p>	<p>Cultural Diversity & Student Equity Committee</p>	<p>The current EEO Plan was published in March of 2012.</p>	<p>Scheduled for update Spring 2015.</p>
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San Luis Obispo County Community College District

December 2012

Long-Term Fiscal Plan 2012-2017 Progress Report

District Budget Performance	Strategies to address issue	Targeted Outcome	Benchmarks	Progress
The District has a reasonable fund balance and the underlying foundation is solid.	Staff will use a budget performance modeling tool to conduct an analysis of the relationships between the actual and projected budgets.	To ensure that actual budgets are more closely aligned with the expected outcomes	Reduction of the disparity between actual and adopted budgets.	<ul style="list-style-type: none"> •Concept presented at the June 2012 Board Meeting. •Template is being refined for January 2013 implementation.
	After the second and third quarters, staff will systematically provide comparisons of the current actual budget with the adopted budget.	Increase communication to increase accuracy of budgeting.	Increased communication on budget performance to all district constituencies.	<ul style="list-style-type: none"> •To be completed in February 2013 and April 2013.

Budget Development	Strategies to address issue	Targeted Outcome	Benchmarks	Progress
The budget is developed via analysis of previous budget variances between actual and budgeted accounts, sound budget assumptions, and Unit, Cluster and Institutional needs to fulfill the district's Mission, Goals and Objectives.	Variances will be presented to the Planning and Budget committee with an explanation indicating whether difference are due to one-time or ongoing events.	The Planning and Budget Committee may recommend change to the budget base upon this information.	Reduction in the disparity between actual and adopted budgets.	<ul style="list-style-type: none"> •Budget and audit of 2011-2012 completed so analysis can get started for 2011-2012. •Presented to Planning and Budget in November 2012 for further discussion in December 2012.
Identified outside sources of revenue: <ul style="list-style-type: none"> •Increased Foundation Support •Secure a bond or a parcel tax •Grants •Surcharge on facilities •Leasing or sale of assets •Student fees •Maximize profitability of revenue generating, auxiliary and enterprise programs •Securing of funding to future capital needs 	Vice President of Administrative Services will present a feasibility study to the Superintendent / President for action.	Increased revenue for the district to support its mission, student learning outcomes and Institutional Objectives.	Increased communication on budget performance to all constituencies.	Information gathering for analysis in order to conduct feasibility studies, specifically in the areas of surcharge on facilities, leasing and sale of assets, student fees and enterprise programs.
District will establish two budgetary line items: one that specifically supports the Technology Plan and one that specifically	A budgetary line item for the Technology Plan.	Establishment of a budgetary line item for the Technology Plan.	Line items established for operational plans.	The Foundation has committed up to \$100,000 per year to support the implementation of the Technology Plan. This

supports the Strategic Plan.				committed was implemented in 2011-2012.
Establishment of a budgetary line item for the Technology Plan.	A budgetary line item that specifically supports the Strategic Plan.	Establishment of a budgetary line item that specifically supports the Strategic Plan.	Line item established in support of the Strategic Plan	A line item of \$5,000 was recommended by the Planning and Budget Committee and implemented in the 2012-2013 budget for Institutional Objectives.

Long-Term Obligations	Strategies to address issue	Targeted Outcome	Benchmarks	Progress
With the exception of load banking, the district has developed a solid plan to handle its long-term obligations.	Staff will develop and implement a process to record banked load as an expense when the time is earned.	Ensure that this long-term obligation (banked load) is accounted for in the district budget.	Banked load will be accounted for during the budget year from which it was earned.	Not valid. The district had received an audit finding for doing what the strategy is suggesting, therefore the district discontinued this practice. We have since inquired with the auditors again regarding this practice and was told not to.

Pending Capital Needs	Strategies to address issue	Targeted Outcome	Benchmarks	Progress
The district has developed specific plans to identify pending capital needs with its Facilities and Technology Plans. Given the economic forecast for the next four years, funding for such projects will not readily exist.	<ul style="list-style-type: none"> •Loans •Implement a savings program through the budgeting process for anticipated needs •Capital Fund Campaign •Successful Bond Campaign 	Funding secured for prioritized capital needs.	Funding secured for prioritized capital needs.	Research is being done on the possibility of attempting a bond in 2014.

San Luis Obispo County Community College District

December 2012

Resource Development Plan 2012-2013 Progress Report

1: Increase the effective communications with our constituents resulting in positive brand awareness

Action	Timeframe	Progress report September 30, 2012	Progress report October 24, 2012	Progress report December 12, 2012
Assess the Summer School 2012 Marketing Plan success in achieving mid-size school status	Implementation March 2012 until June 2012	Multi-level mini-campaign created and implemented usign Foundation support and media donations from March to July 2012.		
	July 2012 assessment	Intail review completed, but found gaps in data	Could be improved with additional data from Institutional Research and campus for analysis, recommendation for future: confirming tools (ie google analytics) are in place and can collect data, as well as a student survey piece	Additional source of data identified and collected from Counseling Department. This data will be used to move ahead as part of the overall marketing district strategy. Completed.
Implement messaging to internal and external stakeholders regarding accreditation status	Implementation through January 2013	Email and video updates, press release and presidential appearances/messaging continues, supported opening day event	Continuing the eblasts for alumni/donors, District Dialogs added to the current process for civic leader outreach	Continued to update website with timelines, documents and presidential communications, direct messaging to on and off campus constituent groups. Ongoing.
	February assessment and review			Recommend review move earlier to January to begin likely implementation the first week of February for marketing meeting. On schedule - move up to January.

Launch Campus-wide Website	Launch date September 10-14, 2012	Launch date moved to Sept 20 week, completed	Oct. 21 review with Computer Services regarding status	Completed.
	Ongoing with calendared 2.0 version and further implementation of smartphone and app versions		On schedule, no additional implementation until after Jan 2013. Web Committee to assist in timeline for additional transition for mobile and Web 2.0	On schedule
Implement 50 th Anniversary Marketing Strategy	Finalize Plan Fall 2012	Assigned as an Initiative for the Fundraising Council	Initiative agendaed for the Fundraising Council's November meeting	Final plan to be approved at January meeting (no December meeting). To be completed January 22.
	Implement starting Spring 2013			On schedule
Review marketing strategies from 2011-2012 focused on budget and targeted, segmented messaging to create a baseline of activity and benchmarks for the coming fiscal year	July 2012 review of 2011-2012	Completed review of 2011-12	Additional action requested from Enrollment Management Committee - regarding Strategic Goal for re-entry students due Oct 30, 2012. Marketing meeting followed and draft will be complete Oct 29.	Updated action of reentry goal moved to March 2013. To be completed March 2012.
	June 2013 review of 2012-2013			

<p>Create an MOU/MOA with the County Office of Education regarding shared operations and equipment in video recording / distribution</p>	<p>September 2012 completion</p>	<p>Meeting in June, follow up in September</p>	<p>MOA draft from County Office of Education sent to the Vice President of Administration Services, additional input is needed from Cabinet regarding this issue and is scheduled for October 31.</p>	<p>Cabinet reviewed October 31. Additional opportunities to collaborate with the County Office of Education have developed. HOLD until the partnership is defined.</p>
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2: Increase the amount of funds raised to meet the needs of the district

Action	Timeframe	Progress report September 30, 2012	Progress report October 24, 2012	Progress report December 12, 2012
Using the EMP addendum, Strategic Plan 2012-2014, IPPRs and additional input from appropriate campus committees (Planning and Budget, etc.), establish campus-wide funding priorities for fundraising initiatives	Summer 2012	Input collected	Spreadsheet created for data access Completed.	Completed
Create a baseline of fundraising activity: asks, moves management activity, and giving from 2011-2012	Fall 2012	In process - collecting reports and identifying donors for additional activity target November for completion	Reviewed donor lists by years of giving to create a target group Completed.	Completed.
Increase support to the Cuesta Fund : area of greatest need support, Technology Fund and Foundation Grants	Spring 2012 Review success of 2011-2012 campaign	Review completed July and August Development Committee meetings - targets reset for 2012-13	Development Committee on track to make asks, direct mail pieces confirmed, Phonathon process of space and human resources / payroll for student employees defined for November launch - including new constituent group of parents. Completed.	Update: Delayed phonathon start with the need for more student employees. - February launch.

Increase the number of Planned Gifts to the district	Hold seminars, with a goal to acquire new legacy gifts - one per semester	Hold Cuesta Gold in Fall 2012	Cuesta Gold completed with 30 guests	Follow up letters and phone calls made to guests / potential supporters. On schedule.
Increase the Number of Business Partners Program	Identify industries where participation needs to grow Summer 2012	Added media - stewardship needed, look at clusters		
	Engage businesses Fall 2012- Spring 2013	Post-ID	Media members luncheon held, promoted in the Fall Cuesta College News edition.	Continue engagement - On schedule.
Increase Major Giving, Endowment and Scholarship activity	Add new Endowments and new Scholarships in 2012-2013	5 new endowments scheduled for Fall 2012: 2x Polin, Schultz/Coats, Heritage Oaks, Gene Miller	No additional added since September, currently reviewing the existing endowments as part of the district's overall budget reduction plan	Identifying scholarships in need fo annual support - ongoing, On schedule.
Restructure the Director of Foundation Programs position to a Director of Development position with increased fundraising goals	Summer 2012	not started	not started	not started

Increase the effectiveness of the Fundraising Committee	Summer 2012 review/restructure	Reviewed, and will target the Strategic Plan 5.2, include any goals from Marketing Advisory	Goals are set with both fundraising and marketing roles including ties to accreditation standards	
	Fall/Spring implementation	First meeting Sept 11 - goal-setting		Fundraising Council has four set goals tied to accreditation and this plan. On schedule.
	Spring 2013 assessment			
Reinstate a grant writer position as part-time or contract-based	Fall 2012 hiring	Met with Executive Committee - established baseline of grants for 2012-13	no additional progress	no additional progress
	Spring implementation			

3: Increase relationship-building opportunities with current and potential supporters of the district, including “friend-raising” of alumni and stewardship of donors

Action	Timeframe	Progress report September 30, 2012	Progress report October 24, 2012	Progress report December 12, 2012
Increase Alumni connections via e-communications, events, and activities via use of Harris Connect program	Summer – Spring	Monthly emails have been sent out; database 'scrub' and update added new emails	First use of new emails to be done in November, additional emails will also be collected via the Phonathon and fundraising mailing response cards	Updated emails in system via data refresh. Up to 16,000 currently. On schedule, ongoing.
	Assess Fall and Spring			
Implement 50 th Anniversary Anniversary Programming	Finalize Plan Fall 2012	Assigned as an Initiative for the Fundraising Council	Initiative agendaed for the Fundraising Council's November meeting	Plan to be completed 1/22/2012, implementation on target for Spring launch.
	Implement starting Spring 2013			
Align the Coordinator of Foundation Programs position with specific alumni/donor relations and stewardship goals	July 2012 target	Job duties of the Coordinator and Director have been clearly defined. Completed.		

Create an inventory of business and civic partners	Fall 2012 to Spring 2013	Assigned as an Initiative for the Fundraising Council , request to build first draft sent out to council	First draft finalized at he October 23 Fundraising Council meeting, some additions were required, draft to be sent out district-wide October 24th.	Draft sent district-wide on November 1, 2012. Second draft reviewed by Fundraisign Council November 27, 2012. On schedule.
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4: Increase the effectiveness of advancement and foundation programming through streamlined operations

Action	Timeframe	Progress report September 30, 2012	Progress report October 24, 2012	Progress report December 12, 2012
Update policies and procedures in operations in Advancement and Foundation	July 2012 to begin ID process	Proces update begun, trainings begun, work with CASE for regluations/ Best Practices	Additional adjustements made to non-cash giving process, gift processing was finalized. Completed.	
	December 2012 for completion			
	June 2013 assessment and internal review			
Review and streamline gift processing	June 2012 review for Summer 2013 implementation	Initial Review Completed - process reviewd and updated with one back up per area		Additional updates to be made for Januaray 2013 include envelope restructure. On schedule.
Input accurate alumni data to support communications, identify target groups for special 50 th communications from database	Fall 2013 target groups identified with Marketing Plan	Data scrub to collect more information processed in Donor Perfect	Completed the updates	On schedule.
Meet targeted Professional Development Needs for staff	Summer 2012- Spring 2013	Online webinars including Donor Perfect training andMarketing Analytics are available	Minimum one conference per staff - October CASE for three staff to date	On schedule.

San Luis Obispo County Community College District

December 2012

Technology Plan 2012-2017 Progress Report

Technology Plan Initiative 1: The student experience at Cuesta incorporates instruction in current technology. The experience includes the necessary support resources for both online and face to face courses.			
Recommendations/Action Steps for Technology Plan Initiative 1	Responsible Party	Progress	Implications for Next Year's Action Steps
1.1 Develop standards and competencies for information technology for all Cuesta students.	(R) Academic Senate, Student Success and Retention Committee, Technology Committee	Completed: <i>See SLOCCD Spring 2012 Progress Report</i>	
1.2 Identify student technology support needs that are currently not being met. This includes support for Distance Ed classes.	(R) Academic Senate, Student Success and Retention Committee, Technology Committee, ASCC	In process: <i>Faculty reassigned through Fall 2012. Interviews for Spring 2013 release time scheduled for December 7th.</i>	
1.3 Develop appropriate resources for students to meet their technology support needs. May include online interactive and face to face interaction and information.	(R) Academic Senate, Student Success and Retention Committee, Technology Committee	In process: <i>On line student Moodle training implemented Summer 2012 and available via myCuesta</i>	
1.4 Hire a Student Technology Resource Instructor.	(R) Director Learning Resources/DE, P&B, Cabinet		

Technology Plan Initiative 2: All classrooms at all locations have an appropriate configuration of multi-media support for instruction and learning.			
Recommendations/Action Steps for Technology Plan Initiative 2	Responsible Party	Progress	Implications for Next Year's Action Steps
2.1 Computer Services and Facilities works with Academic Affairs to determine a reasonable multi-media configuration for classrooms.	(A) Computer Services, Facilities, Academic Affairs	In process: <ul style="list-style-type: none"> • AV staff has been sent to training on current technology integrated audio/visual control system • Have begun developing the configuration of a standard instructional station 	
2.2 Identify the number of rooms requiring multi-media in order to meet the instructional needs.	(A) Facilities, Academic Affairs		
2.3 Prioritize classrooms and identify annual funds to install the equipment in each classroom. Add replacement costs to annual replacement budget.	(R) Facilities, Academic Affairs, Appropriate Impacted Departments	In process: <ul style="list-style-type: none"> • \$22,800 Central IT funds available 2012-2013 for this equipment. • 13 classrooms data projectors replaced Fall 2012 	
2.4 Investigate options such as partnering with the leaser or using portable equipment, if it makes sense, to increase the functionality of leased classrooms.	(R) Facilities, Academic Affairs		

Technology Plan Initiative 3: Cuesta College has integrated student support systems to minimize hurdles to matriculation (admissions, orientation, assessment and testing, counseling, and student follow-up), and goal completion (certificate, graduation, transfer).			
Recommendations/Action Steps for Technology Plan Initiative 3	Responsible Party	Progress	Implications for Next Year's Action Steps
3.1 Assemble a Student Services taskforce of staff and service faculty from appropriate departments and identify areas that could be improved with technology.	(R) Student Services, Computer Services	On-going: <ul style="list-style-type: none"> • Monthly 3 VPs meet with Director of Computer Services to prioritize project requests. VP Student Services consults with Student Services leaders to get their input on requested projects • VPs developed criteria for priority projects • VPs had departments/divisions review current list and close any unnecessary requests. 	Remove. This process has been institutionalized.
3.2 If the change requires a programming effort with Banner, use existing process to prioritize these requests. If the change doesn't require programming resources, then evaluate and prioritize for implementation.	(R) Student Services, Computer Services	Completed: <ul style="list-style-type: none"> • Enhancements to Find Classes made • Implementation of Registration waitlist • Flat screen panel installed by Financial Aid to display Financial Aid information to students In process: <ul style="list-style-type: none"> • Implement Accuplacer assessment testing system for English assessment testing • Implement Accuplacer assessment testing system for Math assessment testing 	
3.3 Review the content and organization of myCuesta as it pertains to first time students.	(R) Student Services, Computer Services		

Technology Plan Initiative 4: Cuesta College’s primary technology is sustained by an annual centralized budget designed to maintain inventory and staffing at a standard which serves the work of the College.			
Recommendations/Action Steps for Technology Plan Initiative 4	Responsible Party	Progress	Implications for Next Year’s Action Steps
4.1 Replace computers more than 6 years old. The one-time cost for these replacements is determined and reported in the ATAR.	(R) Technology Committee, P&B, Cabinet	<i>In process:</i> <ul style="list-style-type: none"> • \$22,800 Central IT funds available 2012-2013 for this equipment. • In addition migrated computers were made available through lab consolidation • Computers 8 years and older were replaced in employee offices with new or migrated computers • These funds along with department Foundation funds allow for replacement of Physical Science laptop computers for Fall 2012 • North County continues to use Foundation funds to replace office computers. 8 computers replaced summer 2012. 	
4.2 Computers are replaced on a revolving upgrade schedule to keep them less than 6 years old. The annual cost for these upgrades is determined and reported in the ATPR.	(R) Computer Services, Technology Committee, P&B, Cabinet	<i>In process:</i> <ul style="list-style-type: none"> • Minimum of \$15,000 available through 2014-2015 for computer replacement. • North County continues to use Foundation funds to replace office computers. 8 computers replaced summer 2012. 	

Recommendations/Action Steps for Technology Plan Initiative 4	Responsible Party	Progress	Implications for Next Year's Action Steps
4.3 Funding and management for software licensing is centralized.	(R) Computer Services, Technology Committee, P&B, Cabinet	On going: <ul style="list-style-type: none"> • Existing funds for RemoteLearner/Moodle moved to Central IT account and process. 	
4.4 The total cost of existing support contracts is compiled. Each contract is examined in terms of the needs of the College.	(A) Computer Services	Completed: <ul style="list-style-type: none"> • Contract reviewed during latest renewal cycle, July 2012. • Contract spreadsheet updated with current information 	Remove. This is part of Computer Services annual process
4.5 Hire PC and network support staff required to maintain college systems.	(A) Director of Computer Services, P&B, Cabinet		
4.6 Cuesta establishes a Central IT budget with sufficient funds to meet annual requirements. This budget is independent from the Cluster IPPR process.	(R) Computer Services, Technology Committee, P&B, Cabinet	In process: <ul style="list-style-type: none"> • Cuesta College Foundation committed \$100,000 annually, on-going • 45% of all future MAA funds will fund the district technology initiatives 	

Technology Plan Initiative 5: Cuesta College's campus network infrastructure meets current and anticipated work needs and is sufficiently funded and staffed.			
Recommendations/Action Steps for Technology Plan Initiative 5	Responsible Party	Progress	Implications for Next Year's Action Steps
5.1 The administration leads an effort to obtain external support to replace the SLO campus infrastructure by 2014. Likely sources of external funds include Foundation donors and/or grants.	(R) Computer Services, Technology Committee, P&B, Cabinet	<i>In process:</i> <ul style="list-style-type: none"> • <i>\$106,400 Central IT funds available 2012-2013 for infrastructure upgrades.</i> • <i>Cuesta College Foundation committed \$100,000 annually, on-going, 70% is designated for infrastructure upgrades through 2014-2015</i> • <i>These funding streams will support network infrastructure renovation at both campuses.</i> 	
5.2 Computer Services produces a detailed cost assessment for hardware replacement that accounts for deferred maintenance costs, including data communications as well as servers and storage. Costs for consultants and contractors need to be included.	(R) Computer Services	<i>In process:</i> <ul style="list-style-type: none"> • <i>A 3 year discount agreement between Hewlett Packard and Cuesta College for network equipment is in place.</i> • <i>An updated budget for the total project, including facilities costs, is being developed in cooperation with MOG.</i> 	

Recommendations/Action Steps for Technology Plan Initiative 5	Responsible Party	Progress	Implications for Next Year's Action Steps
5.3 Determine year over year cost to maintain the infrastructure, including support contracts, staffing and regular replacement.	(R) Computer Services, Technology Committee, P&B, Cabinet	See SLOCCD Spring 2012 Progress Report	
Other Activities that support this initiative			
North County Network Upgrade		Completed: <i>The North County LRC building project provided funding for new wired and wireless network equipment in that same building. Additionally, the LRC building project also funded replacement of the core network switch that serves the entire North County campus. Both building and NCC core network upgrades were completed by June 2012.</i>	
San Luis Obispo Core Network Switch Upgrade		Completed: <i>Monies allocated via the IPPR process funded replacement of the core network switch that serves the entire SLO campus. The SLO core network switch upgrade completed in August 2012.</i> <i>With the network core replaced at each campus, Cuesta now has the foundation upon which to renovate building wired and wireless networks across both campuses.</i>	

Upgrade Storage	<p>Completed:</p> <ul style="list-style-type: none"> • <i>In November 2012, the primary storage virtualization system was upgraded to the latest software version</i> • <i>This allows better support backup and replication of virtual servers.</i> • <i>The NCC LRC data center funded a replication site which will be used to provide additional capacity and redundancy for on-premises servers.</i> 	
Replace aged wired network equipment in 3300/3400	<p>In process:</p> <ul style="list-style-type: none"> • <i>All of the 10+ year old switches in 3300/3400 will be replaced during the 2012-2013 Winter break.</i> • <i>The old switches operate at 100Mb/sec; the new switches will operate at 1000Mb/sec or 1Gb/sec.</i> • <i>These switches provide network connectivity to over 300 student use computers and approximately 75 office and administrative support computers.</i> 	

Technology Plan Initiative 6: Network applications are consistently available to users.			
Recommendations/Action Steps for Technology Plan Initiative 6	Responsible Party	Progress	Implications for Next Year's Action Steps
6.1 Computer Services and Physical Plant renovate existing data center in 4109 to house servers on the SLO campus with redundant cooling and power to mitigate power outages.	(A) Computer Services, Facilities	<i>Funding not yet allocated for this project</i>	
6.2 Identify and implement cost effective backup and recovery solutions that meet the evolving business needs of the College.	(A) Computer Services	Completed: <i>Replaced an aging 10TB backup repository (VTL) with a new, "de-duplicating" appliance that provides greater than 100TB capacity. And with funding from the NCC LRC project, procured a second appliance that replicates with the primary to facilitate offsite backup. In June 2012, upgraded the backup software license to make full use of the new capacity.</i>	Remove. <i>Backup capacity is sufficient to meet the districts need through 2017, the span of the Technology Plan.</i>

Recommendations/Action Steps for Technology Plan Initiative 6	Responsible Party	Progress	Implications for Next Year's Action Steps
6.3 Computer Services continues to include cloud computing (aka off-site) resources when evaluating new applications and solutions. Weigh the cost/benefit/risk during the evaluation.	(R) Computer Services	<p>Completed:</p> <ul style="list-style-type: none"> • Moved www.cuesta.edu to off site location. This site will remain up and running when power events occur on campus or other emergency that could affect this server being available. Allows for communication to the college community in these events. • Moodle, Cuesta's LMS system is hosted off site. <p>In process:</p> <ul style="list-style-type: none"> • Implementing web based assessment testing system for Math and English. This eliminates reliance on internal systems for manipulation of data to determine student test scores that are used for clearance of prerequisite requirements for class registration. 	
Other Activities that support this initiative			
Provide VPN access to Cuesta applications from South County Centers		<p>Completed:</p> <p>In October 2011, installed a VPN in the leased facilities at Lucia Mar Unified School District. Previously, support staff at the South County Centers had to use remote access applications which sometimes hampered student service. The new VPN now allows support staff to connect directly to network resources located at the SLO campus which streamlines student support.</p>	

<p>Move Research/Assessment score processing to a server</p>	<p>Completed: <i>Applications and processes previously were on an office computer. Moved applications and processes to a server to provide reliable service and backup.</i></p>	
<p>Implement North County Campus data center</p>	<p>Completed: <i>Consistent with the North County Campus Master Plan, the new Learning Resource Center houses the new, permanent data center for that campus. Previously, the data center was located in a portable building with limited cooling capacity. The new data center was designed and built for this purpose and as a result has excellent cooling and power. This will provide greater reliability and uptime compared to the previous facility.</i></p>	
<p>Numerous operational projects have been completed that support this initiative. See Fall 2012 Annual Technology Assessment and Review for a list.</p>	<p>On-going: <i>Numerous operational projects are initiated and completed to support this initiative on an on-going basis.</i></p>	

Technology Plan Initiative 7: Cuesta College's data and network servers are protected against security breaches			
Recommendations/Action Steps for Technology Plan Initiative 7	Responsible Party	Progress	Implications for Next Year's Action Steps
7.1 Hire an outside consultant to do a security audit of Cuesta network and system in 2012.	(A) Computer Services, Public Safety		
7.2 The results of this audit is reviewed, prioritized and budgeted.	(A) Computer Services, Public Safety		
7.3 Develop a comprehensive employee training plan to teach all employee best practices to protect themselves, the data, and Cuesta technology resources from a security breach. Look for outside and on-line resources. The plan needs to be ongoing and the content kept up to date.	(R) Computer Services, Professional Development Committees	On-going: <i>Technology Trainer continues to send out information about how to spot phishing email.</i>	
7.4 Utilize the Technology Trainer and Professional Development committees to implement the training plan.	(R) Computer Services, Professional Development Committees		

Other Activities that support this initiative		
Bookstore servers moved to data center	<p>Completed: <i>Servers that support the bookstore applications use to reside in the bookstore and was the responsibility of that staff to keep up with latest security patches. Due to loss of staff, this wasn't happening in a timely manner. Servers were moved to the data center and are now the responsibility of IT staff to keep secure.</i></p>	
<p>Numerous operational projects have been completed that support this initiative. See Fall 2012 Annual Technology Assessment and Review for a list.</p>	<p>On-going: <i>Numerous operational projects are initiated and completed to support this initiative on an on-going basis.</i></p>	

Technology Plan Initiative 8: Cuesta College is wirelessly accessible in all areas of all buildings on all campuses.			
<i>Recommendations/Action Steps for Technology Plan Initiative 8</i>	<i>Responsible Party</i>	<i>Progress</i>	<i>Implications for Next Year's Action Steps</i>
8.1 Technology Committee develops a prioritized list of buildings and outdoor spaces for wireless deployment by May 2012.	(A) Technology Committee, Computer Services	Completed: <i>Included in Technology Committee recommendation to Planning and Budget Spring 2012</i>	Remove.
8.2 Computer Services provides estimated budget for the top four priority spaces.	(A) Technology Committee, Computer Services	In process: <i>This will be included in the infrastructure upgrade project (see Initiative 5)</i>	
8.3 Work within the budget funding processes, including Foundation Grants, to make annual progress on this goal.	(R) Technology Committee, Computer Services, B&P, Cabinet	In process: <i>This will be included in the infrastructure upgrade project (see Initiative 5)</i>	
Other Activities that support this initiative			
Install wireless network access in 3300/3400		In process: <ul style="list-style-type: none"> • <i>Planned during 2012-2013 Winter break</i> • <i>Wireless will be available in every classroom and office and public area</i> • <i>Access will be available to students, employees and computer labs.</i> 	

Technology Plan Initiative 9: The College evaluates current and emerging technologies and incorporates those which will improve institutional effectiveness and student learning.			
<i>Recommendations/Action Steps for Technology Plan Initiative 9</i>	<i>Responsible Party</i>	<i>Progress</i>	<i>Implications for Next Year's Action Steps</i>
9.1 Technology Committee and VP Academic Affairs create a faculty forum where information about changing curriculum technologies are brought to light and evaluated.	(R) Technology Committee, VP Academic Affairs		
9.2 The Director of Computer Services meets monthly with the 3 VPs to identify priority projects from the Banner requested project list. Use this process to focus limited resources on projects that move Cuesta toward the goal.	(A) Director of Computer Services, VP Academic Affairs, VP Student Services, VP Administrative Affairs	<i>On-going:</i> <i>Described in Initiative 3.</i>	

Recommendations/Action Steps for Technology Plan Initiative 9	Responsible Party	Progress	Implications for Next Year's Action Steps
9.3 Technology Committee, VP Student Services, and VP Administrative Services create a faculty/staff forum where information about changing technologies are brought to light and evaluated.	(R) Technology Committee, VP Student Services, VP Administrative Services		
9.4 Computer Services assigns staff to evaluate new technology and facilitate their adoption to the rest of the College.	(R) Computer Services, appropriate staff from other departments	<p>Completed:</p> <ul style="list-style-type: none"> • Support pilot project with Library to provide iPad and Android tablets for employees to check out to evaluate their usage for the district <p>In process:</p> <ul style="list-style-type: none"> • Implementing SharePoint in Fall 2012 for use by 7 committee for pilot project. Support installation, support and training. 	

Technology Plan Initiative 10: The College's website is regularly updated and accessible by all platforms, including smart phones and tablets. Internal portals are easily navigated.			
Recommendations/Action Steps for Technology Plan Initiative 10	Responsible Party	Progress	Implications for Next Year's Action Steps
10.1 In Fall 2012, Marketing will evaluate the work effort to optimize the appropriate content for smart phone and table display. Determine a project plan and identify the necessary resources and timeline for this project.	(R) Marketing, Computer Services		
10.2 Convert existing myCuesta channels to be able to use the content management system to update the content.	(A) Computer Services, appropriate staff from other departments	In process: <i>Marketing and Counseling have myCuesta channels whose content comes from OU. Other channels will be converted over time.</i>	
10.3 Train appropriate users on using this system. The goal would be that additional content can be added to myCuesta and easily updated so that it is kept current. This will be done by August 2012.	(A) Marketing, Computer Services	Completed: <i>Content moved from old servers to content management system. New site launched September 2012. Technology Trainer provided in person, hands on training to content providers</i>	Remove
10.4 Determine a solution and identify resources and funding required to implement technology for Cuesta's web site to be accessible via mobile devices.	(A) Computer Services		

Technology Plan Initiative 11: The Learning Management System (LMS) is accessible by mobile devices such as smart phones and tablets.			
<i>Recommendations/Action Steps for Technology Plan Initiative 11</i>	<i>Responsible Party</i>	<i>Progress</i>	<i>Implications for Next Year's Action Steps</i>
11.1 Evaluate and implement the mobile web application for Moodle.	(A) Computer Services, Director Learning Resources/DE, DE Committee		

Technology Plan Initiative 12: Cuesta College provides appropriate technology training in order to accomplish necessary job-related responsibilities.			
Recommendations/ Action Steps for Technology Plan Initiative 12	Responsible Party	Progress	Implications for Next Year's Action Steps
12.1 Each department develops customized "how to" user documentation for internal department technologies, policies, and processes.	(R) Department Banner Functional Leads	<p>Completed:</p> <p>A&R:</p> <ul style="list-style-type: none"> • <i>How to do data entry of the paper admissions application in Banner (Julieta Trainer, May 4, 2012)</i> • <i>Reviewed Repeat Forms and how to use/lookup/enter the repeats in Banner (Kristin/Lori Trainers, May 11, 2012)</i> • <i>Reviewed Registration processing and the error message in Banner along with the proper forms (Lori/Kristin Trainers, May 25, 2012)</i> • <i>Review all other Banner forms within A&R (transcripts, degree, etc) and to use each Banner form respectively (Lori/Kristin Trainers, June 1, 2012)</i> • <i>Created documentation for other Student Services departments on who to use Xtender, document imaging system.</i> • <i>Created documentation for other Student Services departments on how to change student address in Banner in order to support Higher One project</i> • <i>Created documentation for faculty on how to use the on-line system to drop students from class.</i> <p>A&R and Computer Services</p> <ul style="list-style-type: none"> • <i>Document how current process for determining student registration priority is done. This is needed for the taskforce to review the mandated changes from the Chancellors office.</i> <p>Computer Services</p> <ul style="list-style-type: none"> • <i>Created user documentation for new version of Argos, the Banner reporting system. Documentation is available on the Argos channel in myCuesta.</i> 	

		<p><i>Financial Aid:</i></p> <ul style="list-style-type: none"> <i>The FA office has had various basic training for staff on Banner functionality that is included in staff meetings throughout the year</i> <p><i>HR</i></p> <ul style="list-style-type: none"> <i>Developed training materials for new web time entry process. Training materials will be presented to departments as they implement his new function. Training materials include information for employees, approvers and initial setup.(see 14.2)</i> 	
12.2 Train faculty on new and existing classroom technology.	(R) Professional Development Committees, HR, Tech Trainer	<p>On-going:</p> <p><i>Numerous training sessions and one-on-one training occurs monthly</i></p>	
12.3 Provide training on full use of Banner.	(R) Functional Leads, Consultants	<p>Completed:</p> <p><i>A&R</i></p> <ul style="list-style-type: none"> <i>Financial Aid staff on Banner lookup screens and Xtender, document imaging lookup</i> <i>Trained other Student Services staff on how to change student addresses in order to support Higher One project</i> <i>Trained Financial Aid staff how to look up transfer courses and GPA of students</i> <p><i>Financial Aid</i></p> <ul style="list-style-type: none"> <i>June 2012: brought in consultants to implement 13/14 scholarship online using Banner Baseline</i> <i>October 2012 brought in consultants to train staff on SAP, upcoming AB540 upgrade, new year set up planning, trouble shooting</i> <i>October 2012-Finaid---follow up meeting with consultants to go live with 13/14 scholarship</i> <p><i>A&R, Financial Aid, EOPS, DSPS, HR, Payroll, Computer Services</i></p> <ul style="list-style-type: none"> <i>September 2012- attended conference to learn system functionality/upcoming releases/upgrades</i> 	

Recommendations/ Action Steps for Technology Plan Initiative 12	Responsible Party	Progress	Implications for Next Year's Action Steps
12.4 Provide employee technology training.	(R) Professional Development Committees, HR, Tech Trainer	<p>In process:</p> <ul style="list-style-type: none"> • SharePoint training for co-chairs and administrative assistants for 7 pilot committees scheduled proved October, November and December <p>On-going:</p> <ul style="list-style-type: none"> • Numerous training sessions and one-on-one training occurs monthly <p>Completed:</p> <ul style="list-style-type: none"> • Vendor provided on-line training for staff involved in Higher One project. • Project team trained additional Student Services staff on data look-up in order to provide customer support to students starting Spring 2013. • A&R attended vendor training for Clearinghouse to learn new features of the system. 	
12.5 Provide training for technical staff to keep up with current/changing technology.	(R) Professional Development Committees, HR, Tech Trainer	<p>Completed:</p> <ul style="list-style-type: none"> • Programming staff attended annual conference in September 2012 and attended technical sessions in order to learn new functionality and learn from colleagues. • September 2012 technical conference call with vendor who will be implementing student debt card for the district in order to learn the required technology • Numerous ERP vendor sponsored webinars to inform technology support staff on changes, new products and processes. • Programming staff attended training conducted by Chancellor's office staff on changes with MIS state reporting requirements • Supervisor and Network staff attended technical training from our new network vendor on equipment that will be installed during network upgrade 	

		<p><i>project.</i></p> <ul style="list-style-type: none"> • <i>Network staff attended training on SAN technologies.</i> • <i>Consultants used to implement Cuesta’s SharePoint system provided technology transfer to both the Network Staff and the Technology Trainer.</i> • <i>Programming staff attended webinar from CCCApply/CCCOpen to learn about new system that we implement October 2013</i> • <i>Programming staff attended webinar from Ellucian to learn about new technology architecture of their new system that we will be implementing in the coming years.</i> • <i>PC Support staff attended webinar to learn about a tool for managing iOS (aka iPad) and OSX devices in our environment.</i> 	
	Other Activities that support this initiative		
	Departments responsible for data entry of MIS state reporting data keep up on changing requirements	<p>Completed:</p> <p><i>Chancellor’s office MIS staff conducted training via webinar on the upcoming changes to MIS reporting requirements. Departments responsible for data entry and those who use the MIS data attended.</i></p>	

Technology Plan Initiative 13: The College provides training for new and existing instructional technology, including Cuesta's learning management system and other online instructional tools.			
Recommendations/Action Steps for Technology Plan Initiative 13	Responsible Party	Progress	Implications for Next Year's Action Steps
13.1 The Director of Library Learning Resources provides hands-on, in person training for the new LMS during 2011-2012 Academic year.	(A) Director Learning Resources/DE, DE Committee, Technology Committee	Completed: <i>Numerous hands-on training was made available, along with a recorded session for later review. 1 FTE faculty reassigned time provided additional training/help opportunities.</i>	Remove
13.2 Appropriate support staff in both computer services and library support complete online administrative training modules in the new LMS system.	(A) Director Learning Resources/DE, Computer Services	Completed: <i>Technology Trainer and Instructional Associate completed appropriate Moodle training modules.</i>	Remove
13.3 Additional/ongoing faculty training on campus standard LMS is scheduled on a regular basis.	(R) Director Learning Resources/DE, DE Committee	In process: <ul style="list-style-type: none"> • <i>Technology Trainer created Tips and Tricks documentation for use by faculty</i> • <i>Fall 2012 recruiting for replacement reassigned faculty for Moodle and DE faculty support</i> • <i>Funding for @one training available 2012-2013</i> 	
13.4 In cooperation with Computer Services staff and instructional technology expert, develop and implement a process for beta testing and training faculty on new and existing instructional technologies. Evaluate models that have previously	(A) Director Learning Resources/DE, Technology Committee, Computer		

been used.	Services		
13.5 Hire a Technology Resource instructor.	(R) Director Learning Resources/DE, P&B, Cabinet		
Other Activities that support this initiative			
Technology Trainer developed documentation for copying content from one Moodle shell to another.		Complete: <ul style="list-style-type: none"> • Documentation developed and reviewed by Sean Landers, Carina Love, Matt Vasquez and Lee McCrea. • Made available to Cuesta DE instructor from numerous DE resource web sites. 	
Numerous existing classes and one-one-one trainings continue to occur.		On-going: Numerous training sessions and one-on-one training occurs monthly	

Technology Plan Initiative 14: Cuesta College will maximize the capacity of Banner to improve processes and data collection.			
<i>Recommendations/Action Steps for Technology Plan Initiative 14</i>	<i>Responsible Party</i>	<i>Progress</i>	<i>Implications for Next Year's Action Steps</i>
14.1 Hire more technical staff that is required to support current and additional Banner functionality.	(R) Director of Computer Services, P&B, Cabinet	<i>Completed:</i> <i>Additional Programmer position that has been funded was filled August 2012</i>	
14.2 Move forward with implementation of Web Time Entry. Web time entry will replace the current monthly leave form for permanent employees to the web. This will eliminate much of the monthly paperwork that is required with our current paper-based system. Web Time Entry for all permanent classified employees will be implemented by 2012.	(R) Payroll, HR, Deans Assistants	<i>In process:</i> <ul style="list-style-type: none"> • <i>Currently being used in HR, Bookstore and Public Safety and ASCC.</i> • <i>Scheduled to be rolled out to all departments by April 2013</i> • <i>May implement variation of the system, Department Time entry for WED. Nursing, and Community Programs.</i> 	
14.3 Use the tools available in Banner and R25/S25 to maximize the efficiency of scheduling classroom and its content such as tables, chairs, computers, software, etc.	(R) Facilities, Academic Affairs		
14.4 Implement online requisitions in Banner. Previously a modification was required for this project. There have been upgrades since that time. Evaluate the current software.	(R) Purchasing		

<p>14.5 Enhancement to Faculty Load and Payroll integration (aka FLAC). This is a fairly new feature of Banner that improves the integration between the scheduling system and the payroll system as it pertains to faculty load driving faculty pay.</p>	<p>(R) Deans Assistants, Payroll, HR</p>	<p><i>In process:</i></p> <ul style="list-style-type: none"> • <i>Vice Presidents prioritized this project to be worked on. Initial investigation on work effort and consultant cost has been completed.</i> • <i>Working with consultants to break the project into smaller projects and get scheduled.</i> 	
<p>14.6 Banner has a module that supports tying scanned documents to entities in Banner (a student, a vendor, or an employee). Financial Aid is the next department on the list to implement this product. Pilot an implementation using outside technical resources for the implementation.</p>	<p>(R) Computer Services, Financial Aid</p>		
<p>Other Activities that support this initiative</p>			
<p>Implement student debit card solution for Financial Aid funds</p>		<p><i>In process:</i></p> <ul style="list-style-type: none"> • <i>Testing completed</i> • <i>Beginning production processes December</i> • <i>All students Financial Aid and Refunds for Spring 2013 classes use the new system.</i> 	
<p>Implement Electronic Transcripts via Credentials Inc</p>		<p><i>In process:</i></p> <ul style="list-style-type: none"> • <i>Contracts with vendor signed</i> • <i>Testing complete</i> • <i>Installation on PROD servers complete</i> • <i>Go live scheduled for December 21st</i> 	

	<ul style="list-style-type: none"> • <i>Mini-grant applications submitted to Chancellors office</i> 	
Implement Faculty drop rosters via Self Serv Banner	<p><i>In process:</i></p> <ul style="list-style-type: none"> • <i>A&R testing the system</i> • <i>Proposal to Cabinet December 5</i> • <i>Communication to district community and appropriate committees/organizations scheduled</i> • <i>Planned go live spring 2013</i> 	
Implement online system for student financial aid scholarships	<p><i>In process:</i></p> <ul style="list-style-type: none"> • <i>Data entry portion of the system currently being tested</i> • <i>Developing requirements for data extraction and reporting</i> 	
Implement SSB for fiscal data	<p><i>In process:</i></p> <ul style="list-style-type: none"> • <i>Currently in alpha test phase with a single district user</i> • <i>Fiscal Services developing training materials with the help of Technology Trainer</i> • <i>Plan district-wide roll out to budget managers during Spring 2013</i> 	
See projects listed in initiative 3		
Numerous operational projects have been completed that support this initiative. See Fall 2012 Annual Technology Assessment and Review for a list.	<p><i>On-going:</i></p> <p><i>Numerous operational projects are initiated and completed to support this initiative on an on-going basis.</i></p>	

Technology Plan Initiative 15: Cuesta College will consolidate the number of student computer stations to match student demand with instructional necessity, while simultaneously improving the level and support for student computing.			
Recommendations/Action Steps for Technology Plan Initiative 15	Responsible Party	Progress	Implications for Next Year's Action Steps
15.1 Review student computer usage data and make recommendations based on this data for classroom scheduling and computer replacement.	(A) Technology Committee	In process: <i>Initial step of a taskforce from Technology Committee formed to evaluate the data.</i>	
15.2 Consolidate existing student computer labs and remove old computers out of inventory without replacing.	(R) Computer Services, Academic Affairs (including impacted departments)	In process: <ul style="list-style-type: none"> • <i>During summer 2012 2 computer labs were removed from inventory. Computers were migrated to offices in order to support initiative 4.</i> 	
Other Activities that support this initiative			
Physical Science purchased new laptop computers summer 2012 with the goal of modifying class schedules in spring to fully utilize these new systems by Physical Science. The quantity of laptops was increased from 18 to 24 to allow more classes to use the computers.		Deferred: <i>Due to changes in instructor staffing requirements for the 2012-13 academic year room scheduling conflicts prevented spring implementation. These staffing issues are anticipated to be resolved by fall 2013. The goal is to use these laptops in place of the 17 desktops in room 2101, thus removing these from inventory.</i>	Keep

San Luis Obispo County Community College District

December 2012

Appendix A: Planning Progress Evidence

Appendix A: Planning Progress Evidence*

Institutional Objective 1.1

Engineering Transfer Sequence Course Offerings by Semester

Institutional Objective 1.3

Distance Education Pedagogical Readiness for Faculty

Distance Education Technology Literacy and Readiness for Faculty

Institutional Objective 2.2

High School Outreach Grid 2013

Implementation Plan Educate Conference 2013

Institutional Objective 3.1

Decision Making Handbook

Superintendent/President email requesting feedback on draft Decision-Making Handbook

Institutional Objective 4.1

Invitation to District to attend training on the Integrated Planning Model

Opening Day Fall 2012 Presentation Information to District

Annual Committee Training

Institutional Objective 4.2

Minutes from August 29, 2012 President's Cabinet Meeting

Minutes from September 5, 2012 President's Cabinet Meeting

Minutes from September 24, 2012 President's Cabinet Meeting

Minutes from October 3, 2012 President's Cabinet Meeting

Minutes from November 19, 2012 President's Cabinet Meeting

Institutional Objective 5.2

Workgroup Grid: Increase participation at district events for K-12 districts and universities

**Evidence is maintained by the President's Office and is available via the Strategic Planning Committee SharePoint Site*